



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 461 H1 S

Managerial Negotiations

Winter 2017

Course Meets: Friday, 1pm-3pm, WO 35

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Course Scope and Mission

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Determining what price we will pay, the amount of our salary and compensation, what movie to watch, who will clean the kitchen ... all of these are negotiations. Although negotiations are a ubiquitous part of our everyday lives, many of us know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while 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. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and professionals. It is also designed to complement the technical and diagnostic skills learned in other courses at Rotman. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed 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, thus represents a pre-requisite or the more sophisticated skill sets that you will learn in advanced degree and MBA programs.

Course Prerequisites

Prerequisites: RSM260H1

Course Materials

1. Role play materials, which will be provided by the instructor via email in advance of class.
2. Bargaining for Advantage: Negotiation Strategies for Reasonable People. Richard Shell (2006). (~\$14.75)
3. Getting to Yes: Negotiating Agreement Without Giving In. Fisher, Ury & Patton (2011). ~\$12.
4. Online course readings on Portal.

COURSE FORMAT AND EXPECTATIONS

Attendance Policy

This class has a strict attendance policy. Each week in class, there will be a negotiation exercise. You are expected to attend all classes punctually and participate in every negotiation. If you:

- Are consistently unprepared
- Miss a class without any advanced notification, or
- Miss more than one class,

you will be penalized one grade drop on your final course grade, (i.e. from a A- to B+ or B+ to B). Participation includes prompt attendance and full preparation for exercises. Lack of preparation for an exercise will be treated like an absence for that exercise.

This strict policy is necessary because your classmates rely on your attendance for *their* educational experience, and because the instructor must arrange logistics and pairings in advance.

You may miss **one** class with notification provided at least **one week** in advance. Missing this class will lead to the loss of **three** participation marks, **two** of which can be earned back by arranging with other classmates who also missed class to complete the role play before the next class, or by completing a 750 word assignment related to the class material that week, due by the next class. You must also still review case materials and prepare a negotiation plan for the missed class.

The only other reasons for an absence that will count as an excused class are verified illness, a death in the family, or a religious holiday. If you are sick, you must provide verification of illness via a doctor's note. If there is a death in the family, verification should be provided. If you are sick enough to stay home but not sick enough to go to the doctor, you are expected to participate in that week's negotiation via audio or video conference call (Skype, Google Hangouts, Phone, etc).

Students should consider carefully whether they can make a commitment to attend class.

It is suggested that you not take this class if you already know that you will miss two or more classes because of schedule conflicts.

Negotiation Exercise Ground Rules

These are some ground rules for our negotiation exercises:

1. You are expected to be prepared and on time for all negotiation exercises.
2. Never assume identical negotiation materials, even if others have the same role as you. Any information you receive for a negotiating exercise is confidential. Never assume material is identical even if a classmate is playing the same role, unless you are told that you can share information and strategize together.
3. 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.
4. 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 or improve your bargaining position. 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, and your answer would be “I don't know.”
5. 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.
6. Once negotiation ends, do not share information until after debrief. When you have completed a simulation, please *do not reveal your information to the other party before returning to the classroom*. After class you may share your confidential information, but you are not obliged to do so.
7. It is important to do the week's readings **AFTER** the negotiation. The concepts will be more comprehensible if you have already experienced them directly and foreknowledge of the concepts could prevent mistakes that are the critical part of the learning process. 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.
8. 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. Contact me if you are missing class materials. **Do not discuss negotiations with students who have not taken this class.**

EVALUATION AND GRADES

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Work

Introduction document	NG	<u>Due Date</u> January 13
Class Participation/Attendance	12%	Ongoing
Peer Participation	10%	Ongoing
Negotiation Plans	10%	Ongoing
Midterm Paper	15%	February 15
Post-Negotiation Analysis	15%	March 1
Paper Clip Assignment	10%	March 24
Final Project	25%	March 31
Research study participation	3%	March 31

Introduction Document (Not Graded)

For the first assignment, introduce yourself, think through what you'd like to accomplish in this class. For instructions, see the last page of this syllabus (also posted on Blackboard). Required but not graded – You will lose two participation marks if this is not completed. Please complete by Week 2.

Class Participation (12%)

Negotiation exercises will be held weekly. After each negotiation simulation, there will be an interactive lecture in which the entire class will share their experience in a structured way. I will focus these discussions on a few “take-away” insights from each negotiation simulation. Your active and constructive participation in these discussions is encouraged and expected.

Twelve marks will be based on weekly observations of the quality of your in-class comments – especially how well you engage other students. This means questions and observations that spark peer responses, that forward the class discussion as a whole. Incidentally, this is great practice for facilitation and negotiating.

You will be graded based on the value your participation provides to other students in the class. Each class, your participation will be graded on a 1-5 scale, where 1 = poor, 2 = unsatisfactory, 3 = satisfactory, 4 = good, and 5 = excellent.

If you are absent, you will receive 0 points. If you arrive late, use your smartphone, or disrupt the class, you will receive 1 point. If you show up on time but are disengaged or inattentive, you will receive 2 points. If you are present and prepared, you will earn 3 points. If you contribute something valuable to our discussion, you will earn 4 points. If your contribution is truly outstanding, you will earn 5 points.

Students in the past have made valuable contributions, for example, by offering comments in class that clarified issues pertaining to the material, asking questions that prompted the instructor to clarify complex material. Outstanding contributions are highly insightful and thoughtful comments that deepen the analysis, challenge the other students and instructor to think more deeply, and/or offer novel and creative perspectives about the issues at hand.

Peer Ratings (10%)

After each class, you will rate your classmates along three dimensions using an online form:

1. To what extent did this person help develop your relationship during the negotiation process?
2. To what extent did this person help create value in the negotiation and class discussion?

3. How prepared was this individual for the negotiation?

You will be rated on a 1-10 scale, where 1 = Not at all, 10 = The greatest extent. Peer Reviews are due by Sunday at 11:59pm following the negotiation exercise.

At the midpoint and end of the semester, you will also complete an evaluation of those individuals against whom you have negotiated. It is suggested that you keep notes about your partners on your negotiation materials to assist in this process.

In addition, each student will identify three-five students who particularly gained your respect during the semester for simultaneously managing both relationships and transactional success. Peer ratings will help me assess:

- 1) How well you prepared for in-class exercises and how seriously you played your roles;
- 2) Your involvement in small group discussions and exercises, and
- 3) Your success in building a reputation as a skilled negotiator.

The midpoint evaluation is to be completed by February 24th, the final evaluation by April 7th.

I will review the raw scores from these peer evaluations to ensure the results are fair.

Negotiation Plans (10%)

To help you prepare for the role in each negotiation, you are required to submit a negotiation planning document at the beginning of class. You or your team (if you are negotiating in a team) should turn in a copy of your planning document to class. At the end of the semester, I will randomly grade one of your planning documents to assign your negotiation plan grade. For the remaining assignments, I will use a ☒ / ☐ system: You will receive no deductions from your negotiation plan grade if you turn in all required planning documents. For every planning document missed, two marks will be deducted from your Negotiation Plan grade. Documents must be submitted in class by 1:05 pm on Friday. Late plans will not be accepted. A word template of planning documents is posted on the course page. You or your team (if you are negotiating in a team) should bring 2 copies of your planning document to class so that you can turn one copy in at the beginning of class and use the other as a reference during your negotiation.

You are not graded on the outcomes of your negotiations, but rather on the quality of your preparation prior to the negotiation and your participation in post-negotiation discussions. The negotiation plan is used to assess the quality of your preparation. You should read your role carefully. Try to take on the perspective of your character and plan a coherent set of tactics.

Preparation is probably the single most important thing you can do to improve your performance in any negotiation. In class, it is essential that you read and prepare for every negotiation exercise. Lack of preparation diminishes the value of in-class negotiations, not only for you, but for your negotiation partners.

Midterm Assignment (15%)

The specific questions pertaining to this analysis will be distributed two and a half weeks before it is due. The purpose of this assignment is to encourage you to identify key events and processes, analyze reasons and mechanisms behind negotiation dynamics and strategies, use readings and lecture notes to help structure the analysis.

Post-Negotiation Analysis (15%)

You will be required to turn a reflective paper (maximum 2000 words) analyzing one of the classroom negotiation exercises that you participated in. The purpose is to encourage you to reflect on your behaviors and your classmates' behaviors in a negotiation exercise, and to analyze what you have learned from your experience. The analysis should NOT be a detailed report of everything that happened in the negotiation. Rather, a "good" entry is one that tries to step back from a negotiation, identifies key events and processes, analyzes reasons and mechanisms behind negotiation dynamics and strategies, uses readings to help structure the analysis, and is written well. Typically, people focus too much on narrative (i.e., what happened) and not enough on analysis (i.e., why it happened). Possible areas to explore are what you were thinking, the strategies and tactics you used, and why you chose to use these, feedback for yourself about what worked well for you, and what didn't and why, what you might do differently next time. Focus on what you learned about the behavior of others from this experience, and what you learned about yourself from this experience.

Again, the purpose of this essay is to encourage you to think independently and develop your analytic skills so that you could evaluate any negotiation situations and crafting effective tactics and strategies. The key is to make keen observations, ask meaningful questions, and construct convincing arguments to support your claim. You will not get a very high score on the essay if you simply draft a few sentences to answer each of the elements listed above.

Real-world Negotiation Project (One Paperclip Project) (10%)

To encourage you to think about the many everyday opportunities you have to barter and negotiate, and to improve your negotiation skills, you are being asked to go out and negotiate! The goal of this exercise is for you to negotiate a series of five or more trades over the course of several weeks starting with a paperclip and ending with something substantially more valuable. For example, you may be able to trade your paperclip for a pencil, the pencil for a pen, the pen for a book, the book for a USB key, the USB key for a coffee maker, the coffee maker for a rocking chair, and so forth. We will go over the specific instructions for this project and you will receive a paperclip later this academic quarter.

On the day of our debriefing of this exercise, you will bring to class the last item that you acquired or a picture of it, if it is too big. The class will vote on the most valuable object. During class we will discuss the negotiation strategies that led to obtaining the most valuable objects, as well as those strategies that did not generate value.

After each trade you must complete an entry in a negotiation log in which you provide comments about the trade. After you have completed all your trades you must write an analysis of the project in which you discuss which negotiation strategies worked best for you across the entire series of negotiations. The analysis should be no more than 500 words. More specific instructions about the negotiation log and analysis will be given in class.

Your grade for One Paperclip exercise will be determined by the quality of your negotiation log and analysis.

Final Team Project (25%) □

Teams of two, three or four students will write research papers on a complex, high-profile negotiation or negotiator, or on a theoretical topic in negotiation. Such papers should be approximately 3000 words long for a team of two preparers (exclusive of bibliography and/or exhibits). Each addition of a team member will increase the permissible length by no more than 750 words – thus, the maximum length for a group of three is 3750, for a group of four, 4500.

Potential topics: analysis of one real negotiation (mergers, international crises, historical events), profiles of real negotiators (Richard Branson, Hillary Clinton, Gandhi), research reviews on

particular aspects of negotiation, such as bargaining styles (culture, gender, personality), communication (lying, listening, non-verbal communication). Given the short length of the paper, we advise you to carefully limit your topic (one phase of a negotiation, one particular context, etc.) so that you can avoid large generalizations and learn from examining details.

Grading is based on:

- 1) Originality and importance of topic, including an explanation of why you picked it, how it potentially links to your career or personal interests.
- 2) Thorough research.
- 3) Making valid connections between your topic and the concepts covered in class (not just summarizing other people's analyses), and insightful, well-supported conclusions.
- 4) Clear and accurate writing, which includes helpful organization and careful proofing.

For example, a group interested in diplomatic negotiations will get more points for exploring a little-known but fascinating example of Central Asian diplomacy, for finding interesting, original sources on this topic such as personal interviews and primary historical works (such as debates, biographies, first-person accounts, and critical histories), and for drawing fresh and thoughtful conclusions, than a group will get for writing about the Cuban Missile Crisis which replays the information and conclusions garnered from much-cited articles and books on the topics.

Alternatively, your team may devise a multi-party negotiation game with role sheets and teacher's notes (incorporating specific applications of the negotiation literature to those negotiation concepts the game is designed to illuminate), and a section detailing the results of a number of runnings of the game. Negotiation game projects have no specific word limitation but authors are required to exercise restraint, consistent with the knowledge that a game is intended to be used and must be practical and accessible.

Teams must be finalized by March 1st, and a summary (approximately 300 words) of your proposed topic or negotiation game must be submitted by this date.

Research Study Participation (3%)

Participation in the Rotman subject pool studies will be worth 3% of the grade in this class.

PAPER FORMAT AND SUBMISSION

Typed, double-spaced, minimum 12-point font, APA style and formatting. Word counts should be included at the end of the page. Include only your student number, and use the cover page/declaration available on Blackboard. Papers that do not meet these requirements will have 5% deducted from the final paper grade. All written assignments must be submitted via Blackboard by 12pm (Noon) on the day the assignment is due. Documents should be submitted as Microsoft Word documents (not PDF). The following link to the Rotman BIC Citation Resources has more information on proper citation methods:

<https://www.rotman.utoronto.ca/FacultyAndResearch/BIC/Research/Citation-APA-Resources>

Please note that clear, concise, and correct writing will be considered in the evaluation of written assignments and papers. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing

services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

OTHER INFORMATION

E-Mail Contact: I am happy to address concerns via e-mail. I will respond to e-mails within 48 hours. ☐

If you aren't sure how to do an assignment ☐

If you want to improve your grade ☐

If you have low confidence in your negotiation or mediation abilities

If you want more challenge or want to explore a topic or skill further

If you have any concerns about what's happening in class

If you have suggestions or other feedback about the course ☐

If you are falling behind.

DON'T WAIT! Tell me. Please come to office hours or email me.

Re-marking: A student who believes that an individual item of term work has been unfairly marked may ask the person who marked the work for re-evaluation. Re-marking of final exams should follow university procedures.

Group Work:

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Weekly Schedule (*Subject to Change*)

Week	Date	Topic	Readings (After Class)
1	Jan 6	Simple, Two-Party Negotiations Negotiation Exercise #1	<ul style="list-style-type: none"> • Shell, Bargaining for Advantage, Ch. 2 and Ch. 9. • Getting to Yes, Introduction, Ch. 1 • George Wu, "Anchoring and First Offers in Negotiation" • Michael S. Hopkins, "How to Negotiate Practically Anything." • Atul Gawande, "Personal Best," The New Yorker (Oct. 3 2011), pp. 44-53.
2	Jan 13	Multi-Issue, Two- Party Negotiations Negotiation Exercise #2	<ul style="list-style-type: none"> • Getting to Yes, Chapters 2-5 • Bargaining for Advantage, Ch. 3-5. • Gary Goodpaster, "A Primer on Competitive Bargaining".
3	Jan 20	Dispute Resolution and Leverage Negotiation Exercise #3	<ul style="list-style-type: none"> • Getting to Yes, Chapter 6, 7 • Bargaining For Advantage, Ch. 6, 10.
4	Jan 27	Advanced Negotiation Strategies Negotiation Exercise #4 MIDTERM ASSIGNMENT DISTRIBUTED	<ul style="list-style-type: none"> • Getting to Yes, In Conclusion. • Bargaining for Advantage, Ch 1, Ch. 7-8 and Appendix A. • Michael Moffit, "Contingent Agreements: Agreeing to Disagree about the Future."
5	Feb 3	Third Party Intervention Negotiation Exercise #5	<ul style="list-style-type: none"> • Jennifer Beer and Carolyn Packard, <i>The Mediator's Handbook</i> (4th ed. 2012), pp. 111-140. • Patrick Cleary, <i>The Negotiation Handbook</i>, Ch. 6, pp. 137-167. • Bazerman, <i>Judgment in Managerial Decision Making</i> (Wiley 6th ed. 2005), ch. 8, pp. 128-140.
6	Feb 10	Trust and Ethics in Negotiation. Negotiation Exercise #6	<ul style="list-style-type: none"> • Getting to Yes, Chapter 8. • Bargaining for Advantage, Ch. 11 (pp. 196-228) • Catherine H. Tinsley, Jack Cambria, and Andrea Kupfer Schneider, "Reputations in Negotiation" • Robert S. Adler, "Negotiation with Liars". • Sissela Bok, "Truthfulness, Deceit, and Trust." • Alan Stufler, "On the Ethics of Deception in Negotiation."
	Feb 15	MIDTERM ASSIGNMENT DUE	

7	Feb 17	Group Negotiation Negotiation Exercise #7	No Readings
	Feb 24	READING WEEK	
	Mar 1	Post-Negotiation Analysis DUE	
8	Mar 3	Group Negotiation Negotiation Exercise #8	<ul style="list-style-type: none"> David A. Lax & James K. Sebenius, "3-D Negotiation: Playing the Whole Game." Max H. Bazerman & Margaret A. Neale, Negotiating Rationally.
9	Mar 10	Multi-issue/party Negotiations Negotiation Exercise #9	
10	Mar 17	Multi-issue/party Negotiations Negotiation Exercise #9	<ul style="list-style-type: none"> Larry Susskind, Blocking Coalitions: Bring Both to a Crowded Table." Stephen John Stedman, "Spoiler Problems in Peace Processes." Bargaining for Advantage, Chapter 12.
11	Mar 24	Multi-issue/party Negotiations Negotiation Exercise #10 PAPER CLIP PROJECT DUE	
12	Mar 31	Multi-issue/party Negotiations Negotiation Exercise #10 FINAL PROJECT DUE	

Please note that the schedule, content of the course, and evaluation methods may be subject to change based on our progress and time, and possible external factors throughout the course. If any changes are going to be made they will be discussed with the class ahead of time.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the

instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Students will be required to submit a makeup assignment at a later date, or, at the discretion of the instructor, may have another assignment reweighted to include the percentage of the missed assignment.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied to each subsequent day. The exception is negotiation plans, as no late plans will be excepted.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.

- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at <http://www.portalinfo.utoronto.ca/content/information-students> and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

First Week Assignment

Please post to Blackboard, preferably before by the evening of Friday, January 20. This assignment is required but not graded.

1. What kind of work do you plan to do after graduation? □

What do you value most about the work you want to do in the world, the person you want to be? What kinds of negotiation are likely to be most important for you? (One paragraph.)

2. What are you curious about, what would you like to accomplish?

What skills and information about negotiation would you especially like to improve by the end of this semester? The more specific and measurable the skills and ideas, the more likely you are to focus your learning effectively. (i.e. "I'd like to learn how to get and keep people's attention" or "My goal is to understand how to prepare so I feel less nervous" or "I want to learn how negotiation skills can be applied to my ____ situation." or "I'm curious about the negotiation strategies diplomats use in international trade negotiations." rather than "I'd like to negotiate with more confidence.")

Note that you'll return to these goals for your end-of-semester evaluation assignment.

3. Describe a negotiation or conflict you've been involved with in this past year.

Write about a work-related situation, if possible. Note at least one thing you did well in the situation. (One or two paragraphs, max.)

4. Personal information

- a. The name you would like to be called, if it differs from your blackboard name.
Pronunciation of your name as well.
- b. Your preferred email address
- c. Any difficulties or special situations that I should know about that you would like to share. (For example: scheduling problems which might make you late for class, English not your first language, hearing loss, etc.).

I will keep your email address & item "c" confidential.