**MBA B712 & B712E**

**Managerial Negotiations**

**Fall 2021 Course Outline**

**Human Resources & Management Area**

**DeGroote School of Business**

**McMaster University**

Course Objective

The exercise of negotiations is prevalent and an essential element in all human interactions and particularly in business and professional scenarios so the ability to negotiate effectively will be an essential and vital part of your career.

The purpose of this course will be to provide students with insights both theoretical and practical to develop and apply negotiation skills by reviewing current literature, business studies, class discussions and role playing.

Instructor and Contact Information

**Section 1: Mondays, 11.30 am to 2.30 pm, Section 2: Mondays, 7 p.m. to 10 p.m.**

**Michael Ian Rubenstein, B.A., LL.B, M.Ed., LL.M**

Instructor

[mruben1@macmaster.ca](mailto:mruben1@macmaster.ca)

[mrubenstca@yahoo.com](mailto:mrubenstca@yahoo.com)

Office: by email or zoom

Office Hours: after class

Telephone No.: tba

**TA**

Tba

Course Elements

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Credit Value: | 3 | Leadership: | Yes | IT skills: | No | Global view: | Yes |
| Avenue: | Yes | Ethics: | Yes | Numeracy: | Yes | Written skills: | No |
| Participation: | Yes | Innovation: | Yes | Group work: | Yes | Oral skills: | Yes |
| Evidence-based: | Yes | Experiential: | Yes | Final Exam: | No | Guest speaker(s): | No |

Course Description

Learning Outcom

This course is taught primarily through the case-method but also includes readings, lectures, hands on negotiations exercises, class discussions, role playing.

Negotiations includes a series of communications techniques and awareness and insights as to human behaviour and motivation including written, oral, and non-verbal skills. Anyone in public relations, marketing, management, and many other functions will need to appreciate and develop the skills to negotiation to help a business achieve overall success in all aspects of its mission including sales, customer relations, human relations. The cases and concepts of the course present negotiations skills through hands on explanation of both theory and practice and the materials used in the course reflect both perspectives.

Upon completion of this course, students will be able to complete the following key tasks:

* Develop insight as to human behaviour and motivation
* Become aware of both verbal and non verbal cues during negotiations
* Understand how each individual’s personal characteristics impact on their negotiation style
* Understand which techniques and approaches best work with fellow team members or with the opposing party or parties when negotiating
* Understanding interests, positions, emotional and psychological issues that can negatively or positively impact on negotiations
* Use effective written and oral communication skills including being precise, accurate, avoiding redundancy, organizing and presenting positions chronologically, clearly and with proper organization
* Obtain, decipher, calculate and present all necessary data industry metrics, marketing information, financial ratios and trends to defend recommendations and positions taken in negotiation;
* Formulate a strategic negotiation plan in conformity with the business’s mission and goals
* Identify the important opportunities and challenges facing a business and setting out a course of action for dealing with them;
* Implement changes, as necessary, in order to position the business for the future; and
* Detail a negotiation plan that is operationally specific.

Required Course Materials and Readings

There are no texts for this course. Handouts for each week’s lecture and a negotiations guideline handbook created by the Instructor for the course will be provided before the course commenced and referred to in each class. These Handouts will provide citations and references to any information students require to do their negotiations exercise assignments.

Optional Course Materials and Readings

Students are given discretion to research and cite any texts, web-site articles, papers, with insights and suggestions as to how to negotiate.

Evaluation

Learning in this course results primarily from participation in negotiation simulations, in-class discussions/negotiations, case study, as well as out-of-class analysis. All work will be evaluated on an individual basis. Your final grade will be calculated as follows:

**Components and Weights**

**Participation** Participation in in-class activities and discussions 30%

**Feedback**  Feedback sheets 20%

**Negotiation Analysis** Analysis of a real-life negotiation 15%

**Final Report** A report on what you learned throughout the course 35%

**Total** **100%**

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students AcademicStudies/UndergraduateExaminationsPolicy.pdf

**Grade Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

|  |  |  |
| --- | --- | --- |
| Letter Grade | Percent | Points |
| A+ | 90-100 | 12 |
| A | 85-89 | 11 |
| A- | 80-84 | 10 |
| B+ | 75-79 | 9 |
| B | 70-74 | 8 |
| B- | 60-69 | 7 |
| F | 00-59 | 0 |

**Course Deliverables**

**Participation (30%)**

Participation is worth 30% of your final grade. Effective participation is measured by the effort taken to effectively participate in class exercises and discussions. Students are strongly urged to attend every class (absences should be justified) and to take in-class participation very seriously. In order to effectively participate in class, students are to read the assigned material before class and demonstrate understanding of the assigned material by making informed comments on the readings and how they connect to the activities undertaken in-class. The sessions will adhere to the following structure:

1. Class will begin with a discussion of what students learned from the previous session. In most sessions, this will include reflecting on feedback received from their peers on their negotiation performance (drawing on the peer feedback sheets). In addition to reflecting on their experiences with class exercises and case studies, students are also expected to make explicit connections between what they learned in class and what they learned from the assigned readings. This means that students are expected to reflect on the assigned material on the day it is assigned, the week after it is assigned,

and in other instances where appropriate.

2. After reflecting on their experience in the previous session, students will engage in the core activity of the class. In most classes, this will be a simulation (aside from one case-study). **Every student will prepare for and participate in five simulations throughout the course.** The schedules of which simulation you will be participating in, your role (or observer status), and the time allotted for the negotiation will be shared gradually on A2L. As highlighted below, students are required to participate

in each activity and to come to class prepared to make genuine efforts to do so successfully.

3. After the class activity, students are to reflect on what they learned from the activity, including how the assigned reading material informed this experience.

Key note: Students should reflect on and be prepared to discuss the following questions about the simulations during class (from their experience or reflecting on others when observing):

1. What steps were taken to prepare for the negotiation?

2. What goals are being sought from the negotiation?

3. What strategies are being implemented to pursue those goals?

4. What are the expected results of those strategies?

5. What background information related to your case was most relevant to informing your strategiesand why?

6. What knowledge from the assigned course material was most relevant to your strategy and its anticipated outcomes, and why?

**Feedback (20%), Negotiations Analysis (15%)**

Feedback

Peer feedback is worth 20% of your final grade. Students are required to provide feedback on their peers’ performance in the negotiation simulations with handout sheets to be provided by the instructor in the form of feedback sheet. The feedback sheets are to submitted to the instructor answering the questions asked, exactly 24 hours after the simulation has ended.T he document(s) is/are to be **no more than one page, double-spaced,** as per the questions on the sheets.

Negotiation Analysis

The above feedback sheets will also ask you to analyze negotiation techniques used or could have been used not just observe the negotiations exercise. The negotiation analysis is worth 15% of your final grade.

**Final Report (35%)**

The final report is worth 35% of your final grade. The report will involve reflecting on what you learned throughout the course. The entire report will be NO MORE THAN 15 double-spaced pages, including the cover page and references. Students are being asked to write approximately one page on the themes and handouts presented in each lecture plus the Practical Negotiations To Use During Negotiation Handout.

For each theme, you are asked to discuss:

1) what) you learned from the readings;

2) what you learned from applicable class exercise or class discussion related to that theme;

3) what you learned from the peer feedback sheets matching those themses.

Students are also asked to have an introduction and conclusion to the report.

In addition to providing a summary of what was learned throughout the course, the conclusion will include insights as to whether one can come up with effective best negotiation practices.

Students should be aware that this document is a crucial guide when testing their knowledge of the assigned readings. Texts assigned for this course should be cited in APA format.

**The final report is due on Dec.6, 2021. Submission is through A2L.**

**Writing Guidelines for all assignments**

All written assignments should adhere to the following standards:

* Arial or Century Gothic font 12
* Double-spaced
* Standard 8.5" x 11" white paper
* 1" margins on sides of paper
* **Proper spelling, grammar and referencing in APA or Oxford format**:
* https://owl.english.purdue.edu/owl/resource/560/01/

**ACTIVITY DELIVERY DESCRIPTION TOOLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Readings** | Asynch | Tied To Weekly Discussions | Readings linked in assigned textbook and Avenue |
| **Negiotiation, Simulations** | Synch | Time varies by simulation(to be communicated on A2L) | Zoom |
| **Lectures, Group Discussions** | Synch | Weekly, re. texts, simulations, case stidy | Zoom |
| **Projects** | Asynch | Case studies, feedback sheets,final report | MS Word |

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

[http://mbastudent.degroote.mcmaster.ca/contact/anonymous/](about:blank)

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](about:blank)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

Authenticity/Plagiarism Detection

***Some courses may*** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity.](about:blank)

Courses with an On-Line Element

***Some courses may*** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

On-Line Proctoring

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](about:blank) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Missed Academic Work

***Missed Mid-Term Examinations / Tests / Class Participation***

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor.  Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the [Petition for Relief for MBA Missed Term Work](about:blank) and the [McMaster University Student Health Certificate](about:blank) which can be found on the DeGroote website at [http://mbastudent.degroote.mcmaster.ca/forms-and-applications/](about:blank). Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the [Petition for Relief for MBA Missed Term Work](about:blank) and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation.  Instructors cannot themselves allow students to unofficially write make-up exams/tests.  Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

***Missed Final Examinations***

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student’s transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the [Application for Deferred MBA Final Examination](about:blank) and a statement from a doctor certifying illness on the date of the examination. The [Application for Deferred MBA Final Examination](about:blank) and the [McMaster University Student Health Certificate](about:blank) can be found on the DeGroote website at [http://mbastudent.degroote.mcmaster.ca/forms-and-applications/](about:blank) Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

* Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
* Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student’s immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of $50 will be charged for a deferred exam written on campus and a fee of $100 for deferred exams written elsewhere. In cases where the student’s standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

Academic Accommodation for students with disabilities

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

[http://sas.mcmaster.ca](about:blank)

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](about:blank) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Potential Modification to the Course

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Research Using Human Subjects

***ONLY IF APPLICABLE***

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

[http://www.pre.ethics.gc.ca](about:blank)

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University’s research ethics guidelines:

[http://reo.mcmaster.ca/](about:blank)

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

Acknowledgement of Course Policies

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA XXXX will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

**MBA B712 & B712E**

**Managerial Negotiations**

**Fall 2021 Weekly Schedule**

Course Schedule

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| --- | --- | --- |
| **Week** | **Date** | **Assignment/Class Work** |
| 1 | Sept.13 | Intro, Lec.1 Handout  -have class introduce itself  -break class up into teams of 4 |
| 2 | Sept.20 | 5 Strategies of Negotiation, Lec.2 Handout  -class discussion  -have students discuss what topics they may want to negotiate |
| 3 | Sept.27 | Interests, v. Positions, Lec. 3 Handout  -class discussions, re. above  -negotiating team discussions  -assign class negotiation exercise dates |
| 4 | Oct. 4 | Best Negotiations Practice, Lec.4 Handout  -class discussion as to above  -break into negotiation teams to discuss negotiation projects |
| 5 | Oct.11 | **NO CLASS MID TERM BREAK, NEGOTIATIONS EXERCISES START NEXT WEEK** |
| 6 | Oct.18 | Information Exchange, Lec.6  -class discussion as per above  -first negotiation exercise(s)  -feedback sheets provided 24 hours after the above |
| 7 | Oct.25 | Developing An Agenda, Lec.7  -as above |
| 8 | Nov.8 | Legal Terminology, Lec.8  -as above |

|  |  |  |
| --- | --- | --- |
| **Week** | **Date** | **Assignment/Class Work** |
| 9 | Nov. 15 | Personality Types, Lec.9  -as above |
| 10 | Nov. 22 | Conflict Resolution, Lec.10  -as above |
| 11 | Nov. 29 | -review of final assignment  -as above |
| 12 | Dec.2 | Final Assignment due  -as above |