LEAD 3010 (3 CH)
NEGOTIATIONS
WINTER 2020
Mondays, 2:30-5:15, 106 Drake Centre

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INSTRUCTOR

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Office hours: http://lukasneville.ycb.me

COURSE DESCRIPTION & 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.

**COURSE MATERIALS**

1. Fisher, R., Ury, W. & Patton, B. (2011). *Getting To Yes*, revised edition. New York: Penguin. *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.

2. Thompson, L. (2013). *The Truth About Negotiations*, 2nd edition. Upper Saddle River: Pearson-Prentice Hall. 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).

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. Additional readings on UM Learn
   Most weeks, you will read a chapter or two from *Yes* or *The Truth*, along with one other article, posted for free (under fair dealing provisions) on UM Learn. These include the following:


In addition to these readings, one additional reading will be added midway through the term to UM Learn (on the topic of cross-cultural negotiations).

5. iClicker Reef
In-class “prep checks” (weekly low-stakes mini-quizzes aimed at encouraging you to stay current with your readings) will use iClicker Reef. This is free to students, and is available for iOS, Android, and web browsers. If you do not have any device with wi-fi (e.g., phone, tablet, laptop), please email me (lukas.neville@umanitoba.ca) and I can bring a loaner Chromebook to class that you can use.

COURSE FORMAT
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. The substantial reading load, case preparation, and pre/post surveys will likely represent a full workday of class preparation each
week in addition to your in-class time. 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 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.

**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).

**ASSESSMENT OF LEARNING**

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. The weighting of each course component will remain unchanged. The department’s usual standard is a class average in the range of a high B/low B+.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 and above</td>
<td>A+</td>
<td>4.5</td>
</tr>
<tr>
<td>90 – 92.99</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>85 – 89.99</td>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>80 – 84.99</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>75 – 79.99</td>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>70 – 74.99</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>60 – 69.99</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Your course grade is comprised of five 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>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation initiation exercise</td>
<td>20%</td>
<td>February 10, 2:30pm</td>
</tr>
<tr>
<td>Prep and reflection questionnaires</td>
<td>20%</td>
<td>Weekly: Sun midnight / Tues 5:30pm</td>
</tr>
<tr>
<td>Peer preparedness ratings</td>
<td>10%</td>
<td>Weekly ratings; tentative summary</td>
</tr>
<tr>
<td>“Prep check” quizzes</td>
<td>20%</td>
<td>Weekly, in-class</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>Exam schedule TBD</td>
</tr>
<tr>
<td>Optional: Research bonus</td>
<td>Up to 2%*</td>
<td>Availability and timing depends on researchers</td>
</tr>
</tbody>
</table>

* subject to study availability

All students must submit the negotiation initiation exercise to pass the course.

Failure to complete more than 4 post-negotiation surveys may result in a failing grade. The post-negotiation surveys contain the evaluations that are the basis for students’ peer preparedness rating grade, so it is important that students complete these regularly.
**MISSED EXAM AND LATE SUBMISSION POLICY**

**Overall:**
In the sections that follow, a distinction will be made between “approved” and “unapproved” late submissions, absences, and missed quizzes and exams.

Approved absences include valid medical and compassionate issues (with appropriate documentation, if requested by the instructor), and absences for approved Asper events (see the list of approved events), when arranged with the instructor in advance.

*Please note that the “stranded partner” policy described in the attendance section applies to all absences, approved or not.*

**Prep Checks:**
If you miss a prep check due to an approved absence, that week’s questions will not count for or against you; your grade will be based on the other weeks’ questions. If you have a legitimate technological issue that keeps you from responding, the same policy will apply (but you must bring the technological issue to the instructor’s attention in that class; do not wait until the end of term!)

If you miss a prep check due to an unapproved absence, or if you are late to class and miss the prep check, you will receive a zero on those prep check questions. No make-up opportunities will be provided.

**Pre/post surveys:**
Late pre- and post-negotiation surveys will not be accepted.

If you send an alternate to negotiate for you while you are away for an approved reason (see above), the missing survey will not count for or against your grade; the pre/post grade will be calculated on the basis of your other surveys from the term.

For all other absences, if you send an alternate to negotiate in your place, you will not receive credit for completing the post-negotiation survey. For unexcused/unapproved absences, no extensions, make-up assignments or reweighting will be provided.

**Negotiation initiation exercise:**
Late submissions of this assignment will be penalized at a rate of 10% per day, including weekends, unless an extension is approved in advance by the instructor. Extensions are entirely at the instructor’s discretion and will generally only be applied in the case of valid medical or compassionate reasons. However, if you expect to not be able to submit your work on time, I encourage you to contact me as soon as you can. Extensions for non-medical/compassionate reasons are more likely if they are requested in a timely, professional manner rather than asked for last-minute.

The initiation assignment is required to pass the class (regardless of your grade).

**Exam:**
The final exam is required. No reweighting of other components or alternative/make-up assignments will be provided. Students with an approved (medical, compassionate, or approved event) reason for
missing the final exam must apply for a deferred exam through the Undergraduate Program Office (268 Drake). If you are not an Asper student, you will apply through your home faculty. The Winter 2020 deferred exam date is tentatively set for Friday, May 22\textsuperscript{nd}, at 5pm in Drake 136. The instructor will not arrange make-up or alternate final exams, except by application through the process described above.

An additional note for those who join the class late: There are no make-up options available for students who join the course after Class 1. Bear this in mind if you choose to join the class during the add/drop period.

**ATTENDANCE POLICY**

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, and you will receive a zero on your pre- and post-negotiation surveys for that class. I have had this “stranded partner” 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.

**ELECTRONIC DEVICE POLICY**

Electronic devices are required to take part in the iClicker “prep checks”. If you do not own a phone, tablet, or laptop, a loaner device can be provided during class. Email me (lukas.neville@umanitoba.ca) if you need a loaner.

Use of electronic devices during the rest of the class is generally permitted for taking notes, etc. However, there will be moments during the class that you will be asked to put away devices (e.g., to take part in an exercise). If you are asked to put away your device and do not, you may be asked to leave for the remainder of that week’s class.

Nothing in the electronic device policy should be interpreted as changing students’ obligations under the academic integrity policy described later in the outline.

Please obtain the permission of the instructor prior to audio or video-recording a lecture.

**OUT-OF-CLASS COMMUNICATION**

You are expected to check your University of Manitoba email and UM Learn regularly. Course materials and updates will be sent using these platforms (as well as iDecisionGames).

**REFERENCING STYLE FOR WRITTEN WORK**

If you cite others’ work in your initiation assignment, please reference your sources using APA format. If you are unfamiliar with this format, you can consult a librarian at the Cohen Library, or see [http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers](http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers). APA formatting applies to the citations and reference list only; you are not expected to use full APA formatting for the body of your written work.

**TENTATIVE CLASS SCHEDULE**

*Any changes to this schedule, assignments, or assigned readings will be announced on UM Learn.*

**Class 1 (Jan 6)**

*Topic:* Course overview and introduction to negotiations

*Read:* The Truth About Negotiations (Truths 1-6)

*Pre-class:* No prep required (case distributed in class)

*Post-class:* Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Class 2 (Jan 13)
Topic: How do we take a bigger slice of the pie? Effective techniques for distributive negotiation
Read: Truth About Negotiations (Truths 7-17); “Distributive Negotiation: Slicing the Pie”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Administrative: Guidelines distributed for negotiation initiation exercise

Class 3 (Jan 20)
Topic: How do we bake a bigger pie? Effective techniques for integrative negotiation
Read: Yes (Chapters 1-5); Truth (Truths 18-24)
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 4 (Jan 27)
Topic: Navigating cooperation and competition in negotiation
Read: “Distinguishing best and strategic practices”; Truth (Truths 25-29); Yes (“Ten Questions”)
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 5 (Feb 3)
Topic: Crafting wise and implementable deals
Read: “Negotiating the spirit of the deal”; “Contingent agreements”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 6 (Feb 10)
Topic: What changes when there are more than two at the table?
Read: “Get all the parties right”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Administrative: Submit negotiation initiation exercise on UM Learn before class.

N.B.: February 17th is Louis Riel Day. No classes are held.

Class 7 (Feb 24)
Topic: How do we manage the multiparty negotiation process?
Read: “Negotiating group decisions”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 8 (Mar 2)
Topic: How do we formalize our agreements?
Read: “Cooperation through clarity”; “Honey, I Shrunk the Contract”
Pre-class: No case prep or pre-class survey
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Class 9 (Mar 9)
Topic: How do we deal with tough or difficult counterparts?
Read: Yes (Chapters 6-8); The Truth (Truths 30-37); “Negotiating With Liars”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Administrative: Instructions provided for email negotiation

Class 10 (Mar 16)
Topic: How do we negotiate by email?
Read: Truth (Truths 38-40); “Choosing among modes of communication”
Pre-class: Case distributed on iDecisionGames; full negotiation (including prep, negotiation, and reflection) must all occur before class, and must be conducted entirely by email. A transcript of your email chains (pasted into a document) must be sent to the instructor before class.
Post-class: No post-class work.

Class 11 (Mar 16)
Topic: How do we help others negotiate more effectively?
Read: “The psychology of disputant concerns in mediation.” Re-read the section of Getting to Yes on the ‘One Text Procedure’.
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 12 (Mar 30)
Topic: Cross-cultural negotiations
Read: “Getting to Si, Ja, Oui, Hai and Da”, plus one other reading.
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm

Class 13 (Apr 6)
Topic: Employment negotiations
Read: “15 rules”; “Women Don’t Ask”
Pre-class: Case distributed on iDecisionGames; submit prep by Sunday at midnight
Post-class: Survey distributed on UM Learn; submit by Tuesday, 5:30pm
Administrative: Details provided for final exam
## 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 Objectives 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><strong>1 Quantitative Reasoning</strong></td>
<td></td>
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</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
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<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
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<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
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<tr>
<td><strong>2 Written Communication</strong></td>
<td>X</td>
<td>Written ‘Negotiation Initiation’ assignment</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td></td>
<td></td>
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<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
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<td></td>
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<tr>
<td><strong>3 Ethical Thinking</strong></td>
<td>X</td>
<td>Class 9</td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td></td>
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</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td></td>
<td></td>
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<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>X</td>
<td>Class 9</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>X</td>
<td>Class 9</td>
</tr>
<tr>
<td><strong>4 Core Business Knowledge</strong></td>
<td>X</td>
<td>Throughout</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

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. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” 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 integrity. 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 specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity 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 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 self-assessments, interviews, and coaching assignments 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 are 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 in undergraduate courses are reported to the Dean’s office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
**Typical Penalties for Academic Dishonesty in the Asper School**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 2 years</td>
</tr>
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<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course</td>
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<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
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<td>Plagiarism on assignment</td>
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<td>Suspension from taking Asper courses for 1 year</td>
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<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
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<td>Suspension from taking Asper courses for 1 year</td>
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<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
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<td></td>
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<tr>
<td>Signing Attendance Sheet for classmate</td>
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<td>Notation of academic dishonesty in transcript</td>
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**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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ABOUT THE INSTRUCTOR

Lukas Neville
Department of Business Administration
I.H. Asper School of Business

Lukas Neville is an assistant professor of organizational behaviour at the Asper School of Business at the University of Manitoba. He holds a Ph.D. from the Smith School of Business at Queen’s University.

Lukas teaches in the B.Comm, MBA, and Executive Education programs at the Asper School, and has facilitated training and workshops for audiences in a range of industries, including telecom, health care, and financial services. Lukas’ research and teaching interests relate to helping individuals, organizations and teams recover from conflict and workplace transgressions.

His most recent research, funded by the Social Sciences and Humanities Research Council of Canada, relates to forgiveness in the workplace, and his previous research has been published in journals in the fields of management and organizational psychology.