

MBA 2025

**BUSADMIN B712
Managerial Negotiation
Fall 2025 Course Outline**

**Human Resources and Management 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.

INSTRUCTOR AND CONTACT INFORMATION

Section 1: Monday 11:30 - 14:20

Dr. Baniyelme Zoogah

Instructor

Zoogahb@mcmaster.ca

Office: RJC 218

Office Hours: after class

Tel: (905) 525-9140 x23831

Class Location: RJC 214

Neha Sehgal

sehgan1@mcmaster.ca

Office:

Office Hours: ***By email after 6pm***

Tel: (905) 525-9140 x27438

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Course website: <https://avenue.cllmcmaster.ca/d2l/home/709529>

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:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	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 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.

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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 case materials ➤ http://avenue.mcmaster.ca	\$ FREE
Negotiation Book: ➤ Lewicki (CDN), Negotiation, 9e by Roy Lewicki	\$ (Publisher, Bookstore, or Amazon)

OPTIONAL COURSE MATERIALS AND READINGS

- Fisher, R., Ury, W., & Patton, B. (1991). Getting to Yes. New York: Penguin.
- Raiffa, H. (1982). The art and science of negotiation. Cambridge, MA: Harvard University Press
- Walton, R. E., & McKersie, R. B. (1965). A behavioral theory of labor negotiations: An analysis of a social interaction system. Ithaca, NY: Cornell University Press.
- Carnevale, P.J., & De Dreu, C.K.W. (Eds.) (2006). Methods of negotiation research. Leiden, The Netherlands: Martinus Nijhoff Publishers. [http://www.brill.nl/ines.
- Brett, J. M. (2007). Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries. John Wiley & Sons.

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EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, simulation decisions 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

Item	Week	Date (According to Outline)	Requirement	%
Quiz #1 (In class)	4	September 29 th	2 Chapters (Ch: 2 & 3)	15
Email TA Group & Topic	5	October 6 th	Email TA finalized groups & topic for final report	---
Quiz #2 (In class)	12	November 24 th	3 Chapters (Ch: 5, 9, 16)	25
Individual Report	7	October 20 th at 11:59pm	"No" Journal - Individual Assignment due	20
Final Group Report	12	November 28 th at 11:59pm	Final Negotiation Report Due	30
In-Class Negotiation Exercises	Every week	Every week	Students that participate in the simulations and role plays receive participation grades at the END OF CLASS	10
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



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Course Deliverables

This course requires a high level of participation and preparation because it is a GRADUATE-LEVEL course. We will be engaged in negotiation simulations and case analysis for most classes and each student must read the cases and prepare prior to the class. You will be called upon to talk about the activities, cases, exercises for the day or content as part of your **REQUIRED PARTICIPATION**. Failure or inability to respond consistent with class expectations will be counted as no participation. As a manager, you have to talk to your boss or subordinates; you do not have to wait for either to call upon you before you talk.

Quiz #1 (15%)

Week 4

There is one multiple choice quiz in this course that accounts for **15%** of your final grade. The quiz will cover material from the textbook (Ch 2 and 3), readings, lectures and class discussion. The multiple-choice exam will **NOT** cover case content material and will NOT cover optional readings. This is **not** an open-book quiz. A variety of sample questions for practice will be asked in class. The twenty questions will not be available online. There will be class on the days we have quizzes.

Quiz #2 (25%)

Week 12

There is the second multiple choice quiz in this course that accounts for **25%** of your final grade. The quiz will cover material from the textbook (Ch 5, 9, 16), readings, lectures and class discussion. The quiz which is made up of multiple choice and true will **NOT** cover case content material and will NOT cover optional readings. This is **not** an open-book quiz. A variety of sample questions for practice will be asked in class. The thirty questions will not be available online. There will be class on the days we have quizzes.

Individual Report – “No” Journal (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).



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- 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 total assignment 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. 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.

Citations: Your use of course materials should be indicated as follows: “My BATNA (Lewicki, Chapter 2) was to keep the current phone plan.”

Due Date: All papers should be submitted through avenue at 11:59pm on October 20th (Week 7) 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.

Final Group Report (30%)

Objective: To critically analyze a high-stakes negotiation through the lens of negotiation theory and ethics, identifying strategic decisions, dilemmas, and stakeholder impacts.

Groups may choose from:

- Classic high-stakes negotiations (e.g., Google-China standoff, NBA lockout, union contract disputes etc.)
- Ethically complex negotiations (e.g., Uber labor practices, pharmaceutical pricing, environmental deals etc.)
- Other ideas
- Please submit your groups & the idea to the TA to approve by Week 5 via email: schgan1@mcmaster.ca

Report:

- 15 pages, double spaced, not including title page & appendix
- Timeline & Key Players: Outline major events & identify decision makers
- Interests, BATNA, Power Dynamic’s: Map out each party’s goals, alternatives and leverage
- Application of Negotiation Theory: Use course framework to interpret strategies and outcomes
- Alternative Strategies: What could have been done differently? Why?

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- Ethical Analysis
 - Stakeholders and value in conflict
 - Ethical dilemmas and trade offs
 - Application of ethical negotiation theory
 - Groups stance and justification

Key Dates For the Final Group Report:

- Week 5: Submit groups & idea to TA via email: sehgan1@mcmaster.ca
- Week 14: Report Due (Friday at 11:59pm)

Lateness attracts a penalty of 0.05% for every hour late up to a max of 10%. Please see rubrics for presentation and report on A2L. This is due on Week 12 – November 28th at 11:59pm.

Participation (10%)

This is **required**. The instructor will call upon you to ask a question related to the case, chapter, exercise, or readings related to the topic of the day. **Name cards** are used to recognize 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.

This has two components as described below:

Negotiation Activities (6%)

These are negotiations that will be conducted in class over the course of the term. Some will involve interpersonal negotiations, others will involve intra-team and inter-team negotiations within or across cultures.

Self-development exercises (4%)

These are only done in class at randomly defined periods. The purpose is to optimize attendance and participation. There will be five (3) exercises in-class and (2) out-of-class exercises

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.

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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

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.

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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 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.

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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

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 DSB Student Services – Academic Office (DSSAO (DSB Student Services 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,

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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 DSSAO (DSB Student Services 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 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 DSSAO (DSB Student Services 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 DSSAO (DSB Student Services Academic Office) (DSB Student Services 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

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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

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement 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 DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact 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 implement 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.

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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 DSSAO (DSB Student Services 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 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.

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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.

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ARTIFICIAL INTELLIGENCE

I encourage AI only for practice. You can use AI to practice as if you are negotiating with another person. This intrapersonal negotiation is helpful if you cannot find a peer to negotiate with as practice. However, I strongly encourage you not to rely on the use of AI and its variants (e.g., chat GPT) for three major reasons. It has potential to diminish your reasoning and logical capacities such that you may not be a good negotiator. In addition, it is prone to errors. As a result, your submissions will be inaccurate, and you will perform poorly in the assignment. Lastly, 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. AI should NOT be used for any REPORT assignments. You may refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](https://www.mcmaster.ca/generative-ai)

COURSE SCHEDULE

**MBA B712
Managing Negotiations
Fall 2025 Course Schedule**

Wk	Date	Topic(s)	Activities/Exercise	What to Prepare
1	Sept 8	Welcome to negotiation! <ul style="list-style-type: none"> ➤ Course Introduction ➤ Ch. 1: The Nature of Negotiation & Ch. 4: Planning for Negotiation 	<ul style="list-style-type: none"> • Self-development Exercise 1 (In-class): <i>Who are you? (instructor provides)</i> • Negotiation Activity 1: 	Read: Lewicki Text Ch. 1 & 4
2	Sept 15	<ul style="list-style-type: none"> • Strategy and Tactics of Distributive Bargaining 	<ul style="list-style-type: none"> • Self-development Exercise 2 (In-class): <i>Are you a distributor? (Instructor provides)</i> • Case A Discussion (In class) 	Read: Lewicki Text Ch. 2 <i>Available on A2L: Magic Carpet A</i>
3	Sept 22	<ul style="list-style-type: none"> ➤ Strategy and Tactics of Integrative Negotiation 	<ul style="list-style-type: none"> • Negotiation Activity 2: 	Read: Lewicki Text Ch. 3

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4	Sept 29	➤ Ethics in Negotiation	<ul style="list-style-type: none"> • Self-development Exercise 3 (Out of class): How ethical are you? • <i>Quiz 1 (in person; based on Ch 2 & 3)</i> 	Read: Lewicki Text Ch. 5
5	Oct 6	• Perception, Cognition, and Emotion	<ul style="list-style-type: none"> • Case B Discussion (In class) • DUE: Submit groups of 5 members for final project & • Submit high stakes negotiation topic for review to the TA for final project 	Read: Lewicki Text Ch. 6 <i>Available on A2L: Magic Carpet B</i>
6	Oct 13	Mid-term recess		
7	Oct 20	<ul style="list-style-type: none"> • Communication & Relationships 	<ul style="list-style-type: none"> • Negotiation Activity 3: • DUE: Individual Report Due by 11:59pm 	Read: Lewicki Text Ch. 7 & 10
8	Oct 27	Power & Influence	<ul style="list-style-type: none"> • Self-development Exercise 4 (In-class): <u>The Power Game</u> (Instructor will provide) • Case C Discussion (In Class) 	Read: Lewicki Text Ch. 8 & 9 <i>Available on A2L: Magic Carpet C</i>
9	Nov 3	• Multiple Parties and Groups in Negotiations	• Negotiation Activity 4:	Read: Lewicki Text Ch. 13
10	Nov 10	• Individual Differences		Read: Lewicki Text Ch. 14 & 15
11	Nov 17	• International and Cross-cultural Negotiation	• Negotiation Activity 5:	Read: Lewicki Text Ch. 16
12	Nov 24	• Difficult Negotiation Parties	• Negotiation Activity 6:	Read: Lewicki Text Ch. 18 & 19

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			<ul style="list-style-type: none"> • <i>Quiz 2 (in person, based on Ch, 5, 9, 16)</i> 	
13	Dec 1	Wrap-up: Best Practices in Negotiations	GROUP FINAL REPORT Due Friday - Nov 28, 2025, at 11:59PM	Read: Lewicki Text Ch. 20

Summary:

- 6 Activities = Negotiations (In class only)
 - Levels: Self, interpersonal, intra-team, inter-team;
 - Focus: salary, job, contract, promotion, dispute)
- 4 Exercises = Self-development (Cognition, affect, attitude, behavior) – in and out of class;
- 3 Cases = Class Discussion (Trade Union Negotiation)
- 1 Individual Report
- 1 Group Report