



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 461 H1 S

Managerial Negotiations

Winter 2019

Course Meets:

- Section L0101: Thursday 10-12 noon, OI 5150 252 Bloor St. W
- Section L0201: Thursday 1-3 pm, WO 35, 321 Bloor St. W

Instructor:	Professor Glen Whyte. RT 6040
E-Mail:	whyte@rotman.utoronto.ca
Course Webpage:	http://portal.utoronto.ca
Phone:	416-978-4369
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Course Scope and Mission

People negotiate every day. In the workplace and in our daily lives, we enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Everything from determining the prices we will pay, the sizes of our salaries, the movies we will watch, and who will clean the kitchen can be understood as a negotiation. 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 outcomes we desire?

Negotiation is the art and science by which decisions are made, agreements are reached, and disputes may be resolved between two or more 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 establishing the foundation for the more sophisticated skill sets that you would learn in advanced degree and MBA programs.

The course will be largely experiential, providing weekly opportunities to develop your skills by negotiating with your classmates. 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 a range of different situations and contexts. The course is sequenced so that the knowledge gained can be applied and practiced cumulatively.

Outcomes - 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 and reaching agreements in organizations.
- Improve your analytical abilities in understanding and predicting the behavior of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches.

Course Expectations – How can I succeed in this course?

- **Prepare vigorously:** Preparation provides 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, and 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. Typically, negotiation outcomes will be posted on the board in class to facilitate discussion. 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 class session to which they primarily relate. Please do not read ahead. 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. Reading assignments and timing are described in this outline.

Course Prerequisites

RSM260H1

Required Readings

1. Materials for negotiation exercises will be distributed in class on an as-needed basis, usually weekly. These materials will often be negotiation role-specific, so they should be regarded as confidential and therefore not physically shared with others.
2. Textbook: One text has been ordered for this course and will be used extensively. The depth and coverage of this text make it the best book for an introductory negotiations course. You will normally be responsible for reading 1-2 chapters from this book each week, as noted in this outline. The book is:

Lewicki, R.J., Saunders, D.M., Barry, B., and Tasa, K. (2017) *Essentials of Negotiation* (3rd Canadian Edition). Boston: McGraw Hill

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>Weight</u>	<u>Due Date</u>
Class Participation/ Attendance (10% for classes 1-6, and 10% for the remainder)	20%	Ongoing
Self-appraisal Paper (Final Assignment)	80%	April 5 11:59 pm

COURSE FORMAT AND EXPECTATIONS

This class will meet 11 times between Thursday January 10 and Thursday April 4. The only Thursdays we will not meet during this time are February 21, which is during reading week, and March 21, when I have a long-standing teaching obligation in India. Class starts at 10 minutes past the hour, and ends on the hour. Class time may be devoted to lectures, discussions, and perhaps even a video, but most of our class time will be spent engaged in negotiation exercises.

Attendance Policy

This class has a strict attendance policy. There will be a negotiations exercise in class most weeks. You are therefore expected to attend all classes punctually and actively participate in every negotiation.

If you:

- Are consistently unprepared or late for class
- Miss a class without any advanced notification, or
- Miss more than one class,

you will be penalized one grade drop on your final course grade, (i.e. from a A- to B+ or B+ to B). Participation includes prompt attendance and full preparation for exercises. Lack of preparation for an exercise will be treated like an absence for that exercise. This strict policy is necessary because your classmates depend on the intensity of your efforts in the exercises for the quality

of *their* educational experience, and also because the instructor may need to arrange negotiation logistics in advance.

You may miss **one** class with notification provided at least **one week** in advance, but you are still required to read the case materials and prepare a negotiation plan for the missed class.

The only other reasons for an absence that will count as an excused class are verified illness, a death in the family, or a religious holiday. If you are sick, you must provide verification of illness via a doctor's note. If there is a death in the family, verification should also be provided.

Students should consider carefully whether they can make a commitment to attend class. I suggest you not take this class if you already know that you will miss two or more classes because of schedule conflicts.

Negotiation Exercise Ground Rules

These are some ground rules for our negotiation exercises:

1. You are expected to be prepared and on time for all negotiation exercises.
2. 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.
3. You should not show your confidential role instructions to other parties during a negotiation. Nor should you read it or quote it. The reason is that this has no equivalent in the real world—it would be like showing a counterpart what's in your mind, which is impossible. At your discretion, you can speak about your interests and alternatives to the other side, but they will have to take your word for it, not read it in your role.
4. You should “ad lib” in these exercises to provide rationales and explanations for your character's preferences—say things you think the character would say. That said, you should not make up facts that materially change the power distribution of the exercise or improve your bargaining position. You should not invent, for example, that your family has just bought the other side's company, or that the EPA is planning a toxic waste dump across the street from a house for sale. If you are asked a question calling for objective factual information that is not in your confidential instructions, you should handle as you would in reality, and your answer would be “I don't know.”
5. In some exercises, your role will tell you that the number of issues or terms under discussion has been fixed. If not, then it is a matter of your discretion whether to bring other issues into the discussion. It is tempting sometimes to promise certain resources from one's organization to “sweeten the deal” for your counterpart. Don't do so, unless role information suggests that these resources exist and that you have discretion over them. As a guide, pay close attention to what the role says about your character's formal position and relationships in the organization. Don't agree to things in the negotiation that would get the character fired or undermine his or her reputation.
6. 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.

7. It is important to do the week's readings AFTER the negotiation. The concepts will be more comprehensible if you have already experienced them directly, and foreknowledge of the concepts could prevent mistakes that are the critical part of the learning process. Do not read ahead beyond that required for the next set of sessions! Sometimes the solution to an exercise or a case is given away by readings slated for later in the course.

8. It is not appropriate to borrow notes, discuss cases or exercises, or share class materials with people outside of this section. Doing so, you could inadvertently spoil your classes or another class's experience with a case or exercise. Contact me if you are missing class materials. *Do not discuss negotiations with students who have not taken this class.*

Course Assignments and Evaluation

Class Participation (20%)

All students are expected to participate actively in all negotiation exercises and class discussions.

Your participation in class discussions will be evaluated based on the *quality* (not the quantity) of your contributions, and especially whether you help move the class discussion forward and further the learning of your peers. A valuable contribution could involve asking questions that prompt the instructor to clarify complex material, offering comments in class that clarify issues pertaining to the material, or linking relevant concepts to current events. Outstanding contributions are highly insightful and thoughtful comments that enrich the conversation, challenge the other students and instructor to think more deeply, and/or offer novel and creative perspectives about the issues at hand.

Final Assignment – Self-Appraisal Paper (80%)

Your tasks in this self-appraisal paper are to assess your personal strengths and weaknesses as a negotiator, to record key lessons from the exercises, and to suggest avenues for personal improvement as well as things that you will do differently in future negotiations. A good paper will be worthy of your review after you leave the University of Toronto as a way of reminding yourself about some of the important lessons you took away from the course. Here are some questions that potentially could guide the development of this final paper.

1. What are your strengths as a negotiator?
2. What are your weaknesses as a negotiator? How can you ameliorate them?
3. What qualities/techniques did you admire in the negotiation of others?
4. What experiences from the exercises were especially memorable to you?
5. What lessons did you learn, and what will you do differently in future negotiations?
6. What lessons from lectures, readings, discussions, or exercises had their biggest impact on you?
7. What did you find particularly surprising, and in what ways has this course changed the way you think about negotiation?
8. Have you seen any lessons of the course play themselves out in either your personal or professional life?

9. What kind of negotiator do you aspire to become, and what steps will you take beyond this course to ensure that you get there?

The self-appraisal paper should be no more than 3000 words in length, which is roughly 12 pages, double-spaced. Appended to the paper (but not a part of it for grading purposes) should be a list of all the negotiation exercises you participated in during the course, the names of the people with whom you conducted the exercises, and the outcomes that you achieved. Papers will be evaluated on the following basis:

Analysis (40 points): How thoughtful and insightful is your analysis? How much light does your discussion shed on the basis elements of effective negotiation? To what extent do you bring meaningful order to the information you choose to report?

Relevance (30 points): How well do you relate your discussion to the concepts discussed in the course? How well do you understand the key concepts that you choose to employ?

Exposition (10): How clearly written and professionally presented is your paper?

The due date for this self-appraisal paper/ final assignment is Friday April 5, 2019.

Your ability to communicate clearly and effectively in writing, and to tailor your writing style for a range of personal and professional audiences, will be critical to your career post-graduation. I therefore consider the quality of your written communication to be a core component of this upper-level course. (Oral communication skills are also vital, and you will have plenty of chances to hone your communication skills in the negotiation exercises and classroom discussion.)

Please note that clear, concise, and correct writing will be considered in the evaluation of your final 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 (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (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.

Weekly Schedule

This schedule should be considered to be advisory only, and therefore subject to change depending on how we progress in class through the material. Negotiation exercises will be announced and distributed in class.

Week	Date	Topic	Readings (After Class)	Assignments Due
1	January 10, 2019	Course Introduction and Introductory Exercise	Lewicki et al., Chapter 1	
2	January 17, 2019	Introduction to Distributive Bargaining	Lewicki et al., Chapter 2	
3	January 24, 2019	Introduction to Integrative Bargaining	Lewicki et al., Chapter 3	
4	January 31, 2019	Multi-Issue, Two-Party Negotiations	Lewicki et al., Chapters 5 & 6	
5	February 7, 2019	Negotiation Planning and Preparation	Lewicki et al., Chapter 4	
6	February 14, 2019	Team Negotiations	Lewicki et al., Chapters 7 & 8	
	February 21, 2019	No Class	Reading week	Please Complete Chapters 1-8.
7	February 28, 2019	Team Negotiations continued...		
8	March 7, 2019	Complex, Multi-Party Negotiations	Lewicki et al., Chapter 11	Student participation grades posted (worth 10%).
9	March 14, 2019	Complex, Multi-Party Negotiations continued,,,	Lewicki et al., Chapter 12	
	March 21, 2019	No Class, but Watch Video: The Negotiator	Lewicki et al., Chapter 14	
10	March 28, 2019	Ethics, Emotion, and Perception in Negotiation	Lewicki et al., Chapter 10	
11	April 4, 2019	Cross-Cultural and International Negotiation	Lewicki et al., Chapter 13	Please Complete Chapters 10-14 and Submit Final Paper on April 5, 2019.

POLICY AND PROCEDURE

Attendance Policy

This class has a strict attendance policy, as detailed above under Course Format and Expectations. Please review that policy carefully.

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. The Request for Special Consideration Form and supporting documentation must be submitted in a timely manner in order for the request to be reviewed.

In such cases, students must notify the Rotman Commerce Program Office on the date of the course deliverable such as a missed test, or assignment missed class (in the case of participation marks), or due date. They must then complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Office within **2 business days** of the originally scheduled course deliverable. Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

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 later report of illness made by the student to a physician.

Students will be required to submit the missed assignment at a later date, or, at the discretion of the professor, to submit a makeup assignment if the original assignment is no longer feasible to submit.

Late Assignments

The final assignment is due at 11:59 p.m. on April 5, 2019.

Assignment grades will normally be reduced by 5 percentage points (e.g., from a 75% to a 70%) if the assignment is not received by the specified time and date, and by an additional 5% points for each additional day late. However, late submission by itself will not result in a grade being reduced below 50%. The instructor reserves the right to refuse to grade any assignment that is more than one week late, in which case a grade of 0% will be assigned for that part of the course grade. If the delay is the result of illness or domestic affliction, the individual involved must contact the instructor BEFORE the due date of the assignment with an explanation for the delay. A medical certificate or other supporting evidence will be required, although if necessary these may follow after the due date.

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 or <http://www.studentlife.utoronto.ca/as>.

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.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours.

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, Quercus 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.