

### COURSE INFORMATION

Course title:	Two Party Negotiations	Credits:	1.5
Course code:	BAHR 507	Class location:	Online via Zoom
Session, term, period:	2020 Term 5	Class times:	1-3pm: DD1 Tue/Thurs; 1-3pm: DD2 Mon/Wed
Section(s):	DD1 and DD2	Pre-requisites:	n/a
Course duration:	Nov 2 <sup>nd</sup> – Dec 17 <sup>th</sup> 2020	Co-requisites:	n/a
Division:	Organizational Behaviour		
Program:	MM		

### INSTRUCTOR INFORMATION

Instructor:	Perry Atwal	Office location:	HA 669
Phone:	604 822 8859	Office hours:	By Appointment
Email:	Perry.atwal@sauder.ubc.ca		

### 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

Lecture, Discussions, Negotiation Exercises online via Zoom

### 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

## ASSESSMENTS

### Summary

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

### 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:

- 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. Journal entries should be made very soon after each negotiation simulation.

Please submit your journals via Canvas by 23:59 on Wednesday, December 9<sup>th</sup>. 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 Canvas by 23:59 on Wednesday, December 9<sup>th</sup>. Late papers will not be accepted.

#### LEARNING MATERIALS

Required: Negotiation Exercises Package through Duplication Services – Link on Canvas

Estimated cost of required materials: \$25

Additional materials recommended but not required: Essentials of Negotiation - Lewicki, R.J., Barry, B., Sauders, D.M., & Tasa, K. (2016), 7<sup>th</sup> Ed. New York: McGraw-Hill Irwin

#### 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>. 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*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

### *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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **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 xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**ONLINE TEACHING TOOL & REQUIREMENTS**

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

**TENTATIVE COURSE SCHEDULE**

(Subject to change with class consultation)

Week	CLASS TOPICS	CASES USED (All will be provided in class)
Week 1	Basic Negotiation Concepts	Used Car 24/7
Week 2	Distributive Bargaining	New Car Coffee Contract
Week 3	Power and Influence?	Salary Negotiation Oil Pricing
Week 4	Ethics in Negotiations	What’s In a Name Bullard Homes
Week 5	Special Negotiation Topics Multi-Party, Culture and International	International