

**University of Waterloo
Department of Psychology
Psych 439 Negotiation in the Workplace
Fridays 2:30-5:20 HH 280
Winter Semester 2009**

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Overview

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 theory and processes of interdependent decision making in a work context. The course will cover a broad spectrum of negotiation problems faced by the manager and professional. A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented.

This course helps students learn negotiation theory and develop negotiation skills by tackling one aspect of negotiation each week. We address each topic experientially by 1) preparing for and simulating a variety of negotiations and 2) analyzing students' negotiation outcomes and strategies. We integrate students' experiences with negotiation theory in a weekly debrief. Readings complement the classroom experience and reinforce key messages from the debrief.

Objectives

- understand fundamentals of negotiation theory
- learn the psychological processes underlying negotiation dynamics
- learn to analyze negotiation situations and develop an effective approach
- improve your ability to negotiate effectively in a variety of contexts
- build confidence as a negotiator

Format

The course is built around a series of negotiation exercises and debriefings. Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings.

In the debriefings, we will share the results of our negotiations and discuss why some strategies worked and others didn't. This course offers you an opportunity you 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 us to delve into what happened at the negotiation

table and why it happened. Consequently, you should not agree to any deal you are not willing to share with the rest of the class.

Course Materials

The majority of the readings for the class will be from Thompson's The Mind and Heart of the Negotiator. *You are to read assignments after class, unless otherwise noted.*

As this is an applied psychology course, we focus on a general understanding of concepts and theories as they are applied in the workplace. As such, we will not be reading and analyzing 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, Thompson's reference section is an excellent place to start. Thompson is a social psychologist who has published widely in the domains of both negotiation and teamwork. The reason I like her textbook is that she keeps very current and provides excellent references to journal articles (both theoretical and empirical) for all of the concepts introduced. If you are looking for more reading in addition to what Thompson references, please see the instructor for an additional reading list.

Our negotiation cases come from a variety of sources. Some of these I have written; others are provided by Kellogg's Dispute Resolution Research Center and Harvard's Program on Negotiation. There is a usage fee for Kellogg's and Harvard's exercises as well as a cost to copy all case materials. *Course fees to cover the costs of cases are \$50. All students are responsible for paying the course fees promptly. If fees are not paid by the end of the term, a hold will be placed on access to student marks.*

Course Requirements & Grading

Participation (30%)

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

Attendance. You are expected to participate in all negotiation exercises. You may miss one negotiation exercise without penalty if you notify me in advance (24 hours). Each miss beyond the one excused miss results in a penalty of one-half letter grade per miss. Failure to contact me (even if this is your first miss) will result in a penalty of one-half letter grade. You may be asked to provide a substitute for the exercise. Lack of preparation for an exercise will be treated like an absence for that exercise. There will be a negotiation exercise the first day of class.

You are expected to be on-time and prepared for class. Negotiations take place during the first part of the class. If you are not there 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 miss.

Many of the negotiation exercises are stylized versions of negotiations in the real world. You should treat the exercises as seriously as you would outside the classroom. If you are frivolous about what we do, you will learn less and limit your classmates' opportunities to learn. You should try to do well. You should not demean the exercises or the people with whom you negotiate. You should consider the consequences of your actions within the guidelines of the exercise and what they might be in actual professional situations.

Class Discussion. You are expected to contribute to class discussion. You will be evaluated on the quality (not quantity) of your contributions and insights. Quality comments should:

- Offer a unique and relevant perspective.
- Contribute to moving the discussion and analysis forward.
- Build on others' comments.
- Transcend the "I feel" syndrome; include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking.

Planning Documents. You will learn throughout the course that preparation is an essential component of successful negotiations. In the second session, we will discuss effective planning strategies. You will then create your own planning document as you prepare outside of class for the "The Player" case in week 3. You should use the planning document you develop in preparation for all subsequent negotiations. As evidence of your preparation, you will hand in your planning document at the beginning of class, prior to negotiation each week. Failure to hand in a planning document before negotiation, will result in the one-half letter grade penalty for lack of preparation for a negotiation exercise (see attendance policy above).

You should bring 2 copies of your planning document to class: one to hand in prior to negotiation and one to take with you to the negotiation.

Midterm (30%)

We will have an in-class midterm in week 6. 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.

Final Exam (40%)

For the final exam, you will prepare and negotiate a multi-party negotiation case. You will then write a closed-book exam analyzing your negotiation. The questions will be short answer and will cover topics from throughout the semester.

Session 1 1/9	Introduction to Negotiation Distributive Negotiation
In-Class:	Introduction to course "Biopharm-Seltek" negotiation
Read After Class:	Thompson Chapter 1

Session 2 1/16	Negotiation Planning Introduction to Integrative Negotiation
In-Class:	"Les Florets" negotiation

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.

Concerns About the Course or Instructor (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 (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

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. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts incorporate the following note on avoidance of academic offenses:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

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,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>