

UNLV | LEE BUSINESS SCHOOL

MGT 483 – Negotiation

Fall, 2016: Section 1002

MW 2:30 – 3:45pm, CBC C223

Professor: John Baur

Office: BEH 315

Phone: (702)895-3675 office

Office Hours: MW 1:00 – 2:30pm or by appointment

E-mail: john.baur@unlv.edu

Course Overview and Learning Outcomes

We negotiate frequently, often without realizing we are doing so. Yet, much like public speaking, many people are leery of negotiating. Indeed, a common misperception is that some people are inherently better negotiators. While personality traits do play a role in negotiations, success in the process is largely determined by the skills that are learned and practiced. In this way, then, anyone can be a successful negotiator.

Negotiation skills are essential for both personal and professional success. This highly experiential course is designed to teach you the key concepts of negotiation and improve your related skills. During this course you will have multiple opportunities to apply and experiment with different strategies while participating in a variety of one-on-one and group negotiations. To enhance your learning, after each negotiation exercise, we will debrief and discuss: (a) negotiated outcomes, (b) information about strategies used, and (c) reactions to the negotiation process. All students are expected to contribute to these discussions regardless of role.

The goal of this course is for you to become a better negotiator. You will develop negotiation skills that produce more creative, satisfying agreements. In particular, you will learn how to:

1. Diagnose your own negotiation and conflict management style
2. Identify different negotiation strategies
3. Effectively plan for negotiations
4. Understand the key components of the negotiation process
5. Identify strategies for preventing negotiation breakdowns
6. Understand how power is acquired, increased, and deployed effectively
7. Improve your ability to negotiate desired outcomes in work situations

I do not assign a large amount of reading, thus I expect you to read all of the assigned material. I may not go over all of the readings in detail but assume that all material may be included during classroom discussions and/or graded assignments. My role is to supplement the readings, not to tell you what you have already read.

Course Readings

Required

1. Shell, R. G. (2006). *Bargaining for Advantage: Negotiation Strategies for Reasonable People* (2nd Edition). Penguin Books. Available within the UNLV Bookstore or online at https://www.amazon.com/Bargaining-Advantage-Negotiation-Strategies-Reasonable/dp/0143036971/ref=sr_1_1?ie=UTF8&qid=1469904818&sr=8-1&keywords=bargaining+for+advantage

2. Lewicki, R. J., Saunders, D.M., & Barry, B. (2016). *Essentials of Negotiation* (6th Edition). McGraw-Hill Education.

*Chapters 2 and 3 are the only two chapters that will be covered in this course. A copy of this text is available at the Lied Library Reference Desk.

3. Ten (10) exercises from the Dispute Resolution Research Center within the Kellogg School of Management at Northwestern University.

*Students are required to pay for these exercises in the UNLV Bookstore and provide receipt for payment to me on the first day of class. I will distribute the exercises as needed throughout the semester.

4. Additional assigned readings and materials for this course may be made available at no cost on WebCampus.

Negotiation Guidelines

This class relies heavily on role play exercises during which students will negotiate with one another. You are encouraged to experiment with new approaches, learn from your previous mistakes, and be creative during these exercises. To enhance the quality of these exercises, there are several ground rules for the negotiation exercises:

1. *Do NOT disclose or show CONFIDENTIAL information.* You may verbally communicate whatever information you wish about your character, interests, etc., but you may not disclose or show confidential information (such as a role-play sheet or point values associated with settlement terms) to your partner before or during the negotiation. Similarly, students should refrain from viewing or otherwise trying to learn their

partner's confidential role information. Doing so vastly reduces the exercises' value and constitutes academic dishonesty.

2. *You are responsible for your choices* about how to behave during practice negotiations, even though these are “only” role-play exercises. Note that YOU choose how to behave; the role does not “choose” for you. I encourage you to experiment with different styles and tactics, but the decision regarding how to behave ultimately rests with you.
3. *Be prepared to embellish.* Because it is impossible to provide you with all of the possible details that might be requested by your partners, you should be prepared to embellish as needed on the details of your role information. However, as suggested by Rule #2, you must also be prepared for the consequences of your chosen behavior. Extreme statements that contradict the facts of your role could be regarded as unethical by your classmates and may harm your reputation or ability to work effectively with them in subsequent exercises.
4. *NO physical intimidation* (e.g., violence, physical bullying) is permitted at any time, under any circumstance. Negotiations can be an emotional process. While role-playing exercises may seem superficial and contrived, most students become invested in the process and outcomes. Some degree of emotional display is acceptable, even expected. However, please be aware that extreme emotions must be kept in check. Any student who displays extreme emotion, including name-calling, obscenities or physical acts of violence will face possible expulsion from the class and/or University and receive an “F” for the course.
5. *Collusion is unacceptable.* While there may be temptation to circumvent the rules, please be aware that communications outside of class with your opponents in negotiations is strictly forbidden unless otherwise approved by me. In the real world, collusion is often illegal, particularly among competitors in a business situation. Students engaging in collusion will also face possible expulsion and an “F” for the course.

Grading Policy

The breakdown of the requirements and grading scale are below. Grades will not be rounded up nor should a curved distribution be expected.

| Requirements | | Grading Scale | |
|-----------------------------|-----|---------------|---|
| Exam 1 | 200 | 90%+ | A |
| Exam 2 | 250 | 80% - 89% | B |
| Exercise Participation | 150 | 70% - 79% | C |
| Team Project & Presentation | 150 | 60% – 69% | D |
| Individual Papers | 150 | Below 60% | F |
| Negotiation in the News | 50 | | |
| Contribution | 50 | | |

The course requirements include two exams, participation in the exercises, a team project and

presentation, two individual papers, negotiation in the news, presidential debate assignment, and class contribution. I think of graded assignments in terms of how potential employers might view them in assessing the quality of UNLV students. With that in mind, here are some brief notes that reflect my thoughts about letter grades:

- A: Superior Work: Interesting, professional, integrated, and comprehensive.
- B: Really Good Work: Demonstrates professional competence, but it could be better.
- C: Average, acceptable work: Several areas need to be improved, but it has potential.
- D: Marginally acceptable work: In need of a major overhaul.
- F: Not Acceptable.

Exams

The exams may include multiple choice, identification, true and false, fill in the blank, short answer, and essay questions to assess your knowledge of the material. Although many of the questions will test your ability to apply the material learned both inside as well as outside of the classroom, others will require that you simply know the various concepts or other subject matter. In order to do well on the exams, then, you will need to both understand as well as apply all of the material covered in the course. The final exam, while primarily focusing on the last section of the course, may include some questions from earlier in the semester as well.

Class Contribution

“Wise men [and women] speak because they have something to say; fools because they have to say something.” – Plato

I will assess your level of contribution to the class as defined as not just showing up and speaking in class, but also actively involving yourself in class activities, providing comments that demonstrate knowledge and integration of course material, and respectfully responding to and elaborating on comments made by others. I consider class discussion to be a vital part of the overall course experience, as one of my goals is to have us share our experiences and thoughts to learn from each other. In other words, neither class *attendance* nor class *participation* equate to class *contribution*.

Active contribution is vital for this course and will revolve around the weekly topics and readings. It is essential, therefore, that students read the assigned material prior to class. While involvement is primarily voluntary, on occasion, without notice, students may be called upon. A rough guide can be followed to assess your level of contribution as follows: the percentage of classes that you attend and actively contribute in will be reflective of your contribution grade. Therefore, if you attend all classes and contribute in 80% of them, you will receive an 80%. Likewise, if you attend all classes but never contribute, you will receive a 0%.

Exercise Participation

The in-class negotiation exercises form the foundation of this course. Therefore, attendance and participation are strictly enforced. Negotiations exercises and outcomes count for 15 points each for a total of 150 points. Your participation grade will come from the following areas:

1. *Preparation.* In order to receive all of the points, you must be prepared for the negotiation. You must not only read the role information you receive but also mentally prepare a strategy to negotiate. If you are not prepared, you will not receive these points. You will be required to submit the Information-Based Bargaining Plan from Appendix B of Richard Shell's book before class via WebCampus on each day that we have an exercise.
2. *Involvement.* It is essential that everyone takes the exercises seriously. Your effort to act out the roles and negotiate seriously will have a direct impact on what you and others get out of the class. Therefore, you will be required to evaluate your own effort as well as all other parties participating in your negotiation.
3. *Outcomes.* We will debrief and discuss each of the exercises. All students are required to complete The Subjective Value Inventory (SVI) via WebCampus at the end of class for each exercise.
4. *Attendance.* It is not only important that students attend and participate in the exercises for their own benefit, but also for the benefit of the other students they are to negotiate with. For this reason, while each exercise is worth 15 points, any student who is absent from a negotiation exercise will have 50 points deducted from his or her final grade for each exercise that is missed.

Team Project

The team project is worth 150 points and consists of four parts. First, submit a one-page project proposal (15 points) via WebCampus identifying the topic, scope, and methods you plan to use. Only one team per topic so first come first served. Second, provide a one page handout (20 points) to everyone in class on the day of your presentation. Third, give a team presentation to the class about your project and submit an eight page (double-spaced with 12 pt. Times New Roman font and 1" margins) paper via WebCampus before class on Monday, April 17th (100 points). These presentations will occur near the end of the semester. Fourth, fill out the rating (15 points) of your teammates' participation during the team project and submit via WebCampus. Be sure to submit each component before class according to the deadlines listed in the semester schedule below. Projects can address a variety of topics such as those suggested below. If you have other ideas, please discuss them with me.

Possible topics:

1. Analyze a current or historical negotiation. This can be a negotiation in a business context, a policy issue, or a political issue. Choose an issue that provides sufficient detail and complexity to allow a rich analysis. Your analysis should include important negotiation concepts, an objective assessment of what happened and why, and suggestions for what would/could have improved the negotiation.
2. Analyze an international negotiation or write a research paper on issues in cross-cultural or international negotiations.

3. Analyze an international contract, or legal issues that arise in international negotiations (e.g. the Foreign Corrupt Practices Act and apply it to a specific contract or issue).
4. Develop and try out a simulation that could be used in a future negotiation course. Ideally, this exercise should tap some of the processes or features you think are important in negotiations but may not have been directly addressed in the course exercises. Be sure to test your exercise on a few pilot groups. Your paper should include a discussion of the objective of the exercise, the exercise itself (in an appendix), a discussion of the results of your pilot study, needed adjustments, etc. Also, discuss the main concepts that could be highlighted if this exercise was used in a negotiation course.
5. Conduct a set of interviews with experts in negotiation. You might contact organizations that are involved in trade negotiations and interview the negotiator(s). You should prepare a structured set of interview questions for this interview. You might want to determine what set of tactics, strategies, etc. are the determinants of success in a particular context. You may want to examine why in a particular industry, some theories and strategies may be more relevant than others.
6. Analyze negotiation situations in the media – provide video to demonstrate these situations and apply course concepts and theories to your evaluation of them.
7. Interview professionals in third party dispute resolution – these could be mediators, arbitrators, ombudspersons or managers who are often called on to mediate or resolve disputes. How do 3rd parties handle conflict differently than negotiators do? What factors influence their success in different contexts?
8. Or...talk with me if you have other ideas for a project. I welcome new and creative ideas!

The quality of the analysis in a project is more important than the topic itself. Select a topic you find personally interesting. It is always easier to produce a good project on a topic you find exciting and relevant. As with the individual papers, team projects should emphasize analysis rather than description or chronology of a negotiation (which could be provided in an appendix).

You will need to do some outside research for your analysis. You should always cite your sources in the paper and provide a reference section listing all sources. If you do interviews, you should turn in copies of interview questions. If you write a survey you will need to turn in copies of the survey.

The responsibility is on ALL team members to manage the participation and performance of each team member. If teamwork problems arise members should feel empowered to work things out by communicating openly about issues and setting goals for improvement.

Individual Papers

You will complete two types of papers individually in the course.

Paper Clip Log is worth 50 points and is due via WebCampus before class on the date noted on the schedule. You will be given a paper clip in class and must conduct a minimum of five (5) trades in a few weeks with the goal of maximizing the value of what you end up with. Keep track of your trades using the negotiation log provided and reflect on each negotiation in the comments section for each item. On the day it's due, submit an

electronic copy of your log via WebCampus before class and bring the item you ultimately obtained, or a photo if it's too big, and be ready to discuss your experience. The class will vote on the most valuable item. Detailed instructions will be provided.

Skill Assessment Paper is worth 100 points and due via WebCampus before class on the date noted on the schedule (4 pages max, double-spaced, 12-point Times New Roman font with 1 inch margins). In this paper you will provide a written analysis of your negotiation skills. Outside of an introduction and conclusion the paper will have three clearly identified sections:

1. Insights: What are the three most important lessons you learned about negotiations? For each lesson, which exercise or class topic drove home the lesson? Briefly describe what happened in the exercise, or describe the class topic that made the point. (40 points)
2. Behaviors: What is the most important new behavior you have added to your negotiating tendencies? What is the most important old behavior you have eliminated from your negotiating tendencies? Why is your new approach an improvement? (40 points)
3. Weakness: What is the one most important weakness you still have in negotiations? What specific and active steps could you take to improve in the future? (20 points)

Criteria for All Written Assignments: The following criteria will help guide you in doing well on the writing assignments and guide me in grading them.

60% - Negotiation Principles: integration, relevance, insight, analysis, etc.

20% - Evidence: examples, research, arguments, etc.

20% - Writing: Macro (business writing, clear and concise, organization, flow, intro, conclusion), mezzo (paragraph structure), micro (spelling, grammar, formatting), etc.

Negotiations in the News

As a team, the students are responsible for examining current events for examples of negotiations taking place (within the prior two weeks). We will assign each team to present a current negotiation example during a specific class period. In doing so, a brief report should be submitted via WebCampus before the designated class that outlines the issue being negotiated, how it is related to negotiation, and an opinion (supported with arguments) for the desired resolution. This report should be no more than one (1) page double-spaced (12 inch Times New Roman font with one inch margins). In the same file, the team should also submit a copy of the news story that is used for the assignment. Then, in class, the team will briefly present their story and report for approximately 5-10 minutes.

Late Assignments and Multiple Component Assignments – All assignments must be submitted as noted in their respective sections of this syllabus. Submissions made in any other form will not be considered. For this class, *students are required to submit their assignments via WebCampus*. As such, a time stamp is created in the system that is used to determine the official

submission time. Therefore, I encourage all students to give themselves a margin of safety to avoid last minute complications.

There will be a letter grade penalty assessed for papers that are late if they are received within 1-30 minutes after the deadline. Papers turned in after 30 minutes after the deadline will receive only half credit. Papers turned in 24 hours after the deadline will not receive any credit.

Assignments that have multiple components that are required to be submitted are frequently used in this class. As the multiple components of the project combine to create a comprehensive assignment, missing any of the components is considered as a late project. In such a case, I will grade the assignment with and without the missing component(s). For example, if an assignment has five components and a student submits four of them on time and the fifth 24 hours late, the student would earn a higher grade if the four original assignments are graded as on time rather than the five being graded as a day late. Therefore, I will award the student the higher of the two grades.

Missed Exams – In order to avoid providing a competitive advantage over one's peers, makeup exams are not given. It is the student's responsibility to prepare for each exam and schedule accordingly to be present when they are given. If you will be absent from class for an excusable reason (i.e., religious holiday or university service), you must let me know as soon as possible, following the University's Religious Holidays Policy (see below), and make arrangements to take the exam *before* the scheduled date. Likewise, if a student has a conflict of interest regarding a specific exam due to an event scheduled in advance of the semester, then he or she will be allowed to take the exam *before* the exam date if a request is made in writing (via email) before the end of the second week of the semester. According to the final exam policy (see below), the final exam must be given on the scheduled date and at the scheduled time.

Extra Credit Opportunities – Extra credit opportunities may be offered during the semester for various reasons such as attending class, completing additional projects, or participating in class-related University events. Extensions are not given for extra credit nor are alternate extra credit opportunities provided. If, for example, an expert in the field is giving a talk on campus and a student is unable or unwilling to attend, said student should not expect an optional opportunity to earn the extra credit points.

Statute of Limitations – In order to protect the validity and future utility of exams and assignments, many are not given back to the students. Further, many assignments are submitted and filed electronically, thereby not providing a hard copy to return. That said, students are able to review their exams and assignments and I will discuss the rationale used to determine the grades. However, a statute of limitations exists such that students have up until two weeks following the posting of a grade to discuss the grade in a manner of intending to change the grade.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when

faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>. Further, as the purpose of the course hierarchy within the University is to build upon an educational foundation rather than duplicate previous work, self-plagiarism is not acceptable. **All submitted assignments are screened through plagiarism detection software.**

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for all and spring courses (excepting modular courses), or within the first 7 days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching - The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources – Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching – The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Email Protocol - If you decide to send me an email and would like a response, make sure to do the following:

1. Have an appropriately titled subject for the email that also includes the course and section number.
2. Address me as either “John”, “Dr. Baur”, or “Professor Baur”, not prof, pro, teacher, instructor, Dr. B., doc, Mr. Baur, etc.
3. Write your email in a professional manner with complete sentences and punctuation.
4. Be coherent and comprehensive as well as concise in outlining your question, concern, or suggestion such that I can readily recognize the intent of your email and be able to respond accordingly.

Email Response Policy – I try to respond to students’ emails within 24 hours even if such response is just to confirm receipt of the email with a detailed response to follow at a later time. Considering this policy, then, while responses may be given before 24 hours, student should not expect this to always be true. Therefore, make sure that you plan ahead such that last-minute emails before exams or assignment deadlines may not be answered in time and do not qualify as reasonable justification to merit any deadline extension or additional consideration.

Office Hours and Appointments – The regular office hours are listed above. I make myself available to students during this time and students do not need an appointment during these office hours. Students who are unable to meet during the office hours are able to schedule appointments that are convenient for the student and professor alike. Outside of the office hours and if an appointment is not scheduled, then students should not assume that I will be available. While I may be on campus or in my office, I am likely addressing other matters and therefore may deny spontaneous requests to meet.

Final Examination – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>

TENTATIVE SCHEDULE

| DATE | TOPICS | READINGS | IN CLASS | EXERCISE | DUE |
|---------------|--|-------------------------------|--|---------------------|------------------------------|
| Mon., Jan. 16 | <i>NO CLASS</i> | | | | |
| Wed., Jan. 18 | Intro: Syllabus, Negotiations, etc. | Syllabus | Psi, Big 5, EI, Mach | | |
| Mon., Jan. 23 | Bargaining Styles | BFA: Intro, Ch. 1, Appendix A | Personal Bargaining Inventory | Gas Station Game | |
| Wed., Jan. 25 | | | | | |
| Mon., Jan. 30 | Distributive Styles | LBS: Ch. 2 | | New Car | |
| Wed., Feb. 1 | | | | | |
| Mon., Feb. 6 | Integrative Styles | LBS: Ch. 3 | | Amanda | |
| Wed., Feb. 8 | | | | | |
| Mon., Feb. 13 | Goals, Expectations, Standards & Norms | BFA: Ch. 2 & 3 | | Grand Stand | |
| Wed., Feb. 15 | | | | | |
| Mon., Feb. 20 | <i>NO CLASS</i> | | | | |
| Wed., Feb. 22 | Relationships & Interests | BFA: Ch. 4 & 5 | | College Town Apts | *Paper Clip Log 2/22* |
| Mon., Feb. 27 | Leverage | BFA: Ch. 6 HBR: 1 | | | *Team Project Proposal 2/27* |
| Wed., Mar. 1 | REVIEW | | | | |
| Mon., Mar. 6 | EXAM #1 | IN CLASS | | | |
| Wed., Mar. 8 | | | | | |
| Mon., Mar. 13 | Preparation | BFA: Ch. 7 | | Salary Negotiation | |
| Wed., Mar. 15 | | | | | |
| Mon., Mar. 20 | | | | | |
| Wed., Mar. 22 | Information, Opening, & Concessions | BFA: Ch. 8 & 9 | Communication Style Survey, Communication Competence Scale | Carter Racing | |
| Mon., Mar. 27 | Closing & Commitment | BFA: Ch. 10 | | Best Stuff on Earth | |
| Wed., Mar. 29 | | | | | |

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|---------------|-----------------------|------------------|---|----------------|---------------------------------|
| Mon., Apr. 3 | Ethics | BFA: Ch. 11 & 12 | Incidents in Negotiation Scale, The SINS II Scale | Bullard Houses | |
| Wed., Apr. 5 | | | | | |
| Mon., Apr. 10 | Cross Cultural Issues | HBR: 2 | Cultural Intelligence Scale | Mexico Venture | *Skills Assessment 4/12* |
| Wed., Apr. 12 | | | | | |
| Mon., Apr. 17 | Team Presentations | | | | *Team Projects & Handouts 4/17* |
| Wed., Apr. 19 | Team Presentations | | | | |
| Mon., Apr. 24 | Team Presentations | | | | *Team Peer Evaluations 4/26* |
| Wed., Apr. 26 | REVIEW | | | | |
| Mon., May 1 | | | | | |
| Wed., May 3 | | | | | |
| Wed., May 10 | EXAM #2 | IN CLASS | | | 3:10-5:10pm |

BFA: Bargaining for Advantage (Introduction, Chapters 1-12, Appendix A)

LBS: Lewicki, Barry, & Saunders (Chapters 2 and 3, in course pack)

HBR: Harvard Business Review (1 is "Investigative Negotiation." 2 is "The Hidden Challenge of Cross-Border Negotiations.")