

MBA – Focusing on Entrepreneurship, Innovation & Technology Management

Syllabus

Negotiations

Fall 2026 Mini Semester (A1)

[Class location]

Thursdays, 18:00-21:30

Teaching Staff:

Instructor:

Dr. Rellie Derfler-Rozin

email: Rellie@umd.edu

Office Hours:

By appointment (Rellie@umd.edu)

Prerequisites: None

Co-requisites: None

Credits: 2

Study hours per week: 3.5 hours class

Course Goals and Description

We negotiate every day – with potential employers, with our coworkers, bosses, landlords, different service providers, parents and even our kids. Determining our salary, what price we pay for a car, or even who will do the dishes – all of those are negotiations. Even though we constantly negotiate, many of us know very little about the strategy and psychology behind effective negotiation.

Negotiation is the art and science of securing agreement between two or more independent parties. Using a series of simulations and debriefings, within the broad spectrum of different kinds of negotiations, this course will give you the opportunity to develop your negotiation skills and to be able to evaluate different negotiation contexts. The basic premise of the class is that negotiation skills are needed to implement any technical or analytical solution to different problems at the workplace.

Learning Outcomes

This course is largely experiential in nature. Throughout the course you will engage in different negotiation exercises, most of them provided by the Dispute Resolution Center of Northwestern University and the Harvard Negotiations Program. Those exercises will allow you the opportunity to use different negotiation tactics in a low-risk learning environment, and to learn more about yourself and about how others perceive you as a negotiator. The course is sequenced in a cumulative manner that

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helps you implement and apply what you learn as the course progresses. Our class discussions will be based on your experiences from the exercises as well as scientific literature on negotiation.

During the course you will hopefully:

- ✓ Improve your ability to analyze a negotiation situation and learn how to develop a strategic plan to improve your ability to negotiate effectively.
- ✓ Gain a broad, intellectual understanding of central concepts in negotiation as they apply in a variety of contexts.
- ✓ Improve your analytical abilities for understanding and predicting the behavior of others in negotiation settings.
- ✓ Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- ✓ Develop a toolkit of useful negotiation skills, strategies, and approaches.

Course Content

- **Negotiation Exercises:** During the course we will negotiate almost in every class. While the class officially meets at scheduled course times, students will be expected to meet with other students outside of class to prepare for some of the negotiation exercises or to work on group assignments.
- **Preparation for Negotiations:** This is the **most important** aspect of this class. Your classmates expect you to be fully prepared for each negotiation exercise. By coming unprepared for the negotiation exercise in class, you undermine the ability of your classmate(s) who is/are negotiating with you to benefit from the exercise. Note that some exercises require students to prepare outside of class as a team.
- **Negotiation Debrief:** We will debrief every negotiation in class. You are expected to participate in these class discussions. Your agreements will be posted so that the class can analyze the relationship between different negotiation strategies and outcomes and learn from everyone's experience. I might ask specific negotiators to describe their experience. Sharing those insights and experiences are crucial for the learning experience in this course.
- **Readings:** It is important to do the class readings AFTER the negotiation (unless specified otherwise). The concepts will be more comprehensible if you have already experienced them directly. Also, being familiarized with some of the concepts might (not always!) prevent you from making mistakes that are a crucial part of the learning process.

The iDecisionGames platform:

In an effort to enhance the negotiating experience and learning for us this term, we will be using an online platform – idecisiongames.com to conduct all our negotiation exercises. Registering for

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the platform is mandatory

You will use the platform to receive your role instructions, enter your results, and receive feedback for some upcoming exercises in Technion2026. Please make sure to register yourself by clicking on <https://idecisiongames.com/promo-home?code=Technion2026>

If the above link doesn't work you can also register by going to <http://idecisiongames.com/> and entering the following access code for your section: Technion2026

You will receive an email requesting that you confirm your email address. Please check your spam folder if you haven't received this email. If you have checked your spam folder and didn't find the confirmation email, please go to idecisiongames.com and click on forgot password. Please contact support@idecisiongames.com if you have any registration issues.

Note that you will be required to download and use the Google Chrome browser for all exercises. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

Course Topics and Schedule

Class 1: Simple, Two-Party Negotiations:

- Negotiate **Biotech-Naturally Cotton**
- Debrief **Biotech-Naturally Cotton**

Read (after class):

Mason, M. F., Lee, A. J., Wiley, E. A., & Ames, D. R. (2013). Precise offers are potent anchors: Conciliatory counteroffers and attributions of knowledge in negotiations. *Journal of Experimental Social Psychology*, 49(4), 759-763.

Lee, A. J., Loschelder, D. D., Schweinsberg, M., Mason, M. F., & Galinsky, A. D. (2018). Too precise to pursue: How precise first offers create barriers-to-entry in negotiations and markets. *Organizational Behavior and Human Decision Processes*, 148, 87-100.

Class 2: Multiple-Issue, Two-Party Negotiations:

- Negotiate and debrief **Coast News**
- Negotiate **Salary Negotiation**

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Read (after class): Hammond, J. S., Keeney, R. L., & Raiffa, H. (1998). Even swaps: A rational method for making trade-offs. *Harvard business review*, 76, 137-150

Class 3: Beyond Win-Win:

- Debrief **Salary Negotiation** and discuss job negotiations
- Negotiate and debrief **Moms.com**

Watch (after class): <https://www.youtube.com/watch?v=MXFpOWDAhvM>

Class 4: Agents in negotiations and Multi-Round Inter-Group Negotiations

- Negotiate and debrief **Agents Negotiations**
- Negotiate **Intergroup Negotiations (Round 1)**

Read (after class): <https://knowledge.insead.edu/strategy/truth-about-lies-negotiations>

Class 5: Ethics in negotiations, Dispute resolution

- Discuss ethics and trust in negotiations
- Negotiate and debrief **Dispute Resolution**

Class 6: Multi-Party, Multi-Issue Negotiation

- Negotiate and debrief **Harborco**
- Negotiate **Intergroup Negotiations (Round 2)**

Read (after class): Shonk, Katie (2026) What Is Multiparty Negotiation? Definition, Challenges, and Strategies Expert advice on handling multiparty negotiation and the complications created by multiple parties.

Class 7: Debrief Inter-Group Negotiations, Wrap up

- Debrief **Intergroup Negotiations**
- Class Wrap-up

Course Assignments and Grading Procedures

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I hope that your focus will be on learning rather than on your grade in this class. If you learn well, you can count on your grade to come along as well. Having said that, your grade will be determined based on the following five components:

1. Attendance and participation in class discussions	150 points
2. Peer feedback exercise preparation	50 points
3. Job negotiation analysis and write-up	200 points
4. Multi-Round Inter-group negotiation exercise	300 points
Breakup:	
a. Preparation and scoring sheet	250 points
b. Round 2 Outcomes	50 points
5. Final exam	300 points
Total	1000 points

Please note that written assignments (part of the above components) that are late will be penalized. Additionally, any assignment that is overdue by more than a week will not be accepted. Following each assignment you should be receiving your grade within ten business days.

1. Attendance and Participation in Class Discussions (150 points)

Students are expected to participate in all negotiation exercises, to be thoroughly prepared, and to take the exercises seriously. Your attendance is very important because your classmates rely on your presence for their learning experience. If you must miss a class, it is very important for you to contact me (by email) with as much advance notice as possible (ideally at least 48 hours in advance) so I can re-arrange the logistics and pairings, taking into account your absence.

After each exercise, we will discuss what happened and why it happened. We will discuss strategies that worked and those that did not. If you used a strategy that was unsuccessful, I will expect you to be open and willing to discuss it in class. This is important for the collective learning experience.

You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises. You will be evaluated on the quality of your contribution to class discussions. Quality comments possess one or more of the following properties:

1. Link relevant concepts to current events and real world experiences
2. Offer a different and unique, but relevant, perspective based upon analysis and theory
3. Contribute to moving the analysis forward
4. Build upon comments of your classmates

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5. Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and provide logic)

2. Peer feedback for exercise preparation (50 points)

After each negotiation you will rate your negotiation partner on the extent to which they came prepared to the specific negotiation. At the end of the class, the average peer feedback (including feedback on your preparation within your group for the group assignment) will be calculated to be your peer feedback grade. This is done to make sure we are all committed to properly preparing for the negotiation. If one person comes unprepared, this hurts the learning experience of their partner. You have to rate your partner after each negotiation on the system. Failing to do so will result in you not receiving the peer feedback grade.

3. Job negotiation analysis (200 points, individual assignment)

During classes 2 and 3, we will work on a job negotiation exercise as well as discuss negotiating job offers. In order to make the most out of your experience in class, I would like you to use this exercise as a basis to start thinking about your next job/promotion negotiation. Based on the learning from previous classes, you will be required to prepare a planning document and a scoring system, which discuss the type of job you are looking for, the type of “packages” typically offered in this particular industry (and provide evidence for that from your own market analysis), preferences and issues that are important to you (quantified using the scoring system), issues that are important for the specific organization (using the scoring system), strategies you are going to use and why, your opening statement/offer, etc.

It is important for you to go beyond the class, to also incorporate and apply things you have learned from readings and discussion with classmates to your specific job negotiation scenario. A good assignment will be one that is comprehensive, analytical (rather than descriptive) in nature and that is written well and in a concise manner. Your job negotiation analysis is due on **November 27 2026 23:59**.

4. Inter-group negotiation exercise (300 points, group assignment)

During the course, you will be working in a group with three to four other classmates on a multi-round, inter-group negotiation. Your group will be paired with another group for two rounds of negotiations. Your group will work together to develop negotiating strategies and complete the negotiations. Before each of the two negotiations, you will log in to the iDecisionGames platform to read the information regarding the negotiation. After each negotiation round, your group should input on the system the outcomes of the negotiation. The outcome of the second round negotiation will count for your grade. In addition, for the first round your group will be asked to turn in the planning document and scoring system you developed for the negotiation (we will talk about planning documents and scoring systems in class). Those two components are detailed below:

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Preparation (250 points)

Since the pre-negotiation preparation process is key to effective negotiations, your team will be required to turn in a write-up of your strategies prior to negotiating. This means that you should develop a planning document and a scoring system for the first round of the negotiations. This assignment is due **November 19 15:00** (no extensions will be given).

Round 2 outcomes for group negotiation (50 points)

For the second round of the group negotiation, each group's outcomes will count for 50 points (5%) of your grade. This grade will be based on how well your results compare to those of the other students in the same role. This on-going negotiation is the **only instance** in which your performance in a negotiation exercise will affect your grade.

5. Final Exam (300 points, individual assignment)

The final exam is a closed book exam that I use to test understanding of basic concepts introduced in the class. The exam will cover the material that we discuss in the class. Understanding of what goes on in the class and familiarity with the course notes, slides, and readings should lead you to do well on the exam. The exam will take place on **December 21 (Make up day: December 22)**.

Make-up exams will only be given with an official University excused absence. The official excused absence must include appropriate documentation. Please do not ask for make-up exams without appropriate documentation.

6. Online Reputation Index (not graded)

During the course, after each dyadic negotiation, you will provide an online, anonymous evaluation of the negotiators with whom you have interacted (the post negotiation survey component on the iDecisionGames platform). For each of these surveys, you will answer the following five questions:

1. Would you feel comfortable having this person represent you in a one-time negotiation?
2. Would you feel comfortable having this person represent you in a negotiation where long-term relationships are important?
3. Do you feel this person acted in a manner you would describe as consistent with ethical business standards?
4. Overall, how effective was this person as a negotiator?
5. Do you feel the person was prepared for the negotiation?

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In the end of the course you will be able to see on the iDecisionGames platform the report containing your reputation index throughout the course and including any open ended comments from your different partners (anonymized).

Text book(s) and/or other materials

There is NO textbook assigned for this course.

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- **Course materials:** Readings and simulations used in class will be posted online.
- Additionally, we will be using the **idecisiongames.com** platform to allocate role materials (confidential information) and submit negotiation results. This is a wonderful platform that makes it possible for students to also view their negotiation outcomes compared to other students' outcomes. **Each student will have to sign up on the system (see instructions below and on class homepage).**

Invite for idecisiongames sign up:

You will use the platform to receive your role instructions, enter your results, and receive feedback for some upcoming exercises in TechnionFall2026. Please make sure to register yourself by clicking on <https://idecisiongames.com/promo-home?code=TechnionFall2026>

If the above link doesn't work you can also register by going to idecisiongames.com and entering the following access code for your section: TechnionFall2026

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Note that you will be required to download and use the Google Chrome browser for all exercises. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

Accommodation for Students with special needs

- **Special Needs.** Any student with special needs should bring this to the attention of the instructor as soon as possible, but not later than the second week of class. All known student disabilities and religious holidays will be accommodated. If you have a documented condition (e.g., learning or physical disability, pregnancy, etc.) or a religious holiday that requires accommodation, please see me as soon as possible so that we can determine appropriate actions.

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Academic Integrity

The Technion's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code.

On each exam or assignment you will be asked to write out and sign the following pledge: "*I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment.*"

Specific activities that constitute academic dishonesty in this course include:

- Copying text passages verbatim from other sources (whether written by you in a prior paper or by someone else) or paraphrasing those passages in your paper *without* referencing the original source. All non-original material cited in written papers must include references to the original source.
- Roles and Negotiation Scenario handouts given to you for the exercises are all CONFIDENTIAL and SHOULD NOT be shared or discussed with any student until the exercise and debrief of the exercise is completed. Reading someone else's confidential role information for an exercise ***before or during*** that negotiation exercise or disclosing your own confidential information.
- Consulting students who have completed a similar exercise about a role-play exercise we have not yet conducted or discussed in class. It is unethical either to share or to seek information about another role in advance of participating in a simulation. If you have questions about the roles or the instructions you should ask me.
- Using unauthorized materials on in-class quizzes.
- While AI can be helpful in different context when used appropriately, the use of AI tools to prepare for class cases is **strictly forbidden** as it disrupts yours and your peers' learning.

This course provides opportunities for you to excel, so I will **NOT** be understanding in matters of academic dishonesty. If you observe instances of dishonesty that I miss, you are obligated to report them to me immediately. Academic dishonesty cheapens the value of your degree and undermines the quality of your education.

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Other useful information for students

⚡ **Nonnegotiable Grading Policies.** Many things in life are open to negotiation—however, the course grading policies are **not** among them. Although I encourage you to negotiate often, I **cannot** open this course's policies (e.g., grade penalties for absences) to negotiation with individual students. It would be unfair to other students and would violate the syllabus's contractual nature. If you feel that your grade on an assignment was unfair, you may contest it in writing within a week from receiving the grade.

RECOMMENDED BOOKS FOR ADDITIONAL READING

Bazerman, M.H. & Neale, M.A. (1992). *Negotiating Rationally*. New York: Free Press.

Brett, J.M. (2001). *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions across Cultural Boundaries*. San Francisco: Jossey-Bass.

Cialdini, R. B. (2001). *Influence: The Psychology of Persuasion*. New York: Allyn & Bacon.

Ekman, P. (2001). *Telling Lies: Clues to Deceit in the Marketplace, Politics and Marriage*. New York: W. W. Norton & Company.

Fisher, R., Ury, W.L., & Patton, B. (1991). *Getting to Yes: Negotiating an Agreement without Giving in*. Boston: Houghton Mifflin.

Lax, D. A. & Sebenius, J. K. (2006). *3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals*. Boston: Harvard Business School Publishing.

Lewicki, R.J., Litterer, J.A., Minton, J.W., & Saunders, D.M. (1994). *Negotiation* (2nd ed.), Boston: Irwin.

Raiffa, H. (1982). *The Art and Science of Negotiation*. Cambridge: Harvard University Press.

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Shell, R. (1999). *Bargaining for Advantage*. New York: Viking.

Thompson, L.L. (2001). *The Mind and Heart of the Negotiator*. Upper Saddle River: Prentice Hall.

Ury, W.L., Brett, J.M., & Goldberg, S.B. (1988). *Getting Disputes Resolved*. San Francisco: Jossey-Bass.

Ury, W. (1991). *Getting Past No: Negotiating with Difficult People*. Bantam Books.