COURSE SYLLABUS
ECBU 584 - Managerial Negotiations
Linda Gordon, JD, EMBA, MS, MA
Tel: (909) 593-3511, Ext. 4299 Fax: (909) 392-2733
E-mail: lgordon@laverne.edu

Professor:
Linda C. Gordon
lgordon@laverne.edu
(909) 593-3511, ext. 4299

Attention: The instructor reserves the right to modify the contents of the syllabus and Blackboard course site. Any changes will be provided to you in writing in advance of the assignment. This online course contains portions of the activities requiring synchronous participation as a team. You are responsible for having reliable internet access and a computer that will support the interactive course work. We will be using Word 2007 (or greater) for document sharing. We will not save documents down to lower versions.

COURSE DESCRIPTION

The goal of this course is to provide an understanding of the theory and processes of negotiation as practiced in a variety of managerial settings and the broad spectrum of negotiation problems and situations with managers are confronted. The pedagogies to accomplish this goal are role-playing group exercises in negotiation, lectures involving concepts from the literature of negotiation, and case analysis. This experiential/theoretical approach provides students with an opportunity to demonstrate knowledge of current concepts/findings and skills by simulation.

This will be a highly interactive, experiential course. The experiential approach assumes that negotiation skills are best achieved via hands-on experiences, so long as these experiences are then grounded in a combination of lecture, discussion, reading, and reflection on the underlying concepts of negotiation. Experiences are selected to illustrate points from readings and lectures and should also stimulated reflection and discussion on new and creative behaviors, skills, and tactics.

REQUIRED TEXTS:

RECOMMENDED READING (TEXTS):


OBJECTIVES

The Nature of Negotiation – Students will develop an understanding of the characteristics of a negotiation or bargaining situation, conflict, key aspects of negotiation, information exchange and common definition, tangibles and intangibles.

Interdependence – Students will be able to identify and explain the characteristics of interpersonal relationships, cooperation, competition, interdependence, and exchange theory.

Planning and Preparation – Students will be able to develop and apply types of planning, negotiating procedures, goal setting, defining agendas, opponent analysis, prioritizing, authority, and assumptions in mock negotiations.

Strategy and Tactics of Distributive Bargaining – Students will be able to identify and apply fundamental strategies, develop and implement settlement ranges and bargaining mixes, identify and apply influences on resistance points, outcome utilities, modifying perceptions, positions, presentation in mock negotiations.

Strategy and Tactics of Integrative Bargaining – Students will develop and understanding of the dual concerns model, common objectives, problem identification, generating alternative solutions, moving from positions to needs, and principled negotiation tactics and be able to effectively apply these strategies in mock negotiations.

The Need Theory of Negotiation – Students will develop an understanding of the levels of negotiation, sublimation, emotions and negotiations, motivational orientation of parties, rationality and fairness, fairness and justice, equity and equality, turf and territory and apply them in mock negotiations.

Communication Processes – Students will develop and understanding of the role of perception, perceptual distortions, barriers, active listening/reflecting, and role reversals and apply these concepts in mock negotiations.

The Persuasion Process – Students will develop and understanding of the architecture of the message, message structure, style of presentation, source credibility, public commitment, visibility, tactical implications of social structure dynamics, building relationships and apply these concepts in mock negotiations.

The Role of Power – Students will develop an understanding of the definition of power, sources of power, influence, conflict models, the role of personality, managerial/organizational style.

Ethics in Negotiations – Students will develop an understanding of the classification of unethical conduct and tactics, pre-dispositions, and situational influences and apply the concepts in mock negotiations.

BLACKBOARD (THE VIRTUAL CLASSROOM TOOL)

This is an online course that uses the Virtual Classroom (Blackboard.com) as our “classroom”. It can be accessed at http://bb.laverne.edu. Students enrolled in this course are expected to have email, compatible Internet access, and a minimum of Windows 2007. If you have trouble logging into Blackboard or our course site please contact the Blackboard Administrator at bbhelp@laverne.edu.

Once you access the Blackboard site and log in, select this course number and title. We will use the “Course documents” button for accessing copies of the syllabus,
research project instructions, etc., the “Communications” button for individual, group and class email, and for “Discussion Board”. If you need assistance in the use of Blackboard (BB), contact the BB administrator as indicated above.

The instructor may be posting/distributing articles and other resources throughout the course as supplemental assigned reading. If new articles are posted to Blackboard you will receive an email notification directing you to the file.

**ASSESSMENT PROCESS**

The following is a brief description of grading criteria and an estimated weight appropriate for this course.

(a) **Research Project** (30%) (Individual effort)
Requirements and standards along with grading criteria shall be provided in the class schedule or at the beginning of the project in writing. The grading shall be based on these criteria.

(b) **Participation & Simulated Negotiations** (70%) (Individual and team effort)
This shall reflect actual class participation contributions (discussions on discussion board, etc.) evaluated in terms of: (1) value-added insights, (2) relevancy to the assignment; (3) scope and breadth; and, (4) demonstrated comparison/contrast of theory presented in assigned readings to practice (the simulations, real world reports of negotiations, or personal experience, as is appropriate to the assignment). Each component is weighted equally.

Requirements and standards (instructions) for desired simulated negotiation outcomes will be provided for each simulated negotiation. Evaluation of an individual or team’s performance will be based on relative performance against the other individuals’ or teams’ performance in relationship to the simulation instructions. Confidential team member evaluations will be utilized in evaluating individual team member performance.

**GRADING**

**Assignment Grading:**

**A  Clearly stands out as excellent (exceptional) performance.** Unusually sharp insight into material; initiates thoughtful questions, sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this an other disciplines; anticipates next steps in progression of ideas. 90 to 93 = A-, 94 to 96 = A, 97 to 100 = A+

**B  Grasps subject matter at a level considered to be good to very good.** Accomplishes more than the minimum requirements in and out of class. Work is of high quality though rarely outstanding. 80 to 83 = B-, 84 to 86 = B, 87 to 89 = B+
C *Demonstrates a satisfactory comprehension of the subject matter.* Accomplishes the minimum requirements and communicates at an acceptable level for a college student. Has a general understanding of all basic concepts. 70 to 73 = C-, 74 to 76 = C, 77 to 79 = C+

D *Quality and quantity of work in and out of class are below average and barely acceptable.* 60 to 63 = D-, 64 to 66 = D, 67 to 69 = D+

F *Quality and quantity of work in and out of class are unacceptable.*

**ACADEMIC (DIS)HONESTY**

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.

c. Deliberately supplying material to a student for purposes of plagiarism is also culpable. When academic honesty is in question, the following may occur:

d. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations).

1. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.
2. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.

3. Expulsion for academic dishonesty will be noted on the student’s transcript by the words “Expelled for Academic Dishonesty."

**FINAL RESEARCH PROJECT**

**Final Research Project**: Instructions for preparation of the final research project will be provided electronically on the Blackboard site for this course under “Course Material”. This is individual effort, not a group assignment.

**MISSION STATEMENT**

http://www.laverne.edu/advancement/mission/

The Mission of the University

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community. This is accomplished by offering high quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The university provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The University encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional, and individual resources.

Values:

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

1. **A Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.

2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and
appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.

4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

**WEEKLY CALENDAR OF ACTIVITIES**

**Session 1** Week of 1/3/11 *(Weeks always begin on Sunday except for the first week, which is a Monday, for this course.)* Please view “Discussion Board” for discussion board assignments by session.

**Self Introductions on Discussion Board**

**Readings:**
- p. 1-39 *Getting to Yes* (GTY) (Separate the people from the problem);
- p. 1-28 *Getting Past No* (GPN) (Preparation); and

**Section 1** Negotiation, Readings, Exercises and Cases (Negotiation) Negotiation Fundamentals

**Session 2** Week of 1/9/11

**Reading for this session:**
- p. 31-75 GPN (Go to the balcony/Step to their side);
- p. 40-94 GTY (Interests, Options, Criteria); and

**Section 2** Negotiations (Negotiation Sub-processes)

**Session 3** Week of 1/16/11

**Readings:**
- p. 76-129 GPN (Reframe/Golden Bridge);
- p. 97-143 GTY (BATNAs); and

**Section 3** Negotiation (Negotiation Contexts)

**Simulation #1 - Knight Engines/Excalibur-Negotiation Plan (Individual)**

**Session 4** Week of 1/23/11

Email your instructor with your topic/outline (level 3 APA)/hypothesis for the Research Paper Project. See the Research Paper Project instructions under “Course Documents”.

**Readings:**
- p. 130-189 GPN (Turning Adversaries into Partners/Conclusion);
p. 107-200 GTY (Tricks/Conclusion); and
Section 4 Negotiations (Individual differences)
Simulation #3 – Elmwood Hospital Dispute (Teams).

Session 5  Week of 1/30/11
Readings: Section 5 Negotiation (Negotiation across cultures)
Simulation #3 – Elmwood Hospital Dispute (Teams) Continued.

Session 6  Week of 2/6/11
Readings: Section 6 Negotiations (Resolving Differences)
Simulation #4 Ridgecrest School Dispute (Teams)

Session 7  Week of 2/13/11
Readings: Section 7 Negotiations (Summary)
Simulation #4 Ridgecrest School Dispute (Teams) Continued.

Session 8  Week of 2/20/11
Simulation #5 Baker/Florist/Grocer Market (Partner/Teams)

Session 9  Week of 2/27/11
Simulation #5 Baker/Florist/Grocer Market (Partner/Teams) Continued.

Session 10  Week of 3/6/11 to 3/13/11
Recap of course.
Submission of final research projects by email directly to your instructor no later than 3/13/11.
Posting of Key Learnings on Blackboard (See Discussion Board for Session 10) due no later than 3/13/11.