

COURSE INFORMATION

Course title:	Two Party Negotiation		
Course code:	BAHR 507	Credits:	1.5
Session, term, period:	2024W, P5	Class location:	HA 335
Section(s):	MM1	Class times:	Tues & Thur, 16:00-18:00
Course duration:	April 1 – May 31, 2024		
Division:	OBHR	Pre-requisites:	n/a
Program:	MM	Co-requisites:	n/a

INSTRUCTOR INFORMATION

Instructor:	Trevor Sones	Office location:	HA 349
Email:	Trevor.sones@sauder.ubc.ca	Office hours:	By appointment via email

COURSE DESCRIPTION

This course integrates experiential and intellectual learning components to help students become better negotiators. It is designed to develop the sophistication to analyze bargaining and conflict relationships and to learn (through class discussion and self-assessment) about your own individual "negotiating styles."

COURSE FORMAT

Typical use of class time (lecture, discussion, cases, negotiation group exercises) in an in-person format unless university requires the program to move to an online zoom environment.



LEARNING OBJECTIVES

Negotiating skills are essential for managers to achieve their goals. Managers negotiate every day with a variety of stakeholders, including their employers, supervisors, direct reports, vendors, and suppliers. More than this, however, managers negotiate intangibles, including expectations, ideas, and responsibilities. To be effective, managers need to acquire analytical skills to effectively plan, strategize, and discover superior solutions to their own and their organizational challenges. They also need negotiation skills to get others to accept and implement these solutions. The goal of this course is to help you develop the negotiation skills needed to meet these challenges. The learning objectives for this course are:

- Understanding the basic elements of negotiation and how to approach negotiation more systematically
- Gaining insight into your own and others' negotiating styles
- Recognizing common mistakes in negotiation and how to avoid them
- Understanding the differences and similarities of dyadic vs. group negotiations
- Assessing your strengths and limitations as a negotiator
- Examining the role of power in negotiations
- Gain some appreciation of international negotiations

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<p>GOAL 3: Good Health and Well-being</p> 	<p>Throughout class we will talk about what it is like to be a professional negotiator or to have a job that involves a lot of formal negotiation and the strains and stress that puts on those doing this work in a mental, emotional and physical capacity. In class 10 we will talk about multi-party negotiations and the additional stress and cognitive challenge this provides. We will cover some tools and techniques for managing your health and well-being under these conditions.</p>
<p>Goal 10: Reduced Inequality</p> 	<p>In class 9 we will discuss culture and how cultural differences impact negotiations. In looking at cultural differences students will be asked to consider how inequality and cultural differences can be intertwined. Students will be asked to consider how negotiation best practices can be used to reduce inequality within and among countries</p>

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Class Participation	20%
Journal	40%
Reflection Paper	40%
Total	<u>100%</u>

Details of Assessments

Class Participation (20%)

Students are expected to participate in all the exercises and class discussions. Participation will be evaluated on the following criteria:

- Quality of preparation for the exercises, including familiarity with the reading material and case material.
- Quality of performance on the exercise (acting realistically appropriate to the case scenario roleplay)
- Quality of participation in the debrief discussion sessions.
- Quality of participation in class discussions, sharing insights/perspectives that add to the class. Asking meaningful questions, responding to open questions asked by the professor, this demonstrates you

are engaged and participating in the class. **This is about quality of input and participation first, not quantity.**

Journal (40%)

During the course, each student is expected to maintain a journal describing their respective role experiences and reflecting on learning experiences as a negotiator. The purpose of keeping a journal is to encourage reflection on and analysis of the “learning by experience” negotiation simulations. Your comments also give me a sense of your individual progress and your strengths and weaknesses as a negotiator. Your task is to describe your reactions, perceptions, impressions, or significant insights gained from participation in or reflection on the simulations. You may want to address some of the following points:

- a) What you expected in the situation.
- b) How you prepared for the negotiation.
- c) What you learned about your skills usage and the skills of those around you.
- d) What you would do differently the next time around.

I regard this journal as a confidential communication between each student and the instructor/TA. As a result, I expect you to be specific in identifying other people and their behavior in describing your reactions to the negotiation simulations and the associated learning experience and/or insight. Journal entries should be made very soon after each negotiation simulation.

Please submit your journals by loading them onto Canvas by no later than Midnight on Friday May 17th. Late papers will not be accepted.

Reflection Paper (40%)

Students are to write a short paper reflecting on a previous negotiation experience and summarizing how you would apply some of the key takeaways from the course. The goal is to crystallize the strategies that will benefit you when addressing negotiations in your work and personal life. Papers should include the following components:

- a) Very briefly describe the negotiation context. What made this negotiation particularly challenging?
- b) Very briefly describe what happened.
- c) What did you do well? What did not go well?
- d) What would you have done differently to achieve a more successful process and/or outcome? What can you draw from the lessons learned in the class and the reading material as it applies to your context?
- e) Last, where will these takeaways likely be relevant in your future? Describe one or two specific occasions in your personal life or your professional/work context in which you will most likely need these lessons.

Note that your grade for this paper is not a function of your performance as a negotiator. Rather, it is a function of how well you a) reflect upon your learning, b) gain insight into the negotiation process, and c) how you will apply the course learning to this exercise.

Your Reflection Paper should not exceed 1200 words, and any reasonable style of formatting is acceptable. Papers will be submitted on Canvas at a time set by the University and announced within class. Late papers will not be accepted.

LEARNING MATERIALS Required Materials:

Required: Gord Sloan, Jamie Chicanot, The Practice of Negotiation, 2nd Ed

Purchase hardcopy via UBC Bookstore or e-text via Conflict Ability Assessment at:

<https://conflictability.com/cart/>

<https://conflictability.com/products/>

Activity Fees: Several exercises in the course are copyrighted so you are required to pay a student fee for using them. Please pay the fee on-line. The link to make this payment will be posted on Canvas.

All students enrolled in this class must pay the course fee or they will receive an incomplete for the course

Course-specific Policies and resources

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be

valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI (Including ChatGPT) Not Permitted

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Week	Synchronous Or Asynchronous	Date	Topic	Cases Used (All will be provided in class)
Week 1	SYNC SYNC	April 16 th April 18 th	Basic Negotiation Concepts Skills and Styles Class 1 – (read textbook pages 1-15) Class 2 – (read textbook pages 42-48)	Used Car Salary Negotiation
Week 2	SYNC SYNC	April 23 rd April 25 th	Distributive Bargaining, Positions vs. Interests Class 3 – (read textbook pages 15-24) Class 4 – (read textbook pages 25-39)	24/7 Book Contract
Week 3	SYNC SYNC	April 30 th May 2 nd	Power, Influence and Strategy Class 5 (no required reading) Class 6(Read textbook pages 50-51)	Coffee Contract New Car
Week 4	SYNC SYNC SYNC	May 7 th May 8th May 9 th	Ethics in Negotiations, Advanced Skills Class 7 – (no required reading) Class 8 – (read text pages 52-55) – Makeup class Class 9 – (no required reading)	Bullard Houses Tendley Contract Hiring a Newtonian
Week 5	SYNC SYNC	May 14th May 16 th	Special Negotiation Topics Multi-Party, Culture NO CLASS Class 10 – (no required reading)	Indian Steel