

University of Waterloo
Department of Psychology
PSYCH 439 001
Negotiation in the Workplace
Winter 2020

Thursdays 2:30-5:20, HH 119

(Change to virtual meetings as of March 13)

Instructor and T.A. Information

Instructor: Wendi L. Adair

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Office Phone: 519-888-4567 x38143

Office Hours: Wednesdays 10 am – 12 noon (please contact by email)

Email: wladair@uwaterloo.ca

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

Course Description

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 to delve into what happened at the negotiation table and why. Readings complement the classroom experience and reinforce key messages from the debrief sessions.

Course Goals and Learning Outcomes

Class attendance, preparation, and active participation are essential to achieve the course learning outcomes. The course uses Kolb’s experiential learning approach, see link for more information: <https://www.simplypsychology.org/learning-kolb.html>

Upon completion of this course, students should be able to:

- A. understand the fundamentals of negotiation and conflict management theory
 - Correctly define terms and explain theories
 - Accurately identify the psychological processes underlying negotiation dynamics
- B. analyze negotiation situations to develop an effective approach
 - Complete a comprehensive planning document prior to in-class simulations
 - Assess real world cases to offer reasonable and effective courses of action
- C. identify personal strengths to negotiate effectively in a variety of contexts
 - Try out different strategies during class negotiation to understand your strengths
 - Analyze the effective (or ineffective) use of negotiation tactics in your in class simulations
- D. communicate effectively using a variety of strategies in workplace negotiation and conflict situations
 - Achieving your goals in the in-class simulations
 - Positive peer-feedback

Required Text

- Lewicki et al. Essentials of Negotiation, 3rd Canadian Edition. You are to read assignments after class, unless otherwise noted. PLEASE NOTE: If you use an earlier version of the text, please be sure to check the weekly TOPIC and read the chapter associate with that topic in your edition. For the midterm, you are responsible for checking the current version of the text on reserve in the library for updated content.
- Simulations are distributed on-line. Enrolment instructions will be emailed and students are required to create their account and pay the \$47 USD course material fee directly to idecisiongames.com by credit card.
- Additional readings may be posted to Learn as needed.

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.

Lecture slides, announcements, and any additional course materials will be posted on LEARN (<https://learn.uwaterloo.ca>). Check LEARN and your official university email address regularly.

Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Attendance & Participation	weekly	20
Planning Documents	see course outline	10
Peer Feedback	Jan 23, Mar 19	10
Midterm	February 13	30
Take-home final case analysis	April 9-17	30
Optional SONA research experience bonus		max 4
Total		max 100%

Assessment 1

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

Attendance Policy: 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

Professionalism: All negotiation exercises are cases based on and should be approached as real world negotiations:

- 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.

Virtual Class Participation (see revised class schedule below):

1) March 26 negotiate *Where's Alvin* before or during class time using skype or live video chat

2) **March 30-April 1** negotiate *Federated Science* using email

3) Discussion groups on Learn for readings (For each reading, post minimum of 1 comment and 1 response to a classmate's comment)

4) Discussion groups on Learn for case debrief (View pre-recorded powerpoint debriefs and post a minimum of 1 comment and 1 response to a classmate's comment)

Students will be evaluated each class 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.

Assessment 2

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.

Assessment 3: Jan 23, Mar 19

Peer Feedback (10%). Following two negotiations, you will provide feedback to your negotiation counterparts. The instructor will provide you with the feedback form. Feedback that is complete and constructive will receive full credit.

Assessment 4: In class Feb 13

Midterm (30%). We will have an in-class midterm on February 13. The midterm will be closed book and will consist of both multiple choice and short answer questions. The test 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.

Assessment 5: Due April 9-17

Take-home Final Case Analysis (30%). Following your last negotiation exercise, the instructor will hand out a final take-home case analysis. 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.

Your final case-analysis is due uploaded to Learn by 5:00 pm on April 9. Grading will be based on:

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

Sona Participation and Research Experience Marks:

Maximum bonus 4% See pages 8-10 for details.

Course Outline

Week	Date	Topic	Homework Due by 9:00 am	Readings After Class (3rd)
1	Jan 9	Course overview Nature of Negotiation Distributive negotiation		Lewicki Chs 1 & 2

2	Jan 16	Integrative negotiation Negotiation planning		Lewicki Chs 3 & 4	
3	Jan 23	Individual Differences; Perception, Cognition & Emotion Negotiation Structure; Peer Feedback At Your Service	At Your Service planning document	Lewicki Chs 5 & 6	
4	Jan 30	Complex Negotiation Communication Process & Outcome Power and Persuasion;	Cartoon planning document	Lewicki Chs 7 & 8	
5	Feb 6	Disputes and Third Parties Amanda	Amanda planning document	Lewicki Ch 9	
6	Feb 13	Midterm			
7	Feb 27	Negotiation Dilemmas Peer Feedback	Viking planning document	Lewicki Ch 10 Alta Gas case	
8	Mar 5	Negotiating with Indigenous Communities Alta Gas	Alta Gas discussion questions	To be posted on Learn	
9	Mar 12	Cross-cultural & Team Negotiation Alpha Beta	Alpha Beta team planning document	Lewicki Chs 11 &	
Wk	Date	Topic	Negotiate	View & Pre-recorded Lectures & Discuss¹ On-Line	Read & Discuss² On- Line
10	3/19	CANCELLED			
11	Mar 26	Negotiation Dilemmas <i>Where's Alvin</i> -upload planning doc by 2:30 pm March 26	Skype/video chat <i>Where's Alvin</i> 60 min Post results to idecisiongames.co m by 5:00 pm	Will be posted to Learn by 2:30pm, March 27 Difficult conversations Ethics ¹ By March 30 11:59 pm	³ Lewicki Ch 12 ² By March 30 11:59 pm
12	Apr 2	Multi-Party Negotiation <i>Federated Science</i> Course wrap-up -upload planning doc by 5:00 pm March 30	A-synchronous Email <i>Federated Science</i> March 30 5:00 pm – April 1 5:00 pm Email me results	Will be posted to Learn by 2:30 pm April 2 Culture Multi-party Wrap-up ¹ By April 6 11:59 pm	³ Lewicki Ch 11 ² By April 6 11:59 pm
	April 17		Take-home final due by 11:59 pm		

¹Discussion groups on Learn for case debrief (View pre-recorded powerpoint debriefs or read through powerpoint with notes and post a minimum of 1 comment and 1 response to a classmate's comment)

²Discussion groups on Learn for readings (For each chapter, post minimum of 1 comment and 1 response to a classmate's comment)

³Lewicki chapters 11 and 12 will be on virtual reserve at the library for any students who do not have the textbook.

Late Work

- 1) Late Planning Documents will not be accepted.
- 2) In the case of a midterm missed with proper documentation, the instructor will offer a retake option
- 3) 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 9, a submission at 8:00 pm on April 9 will result in -2% of the possible 30% earned for the paper. A submission at 5:30 on April 10 will result in - 4% of the possible 30% earned for the paper.

Electronic Device Policy

You may use laptops, tablets, and phones only when permitted by the instructor. Some students may desire to take notes on their laptops or other devices. However, research suggests that writing notes out by hand is more effective than by computer (Mueller & Oppenheimer, 2014). In addition, the temptation to multitask --sending emails, chatting, looking something up—is unavoidable for most students and highly disruptive to those around them. Therefore we will use laptops and electronics only in conjunction with our experiential exercises, not for note taking and debriefing.

Attendance Policy

Attendance Policy: 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

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 [Office of 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. Check [the Office of Academic Integrity](#) for more information. 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; 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.

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](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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 for Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

Mental Health Services

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Contact Health

Services Health

Services Building

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services
 Needles Hall Addition, NH 2401
 Call 519-888-4567 x 32655 to schedule an
 appointment counserv@uwaterloo.ca

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 six miles on each side of the Grand River.

Sona Participation 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

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- 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.
- UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

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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 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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[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 in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

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.
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- 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.