LEAD 3010, Negotiation and Conflict Management
Asper School of Business
Winter Term 2018

Course Summary and Objectives
The aims of this course are (1) to build students’ ability to apply theory and research to the practice of negotiation as an approach to conflict resolution, and (2) to improve students’ negotiation ability through practical, hands-on experience.

Over the span of the term, students will take part in a series of experiential exercises ranging from simple buyer-seller bargaining to complex, multiparty, multi-issue negotiation. The course connects these firsthand experiences to readings on the behavioural and social underpinnings of negotiation.

We will cover the fundamentals of distributive and integrative negotiation, and will examine a range of important issues in negotiation, including ethics, multiparty negotiations, technology, and employment negotiation.

The course will provide you with **hands-on experience in a range of negotiation situations**. Over the course of the term, you will take part in a number of bilateral and multilateral negotiations.

The course will also help you to **better understand the social, economic, and psychological mechanisms of negotiation**. Each week, you will complete readings and participate in class discussions aimed at helping you generalize from your experience and better understand the fundamental principles of effective negotiation.

These two elements are closely linked. Experience is a necessary but insufficient condition for success in negotiation. Veteran negotiators regularly strike bad deals because they fall victim to various misconceptions and myths about negotiation strategy and tactics. The combination of readings, class discussions and hands-on experience will help you create and claim value in negotiation, and understand how to apply the principles of negotiation to a wide range of situations you will encounter in your professional lives.

---

**Professor:**
Lukas Neville, Ph.D.

**E-mail:**
lukas.neville@umanitoba.ca

**Office:**
412 Drake Centre

**Phone:**
(204) 474-9061

**Class Location and Time:**
140 Drake Centre
Mondays, 2:30-5:15

**Office Hours:**
I’m happy to meet with you at a time that is convenient for you. Book appointments with me at [https://lukasneville.ycb.me/](https://lukasneville.ycb.me/)

**Course Website:**
[http://umanitoba.ca/umlearn](http://umanitoba.ca/umlearn)
Required Course Materials

   
   *Getting To Yes* is a very quick read. It is intended for you to read to quickly acquaint yourself with some of the basic 'blocking and tackling' of negotiation early on in the course. It is very simple, very practical, and very wise. I am sure you will return to it frequently over the course of your career. *Yes* is available in the bookstore for about $18 new ($13 used), and can often be found in used bookstores or online. Ebook editions are also available for similar prices.

   
   Leigh Thompson’s list of 46 “truths” about negotiation extends what you learn in *Getting to Yes*, drawing a bit more on psychological research on conflict and negotiation, and identifying key tactics and processes to use in negotiation. This text is about $28 new ($21 used), and is available through the University of Manitoba bookstore. It is also sold elsewhere (e.g., an ebook edition from the Google Play store or Amazon Kindle is about $15).

   In most weeks, you will read a section from *Yes* and *The Truth*, in addition to another reading posted to UM Learn. The two books will acquaint you with the main idea; the additional readings will help add depth and insight.

3. iDecisionGames and case license
   
   During the class, we will be using iDecisionGames, an online negotiation platform, to assign negotiation roles and send you your negotiation role information. The materials require license fees to be paid to the Harvard Project on Negotiation and Kellogg Dispute Resolution Research Centre. Each week's negotiation uses one of these licensed cases. You must purchase an iDecisionGames license in order to take part in the in-class negotiation exercises. The signup link and cost will be posted on UM Learn. **Use of iDecisionGames will begin in class 2.**

4. Top Hat license.
   
   All students must purchase a Top Hat license. This allows you to take part in our in-class “prep checks” using your own device (laptop, tablet, smartphone or cellphone with text messaging). If you do not own one of these devices, please let the instructor know ASAP so a loaner device can be arranged. The license costs $26 per term. **Prep Checks will begin in class 2. You can sign up at** [https://app.tophat.com/register/student/](https://app.tophat.com/register/student/) **using the Join Code 809099.**
Assigned Readings

The following readings will be posted to UM Learn. Additional short readings may be added to this list and will be circulated by UM Learn. See the weekly schedule for the order of assigned readings.

Assessment
The numeric grades earned in this course correspond to the following letter grades. Please note that final letter grades are subject to approval by the Department of Business Administration, and may be adjusted or curved to meet departmental standards.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.5</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>75-79%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>70-74%</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50%</td>
<td>0</td>
</tr>
</tbody>
</table>

Your course grade is made up of six components, plus a potential bonus mark. The components, and their weighting in the calculation of your grade, are listed below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Coaching Exercise</td>
<td>30%</td>
</tr>
<tr>
<td>Prep and Reflection Questionnaires</td>
<td>10%</td>
</tr>
<tr>
<td>Peer ratings</td>
<td>5%</td>
</tr>
<tr>
<td>Top Hat “Prep Checks“</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Bonus</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>
Peer Coaching Exercise (30%)
In Class 6, you will observe a classmate negotiate. Your job will be to identify one key element of their negotiation practice that they could improve. You will then interview your classmate to better understand their preparation, their behaviour, and their aims for improvement. You will submit a brief (1-2 pp) analysis of the negotiation outcome based on a careful reading of the role information. Then, based on your observations and interview, you will write a 5-6 page report describing how this issue came up in the negotiation you observed, a rationale for why it is meaningful to the process or outcomes of negotiation, and a set of concrete, practical recommendations for future negotiations. The submission must be double-spaced, in 12-point Times New Roman, with one-inch margin and standard character spacing/kerning, not counting cover page, reference list, and exhibits or figures. A template for the structure will be posted to UM Learn. The paper must be submitted in PDF to UM Learn, with a copy sent to the student you observed.

Prep and Reflection Questionnaires (10%)
Most weeks, you will be asked to complete a questionnaire that asks about how you prepared for the negotiation (your prep questionnaire), and about your impressions, satisfaction, and performance after the negotiation is complete (your reflection questionnaire). Responses from the class will be built into the course slides, and your responses are a critical part of the overall debriefing process. The prep questionnaires are due at midnight each Sunday, and the reflection questionnaires should be submitted within 24 hours of class (i.e., by each Tuesday at 5:30pm.) Links for questionnaires are posted to UM Learn.

Peer Ratings (5%)
The course requires that negotiators arrive prepared to negotiate. Each week, your partner(s) will rate you on the degree to which you were well-prepared, understood your role, took the exercise seriously, and were ready to negotiate.

Preparedness Checks (25%)
Each week, I will ask you a number of questions (usually between one and five) pertaining to your readings. These will be simple true/false questions or multiple-choice questions. Some will be very easy (just checking that you’ve read the text and understand the basic message). Others will be harder, asking for details and nuance from the readings. They will take place at the beginning of class, so arriving late will lose you the chance to earn these marks. You will answer using Top Hat (answering on a laptop, smartphone, or by text message).

Final Exam (30%)
A 3-hour, closed-book, written exam will take place during the exam period. The exam will provide specific negotiation cases and scenarios, and ask you to apply key course concepts from the readings and lecture material. The format will be short-answer and case answers. Several questions will be related to questions asked in the weekly prep checks.
Research Bonus (+2%)  
Faculty and research graduate students in the Asper School of Business conduct a range of surveys and experiments that rely on the participation of the Asper community. To recognize your contributions as a research participant, I will provide up to a maximum of 2% in bonus marks for participation. You may sign up for studies at http://manitoba-asper.sona-systems.com.

Unprofessionalism deduction (-5% per disrupted class)  
Attendance and active, prepared participation in the negotiation exercises and class discussions is expected. Details are provided in this syllabus about how to manage legitimate absences, both planned and unplanned. If you are absent without making acceptable alternate arrangements or sending a stand-in, if you are unprepared to negotiate, or if you otherwise leave your classmates in the lurch, I reserve the right to reduce your mark by 5% for each disrupted class. I am confident I will not have to use this policy.

Class Schedule  
Complete the assigned readings before class, and ensure you arrive ready to participate or (when applicable) having completed the prep work for participation.

Note that in each week, in addition to your readings, you may need to prepare a case and you will almost always need to complete a prep and reflection questionnaire. Questionnaire links and case prep details will be posted to UM Learn. Additional readings may be assigned as necessary and will be distributed by UM Learn. It is your responsibility to check UM Learn regularly.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Overview and introduction to negotiation</td>
<td>• The Truth About Negotiations (Truths 1-6)</td>
</tr>
</tbody>
</table>
| 2     | Jan 15 | How do we take a bigger slice of the pie? Effective techniques for distributive negotiation  
* Sign up for iDecision and Top Hat before class! | • The Truth (Truths 7-17)  
• “Distributive Negotiation: Slicing the Pie” |
| 3     | Jan 22 | How do we bake a bigger pie? Effective techniques for integrative negotiation | • Getting to Yes (Chapters 1-5).  
• The Truth (Truths 18-24)  
• “Contingent Agreements: Agreeing to Disagree About the Future.” |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4     | Jan 29 | How do we deal with “tough” or difficult counterparts?               | • Yes (Chapters 6-8)  
• The Truth (Truths 30-37)  
• “Negotiating With Liars” |
| 5     | Feb 5  | Negotiation coaching                                                 | • The Truth (Truths 44-46)  
• “Personal Best” |
| 6     | Feb 12 | How do things change with more than two at the table?                | • “Get all the Parties Right” |
|       | Feb 19 | Louis Riel Day: No classes                                           |                                                                         |
| 7     | Feb 26 | How do we manage the multiparty negotiation process?                 | • “Negotiating group decisions” |
| 8     | Mar 5  | How do we formalize our agreements?                                  | • “Negotiating umbrella agreements”  
• “Honey, I shrunk the contract” |
| 9     | Mar 12 | How do we stay rational in negotiations?                             | • The Truth (Truths 25-29).  
• Yes (Part V, ‘Ten Questions’)  
• “Cognitive Errors of Negotiators” |
| 10    | Mar 19 | How are employment negotiations different?                           | • “15 Rules for Negotiating a Job Offer”  
• “Women Don’t Ask” |
| 11    | Mar 26 | How can neutrals help negotiators?                                   | • “The psychology of disputant concerns in mediation.”  
• Re-read the section of Getting to Yes on the ‘One Text Procedure’. |
| *     |        | Coaching Assignment Due                                              |                                                                         |
| 12    | Apr 2  | What changes when we negotiate cross-culturally?                     | • “Perceptions of Time and Their Impact on Negotiations in the Arabic-Speaking Islamic World” |
LEAD 3010, Negotiation and Conflict Management
Asper School of Business
Winter Term 2018

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>Final exam period; registrar-scheduled final exam time/date TBA</td>
<td></td>
</tr>
</tbody>
</table>

**The Class ‘Rhythm’**

There is a standard ‘rhythm’ to the course that relies on each member of the class being prepared in advance of class, and being engaged in each week’s session.

Because the course involves a series of face-to-face negotiation exercises, you must be committed to attendance, preparation and active participation. The negotiations will generally occur during class. The value of these exercises hinge on your readiness for the negotiation and your participation in the debriefing and discussion that occur in class after each negotiation is complete.

Because of its structure, this course will demand a great deal out of you. You need to consider (early on) whether the demands of this course will fit with your other personal, professional and academic commitments.

This class is not a standard readings-and-lecture course. It is experiential, mixing theoretical insight and careful analysis with real-world negotiating experience. The classes may vary somewhat, but they will generally unfold in a predictable way.

**Preparation**

Before coming to class, carefully read the assigned course readings. These will be important for the discussion in class. You will be expected to be able to link your experience to your readings, and my expectation is that you will contribute to the conversation in class. In addition to preparing you for the in-class discussion, your readings (hint, hint) may provide you with useful insights that may help you excel in the negotiation itself!

Each week, you must also prepare for the negotiation. You will receive your materials in class for the next week’s negotiation, so you will have a full week to prepare for each negotiation exercise. You will need to carefully read your role information for each exercise in order to prepare yourself strategically and psychologically to conduct the negotiation. As part of your preparation, you will complete an online Prep Questionnaire. This short questionnaire, completed before class, asks you about your goals and strategy for the negotiation. Most weeks, it will also contain some survey-type questions about your feelings and expectations about the negotiation. This must be submitted no later than midnight on Sunday.
LEAD 3010, Negotiation and Conflict Management
Asper School of Business
Winter Term 2018

Preparedness Check
Each week (classes 2 and beyond), “prep check” questions will be asked. These will be multiple-choice questions drawn from the week’s assigned reading(s). Each question is weighted equally. You will answer using Top Hat.

Discussion
The first part of class will be spent reviewing the results from the previous week’s negotiations. Sometimes I will present some of the data from your Prep Questionnaires or Reflection Questionnaires that will help you to better understand the results. Sometimes we will carry forward our discussion from a previous week.

We will also engage in a group discussion of the materials from the weekly readings, applying them to our experience as negotiators both in and outside of class. You are expected to be an active participant in this conversation. You should expect to learn from your classmates as well as from me. My role will be to both instruct and facilitate, helping you tap into your classmates’ expertise and insights.

Debrief
Even experienced negotiators make mistakes and settle on poor agreements. One of the key elements of this class is a weekly debriefing session. We use this time to reflect on what took place in the negotiation, and connect our experience with the research we have read about in Thompson. We also review the results, looking to explain why certain negotiators outperform or underperform others.

Overall, this is the piece of the class that helps you better understand the mechanics of negotiation, come to understand your strengths and weaknesses as a negotiator, and learn to improve your practice as a negotiator.

Immediately after class, you will need to complete your reflection questionnaire. If you have a laptop, you can complete this reflection immediately after negotiating. If not, be sure to complete it while the negotiation is still fresh in your mind (no later than 24 hours after class -- i.e., Tuesday at 5:30pm).

Policies
1. Classroom expectations
   • I expect you to treat your classmates with dignity and respect, especially when there are differences of opinion or when ideas are presented that are different than your own.
   • I expect you to provide your classmates with opportunity and encouragement to contribute. Let’s work together to share the airtime.
   • I expect you to arrive at class having read the assigned readings and (when applicable) prepared to negotiate. I may use ‘warm calling’ in class: I may call on you to comment or answer a question. If you need more time to think about it, I can return to you later. But the expectation is that you will be familiar with the readings and prepared to engage in the discussion.
LEAD 3010, Negotiation and Conflict Management
Asper School of Business
Winter Term 2018

- I expect you to make judicious use of personal technology during class time.

2. Course updates and news
Important updates, course materials, news, and changes will be communicated via the course website on UM Learn (http://umanitoba.ca/umlearn). You are responsible for checking it regularly. The instructor may also email students using their official University of Manitoba email address; check yours regularly. Your assignments are also to be uploaded (ideally in PDF format) to UM Learn.

3. Email policy
Please feel free to email me with questions (lukas.neville@umanitoba.ca) with ‘3010’ in your subject line.

I will respond to all emails within 48 hours. I will try to respond to your questions by email, but if doing so is impractical, I will arrange with you to meet for office hours. Please note that I will not answer any questions related to course material in the 48-hour period before the final exam. Bring your concerns to me more than two days before the exam, so I have the time to adequately address your questions.

I am happy to meet with you at a time that is convenient for you. You can book appointments with me at https://lukasneville.ycb.me/.

Please direct email inquiries to the TAs directly only if I have instructed you to do so. Grade appeals will not be handled by the TAs.

4. Late penalties
In general, contact me as soon as you know or suspect that you may be late in submitting an assignment. As is the case in the workplace, there is more that can be done if you try and make arrangements well in advance than if you simply fail to complete your work.

The general policies are as follows. Late coaching reports will be penalized 10% per day late (including weekends). After 10 days, your mark is 0. You must submit a coaching report to pass the class (even if you earn 0, you must still submit these pieces). Late prep or reflection questionnaires will receive 0 marks.

5. Absences
Each week, you will need to be present in class to participate in the negotiation. Many of these exercises are paired in advance, so one absent student robs his or her partner of the opportunity to negotiate (this is why I have a very punitive deduction for absences).

However, I know that there may be a number of possible conflicts with the class. Some may be planned (case competitions, conferences, scheduled medical appointments, varsity athletic tournaments, and religious observances and recognized holy days of your faith). Others may be unplanned (illness, family emergencies).
You can avoid the penalty in the case of a legitimate absence. Here is what you need to do:

**Planned Absences**
Inform the instructor of any planned absences as early as possible, and no later than 1 week (7 days) before the class.

You will need to arrange with your assigned partner(s) to conduct the negotiation before class. (You cannot do the negotiation after class has taken place). You must schedule the negotiation at a time that is convenient for your partner.

**Unplanned Absences**
Inform the instructor of any legitimate unplanned absences as soon as you can.

At the beginning of the academic term, you should appoint a substitute. Your substitute will be someone who is not enrolled in LEAD 3010, but who is available at the time of the class each week, and is willing to negotiate on your behalf if you are unable to conduct the negotiation. In the case of an unplanned absence (or in a planned absence if you can’t make appropriate arrangements with your counterpart), call your substitute and have them attend class on your behalf.

The substitute doesn’t need to be an expert negotiator, and is not required to participate in the debriefing or class discussion after the negotiation. The purpose of the substitute is simply to fill in during the negotiation itself so that your partner is not left ‘stranded’ in your absence.

In both cases, appropriate signed documentation will be required. Remember that absences for vacations, shifts at work, regular club or group meetings, team practices, intramural sports, etc. are not legitimate reasons for an absence. And remember that you lose marks for the missed reflection questionnaires if you miss a week.

These two policies (pre-negotiation and substitutes) should ensure that everyone has a partner or group to negotiate with each week.

If you are absent without following these policies -- that is, *if you simply don't show without having arranged to negotiate beforehand or having sent your substitute -- there will be a 5% penalty on your final grade*. I have had this policy in the past and have rarely had to use it.

I trust that you will make sure never to leave your classmates stranded, and that I will be able to build a penalty-free streak.
Late Enrolment

If you join the class late (e.g. enrol after class 2), you will receive 0 points for any prep checks or prep/reflection questionnaires you missed prior to enrolling in the class. No make-up opportunities will be provided.

Missed Preparedness Checks

If you are absent for a legitimate reason and follow the procedures above, I may arrange a make-up prep check, reweigh other prep checks, or assign an alternative make-up project, at my sole discretion. In general, however, missed preparation checks cannot be made up.

6. Deferred Exams

For all students who have been approved by their faculty office to have a deferred exam:

Effective September 2005, the Department of Business Administration has instituted a policy which provides ONE DATE ONLY for students who have deferred their final exams. The Business Administration deferred exam date is tentatively scheduled for May 25th, 2018 at 5pm in Room 140, subject to confirmation by the Registrar’s Office.

Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.

7. Unclaimed Assignments

Pursuant to the FIPPA Review Committee’s approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

8. Grade reviews

If you feel there has been an error in the grading of your coursework or exams, please contact me by email with your concern. Allow me a minimum of 48 hours to re-read your pre-class reflection/assignment/exam, and I will meet with you in office hours to address your concerns and explain the grading. I will not do ‘on the spot’ reviews out of fairness to you -- I don’t want to make snap decisions without the chance to carefully review your work and the grade assigned.

If the issue cannot be resolved, a formal appeal of grades may be made up to ten working days after the grades for the term work have been made available to the student.
9. **Special learning needs**
Students with special learning needs (who, for legitimate reasons, require extra time to write the exam, or who require aids or other supports) should advise me of this (with accompanying documentation from disability services) during the first two weeks of the course in order to organize suitable accommodation and assessment arrangements. Students for whom English is an additional language (including exchange students) may bring a paper or electronic translation dictionary with them to exams. Use of translation aids must be consistent with the policy on academic integrity.

10. **Add/drop and voluntary withdrawal**
The last day to add/drop courses is September 27th, 2018. The deadline for voluntary withdrawal without academic penalty is March 6, 2018.

11(a). **University of Manitoba email policy**
“IMPORTANT: Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence. For more information visit: [http://umanitoba.ca/registrar/e-mail_policy](http://umanitoba.ca/registrar/e-mail_policy).”

11(b). **My personal email policy**
It’s important that you check your UM email (you may receive important class emails sent to that account). However, you may send emails to me from your university or personal account.

12. **Citation style**
Your assignments must make consistent and thorough use of citations using a standard citation style (MLA, APA or Chicago are all okay). Information on citation styles can be found online through the University of Manitoba libraries ([http://umanitoba.ca/libraries/units/infolit/student/citing_sources.html](http://umanitoba.ca/libraries/units/infolit/student/citing_sources.html)). Please recall that thorough and careful citation is vital to maintaining academic integrity in your work.

13. **Academic Integrity**

It is critical to the reputation of the Asper School of Business and of our degrees, that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. Section 8 of the University Policies, found in The University of Manitoba Calendar, addresses the issue of academic dishonesty. Specifically, acts of academic dishonesty include, but are not limited to:

- Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
• Duplicating a table, graph or diagram, in whole or in part, without referencing the source
• Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
• Copying the answers of another student in any test, examination, or take-home assignment
• Providing answers to another student in any test, examination, or take-home assignment
• Taking any unauthorized materials into an examination or term test (crib notes)
• Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
• Stealing or mutilating library materials
• Accessing test prior to the time and date of the sitting
• Changing name or answer(s) on a test after that test has been graded and returned
• Submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty.

Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

Specific to this course, there are some additional guidelines.

• **Students who make special arrangements to negotiate early must not share any of their knowledge of the negotiation or their counterpart’s position with any other students.** This is necessary so that each student can benefit fully from the learning experience of the simulated negotiations.
• **Students must prepare to negotiate independently, unless the instructor has explicitly indicated otherwise.** This includes the completion of the preparation and reflection sheets. These are designed for you to learn and grow as an individual negotiator.
• **Prior to or during the negotiation, you may not look at anyone else’s confidential role information, nor may you show them your own confidential role information.** Real negotiations do not have their structure set out for both sides in a pair of tidy point-system tables established by some outside authority. By showing your partner your point sheet, you break the realism of the exercise. You also reduce the educational value of the exercise.
LEAD 3010, Negotiation and Conflict Management
Asper School of Business
Winter Term 2018

in terms of improving your own effectiveness in real-world negotiations. (This also holds for seeking out “spoilers” about payoffs/point sheets/role information online).

- **Your coaching reports are individual work.** You may not share yours (for example, as a “template” or “model”) with other students before they have completed their own. Excessive similarities, even in structure or framework alone, may be investigated for issues with academic integrity. Ask the instructor if you need any clarification.

Overall:
- **Think of the guidelines around integrity not just as rules to be followed, but as principles to be faithfully lived by.** If you have any doubts about whether a particular course of action is appropriate, err on the side of integrity. Do not hesitate to ask the instructor if you are heading into a grey area.

In the Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>X Coaching Papers</td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>X Week 4</td>
<td></td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>X Full course</td>
<td></td>
</tr>
</tbody>
</table>