

**COURSE INFORMATION**

Course title:	Two Party Negotiations	Credits:	1.5
Course code:	BAHR 507	Class location:	HA 132
Session, term, period:		Class times:	Mon & Wed 4:00-6:00pm
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Mar 2 – Apr 3, 2020	Co-requisites:	n/a
Division:	OBHR		
Program:	MM		

**INSTRUCTOR INFORMATION**

Instructor:	Trevor Sones	Office location:	HA 349
Email:	<a href="mailto:Trevor.sones@sauder.ubc.ca">Trevor.sones@sauder.ubc.ca</a>	Office hours:	By appointment

**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 FORMAT**

Typical use of class time (lecture, discussion, cases, negotiation group exercises)

**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

*Summary*

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

### *Details of Assessments*

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

- a) Quality of preparation for the exercises, including familiarity with the reading material and case material.
- b) Quality of performance on the exercise.
- c) 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:

- a) What you expected in the situation.
- b) How you prepared for the negotiation.
- c) How you and others behaved.
- d) What you learned about your skills and the skills of those around you.
- e) 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 and the associated learning experience and/or insight. Journal entries should be made very soon after each negotiation simulation.

Please submit your journals to me via the dropbox in Canvas **by 6 pm on Friday April 3<sup>rd</sup>**, 2020. 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) 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 via the Dropbox in Canvas **by 6 pm on Monday April 6<sup>th</sup>, 2020**. Late papers will not be accepted.

### LEARNING MATERIALS

#### Reading Materials:

**Required:** Gord Sloan, Jamie Chicanot, The Practice of Negotiation, 2nd Ed, {this book can be purchased from the UBC Bookstore}

Recommended (Not Required): Lewicki, R.J., Barry, B., Sauders, D.M., & Tasa, K. (2015), 6th Ed. Essentials of Negotiation (Canadian Edition). New York: McGraw-Hill Irwin.

**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 and the link is available in 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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

### 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>.

### *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.

## 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. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

**ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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	CLASS TOPICS	CASES USED (All will be provided in class)
Week 1	Basic Negotiation Concepts Skills and Styles Class A - (read textbook pages 1-15) Class B - (read textbook pages 42 – 48)	Used Car Salary Negotiation
Week 2	Distributive Bargaining, Positions vs. Interests Class A - (read textbook pages 15-24) Class B - (read textbook pages 25-39)	24/7 Book Contract
Week 3	Power, Influence and Strategy – Guest Attendee Class A - (no required reading) Class B - (read textbook pages 50-51)	Coffee Contract New Car
Week 4	Ethics in Negotiations, Advanced Skills - Guest Attendee Class A - (no required reading) Class B - (read textbook pages 52-55)	Bullard Houses Tendley Contract
Week 5	Special Negotiation Topics Multi-Party, Culture and Negotiations Class A - (no required reading) Class B - (no required reading)	Hiring a Newtonian Indian Steel