

University of Waterloo
Department of Psychology
PSYCH 439
Negotiation in the Workplace
Winter 2018
Fridays 11:30-2:20 in PAS 1241

Instructor Information

Professor: Wendi L. Adair
Office: 4046 PAS
Office Hours: Mondays 2:00-3:00 pm and by appointment
Phone: 519-888-4567 x38143
Email: wladair@uwaterloo.ca

Please include “Psych 439” in the subject line of all course related emails. I encourage you to ask me questions in class, come to my office hours, and offer constructive feedback about the course.

Purpose

Psych 439, Negotiation in the Workplace, is an applied psychology course for advanced Psych Majors, HRM students, and other students by permission of the instructor. The purpose of Psych 439 is to introduce you to the theories and processes of interdependent decision making and conflict management relevant to a work context. The course will cover a broad spectrum of negotiation situations faced by HR professionals, general managers, and employees working on teams or with others.

This course helps students master theory and develop skills by tackling one aspect of the negotiation literature and its application each week. We address each topic experientially by 1) preparing for and simulating a variety of negotiations and 2) analyzing students’ negotiation strategies and outcomes. Almost all exercises require preparation in advance; some require students to prepare outside of class as a team. **Attendance in this class is mandatory.** Students are expected to be fully prepared to negotiate at the start of class and to participate in the debriefings.

Students’ experiences are integrated with negotiation theory in a weekly debrief discussion. Students share the results of their negotiations and discuss why some strategies worked and others didn’t. This course offers an opportunity students won’t find in real world negotiations: to see both the other side’s outcome and the outcomes of others in your same role. The debriefings provide a unique environment for to delve into what happened at the negotiation table and why. Readings complement the classroom experience and reinforce key messages from the debrief sessions.

Objectives: Upon completion of the course students will be able to:

- understand the fundamentals of negotiation and conflict management theory
- identify the psychological processes underlying negotiation dynamics
- analyze negotiation situations to develop an effective approach
- identify personal strengths to negotiate effectively in a variety of contexts
- communicate effectively using a variety of strategies in workplace negotiation and conflict situations

Course Requirements and Grading Summary

| Assessment | Dates | Components | Weighting |
|------------------------|---------|---|-----------|
| Class Participation | Thruout | Attendance & participation in class (20%) Weekly planning documents (10%) Peer feedback (10%) | 40% |
| Science-Practice Case | Feb. 9 | Slide deck & in-class presentation | 30% |
| Capstone Case Analysis | April 6 | Take-home case analysis | 30% |
| | | Optional Extra Credit | 4% |
| | | | Max 100% |

Course Materials

- **Textbook:** Lewicki et al. *Essentials of Negotiation, Canadian Version*. **You are to read assignments after class, unless otherwise noted.**
- **Cases:** Our negotiation cases come from a variety of publishers that charge a per student fee. **Course fees to cover the costs of cases are approximately \$50. The instructor will let you know the exact amount to be paid by cheque to the instructor, Wendi Adair. If fees are not paid by the last day of class, a hold will be placed on access to student marks.**
- **Research Articles:** In this applied psychology course, we focus on the practical application of negotiation concepts and theories in the workplace. As such, we will not read and analyze journal articles as in a research seminar. However, students may wish to read the original research and are encouraged to do so. If there is a particular concept or theory that interests you, the reference section in your textbook is an excellent place to start. If you are looking for more references, please see the instructor for an additional reading list.

Course Website (LEARN)

Lecture slides, course dates, announcements, and any additional course materials will be posted on LEARN (<https://learn.uwaterloo.ca>). Any changes to the schedule of lectures and assigned readings will be posted on LEARN. It is students' responsibility to check LEARN and their official university email address regularly for course updates.

Course Requirements & Grading Details

Participation (40%)

There are three components to your class participation grade: attendance & participation in class discussion, weekly planning documents, and peer feedback. Each component is described below.

Attendance & Participation in Class (20%). You are expected to attend class, come prepared, and participate in all negotiation exercises.

Professionalism: All negotiation exercises are cases based on real world negotiations. You are expected to:

- Treat the exercise and your counterpart as seriously as you would outside the classroom in a real world negotiation
- Try to do your best

- Consider the consequences of your actions within the guidelines of the exercise and in actual professional situations

Participation in Class Discussion: You will be evaluated on the quality (not quantity) of your contributions and insights. Quality comments:

- Offer a unique and relevant perspective.
- Contribute to moving the discussion and analysis forward.
- Build on others' comments.
- Include evidence, demonstrate recognition of basic concepts and reflective thinking.

Each student will be evaluated on a weekly basis and will be assigned a categorical mark: 0 = did not attend class, 1 = attended class but did not participate, 2 = attended class and participated at an average, expected level, 3 = attended class and participated at an exceptional level.

Planning Documents (10%). In our second session, we will discuss effective negotiation planning strategies. You will then create your own planning document as you prepare outside of class for all subsequent cases. Bring your planning document to class for your own use (hard or soft copy) during the negotiation.

As evidence of your preparation, you are required to upload your planning document for each case to Learn by 9:00 am on the day of class. Failure to submit a planning document before negotiation will be considered lack of preparation and your negotiation partner may be reassigned to work with another student so their learning experience is not negatively impacted. This will count as an unexcused absence (see attendance policy above).

Late Planning Documents will not be accepted.

Peer Feedback (10%). Following three negotiations, you will provide feedback to your negotiation counterparts. The instructor will provide you with the feedback form.

Science-Practice Presentation (30%)

In Class February 9

You will be assigned a case from the first 5 weeks of class. In small groups, prepare a presentation linking the case to the reading materials assigned that week. Since we do not have time to discuss all the readings in class, this is a chance for you to think deeply and translate across the science-practice boundary (which you will do again for the capstone exercise). Teams will have five minutes to communicate their science-practice connections to the class and will submit a slide deck to Learn.

Grading will be based on:

- 1) Ability to make reasonable and meaningful connections between the readings and in-class experience
- 2) Correct interpretation and understanding of negotiation concepts and phenomena
- 3) Professionalism of presentation and slides

Capstone Exercise: Case Analysis (30%)

Due April 6, 5:00 pm

Following your last negotiation exercise, the instructor will hand out a final take-home test. You will be asked to analyze your final negotiation by incorporating concepts learned throughout the

course. The test will have 4-5 essay questions, each allowed a maximum of three typed, double spaced pages for response.

Grading will be based on:

- 1) Correct understanding and application of negotiation concepts and phenomena
- 2) Reasonable and meaningful connections between course concepts and your negotiation experience
- 3) Clear, concise, grammatically correct, and typo-free writing

Course Policies

Late Submissions.

- Late Planning Documents will not be accepted.
- Late submissions of the final take-home case analysis will incur a 2% penalty per day late.
Example: For a paper due at 5:00 pm on April 6, a submission at 8:00 pm on April 6 will result in -2% of the possible 30% earned for the paper. A submission at 5:30 on April 7 will result in -4% of the possible 30% earned for the paper.

Absence. This class has mandatory attendance.

- You may miss one negotiation exercise without penalty with 24 hour notice. Each miss beyond the one excused miss results in a penalty of 2% off of your 20% Attendance and Participation grade.
- An unexcused absence will result in a penalty of 2% off of your 20% Attendance and Participation grade. Unexcused Absences include:
 - Failure to contact me before missing a class
 - Coming to class unprepared to negotiate
 - Arriving to class late – after negotiation has begun

Missed Science-Practice Presentation.

- All students are expected to be present and participate on February 9 in-class presentations. Missing your in-class presentation will result in a -5% penalty from your personal presentation grade (the rest of your team's grades will not be impacted).

Weekly Course Schedule - Detail

| Date | Due by start of class (upload to Learn) | Topic & In-class Activities | Read After Class |
|--------|--|--|---|
| Jan 5 | | Course overview Distributive Negotiation Case: Biopharm-Seltek | Chapter 1: Introduction Chapter 2: Distributive Bargaining |
| Jan 12 | | Integrative Negotiation Case: Texoil Negotiation Planning | Chapter 3: Integrative Negotiation Chapter 4: Planning |
| Jan 19 | Management Retreat PD | Negotiation Structure Case: Management Retreat | Chapter 5: Cognition & Framing |
| Jan 26 | Cartoon PD | Complex Negotiation Case: Cartoon (FB) | Chapter 6: Communication & Process |

| | | | |
|---------|----------------------------------|---|--|
| | | | 2 <i>Negotiation Journal</i> Papers (posted on Learn after class) |
| Feb 2 | Federated Science PD | Power and Influence Case: Federated Science | Chapter 7: Power and Influence |
| Feb 9 | | Science-Practice presentations | Review, Catch up on reading Alta Gas case |
| Feb 16 | | WINTER BREAK | |
| Feb 23 | Alta Gas discussion questions | Cross-cultural Negotiation Alta-Gas | Reading TBA |
| Mar 2 | Amanda PD | Third Party Intervention Case: Amanda (FB) | Chapter 8: Disputes and Third Party Help |
| Mar 9 | Bullard Houses PD | Negotiation Ethics Case: Bullard Houses | Chapter 9: Negotiation Dilemmas |
| Mar 16 | Newport Girl Dolls PD | Multiparty Negotiations Case: Newport Girl Dolls (FB) | Chapter 10: Multiparty Negotiations |
| Mar 23 | Mexico Venture PD | International Negotiations Case: Mexico Venture | Chapter 12: International Negotiation |
| Mar 30 | Capstone Case PD | Capstone Case Wrap-up Class Awards | |
| April 6 | | Take-home Test Due by 5:00 pm | |

Sona and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology

research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Chief Ethics Officer of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must*

contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

University Notes and Guidelines

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodations

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate

accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.