
BAHR 507: Two-Party Negotiations
Full-Time MBA
Course Outline

COURSE INFORMATION

Division: OBHR

Term/Period: P6

Instructor: Perry Atwal

Email: perry.atwal@sauder.ubc.ca

Phone: 604 822 8859

Office: HA 669

Office hours: By Appointment

Section number: 001 and 002

Class meeting times:

Section 001 – Wed 6-9:30pm

Section 002 – Fri Sep 14 – 5-9:30pm; Sep 15, 16
8:30-5:30

Course duration: September 4 – October 13, 2018

Classroom location: HA 132

BRIEF 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 "bargaining styles."

COURSE GOALS & LEARNING OBJECTIVES

Negotiating skills are essential for MBA's 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

COURSE MATERIALS & REQUIREMENTS

Reading Materials: *Online – No textbook required.* Recommended (Not Required): Lewicki, R.J., Barry, B., Saunders, D.M., & Tasa, K. (2011), 5 Ed. *Essentials of Negotiation* (Canadian Edition). New York: McGraw-Hill Irwin.

Other Learning Resources: *Canvas*

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Technology Requirements: *None*

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 at this link:

<https://webforms.sauder.ubc.ca/students/pay-fees?fee=&course=BAHR+507&instructor=Perry+Atwal&term=All&=Search>

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

ASSESSMENT SUMMARY

| | |
|----------------------------|------------|
| Class Participation | 20% |
| Journal | 40% |
| Reflection Paper | 40% |

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.
- Quality of participation in the debrief and discussion sessions.

Journal (40%)

During the course, each student is expected to maintain a journal describing his/her 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:

- What you expected in the situation.
- How you prepared for the negotiation.
- How you and others behaved.
- What you learned about your skills and the skills of those around you.
- What you would do differently the next time around.

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

Please submit your journals to me at perry.atwal@sauder.ubc.ca by midnight on Wednesday, October 10th for Section 001 and Friday, 28th September for Section 002. Late papers will not be accepted.

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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) Describe the negotiation context. What made this negotiation particularly challenging?
- b) 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?
- e) Last, where will these takeaways likely be relevant in your future? Describe one or two specific occasions in your personal life or your role as a manager 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 learning.

Your Reflection Paper should not exceed 1200 words, and any reasonable style of formatting is acceptable. Please submit your paper to me at perry.atwal@sauder.ubc.ca by midnight on Wednesday October 10th for Section 001 and Friday 28th September for Section 002. Late papers will not be accepted.

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TENTATIVE SCHEDULE

| Week | CLASS TOPICS | CASES USED (All will be provided in class) |
|--------|--|--|
| Part 1 | Basic Negotiation Concepts | Used Car 24/7 |
| Part 2 | Distributive Bargaining | New Car Coffee Contract |
| Part 3 | Power and Influence? | Salary Negotiation Oil Pricing |
| Part 4 | Ethics in Negotiations | Bullard Houses |
| Part 5 | Special Negotiation Topics Multi-Party, Culture and International | Brookside vs Black International |

KEY REGULATIONS

Attendance: As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL Regulations on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC MISCONDUCT

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

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It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC's procedures for Academic Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL's policy on Academic Integrity.

STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

LATE ASSIGNMENTS

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