Course Information
We negotiate every day. We negotiate with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, spouses, and even our children. What price we want to pay, how much we want to be paid, who will do the dishes ... all of these are negotiations. Yet, although people negotiate all the time, most know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way whereas other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. This course is designed to be relevant to a broad spectrum of negotiation problems that are faced by the manager and the professional. It is also designed to complement the technical and diagnostic skills learned in other courses at McCombs. A basic premise of this course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed in order for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations.

Course Objectives
The course will be largely experiential, providing students with the opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and course discussions.

The negotiation exercises will provide you with an opportunity to attempt strategies and tactics in a low-risk environment, to learn about yourself and how you respond in specific negotiation situations. If you discover a tendency that you think needs correction, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. You will be given the opportunity to learn through doing, explore your own talents, skills, and shortcomings as a negotiator. As a result of this course, I hope you will:

 ✓ Understand more about the nature of negotiations.
 ✓ Gain a broad intellectual understanding of the central concepts in negotiation.
 ✓ Improve your ability to analyze the negotiation situation and learn how to develop a strategic plan so as to improve your ability to negotiate effectively.
 ✓ Improve your analytical abilities and your capacity to understand and predict the behavior of individuals, groups, and organizations in competitive situations.
 ✓ Learn how to evaluate the costs and benefits of alternative actions in the negotiation process.
 ✓ Develop a toolkit of useful negotiation skills, strategies, and approaches.

Leadership and this Course
The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.
In this course, you will enhance your knowledge and understanding of the dynamics of negotiations and how to successfully navigate them. Through class discussion, informal study groups, and formal negotiations teams you will enhance your communication and collaboration skills. You will learn how credible information-sharing during negotiations enhances trust, and often the outcomes, of the parties involved in them, as well as building a reputation for integrity. Finally, many of the cases and examples involve cross-cultural negotiations and issues of wider import to society, affording you a chance to develop your worldview of business and society.

**Course Format**

The course is designed to foster learning through doing, and is therefore built around a series of negotiation exercises, debriefings, and readings. There will be a negotiation exercise in every class except our last class. Classes will also include lectures and class discussions.

Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team, either by phone, e-mail, or in person. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings. Students should also be prepared to stay a few minutes after class to arrange meetings with other members of the class.

The readings are assigned to be read after the exercise. Please do not read ahead. I have selected readings to reinforce the learning points of each exercise, and you will best be able to benefit from them if you read them after the exercise.

**Ground Rules**

These are some ground rules for our role play exercises:

1. You are expected to be prepared and on time for all negotiation exercises.

2. You should not show your confidential role instructions to other parties during a negotiation. Nor should you read it or quote it. The reason is that this has no equivalent in the real world—it would be like showing a counterpart what’s in your mind, which is impossible. At your discretion, you can speak about your interests and alternatives to the other side, but they will have to take your word for it, not read it in your role.

3. You should “ad lib” in these exercises to provide rationales and explanations for your character’s preferences—say things you think the character would say. That said, you should not make up facts that materially change the power distribution of the exercise. You should not invent, for example, that your family has just bought the other side’s company, or that the EPA is planning a toxic waste dump across the street from a house for sale. If you are asked a question calling for objective factual information that is not in your confidential instructions, you should handle as you would in reality.

4. In some exercises, your role will tell you that the number of issues or terms under discussion has been fixed. If not, then it is a matter of your discretion whether to bring other issues into the discussion. It is tempting sometimes to promise certain resources from one’s organization to “sweeten the deal” for your counterpart. Don’t do so, unless role information suggests that these resources exist and that you have discretion over them. As a guide, pay close attention to what the role says about your character’s formal position and relationships in the organization. Don’t agree to things in the negotiation that would get the character fired or undermine his or her reputation.

5. The exercises are an opportunity to experiment. Unusual tactics add variety and benefit the group discussion. Needless to stay, however, steer clear of anything that verges on physical intimidation, sexual harassment, or personal abuse. We can discuss the use of such behaviors if you want, but let’s not take an experiential learning approach.

These are ground rules for class discussion:

1. 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. There are often cases where learning is enhanced by the use of laptops 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.

2. 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.

3. Do not read ahead beyond that required for the next set of sessions! Sometimes the solution to an exercise or a case is given away by readings slated for later in the course.

4. It is not appropriate to borrow notes, discuss cases or exercises, or share class materials with people outside of this section. Doing so, you could inadvertently spoil your classes or another class's experience with a case or exercise.

5. Anecdotes that come up in class or events that occur during class exercises can be misleading if heard out of context. Hence, a good rule is that personalized anecdotes or comments and writings will not leave the group, then we don't have to be as guarded in our actions and statements. As a group, we can learn more this way.

6. Material used in this class including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs are copyrighted and may not be used for purposes other than the education experience of this class without the written consent of the instructor.

Materials

Case Packet: May be purchased at University Co-op.†

Handouts: Negotiation exercise materials will be handed out in class.

Course Requirements and Grading
Your grade in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution and Pre- and Post- Surveys</td>
<td>25%</td>
</tr>
<tr>
<td>Planning Documents</td>
<td>15%</td>
</tr>
<tr>
<td>Ongoing Negotiation</td>
<td>10%</td>
</tr>
<tr>
<td>Post-Negotiation Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Real World Negotiation Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

Because the critical learning process in this course is experiential, it is imperative that you prepare for and attend all class meetings/negotiations. You may miss one class discussion without penalty (as long as you inform me of your absence before class begins). You may not miss any negotiations. A missed negotiation will result in the loss of one letter grade* (i.e., A → B, B+ → C+, etc.).

This strict policy is necessary because your classmates rely on your participation for their educational experience, and because I must arrange logistics and pairings in advance.

Late assignments will be docked 1 point per day. I will assign final grades based on the standard guidelines for MBA Core Classes at McCombs, which are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15%</td>
</tr>
<tr>
<td>A-</td>
<td>20%</td>
</tr>
<tr>
<td>B+</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
</tr>
<tr>
<td>Below B</td>
<td>10% (includes B-, C+, C, C-, and so on)</td>
</tr>
</tbody>
</table>

† You must purchase the course packet and submit proof of purchase to me by the fourth class. This packet contains several focused articles (references to which you will be expected to include in your papers), and covers your fees for the negotiation cases which will be distributed to you in class.

§ This policy is waived only for the first two negotiations with pairings assigned in-class.
1. Contribution and Pre- and Post- Surveys (25% of the final grade)

The readings are assigned to be read after the exercise. Please do not read ahead. I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. The concepts will be more comprehensible after you negotiate rather than before. Similarly, 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 concepts could prevent mistakes that are a critical part of the learning process.

You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises. Class discussion is for analyzing negotiation exercises. Our goal 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 preparations 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. Your participation in class discussion will be evaluated on the quality of your contributions and insights. You will be evaluated on the quality of your contribution to class discussions. Quality comments possess one or more of the following properties:

1. Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation)
2. Contribute to moving the discussion and analysis forward
3. Build upon the comments of your classmates
4. Transcend the "I feel" syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)

Part of your participation grade will also be comprised of thoughtful completion of the online surveys throughout the semester.

2. Planning Documents (15% of the final grade)

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. To help you prepare fully for the role you will play in each negotiation, you should consider creating planning documents for every negotiation you participate in. You are required to submit two negotiation planning documents for grading, for the negotiations Coast News (5% of grade) and HarborCo (10% of grade). Two planning document forms are included at the end of this syllabus, and will be discussed in class.

3. Ongoing Negotiation (10% of the final grade)

You will be working in a group with several other classmates on a multi-round negotiation. Your group will be assigned either the role of union negotiators or management representatives, and will be paired with another group for three rounds of negotiations. Your group will work together to develop negotiating strategies and complete the negotiations.

After each negotiation, your group should turn in the outcomes of the negotiation. In addition, after the first round your group will be asked to turn in the scoring system you developed for the negotiation. (We'll talk more about scoring systems in class.)

Scoring System (5% of the final grade)

The scoring systems developed by your group will be evaluated as part of your overall grade. In particular, the scoring system you design for the first round will constitute 5% of your grade. Your scoring systems will be graded based on your understanding and application of an additive scoring system and your integration of issues in the case, and is due before you begin Round 1.

Round 2 Outcome for On-going Negotiation (5% of grade)

For the second round, each group's outcomes will count for 5% of your grade. This is the only negotiation outcome that will affect your grade in the course. This grade will be based on how well your results compare to those of your peers in the same role. This on-going negotiation is the only instance in which your performance in a negotiation exercise will affect your grade. Your outcomes are due directly after the second round.
4. Post-Negotiation Analysis (20% of the final grade)

You will be required to turn in one post-negotiation analysis. The purpose of this analysis is to encourage you to reflect on your behavior and your classmates' behaviors in a negotiation exercise, and to analyze what you have learned from your experience. Your analysis will also give me a sense of your individual progress and provide me with an idea of which topics require more class discussion. Your task in this post-negotiation analysis is to describe your reactions, perceptions, and significant insights gained from participation in a negotiation exercise. The analysis should not be a detailed report of everything that happened in the negotiation. Rather, it should focus on the following issues:

Overview

1. Provide a brief overview of the key events.

Analysis

2. What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general?

3. How do the concepts and strategies presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style? How successful were you in the use of these concepts and strategies?

Synthesis

4. What did you learn about yourself and others from this experience? What did you learn about negotiation or conflict from this situation? How does this experience compare to others that you or someone you know have had in comparable circumstances?

5. Consider the strategies employed. What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?

A "good" entry is one that tries to step back from a negotiation, identifies key events and processes, uses readings to help structure the analysis, and is written well.

You will write your analysis on Moms.com. The post-negotiation analysis should be 1½-3 typed pages (no longer than 3 pages, double-spaced, Times 12 point font, 1 inch margins).

You are encouraged to share your post-negotiation analysis with the other people who were involved in your negotiation. Your feedback could be quite helpful to your peers.

5. Real World Negotiation Analysis (30% of the final grade)

Although our course on negotiations has just begun, you have all been negotiating for years – perhaps without even thinking about the exchanges as negotiations. Likewise, in the past, you have probably overlooked many opportunities for potential negotiations. To encourage you to think about the many everyday opportunities you have to negotiate, and to improve your negotiation skills, you are being asked to go out and negotiate!

You can negotiate for anything you would like. Be creative. Your negotiation could involve a good or service from a merchant, a salary or bonus with an employer, a discount from a service provider, or anything else. Also, note that you do not have to buy anything to complete this assignment (e.g., negotiating with a child over bedtime). Similarly, your negotiations do not need to be a success – often, we learn as much from negotiations that fail as from those that succeed.

There are only two rules for this assignment:

1. You may not tell the person you are negotiating with that this is for a class project until the negotiation is complete (and then you can decide whether or not you want to tell them this).

2. You are not allowed to engage in a negotiation that you do not intend to follow through with if the outcome you desire is obtained.

After you have finished negotiating, you should write an analysis of the negotiation that includes a planning document, scoring system (if applicable), and a post-negotiation analysis. Your real world negotiation should be 5-6 typed pages (no longer than 6 pages, double-spaced, Times 12 point font, 1 inch margins, not including your planning document). This paper is not due until the last class meeting, so you should have plenty of time to find an interesting negotiating opportunity.

As with the post-negotiation analysis, the key is to focus on an analysis rather than a description of the negotiation. You should critically analyze what occurred in the negotiation, including many of the same elements that were in your Post-Negotiation Analysis, but you'll want to more deeply integrate concepts from the readings and class
discussions, as well as offer your insights, lessons-learned, etc. Approach it as if it were a case study for class – what would the teaching points be? What concepts would it illustrate? What advice would you give to people who find themselves in the same situation? What worked, what didn't, and what should you have thought of or prepared for that you didn't? You will not be penalized for writing about a failed negotiation—often we learn as much from negotiations that fail as from those that succeed! Your grade for this project will be based on your creativity and your analysis of the preparation, process, and outcome of the negotiation.

6. Extra Credit (1-2 points)

You can earn up to two extra credit points, which will be added to your Real World Negotiation Analysis 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 Policies

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. 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 it enhances learning by reducing avoidable distractions.
- **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. There are often cases where learning is enhanced by the use of laptops 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.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

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."

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.

Honor Code Issues Specific to The Art and Science of Negotiations

✓ You may use any strategy, short of physical violence or sexual harassment, to reach an agreement, including misrepresentation. However, in selecting a strategy it is important to remember that using it may have ramifications that go beyond the particular negotiation in which it was used.
✓ Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. Repeat: do not make up case facts.
✓ You may tell the other side what you wish, but do not show them your confidential role instructions. Similarly, when you have completed a negotiation, do not reveal your information to the other party before returning to the classroom.
✓ It is not appropriate to borrow notes, discuss cases, or share exams with people outside of class.
✓ Class discussion stays in class.
✓ Material used in this class including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs are copyrighted and may not be used for purposes other than the education experience of this class without the written consent of the instructor.
✓ Do not read ahead in the case packet!

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.

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 responsibilities for both students and faculty with regard to the Honor System are described on http://mba.mccombs.utexas.edu/students/academics/honor/index.asp and on the final pages of this syllabus. 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.

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssl/.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/:
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

A Note on Blackboard

Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on FERPA related issues see http://registrar.utexas.edu/students/records/ferpa/.

Research and Teaching

Just as prior MBA students have contributed to your learning experience by helping the cases and learning points in this class to be developed and refined, 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 form 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 outcomes from any exercise used for research purposes, please notify me. Negotiation results for research purposes are always aggregated and anonymous.
Possibility of Changes

Any of the policies and schedules in this syllabus are subject to change at the discretion of the instructor. Any changes will be announced in class and accompanied by a written notice.

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.
THE NEGOTIATOR'S LIBRARY


<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesdays</th>
<th>Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4: In Class Exercise&lt;br&gt;NEGOTIATE</td>
<td>8/30: Introduction</td>
</tr>
<tr>
<td>2</td>
<td>9/11: Texoil&lt;br&gt;NEGOTIATE</td>
<td>9/6: Case Discussion&lt;br&gt;Readings: Getting to Yes; Lewicki, Saunders, and Minton (distributive)</td>
</tr>
<tr>
<td>3</td>
<td>9/18: Coast News&lt;br&gt;Due: (pre-neg) Planning document&lt;br&gt;NEGOTIATE</td>
<td>9/13: Case Discussion&lt;br&gt;Reading: Lax and Sebenius (interests), Raiffa&lt;br&gt;Due: Course packet proof of purchase</td>
</tr>
<tr>
<td>4</td>
<td>9/25: Moms.com&lt;br&gt;NEGOTIATE</td>
<td>9/27: Case Discussion&lt;br&gt;Reading: Bazerman and Gillespie</td>
</tr>
<tr>
<td>5</td>
<td>10/2: Bullard&lt;br&gt;NEGOTIATE</td>
<td>10/4: Case Discussion&lt;br&gt;Readings: Shell; Rubin and Sander&lt;br&gt;Due: Post-Negotiation Analysis</td>
</tr>
<tr>
<td>6</td>
<td>10/9: Viking&lt;br&gt;NEGOTIATE</td>
<td>10/11: Case Discussion&lt;br&gt;Reading: Lytle, Brett, and Shapiro</td>
</tr>
<tr>
<td>7</td>
<td>10/16: Amanda&lt;br&gt;NEGOTIATE</td>
<td>10/18: Case Discussion</td>
</tr>
<tr>
<td>8</td>
<td>10/23: Federated Science Fund&lt;br&gt;NEGOTIATE</td>
<td>10/25: Case Discussion&lt;br&gt;Reading: Brett (group)</td>
</tr>
<tr>
<td>9</td>
<td>10/30: Mexico Venture&lt;br&gt;NEGOTIATE</td>
<td>11/1: Case Discussion&lt;br&gt;Reading: Brett (culture)</td>
</tr>
<tr>
<td>10</td>
<td>11/6: Tipal Dam&lt;br&gt;NEGOTIATE</td>
<td>11/8: Case Discussion&lt;br&gt;Reading: Lewicki, Saunders, and Minton (ethics)</td>
</tr>
<tr>
<td>11</td>
<td>11/13: HarborCo&lt;br&gt;Due: (pre-neg) Planning document&lt;br&gt;NEGOTIATE</td>
<td>11/15: Case Discussion&lt;br&gt;Reading: Bracken</td>
</tr>
<tr>
<td>12</td>
<td>11/20: ABC-Local Round 1&lt;br&gt;Due: (pre-neg) Rnd 1 Scoring system&lt;br&gt;NEGOTIATE</td>
<td>11/22: Thanksgiving Holiday</td>
</tr>
<tr>
<td>13</td>
<td>11/27: ABC-Local Round 2&lt;br&gt;Due: Outcome will be graded&lt;br&gt;NEGOTIATE</td>
<td>11/29: ABC-Local Round 3&lt;br&gt;NEGOTIATE</td>
</tr>
<tr>
<td>14</td>
<td>12/4: Case Discussion&lt;br&gt;Reading: Ury</td>
<td>12/6: Wrap up&lt;br&gt;Due: Real World Negotiation Analysis</td>
</tr>
</tbody>
</table>
PLANNING DOCUMENTS

Before every negotiation you should construct a planning document. The purpose of the planning document is threefold:

1. It will help you prepare systematically for negotiations.
2. Some weeks you will have a partner on your own side of the table with whom you will develop and implement your negotiation strategy. Having completed a planning document will expedite your strategy session with your partner.
3. It will help you transfer the negotiation skills you learn in class to negotiations you will do outside of class.

Preparation is a vital part of the negotiation process. Time spent in preparation should focus on assessing your interests and goals and those of your opponent. The more complete the information you have about yourself and your opponent, the more control you can assume over your own actions and reactions during the negotiation process. When you don't have information, especially about your opponent, GUESS. One way of beginning the negotiation process is to ask questions to try to fill in gaps in the information you have or to test the assumptions you made in your guesses.

The planning documents on the following pages are provided as examples. The first is a list form that asks for information about both yourself and your opponent. The second is a chart form and allows at-a-glance comparisons of the parties' information. As the course progresses and new concepts are added, you may wish to change the format of your planning document. Just make sure that you do not leave out any of the basic concepts in doing so.
SAMPLE PLANNING DOCUMENT 1

Name: ______________________
Negotiation: ______________________
Role: ______________________

What issues are most important to you? (List in order of importance)

1.
2.
3.
4.
5.

What is your BATNA? Reservation Price? Target?

What are your sources of power?

What issues are most important to your opponent? (List in order of importance)

1.
2.
3.
4.
5.

What is your opponent’s BATNA? Reservation Price? Target?

What are your opponent’s sources of power?

What is your opening move/first strategy? Other important information?
## SAMPLE PLANNING DOCUMENT 2

**Name:**

**Negotiation:**

**Role:**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Self</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BATNA**

**Reservation Price**

**Target**

**Sources of Power**

What is your opening move/first strategy? Other important information?

---

*Notes for completing this document:

1. Make a row for every issue and a column for every party whose interests should be represented at the table.
2. Indicate the party’s position on the issue in the top triangle; the party’s interest in the bottom triangle, and the issue’s priority in the box.
3. Note each party’s BATNA and reservation price.*