

GMGT-7230 (A01/G01) (3.0 CH)

NEGOTIATIONS

WINTER 2025

INSTRUCTOR

Name: Lukas Neville	Office	412 Drake
	Location:	
Phone: 204-474-9061	Office Hours:	By appointment (link on UM Learn)
Email: lukas.neville@umanitoba.ca	Class Room:	530 Drake
	Class Time:	Mondays 6:15-9:30pm

COURSE DESCRIPTION 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.

COURSE MATERIALS

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 \$15.00, and can often be found in used bookstores or online. Ebook editions are also available for similar prices.

2. Malhotra, D. & Bazerman, M. (2008). *Negotiation Genius*. Bantam.
Malhotra and Bazerman's text 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 \$24, 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 CAD).

In most weeks, you will start by reading Yes and Genius before getting into your additional UM Learn readings. These two books will acquaint you with the main idea, and the readings package will give you a deeper dive into one of the topics.

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. **Use of iDecisionGames will begin in class 2. A signup link will be posted to UM Learn before the first class.***

4. Additional readings (UM Learn)

In addition to your assigned readings and case, you will typically read one additional article for each class, posted on UM Learn. This is usually to add additional depth or explore a topic that isn't sufficiently covered in the rest of your readings. These are available at no cost under fair dealing provisions.

TECHNOLOGICAL REQUIREMENTS

- You will need a device for iDecisionGames to prepare for class, though you don't have to have it in class with you. iDecision runs on the web and supports just about any device. The interface is much more usable on a tablet or laptop than a phone. If you don't bring your device to class, you'll want to print off your role information for each negotiation before class and bring it with you.

COURSE ASSESSMENT

Student progress will be assessed through:

Midterm exam

20%

Scheduled during Class 5.

Covers basic knowledge of readings from classes 1-5 through structured questions (T/F, MC, etc.).

Open book exam, held in class.

Final exam

40%

Friday, April 21st, 6-9pm

Covers knowledge of readings and class content from the full term through structured questions

(T/F, MC, fill in the blank, matching, etc.). Closed book exam with a handwritten 'cheat sheet',

held in the Scotiabank computer lab

Individual preparation and reflection assignment

20%

Due before class 6 via UM Learn

Group reflection assignment

10%

Due before class 8 via UM Learn

Participation

10%

Questionnaires, attendance, negotiation participation, deal reporting, participation in class discussions throughout the term

Details about these deliverables will be posted to UM Learn. To give additional context, you can think of the deliverables above as focused on evaluating three distinct elements:

1) **Midterm and final:** *Knowledge of course concepts from readings and class materials*

You will be assessed on your understanding of the assigned readings from classes 1-5

(textbooks and additional readings on UM Learn) on an in-class midterm, and of all the course

material on a final exam. Both exams will be based on structured (one or more of multiple choice, fill in the blank, true-false, matching, and short-answer) questions. The midterm will be open book; the final will be closed book with a single-page handwritten 'cheat sheet'.

2) Individual and group reflection assignments: *Connecting theory and practice*

You will be assessed on your ability to prepare for and reflect on negotiations, both in an individual graded preparation and reflection assignment, and in a group reflection assignment. These are designed to assess your ability to translate insights from theory into negotiation practice – and your ability to learn effectively from experience, both individually and with your peers.

3) Participation: *Contributions to the functioning of the course*

For this course to be valuable, students must be regularly engaged in the class discussions, negotiations, and reflections/debriefing following the negotiations. I assume you will do this, so I begin from the starting point that every student will have full marks for participation.

You can lose participation marks if you fail to submit preparation or reflection surveys, if you are late to class or leave early without permission, if you are unprepared for or uninvolved in class discussions and debriefs, if you behave unprofessionally or show unpreparedness in the negotiations themselves, if you fail to contribute to peer assessment exercises, etc. More serious issues (like leaving a partner stranded for a negotiation exercise) can involve penalties beyond the participation grade.

Final Grades

Final grades will be assigned as follows. Please note that the MBA Office reserves the right to determine the final class average and grade distribution in order to ensure comparability across courses. Final grades may be adjusted or curved accordingly. The anticipated class average will generally be expected to correspond to a GPA of 3.5-3.8 (B+), though the details are at the discretion of the MBA Office and/or the Associate Dean of Professional Programs. Any such adjustments will be to the final grades (the relative weighting of each individual course component will remain unchanged).

Final grades will be assigned as follows. Among those who pass the course, letter grades are distributed according to the distribution below.

Percentage of students with a grade $\geq 65\%$	Letter	Grade Point	Performance
Top 10%	A+	4.5	Excellent
Next 15%	A	4.0	Very good
Next 35%	B+	3.5	Good
Next 25%	B	3.0	Satisfactory
Next 15%	C+	2.5	Marginal
Grades (below 65)	Letter	Grade Point	Performance
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

NOTE: **Class attendance is expected.** It is your responsibility to inform your professor in advance of any planned absence and as soon as reasonably possible for any unplanned absences, and provide a legitimate reason for the absence. Given the additional and unpredictable personal and professional demands you are faced with during the pandemic, I am ready to work with you to find solutions if you find yourself unexpectedly ill, caring for others, or face other disruptions.

Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation including self-declaration, or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

Specific to this class: Our negotiation exercises are disrupted when people are unexpectedly absent. If someone has prepared their role and their partner simply doesn't show, it creates a serious problem. To avoid this problem in the case of planned absences, you may arrange to negotiate prior to the scheduled class time with the permission of the instructor and the cooperation of your peer. To avoid disruption from unplanned absences, I ask that you arrange at the beginning of the term to have someone who can come and negotiate on your behalf (a "stand-in"/substitute). I will share details with you about this in class 1.

In any cases where a student leaves their partner “stranded” in a way that could have been reasonably prevented, I reserve the right to assess a 5% penalty on your final grade. In other words, we must be accountable to each other – but I will also work with you to find ways of working around personal, professional, and logistical challenges, and I do not intend to punish anyone for circumstances that are truly outside of their control. I hope we can all work as partners to make this class work together.

COURSE SCHEDULE

Note that before and after each class, you may have a brief questionnaire to complete.

For weeks with questionnaires, the links will be on UM Learn with your readings. They are due at midnight Sunday (pre-negotiation) and midnight Tuesday (post-negotiation). Your responses are used in the course slides and are mandatory (they count for part of your participation grade).

CLASS	DATES	PREPARATION
1	Jan 20	Topic: Overview and introduction to negotiation Read <i>Genius</i> , ‘Introduction’ Sign up for iDecisionGames (no later than noon Thursday, January 23rd)
2	Jan 27	Topic: Distributive Negotiation: Slicing the pie Read Class 2 readings on UM Learn Read <i>Genius</i> , Chapter 1 Prepare your negotiation role (iDecisionGames)
3	Feb 3	Topic: Integrative negotiation: Baking a bigger pie Read <i>Yes</i> , Chapters 1-5 Read <i>Genius</i> , Chapters 2-3 Prepare your negotiation role (iDecisionGames)
4	Feb 10	Topic: How do we deal with difficult counterparts? Read <i>Genius</i> , Chapters 9-13 Read <i>Yes</i> , Chapters 6-8 Prepare your negotiation role (iDecisionGames)
		The university is closed on Monday, February 17th for Louis Riel Day. No classes will be held.

CLASS	DATES	PREPARATION
5	Feb 24	Topic: Crafting wise and implementable deals Read <i>Genius</i> , Chapters 4-8 Read <i>Yes, '10 questions people ask'</i> Read Class 5 readings on UM Learn Prepare your negotiation role (iDecisionGames) Bring any paper notes you would like for the midterm exam, which covers the <u>readings</u> only from classes 1-5.
6	Mar 3	Topic: Multiparty negotiations Read Class 6 readings on UM Learn Prepare your negotiation role (iDecisionGames) Submit individual reflection assignment (based on Class 4 exercise)
7	Mar 10	Topic: Team negotiations Read Class 7 readings on UM Learn Prepare your negotiation role (iDecisionGames)
8	Mar 17	Topic: Crafting effective deals Read Class 8 readings on UM Learn No role prep required – continuation of Class 7 negotiation Submit group reflection assignment on UM Learn (based on Class 6 exercise)
9	Mar 24	Topic: Cross-cultural negotiations Read Class 9 readings on UM Learn Prepare your negotiation role (iDecisionGames)
10	Mar 31	Topic: Employment negotiations Read Class 10 readings on UM Learn Prepare your negotiation role (iDecisionGames)
EXAM	Apr 6	9am-12pm, Scotiabank Technology Centre (200 Level, Drake Centre)

MISSED CLASSES

If you have to miss the midterm or the final exam for a health-related reason, please try your best to inform me by email. If your health issue comes up on the day of the exam, please try phoning me (204-474-9061) in addition to emailing.

The “**Absence Self Declaration Policy**” can be found [here](#). The fillable Absence Self Declaration form can be found [here](#).

If you must miss the midterm exam for a valid reason, you will be given a makeup exam. I cannot guarantee that the difficulty level of the makeup exam will be exactly the same as the original. Missed final exams for health or compassionate reasons will take place on the deferred exam date scheduled by the MBA office (and again, may differ from the regular final exam).

ATTENDANCE POLICY

Absences happen for good reason – some of which are easily anticipated and planned for, and others which are less expected. Unlike other classes, it's not as easy as simply not attending, since this class hinges on negotiation exercises with preset roles, pairs, groups, etc. Below, I explain how we can manage various kinds of absences.

Stranded Partner Penalty

The most important point to note is that regardless of circumstances, if you simply strand your negotiating partner(s) by not showing up and failing to make alternate arrangements, you will receive a reduction of 5% to your final grade. This "stranded partner penalty" can be avoided with appropriate planning at the start of the term and by providing the earliest possible notice to the instructor. Details are provided below about how to avoid this penalty.

Excused absences (advanced notice)

- Excused absences do not lose participation marks
- To avoid the stranded partner penalty, those excused in advance may arrange with their partner(s) to negotiate before class (at a mutually agreed time, either in person or via video)
- If you cannot manage to arrange to negotiate before class, you must instead send your substitute (see below).
- You may be excused from class with advance notice (minimum one week) for the following reasons:
 1. Planned medical/compassionate absences (e.g. medical appointments or procedures)
 2. Participation in an interuniversity provincial, interprovincial, national or international scholastic or athletic event
 3. Religious obligations
 4. Other absences arranged in advance, with the permission of the instructor

Excused absences (unexpected/last-minute)

- Last-minute excused absences do not lose participation marks.
- To avoid the stranded partner policy, those excused last-minute must either arrange to negotiate with their partner(s) during class via video, or, if that is not possible, must instead send their substitute (see below).
- You may be excused from class without advance notice or on short notice for any of the following:
 1. Ill health (to keep me and your classmates healthy, please do not attend class if you are feeling unwell)
 2. Serious inclement weather preventing travel to campus (e.g., highway closures for students who live outside the city)
 3. Other unexpected issues related to your health and well-being
 4. Other unexpected compassionate or personal reasons (e.g. serious illness or death of a friend or loved one, etc.)

5. Participation in an approved scholastic or athletic event that could not have reasonably been foreseen

Unexcused absences

- Unexcused absences will cause you to lose participation marks
- To avoid the stranded partner penalty, you must (depending on the situation) either arrange with your partner to negotiate before class, arrange with your partner to negotiate during class by Zoom, or if those options are not feasible, send your alternate to negotiate for you.
- Unexcused absences include any absence not otherwise describe above, including:
 1. Personal matters not covered by the self-declaration policy
 2. Professional/career/work related reasons not covered by the self-declaration policy, without the instructor's advance permission
 3. Course work, group/team meetings, or similar commitments to other classes, without the instructor's advance permission
 4. Academic or extracurricular events without the instructor's advance permission
 5. Allowable absences where the student could reasonably have provided sufficient advanced notice but did not do so

Regardless of reason, **you are encouraged to contact the instructor in advance for permission if you expect having to miss classes.** You will find, in this class as in your career, that much more flexibility and forbearance can be extended when requests are made with advance notice. Last-minute requests are less likely to be accepted, and retrospective requests almost certain to be denied.

Avoiding the Stranded Partner Penalty

- **At the start of term, choose a substitute.** Your substitute must be available to join class, either in person or on Zoom, to negotiate on your behalf. If you are unexpectedly unable to attend and can't negotiate before class, you must either send your alternate to class in person, or your alternate must be available to join the negotiation by Zoom, in which case you must provide their contact information by email to both the instructor and your negotiation counterpart(s). This is the last resort and least desirable option.
- **Better, try to negotiate before class.** If you know about your absence early enough, you can arrange to do the negotiation exercise prior to class. This way, you and your partners get all the benefits and experience of the negotiation. Please let the instructor know if you are negotiating before class. Remember, your counterpart(s) must voluntarily agree to this arrangement – you can ask them but not require them to work around your schedule.
- **If you are not able to attend class but are feeling well enough to participate** (e.g, you have a mild illness or a road is closed due to weather), you can join your counterpart and negotiate by video (e.g. Zoom). Please email both the instructor and your counterpart with information about how to reach you.

I will entertain other ways of managing absences, as long it resolves the issue of a student missing the opportunity to negotiate as planned. The only exception is that I will not allow for negotiations to occur after class. Our class discussions contain “spoilers”, so I can’t have negotiations occurring after a given class is complete.

ELECTRONIC DEVICE POLICY

You may use a laptop or tablet for note-taking. I encourage you to collaborate with your classmates on shared class notes (e.g., on Google Docs or another service).

Please ensure your laptop use is not distracting to others. Sitting in the back row, keeping your brightness low, avoiding non-class related browsing or use, etc., are just some of the ways you can keep from bothering others with your device use.

If you wish to audio/video record any lectures, you must obtain the instructor’s permission before doing so. Recording the lectures without permission is a breach of the university’s non-academic misconduct policy.

OUT-OF-CLASS COMMUNICATION

Readings, PowerPoint files, assignment/project guidelines, other class-related files, and intermediate grades will be posted on [UM Learn](#). Any announcements outside of class will be posted to UM Learn and may be sent by e-mail.

It is your responsibility to check UM Learn and your UofM e-mail account frequently so that you don’t miss these communications. UM Learn will also be used to submit your individual assignment and the group project.

OFFICE HOURS

“Office hours” describe time dedicated by instructors to meeting with students. Some instructors set aside particular times of the day or week to meet with students; others book appointments at a variety of times.

My office hours are on Tuesdays and Thursdays, by appointment. The booking link is on UM Learn. My default availabilities are Tuesdays and Thursdays from 3-5pm. If you can’t find a time that works with your schedule, please email me. I generally book meetings in half-hour blocks. I am open to meeting students online via Zoom, by phone, or in-person at my office in the Drake Centre (your choice).

I’m happy to meet with you to answer questions about concepts and materials from class, help offer informal advice if you encounter an issue working with your team, provide feedback on a specific idea or question related to an assignment, etc.

I like meeting with students if I can be helpful to them. A few ground rules that will help me help you:

- **Give me a topic!** When you sign up for an appointment, please indicate what you’d like to talk about. This helps me join the meeting prepared and ready to help you.

- **Do the readings first.** I can help clarify questions, but office hours aren't lectures, and I'll expect that you have done everything you can to answer your question on your own before we meet.
- **Allow me time for reviews/appeals.** If you would like to review or appeal a grade, please send me your work more than 48 hours before our appointment, with specific details about what element you would like reviewed (e.g., *"I got zero for the part about X, but you can see I submitted that part on page 17"*).
For fairness and consistency, I do not make 'snap judgments' about re-grading without time to carefully review your work and consider your request.
- **Use progressive feedback and discipline with team members first.** I am happy to be a sounding board if you encounter challenges with managing your fellow group members. However, if you are coming to me looking for a substantive change (e.g., removing a group member, giving different grades to different group members), I will want to know that you have not let the issue slide, that you have had clear and direct communication with the member, that you have offered them opportunities and direction to remediate their work, etc. I will help you 'fire' or discipline your group member, but only if you have shown me just cause to do so.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

Note: *GMGT-7230 does not include any work requiring human ethics approval. The information below is required in the course outline but does not pertain to this class.*

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations 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.

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 Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	Asper Graduate Student Resources
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment

Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior
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ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves 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 misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct 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 tests 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.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

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.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

COURSE-SPECIFIC ACADEMIC INTEGRITY GUIDELINES

Specific to this course, there are some additional rules and specific requirements. These requirements are designed to protect the value of the class experience. Violating them, in addition to being a breach of academic integrity, deteriorates the quality and value of the course for others.

- **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. Sometimes, there may be slight differences in instructions – even for students negotiating the same role. If you prepare together, there is a chance you will ruin an element of the negotiation experience.
- **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 individual reflection assignment is 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.
- **You must not post spoilers!** Details from your preparation and reflection assignments, your course notes, the slides, lectures, the role information sheets themselves – all of these materials contain "spoilers" that would ruin the value and quality of the experience for others. Do not share them with others. Do not post them on note-sharing sites. Do not talk about them with students outside of the class.

When students share case information inappropriately, it erodes the usefulness of the class for

everyone, both now and in future years. I take this very seriously and will not hesitate to submit academic dishonesty reports if it occurs. I need the cooperation of all students in the class in order for the course to be valuable, now and for subsequent generations of students.

To be very blunt: **If you can't abide by the terms above, you are not the right fit for this class, and I strongly encourage you to drop the class prior to the VW date.**

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

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

Lukas Neville is an associate 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.