

Course Syllabus**SCHOOL OF BUSINESS****UNIVERSITY OF ALBERTA****OM 604: Bargaining and Negotiation****Fall 2017****Instructor:** Ann Pierzchalski**Telephone:** Email is instructor's preferred method of contact.**E-mail:** pierzcha@ualberta.ca**Class Times:** Fridays 09:00-17:00 (09/15, 09/29, 10/13, 10/27, 11/03)**Breakout Rooms:** ED 213,228, 262, 265, 276**Room:** ED 255**Office hours:** After class or by appointment.**• Textbook:*****The Mind and Heart of the Negotiator*, Thompson, Prentice-Hall**(The most recent version of this textbook is ***not*** mandatory)**• Notes from General Faculties Council:**

1. Policy about course outlines can be found in the University Calendar. Specifically, "At the beginning of each course, instructors are required by GFC to provide a course outline which must include the following: (1) a statement of the course objectives and general content; (2) a list of the required textbooks and other major course materials; (3) an indication of how and when students have access to the instructor; (4) the distribution of weight between term work and final examination; (5) identification of all

course activities worth 10% or more of the overall course mark; (6) whether marks are given for class participation and other in-class activities as well as the weight of such participation; (7) dates of any examination and course assignments with a weight of 10% or more of the overall course mark; (8) the manner in which the official University grading system is to be implemented in that particular course or section, i.e., whether a particular distribution is to be used to determine grades, or whether there are absolute measures or marks which will determine them, or whether a combination of the two will be used." Instructors refer to the University of Alberta Marking and Grading Guidelines.

2. The University of Alberta Libraries website asks students to "imagine that you were about to get surgery and just as you were going under, you discovered that your surgeon had cheated throughout his/her university career. Would you feel betrayed? What if it was your lawyer? Your accountant? Your child's teacher? All the above scenarios are reflective of a concept called academic integrity. As the above examples illustrate, academic integrity not only affects the climate at the university but it can also affect every other area of your life."

The Centre for Academic Integrity at Duke University defines academic integrity "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action." (See <http://www.academicintegrity.org/>)

From General Faculties Council: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

- **University Policy on Recording:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. ***You must advise this instructor, in advance and in writing, of any audio or video recordings of this lecture and corresponding class exercises, even in such cases as an already approved accommodation plan.*** Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

- **Course Description:**

OM 604: Bargaining and Negotiation

Negotiations are happening all the time. Whether between friends, with a spouse, or in legal or business matters, most interactions are in fact a negotiation. Whether a small deciding matter (of who does the dishes), a potential new job, lawyers settling legal claims before they go to court, nations negotiation to open their borders to free trade, or police negotiating to free hostages, the process defines the outcome. This course focuses on the application of negotiation processes for individuals and businesses, with a focus on the individual as manager.

This course is designed to cover both theory, practice, analysis and reflection. There is excellent research in the field of negotiation. Theory is helpful because once you are able to understand the process of negotiation better, you can take appropriate steps to come up with better solutions and action. Practice is equally important. Trying to become a better negotiator without practice is like trying to learn to play an instrument or learn a new language without ever uttering a sound. Reflection and analysis cement the latter two pieces, of theory and practice, together into a sustainable craft with which we can effectively use and build from.

- **Course Requirements:**

This is a MBA course that will be run as a seminar, with several experiential negotiation exercises. The course components are designed to encourage you to come to class, to share your thoughts with others, and to learn from a variety of sources and methods. To achieve the maximum benefits from this course the student needs an open mind, the willingness to prepare, attend class and participate with the objective of learning as much as possible, and to work with the instructor and other students in the class as colleagues.

- **Course Grading:**

Classroom contributions 30%. The students who contribute well is in class, participate in activities, work well with other group members, and makes comments in general discussion that drive the discussion forward so that we all learn more about the bargaining and negotiation behaviours of ourselves and others, will receive top marks. This component is also self-evaluated and reported to the instructor on by **noon November 13th, 2017.**

Full attendance is essential to achieving the goals of the course for you and others. Most exercises depend on every participant playing a specific role. During virtually every class session, you will be teamed with one or more participants for one or more exercises. Any absence is likely to cause substantial inconvenience and loss of

opportunity to others. If you must be absent or late due to sickness or an emergency or a (often very valid) decision to attend another appointment, it is important that you notify me as soon as possible prior to the class so that I can plan the exercise around your absence (failure to do so will immediately result in a reduction of your participation grade). Regardless of the reason for an absence however, the attendance grade may be adjusted due to absence.

Presentation and Handout 10%. The intent of this assignment is to provide a summary of our classroom texts, and further offer you a chance to practice your communication and presentation skills as managers within your group of peers. Furthermore, our sessions together are long days and yet compressed in terms of hours. And, I recognize that completing an MBA is difficult and all time-consuming. Therefore, receiving a summary of the readings as the semester progresses will be helpful as everyone will be on “the same page.” You will be divided into groups and asked to present on the various chapters of the texts as well as provide a **maximum** two page summary (one page two sided) that will be distributed to your classmates as reference material. Presentations are a maximum 15 minutes long, powerpoint is not necessary, but neither discouraged. Further information will be provided in class.

Peer Feedback 25%. A set of *observations and impressions* that are intended to provide constructive feedback to the persons you negotiate with during the course. As a manager your ability to give valuable constructive feedback is very important. Please do your best to contain your feedback to 2-5 sentences in length. You will be provided with a spreadsheet with which to submit your feedback comments. I will compile the comments and transfer them to the recipients. This component is due to the instructor **by noon November 13th, 2017**. Late penalties are calculated at -5% per day off your final score, starting at 12:01pm November 13th, 2017.

Essay 35%. Write an essay about your own negotiation style and experiences *as it has existed and as you would like it to be*. This essay is meant to be mostly reflective in nature but should also rely heavily on OM 604 course concepts, book chapters, and discussions to anchor or complement your personal analysis. Make sure to include in your paper your subjective take on one of the classroom simulations and the learning experience it held for you. You may use other materials as well, such as your personal history, peer reviewed articles, or other valid and properly referenced literature to further complement your analysis. Please use APA format for your paper and when citing and referencing your sources.

Your essay should be a maximum of 1300 words in length. Use your word processor to perform a **word count and put that count on your title page**. The essay will be graded on the first 1300 words submitted.

The essay is due **by noon November 13th, 2017**. Criteria for grading this assignment are: Content (65%) and Clarity of Writing (35%). Send your essay to the course instructor via email. Late penalties are calculated at -5% per day off your final score starting at 12:01pm November 13th, 2017.

The University of Alberta recommends for 600-level courses a mean grade of 3.33, or "B+". Your grade will be based partly on your absolute performance in the class and partly based on your performance relative to the other students in the class. The grades below C+ are failures at the Master's level and are given when there are significant problems with that student's performance in the class.