

COURSE INFORMATION

Course title:	Two-Party Negotiations		
Course code:	BAHR507	Credits:	1.5
Session, term, period:	2022WT2, P6	Class location:	HA 132
Section(s):	001, 002	Class times:	Section 001: Wed, 6:00-9:30pm PST Section 002: Fri, Sep 23, 5:00-9:30pm PST Sat, Sep 24, 8:30am-5:00pm PST Sun, Sep 25, 8:30am-5:00pm PST
Course duration:	Sep 6 – Oct 7, 2022	Pre-requisites:	n/a
Division:	OBHR	Co-requisites:	n/a
Program:	MBA		

INSTRUCTOR INFORMATION

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

Mixture of lecture, discussion and negotiations exercises to reveal key learning points.

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

ASSESSMENTS Summary

<u>Component</u>	<u>Weight</u>
Journal	40%
Reflection Paper	40%
Class participation	<u>20%</u>
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. Journal entries should be made very soon after each negotiation simulation.

Please submit your journals via Canvas **by midnight on Wednesday, October 12th for Section 001 and Friday, September 30th for Section 002**. 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 midnight on Wednesday, October 12th for Section 001** and **Friday, September 30th for Section 002**. Late papers will not be accepted

LEARNING MATERIALS

Reading Materials: Online – No textbook required.

Recommended (Not Required): Lewicki, R.J., Barry, B., Sauders, D.M., & Tasa, K. (2017), 7 Ed. Essentials of Negotiation (Canadian Edition). New York: McGraw-Hill Irwin.

Other Learning Resources: Canvas

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 using the link provided 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. This is standard for RHL courses.

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](#).

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [selfassessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

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-resourcessupport-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.

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 xʷməθkʷəy̓əm (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)

Class	Topic	Negotiations	Assessments due
Part 1	Basic Negotiation Concepts	Used Car 24/7	Negotiations to be completed and journal filled in
Part 2	Distributive Bargaining	New Car Coffee Contract	Negotiations to be completed and journal filled in
Part 3	Power and Influence?	Smart Health Salary	Negotiations to be completed and journal filled in
Part 4	Ethics in Negotiations	Bullard Homes What’s In a Name	Negotiations to be completed and journal filled in
Part 5	Special Negotiation Topics Multi-Party, Culture and International	International Covid Housemates	Negotiations to be completed and journal filled in