UNIVERSITY OF OREGON
MASTER’S PROGRAM IN CONFLICT RESOLUTION

CRES 614: NEGOTIATION
SUMMER/FALL 2018

Class Meetings: Monday – Thursday, 9:00 AM – 12:20 PM, Aug 27 – Sept. 13
Class Location: Law 282
Instructors: Professor Tippett
tippett@uoregon.edu
Office Hours: I will be available 1 hour after class on Monday and Wednesday.
Location: Law 351

COURSE DESCRIPTION
This class explores how negotiations work, what makes negotiators effective, why
negotiations fail, and how to identify and manage pitfalls in the negotiation process. As a
skills-based class, the focus is on developing your observational and analytical skills with
respect to negotiation, as well as improving your negotiation skill in a chosen area.

LEARNING OBJECTIVES
As a result of taking this course, students will be able to:
• Understand and apply basic negotiation concepts and terminology.
• Observe relevant dynamics in a negotiation, including interpersonal, substantive,
  strategic, and procedural aspects of negotiation.
• Identify and skillfully approach distributive aspects of negotiation.
• Identify and make use of opportunities for value creation.
• Skillfully prepare for negotiation by using available information, conducting
  research, and applying negotiation theory.
• Improve their skill level in assertiveness, empathy, flexibility, social intuition, and
  ethicality in negotiations.
• Identify circumstances in which a particular skill or combination of skills are most
  appropriate.
• Coach peers on improving their negotiation skills based on peer's articulated needs
  and interests.

COURSE TEXTS

Required
• Roger Fisher & William Ury, GETTING TO YES.
• Douglas Stone, Sheila Heen & Bruce Patton, DIFFICULT CONVERSATIONS: HOW TO
  DISCUSS WHAT MATTERS MOST.
• Robert Mnookin & Scott Peppet, BEYOND WINNING.
• **The Negotiator's Fieldbook: The Desk Reference for the Experienced Negotiator** (Andrea Kupfer Schneider, Christopher Honeyman, Eds.).
• Supplemental materials posted on Canvas. Please do not make additional copies or distribute these materials for non-educational purposes.

The required books are available for purchase at the Bookstore. Additional reading materials are periodically circulated via the Course Listserv, so please ensure that your name is on the Listserv, via the link on Mylaw.

**Canvas**
The course website is located on the University of Oregon’s Canvas system and can be accessed by using your Duck ID as your username and corresponding password. The class syllabus, announcements, and other materials, will be posted on the Canvas site. Please check the course website frequently for updates.

**COURSE POLICIES**

**Accessible Education for All Students:** The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you have concerns around inclusivity issues, please contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557.

**Academic Integrity:** Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your instructor or review the University Student Conduct Code (available at [http://conduct.uoregon.edu](http://conduct.uoregon.edu)) or the UO policy at [http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm](http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm)

**Participation:** Fifteen percent of your grade will be based upon your timely attendance, participation, and engagement in class, and preparation (collectively, "participation points"). You will be responsible for reporting on your participation and preparation prior to each class meeting by filing out a participation questionnaire on Qualtrics at [https://oregon.qualtrics.com/jfe/form/SV_9BqUPBKQEQ5MgdUh](https://oregon.qualtrics.com/jfe/form/SV_9BqUPBKQEQ5MgdUh). **If you do not complete**
the Qualtrics survey prior to each class, you will not receive the associated points.

Since this is a negotiation class, and we will rely on each other to promote our learning, the Qualtrics survey also permits you to award limited participation points to other students that assisted you in your learning for the prior day.

I reserve the right to award additional points to students that make unusually insightful comments, or deduct points from students that are unprepared or not engaged in class. I also check your self-reports to see whether you answered the participation questionnaire honestly.

Note that most of your participation points will be awarded based on your own self-reporting on your participation and preparation. It is critical therefore that your self-reporting is completely honest and forthright. If your self-report is dishonest, you will have to live with self-doubt about your honesty and integrity, which will last long past this course. Likewise, if you give me or your classmates a reason to question your honesty, your reputation for dishonesty will last long past this course. No marginal benefit in participation points is worth your reputation.

Attendance. Because the class involves group simulations and exercises requiring advanced coordination, your classmates will rely on your reliable and prompt attendance each class. Unexcused absences will be counted against your participation points. Likewise, unexcused late arrivals or early departures will also negatively affect your participation points. If you miss a significant portion of the course, you may not be eligible for a passing grade, even if you complete the other required coursework.

Excused absences are only available for illness, religious obligations, family emergencies, and job interviews1 that cannot be rescheduled. Please provide 48 hours of advanced notice (or as soon as practicable) of any excused absence to me, along with the reason for the absence.

Also, as a professional courtesy, please provide advanced notice of any planned absence – whether excused or not - so I can adjust negotiations pairings accordingly.

Computer Use: You will need to bring your computers and/or tablets to class in order to record your negotiations. However, if you use your laptop or cell phone to surf the web or text your friends, the students sitting near you will notice. In other words, they will have trouble paying attention if you are not paying attention. I might even notice if you are not paying attention, and call on you as a result. This will be embarrassing for everyone involved.

Video recording: This class involves digitally recording and reviewing your negotiations, both on your own and with other students. Video serves to provide feedback for improving

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1 Career opportunities other than job interviews (e.g. informational interviews, networking events) do not qualify as excused absences.
your negotiation skills. It also serves as data to help sharpen your analytical and coaching skills. We may call upon you to share clips in front of the class for our collective learning and analysis. Your final assignment will involve preparing a video demonstrating your progress over the semester relating to a chosen negotiation skill. Many students are at first apprehensive of the videotaping process but quickly grow accustomed to it, and find comments and analysis from other students supportive and insightful. If you cannot tolerate watching yourself negotiate on videotape, or sharing your videotape with others, please let me know as soon as possible so we can discuss how to proceed.

Privacy: Over the semester, we want to cultivate an atmosphere of trust and openness among all participants. The CRES Cohort is small, and it can easily devolve into an echo chamber and rumor mill. Accordingly, please be thoughtful when deciding whether or not to discuss class controversies outside of class.

Throughout the course, you will receive confidential instructions for various exercises. You should, of course, keep these away from your counterpart until after the negotiation is over (at which time you can both share your confidential instructions, if you like). In addition, please do not share the contents of these confidential instructions with people outside of class. If the content of a case become widely known, the case becomes less valuable.

COURSE REQUIREMENTS AND GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>1. Skills Reflection Memo</td>
<td>8/31 9:00 PM</td>
<td>10%</td>
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<tr>
<td>2. Video Clip Analysis</td>
<td>9/7 9:00 PM</td>
<td>15%</td>
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<tr>
<td>3. Video Skill Demonstration and Memo</td>
<td>9/16 9:00 PM</td>
<td>60%</td>
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<tr>
<td>4. Participation</td>
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Assignments must be turned in **on or before the exact deadline provided**. Late submissions will be penalized, and the penalty will increase over time. Instructions for each assignment will set forth the criteria for grading the assignment.
CLASS PREPARATION DURING THE SUMMER

Before the start of the first class meeting, please read the following books/articles. They present fundamental concepts to which we will refer throughout the course. You likely will not have time to read them once the course starts, as you will be consumed with other course-related tasks.

Reading
1. All of *Getting to Yes*
2. All of *Difficult Conversations*
3. Andrea Kupfer Schneider, "Teaching a New Negotiation Skills Paradigm"

NOTE – There are also additional readings and tasks to complete in preparation for the first day of class. Please see the next page.
MONDAY, AUGUST 27. IMPROVING YOUR SKILL AS A NEGOTIATOR

Reading:
2. Excerpts from Geoff Colvin’s Talent is Overrated (Canvas)
3. Excerpt from Scott Adams, How to Fail at Almost Everything (“Goals versus Systems”) (Canvas)
4. Excerpt from Eric Reis, The Lean Startup (Canvas)

Questions to consider in connection with the reading:
1. What does Geoff Colvin argue about how successful people improve in a skill? What are the components of deliberate practice? How might that translate to the negotiation context?
2. What model does Scott Adams present for improvement? To what extent does Colvin’s idea of “deliberate practice” relate to Adams’ system-based approach?
3. According to Peppet & Moffitt, why might it be difficult to improve in a skill? Is deliberate practice closer to “single loop” learning or “double loop” learning?
4. Consider the model Eric Reis presents for improvement. Is it more aligned with Peppet & Moffitt, or Colvin?

Class preparation:
1. Come up with an example of a difficult skill that you mastered over a long period of time. Do the readings shed any light on how you were able to improve over time?
2. Kupfer Schneider’s article offers 5 different dimensions of negotiation skill – assertiveness, empathy, flexibility, social intuition, and ethicality. Download the document entitled “Negotiation Skills Inventory” from Canvas. Read the Inventory and put a checkmark next to any bullet points that describe your current level of skill. Identify the column that best identifies your current practice level for each sub-skill.
3. You will be conducting the Sally Swansong negotiation during class, at which point you will be assigned to represent Sally or the opera. Unlike other simulations in this class, for this initial negotiation, you will have access to the instructions for both sides of the negotiation. Please read both sets of instructions before you arrive to class and prepare for your negotiation. If you received a folder containing simulations for this class during orientation, it will contain instructions for Sally’s Agent and for the Lyric Opera Business Manager. If you don’t have this folder, you can download the instructions online at https://www.kent.ac.uk/politics/carc/research/papers/Sally%20Swangsong%20Opera%20manger.pdf and https://www.kent.ac.uk/politics/carc/research/papers/Sally%20Swangsong%20Agent.pdf. To figure out which role you will be representing, check the document entitled “Simulation Assignments” on Canvas.
4. Fill out Qualtrics Participation & Preparation Form.
TUESDAY, AUGUST 28. ASSERTIVENESS – DISTRIBUTION

Reading:
1. Robert Mnookin & Scott Peppet, Beyond Winning, Chapter 1 & 2 (Canvas)

Questions to consider in connection with the reading:
1. Pay particular attention to the terminology that Beyond Winning and Getting to Yes introduce. In particular: reservation value, aspiration value, ZOPA, and BATNA.
2. Try to think of situations where a party’s BATNA and reservation value might be different, and situations in which they would be the same.
3. Are there any situations in which your BATNA would change? Your reservation value?
4. What advice does Andrea Kupfer Schneider have about setting aspirations?
5. Applying Guthrie’s article, how might a commitment strategy be used against you in a negotiation?

Class preparation:
1. Identify your BATNA and reservation value in the Moving Up case, and set an aspiration value.
2. Prepare the Moving Up case to negotiate in class.
3. Come up with a hypothetical (or real world) negotiation and identify the reservation value, aspiration value, ZOPA and BATNA. Post your hypothetical on Canvas by 7:00 PM on Monday, August 27.
4. Prepare to negotiate Red Durian. The negotiation will be over Slack. If you don’t have a Slack account, sign in to Slack with your UO account. Please join the workspace in which we will be negotiating, which is called “Tippett Negotiation Class”, located at uo-law-negotiation.slack.com. Email me if you have any problems joining the channel.
5. Bring your computer class (in order to use Slack).
6. Fill out Qualtrics Participation & Preparation Form.
WEDNESDAY, AUGUST 29. ASSERTIVENESS, COACHING & FEEDBACK

Reading:
5. Excerpts from Max Landsberg, The Tao of Coaching (Canvas)
6. Excerpt from Scott Adams, How to Fail at Almost Everything and Still Win Big ("Public Speaking") (Canvas)

Questions to consider in connection with the reading:
1. Welsh’s article provides some texture for how to think about objective criteria. What are the different standards for fairness that Welsh provides? Come up with an example of each type of fairness.
2. Consider the different forms of persuasion enumerated in Putnam’s article. Which of them persuade via the “central” route (as defined by Shestowsky) and which persuade via the “peripheral” route?
3. What are the different coaching "models" presented in the reading? What kind of coaching is most helpful to you?
4. Consider why receiving coaching and feedback is difficult. What kinds of negative self-talk does coaching and feedback trigger from you? What can you do to mitigate the effect of negative self-talk?
5. Review the ladder of inference (from Difficult Conversations). Come up with an example applying the ladder of inference.

Class preparation:
1. Review your video from Moving Up or Red Durian and identify a point in time where one party attempted to persuade the other side using one of the techniques identified in today’s reading or yesterday’s reading. Create a video clip of the exchange and post it to Canvas along with context explaining what they did and how it illustrates one of the techniques described in the reading. Post your clip by 7:00 PM on August 28.
2. Watch the following four videos, and consider the extent to which they fit in any of the coaching models you read about, and whether you consider the coaches effective and why.
   - Tim Gunn's coaching on Project Runway. http://www.youtube.com/watch?v=UX4VWgdhZLs
   - Gordon Ramsey's coaching on Ramsey's Best Restaurant. http://www.youtube.com/watch?v=YX-IQ4MKI4g
   - Christina Aguilera's coaching on The Voice. http://www.youtube.com/watch?v=Hev9KsDbBNE

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2 Here is a list of techniques: objective criteria, anchoring, availability heuristic, self-serving bias, loss aversion, contrast effects, status quo bias, cognitive dissonance, reciprocity standard, liking, authority principle, social proof, scarcity.
3. In class, I will ask you to choose a fellow student to serve as your coach for the rest of the course. It can help to choose someone with a complimentary skill set to yours so they can offer a different perspective on your negotiation and give you new ideas.

4. Fill out Qualtrics Participation & Preparation Form.
THURSDAY, AUGUST 30. EMPATHY – LISTENING

Reading:
2. Tanya Drollinger, Lucette Comer, & Patricia Warrington, “Development and Validation of the Active Empathic Listening Scale” Psychology & Marketing, 23 161-180 (2006) (don’t worry too much about the methods, focus on their examination of the context, their theoretical framework, and their instrument for measuring listening) (Canvas)

Questions to consider in connection with the reading:
1. The concept of active listening originated from Carl Rogers in a 1956 book. What are the characteristics of active listening, as articulated by Carl Rogers? In his view, is listening a ‘technique’? Why or who not? Where on the Adler framework might active listening fall?
2. How does the Drollinger article define “active empathic listening”? Is this consistent or inconsistent with Rogers’ definition? Drollinger’s article defines listening in a more behavioral way than Rogers. What are the components (and sub-components) of listening in Drollinger’s model?
3. According to the Arnett & Nakagawa critique, what assumptions are embedded in the Rogers model of listening? Do you agree with the critique Arnett & Nakagawa offer?

Class preparation:
1. Prepare to negotiate Probation Games 1 & 2.

You may be assigned to negotiate in a role where the individual you are playing has different life experiences from your own. You should negotiate as you would if you found yourself in the situation described. Do not try to “act” or play the role for dramatic effect. (e.g. if you’re assigned the role of a teenage boy, don’t negotiate based on how you think a stereotypical teenage boy would act, negotiate as yourself in the situation described). Remember that this is a negotiation class, and you should approach each negotiation with any eye toward how you can maximize your learning and improve your skill.

Conversely, you or your classmates may have had experiences that echo those of the individuals within the scenario. Almost everyone has had family members or friends that struggle with mental illness or that have come into contact with state agencies or the criminal justice system in some form. I therefore expect that you approach these scenarios with some sensitivity to that fact. For example, making harsh judgmental statements about mental illness or substance abuse would not only be counterproductive in your negotiation but may affect your classmates in ways you did not anticipate.

2. Find an audio or video clip on the internet in which the listener does an exceptional job of listening along one or more of the dimensions described in the various readings. The clip should be real – not acting. Post a link to the video on Canvas,
with an explanation of how it illustrates exceptional listing, with reference to how one or more of the readings. **Post your clip by 7:00 PM on August 29.**

3. Fill out Qualtrics Participation & Preparation Form.

**Reminder - Assignment #1 due 8/31 at 9:00 PM.**

**Negotiate The Offer negotiation between 8/30 and 8/31 at 5PM. The negotiation must begin over email. You can then continue to use email, or switch to phone or text. You may not meet in person. Please bring copies of any emails or texts to class. **
MONDAY, SEPTEMBER 3. LABOR DAY

No class.
TUESDAY, SEPTEMBER 4. FLEXIBILITY

Reading:
1. Noam Ebner, “You’ve got Agreement: Negotiating Via Email,” Rethinking Negotiation Teaching: Innovations for Context and Culture (Canvas)
3. Kruger et al, "Egocentrism over Email: Can We Communicate as Well as We Think?" J. of Personality & Social Psychology (2005).
4. Alyson Shontell, "When Amazon Employees Receive These One-Character Emails from Jeff Bezos, They Go Into a Frenzy" Business Insider.

Questions about the reading:
1. The Ebner article and Bhappu & Barsness article were essentially written by academics that did not grow up with technology. What do you think Ebner and Bhappu & Barsness got wrong, at least as applied to millennials?
2. How do you decide whether to use email vs. text vs. phone vs. in-person discussions in negotiations? What are the unwritten rules of etiquette as applied to negotiating in each medium?
3. We have talked about process a fair bit over this course, in a somewhat unstructured way. What insights have you gleaned into the negotiation process thus far?
4. Identify the phases of negotiation as articulated by Zartman. Is Zartman’s discussion descriptive (describing how negotiations actually proceed) or normative (recommending how negotiations should proceed)?
5. List the strategies that Wade offers for overcoming impasse and come up with an example of each.
6. As Docherty argues, not all conflicts are negotiated, and as Blum & Mnookin argue, not all conflicts should be negotiated. How can you add value to a conflict away from the table? Think of examples of conflicts that should not be negotiated.

Class preparation:
1. Look back through your own email or text messages for a real-life negotiation that you conducted over email. Look for a few emails/text messages:
   a. Email/text/social media post that you sent that could be read in a way that is different from what you intended. Don’t choose an email that involves anything private, since you will be asked to read it in class. (Also, make sure your email doesn’t implicate the privacy of someone else.)
   b. Email/text/social medial post that you wrote when you were angry. (Again, make sure it does not include private information about you or others.) Again, you will be asked to read it in class, so don’t choose anything that would make you deeply ashamed (mildly embarrassed is okay).
   c. Print out your emails/texts and bring them to class. Redact any names other than yours.
2. Identify what was the most persuasive to you during The Offer negotiation. Highlight that portion of the email and bring it to class.

Updated as of 8/6/2018
3. In today’s simulation, you will be organized into groups to serve as the leadership of Mt. Sinai Hospital in New York City, tasked with developing an institutional response and strategy to the shortage in certain chemotherapy drugs, including bladder cancer drug BCG. You will be assigned one of the following 4 roles: President and CEO of Hospital, Head of Oncology Department, CFO, and Chief Marketing Officer. (Check your role assignment on Canvas.) The group will be expected to define the issues to address at the meeting, and in particular issues to address institutionally vs. issues to leave up to individual doctors, a department or other players within the healthcare system.

4. To prepare, please do some internet research on the issues, including but not limited to reading the following articles:

5. Fill out Qualtrics Participation & Preparation Form.
WEDNESDAY SEPTEMBER 5. FLEXIBILITY

Reading:
1. Moffitt & Kupfer Schneider, "Options and the Opportunity for Value Creation" from Dispute Resolution: Examples and Explanations (Canvas)
3. Sutherland, TED Talk, "Life lessons from an ad man."

Questions to consider in connection with the reading:
1. Consider Moffitt & Kupfer Schneider's taxonomy of different sources of value. Identify potential sources of value creation that you would like to explore further in the Ruffles About Rifles negotiation.
2. Have you met with your coach recently? The course is half over. Check in with your coach, arrange to meet outside of class and discuss some clips from your negotiation.
3. Some of the readings treat value creation as something tangible. Rory Sutherland offers a counterargument to that idea. What is his argument?
4. "Framing" refers to how you present facts to advance your argument. It might consist of accentuating certain facts, downplaying others, or using analogies or imagery. Where might “framing” fall within the Adler framework?
5. How does “metaphor” as portrayed by Gadlin et al. relate to the concept of “framing”?

Class preparation:
1. Prepare for Ruffles About Rifles using the 7 Element Preparation Worksheet (Canvas). If you forget some of the elements, refer back to Getting to Yes.
2. Fill out Qualtrics Participation & Preparation Form.
3. Find a video clip from one of your negotiations that illustrates the importance of framing (whether done well or poorly), or the use of a hardball tactic.
4. Prepare for the Framing Exercises.
5. Fill out Qualtrics Participation & Preparation Form.

** Reminder – Assignment #2 Due 9/7 at 9:00 PM **
THURSDAY, SEPTEMBER 6. – DIFFICULT CONVERSATIONS, HARDBALL TACTICS

Reading:
2. Stone, Patton & Heen, *Difficult Conversations* (all)
3. Goodpaster, “A Primer on Competitive Bargaining” (pp 349-376) (Canvas)

Questions to consider in connection with the reading:
1. What techniques or mindsets does *Difficult Conversations* recommend?
2. Do you agree with Guthry on cultivating curiosity?
3. Come up with your own examples of each Hardball Tactic, listed in the “Inventory of Hardball Tactics” (handout in your green folder). If you don’t recognize the terminology from the reading in some of the cells, just leave those blank.
4. Review the Negotiation Skills Inventory. Are you making progress in your chosen skill? Identify some concrete goals you want to work on for the last week of class.

Class preparation:
1. Prepare to negotiate *Author Author*.
2. Identify two of three clips of your negotiations to show your coach that illustrate your progress thus far and what you want to achieve in the remainder of the course.
3. Fill out [Qualtrics Participation & Preparation Form](#).
MONDAY, SEPTEMBER 10. ETHICALITY

Reading:
1. Dan Ariely, “Why we lie” (Canvas)
2. Shell, “When Is It Legal To Lie in Negotiations?” (Canvas)
3. Mnookin, Peppet & Tulumello, Beyond Winning, Ch. 3 (Canvas)
4. Fraud jury instructions (Canvas).

Questions to Consider in Connection with the Reading:
1. According to Ariely, what are the situational cues that tend to promote cheating? What situational cues tend to promote honesty?
2. What are the elements of a fraud claim? Use the Shell article to gain a better understanding of what each element means. Come up with some examples of situations that seem like they might be fraud, but that don’t meet the legal elements.
3. What is the principal agent tension? Come up with some examples of situations where an agent might have different incentives from a principal.
4. The Chuck’s wagon negotiation will occur in two phases. In the first phase, you will be either the client or the representative and meeting with your side. (Check the simulation list.). Then, in the second phase, you will be negotiating as a representative regardless of whether you were a client in the first phase.

Class preparation:
1. Prepare to negotiate Chuck’s Catering
2. Fill out Qualtrics Participation & Preparation Form.
TUESDAY, SEPTEMBER 11. ETHICALITY, SOCIAL CONTEXT

1. Ayres & Siegelman, “Race and Gender Discrimination in Bargaining for a New Car.” (PDF Link)
2. This American Life (audio) – The Good Guy Discount.
4. Mary Gentile, Giving Voice to Values pp 1-23, 72-85, 135-169 (Canvas)

Questions to Consider in Connection with the Reading:
1. What hypotheses do Ayres and Siegelman offer for why female and minority purchasers are treated differently? What explanations do they rule out?
2. The "good guy discount" offers an alternate model for why different groups are treated differently in negotiation contexts. What is it?
3. One effect of stereotypes is that it limits the behavioral choices of the person subjected to the stereotype. What stereotypes does Tinsley et. al. identify, and how might they constrain women’s choices? Are there any situations in which such bias is mitigated?

Class preparation:
1. Prepare to negotiate Casino.
2. Fill out Qualtrics Participation & Preparation Form.
WEDNESDAY, SEPTEMBER 12. ETHICALITY, CULTURAL CONTEXT

Reading:

Questions to Consider in Connection with the Reading:
1. How do Glaeser et. al. measure trust? How do they measure trustworthiness? Glaeser et. al. tried to assess whether any of the behaviors or traits they measured predicted future behavior. Were any behaviors/traits predictive of future behavior?
2. Can Ariely’s insights into ethical behavior explain any of Glaeser et. al.’s findings?
3. Is trust a stable attribute or a function of the situation? What does Glaser’s article suggest?
4. What did the lawyers in the Kelly article do wrong? Could their mistakes – and Kelly’s advice – be generalized to other contexts, or is it specific to the particular cultural context Kelly describes?
5. We previously presented “frames” as malleable. What would Campbell and Docherty argue?

Class preparation:
1. Prepare the River Bend simulation.
2. Fill out Qualtrics Participation & Preparation Form.
WEDNESDAY, SEPTEMBER 13. WRAP UP

Class preparation:
1. Post a clip of the River Bend simulation (or any other simulation) that best encapsulates how your negotiation went.
2. Post two or three clips that illustrate your skill progression over the course.
3. Fill out Qualtrics Participation & Preparation Form.

** Reminder – Final Project due 9/16 at 9:00 PM **