

Negotiations and Conflict Resolution

MBA 252



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1. COURSE OVERVIEW

Negotiation is the art and science of securing agreements between two or more parties who are interdependent, and who are seeking to maximize their outcomes. The central issues of this course deal with understanding the behavior of individuals, groups, and organizations in the context of cooperative and competitive situations.

The purpose of this course is to understand the theory and processes of negotiation so that you can negotiate successfully in a variety of settings. The course is designed to be relevant to the broad spectrum of negotiation problems that are faced by managers and professionals. A basic premise of this course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is also needed to get these solutions accepted and implemented. The course will allow participants the opportunity to develop these skills experientially and to understand negotiation in useful analytical frameworks. If you take advantage of everything that this course has to offer, you will be comfortable and adept in many of your future negotiations.

2. COURSE OBJECTIVES

- Improve your ability to negotiate effectively
- Improve your ability to analyze negotiation situations and others' behavior, evaluate alternatives, and apply the most appropriate tactics
- Develop a strategic plan for effective negotiations
- Develop a tool box of tactics
- Gain confidence as a negotiator
- Gain a greater understanding of yourself, your strengths, and your weaknesses

3. COURSE FORMAT

A series of negotiation exercises that will be performed via Zoom is central to this course. The class will also include lecture videos (posted on bCourses) and class discussions. While the class officially meets at scheduled course times, students will be expected to meet with other students outside of class to prepare for and execute certain negotiation exercises and assignments.

4. COURSE TECHNICAL REQUIREMENTS

4.1. iDecision Games — iDecisionGames is used to distribute negotiation roles and ask pre- and post-negotiation questions.

- See Appendix B for details on how to register for iDecisionGames. Please be sure to register at least 3 days before class starts so that I can assign and distribute roles for our first exercise, Yerba Mate, before class.

- Answer the welcome questions and pre-questions for your role prior by the deadlines indicated on bCourses.
- Use your @berkeley.edu email address when asked in the registration process.
- Download your roles prior to class to reference during the negotiation.
- You are required to connect to LinkedIn and include a picture of yourself (no substitution of your pet, symbol or other) in your registration for the iDecisionGames.

4.2. Zoom Pro Account — Please make sure you are ZOOM ready for this course by doing the following:

- Make sure you have a Zoom Pro account, a free download from UC Berkeley <https://studenttech.berkeley.edu/zoompro>.
- Only use your @berkeley.edu email address for this Zoom course and register for the course using your @berkeley.edu address when sent the Zoom meeting link.
- Use the same name consistently for your Zoom and iDecision account.
- Your name must appear as it does on Zoom registration to be admitted into the class.
- A laptop, desktop or pad all work well for the classroom Zoom portion of the course but please no phones. A direct connection to your Internet provider is also helpful. Phones and additional electronic devices are encouraged for filling out iDecision data.
- **Always have your camera on during the Zoom class and negotiations exercises.** Make sure your camera is working so that you will get participation credit for the course.
- Arrive to the Zoom Room on time. It is distracting to allow in late comers and you may not be admitted in a timely way once class starts.

4.3. bCourses — The bCourses website, along with this syllabus, will be your primary guide for navigating the class experience. Each weekly module posted on bCourses will contain the information you need to follow for completing your assignments, watching the lecture videos, preparing for class, and discussing that week's negotiation.

4.4. Slack – There will be a special Haas Slack channel for the negotiations class for you to ask informal questions and write comments to your peers. It will be monitored primarily by the GSI and GSR.

5. COURSE GRADE COMPONENTS

5.1. PARTICIPATION, PREPARATION AND FEEDBACK (55 points)

5.1.1. PARTICIPATION (20 points): You are expected to participate in all class discussions and negotiation exercises as they are the central component of the course. Learning in this class relies as much on your participation as it does on textbook knowledge and on the professor's knowledge.

Much of what you will learn results from your own attempts to negotiate in class and from other students' analysis of your and others' negotiation approaches. This class will be most effective with vigorous participation from each class member. Participation means the following:

- You are expected to participate in every class negotiation and discussion. Your absence from class disrupts the learning experience for yourself and for your classmates. Your partner(s) cannot participate fully in the lesson if you are absent or come to class unprepared. Please review the absence policy and class-switching policy carefully in Sections 6.2 and 6.3.
- Preparing thoroughly for each negotiation exercise is important for everyone's learning. Not being prepared is the same as an unexcused absence. See preparation below for more details. Arriving after the exercise has started (more than 10 minutes after the start of class) is also considered an unexcused absence because your partner will not have enough time to complete the exercise or will have been re-assigned to observe another team. It is important to arrive on time for the

exercise in order for all parties to fully participate. You should try your hardest to do well for yourself in every negotiation.

Negotiation Roles

There will be a negotiation exercise conducted every week. The roles and partner assignments will be distributed via iDecision Games. You are responsible for downloading and reading your role. It is considered unprepared if you do not have a copy of your role in class the day of the negotiation.

5.1.2. PREPARATION (20 points): Pre-negotiation planning and preparation is a critical aspect to any negotiation. Preparation means the following:

- You are expected to be prepared for every class negotiation. You should read the assigned readings and role information provided PRIOR to the exercise. You are also expected to submit a planning document for each negotiation. No late planning documents will be accepted.

5.1.3. FEEDBACK (15 points): Feedback is important for continued growth as a negotiator.

- You are expected to contribute to class discussions. You will be evaluated based on the quality of your contributions and insights. Expect to be called upon in class. Quality comments possess one or more of the following properties:
 - Identify what strategies were effective or ineffective and why this was the case
 - Offer a different/unique but relevant perspective based upon analysis and theory
 - Contribute to moving the discussion and analysis forward
 - Build on others' comments
 - Link relevant concepts to current events
- You are expected to give verbal and online feedback to your negotiation partner(s) immediately after completing the negotiation exercise. You should give at least one piece of positive feedback and one piece of improvement/constructive feedback. You and your partner will complete a very short feedback survey at the end of each class on Qualtrics. A compilation of the partner feedback will be distributed midway through and at the end of the course. If you fail to provide feedback in any week, you will lose 1 point from your feedback score.
- You will also be required to report your negotiation outcomes after every negotiation on iDecision Games. The feedback will help you to identify what strategies/tactics were effective, ineffective and why, what behaviors were helpful or acted as an impediment to the process, etc. Post negotiation questions will be discussed in the class debriefing. Please note that providing post negotiation evaluation is mandatory.
- In Week 4 you will complete a video analysis of a partner's negotiation from Week 2. You are responsible for directly emailing your partner your feedback, and uploading a copy of your analysis on BCourses. We will check your analysis for thoughtful completion, but you are free to focus on any aspect(s) of your partner's negotiating style and strategy that you would like.

5.2. ANALYSIS PAPERS (45 points)

You will have three individual papers to complete during this class. The first paper involves a choice between a negotiation coaching exercise and real-world negotiation analysis. The second paper is your feedback analysis paper in which you will analyze your negotiation experiences in class. The final paper is your personal negotiation analysis in which you will analyze a real negotiation happening in your life (using what you have learned in class).

5.2.1. Paper 1 (15 points):

This paper should be no more than three (3) pages, and you can choose between the two options below:

Option A: Real-World Negotiation Analysis

This analysis should review a high-profile, real-world negotiation or conflict (in which you are not involved, but instead are an outside observer). The topic could be some kind of explicit transaction or deal, but could also be a qualitative dispute or conflict. One approach would be to consider a negotiation or conflict happening right now. The paper could cover planning for the conflict in advance (including assumptions or expectations), a description of the conflict itself as it is unfolding, and an analysis of the conflict (e.g., Are any assumptions wrong? What do you predict will be some of the consequences?). Another approach would be a thoughtful analysis of a past conflict or deal, including discussion of the background and context, the dynamics of the conflict or deal itself, and the consequences of the exchange. An effective analysis would also likely feature some observations about what went well/poorly and how things might have gone differently.

Creative approaches are encouraged. The overarching objective is to think carefully about a real world conflict or negotiation and apply some of the concepts and tools featured in the course. While the details of any given case are important to note and consider, another goal is to coax some larger and more enduring lessons (e.g., good practices) that may be applied elsewhere.

Option B: Negotiation Coaching Exercise

Select one or more people in your life who are either in the midst of a negotiation or who recently completed a negotiation. Your goal is to analyze their negotiation experience, including how they prepared, their negotiation process, and their outcomes (if available). Consider whether you learned anything from their strategy and approach, or from the strategy and approach of the counterpart. Consider what you would have done in their situation. Constructively critique the negotiation based on what you have learned in the class thus far. If appropriate, you may choose to share this assignment with the person(s) who you have selected. You may also select a non-traditional negotiation or conflict to analyze, such as a difficult conversation that someone is planning to have with their employer in the near future.

5.2.2. Feedback Analysis Paper (15 points):

This paper should be no more than three (3) pages, and will analyze the feedback that you are given midway through the class. The purpose of this paper is to encourage you to reflect on your behavior, strategies and tactics during your negotiations. You should actively engage with the feedback you receive in your mid-semester report. For example, do you agree with your classmates' comments? Were you surprised by their feedback? The paper should help you to gain insight about what behaviors are effective/ineffective for you in a negotiation, and allow you to give yourself prescriptive advice of what you should continue to do and what you should improve upon for your future negotiations.

The analysis allows me to monitor your understanding of concepts introduced, your understanding of the readings, as well as your skill acquisition. More importantly, however, it provides a means for you to analyze your own abilities and to work on improving your skills.

5.2.3. Personal Negotiation Paper (15 points):

This paper should be no more than four (4) pages, and will analyze a real life negotiation. You can choose one of the following topics:

1. Prepare a strategy for your upcoming real life salary/compensation, workplace negotiation, or any other meaningful life negotiation.
2. Re-negotiate your rental agreement, work responsibilities or any other meaningful issues.

3. Analyze a past negotiation where you made strategic mistakes or were successful.

Your paper will be graded on the depth of analysis, self-insights and application of concepts learned in class. Be sure to select a negotiation experience complex enough to allow for depth of analysis and personal insights. The paper should include minimal play-by-play of the actual negotiation (i.e., only a few sentences describing what was negotiated).

Questions for Analysis in your Personal Negotiation Paper

**This is not a template but questions to help stimulate depth of analysis*

1. Self-analysis: What tactics and strategies in your negotiations (be specific) were effective/ineffective? WHY? (ANSWERING "WHY" IS THE MOST IMPORTANT PART OF YOUR ANALYSIS). Did your approach help you, and if so, how so? Did it hurt you, and if so, how so? How did your process compare with the predictions of various writings on negotiation?
2. Address personal insights about how your personality or past experiences may affect your choice of strategies or implementation of tactics. Give yourself prescriptive advice. What did you learn from your experience and what will you do differently next time?

Your grade for the analysis paper is not a function of your performance in the negotiation. Rather, it is a function of how well you reflected upon your performance and showed self-insight.

5.3. CRITERIA FOR GRADING ANALYSIS PAPERS:

Your grade will be composed of four primary components:

1. **Critical Thinking and Perceptiveness.** This means not only determining how a behavior was effective or ineffective and why, but also realizing the inherent tradeoffs of all actions taken. Every choice has assumptions and future implications. What are they? We are looking for evidence of insight, analysis, and reflective thinking about the negotiation, yourself, and others.
2. **Depth.** Compare, contrast and integrate different theories/concepts together in your analysis to explain behavior. Often when analyzing complex interactions, several behaviors can be identified and evaluated for their impact on the negotiation. Do not just drop buzzwords. If you try to address too many points in your analysis paper, it will be difficult to achieve sufficient depth, so you may pick one or two key analysis on which to focus your paper.
3. **Organization.** Your papers should be well-written. Writing is an important skill that is useful throughout one's lifetime. A well-written paper makes clear points, flows logically and smoothly, and contains no typos or grammatical errors. Verbosity, redundancy and abrupt transitions will only obscure your points. Please refrain from using bullet points in these papers.
4. **Learning.** Explicitly address the strategies, skills, theories, and research that you have learned in the course when possible. We are looking for evidence that you are incorporating the class materials (which could be from the lectures or readings) into your analyses. We will be particularly impressed if you cite specific research from the course in your papers.

5.4. PAPER FORMAT:

For fairness to ALL, please format your paper as follows. Your grade may be affected if you do not conform to these formatting guidelines.

- Double-space with 12 point Times New Roman font and 1 inch margins.
- On each page, include i) page numbers and ii) only your student ID number. Do NOT include your name on any page. The GSR will identify you by your student ID number.
- All papers must be submitted online through BCourses. Please submit papers as Word Documents.

Please make an appointment with the GSR if you have any questions or concerns about the comments and grade.

5.5. OPTIONAL IN-PERSON NEGOTIATIONS:

We will provide you with a short optional one-on-one negotiation to complete on your own time if you'd like to get more practice. You may meet virtually or in-person with a classmate to do the negotiation. If you meet in-person, please adhere to social distancing guidelines (e.g., meeting outside, >6 feet away, wearing a mask). We encourage you to videotape the negotiation and send it to us (the professor and GSI) for feedback. Once you have completed the negotiation, contact us for the teaching notes and a slide deck explaining more detail about the negotiation outcomes.

6. COURSE POLICIES

6.1. LATE PAPER POLICY:

Any late assignment will have a point deduction of 2 points for each day that it is late. Assignments are due at the beginning of class. Any exceptions must be discussed PRIOR to the due date. Planning documents will not be accepted late.

6.2. ABSENCE POLICY:

You are permitted to miss **one** class day without penalty if you notify the professor of your absence or the potential to be absent **via email 24 hours** in advance of class (an "excused" absence). Please try to arrange for a substitute when substitutes are available or arrange with your partner to negotiate outside of class. Be sure to notify the professor of any substitutions. If you miss more than one class or do not inform the professor 24 hours or more in advance of class, this constitutes an "unexcused" absence and will result in a loss of 10 points to your participation grade. Each subsequent absence will reduce your grade by an additional 10 points. (Note that there are only 100 points available total in the class, so this is a substantial decrement.)

****YOU MUST MARK YOURSELF ABSENT ON IDECISIONGAMES.COM AT LEAST 24 HOURS IN ADVANCE OF CLASS.** If you do not do this, your assigned partner will not have anyone to negotiate with.**

6.3. CLASS-SWITCHING POLICY:

In general, you are expected to attend the class for which you are registered. Any switch will constitute an "absence" from your registered class. If you have an extenuating circumstance and need to switch class, please email the professor and GSI at least 48 hours in advance and we will try to accommodate your request. No student is permitted to switch more than 2 classes.

6.4. POLICY FOR NEGOTIATION SIMULATION EXERCISES:

The following rules are necessary to ensure a positive learning experience for all students:

1. You are expected to be prepared and on time for all negotiation exercises.
2. You may not show your confidential role instructions to the other side until the negotiation is finished, although you are free to tell the other side whatever you would like about your confidential information.
3. Do take on the interests stated in your role sheet. You can be creative in finding solutions as long as they are aligned with your interests and are plausible.
4. You always have the authority to make a deal so don't delay making an agreement by saying you will have to check with your boss.
5. You are always free to not make a deal if you think it would be a bad agreement.

6. You may use any strategy to reach an agreement, **except sexual harassment and physical violence**. Experimentation of tactics is encouraged.

6.5. CHEATING POLICY:

The following behaviors constitute cheating in this class:

1. Reading anyone else's confidential role information for an exercise before or during the negotiation of that exercise—it is fine to read the other role after the exercise has been debriefed.
2. Consulting current and former students about an exercise or any other class assignments or looking up information on the Internet.
3. Plagiarism. Cheating on an assignment will minimally result in 0 points on that assignment and an incident report filed with the Office of Student Conduct.

6.5. NETIQUETTE POLICY:

Please see Appendix C for the list of Zoom norms to abide by. Note that these norms may be adjusted throughout the class.

7. COURSE READINGS

7.1. Required Readings:

- Thompson, Leigh (2007). *The Mind and Heart of the Negotiator*. 5th edition. Prentice Hall.
- Ury, W. (1991). *Getting Past No*. New York: Penguin.
- Course Reader available at Study.Net (see Appendix A).

7.2. Recommended Readings:

- Shell, G. Richard and Moussa, Mario (2009). *The Art of Woo*. Penguin.
- Malhotra, D. and Bazerman, M. (2008). *Negotiation Genius*. Bantam.

*****You should read the assignments prior to the exercise scheduled for the same date*****

READING AND ASSIGNMENT SCHEDULE

	<i>Topic</i>	<i>Readings due today (on Study.net unless otherwise noted)</i>	<i>Due Before Class Starts</i>
WEEK 1 August 26	FUNDAMENTAL NEGOTIATION SKILLS Exercise today: Yerba Mate	- Ch.1 Negotiation: The Mind and The Heart - Ch.3 Distributive Negotiation: Slicing The Pie	Watch Pre-Class Lectures. Complete Yerba Mate pre-survey (iDecision).
WEEK 2 September 2	INTEGRATIVE NEGOTIATIONS – Part 1 Exercise today: New Bike	- Ch. 2 Preparation - Ch. 4 Win-Win Negotiations : Expanding the Pie	Watch Pre-Class Lectures. Complete New Bike preparation worksheet (BCourses). *Bring videotaping devices
WEEK 3 September 9	SALARY NEGOTIATIONS Exercises today: Salary Negotiation and Tech Now	- Pgs. 370-378 Negotiating a Job Offer (Thompson) - 15 Rules for Negotiating Your Job Offer - Negotiating a Salary or Raise in a Tough Economic Crisis - Seven Strategies - How to Negotiate with VCs	Watch Pre-Class Lectures. Complete Salary & Tech Now pre-surveys (iDecision) & preparation worksheets (BCourses). *Paper 1 Due (submit on BCourses) *Negotiation Assessment Survey Due
WEEK 4 September 16	INTEGRATIVE NEGOTIATIONS – Part 2 Exercise today: The Grand Strand	- Dealing with the “Irrational” Negotiator - Negotiating from a Position of Weakness - Getting Past No: p. 31-104 (Steps 1-3 of Breakthrough Strategy)	Watch Pre-Class Lectures. Complete Grand Strand pre-survey (iDecision) & preparation worksheet (BCourses). *Video Analysis Due (email directly to partner and submit on BCourses)
WEEK 5 September 23	POWER IN NEGOTIATIONS Exercise today: Myti-Pet Food	- Pgs. 240-250 Team Negotiation (Thompson) - Pgs. 102-124 Interests, Rights, Power/Emotions (Thompson) - Getting Past No: p. 105-158 (Steps 4 & 5 of Breakthrough Strategy)	Watch Pre-Class Lectures. Complete Myti-Pet pre-survey (iDecision) & preparation worksheet (BCourses). *Get Feedback Report (via email)
WEEK 6 September 30	SHADOW NEGOTIATIONS, SOCIAL INFLUENCE, & COALITION FORMATION Exercise today: Fastskin	- Ch. 7 Power and Persuasion, and Ethics - Ch. 12 Negotiating via Information Technology - Six Channels of Persuasion and Assessment - Influence Without Authority	*Shadow Negotiate from 9/23-9/30 Watch Pre-Class Lectures. Complete Fastskin preparation worksheet (BCourses).
WEEK 7 October 7	TRUST IN NEGOTATIONS Exercise today: Bullard Houses	- Ch.6 Establishing Trust and Building a Relationship - Pgs. 351-360 Nonverbal Communication and Lie Detection (Thompson) - When is it Legal to Lie - Confronting Lies and Deception	Watch Pre-Class Lectures. Complete Bullard Houses pre-survey (iDecision) & preparation worksheet (BCourses). *Feedback Analysis paper Due (submit on BCourses)
WEEK 8 October 14	USING OR BEING AN AGENT Exercise today: Goliath	- Pgs. 231-239 Principal-Agents Negotiation (Thompson) - How to Be Sure Your Agent Gets You the Best Deal	Watch Pre-Class Lectures. Complete Goliath preparation worksheet (BCourses).
WEEK 9 October 21	CROSS-CULTURAL NEGOTIATIONS Exercise today: Mexico Venture	- Ch. 10 Cross Cultural Negotiation - John Wayne Goes to Brussels	Watch Pre-Class Lectures. Complete Mexico Venture preparation worksheet (BCourses). *Personal Negotiation paper Due (submit on BCourses)
WEEK 10 Oct. 28	NEGOTIATING IN CROSS-FUNCTIONAL TEAMS Exercise today: Best Stuff on Earth	- Cross-Functional Team Negotiations	Watch Pre-Class Lectures. Complete Best Stuff on Earth preparation worksheet (BCourses).

Note: After all classes, you must also submit a Feedback Survey to provide feedback to your negotiation partners.

APPENDIX A: Study.net Instructions

Your class will be using a Study.net reader, which you can access directly through the bCourses page for that class. To ensure smooth and easy access, please note:

1. **Use your official [@berkeley.edu](mailto:berkeley.edu) e-mail address** as your default e-mail in bCourses to avoid enrollment issues. Also, when logging into study.net directly use your [@berkeley.edu](mailto:berkeley.edu) e-mail.
2. The default password for your Study.net account is your last name (lowercase).
3. If you have any technical or access issues with your reader, please contact Study.net customer service at customerservice@study.net.

APPENDIX B: iDecisionGames.com Instructions

Registering for iDecisionGames.com and enrolling in your class requires six simple steps:

Step 1: Use a Google Chrome Browser (required for iDecision Games)

Step 2: Go to iDecisionGames.com and select "Login or Signup" (button is on top right of screen).

Step 3: Select "Student Sign Up." Fill out your credentials. Enter the access code you were given. Make sure to use your school email address and the name that you wish to be called in class.

Step 4: Check your email to confirm your registration.

Step 5: Connect to your LinkedIn and then click "Continue" to enter the platform.

Step 6: Join your game to receive and read your role instructions.

Please contact support@idecisiongames.com if you have any registration issues.

APPENDIX C: Zoom Class Norms

Zoom preparation

- Please show your preferred name and pronouns as your display name.
- Add a profile picture so that in any instance that your camera cannot be on (try to keep them brief), your face is still there.

Be present / arrive on-time

- Camera-on by default.
 - Sit close enough to the camera so that your face is fully visible.
 - If you have background concerns, please use a virtual Zoom background (but avoid using a background that could be distracting for others).
 - If you must use WiFi and have connectivity issues, please reach out to the Haas Technology Help Desk.
 - If you still have concerns turning your camera on, please reach out to the Program Office or your professor to make them aware of your situation.
- Treat our virtual classroom as a professional space. If possible, use a private room that will minimize possible distractions.
- Do not multitask during class.

- Follow Berkeley-time (class starts 10 minutes after the start time) - log in at least a few minutes in advance to get settled.
- Do not drive while zooming into a classroom.

Step-up / step-back

- Mute by default except when speaking.
- Use the raise-hand function when you'd like to speak (this brings you to the front of the "zoom board" so professors can see you).
- Strive to learn from one another and build on one another's contributions.
- Strive to create a welcoming and safe learning community.
- Step up and step back – if you've already spoken, wait for another classmate to step-up.
- Participate in multiple formats (raise-hand, chat, breakouts).

Stay the duration of class

- Arrive on time and remain until the end.
- Limit food consumption / distracting behavior during class

Low-tech

- In the spirit of being present, keep your Zoom window active and only reference other documents as related to the class.
- Refrain from engaging in messages and/or information not related to class.
- Keep your phone in a different space during class.

Chat

- Use the chat as a tool to enrich class content.
- Be respectful and inclusive of one another both verbally and in chat.
 - Be aware of strong language, all caps, and exclamation points.
 - Remember sarcasm doesn't translate well via chat.
- Know the host can read a transcript of the chat, both private and public, after class.
- For more details, follow your professor's chat specific guidance for each class.

APPENDIX D: Privacy and Recording Notice

To improve student optionality and the student learning experience, we use live streaming and recording technology in our Haas MBA courses and events. Use of these technologies allow:

- Students to participate in core and elective courses and Haas campus events (such as Dean's Speaker Series events) remotely
- Students to watch video recordings of classes and events they could not attend in person
- Prospective students to observe first hand our unique Haas culture via live stream as they decide whether to apply to the MBA Programs or accept an offer of admission
- Students to view course recordings for courses they are not enrolled in to help them decide on electives to enroll in or as an enrichment opportunity
- Haas Alumni to audit Haas electives as part of the Haas lifelong learning proposition
- Members of the Haas Community to engage or watch important BerkeleyHaas Events such as Dean Speaker Series events, lectures sponsored by Centers and Institutes, and ceremonies such as Commencement

In recognition of these practices, the MBA Programs at Haas, events and class lectures may be live streamed via the internet and/or recorded.

Live stream viewing of courses is available to:

- Students registered in the course
- Current UC Berkeley students (who may or may not be registered in the particular course)

- Haas alumni auditing courses, approved pursuant to UC Berkeley's auditing policy
- Prospective students approved in advance
- Faculty/staff as appropriate under UC Berkeley policy

Recordings of courses are available for viewing to:

- Students registered in the course
- Current UC Berkeley students (who may or may not be registered in the particular course)
- Haas alumni auditing courses, approved pursuant to UC Berkeley's auditing policy
- Prospective students approved in advance
- Faculty/staff as appropriate under UC Berkeley policy

I understand that, as a result, my personally identifiable information may be disclosed to individuals with access to the livestream and/or recordings, as described above. The information may include: my name, my course enrollment and recordings of my participation in academic and extracurricular activities.

I understand that my participation in events and class lectures will be recorded, and may involve the disclosure of personally identifiable information as described above.

By enrolling in, or attending, any MBA courses, I acknowledge and consent to the terms of this Privacy and Recording Notice and provide my authorization to the practices and activities described above. This authorization will remain in effect until my graduation or departure from the MBA Program, whichever comes first.

I understand that if I am concerned about my privacy in live-streamed or recorded courses or events, I can maximize my privacy by engaging in one or more of the following practices:

- Modifying my display name to show only my first name and last initial or first name only
- Using muted video to remain engaged and dialing in to the class to use audio by phone so that when I ask a question, my name and face will not be shown on the recording
- Engaging via chat room rather than by asking questions by audio/video channels

To discuss questions or concerns about the Privacy and Recording Notice, contact the appropriate MBA Program Office.

For more information on privacy practices I can use during recorded or live streamed courses or events, contact [UC Berkeley's Student Technology Services](#)

The Federal Education Rights and Privacy Act (FERPA) is a law that governs access to educational information and records. Information specific to UC Berkeley is maintained by the Office of the Registrar and can be found here: [FERPA \(Privacy Disclosure\)](#).

For more information regarding UC Berkeley's privacy policies, contact the [Privacy Office](#).