Rotterdam School of Management
Erasmus University

Business Negotiations / Electives / 2025
(Full-Time MBA Students Only)

CONTENTS

FACULTY INFORMATION

Name, Title	Dr. Maartje E. Schouten, Assistant Professor Organisation and Personnel Management
	Dr. Dimitrios Tsekouras, Associate Professor of Transformative Education, Department of Technology and Operations Management
Email address	Maartje Schouten: meschouten@rsm.nl
	Dimitrios Tsekouras: dtsekouras@rsm.nl
LinkedIn/RSM profile	https://www.rsm.nl/people/maartje-e-schouten/
	https://www.rsm.nl/people/dimitrios-tsekouras/
Preferred contact/Office hours	**Please reach out via email to contact us.**

FACULTY BIO

Dr Maartje E. Schouten is an Assistant Professor in the Department of Organisation and Personnel Management at the Rotterdam School of Management. She holds a doctorate in Management from Erasmus University. Prior to returning to RSM, she worked in the United States at a.o. Iowa State University and Michigan State University. Maartje's research focuses on power, status, influence, and conflict in teams. Her research has been published in internationally recognized outlets such as the Academy of Management Review, Journal of Applied Psychology, and Organization Science. She is an experienced Negotiation Skills and Human Resource Management educator at both bachelor and graduate level.

Dr. Dimitrios Tsekouras is an Associate Professor in the Department of Technology and Operations Management at the Rotterdam School of Management. He holds a Ph.D. in Marketing from Erasmus University. With 18 years of teaching experience from undergraduate to post-graduate levels and a long track of EdTech innovations, Dimitrios teaches Negotiations, Digital Strategy, and Research Methods. His research focuses on how humans interact with technology (e.g., recommender systems, AI), and his work has been published in the Journal of the Academy of Marketing Science, International Journal of Electronic Commerce, Information & Management, Journal of the Association for Information Systems. Before academia, he worked in marketing and sales in FMCG and entertainment.

ABSTRACT

Being able to negotiate successfully is essential for building and maintaining strong business relationships and transactions. This course assumes that negotiation is a process that can be understood and a skill that can be taught and learned. You will explore the advantages, requirements, and appropriate use of different strategies to become a more effective negotiator in complex scenarios.

EDUCATIONAL GOALS

Learning areas	Educational Goals: *Upon completion of the course, participants can*
I. Content- related	… recognize the value of theories and frameworks for negotiations.

	… understand the role of cognitions, emotions, and motivations to optimize negotiation strategies.
	… plan for different negotiation situations.
II. Skills-related	… apply strategies to claim and create value in negotiations.
	… effectively use influence and communication tactics in negotiations.
III. Attitude-related	… consider the ethical implications of strategic choices in negotiations.

TEACHING METHODS AND WORKLOAD

The course consists of six sessions and out-of-class preparatory work and assignments broken down by topic. During each topic a combination of theory and practical applications through exercises will be offered to help you build your negotiation skills. The sessions will be highly interactive, and attendance is required in order to gain the benefits of this course. The course Canvas page will be used to publish knowledge clips needed to learn the focal constructs, publish negotiation role plays, and to provide feedback on submitted assignments.

Description	Calculation	Total
In-Class sessions:	6 sessions x 3 hours	18 hours
Class Preparation:	18 in-class session hours x 2	40 hours
Individual Assignment(s)		26 hours
Total Course Hours		Total hours
EC (Number of study credits)	3 EC x 28	84 Total hours

GRADING AND ASSESSMENT

Course: Insert name	Assessment formats			
Educational goals per course (formulated using action verbs (Bloom's Taxonomy)	**Quizzes**	**Reflection Journal**	**Video Analysis**	**Total**
After following this course, students will be able to:				
• recognize the value of theories and frameworks for negotiations.	X	X		
• understand the role of cognitions, emotions, and motivations to optimize negotiation strategies.	X		X	
• plan for different negotiation situations.		X		
• apply strategies to claim and create value in negotiations.		X	X	
• effectively use influence and communication tactics in negotiations.		X	X	
• consider the ethical implications of strategic choices in negotiations.		X		
Weighting factor	10%	70%	20%	100%
Minimum grade required	5.5*	5.5	5.5	5.5
When failed, resit option within academic year (Yes/No)**	No	Yes	No	

Form of examination (e.g. MC, Open-book, etc.)	MC	Assignment	Assignment	
Group / Individual assessment (Group/Individual)	Individual	Individual	Individual	

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In order to pass the course, each assessment or deliverable (component grade) with a resit option, needs to be at least 5.5. Components with no resit option bear no minimum grade required, but to pass the overall course, the final grade needs to be at least 5.5.

Grades are rounded according to the rounding provisions included in the Examination Regulations (ER) of the programme, and are expressed with 1 decimal point. Not meeting the minimum grade required for either a component grade or the overall course grade determines a fail for the course. Participants can resit a failed component only once. There is no capping of the grade for a resit examination, unless determined by the faculty. The only exception is when the nature of the failed assignment allows for an improvement effort of the same assignment (capped at 5.5 for that component). For this particular course, the faculty has decided that only the Reflection Journal allows for an improvement option.

Grade penalties for unauthorized late submissions will be automatically imposed. Penalties for unauthorised late submissions range from 10% to 20% deduction from the examination component depending on the hours/days late. Unauthorised late submissions 4 days or longer after the deadline without prior notification and a reasonable explanation for the late submission, will not be accepted.

Attendance is mandatory and a requirement to pass the course. Missing classes and arriving late may result in grading penalties and even a fail for the course.

Fraud, Plagiarism / Self-plagiarism (Appendix B on Code of Conduct, Examination Regulations -ER-)
The Examination Board defines fraud as "*the action or negligence of a student because of which it is impossible, entirely, or partially, to form a correct judgment about the knowledge, insight, and skills of them or another student*" (ER, 2024-2025). Examples of fraud are cheating, cribbing, plagiarism, freeriding in a team assignment, availability of unauthorized (study) material during a test such as mobile phones, contract cheating/outsourcing/ghost-writing, unauthorized use of generative AI, identity fraud, theft.

Confirmed cases of fraud/plagiarism will lead to (appropriate and proportional) sanctions as defined by the Examination Board in the Rules and Guidelines section of the Examination Regulations (ER). Repetitive cases of fraud/plagiarism lead to expulsion from the programme.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarising of the work of another person or group without acknowledgment, including submission of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else.

Using ideas from your own prior work (assignment) without referencing the work in your assignment is considered self-plagiarism.

Participants are required to adhere to the 6 principles outlined in the RSM AI guidelines with regard to the use of Artificial Intelligence Platforms such as ChatGPT and related software/tools. The unauthorised use constitutes violation of plagiarism/ fraud policy. For this particular course, the faculty promotes an restrained use of AI. Details will be explained during the course.

For more information about academic integrity and AI please refer to the Programme's Examination Regulations and RSM AI guidelines documents on the Student Hub.

Assessment / Deliverable:	Individual or group:	(Due) date and hand in location:	% of final grade:
Quiz 1	Individual	3 November 12:00 noon on Canvas	2%
Quiz 2	Individual	6 November 12:00 noon on Canvas	2%
Quiz 3	Individual	10 November 12:00 noon on Canvas	2%
Quiz 4	Individual	13 November 12:00 noon on Canvas	2%
Quiz 5	Individual	17 November 12:00 noon on Canvas	2%
Quiz 6*	Individual	20 November 12:00 noon on Canvas	2%
Reflection Journal 1	Individual	7 November 16:30 on Canvas	20%
Reflection Journal 2	Individual	14 November 16:30 on Canvas	20%
Reflection Journal 3**	Individual	21 November 16:30 on Canvas	20%
Video Analysis 1	Individual	12 November 16:30 on Canvas	10%
Video Analysis 2	Individual	19 November 16:30 on Canvas	10%

* Lowest quiz grade will be dropped.
** Reflection Journal due dates may be subject to change depending on the course dynamics. Updated due dates will be clearly communicated through Canvas.

For all Canvas submissions, please make sure to include the student name and programme name in the title of the file submission, as well as within the document itself (on the cover page).

REQUIRED TEXTBOOK(S) AND READINGS
We will be using videos and articles. These will be made available closer to the start of the course and communicated through the Canvas course page.

DETAILED COURSE SCHEDULE
The course schedule below lists the topics per session. Each session will include at least one negotiation role play which needs to be prepared before the session starts. Details will be communicated closer to the start of the course through the Canvas course page.

Session 1 The Fundamentals of Negotiation (3 November 13:30-16:30)	
Topics:	- Introduction to Negotiations - Creating vs Claiming Value in Negotiations

Session 2 Strategizing and Planning for Negotiations (6 November 13:30-16:30)	
Topics:	- Effective strategizing for negotiations - How to prepare well for a negotiation

Session 3 The Psychology of Negotiations Pt. 1 (10 November 13:30-16:30)	
Topics:	- Perceptions & Biases - Framing - Emotions - Non-Verbal Communication

Session 4 Negotiations and Technology (13 November 13:30-16:30)	
Topics:	- Negotiating online vs. offline - (Gen)AI & Negotiations

Session 5 The Psychology of Negotiations Pt. 2 (17 November 13:30-16:30)	
Topics:	- Power & Influence - Persuasion - Role of ethics in negotiations - Tactics of deception

Session 6 Complex Negotiations (20 November 13:30-16:30)	
Topics:	- Multiparty negotiations - Team-on-team negotiations

ASSIGNMENTS DESCRIPTION

Quizzes / Online tests (10%)

This component includes multiple-choice and/or open questions related to each session of the course. The tests will be launched before each respective session. The deadline will be approximately 24 hours after the launch of each test. The questions are drawn from a large pool of questions, and the completion of each quiz will be limited in time. The number of correct questions out of 10 is your grade for each quiz. The final grade is your average score across all quizzes. Your lowest performance will be excluded from the average grade calculation. Further instructions will be given in class.

Individual Reflection Journal (Individual Assignment) (70%)

In the reflection journal, you analyze the process and outcomes of the negotiation exercises (role plays) in which you participated. The objective of this journal is to describe your actions/reactions, perceptions, and significant insights gained from participation in the negotiation exercises. Identify & explain concepts from the course that may shed light on what happened during the negotiation. You may relate in your journal to relevant behavior used by other students, as revealed in the debriefing.

Some of the issues you may want to write or comment about are:
- Briefly describe the negotiation simulation and the outcomes attained.
- Identify and explain conceptual material (theories, concepts) from our course that may shed light on what happened during the simulation.
- How did the actual process and outcome of the negotiation compare to negotiation theories? What tactics did you use? Did they work? Why?
- What did you learn about yourself from the simulation? What did you learn about the behavior of others? What surprised you about your own and others' behavior?
- If you had the chance to do this negotiation again, what would you do differently? How would you like to behave in order to perform more effectively?
- How do the outcomes of the simulations relate to experiences you have had outside of class and how might you have handled these situations given what you have learned from these simulations?

The rubric attributes for this assignment are:
(1) Analysis
   a. Analyze the negotiation, e.g., preparation, strategies, and behaviors.
(2) Interconnections
   a. Demonstrate connections between negotiation experience & concepts from the course; past experience; and personal goals.
(3) Self-criticism
   a. Critically reflect on performance and behavior, understand mistakes, and define new modes of thinking.

The deliverables are on a weekly basis. The projected number of entries is 6 (on average 1-2 pages per entry). Further information will be given in class.

Video Analysis (2 x 10%):

The goal of this assignment is two-fold: You will learn to recognize certain negotiation tactics, bargaining strategies, and their consequences. Secondly, you will provide feedback on your classmates' negotiation strategies and effectiveness.

In your written feedback you will provide the following:

Identify at least FIVE moments in which one of the parties in the negotiation engages a bargaining or negotiation tactic. Timestamp each moment. Describe the behaviors: what does this negotiation party do and say exactly? Please identify moments for both negotiation parties when applicable.

Identify two key moments in the negotiation process: One time where the negotiation or bargaining tactic was effective in the sense that it brought the parties closer to a deal and one time where the negotiation or bargaining tactic was ineffective in the sense that it took the parties further away from a deal.

Describe for each of these two moments:
- What exactly happened *and* how did the other party respond.
- Why was this particularly (in)effective? Link in your explanation to the topic of the class session to which the negotiation was connected and, if applicable, to prior class sessions.
- Offer advise on how to make this tactic more effective, be specific and concrete.