

## Psych 439 Winter 2017

Negotiation in the Workplace  
University of Waterloo  
Department of Psychology  
Tuesdays 11:30-2:20 PAS 1241

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### Instructor Information

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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 and minors, HRM Certificate students, Arts & Business students, and others 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, experiences, 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 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 theories
- 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 (10%) Weekly planning documents (10%)	20%
Midterm Test	Feb 14	In class, Covers Chs 1-7	30%
Course Project	Thruout	Presentation (10%) Written work (40%)	50%
		Optional Research Credits (4%)	
			Max 100%

### Course Materials

- **Textbook:** Lewicki et al. *Essentials of Negotiation, Canadian Version, 2<sup>nd</sup> edition*. **You are to read assignments after class, unless otherwise noted.**
- **Cases:** Our negotiation cases come from a variety of sources including Kellogg's Dispute Resolution Research Center and Harvard's Program on Negotiation. There is a usage fee for these exercises that is *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. Students who wish to read the original research 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. 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 (20%)

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

**Attendance & Participation in Class (10%).** You are expected to attend class, come prepared, and participate in all negotiation exercises.

*Late Arrival:* Negotiations take place during the first part of the class. If you are not present when negotiations begin, I will assume that you will not be attending class and I will reassign your negotiation partner. This will count as an unexcused absence.

*Excused Absence:* You may miss one negotiation exercise without penalty if you notify me in advance of a personal conflict (24 hours).

*Unexcused Absence:* Each miss beyond the one excused miss results in a penalty of 1% off of your 10% Attendance and Participation grade. Failure to contact me in advance (even if this is your first miss) will result in a 1% penalty. Coming to class unprepared will also count as an unexcused absence, resulting in a 1% penalty.

*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 in discussion, 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 prior to our class meeting.** 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.**

### **Midterm in class February 14 (30%)**

We will have an in-class midterm on February 14. The exam will be closed book and will consist of both multiple choice and short answer questions. The exam will focus on your understanding of the terminology, concepts, and processes covered to date in the course. You will not be expected to remember details of the cases we negotiated in class. You will be expected to apply the concepts to hypothetical scenarios or real world cases.

### **Course Project (50%)**

Choose one of two options for your course project. This project is something you will work on throughout the term, with a presentation in our final class and a paper due one week later.

### OPTION 1: Paper Clip Trading Project

During the term, you will engage in a series of trade negotiations outside of class. You will be provided a template for tracking each negotiation experience. You must complete a minimum of 6 trades over the course of the term, and you must use at least 3 different strategies.

Deliverables include (details to be provided in class):

Negotiation tracking logs (10%) Due Feb 7, Feb 28, March 28

In-class presentation (10%) Due March 28

Written analysis (30%) Due April 7

### OPTION 2: Negotiation Analysis

During the term you will locate sources describing a real-world negotiation that has transpired within the past 20 years. You will read and analyze information on the negotiations, writing a 10-page (2,500 word) summary case study applying concepts from the course. Examples to consider: Paris Climate Negotiations (2015), Hollywood Writer's Strike (2007-2008), GM & Unifor Contract Negotiations (ongoing), NHL Lockout (2004-2005), Kitchener Rapid Transit/Light Rail (2013-15). You may also propose a special topic to the Professor.

Deliverables include (details to be provided in class):

Research Topic and preliminary reading list (5%) Due Feb 7

One-page outline of final paper (5%) Due Feb 28

In-class presentation (10%) Due March 28

Written analysis (30%) Due April 7

### **Course Policies**

**Late Submissions.** Late Planning Documents will not be accepted. Late submissions of the final project deliverables will incur a 2% penalty per day late. Example: For a paper due at 5:00 pm on April 7, a submission at 8:00 pm on April 7 will result in -2% of the possible 30% earned for the paper. A submission at 5:30 on April 8 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 if you notify me in advance (at least 24 hours in advance). Each miss beyond the one excused miss results in a penalty of 1% off of your 10% Attendance and Participation grade. Failure to contact me (even if this is your first miss) will result in a 1% penalty. Coming to class unprepared or late will also count as an unexcused absence, resulting in a 1% penalty.

**Missed midterm.** A make-up will be offered for students who miss an in-class midterm due to a documented illness. Students who miss a midterm due to a personal conflict related to work, extracurricular activities, or other class commitments may petition in advance (one week's notice required) to take the test at a later date. The final decision will be at the instructor's discretion.

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen final papers in this course. This is being done to verify that use of all material and sources in assignments is documented. Students who do not want to have their assignment screened by Turnitin® should see the professor by the third week of class for alternative options.

## Course Schedule in Detail

<b>Date</b>	<b>Due by start of class</b> <b>(upload to Learn dropbox</b> <b>unless indicated otherwise)</b>	<b>Topic &amp; In-class</b> <b>Activities</b>	<b>Read After Class</b>
Jan 3		Course overview	Chapter 1: Nature of Negotiation
Jan 10		Distributive Negotiation Negotiation Planning Case: Blue-Buggy	Chapters 2 & 4: Distributive Bargaining and Planning
Jan 17	Planning Document ( <b>PD</b> ) At Your Service	Integrative Negotiation Case: At Your Service Introduce Final Project	Chapter 3: Integrative Negotiation
Jan 24	Roommates' Decision <b>PD</b>	Complex Negotiation Case: Roommates' Decision	Chapter 5: Perception, Cognition, & Emotion
Jan 31	Performance Interview <b>PD</b>	Communication Process Case: Performance Interview	Chapter 6: Communication Process
Feb 7	Trade Logs 1 & 2 or Research Paper topic & reading list	Power and Persuasion AltaGas Case Study	Chapter 7: Power and Persuasion
Feb 14		Midterm #1 Third Party Intervention video	Chapters 1-7
Feb 21		No Class Reading Week	
Feb 28	Amanda <b>PD</b> Trade Logs 3 & 4 or Research Paper 1 page outline	Third Party Intervention Case: Amanda	Chapter 8: Disputes and Third Party Help
Mar 7	Where's Alvin <b>PD</b>	Ethics & Difficult Negotiations Case: Where's Alvin	Chapter 9: Deception & Ethical Dilemmas & Chapter 11: Managing Difficult Negotiations (Note: This chapter appears only in the 2 <sup>nd</sup> edition.)
Mar 14	University of Regina <b>PD</b>	Team Negotiation Case: University of Regina	Chapter 10: Multiparty and Team Negotiations
Mar 21	Mouse <b>PD</b>	Multiparty Negotiation & Cross-Cultural Negotiation Case: Mouse	Chapter 12: International and Cross- cultural Negotiations
Mar 28	Trade Logs 5 & 6	Presentations Wrap-up	
April 7	Final Papers	Final Paper <b>Due by 5:00</b> <b>pm</b>	

## **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**

### **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](#).

### Concerns About a Course Policy or Decision

**Informal Stage.** We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

**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 Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca).

**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](#)

### Accommodation for Students with Disabilities

**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.

### Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
  - seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor within 48 hours.
  - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
  - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
  - provide an extension.

- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
  - Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.

**Official version of the course outline**

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Cross-listed course**

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/PSYCH cross-list will count in the Philosophy major average, even if the course was taken under the Psychology rubric.