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Negotiation is a Core Leadership Skill

This course teaches management students a broadly applicable framework for negotiating and resolving conflicts effectively. Negotiations are discussions aimed at securing agreements—formal or informal—between two or more interdependent parties. Because business leaders depend on others to accomplish goals, they are interdependent. Thus, leaders need to be skilled negotiators to generate solutions that are acceptable, valuable, and able to be implemented.

Learning to negotiate means learning how to listen to, communicate with, and collaborate with others, whether those others are similar to or quite different from yourself. Learning to negotiate means improving your ability to evaluate situations, develop a plan for action, handle discussions and reflect on your negotiation experiences to perform still better in the future. Learning to negotiate also means learning what you are willing to do and say to achieve outcomes, and developing an understanding of what outcomes you value. The result will be that you will better handle the many professional and personal negotiation opportunities you will face, from obvious job or house negotiations to the less obvious negotiation opportunities that arise in teams, business partnerships, social relationships and managing employees.

Format

The course is organized around a series of negotiation exercises. We will participate in and analyze two-party, team and multi-party negotiations, both with one and with many issues at stake. We will also experience dispute resolution situations. These exercises will occur in a variety of contexts, and consider a broad array of kinds of outcomes.

The exercises require thoughtful and engaged role players. If you read your role materials carefully, vigorously plan for your negotiations, energetically carry them out, and openly analyze them afterwards, you will learn a great deal from this class and be skilled negotiators, as will your classmates. If you read carelessly, plan sloppily, act thoughtlessly, and are specious in class discussions, not only are you likely learn little, you will be doing a great disservice to your negotiation partners and the entire class.

To get the most out of these exercises and to learn how to capitalize on your future negotiations, we will learn how to plan for and reflect on negotiations. We will also use readings to provide depth and research data on what yields effective performance.

Materials

Required

1. Role materials: Reading and analyzing your role materials for negotiation exercises is your most important responsibility.
2. Primary text: Leigh Thompson (2009) *The mind and heart of the negotiator* (4th Ed.). Prentice-Hall.
3. Course packet at the University Co-op; plus handouts, online postings. The course packet's price includes fees for the exercises, so purchasing it is mandatory. It contains a piece of paper that you must sign and turn in to Professor Loewenstein.

Optional

- Howard Raiffa (1983) *The art and science of negotiation*. [Situation analysis]
- Fisher, Ury & Patton (1991) *Getting to yes*. [An appeal for principled negotiation]
- Ury, W. (1991). *Getting Past No*. New York: Penguin [principled persuasion]
- Bazerman & Neale (1992) *Negotiating rationally*. [A behavioral decision approach to negotiation]
- Bazerman (2001) *Judgment in managerial decision-making*. [An effective overview]
- Richard Shell (1999) *Bargaining for advantage*. [An alternative approach emphasizing personal style]
- Stone, Patten & Heen (1999) *Difficult conversations*. [About the personal stakes]
- Lax & Sebenius (2006) *3D Negotiating*. [Emphasizes efforts away from the table]
- Jeanne Brett (2007) *Negotiating Globally*. [Emphasizes cross-cultural issues and disputes]

Course Requirements and Grading

Your grade in the course will be based on the following, subject to completion of all negotiation exercises:

| | Percentage |
|---------------------------|-------------|
| 1. Negotiation exercises | see below |
| 2. Written responses | 15% |
| 3. Planning documents | 15% |
| 4. Negotiation agreements | 10% |
| 5. Takeaway papers | 15% |
| 6. Participation | 15% |
| 7. Final paper | 30% |
| | <u>100%</u> |

The grade distribution guidelines for MBA core classes at McCombs apply to this course: 15% A, 20% A-, 25% B+, 30% B, 10% B- and below.

1. Negotiation Exercises

You should be prepared for and carry out all negotiation exercises. This means generating a planning document for each exercise and using that planning document, not the printed materials you receive, at the bargaining table.

Because missing an exercise—by being unprepared or failing to show up—hurts at least one other student, we cannot allow it. The exception is that with 24 hours advance notice, you may be excused from one in-class exercise with my explicit permission. A missed exercise that I have not excused will result in a penalty of one final course letter grade (e.g., A- becomes B-), and a second miss will result in an F for the course.

You should use the exercises to experiment. Try things that you might not usually do, even if it makes you or your counterpart uncomfortable—just stay within the (wide) range of what happens in reality and our honor code. Unusual approaches are useful to the class—they provide grist for the mill of discussion. That said, good experiments are not done blindly; plan experiments that test hypotheses you have formed about negotiation dynamics or your own tendencies as a negotiator. Because I encourage well-planned risk-taking and experimentation to promote learning, and because I cannot fairly evaluate all relevant negotiation outcomes, I only grade two negotiation outcomes (noted below). I nonetheless record all outcomes to check that they simulate real world patterns.

2. Written responses (15%)

To help you prepare for and reflect on your negotiation exercises, I require that you submit small written assignments and/or complete online surveys. Your efforts will be rewarded: your written response will be graded on a check/no check basis. Evidence that you made a thoughtful attempt at all parts will earn a check. An incomplete or missing attempt will not receive a check. The emphasis here is on regularly working to understand situations and the underlying negotiation issues. Late case responses will not be accepted.

3. Planning Documents (15%)

For each negotiation exercise, you should generate a planning document and use that document, instead of the printed role materials, at the bargaining table. The main purpose is to learn to prepare efficiently for negotiations.

I will grade two planning documents in detail: Texoil (5%) and round 1 of your “ABC” Capstone negotiation

exercise (10%). The principal element graded in the “ABC” planning document is the scoring system you and your team will develop, as we will discuss.

4. Negotiation agreements (10%)

I will grade you based on the expected value of your negotiation agreements for the “Moms.com” exercise (5%) and the round 2 of your Capstone negotiation exercise (5%). This grade is based on your performance relative to all others playing the same role.

5. Takeaway Papers (15%).

I will ask you to write two takeaway papers: the first no more than 1 page (5%), the second two pages long (10%). The purpose of these papers is to derive a takeaway from your experience preparing for and negotiating an in-class exercise. The first one is due in class September 13th. You will schedule the second one in class, and you will submit it at the start of class on the day that we discuss the exercise you analyzed.

Your takeaway papers should contain one (for the first paper) or a small number (for the second paper) of clearly identified takeaways, or 1-sentence or less conclusions about how to prepare for or act in future negotiations. In addition, you should write an argument in support of each takeaway from your experience in your negotiation exercise and an explanation for how, specifically, you can apply the takeaway to future negotiations. You are strongly encouraged to draw on course readings. You should NOT summarize your negotiation. The goal is to help you reflect on your negotiation experiences so that you learn to perform better in the future. To generate your takeaway(s), you might consider your planning, the quality of your agreement, the process by which you reached it, what other situations you expect to be similar, what surprised you, and what regrets you might have. The takeaways should be your own thinking. You should not write as one of your takeaways a point made in a prior class. Expect to be called upon to begin class discussion by stating a take-away and explaining why you believe it. My feedback on these papers will give you a good idea of what I look for in your final papers.

Try to organize your paper around your takeaways (not by your negotiation timeline—this happened, and then this happened...). For example, a take-away might be: "if you are engaging in multiple negotiations, pursue the easy negotiations first." Start by stating it, then lay out your basis for believing the take-away—make an argument using your analysis of your negotiation exercise. Next, note any complexities about your conclusions (e.g., what to be concerned about if you are forced to negotiate a hard one first, or whether there are different kinds of negotiation situations when the order of your negotiation will likely not matter or would lead you to want to do the hard ones first). Finally, present prescriptions for better negotiating (e.g., as part of planning my negotiations in the future, I will analyze the negotiations I am likely to have to do and use such-and-so criteria to decide which to do first).

Or, as a second example, following the same structure: start with your general take-away (e.g., "building relationships is a very valuable way to start a negotiation"), your basis for drawing the conclusion (analysis of a concrete example or examples from your negotiation exercise), complexities (what if they don't want to start a relationship with you, what if you are pressed for time, etc.), and prescriptions for better negotiating given your conclusions (e.g., suggestions on how to approach a new negotiation partner).

As I hope you can see, the point is to be clear and concise about something you have learned, make an argument substantiating why you believe it and any limits you can see on when you should use it, and be thoughtful about how can you take advantage of your insight in the future.

6. Participation (15%)

Class discussion is for analyzing negotiations, usually our own negotiation exercises, with insights generated from the readings. The readings assigned for a given day are to be read for that day, and are designed to help you analyze the exercises you just completed. As some readings discuss exercises similar to ones we do in class, please do not read ahead. The concepts will be more comprehensible after you negotiate rather than before. Also, you will best be able to learn about your strengths and weaknesses in negotiations by approaching the exercises using what you have learned about negotiations to date. Foreknowledge of the specific concepts addressed in a given class would provide unrealistic experiences, and prevent a critical part of the learning process—learning to understand negotiation situations.

Our goal in class discussion is to determine why things happened, so we will do better next time. You should reflect, once your negotiations are over, about how well your preparation actually prepared you, what worked and what surprised you at the table, any regrets you might have (“if only I...”), and what lessons you have learned that you plan to use in future negotiations. These will be useful thoughts to share with your peers. Also, hearing their opinions will indicate similarities and differences in how people perceive negotiation situations.

Comments that identify underlying dynamics or synthesize previous points to move the discussion forward are valuable. Detailed, blow-by-blow descriptions are only useful if they convey a question or point. Laptops and food are banned from discussions because they disrupt far more than they help (drinks are allowed). For continuity, I

often call on hands raised in response to a current comment rather than hands raised previously. When multiple hands are up, I try to call on the person who has spoken least recently. Do not feel deterred if I pass you over or cut short your comments—it probably means I think you have already contributed and that others need the “air time” more. You will be evaluated on the quality (not quantity) of your contributions in a given class, and the number of classes to which you contribute. You may miss one discussion without penalty. Additional excused absences may be able to be made up through additional exercise analyses (detailed below) if you have received permission in advance from Professor Loewenstein.

7. Final Paper (30%)

This paper asks you to analyze a negotiation situation. This paper should demonstrate your knowledge of course concepts and readings, but it should go beyond the class concepts in its close scrutiny of the particular deal or dispute context on which you focus. Papers should be 8-12 pages, double-spaced, 12-pt Times or like font, 1-inch margins, with names only appearing on an additional cover page to facilitate blind grading. Please staple pages together—covers or binders should not be used.

You may complete this paper yourself, or in groups of up to 4 students. If you choose to do the paper in a group, plan the composition of the group to incorporate diverse skills and common interests. Groups should add a 2-page appendix describing how the members negotiated to choose a topic and keep the project on track. You must write about something outside the class (you may not write about class exercises).

This paper is a longer version of the takeaway papers, aimed at helping you learn how to analyze a negotiation situation on your own. You should clearly and concisely identify takeaways. Then for each one (1) demonstrate how you drew that takeaway from specific information about a negotiation situation (or situations), (2) discuss any limitations or complexities to the take-away (such as when it would and would not work, risks involved, or what if someone does it to you; think beyond just the negotiation situation from which you derived the take-away to consider its use in other situations), and (3) how you will plan and/or negotiate differently in the future having learned this take-away. The quality of your analysis for each of these steps is more important than the number of takeaways you generate.

You may have to briefly summarize the negotiation situation you are analyzing, or present supporting information or documents. But this paper is fundamentally about reflecting on a negotiation situation, then writing down what you have learned from that analysis, making an argument for why and how you should act differently in the future. It should not be a story of a negotiation.

The exact format is negotiable. Some formats that have tended to work well are:

a. Engage in a negotiation

This might be negotiating to buy a house, negotiating with a vendor for an event you are planning in your personal life or as a club leader, a dispute over a product or service, a group decision making process you are trying to influence, or anything else fitting our class description of a negotiation. It need not be a conventional negotiation situation (e.g., a job offer or a car purchase) although it can be if you wish. Negotiate in good faith, with someone outside of class who is not aware you are negotiating for a class purposes (at least until the negotiation is over, at which point you are encouraged to talk to them about it). You might also advise someone else through a negotiation that they were engaged in. The write-up may be an analysis of the key issues you found in planning, the process, and the outcome. You may write entirely about the non-verbal interaction at the table and how that influenced the outcome. You may write entirely about how you felt good at the table and experienced regret and had the deal fall apart later. Or, you may write about lessons from several different aspects of the negotiation. You might provide a quick overview of the setting, and of the points you will make. Then discuss each take away, how you arrived at it, and its complexities and implications for how you will act in the future, as mentioned above.

b. Analyze a historical negotiation

Analyzing a negotiation that has already happened means acting a bit like a journalist or historian. You might analyze a merger, a labor-management negotiation, an international relations dispute, trade talks, an athlete or movie star's contract negotiations, or a top manager's contract negotiations. You can look for discussions of negotiations in newspapers, trade journals, books, and online. In all cases, try to find multiple articles on the negotiation in question. You might use Factiva, an online web index available through the library website that has pretty good coverage of newspapers, magazines, trade journals and press releases. This library search might provide, for example, local newspaper coverage and trade journal coverage of your target negotiation. You do not simply want to write a “book-report” on what they said in their articles, but rather you want to analyze the historical negotiation to learn something general about negotiation. For example, some strategies that are effective in private 2-party negotiations may work differently (or not at all) if someone is negotiating on behalf of a large group and is in the public eye. The write-up is similar to the one in which you are writing up your own negotiation.

c. Study a negotiation context

Rather than one particular negotiation, some people find it interesting to examine the dynamics of a common kind of negotiation they will be doing after graduation (e.g., commercial real estate transactions). Here the key is to get information about the typical structure of the situation, the typical interests and biases of the parties negotiating, the typical mistakes and the typical missed opportunities. The write-up is a bit different, as it can require greater attention to laying out a description of a negotiation setting. Still, the goal is to be able to provide advice to someone such that they can negotiate effectively in that setting.

d. Conduct an experiment or survey

Sometimes people have their own ideas about negotiation, and want to try to test them. This approach requires designing a questionnaire or conducting a study to test whether a method, tactic, bit of planning advice, communication medium, or whatever else is effective or ineffective. The write-up then consists of an argument as to why some method or approach is or is not effective, how one went about testing that claim, and what the resulting data imply about the claim. Feel free to be in touch about using the online survey tool we have used during the semester.

e. Evaluate a new negotiation technique or technology

Sometimes it is not possible to run a study or questionnaire, but people are interested in analyzing some bit of negotiation advice, support technology, or technique. This kind of paper is a conceptual analysis of when such a method might help, for whom, and under what broader circumstances. One can either support or argue against a suggested method. The challenge of writing this kind of paper is to do more than simply say something should or should not work, but to get into specifics about why and when, what limitations need to be overcome, and how such a method might actually be adopted and put into practice or removed from practice.

7. Extra Credit (up to 2 points)

You can earn up to two extra credit points, which will be added to your Final Paper score, by bringing in articles on negotiations in the popular press or examples of interesting negotiations from movies, television shows, comic strips, etc. Examples illustrating basic negotiations concepts (such as one side having a better BATNA than the other) will be worth ½ point. Examples that illustrate negotiation strategies (such as assigning different roles to each member of a team, or additional issues) will be worth 1 point. The references must illustrate a concept from the course and you must write a few sentences describing it and how it relates to the concepts discussed in class. Extra credit must be handed in by the last day of class.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community.

Our negotiations course classroom experience is enhanced when:

- **Students prepare for all negotiation exercises.** You should not need to look at your role materials at the bargaining table. You should bring a planning document or notes with you to use. You may occasionally need to step away to refer to the case materials themselves, but you should be able to conduct your negotiation independently.
- **Students faithfully play their roles.** You should improvise in exercises to provide rationales and explanations for your character's preferences—say things you think the character would say. But you may not make up facts that materially change the exercise. Do not promise anything unless your role information (e.g., by noting a formal position or social relationships) suggests such resources exist and that you have discretion over them. You should not agree to anything that would get you fired or undermine your reputation. Unless otherwise noted, your objective is to maximize your outcome. This may mean you should not reach an agreement, and you are not required to come to an agreement in any negotiation in this course.
- **Students do not break role until class discussion.** If you do not live with your agreements for a while, you will limit your learning because you will not experience reflecting on your perceptions of them. You should not discuss your outcomes with your counterparts or anyone else except those on your team (if you negotiated as a group) until class discussion.
- **Students do not prevent their colleagues from learning.** Do not share notes with It is not appropriate to borrow notes, discuss cases, or share papers with people outside of your section. Doing so may inadvertently compromise an exercise for someone else.
- **Students respect the privacy of their colleagues.** Do not share personal information about your classmates that you learn in this class outside of class. Statements get taken out of context. This will allow us all to be less guarded in our actions and statements, which will allow us to learn more from the exercises.

More generally, the Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and reduces avoidable distractions. Students should alert professors to unavoidable late arrivals or early departures as far in advance as possible.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the following pages. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Concerns specific to the negotiations course:

- **Students maintain the confidentiality of exercise materials.** You may not show, or extensively quote from, your confidential role instructions to other parties. These actions have no ready equivalent outside of simulations. Other students have to trust that what you say is true. The generation of negotiation outcomes through any other means than role-playing will be considered a failure to conduct the negotiation.
- **Students acknowledge the consequences of their actions in their negotiation exercises.** You may use any legal strategy to reach agreement. In all aspects of the course outside of negotiation exercises, all forms of lying and misrepresentation are not tolerated and subject to formal sanction, as per the honor code. However, within the context of negotiation exercises, we are sometimes forced to address misrepresentations. We handle them within the class. Note that any action in our negotiation exercises can be discussed fully in class, and they, like all actions in negotiations, can generate results that extend well beyond the particular negotiation in which it was used.

- **Students do their own work.** All written and online submissions should be completed individually unless a group is explicitly specified.
- **Students respect intellectual property.** Material used in this class, including but not limited to exercises, readings, and handouts, are copyrighted and may not be used for purposes other than the educational experience of this class.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Research and Teaching

Many of the cases and learning points in this class have been developed and refined through years of MBA classroom use. You have the opportunity to contribute to the experiences of future students by sharing your own negotiation experiences. At the end of the term, identifying information is removed from the datasets that result from the course, and at that point they may be used anonymously as feedback concerning the cases or for exploring research hypotheses. If you do not want your anonymous outcomes used for research purposes, please notify the professor and they will be omitted.

Possibility of Changes

In rare circumstances it is necessary to change the above policies and schedules during the semester. Any changes will be announced in class and posted on blackboard.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

Excerpts from the University of Texas at Austin Office of the Dean of Students website
(http://deanofstudents.utexas.edu/sjs/acint_student.php)

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you *and/or* another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as *your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally or unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course,

sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.

Schedule

| Week | Monday | Wednesday |
|------|---|---|
| 1 | | 8/25 Introduction, In Class Exercise |
| 2 | 8/30 In Class Exercise: Energetics/Generex Read: syllabus, MH: 1 | 9/1 In Class Exercise: Commodity Broker Read: MH 3. Submit course packet sheet. |
| 3 | 9/6 LABOR DAY NO CLASS | 9/8 In Class Exercise: Texoil (prep) Read: MH 2 * Planning Doc due |
| 4 | 9/13 Discussion MH: 4 * Takeaway Paper #1 due | 9/15 In Class Exercise: Cascade Manor (prep) MH: pp. 230-240 (teams) |
| 5 | 9/20 Discussion MH: 6 | 9/22 In Class Exercise: Moms.com (prep) * Outcome Graded |
| 6 | 9/27 Discussion MH: 8, 10 | 9/29 Discussion: Influence Read: MH 7, CP: Cialdini; Karass; Cohen; Moore |
| 7 | 10/4 Out of Class Exercise: Federated Science Fund (prep) | 10/6 Discussion Read: MH 9, CP: Loewenstein; Keeney & Raiffa |
| 8 | 10/11 Out of Class Exercise: Galbraith (prep) | 10/13 Discussion Read: Brett |
| 9 | 10/18 In Class Exercise: Harborco (prep) | 10/20 Discussion Read: Review MH: 2, 7, 9 |
| 10 | 10/25 Out of Class Exercise: Bullard Houses (prep) | 10/27 Discussion Read: CP: Rubin & Sander; Shell; MH: Appendix 2 |
| 11 | 11/1 Out of Class Exercise: Viking (prep) | 11/3 Discussion Read: MH 5, CP: Ury, Brett, Goldberg |
| 12 | 11/8 Out of Class Exercise: Global Money (prep) | 11/10 Discussion Read: MH appendix 3 |
| 13 | 11/15 Discussion: Decision Making * Complete online survey by 11/14 5pm | 11/17 Out of Class Exercise: ABC 1 (prep) * Scoring System due |
| 14 | 11/22 In Class Exercise: ABC 2 (prep) | 11/24 Out of Class Exercise: ABC 3 (prep) |
| 15 | 11/29 Film (75 minutes long) | 12/1 Discussion, Wrap up * Final paper due |

- “MH” = Mind and Heart of the Negotiator, by Thompson; “CP” = Course Packet
- **(prep)** means you should prepare a planning document and come to class ready to negotiate
- Complete online pre-negotiation surveys **in advance of negotiating**, and post-negotiation surveys **just after negotiating**, with a deadline of 1pm the day after the exercise is listed above.