

Psych 439 Winter 2014

Negotiation in the Workplace
University of Waterloo
Department of Psychology
Thursdays 2:30-5:20 HH 280

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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 theories and processes of interdependent decision making in 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. 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 Lewicki et al's *Essentials of Negotiation, Canadian Version*. The text is brand new, first edition, and available at the bookstore. ***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, 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.

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.***

LEARN and Communication with Instructor

Psych 439 is on LEARN, where you will find the syllabus posted. In addition, I will post the weekly slides *after* class each week. The course TA will monitor emails to LEARN, but to reach the instructor quickly please email me directly at wladair@uwaterloo.ca. I do not check the LEARN system for emails on a regular basis.

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 (10%). 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 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. Lack of preparation for an exercise will be treated like an absence for that exercise.

All of the negotiation exercises are cases based on real world negotiations. To get the most out of the exercises you should:

- Treat the exercises 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

Following each negotiation, students will complete a brief post-negotiation survey about their experience. At the end of the term, you will receive the anonymous data from these surveys as feedback when we discuss the concept of negotiator style and reputation.

Class Discussion (10%). 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.

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 (see above)

Planning Documents (10%). 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 "At Your Service" case in week 3. You should use the planning document you develop in preparation for all subsequent negotiations. You should bring a copy (hard copy or on your computer) to reference during the negotiation itself.

As evidence of your preparation, you are required to upload your planning document for each case to Learn prior to class meeting. Failure to submit 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).

Midterm in class February 27 (30%)

We will have an in-class midterm on February 27. 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 (40%)

During the term, you will engage in a series of trade negotiations outside of class. The project will be introduced in class in the third week of the term. 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. The project components that will be graded include:

Negotiation tracking log for a minimum of 6 trades (Due Feb. 6, Feb. 27, March 13)

5 page written analysis of your overall experience (Due March 27)

5 minute video analyzing your most interesting trade experience and showing your final results

In addition, your classmates and I will vote on the videos and awards will be presented in our last class session.

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%.

There are three ways to earn up to a total of 4 bonus grades: 1) participating in Psychology studies, 2) participating in Negotiation Learning Experience Study in class, and 3) writing reviews of research articles related to class content. Students may complete any combination of these options to earn 4 research experience marks.

Option 1: Participation in Psychology Studies:

Participation is coordinated by the Research Experiences Group (REG) using the Sona website. 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 in studies 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 undergone prior ethics review and clearance through the Office of Research Ethics.

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 Director 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 is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

Study scheduling, participation and grade assignment related to REG studies is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on when and how access your SONA account and for a list of important dates and deadlines please, as soon as possible, click on: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** 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:

[Link to Department of Psychology REG/SONA system](#)

Option 2: Participation in Negotiation Learning Experience Study in class:

As your instructor will explain, there is an opportunity for you to earn 1 bonus mark simply by filling out three short surveys at different times and giving the instructor permission to use data from your negotiation exercises in future research on negotiation. Your participation will help the instructor understand how to improve students' learning experience in future negotiation classes. Data will only be used in aggregate form and there will be no individual identifying information associated with your data. There will be more information presented in class about this opportunity and how to sign up. The instructor and other teaching assistants assigning grades will NOT be aware of who has elected to participate in the Negotiation Learning Experience Study and there will be no implication for your grade in this course.

Please note, if you take advantage of this option, you will be granted 1 bonus grade at the end of the term by the study Research Assistants. This bonus grade will not be granted through the REG/Sona system and will not appear on your record there.

If you prefer not to participate in this study, you can still earn this bonus grade by participating in REG studies or by completing a research article review (see below).

Option 3: 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). Acceptable journals include: *Academy of Management Journal*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Leadership Quarterly*, *Journal of Management*, and *Journal of Organizational Behaviour*. Suitable options from the popular press include: *New York Times*, *Wall Street Journal*, *Financial Times*, and *The Economist*. 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 lecture. 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.

Students may complete any combination of a) participation in research, b) team dynamics study, or c) article review up to a total of 4% points.

Course Schedule in Detail

January 9 Introduction to Negotiation, Overview of Course

In-Class: Introduction to course

Read After Class: Essentials Chapter 1

January 16 Distributive & Integrative Negotiation, Negotiation Planning

In-Class: “Biopharm-Seltek” & “Blue Buggy” negotiation

Read After Class: Essentials Chapter 2

Case Preparation: “At Your Service”

January 23 Negotiation Structure, Distributive Tactics

Due: Planning document for “At Your Service”

In-Class: “At Your Service” negotiation, Introduction to Paper Clip Project

Read After Class: Essentials Chapter 3

Case Preparation: “Computron”

January 30 Complex Negotiations & Complex Strategies

Due: Planning document for “Computron”

In-Class: “Computron” negotiation

Read After Class: Essentials Chapter 4

February 6 Decision Making & Cognition

Due: Trade logs for first two Course Project trades

In-Class: “Low Price Promotion” negotiation (2x2)

Read After Class: Essentials Ch. 5

Case Preparation: “Federated Science”

February 13 Power & Influence

Due: Planning document for “Federated Science”

In-Class: “Federated Science” negotiation (1x1x1)

Read After Class: Essentials Ch. 6

Case Preparation: None

February 20 No Class - Winter Break

February 27 Midterm

Due: Trade logs for 3rd & 4th Course Project trades

Case Preparation: “Where’s Alvin”

March 6 Ethics

Due: Planning document for “Where’s Alvin”

In-Class: “Where’s Alvin” negotiation

Read After Class: Essentials Ch. 7

March 13 Communication in Negotiation & Irrational Negotiators

Due: Trade logs for 5th & 6th Course Project trades

In-Class: View & analyze film on Waco negotiations

Read After Class: Reread Essentials Chapter 5

Case Preparation: “Alpha-Beta” – in teams

March 20 Global Negotiation

Due: Planning document for “Alpha Beta”

In-Class: “Alpha Beta” negotiation (3x3)

Read After Class: Essentials Ch. 8

Case Preparation: TBA

Class will vote to cover 1 additional topic among the following:

 Virtual Negotiation

 Dispute Resolution

 Multi-party Negotiation

March 27 Students’ Choice: Special Topic

Due: Planning document for Special Topic Case

Due: Final Course Project

Hand in: Trade logs beyond 6th trade and 5-page analysis

Post to course website: 5 minute video

In-Class: Negotiate Special Topics Case

April 3 Reputation, Course Wrap-up, & Awards

You will be asked to view and vote on classmates’ videos by Tuesday April 1.

University Notes and Guidelines

Students who are 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 UW Verification of Illness

Form: [Link to UW Health Services](#)

submit that form to the instructor within 48 hours. (preferably) 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 or midterm test, 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.

The 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.

Accommodations for Students with Disabilities

Access-Ability Services, 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 Access-Ability Services 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 Studies ([*Myra Fernandes*](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes

Email: mafernan@uwaterloo.ca

Ph 519-888-4567 ext 32142

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>