



# **Rotman** Commerce UNIVERSITY OF TORONTO

## **Course Outline**

### **RSM 461 H1 F**

Managerial Negotiations

Fall 2014

Course Meets: Friday, 10am-12pm, WO 25

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Office Hours: Friday, 9am-10am, WO 25 or by appointment

**Prerequisites:** RSM260H1

## **COURSE OBJECTIVES AND DELIVERABLES**

### **Course Materials**

1. Role play materials which will be provided by the instructor in class. You **MUST** pick them up on the class before the scheduled negotiation (see course schedule)
2. Essentials of Neogitation 2<sup>nd</sup> Edition, Lewicki

### **Course Objectives:** *Why take this course?*

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Determining what price we will pay, the amount of our salary and compensation, what movie to watch, who will clean the kitchen ... all of these are negotiations. Although negotiations are a ubiquitous part of our everyday lives, many of us know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and professionals. It is also designed to complement the technical and diagnostic skills learned in other courses at Rotman. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations, thus represents a pre-requisite for the more sophisticated skill sets that you will learn in advanced degree and MBA programs.

The course will be largely experiential, providing students with an opportunity to develop their skills by participating in negotiations. The negotiation exercises allow you to attempt strategies

and tactics in a low-risk environment so that you can learn about yourself and how you respond in specific negotiation situations without any risks. The course is sequenced so that cumulative knowledge can be applied and practiced.

As a result of this course, I hope you will:

- Experience the negotiation process, learning how to evaluate the costs and benefits of alternative strategies.
- Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- Develop confidence in the negotiation process as an effective means for resolving conflict in organizations.
- Improve your analytical abilities in understanding and predict the behavior of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches.

**Your Objectives:** *How can you succeed in this course?*

- **Prepare vigorously:** Preparation is perhaps the greatest advantage a negotiator can capitalize on when approaching a negotiation. In addition, your classmates expect you to be fully prepared for each negotiation exercise. Train yourself to make preparation habitual and vigorous. You will experience a variety of planning techniques and at times will plan as teams.
- **Take advantage of the exercises:** The course is built around a series of negotiation exercises. You will have the opportunity to negotiate in different settings, on different topics, with different people. You are encouraged to experiment with alternative techniques in this “safe” environment.
- **Take advantage of the discussion:** An important part of class sessions will be the dialogue between you, your classmates, and your instructor after the negotiation. The instructor will introduce basic negotiation concepts and strategies and draw on the dynamics of group processes, allowing you to analyze your own strategies during negotiations. Further, all negotiated agreements will be posted to facilitate discussions. This is a vital aspect of learning in this course, and I encourage you to interact with me and your classmates.
- **Read weekly text *after* class:** The readings are assigned to be read **after** the exercise. Please do not read ahead. It is an honor code violation to do so. I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. Further, foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process.
- **Keep us informed:** Please do not hesitate to come to office hours or arrange an appointment to discuss any aspect of the course. You are responsible for notifying us immediately about problems or issues. If you need to make-up an examination or turn in a late assignment because of illness or domestic affliction, make sure to contact us before the examination or assignment due date. A medical certificate or other supporting evidence will be required.
- **Evaluation and Grades**  
Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

<u>Work</u>		<u>Due Date</u>
Class Participation/Attendance	5%	Ongoing
Negotiations Plans	10%	Ongoing
Mini Negotiation Simulation	10%	Oct. 10
Mid-Term Assignment	20%	Oct. 24
Negotiation Simulation Plan	5%	Oct. 31
Post Negotiation Analysis	15%	Nov. 28
Final Exam	35%	During Faculty of Arts & Science Final Examination period

**Paper Format and Submission:** Typed, double-spaced, 12-point Times New Roman font, and 1-inch borders. Papers do not meet these requirements will not be graded. All written assignments must be submitted via hard copy to the professor at the beginning of the class period on the day the assignment is due.

### ***Class Participation/Attendance (5%)***

All students are expected to participate in all negotiation exercises and class discussions. You will be evaluated on the quality of your contribution to class discussions. Quality comments possess one or more of the following properties:

- Offer a unique and relevant perspective
- Contribute to moving the analysis forward
- Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Link relevant concepts to current events

### ***Planning and Role Preparation (10%)***

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. To help you prepare for the role in each negotiation, you are required to submit a negotiation planning document at the **beginning of class**. You or your team (if you are negotiating in a team) should **bring 2 copies** of your planning document to class so that you can turn one copy in at the beginning of class and use the other as a reference during your negotiation. I will use a ✓/○ system: You will receive the full 10 point mark if you turn in all required planning documents (see the weekly table). For every planning document missed you will get two points less. Late plans will not be accepted. A template of planning documents will be posted on the course page.

### ***Mini Negotiation Simulation (10%)***

The Mini Negotiation Simulation will be conducted in pairs in 15 minute intervals. Every pair will be assigned a time between 9am – 1pm on **Friday, October 10**. In pairs, you will do an introduction to a negotiation. The purpose of this exercise is to practice and evaluate your skills as a negotiator through a short introduction to a negotiation. You will be provided your role two weeks in advance. More direction will be provided in the course.

### ***Mid-term Assignment (20%)***

The specific questions pertaining to this analysis will be distributed a week before it is due. The purpose of this assignment is to encourage you to reflect on your behaviors and your classmates' behaviors in a negotiation exercise, and to analyze what you have learned from your experience. In this, you should identify key events and processes, analyze reasons and mechanisms behind negotiation dynamics and strategies, use readings and lecture notes to help structure the analysis. The assignment should be no longer than 8 pages, double-spaced, Times 12 point font, 1 inch margins. Please note that clear, concise, and correct writing will be considered in the evaluation of the mid-term assignment. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors.

Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre ([www.asc.utoronto.ca](http://www.asc.utoronto.ca)) or one of the College Writing Centres ([www.writing.utoronto.ca/writing-centres](http://www.writing.utoronto.ca/writing-centres)). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

### ***Negotiation Simulation Plan (5%)***

To help you prepare for the role in the large three round group negotiations, you are required to submit a negotiation planning document at the **beginning of class**. You should **bring 2 copies** of your planning document to class, so that you can turn one copy in at the beginning of class and use the other as a reference during your negotiation. This planning document will be graded as the preparation component for the group negotiation simulation.

### ***Post Negotiation Analysis (15%)***

You will be required to turn in a short reflective paper following the negotiation simulation. The purpose is to encourage you to reflect on your behaviors and your classmates' behaviors in a negotiation exercise, and to analyze what you have learned from your experience. The analysis should NOT be a detailed report of everything that happened in the negotiation. Rather, a "good" entry is one that tries to step back from a negotiation, identifies key events and processes, analyzes reasons and mechanisms behind negotiation dynamics and strategies, uses readings to help structure the analysis, and is written well (no longer than 6 pages, double-spaced, Times 12 point font, 1 inch margins). Below are examples of questions that you may ask in the essay (these are examples, so you are not required to cover each and every of them):

- Briefly, what happened in the negotiation? Provide a succinct overview of the key events.
- Who controlled the negotiation, and *how* did they do it?
- What tactics and strategies did your counterpart(s) use, and *why*?
- What tactics and strategies did you use? Why did you choose to use these tactics? Were they effective? Why or Why not?
- If your outcomes were less than favorable, what would you do differently, and *why*?
- If your outcomes were very favorable, what can you *generalize* from your strategies and tactics?
- What were the *critical factors* that affected the negotiation situation and outcomes, and what can you say about these factors in general?
- What did you learn about the behavior of others from this experience?
- What did you learn about yourself from this experience?
- How does this experience compare to others that you have had in similar or comparable circumstances?

Again, the purpose of this essay is to encourage you to think independently and develop your analytic skills so that you could evaluate any negotiation situations and crafting effective tactics and strategies. The key is to make keen observations, ask meaningful questions, and construct convincing arguments to support your claim. You will not get a very high score on the essay if you simply draft a few sentences to answer each of the sample questions I listed above.

### ***Final Exam (35%)***

The two-hour final exam will test your understanding of negotiation concepts and theory. It will cover the concepts discussed in class and in the readings, with an emphasis on in-class discussions. The exam will ask you to apply the course concepts, which means you need to know not only the definitions of various concepts, but also the pros and cons of using them strategically. The final exam is closed book and closed notes.

## **COURSE EXPECTATIONS**

### ***Lecture Notes***

Lecture Notes will be available on the course website before each lecture on Friday mornings. You are expected to bring soft/hard copies of the lectures to class so you can refer to them during the session and make additional notes if you need to.

### ***Negotiation Course Honor Code***

- Never assume identical negotiation materials, even if others have the same role as you. Any information you receive for a negotiating exercise is confidential.
- Never assume material is identical even if a classmate is playing the same role, unless you are told that you can share information and strategize together.
- Do not show negotiation materials to anyone. During a negotiation, you may verbally disclose to other negotiators any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed. You may show them documents you create on your own.
- No false facts. The information you need in order to negotiate is provided in the case materials. Do not make up facts that improve your bargaining position. During a negotiation exercise, if you were asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case) your answer would be "I don't know."
- Once negotiation ends, do not share information until after debrief. When you have completed a simulation, please do not reveal your information to the other party before returning to the classroom. After class you may share your confidential information, but you are not obliged to do so.
- Do not discuss negotiations with students who have not taken this class.

### ***Group Work***

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together effectively and when handled well can generate creativity and bring-multiple perspectives to the solution.

Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach\*\* as soon as possible. The Coach will listen to the team and help develop options

for improving the team process. All members of the project team must commit to, and, utilize their action plans.

\*\* For an appointment with a Rotman Commerce Team Coach, please contact Nikoleta Vlamis at [nikoleta@nikoletaandassociates.com](mailto:nikoleta@nikoletaandassociates.com) or Elaine Zapotoczny at [elaine@nikoletaandassociates.com](mailto:elaine@nikoletaandassociates.com). Nikoleta and Elaine are highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

### **Weekly Schedule**

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Case</b>	<b>Readings</b>
1	Sep 12	Course Overview Single Issue, Single-Party Negotiation	Biopharm/Seltek Case	Chapter 13 Chapter 2
2	Sep 19	Multiple Issue, Two-Party Negotiation	New Recruit Case <i>Submit Planning Document for New Recruit</i>	Chapter 3
3	Sep 26	Advanced Negotiation Strategies <i>Mini Negotiation Simulation roles assigned</i>	Moms.com Case <i>Submit Planning Document for Moms.com</i>	Chapter 4 Chapter 11
4	Oct 3	Third Party Intervention  <i>Guest Speaker</i>	Telepro Case <i>Submit Planning Document for Telepro</i>	Chapter 8
5	Oct 10	<b>Mini Negotiation Simulation</b> <i>Scheduled times assigned to each pair</i>		
6	Oct 17	Dispute Resolution <i>Mid-Term Assignment Distributed</i>	Viking Case <i>Submit Planning Document for Viking</i>	Chapter 7
7	Oct 24	Agents in Negotiation Ethics in Negotiation <b>Mid-Term Assignment Due</b>	Bullard Houses <i>Submit Planning Document for Bullard Houses</i>	Chapter 9
8	Oct 31	Group Negotiation Round 1 <b>Negotiation Simulation Plan Due</b>	To Be Determined	Chapter 10
9	Nov 7	Group Negotiation Round 2		
10	Nov 14	Group Negotiation Round 3		
11	Nov 21	Multi-Issue, Multi-Party Negotiation	Mouse Case <i>Submit Planning Document for Mouse</i>	Chapter 12
12	Nov 28	Review <b>Post Negotiation Analysis Due</b>		
Final Exam	TBA by FAS			

## **POLICY AND PROCEDURE**

### ***Missed Tests and Assignments (including midterm examinations)***

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

**Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.**

### ***Late Assignments***

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 5% per day if the assignment is not received on the specified date, at the specified time. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

### ***Accessibility Needs***

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://www.accessibility.utoronto.ca/>.

### ***Academic Integrity***

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

#### *The University of Toronto's Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

### **Email**

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

### **Blackboard and the Course Page**

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at [www.portalinfo.utoronto.ca/students](http://www.portalinfo.utoronto.ca/students) and review the Frequently Asked Questions.

### **Recording Lectures**

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.