

Course Outline

Course Code	RSM461 H1 F LEC0101
Course Name	Managerial Negotiations
Term, Year	Fall 2025
Course Meets	Wed 10am-1pm***
Web page URL	https://q.utoronto.ca

*** Please note the course will meet only 8 times during the semester ***

*** Please review the detailed weekly schedule included in this course outline ***

Instructor Details

Name	Email	Office Hours
Professor John Oesch	oesch@rotman.utoronto.ca	By appointment

Course Scope, Mission and Learning Outcomes

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Everything from determining the prices that we will pay, the sizes of our salaries, the movies we will watch, and who will clean the kitchen can be understood as a negotiation. 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 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 establishing the foundation for the more sophisticated skill sets that you would learn in advanced degrees and MBA programs.

The course will be largely experiential, providing weekly opportunities to develop your skills by negotiating with your classmates. The negotiation exercises allow you to attempt strategies and tactics in a low-risk environment so that you can learn about yourself and how you respond in a range of different situations and contexts. The course is sequenced so that the knowledge gained can be applied and practiced cumulatively.

Outcomes - As a result of this course, you will be able to:

- evaluate the costs and benefits of alternative strategies by analyzing the negotiation process.
- understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- increase your own self-efficacy in day-to-day negotiations.
- use the negotiation process as an effective means for resolving conflict in organizations.
- analyze, understand, and predict the behavior of individuals, groups, and organizations in competitive situations.
- develop a toolkit of useful negotiation skills, strategies, and approaches.

Course Expectations – How can I succeed in this course?

- **Prepare vigorously:** Preparation provides perhaps the greatest advantage a negotiator can capitalize on when approaching a negotiation. In addition, your classmates expect you to be fully prepared for each negotiation exercise. Train yourself to make preparation habitual and vigorous. You will experience a variety of planning techniques and at times will plan as teams.
- **Take advantage of the exercises:** The course is built around a series of negotiation exercises. You will have the opportunity to negotiate in different settings, on different topics, and with different people. You are encouraged to experiment with alternative techniques in this safe environment.
- **Take advantage of the discussion:** An important part of class sessions will be the dialogue between you, your classmates, and your instructor after the negotiation. The instructor will introduce basic negotiation concepts and strategies and draw on the dynamics of group processes, allowing you to analyze your own strategies during negotiations. Often, the groups' negotiated agreements will be posted to facilitate discussions. This is a vital aspect of learning in this course, and I encourage you to interact with me and your classmates.
- **Read weekly text after 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 the exercises, and you will best be able to benefit from the readings if you read them after the exercise. Further, foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process. Reading assignments will be posted each week on Blackboard.

Course Prerequisites

Prerequisites: RSM260H1 and completion of 9.0 credits.

Course Materials

Required Readings

1. Materials for negotiation exercises, distributed weekly. These will have information specific to your assigned role, so you may *not* share them with other students.
2. Textbook: You will be responsible for 1-2 chapters of reading each week from the Lewicki text, to be read after class. Specific assignments will be announced each week. I will assign chapters based on the 4th Canadian edition of the textbook. If you have access to an older edition or to the US edition, the substance should be similar, but you are responsible for determining which chapters correspond to the assigned chapters.

Lewicki, R.J., Tasa, K., Barry, B. & Saunders, David M. (2020) *Essentials of Negotiation* (Canadian 4th Edition). Boston: McGraw Hill.

Electronic Course Materials

This course will be using negotiation exercises from a variety of publishers. To cover the cost of these exercises, your student account will be charged an ancillary fee of \$35. This is specified in the course listing. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Coursework	Percentage of Grade	Due Date
Class Contribution	20%	Every session
Reflections	20%	Three opportunities, the best two count
Final Self-Appraisal Paper	60%	Nov 30, 11:59pm to Quercus

Course Format and Expectations

Class Contribution (20% of final grade)

Contributions to your own and your classmates' learning outcomes are essential for your success in this class. Every week in class, we will complete a role-played negotiation exercise, and your active contribution in these exercises and in the subsequent discussion and debrief will be critically important for your learning and for that of your peers. As a result, you are expected to attend all classes punctually and to prepare and participate in every negotiation. Be here, be ready, and be open to learning.

You should carefully consider whether you can make a commitment to attend class. I suggest you NOT take this course if you already know that you will miss two or more class sessions because of scheduling conflicts. The schedule was carefully considered to minimize conflict with midterms.

Of course, we all know that life happens. You may get sick, have a family emergency, or have some unavoidable conflict. You will have to weigh the consequences of missing class against your other obligations. Whenever possible, I ask that you notify me in advance if you have to miss class, arrive late, or leave early; this will minimize the effect on your classmates by allowing me to plan for your absence when organizing the day's exercise.

Please DO NOT attend class if you are feeling sick or if you think you have been exposed. I take seriously our shared obligation to protect one another and reduce the spread of illness. If you have already missed 2 classes and are concerned about missing another class due to illness, please reach out to me to discuss your situation.

To get full credit for contribution, you must:

- Attend our class every week that we are scheduled.
- Arrive on time to class and stay until the end.
- Carefully prepare for your role in the negotiation exercise.
- Actively participate in the negotiation exercise.
- Contribute to the class discussion that follows each exercise.
- Submit your negotiation outcomes and learnings using the specified mode for that week (e.g., in class or via google doc).
- Complete and submit any other required in-class assignments.

This policy reflects the importance of the in-class negotiation exercises. You will learn about negotiations primarily by practicing your negotiation skills with your classmates, and your classmates in turn rely on your attendance for *their* educational experience.

Your contribution in the negotiation exercises will be evaluated based on how carefully you prepared and how seriously you engaged in the negotiation exercises. Failing to carefully read your role information or to follow the negotiation ground rules (which we will discuss in class) will negatively affect your grade. Arriving late, leaving early, using distracting technology, or otherwise detracting from others' negotiation experiences will negatively affect your grade.

Your contribution in class discussions will be evaluated based on the quality of your contributions, including:

- Thoughtful responses
- Listening closely and engaging with comments from other students
- Avoiding distraction and being present and engaged with class discussion
- Asking questions to clarify course material
- Making connections between readings and discussions
- Helping to move the class discussion forward
- Furthering the learning of your peers

A valuable contribution could involve asking questions that prompt the instructor to clarify complex material, offering comments in class that clarify issues pertaining to the material, or linking relevant concepts to current events or to course readings. Outstanding contributions are highly insightful and thoughtful comments that enrich the conversation, challenge the other students and instructor to think more deeply, and/or offer novel and creative perspectives about the issues at hand.

OBJECTIVE RESULTS WILL NOT BE CONSIDERED IN YOUR CONTRIBUTION SCORE
(as long as you are trying to negotiate well, your results do not affect your contribution score).

Rotman Commerce students are expected to make every effort to attend each class. Infrequently, students may miss term work, e.g., quizzes, assignments, etc., due to unplanned and extenuating circumstances and must follow the Request for Special Consideration process as outlined in their course outlines. However, Rotman Commerce will not approve any Request for Special Consideration for participation marks for missed classes. Any such request will be denied.

If you are concerned about the attendance policy or have any questions about how it might affect you, please set up an appointment and we can discuss your particular situation.

Reflections (20% of final grade)

You are required to submit a short, written reflection on two of the negotiation exercises we complete during class. These are due *after* the exercise is complete. This is an opportunity for you to analyze the negotiation and reflect on what happened, what worked or didn't work, and what you learned from the exercise. These reflections will also help inform your final paper.

Three of our sessions will be designated for reflections (top two scores will count 10% of the course each). The professor will post a series of questions that will guide your analysis at the end of each of the three classes in which you should write a reflection.

Please note, except in rare circumstances agreed in advance with the professor, you will not be able to do a self-reflection for a negotiation in which you miss class or do not complete the negotiation exercise.

Students are encouraged to **not** use artificial intelligence tools to complete this assignment. The assignment requires that you make use of your own observations and analysis of the negotiation process in which you have just engaged. Students may use artificial intelligence tools for creating an outline for this assignment, but the final submitted assignment must be original work produced by the individual student alone. Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>). The entire appendix, including all of the generative AI content (eg. outline) and the prompt must be included in your word count.

Final Self-Appraisal Paper (60% of final grade)

In the final written assignment, you will be asked to assess your personal strengths and weaknesses as a negotiator, record key lessons from the class material and exercises, and suggest avenues for improvement. Specific instructions will be circulated later in the term.

Students are encouraged to **not** use artificial intelligence tools to complete this assignment. The assignment requires that you evaluate your own individual negotiation strategies and tactics as well as outlining and explaining some of the lessons from our negotiations that you deem to be important to you, using our frameworks, notes, and text to support your arguments. Students may use artificial intelligence tools for creating an outline for this assignment, but the final submitted assignment must be original work produced by the individual student alone. Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Any content produced by an

artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>). The entire appendix, including all of the generative AI content (eg. outline) and the prompt must be included in your word count.

Writing Assignments or Presentations

All the assignments in this course are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of assignments. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments (not applicable to RSM461)

The group project requires students to work in teams of 4-5 students. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Contribution

Students are expected to prepare thoroughly and make every effort to attend every class. Details on how class contribution will be evaluated as a graded component of the course are included above under the relevant section under Course Format and Expectations.

Missed Tests and Assignments (including mid-term and final-term assessments)

As noted earlier, I have structured the course this year to maximize flexibility. Many course requirements allow you to choose which weeks to submit, and/or allow you to miss 1-2 weeks without penalty and without excuse. Details are provided under the relevant section on Course Expectations above.

For the other assignments, students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Students will be required to submit the missed assignment at a later date, or, at the discretion of the professor, to submit a makeup assignment if the original assignment is no longer feasible to submit.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. If there is flexibility around the due date, I will communicate that in class. In the interest of equity, if I give an extension on an assignment, I will tend to do so for the entire class, and will communicate that in advance via Quercus.

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 may be required as per the policy on missed tests and assignments.

If an assignment is submitted late without an extension, grades will normally be reduced by 5 percentage points (e.g., from a 75% to a 70%) if the assignment is not received by the specified time, and by an additional 5% points for each additional day late.

I reserve the right to refuse to grade any assignment that is more than one week late, in which case a grade of 0% will be assigned for that part of the course grade. Please contact me to discuss your options if you feel you will be unable to submit within a week of the due date.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T 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](#) 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 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 U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Generative AI / ChatGPT

Students are encouraged to ***not*** use artificial intelligence tools to complete the assignments in this course. Our assignments require that you reflect on your own learning about negotiations and/or evaluate your own individual negotiation strategies and tactics as well as outlining and explaining some of the lessons from our negotiations that you deem to be important to you, using our frameworks, notes, and text to support your arguments. Students may use artificial intelligence tools for creating an outline for these assignments, but the final submitted assignment must be original work produced by the individual student alone. If you do use AI to create an outline, you must submit, as an appendix with your assignment, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>). The entire appendix, including all of the generative AI content (eg. outline) and the prompt must be included in your word count.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T 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 ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail 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.

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. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording 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 any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Assignments
1	10-Sept	Introduction to Negotiation and Distributive Bargaining	
2	17-Sept	Negotiation Preparation	
3	01-Oct	Integrative Bargaining	Reflection #1 due Oct 5, 11:59pm
4	08-Oct	Negotiating Through Agents	
5	15-Oct	Negotiating in Teams	Reflection #2 due Oct 19, 11:59pm
		Reading Week	
6	05-Nov	Real Estate Negotiation	Reflection #3 due Nov 9, 11:59pm
7	12-Nov	Multi-Party Negotiations	Self-appraisal paper due Nov 30 11:59pm
8	19-Nov	Uncovering Interests and Building Trust	Self-appraisal paper due Nov 30 11:59pm

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>