



# Rotman Commerce UNIVERSITY OF TORONTO

## Course Outline

### RSM 461 H1 S

Managerial Negotiations

Winter 2016

Course Meets: Friday, 1-3pm, WO 30

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### Course Scope and Mission

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 or the more sophisticated skill sets that you will learn in advanced degree and MBA programs.

### Course Prerequisites

Prerequisites: RSM260H1

### 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.
2. *Essentials of Negotiation 2nd Canadian Edition, Lewicki, Saunders & Barry (2014).*

## 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	10%	Ongoing
Negotiation Plans	10%	Ongoing
Midterm Assignment	20%	February 26
Post-negotiation analysis	25%	April 1
Take Home Final Exam	35%	During Final Examination Period

## ***Paper Format and Submission***

Typed, double-spaced, 12-point Times New Roman font, 1-inch borders, and APA citation style. Papers that do not meet these requirements will have 10% deducted from the final grade. 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.

Please note that clear, concise, and correct writing will be considered in the evaluation of written assignments and papers. 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.

## ***Class Participation/Attendance (10%)*** □

Negotiation exercises will be held weekly. 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 □ o 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. 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.

### **Midterm Assignment (20%)**

The specific questions pertaining to this analysis will be distributed two weeks before it is due. The purpose of this assignment is to encourage you to 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.

### **Post Negotiation Analysis (25%)**

You will be required to turn in a short reflective paper analyzing one of the classroom negotiation exercise that you participated in. 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, APA citations). 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 Paper (35%)**

The specific questions pertaining to this analysis will be distributed three weeks before it is due. The purpose of this assignment is to encourage you to reflect on a real life negotiation that you have engaged in, 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 12 pages, double-spaced, Times 12 point font, 1 inch margins. Use APA referencing throughout.

## **COURSE FORMAT AND EXPECTATIONS**

### ***Attendance Policy***

Each week in class, there will be a negotiation exercise. You are expected to attend all classes and participate in every negotiation. If you must miss a class, contact me ideally a week in advance, but at least by 12pm Wednesday the week of the class. *You may miss one negotiation without penalty if you provide advance notice, but you are still required to submit a planning document. Failure to contact me will result in a drop of one letter grade for the course. If you miss a second exercise, you will lose a letter grade.*

This strict policy is necessary because your classmates rely on your attendance for *their* educational experience, and because the instructor must arrange logistics and pairings in advance.

### ***RSM 461 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.**

***E-Mail Contact:*** I am happy to address concerns via e-mail. I will respond to e-mails within 48 hours. □

***Re-marking:*** A student who believes that an individual item of term work has been unfairly marked may ask the person who marked the work for re-evaluation. Re-marking of final exams should follow university procedures.

### **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; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

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. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When 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 Elaine Zapotoczny at [elaine@nikoletaandassociates.com](mailto:elaine@nikoletaandassociates.com). Elaine is 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 (Subject to Change)

Session	Date	Topic	Readings
1	Jan 15	Simple, Two-Party Negotiations	Chapter 1; Chapter 2
2	Jan 22	Multi-Issue, Two- Party Negotiations	Chapter 3
3	Jan 29	Video: Stanford Video Guide to Negotiations. Dispute Resolution.	Chapter 4
4	Feb 5	Advanced Negotiation Strategies	Chapter 7; Chapter 11
5	Feb 12	Third Party Intervention <i>Mid-Term Assignment Distributed</i>	Chapter 8
	Feb 19	READING WEEK	READING WEEK
6	Feb 26	Emotions and Ethics in Negotiation. <b>Mid-Term Assignment DUE</b>	Chapter 5; Chapter 9
7	Mar 4	Video: Union Negotiation. Group Negotiation Round 1	
8	Mar 11	Group Negotiation Round 2	Chapter 10
9	Mar 18	Agents in Negotiations	Shell: <i>When is it legal to lie in negotiations?</i>
	Mar 25	GOOD FRIDAY	GOOD FRIDAY
10	Apr 1	Multi-issue/party Negotiations <b>Post Negotiation Analysis DUE</b>	Chapter 12
11	Apr 8	Review.	Chapter 13

Please note that the schedule, content of the course, and evaluation methods may be subject to change based on our progress and time, and possible external factors throughout the course. If any changes are going to be made they will be discussed with the class ahead of time.

## 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.**

Students will be required to submit a makeup assignment at a later date, or, at the discretion of the instructor, may have another assignment reweighted to include the percentage of the missed assignment.

### **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 15% if the assignment is not received on the specified date, at the specified time. A further penalty of 10% will be applied to each subsequent day.

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: [accessibility.services@utoronto.ca](mailto:accessibility.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 <http://www.portalinfo.utoronto.ca/content/information-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.