



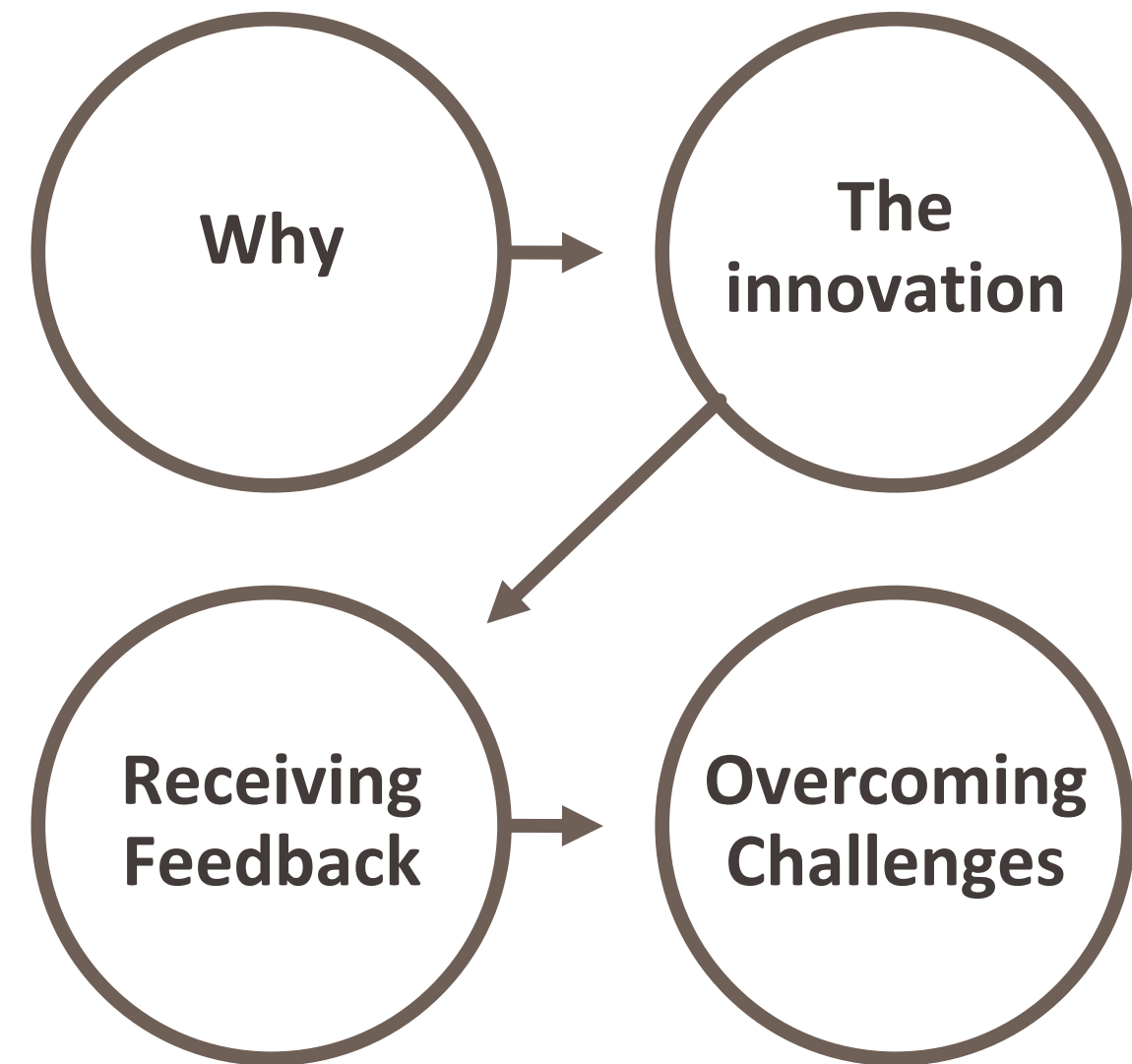
# Learning Negotiation

With  
iDecisionGames

*Presented by:*

Associate Professor Dorcas Quek Anderson  
SMU Yong Pung How School of Law

# Innovating with iDecisionGames



## TEACHING NEGOTIATION

A course for law students to learn practical negotiation concepts and skills that may be used in their future legal practice. This skills-based course relies heavily on practice, feedback and collective learning.

# The Prisoner's Dilemma

SCIWORTHY



Cooperate



Betray



Cooperate



Betray

Both get 3 years

 Goes free  
 Gets 5 years

 Gets 5 years  
 Goes free

Both get 1 year



## Win As Much As You Can

### Payoff Schedule

4 Xs: Lose 1 Each
3 Xs: Win 1 Each 1 Y: Lose 3
2 Xs: Win 2 Each 2 Ys: Lose 2 Each
1 X: Win 3 3 Ys: Lose 1 Each
4 Ys: Win 1 Each

Round	Your Choice (circle one)	Group's Pattern of Choices	Your Payoff	Your Balance
1	X Y	__X__Y		
2	X Y	__X__Y		
3	X Y	__X__Y		
4	X Y	__X__Y		
5 (Bonus)	X Y	__X__Y	*3	
6	X Y	__X__Y		
7	X Y	__X__Y		
8 (Bonus)	X Y	__X__Y	*5	
9	X Y	__X__Y		
10 (Bonus)	X Y	__X__Y	*10	

# Innovating with iDecisionGames



## TEACHING NEGOTIATION

A course for law students to learn practical negotiation concepts and skills that may be used in their future legal practice. This skills-based course relies heavily on practice, feedback and collective learning.

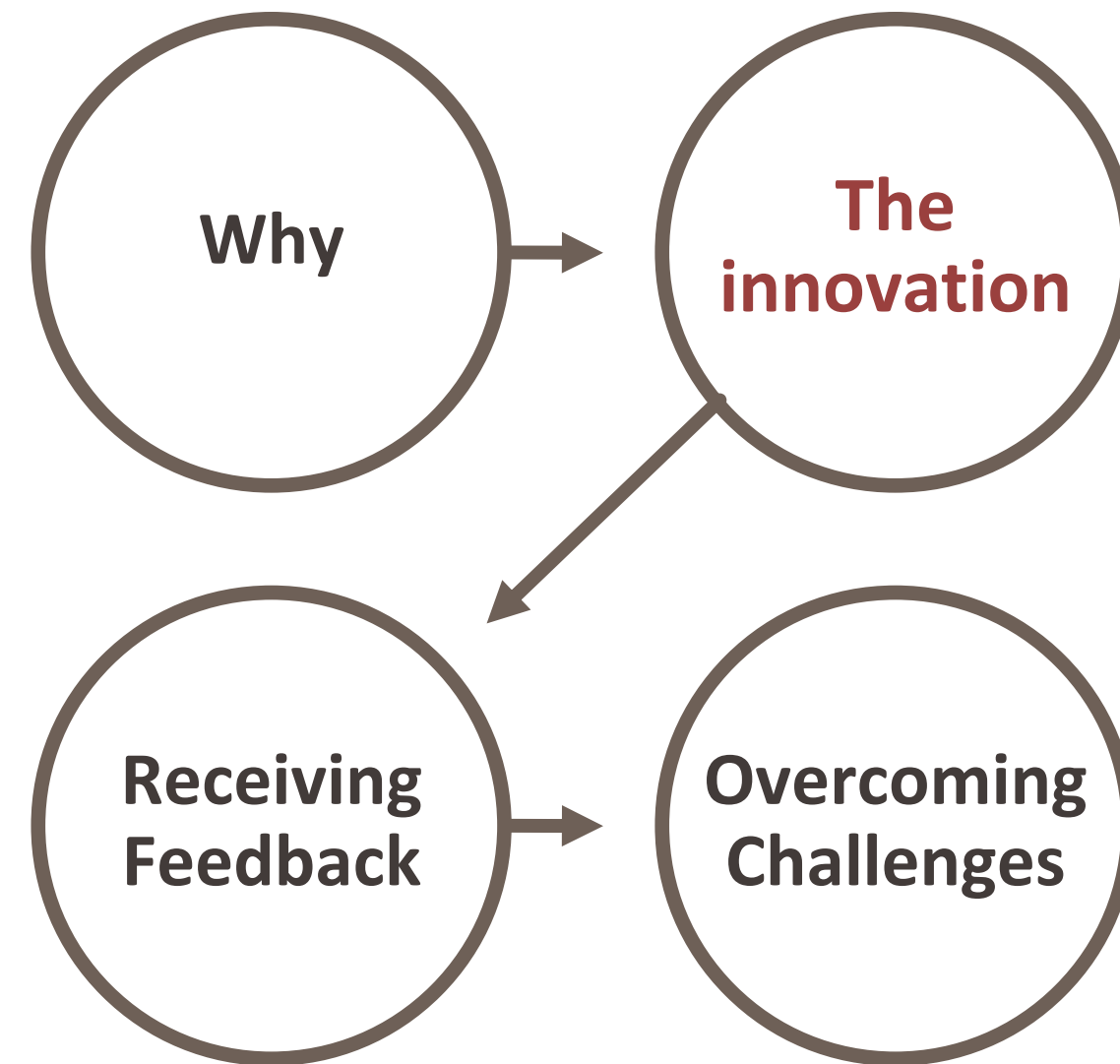


## HOW THE INNOVATION BEGAN

- From necessity during the pandemic...
- To harnessing tools that facilitate:
  - Visualising of real-time trends
  - Receiving and giving feedback &
  - Collective learning



# Innovating with iDecisionGames



## TEACHING NEGOTIATION

A course for law students to learn practical negotiation concepts and skills that may be used in their future legal practice. This skills-based course relies heavily on practice, feedback and collective learning.

## IDECISIONGAMES

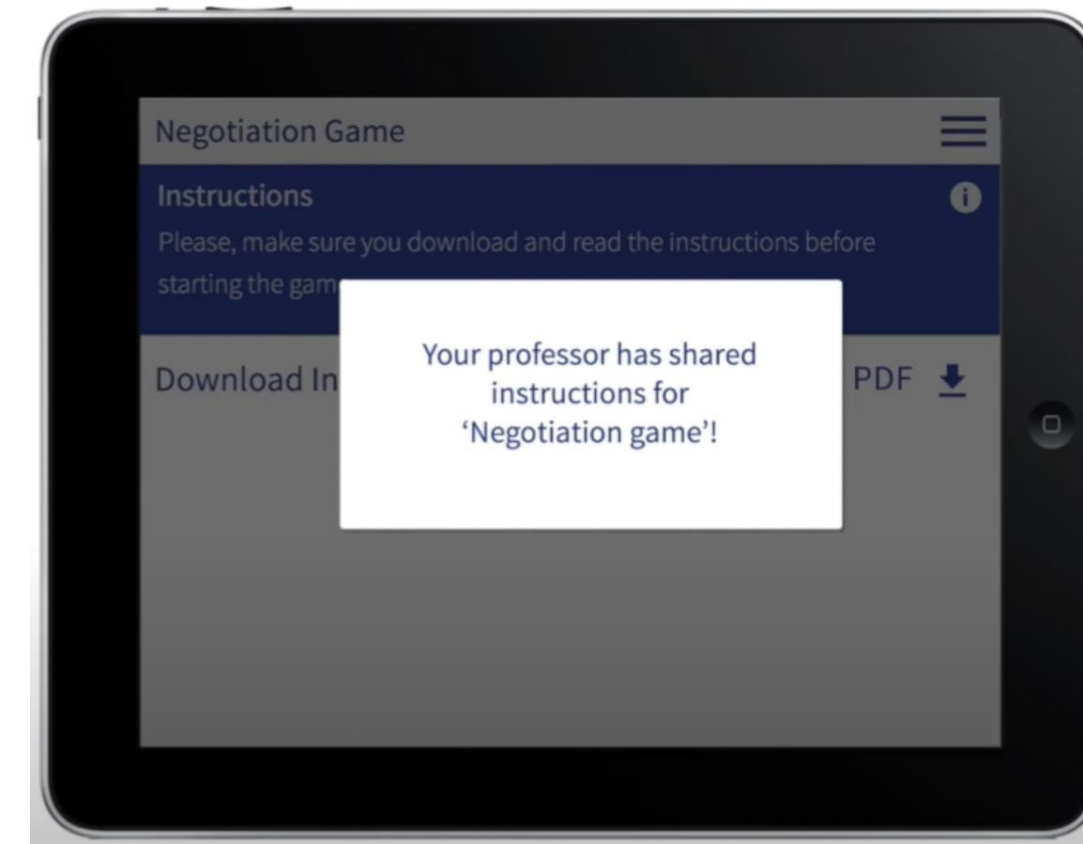
- A platform for running group exercises and simulations by
  - Making it easy to group participants
  - Gathers specific information for purpose of post-exercise debrief
  - Provides real-time visualisation of results, trends and answers to questions





## Distribution of instructions

Students have individual accounts in platforms to receive instructions according to allocated roles.



## Formation of groups

Platform for instructor allows automated or customised formation of groups and making of quick changes

PLAYERS	32
Search by name	
<input checked="" type="checkbox"/> Online	4
<input type="checkbox"/> Offline	24
<input type="checkbox"/> Joined	24
<input checked="" type="checkbox"/> Invited/Pending	4
<b>PROGRESS</b>	
<input type="checkbox"/> Instructions read	4
<input type="checkbox"/> Pre-Survey filled	12
<b>ROLE</b>	
<input type="checkbox"/> Knight	
<input type="checkbox"/> Excalibur	
<input type="checkbox"/> Not-Assigned	24

INVITED PLAYERS	ROLE
Charles Harvey	Recruiter
Diana Lee	Candidate
Emily Contreras	Candidate
Barbara Gibson	Recruiter
Jeremy Bennett	Candidate
Robert Hart	Candidate
Jerry Nguyen	Candidate
Crystal McCoy	Recruiter
Richard Gonzalez	Candidate
Cheryl Collins	Recruiter
Vincent Campbell	Candidate
Pamela Owens	Recruiter
Eric Walker	Recruiter
Madison Welch	Recruiter
Diana Walker	Candidate
Grace Peters	Recruiter

Custom group composition  
How many players with the same role in each group: 1

Double up  
If there are not enough players to form a full group, add them to existing groups









THE FOLLOWING GROUPS WILL BE FORMED (11)

GROUP	PLAYERS	ROLES
1 GROUP 1	Emily Contreras, Barbara Gibson	Recruiter, Candidate
2 GROUP 2	Robert Hart, Jerry Nguyen	Recruiter, Candidate
3 GROUP 3	Richard Gonzalez, Cheryl Collins	Recruiter, Candidate
4 GROUP 4	Pamela Owens, Eric Walker	Recruiter, Candidate
5 GROUP 5	Deborah McDonald	Recruiter

MAGNIFY | RESET GROUPS | FORM GROUPS

⚙️	GROUPS/STUDENTS	ROLE	STATUS	PLAY THE GAME (ROUND 1)	PLAY THE GAME (ROUND 2)	PLAY THE GAME (ROUND 3)	PI
				ANSWER	ANSWER	ANSWER	

⋮ **Group 1**

	Megan Ong	Player1	 Offline	y	x	x	
	Jacob Eberil	Player2	 Offline	x	x	x	
	Yunice Kah <small>guest</small>	Player3	 Offline	y	y	x	
	Sharon Chu	Player4	 Offline	x	x	x	

⋮ **Group 2**

## Monitoring multiple negotiations

Instructor and teaching assistant may monitor multiple groups' progress in the exercise

			NEGOTIATION					
GROUPS/STUDENTS	ROLE		AGREED	ASSET	CD	SAL	NCCD	CO
<b>Group 1</b>								
SG	Sylvia Goh	NSIM	Yes	\$1,100,000	4 years	\$220,000	1.5 years	Option 2
RO	Russell Ong	TRH						
<b>Group 2</b>								
GB	Gayatri Bhat	NSIM	Yes	\$1,200,000	5 years	\$220,000	2 years	Option 1
KL	Kai Xuan Low	TRH						
<b>Group 3</b>								
ML	Mikael Lim	NSIM	Yes	\$900,000	4 years	\$230,000	2 years	Option 1
LC	Litong Chen	TRH						
<b>Group 4</b>								
AT	Anastasia Teow	NSIM	Yes	\$1,200,000	4 years	\$230,000	2 years	Option 2
AT	Adi Tan	TRH						

## Customised questions for the purpose of debrief

Depending on specific learning outcomes, questions may be posed for students to answer on anonymous basis. The aggregate negotiation results and answers to these questions are then visually displayed during the post-simulation debrief.

### Public Survey

Task where students can negotiate and come to an agreement

Did you reach an agreement?

Yes ▾

Asset Acquisition

- ▾

Contact Duration

- ▾

Salary

- ▾

Non-Compete Clause Duration

- ▾

Control of Operations

- ▾

### Public Survey

Task where students can negotiate and come to an agreement

Non-Compete Clause Duration

- ▾

Control of Operations

- ▾

Number of Offices

- ▾

Main Location

- ▾

Please enter any comments or details you wish to share - note that these comments are visible to both roles

Type here

PROGRESS STUDENTS SUMMARY DEBRIEF													
GROUPS ↓	PLAY THE GAME (ROUND 1)							PLAY THE GAME (ROUND 2)					
	ANSWER							ANSWER					
	PLAYER1 ↓	PLAYER2 ↓	PLAYER3 ↓	PLAYER4 ↓	PLAYER1 ↓	PLAYER2 ↓	PLAYER3 ↓	PLAYER4 ↓	PLAYER1 ↓	PLAYER2 ↓	PLAYER3 ↓	PLAYER4 ↓	
Group 1	y	x	y	x	x	x	y	x	x	y	x		
Group 2	x	y	x	x	x	x	x	x	x	x	x		
Group 3	y	x	x	y	x	x	x	x	x	x	y		
Group 5	x	x	x	x	x	y	x	x	x	x	x		
Group 6	x	y	x	x	x	x	x	x	x	x	x		
Group 7	x	y	y	y	y	y	y	y	y	x	y		
Group 8	y	y	x	x	x	x	x	x	x	y	x		
Group 9	x	x	x	x	x	x	x	x	x	x	x		
Group 10	x	x	y	x	y	y	y	y	y	y	x		

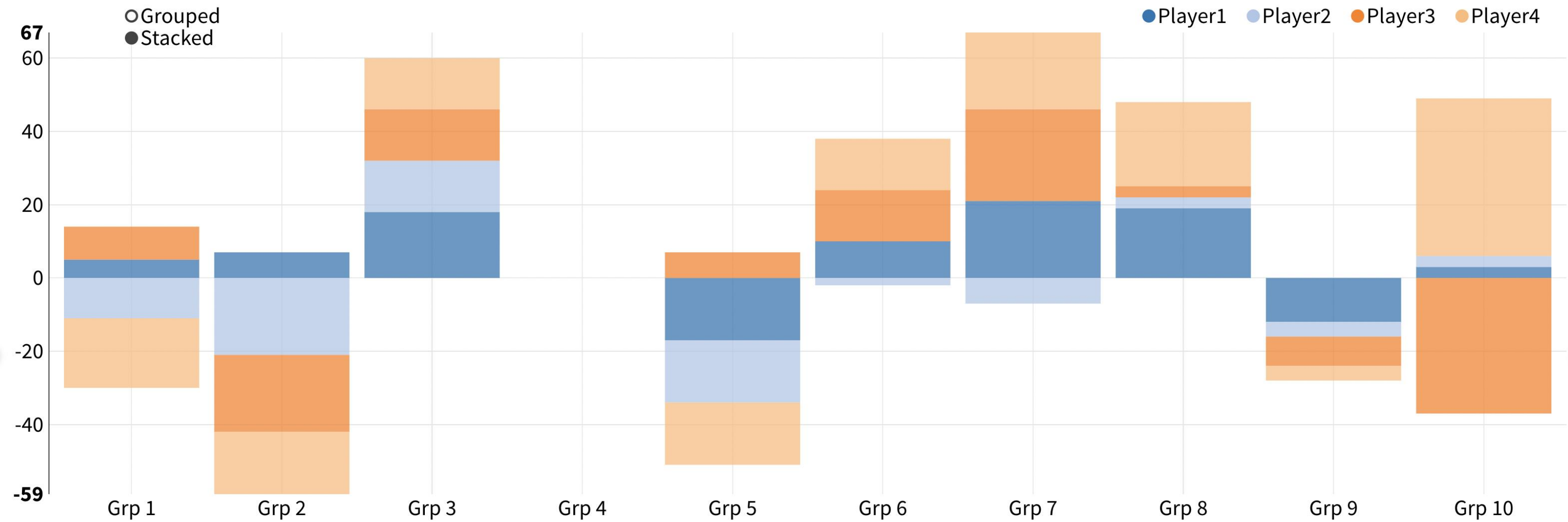






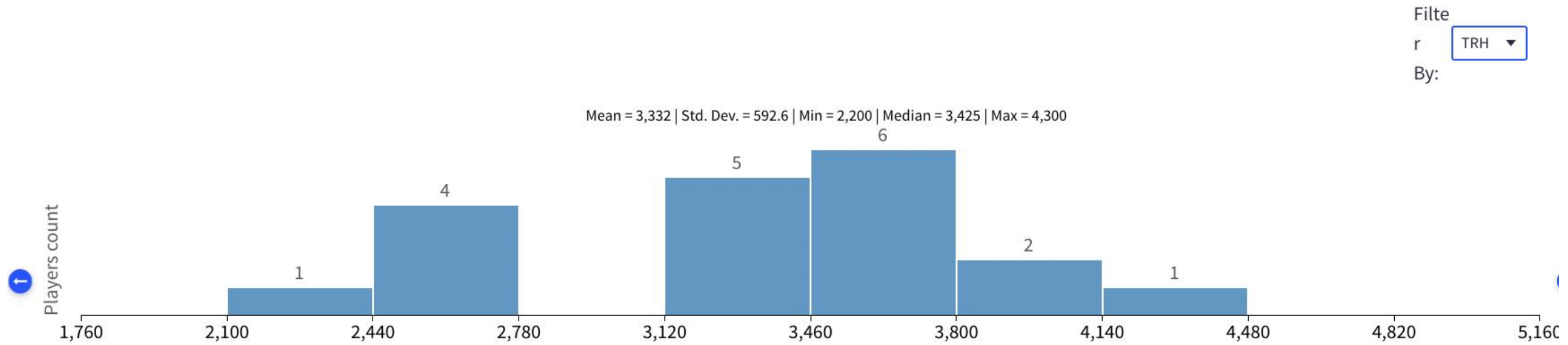
# WIN AS MUCH AS YOU CAN

## Gains distribution

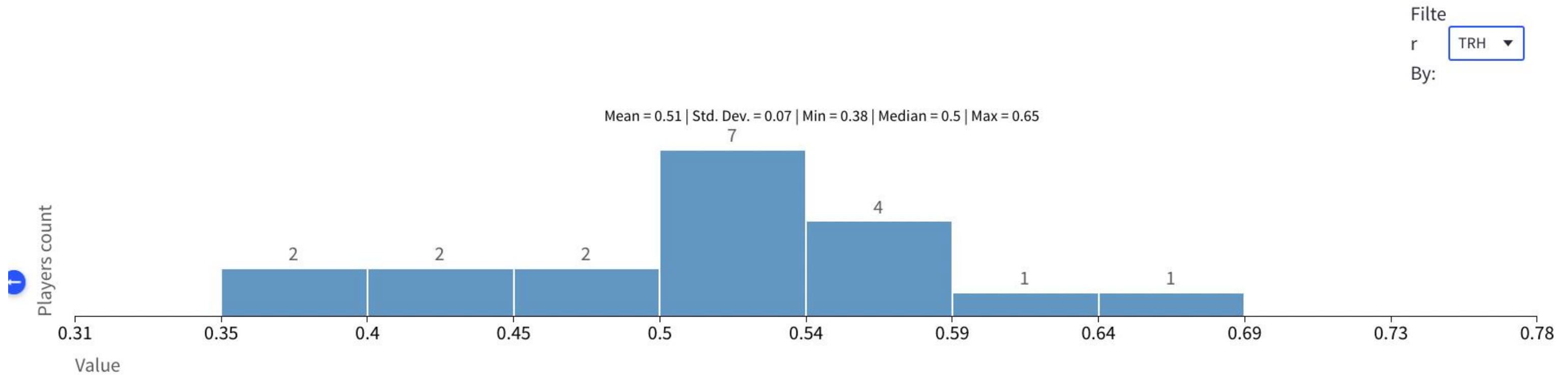


# Presenting results of negotiation during the debrief

## ▼ Scores



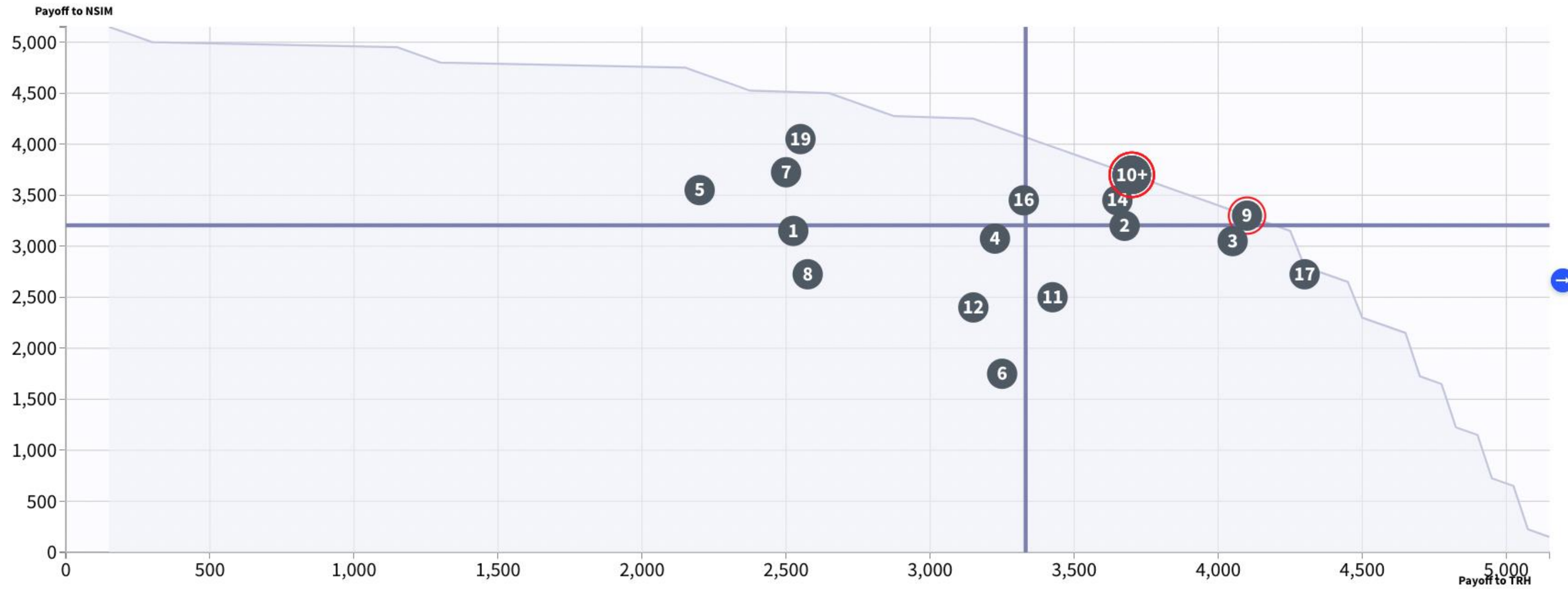
## ▼ Value Claimed (Percentage of Total Points)



# Presenting results of negotiation during the debrief

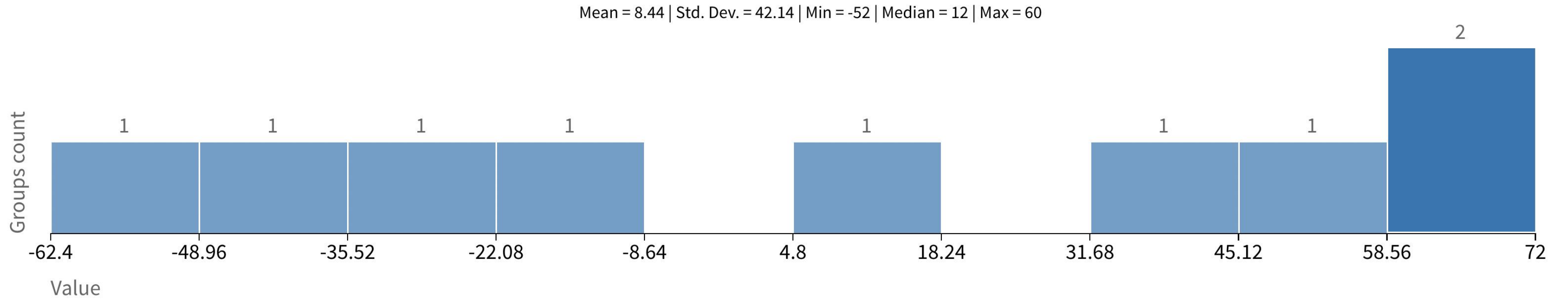
## Payoffs

Search By Name  Show Average Lines  Show Trend Line



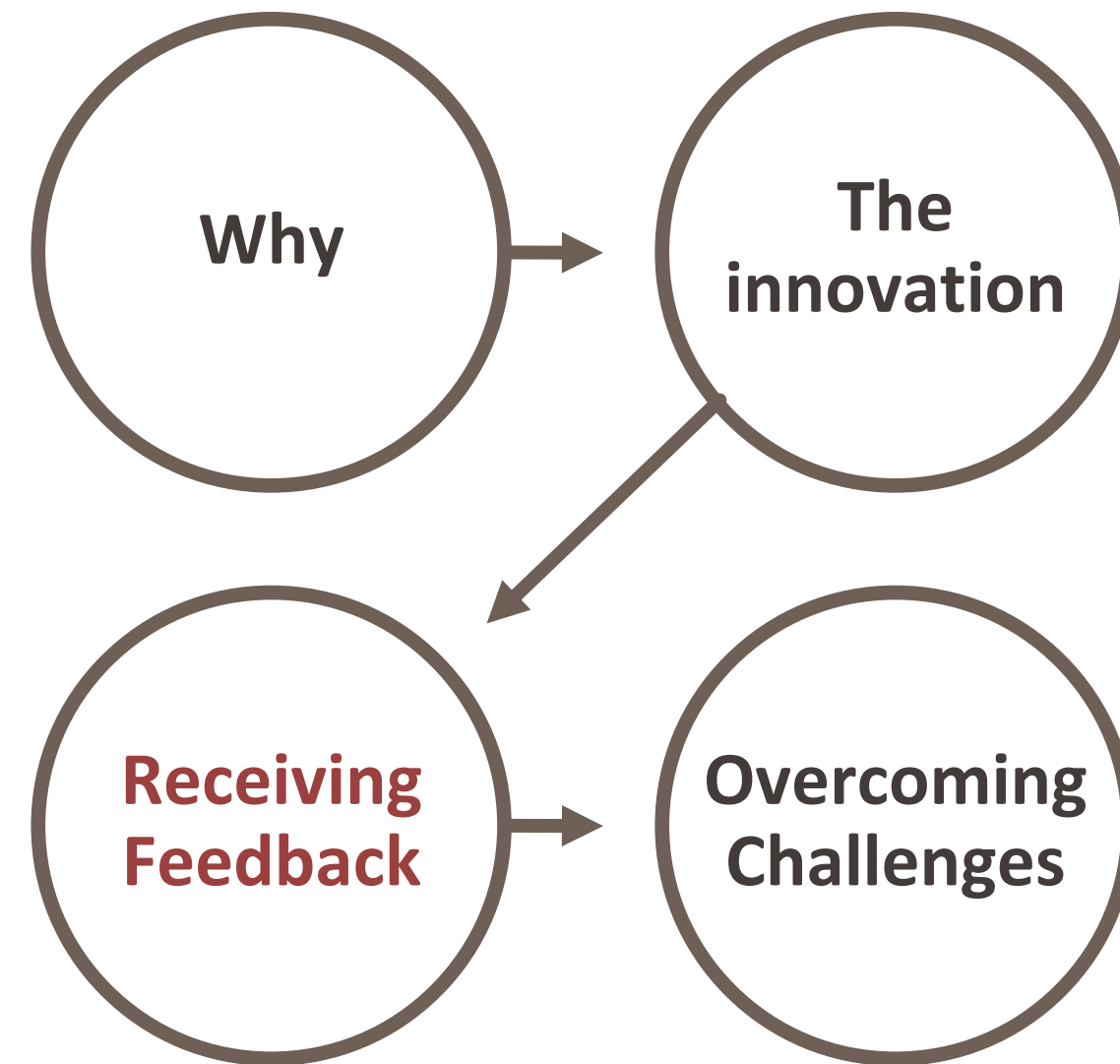
# WIN AS MUCH AS YOU CAN

## Value Created (Total Points)





# Innovating with iDecisionGames



## TEACHING NEGOTIATION

A course for law students to learn practical negotiation concepts and skills that may be used in their future legal practice. This skills-based course relies heavily on practice, feedback and collective learning.

## GENERAL RESPONSE

Students found it useful to analyse own performance and learn from other classmates

The breakout rooms and the use of various online platforms that allow us to consolidate our discussions. I found IDecision Games helpful in analysing our performance for each simulation.

I think idecisiongames was a useful and intuitive platform to pair students and disseminate confidential facts. I also like the results of our peers that we were able to see on the online platform.

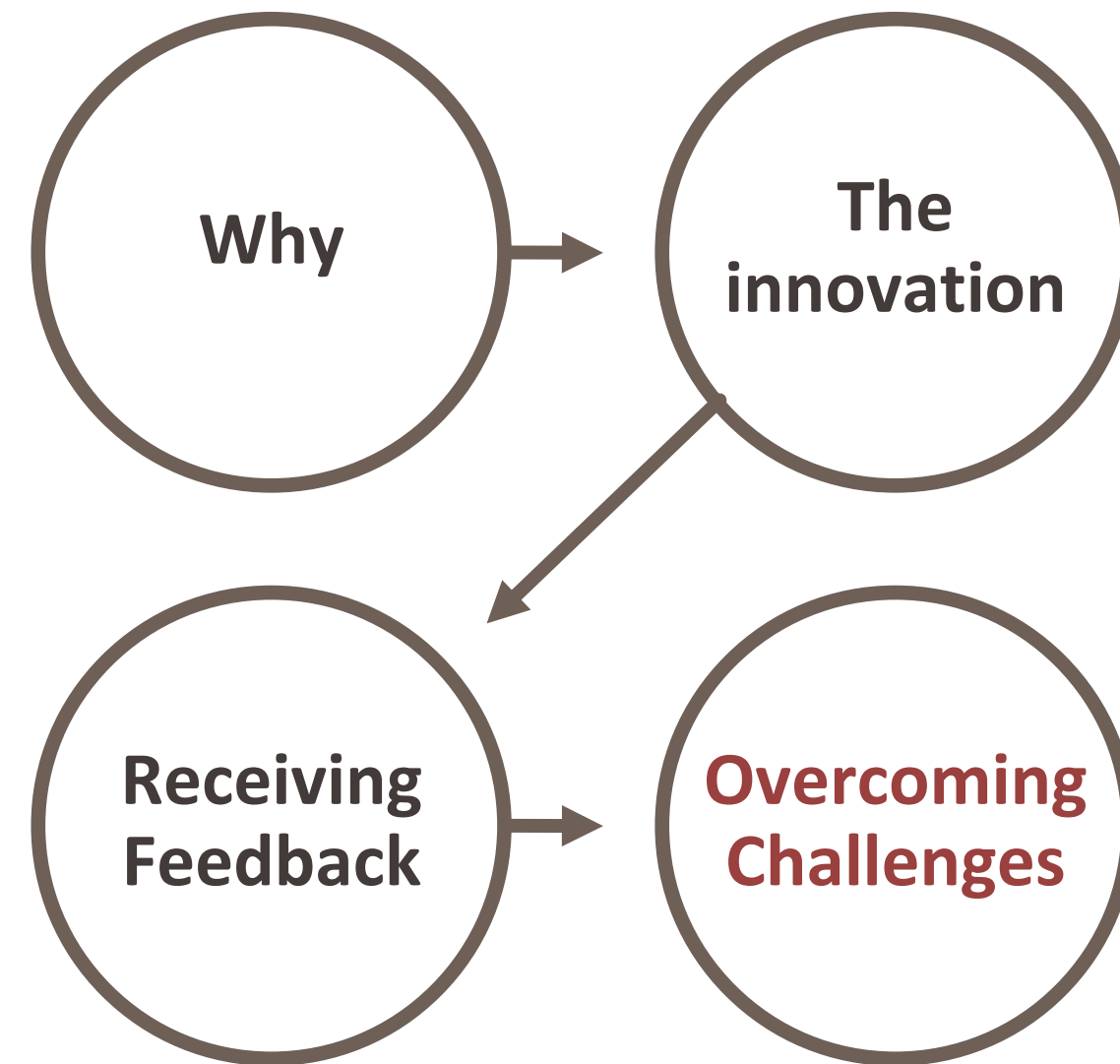
## RESPONDING TO FEEDBACK

Adapting use of platform to blended learning (instead of fully online learning)

I think negotiation using idecision game's platform was actually quite easy and intuitive

I like the medium of Idecisiongames, it provided a useful online negotiation platform and also allowed us to view the negotiation results of the class, which provided innovative solutions

# Innovating with iDecisionGames



## TEACHING NEGOTIATION

A course for law students to learn practical negotiation concepts and skills that may be used in their future legal practice. This skills-based course relies heavily on practice, feedback and collective learning.

## OVERCOMING CHALLENGES

- Financial constraints and long-term sustainability
- Incorporating tool into blended learning mode



# Thank you

Associate Professor Dorcas Quek Anderson

[dorcasquek@smu.edu.sg](mailto:dorcasquek@smu.edu.sg)