



B712 Summer 2025

**BUSADMIN B712
Managerial Negotiations
Summer 2025 Course Outline**

**Human Resources and Management
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

- 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: Tues 19:00-21:50
Dr. Haniyeh Yousofpour**

Instructor

yousofh@mcmaster.ca

Office: RJC

Office Hours: By appointment

**Room:see mosaic
Sanjay Dhebar**

Instructor

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TA

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Course prerequisites: BUSINESS B650 and enrollment in the MBA program OR enrollment in the graduate Biomedical Discovery and Commercialization Program.

Course antirequisites: BL712

COURSE ELEMENTS

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

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 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. This course is taught primarily through the case-method but also includes readings, lectures, videos, workshops and a simulation game. What you will learn in this course, however, has utility not just for the person at the top of the enterprise. Increasingly, general management responsibility is shared, and every member of the management team needs to appreciate how their actions contribute to the overall success of the enterprise. The cases and concepts of the course take the total business as the unit of the analysis and the general manager of the business as the key decision-maker. The

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materials used in the course encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience.

The course is built around a series of negotiation exercises and debriefings. 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:

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

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and other materials

➤ <http://avenue.mcmaster.ca>

\$ FREE

Custom HBS Courseware <https://hbsp.harvard.edu/import/1292450>

And

Case Specific Role (Links will be shared weekly for each role)

~\$ 60 USD

OPTIONAL COURSE MATERIALS AND READINGS

- Lewicki, Barry, Saunders and Tasa (2020). *Essentials of Negotiation* (4th Canadian edition)

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EVALUATION

Learning in this course results primarily from discussion and participation in 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

Course Contribution	(individual)	10%
Online Test	(Individual)	20%
Cultural Differences in Negotiation	(group)	15%
Group Negotiation Planning Document	(group)	10%
Self-Appraisal Paper	(individual)	25%
Group Negotiation Ratification	(group and Individual)	15%
Guest Speaker Activity	group	5%
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:

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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

Participation (10%)-Ongoing

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.

To prepare for each class you must complete the Planning and Role Preparation (5%)

When a negotiation role is assigned in advance, you are expected to come to class fully prepared to negotiate. This involves having carefully read your role information and having prepared a planning document for the negotiation. (The template for the planning document will be posted online)

You submit yours in the appropriate Avenue to Learn dropbox prior to each negotiation.

Daily Reflection after each negotiation (part of self-reflection paper):

After each negotiation exercise, ensure you document your experience, how you approached the negotiation and your effectiveness. It is essential to do this shortly after each experience to capture the details. This needs to be added as appendix for the self-reflection paper.

Peer Feedback (5%)

After each negotiation, you must provide feedback to your counter partner at the end of the class about how effective they were in their negotiation and how they could enhance their approach in the future. For 3 of the negotiations, you have RATE your partner's feedback and how effective their feedback was to support your learning journey.

You have to complete the following form: <https://forms.gle/SNo4F85iLJDrHutZA>



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Online Test (20%)-Jul 4

There will be an online test with 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.

Cultural Differences in Negotiation (15%)Jul 8

This is a group assignment where you will select a specific culture to further research and conduct analysis for negotiation practices. You will have 10 minutes to present your findings in class followed by a 5 min question and answer where you will be asked how you will interpret or respond to a situation based on the culture you have presented.

During your presentation you have to cover:

- Different dimensions of cultural differences for your culture of choice
- Comparing your culture of choices and Canadian cultural dimensions
- List 5 very unique negotiation practices for your selected culture
- Share three potential challenges faced when negotiating with such a culture
- Provide recommendation on how to best negotiate with someone in this culture

Group Negotiation - Collective Bargaining and Negotiation (30%)- Jul 15 and Jul 29

Group Planning Document (15%):

This is a group negotiation, where two groups with multiple members will be negotiating with one another.

Each group must meet with their own team to reach an intragroup agreement on how they will approach the negotiation and submit a group agreement.

Ratification Presentation (15%)

Each group will be given 5 minutes in the class to share the result of their negotiation and persuade the union members or the management team (Depending on their role) to endorse their agreement.



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Ask yourselves what a constituent group would want to know and speak to that. They will obviously want to know what happened, what the terms were, and what future course of action stems from the negotiation. It is your job to spell this out clearly and to minimize confusion.

The overall objective should be to generate support from your constituent group regarding the course of action that follows from the negotiation. Thus, you will need to be persuasive and convincing. Rely on the class learning how to persuade others to get buy in for your action (deal or no deal).

The most important criterion used to assess the presentation component is the degree to which the group develops a persuasive, logical and coherent message in support of whatever negotiated outcome is being recommended.

After the presentation the audience will have the opportunity to ask questions and the second graded component is how the group handled Q&A. At the end the class will vote to endorse or not endorse your deal or no deal.

Note: Class votes are not part of your grade, and are collected for feedback purposes.

Self-Appraisal Paper (25%) – Due May 27 and Aug 1
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Negotiation self-assessment and Vision Report (5%): After the first two negotiations you should reflect on how you have negotiated and what you believe is important to be successful as a negotiator. This exercise will help you have better understanding of yourself. Based on your experience, you are to write a 2-page double space vision of what is important for you to be a successful negotiator and how you believe you will manage your negotiation exercises and your approach to various situations, which you will submit in the appropriate dropbox on Avenue to Learn. At the end of the term when you are completing your personal journal, you have to reflect back on how your vision was aligned with how you negotiated throughout the course.

Key components you will want to consider in your vision include:

- What is important for a successful negotiation?
- Your strengths and weaknesses as a negotiator and how you will utilize or manage these in your negotiation exercises.
- What you foresee as the biggest challenge during negotiation that you would like to overcome and how you foresee doing this.
- How you believe you will manage your negotiation exercises and your approach to various situations based on your experience.

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- Consider the dilemma of honesty and dilemma of trust and how you expect yourself to approach this in negotiations.

You may also choose to reflect on the two in class negotiations you have completed so far and share any surprising fact you learned about yourself or the negotiation process.

This report will serve to guide your approaches for negotiations throughout the course and as a way for you to reflect on your progress when writing your final personal journal.

A “good” report is one that provides insight into what is important for a successful negotiation and is able to self-reflect on how you view your skillset presently as a negotiator and how you will tangibly build your skillset as a negotiator over the duration of the course.

Personal Journal and Reflection (20%): During the course, each student is expected to maintain a journal of diary entries describing his/her role experiences and reflecting on learning experiences as a negotiator. Diary entries should be made very soon after each negotiation simulation. **Your diary entries will form an appendix for the self-appraisal paper**, and the entries will form the raw data for the paper (you need to type your diary as the self-appraisal paper submission is online and you have to attach the diary entries as appendices).

The self-appraisal paper has three main components that should be fully integrated:

1. Theories of negotiation and characters of best negotiation situations and negotiators,
2. Your personal observation of how you performed in the exercises and negotiations;
3. Analysis of how your performance is aligned with your original vision and best practices in negotiation.

In reflecting upon and analyzing your experiences and learning, take stock of your personal strengths and weaknesses, record key lessons from the class material and exercises, and target avenues for improvement. Be as succinct as possible.

I regard the paper with diaries as a confidential communication between each student and the instructor/TA. As a result, I expect you to be specific in identifying other people and their behaviour in describing your reactions to the negotiation simulations – this information will not be shared with other students.



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Your task is to describe your reactions, perceptions, impressions, or significant insights gained from participation in or reflection on the simulations. The points below are for consideration only and do not constitute an outline. The paper should not be a copy of the list below with responses, but rather you should integrate some of these concerns into your overall analyses. You may want to address some of the following points:

- a. What you expected in the situation;
- b. How you prepared for the negotiation;
- c. How you and others in the group behaved;
- d. What you learned about your skills;
- e. What you would do differently the next time around.

Among the questions you might address in your reflection are the following suggested starting points or issues:

- (1) What are the strengths of the best negotiators and what are your strengths as a negotiator?
- (2) What are your weaknesses as a negotiator? How can you manage your weaknesses?
- (3) What qualities/techniques did you admire in the negotiation of others?
- (4) What experiences from the simulations and exercises were especially memorable to you? What lessons did you learn? (Here you may want to discuss some details of how you and your counterparts negotiated particular exercises.)
- (5) What lessons from lectures, readings, and/or class discussion did you especially resonate with? Why?
- (6) What did you find particularly surprising? In what ways (if any) has this course changed the way that you think about negotiation?
- (7) Have you seen any lessons of the course play themselves out especially poignantly in your personal or professional life?

Requirements: Each paper should be no more than 8 and no less than 6 pages, not including the diaries in the appendix. The paper must be double-spaced, using a 12-point font, and with 1 inch margins. Papers will be evaluated on the following criteria:

- **Negotiation Theories and best practices:** (30%): Use of external research and negotiation theories. At least 5 peer reviewed journal have to be referenced.



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- **Self-reflection and analysis**: (40%) How thoughtful and insightful was your analysis? How well you articulate your actual behavior compared to your vision? Discussion of underlying reason for your choices and behavior during the negotiation exercises and your key take aways.
- **Relevance**: (20%) How effectively do you relate your discussion to the course readings and concepts discussed in class?
- **Exposition**: (10%) How clearly written and professionally presented is the paper?

COMMUNICATION AND FEEDBACK

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.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

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Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

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.

COURSES WITH AN ONLINE ELEMENT

All courses use some online 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to

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Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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.

ONLINE 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, Teams, 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.

ATTENDANCE



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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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 (Student Experience Academic Office)), 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 (Student Experience Academic Office) 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). 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



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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 (Student Experience Academic Office) 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 DeGroote 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 (Student Experience Academic Office) (Student Experience Academic Office) 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>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact



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DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.

- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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 (Student Experience Academic Office) **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

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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

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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.

ARTIFICIAL INTELLIGENCE

This is where you include your statement on artificial intelligence and its use in your class. Can refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](#)

COURSE SCHEDULE

MBA B712 Managerial Negotiation Summer 2025 Course Schedule

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WEEK	DATE	ACTIVITY
1	Tues May 6	Kick off and Negotiation Foundation
2	Tues May 13	Decision Making (Board Simulation) Read: Six Habits of Merely Effective Negotiators
3	Tues May 20	Compensation and optimal exchange point Read: 15 Rules for Negotiating a Job Offer
4	Tues May 27	Ethics and Williams House (Due: Vision Assignment Due)
5	Tues Jun 3	Asynchronized Class: Text Negotiation
6	Tues Jun 10	Collaboration and Collusion (Harboco) Read: The Surprising Power of Questions
7	Tues Jun 17	Culture and MedLee Read: Communicating, Negotiating, and Resolving Conflicts across Cultures
8	Tues Jun 24	Guest Speaker (Due: In class Assignment) Optional Read: Deal Making 2.0: A Guide to Complex Negotiations
9	Tues Jul 1	No Class (Online Test Due Friday Jul 4)
10	Tues Jul 8	Cultural Negotiation Presentation (Due: Cultural Presentation Deck) Read: Frasier (A)
11	Tues Jul 15	Union Negotiations (Due: Group Planning Document) Optional Watch: Final Offer (Documentary 1985)
12	Tues Jul 22	Emotions in negotiation- Stoyfood
13	Tues Jul 29	Ratification Presentation (Due: Ratification Presentation)