North Park University
School of Business and Nonprofit Management
SBNM 5041 B2 13S1 – Negotiation and Influence

(2 Semester Hours)

Syllabus

Course Facilitator: Catherine Marsh, Ed.D., Professor of Management

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Office Hours: Before and after class or by appointment

Office Location: My office is located on Spaulding Avenue, across the river from the main campus. I'm on the first floor of the two flat across from Burgh Hall with the signage, "School of Business and Nonprofit Management."

Course Description and Objectives:

Course Objective: A wise man once said there are three kinds of people in the world. Those who make things happen, those who things happen to and those who sit around wondering what happened. Effective managers are obviously in the first category. At its simplest, this course addresses how to make things happen by influencing other people.

The following three objectives point to the most important course outcomes. Please focus on these objectives as you begin the course:

- *Apply course material to improve thinking, problem solving, and decisions.*
- *Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*
- *Find and use resources for answering questions or solving problems*

More specifically, the student who finishes this course will have:

1. Identified and analyzed formal and informal power dynamics present in an organization with which he/she is familiar.

2. Described and discussed the types and sources of power he/she uses to get things done.

3. Planned and conducted a complex negotiation using the win/win-integrative bargaining approach.

4. Analyzed a negotiation in which he/she has been involved.
5. Determined his/her basic negotiation philosophy.

RequiredTexts:

Lewicki, Saunders & Minton, Essentials of Negotiation, 5th Edition, Irwin/McGraw-Hill, 2010, ISBN # 9780073530369

Lewicki, Saunders & Minton, Negotiation, Readings, Exercise, and Cases, Sixth Edition, Irwin/McGraw-Hill, 2009. ISBN # 9780073530314

Harvard Cases (You will be assessed a fee of $40 for the Harvard Materials):

Sally Soprano
Discount Marketplace
Multimode Inc.
Three Party Coalition Exercise
Real Estate Negotation (Four Part)

Cases will be handed out in class on the day they are to be used.

Recommended: Fisher, Ury & Patton, Getting To Yes, Second Edition, Penguin, 1991. ISBN # 0-14-015735-2 (In class, we will view Fisher and Ury's videotapes based on this book. While it is not required that you read it, I recommend it highly as a standard on the subject and it will enhance the value of the tapes.)

Prerequisites:

This course has no course prerequisites. All directions and support are provided for the assignments in this course.

However, it is expected that participants know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing web searches.

Technical Skills required:

The orientation in Moodle should be completed before beginning this course. Other than having the having ability to function in Moodle, students should be able to write papers using MS Word. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week and to prepare the group project presentation.

Course Outline

Session	Objectives	Activities/Exercises	Assignments – Prior to Class
1 10/22	By the completion of this week's module, each student will have: • acquainted him/herself with other students in class; • assessed he/her own preferred influence tactics; • discussed Galbraith's anatomy of power; • differentiated Kanter's view from Acton's view on power; • negotiated as a member of a three party coalition; • observed and identified sources of power utilized in a specific negotiation; • discussed the difference between equity and equality in negotiated outcomes.	Influence Tactics Inventory The Three Party Coalition Exercise – will be handed out in class.	Complete the Influence Tactics Inventory Lewicki, Readings, Section 1: Negotiation Essentials pages 1-114
2 **10/29**	By the completion of this week's module, each student will have: • participated in a simulation on organizational power dynamics; • analyzed the power utilized at various levels throughout an organization; • determined the influence of personal power on organizational power; • discussed *Burnham and McClelland's Theory of Needs* as applied to organizational management; • developed a team charter with his/her final project negotiation team.	The Power Game – Bring a $1 bill to class.	Lewicki, Readings, Sect 2: Negotiation Subprocesses, pages 115-210 Lewicki, Essentials, Chapter 7: Finding & Using Negotiation Power, page 151-169

3
 	
11/5
	By the completion of this week's module, each student will have:
	
	• examined in what ways he/she uses inappropriate negotiation strategies;
	
	• participated in and reflected on a negotiation exercise;
	
	• assessed types of power used by the student negotiators;
	
	• defined and differentiated among negotiation terms:
	  ○ positions
	  ○ interests
	  ○ options
	  ○ alternatives;
	
	• discussed the psychological needs of negotiators.
		Complete the SINS II Scale.
		
		Sally Soprano Negotiation – will be handed out in class
			Lewicki, Essentials, Chap 1: The Nature of Negotiation, pages 3-26
			
			Lewicki, Readings, SINS II Scale – page 680

4 **11/12**	By the completion of this week's module, each student will have: • determined target and reservation points in a negotiation; • developed a BATNA in a negotiation; • examined the importance of relationship awareness when negotiating; • evaluated organizational power dynamics as represented in a negotiation.	Multi-Mode Negotiation – will be handed out in class.	**DUE: First Paper Analysis of Power** Lewicki, Essentials, Chaps 2, & 3 Strategy of Tactics for Distributive and Integrative Bargaining, pages 27-88

5 **11/19**	By the completion of this week's module, each student will have: • prepared a negotiation as a member of a team; • practiced bracketing positions and focusing on needs; • practiced options generation; • assessed the importance of generating multiple options to secure a win/win negotiation.	Video clip – Getting to Yes Multi-party Negotiation – Will be handed out in class.	Lewicki, Essentials, Chap 5 Perception, Cognition and Emotion, pages 112-135 Lewicki, Readings Section 3 & 4:Negotiation Contexts and Individual Differences, pages 211- 320
11/26	Thanksgiving Break!	No Class!	**No assignments**
6 **12/3**	By the completion of this week's module, each student will have: • developed a shared *super-ordinate* goal; • practiced negotiation as a shared problem solving activity; • separated positions from interests.		Project Preparation.
7 **12/10**	By the completion of this week's module, each student will have: • completed a complex negotiation as a member of a negotiation team; • evaluated the performance of the negotiating teams.		DUE: **Group Project – Ridgecrest School Dispute**
Saturday **12/14 at Midnight**	By the completion of this week's module, each student will have: • analyzed a real world negotiation; • created a plan for the negotiation re-do; • determined his/her philosophy of negotiation.		DUE: **Negotiation Paper**

Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments:

Paper 1: An analysis of power in a real world organization – 50 points

- Introduce your organization and your position in the organizational chart (formal power structure).
- Describe the formal power structure as indicated by the organizational chart. To whom does the formal power structure give power and why?
- Using the material discussed in class and presented in the reading, discuss the informal power structure.
  - What are the forms of power?
  - What are the sources of power?
- Explain how things really get done in your organization (using material presented in class and in the reading).
- Explain how you make things happen – your sources of power and influence (using material presented in class and in the reading).

Paper 2: Analysis of a conflict – 50 points

Choose a negotiation in which you are (were) personally involved or had the opportunity to observe. Conduct an analysis and lay out a plan for a re-do.

- Identify and explain the situation and its requirements. What is (was) at stake here?
- If the negotiation is in the past, indicate what worked and what did not.
- Discuss your personal philosophy of negotiating and lay out your approach to the situation based upon that philosophy (demonstrate knowledge of process utilized throughout the course as well as knowledge of the reading).
- What is your hoped for outcome?

Final Project: Class Negotiation – Ridgecrest School Dispute – 45 points

The last class session will be devoted to a group negotiation based on **Lewicki Exercise 18:** The Ridgecrest School Dispute. Early in the class, groups will be formed to prepare and conduct this exercise. More extensive background information will be handed out to assist in the preparation. By mid-point in the course, groups should be meeting to prepare for the negotiation. The issues to be negotiated are sufficiently comprehensive that sessions with the "opposition" will probably be necessary outside of class before the final session. The final class session will be devoted to final negotiations to reach agreement. Grading will be based on the ability of the groups to apply the principles learned during the course. A memo explaining each group's intended negotiating strategy, as per the Sally Soprano example provided in class, and including BATNA, Target Point, and Reservation Point is to be handed in to the professor prior to the beginning of the final negotiation.

Paper Scoring Rubric:

Category	Excellent 10 points	Very Good 9 points	Good 8 points	Fair 7 points	Poor 6 points	Unacceptable 5 points or less
1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general – not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting .
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.

5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the paper as each relates to the topic described in the introduction .	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the paper have been lost between the introduction and the conclusion	The conclusion is recognizable , but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the paper is complete.	There is no clear conclusion, the paper just ends.

Course Grading: Maximum: 165 points

Paper 1: Power Analysis	50 points
Paper 2: Analysis and Philosophy of Negotiation	50 points
Final Negotiation: Ridgecrest School Dispute	45 points
Participation	10 points
Team Member Evaluation (your contribution to your team's preparation for the final negotiation)	10 points

155- 165	A
149-154	A-
145 -148	B+
139- 144	B
132-138	B-
129-131	C+
122- 128	C

The School of Business and Nonprofit Management considers a grade less than C as an F

Course Policies:

Attendance:

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed with only a 2 point deduction in participation points as long as all readings and assignments are made up by the student within a reasonable time period (the following class session). Missing a second class session is allowed only in unusual circumstances by prior arrangement and will result in 4 additional points deducted from the participation points. Since this represents more than 25% of the class time for the course, the student runs the risk of receiving a lower overall grade for the class. A student who misses three classes will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current

North Park University policy outlined in the University Catalog (found on the NPU website). Tardiness is a **major** annoyance. We will start the class on time and will expect you to be there.

Students with Disabilities:

Students with a disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Education: 773-244-5730; Business: 773-244-6270; Nursing: 773-244-5680; Community Development: 773-244-5774; Seminary: 773-244-6219; Music: 773-244-5625). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.

2. Copying another's answers on an examination.

3. Deliberately allowing another to copy one's answers or work.

4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog. In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Use of APA Publication Manual:

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.

2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Publication Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (http://owl.english.purdue.edu/owl/resource/560/01/). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA Interactive presentation that walks you through the process of setting up your APA paper/

APA PowerPoint Slide Presentation

Sample APA Paper

Other Online Resources

North Park University Writing Center

APA Online

Other Support Services:

Please see the Course Information resource for the Student Support content if you need assistance during your course.