

North Park University
SBNM 5041 online
Negotiation and Influence
Syllabus

Course Facilitator: Catherine Marsh, Ed.D., Professor of Leadership and Management
Contact Information:

Fax: 773-244-5285
E-mail: cmarsh@northpark.edu

Schedule: I will be online every morning and will respond to all questions within 24 hours. Discussion Forum Grades will be posted by the end of the day on Sunday. Written Assignment Grades will be posted by the end of the day on Monday.

Office Hours: Please e-mail me to schedule a phone or on-line appointment.

Introductory Comments:

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.

Student Learning Objectives:

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

1. Gain factual knowledge (terminology, classifications, methods, trends).

To successfully meet the first thirteen course objectives listed below you will be required to demonstrate knowledge of basic course principles, generalizations and theories, as discussed in the reading and video clips. The reading assignments and video clips are intended to help students acquire factual knowledge regarding the practice of negotiations. Knowledge of terms and methods will be demonstrated in weekly discussions and weekly writing assignments.

2. Apply course material to improve thinking, problem solving, and decisions.

To successfully meet course objectives 10-15 listed below you will be required to participate in a number of simulated negotiations. The simulations will occur throughout the course during which students will be required to problem solve and make decisions.

The instructor will provide feedback to the students, after which students will discuss and evaluate their effectiveness.

3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

To successfully meet course objectives 10-15 listed below you will be required to participate in a number of simulated negotiations. Students will practice developing skills and competencies in the simulated negotiations. The readings and weekly discussions will assist with the development of points of view that are important for success in work and life.

More specifically each student will:

1. Clarify personal beliefs and values about the negotiation process and his/her negotiation style.
2. Examine the role of trust in negotiations and explore his/her trust-building practices.
3. Determine his/her views on a range of ethical and unethical negotiation tactics.
4. Determine the differences between distributed and integrative bargaining and practice using each.
5. Examine perceptions of his/her personal power.
6. Articulate his/her sources of power and the types of power he/she uses in the workplace.
7. Explore the psychological interests and outcomes of negotiation.
8. Determine the difference between positions and interests.
9. Examine the difference between wants and needs and develop plans to satisfy the needs of both parties involved in a negotiation.
10. Practice identifying interests, brainstorming options, choosing alternatives and making agreements.
11. Identify the super-ordinate goal in a number of negotiation scenarios.
12. Identify the BATNA in a number of negotiation scenarios.
13. Develop target and resistance points in a number of negotiation scenarios.
14. Experience the power of a win/win negotiation.
15. Collaborate as a member of a negotiation team in the planning of a major negotiation.

Policies and Procedures for Negotiation Exercises

You will take part in a series of exercises and negotiation simulations in this course. Weekly assigned reading material and discussion forums should be completed prior to the negotiation. No later than midnight (CDT) on the Saturday, both you and your negotiation partner will post your preparation memos to the relevant discussion forum, and either you or your negotiation partner will also post your negotiated outcome to the same forum. The midnight deadline must be met in order for the instructor to view the results and post feedback for reflection in the designated forum in the week following the negotiation.

Negotiation partner(s) will be assigned unique roles, and therefore will ordinarily have confidential information that differs from the information you have received. Typically, you will be asked to read the background information for the upcoming negotiation, privately plan your strategy, and then meet via conference call with your assigned counterpart to negotiate an agreement.

For the most part, these negotiations will take place each week. Preparation for the negotiations is as important as preparation to participate in the discussion forums. Preparation for these exercises should be done entirely on your own, not with a study group, unless otherwise specified.

If you choose to share any aspect of your confidential information with your negotiation partner, it should be considered as part of your negotiation preparation/strategy and should be included in your preparation memo. If sharing information is NOT a part of your strategy, showing this information will compromise the negotiation experience for all concerned. By contrast, when you are actually negotiating with your assigned party, you may discuss as much or as little of your information as you think is appropriate to achieve the desired outcome. Whatever you say or do, you should be prepared to explain your negotiation behavior during the reflection forum that will occur the week following the negotiation. I hope there will be spirited – and useful – debate about ethical questions of fairness and disclosure that arise during your negotiations.

Please realize that misrepresentation of information is an inappropriate and unethical negotiation practice. Strive to emulate ethical negotiation tactics throughout the course.

Understand that everyone is trying to achieve the best possible outcome consistent with the instructions. Your skill will improve if you are matched with excellent opponents. You will harm your learning and the learning of your negotiation partner if you do not take the negotiation seriously, are overly easy or overly tough on your partner, or if you do not allow adequate time to prepare and to conduct the negotiation.

Although you should always strive to reach agreement, you are not obligated to do so. If you believe your negotiation partner is being unreasonable or unfair, you are free to declare an impasse and walk away from the bargaining table. This should be your last resort and you must explain your decision in the discussion forum should you choose to follow this course of action.

To provide flexibility for planning and completing the negotiations, it will be up to you and your partner to schedule your conference call for a time that works best for both of you. The call(s) may be scheduled at any time during the week as long as the outcomes and memos are posted before midnight (CDT) on Saturday. Schedule the calls during times that will allow for maximum preparation and the minimum possible interruptions and distractions.

Outcomes in negotiations are not a factor in grading, but the process documented in the preparation memos and outcome reports will be graded as a part of your forum participation. While I expect that everyone will strive to maximize negotiation outcomes, completing the negotiation will be its own reward. Someone who has paid the highest price in a given negotiation will not be graded any differently than someone who paid the least, as long as they document appropriate preparation for the negotiation. Failure to diligently prepare for and carry out the negotiation will be a serious matter.

Keep in mind that each negotiation team may have a different approach and unique outcome. It is extremely unusual for anyone to get an above average outcome in all of the exercises, but some people tend to do better than others. While it may be a bit discouraging to discover that you are not in that group, we hope that you will search hard for explanations and share your reflections in the designated reflection forums. It is far better to confront such issues in this setting – where the stakes are low and the opportunities to learn are high – than in real world negotiations, where losses, financial and otherwise, can be truly painful.

Required Texts:

Lewicki, R.L., Saunders, D.M. & Barry, B. (2007). Negotiation: Readings, exercises and cases, 6th Edition. New York: McGraw-Hill.

Lewicki, R.L., Barry, B. & Saunders, D.M. (2010). Essentials of negotiation, 5th Edition. New York: McGraw-Hill.

Additional Readings: All other required and optional reading assignments can be found on the Moodle course site under the topic for the week for which the readings are assigned or recommended.

Course Prerequisites:

This course has no 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.

Course Teaching and Learning Methods:

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses should not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well

Important note: I see my role as your instructor as a “learning facilitator.” Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important learnings and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule:

Discussion questions for the week will be posted by Saturday morning so that we can begin discussion of the topic by Monday evening of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible in order to provide meaningful and substantive discussion comments. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week’s topics. When you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your initial post to each forum should be approximately 250 words in length. The initial post to each forum ending in .0 and .1 must be posted no later than Thursday at midnight (CDT). The three response posts in forums ending in .0 and .1 are due no later than Saturday at midnight (CDT). The negotiation memos and outcomes must be posted to forums ending in .2 no later than Saturday at midnight (CDT).

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Technical Skills Required:

The orientation in Moodle should be completed before beginning this course. Other than having the 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.

Student Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to log in a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to the discussion at least 3-4 times per week (see *Guidelines for Writing Good Discussion Threads and Posts* in the Course Information Book at the top of the main page on the Moodle page for the course). Simply saying “hello” or “I agree” is not considered a substantive contribution (see below for posting suggestions). You must support your position or

begin a new topic or add somehow to the discussion when logging on. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week's topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of one original post and responses to three other students' posts in each forum. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!

2. Negotiation results will be posted on-line. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good “netiquette” (see *A Guide to Netiquette in Course Information folder on Blackboard*).
4. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
5. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you're still out there.

Course Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course instructor will not lead the online discussion, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course instructor will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
4. The course instructor will provide updated information on relevant resources for the various topics of interest.
5. The course instructor will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
6. The course instructor will respond to all student e-mails within 48 hours of receipt.

7. The course instructor will respond to all student phone calls within 48 hours.
8. The course instructor will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

Week/Module #1: March 17-23

The Nature of Negotiation

Student Learning Objectives:

By the completion of this week's module, each student will have:

1. practiced use of course tools and become engaged in the weekly course flow.
2. introduced him/herself to each student in class.
3. clarified personal beliefs and values about the negotiation process and his/her negotiation style.
4. discussed his/her perceptions of negotiation based on personal experience.
5. compared his/her perceptions of negotiation with the definitions presented in the reading.

Required Readings and Exercises:

1. Essentials: Chapter 1
2. Readings, Cases & Exercises: Chapters 1.1 & 1.2
3. Readings, Cases & Exercises: Questionnaire 1 - Personal Bargaining Inventory, Page 677-679

Week/Module #2: March 24 – March 30

Finding and Using Power

Student Learning Objectives

By the completion of this module, each student will have:

1. participated in a simulated distributive bargaining negotiation.
2. examined how he/she used power in the simulated negotiation and in real work situations.
3. made requests for assistance from people in his/her workplace and dealt with objections received.
4. described his/her manager as one of the three types of managers outlined by McClelland and Burnham (1976).

Required Readings:

1. Essentials, Chapters 2 & 7
2. Readings, Chapters 2.7, 2.8 & 2.9
3. Article: McLelland, D.C. & Burnham, D.H. (2003). [Power is the great motivator](#). *Harvard Business Review*, 81 (1), 117-126.

Required Exercises/Questionnaires:

1. Reading, Cases & Exercises, Questionnaire 3: Six Channels of Persuasion, pages 682-685
2. Reading, Cases & Exercises, Exercise 36 – Collecting Nos, pages 564-565.
3. The Three Party Coalition Exercise – posted in Week 2 Module

Week/Module #3: March 31 – April 6

Integrative Bargaining

Student Learning Objectives:

By the completion of this module, each student will have:

1. prepared for and participated in a simulated integrative bargaining negotiation.
2. recognized alternative visions of fairness as experienced in a simulated negotiation: What is equal? What is equitable?
3. determined what constitutes success in a negotiation.
4. discussed situations in which outcomes improved due to meeting the needs of another party as well as their own.
5. explored the psychological outcomes of a negotiation, including satisfaction, trust, rapport, and self-impressions.

Required Readings:

1. Essentials, Chapters 3 & 9
2. Readings, Chapters 1.4 & 1.8
- 3.

Required Exercises/Questionnaires:

1. Readings, Cases & Exercises, Exercise 1: The Subjective Value Inventory, page 483-485.
2. The Sally Soprano Negotiation – posted in Week 3 Module in Moodle

Required Video:

Getting to Yes Video Workshop:

- Part I Segment 1: Introduction and Interests
- Part I Segment 2: Interests
- Part I Segment 3: Options

Week/Module #4: April 7 – 13

Preparing to Negotiate

Student Learning Objectives:

By completion of this module, each student will have:

1. participated in writing and committed to a team charter that outlines their team's plan for preparing for a major negotiation.
2. inquired about his/her general level of trust and distrust in another person before or after a negotiation.
3. ascertained the difference between positions and interests.
4. articulated what he/she believes to be the most important elements of a successful final negotiation in this course.

Required Readings:

Essentials, Ch 4 & 5

Readings, Ch 3.1 , 3.4, 3.5

Required Exercises:

Questionnaire: Trust Scale, p 686

Exercise: Eurotechnologies Inc., Exercise , p 545-551

Required Video:

Getting to Yes Video Workshop:

Part II Segment 1: Standards

Part II Segment 2: People

Part II Segment 3: Alternatives

Week/Module #5: April 14-17 (Short Week due to Easter Break – Negotiation results, however will not be due until Tuesday, April 21st to provide for greater flexibility among negotiation partners.

Ethics in Negotiation

Student Learning Objectives

By completion of this module, each student will have:

1. integrated constituent interests into the negotiation process in a specific negotiation.
2. unpacked the underlying interests of both sides in a specific negotiation.
3. practiced integrating the concept of fairness into a specific negotiation.

4. examined the effectiveness of his/her communication in preparing and conducting a negotiation.
5. inquired about his/her general disposition toward ethical issues in negotiation.
6. recognized the three schools of bargaining ethics and determined with which he/she is most closely aligned.

Required Readings:

Essentials, Ch 6 & 8

Readings, Ch 2.10 & 2.11, 2.12

Required Exercises:

Exercise: SINS II Scale, p 680

Multimode Negotiation – posted in the Week 5 Module in Moodle

Required Video:

Required Video: Roger Dawson – The Secrets of Negotiation

William Ury Video – Building the Golden Bridge

Week/Module #6: April 22-27 (Week Begins on Tuesday due to Easter Break)

Win/Win: The Mutual Gain Negotiation

Student Learning Objectives:

By completion of this module, each student will have:

1. determined the practical nature of assuming responsibility for other parties in a negotiation.
2. examined the nature and importance of the “super-ordinate” goal.
3. explored the implications of building shared power.

Required Readings:

Sherif, M. (1958). [Superordinate goals in the reduction of intergroup conflict](#). *American Journal of Sociology*, 63, 349-356.

You will need to enter your North Park user name and password to access this article from the North Park Library.

Johnson, D.W. & Lewicki, R.J. (1969). [The initiation of superordinate goals](#): *Journal of Applied Behavioral Science*, 5 (9), 9-24.

Required Video:

Win Win: Commentary Below cut from Rotten Tomatoes

http://www.rottentomatoes.com/m/win_win_2011/

Movie Info

Paul Giamatti headlines writer/director Tom McCarthy's comedy drama centering on a beleaguered attorney and part-time wrestling coach who schemes to keep his practice from going under by acting as the legal caretaker of an elderly client. Mike Flaherty (Giamatti) thinks he has discovered the perfect loophole to keep his practice in business. But his brilliant plan hits an unexpected hitch when his client's troubled grandson shows up looking for a place to stay. With his home life in turmoil and both of his careers in jeopardy, Mike quickly realizes that he'll have to get creative in order to find a way out of his current predicament. ~ Jason Buchanan, Rovi

Running Time 1 hr. 46 min.

Drama/Comedy

Directed By: Tom McCarthy

Fox Searchlight Pictures - <http://www.foxsearchlight.com/winwin/>

Watch It Now

- <http://www.vudu.com/movies/#!/content/205298/Win-Win>
- <https://itunes.apple.com/movie/win-win/id430538087?ign-mpt=uo%3D5>
- http://www.amazon.com/gp/product/B0051LZ3SU/ref=atv_feed_catalog

Week/Module #7: April 28th – May 4th

The Final Negotiation: Eurotechnologies, Inc.

Student Learning Objectives:

By completion of this module, students will have:

- 1) completed a complex integrative bargaining negotiation.
- 2) evaluated his/her ability to prepare for and conduct a successful negotiation.
- 3) analyzed a real world work place negotiation in which he/she has been a party.
- 4) explained his/her philosophy of negotiation.

Required Reading:

None

Final Project:

See below

Final Paper:

See below

Course Assignments:

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

1. Moodle Discussion Forum 320 points maximum

Discussion forums will be held during the following weeks: 1, 2, 3, 4, 5 and 6. There will be three forums in each of those weeks, except for Week 6 when there will be only one forum. You will receive up to a maximum of 20 points for your participation in each forum – up to 60 points during weeks 1-5 and 40 points during week 6. Initial Forum posts in forums ending in .0 and .1 are due by midnight (CDT) on Thursday. Your posts in response to the threads begun by at least three other students in each forum are due by midnight (CDT) on Saturday. The Negotiation memos and outcomes must be posted to forums ending in .2 no later than midnight on Saturday (CDT).

Weekly Discussion Forum Schedule:

Week 1: Begins Monday March 17th and ends on Saturday March 22nd

Week 2: Begins Monday March 24th and ends on Saturday March 29th

Week 3: Begins Monday, March 31st and ends on Saturday April 5th

Week 4: Begins Monday, April 7th and ends on Saturday April 12th

Week 5: Begins Monday, April 14th and ends Saturday April 19th (Although Friday and Saturday are a part of the Easter Weekend Break, negotiation results will not be required prior to Saturday, March 30th to provide for maximum flexibility among negotiation partners)

Week 6: Begins on Tuesday April 22nd (Monday, April 21 is a part of Easter Weekend Break) and ends on Saturday April 27th

Week 7: No discussion forum

Discussion Forum Scoring Rubric:

| | | | | | |
|----------|-------------------------|-------------------------------|-------------------------|----------------------------|-------|
| | 4 pts – Meets Standards | 3 pts – Approaching Standards | 2 pts - Below Standards | 1 pt- Well Below Standards | 0 pts |
| CATEGORY | | | | | |

| | | | | | |
|----------------------------------|---|---|---|---|------------------------------------|
| Integration of Content | Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material. | Demonstrates knowledge of content by integrating material found in multiple sources provided. | Refers to lesson content but is not integrated effectively. | Does not refer to key points with no evidence participant understands the key points. | |
| Number of Posts | Minimum of 4 responses during the week including original post and three posts which are made in response to other students' comments. | Minimum of 3 responses during the week including original post and two posts which are made in response to other students' comments. | Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts. | Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment. | No Posting And No Response Posting |
| Relation to Original Post | Expands ideas presented in original post through sharing of relevant experience or reference material. | Responds to the ideas presented in the original post. | Response is loosely related to the ideas of the original post. | Response does not relate to the original post. | |
| Constructive Comments | Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | |
| Clear Writing | Clearly written with good word choice and no typographical or grammatical errors. | Organized, concise, clearly written in understandable language. | Writing is adequate but may include inconsistencies. | Writing is poor, unclear and disorganized. | |

2. Weekly Written Assignment 120 maximum points

Weeks 1-6 you are to submit a short written assignment of approximately 1000 words. The details of each week's assignment are detailed in the weekly modules in Moodle.

You will receive up to a maximum of 20 points for each submission. These submissions are due according to the schedule shown below:

Written Assignment Due Dates:

- Week 1: Monday, March 24th at 8:00 am CDT
- Week 2: Monday, March 31st at 8:00 am CDT
- Week 3: Monday, April 7th at 8:00 am CDT
- Week 4: Monday, April 14th at 8:00 am CDT
- Week 5: Tuesday, April 22nd
- Week 6: Monday, April 28th at 8:00 am CDT
- Week 7: Monday, May 5th Final Paper Due – See Below

Written Assignment Scoring Rubric:

| Criteria\Points | 4 Points | 3 Points | 2 Points | 1 Points | 0 Points |
|---|--|---|--|---|---|
| Retelling of Experience | Detailed objective explanation of experience using specific descriptors of observations during experience | Objective observation of experience – is able to view the situation as an outside observer and understand the role he/she plays in the situation. | Somewhat objective observation of experience – sees him/herself as a part of the situation but not clear on his/her impact. | Non-objective observation of experience – does not account for the role that he/she played in the situation described. | Does not use real world experience to support concepts learned. |
| Reflections/ Personal Response | Describes own thoughts and supports own positions with several experiences | Describes own thoughts and supports position with real world experience | Describes own thoughts and takes a position but position is not supported | Describes own thoughts but position is unclear | Does not take a position or discuss own thoughts |
| Relevance to Classroom Concepts and Personal and Team Experience | Student gains insights well in multiple contexts; relates observations to classroom concepts and personal experience with teams both in class and in the workplace | Makes use of personal experience to support concepts discussed in class and integrates personal experience with insights gained from team members. | Makes use of personal experience to support concepts discussed in class but does not integrate personal experience with insights gained from team members. | Makes some reference to personal experience but experience is not clearly relevant to concepts discussed in class OR makes reference to concepts but does not support concepts with personal experience | Makes no reference to what is discussed in class or to personal experience |
| Critical Thinking | Is characterized by at least four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Is characterized by at least three of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Is characterized by one of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept | Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept |

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|-----------------------------|---|---|--|--|----------------------|
| Effort on Assignment | Clearly written with good word choice and no typographical or grammatical errors. | Organized, concise, clearly written in understandable language. | Writing is adequate but may include inconsistencies. | Writing is poor, unclear and disorganized. | No journal submitted |
|-----------------------------|---|---|--|--|----------------------|

3. Final Paper - My Philosophy of Negotiation as Applied to a Real World Negotiation
50 pts. max.

Paper. Due Monday, **May 5th at 8:00 AM CDT.** In this 8-10 page paper, not including the title page, abstract and reference list, you will apply the concepts learned in this course by describing and analyzing a negotiation that you have observed or in which you participated. Your understanding of power as it applies to the key parties must be included in the analysis. After making your recommendations for how the negotiation could have been conducted more effectively, conclude with a description of your emerging philosophy of negotiation.

1. Describe the situation in which the negotiation occurred. What is at stake?
2. Describe the parties involved in the negotiation (you may be describing yourself if you were involved. What are the sources of power each party brings to the negotiation? To What types of power do the parties typically utilize?
3. In what ways did the parties prepare for the negotiation? Describe their negotiation styles and strategies. (Again you may be talking about yourself if you were one of the parties).
4. What was the outcome of the negotiation?
5. If you could approach this situation with the knowledge you have gained in this course, what would be done differently? Make sure to include all the major aspects of a negotiation as you detail this section of the paper.
6. Explain how your approach to negotiation has evolved throughout this course. How would you describe your emerging philosophy of negotiation?

Remember to format your paper according to APA Guidelines.

Paper Scoring Rubric

50 pts. max.

Criteria for Paper Scoring – Use the criteria below to check on your progress. Use the matrix in conjunction with the outline provided for the topical development of the paper.

The paper should follow the outline provided in the syllabus and the course assignments, but the outline is not a series of questions to be answered. The outline is a guide for developing the paper/project report through which your knowledge of core course concepts will be demonstrated. In other words, this assignment is not a series of short essays, rather it should be a cohesive paper developed around a key topic with proper introduction and conclusion.

| Category | <u>Excellent</u> 10 points | <u>Very Good</u> 9 points | <u>Good</u> 8 points | <u>Fair</u> 7 points | <u>Poor</u> 6 points | <u>Unacceptable</u> 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 uses 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. |

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|-------------------------------------|--|---|---|---|--|--|
| 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. |
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4. Final Negotiation Project – Eurotechnologies, Inc.

The last class session will be devoted to a group negotiation based on Exercise 28, Eurotechnologies, Inc. in the Lewicki, Saunders and Barry (2010) Readings, Exercises and Cases text, pages 545-551. By Week 3 of the course, groups will be assigned to prepare and conduct this exercise. More extensive background information will be posted to your Group Wiki/Forum to assist in the preparation. By mid-point in the course, groups should be meeting through the Wiki set up to prepare for the final negotiation. At least two conference calls should also be scheduled by your group to prepare for the negotiation, the first of which should occur no later than Week 5. Additionally, the issues to be negotiated are sufficiently comprehensive that representatives from your group will likely need to schedule at least one conference call with members of the “opposing” party prior to the final negotiation. The final week/module will be devoted to finalizing negotiation preparation, conducting the negotiation and posting the results. This negotiation will last approximately 3 hours. I suggest that you schedule the negotiation no later than Friday, May 2nd, should you need to end prematurely in order to caucus with your group. You would then need to reschedule another time over the weekend, when all members of both parties will be available to complete the negotiation. If you do not complete the negotiation you will not receive credit for the project, although you will be given credit for the negotiation memo.

A detailed preparation memo detailing each groups strategy including Interests, Potential Options, Alternatives, Gambits, BATNA, Target Point, and Reservation Point is to be submitted to the instructor no prior to the beginning of the final negotiation and **no later than Thursday, May 1st at midnight (CDT). The outcome of the negotiation** must be posted to the designated forum in Module/Week 7 **no later than 8:00 AM (CDT), Monday, May 5th.**

Grading Rubric for Preparation Memo

50 pts. max.

| Category | Excellent 10 points | Very Good 9 points | Good 8 points | Fair 7 points | Poor 6 points | Unacceptable 5 points or less |
|---|--|--|---|---|--|---|
| 1. Research (Scholarship) | Reference list contains more than two references per number of team members. Additionally, interviews or other internal sourcing of data is documented. | Reference list contains more than two references per number of team members | Reference list contains two references per number of team members | Reference list contains more than one but less than two references per number of team members | Reference list contains one reference per number of team members | Reference list contains less than one reference per number of team members |
| 2. Focus on Negotiation Strategy (Content) | The negotiation strategy is clear and well-focused topic Win/Win Approach stands out and is supported by detailed knowledge of theory provided in the course. The memo shows clear evidence that the group has adequately examined not only their own needs and perspectives but has also gone to great length to meet the needs of their negotiation partner. | The negotiation strategy is clear and well-focused. Win/Win Approach stands out and is supported by detailed knowledge of theory provided in the course. | The negotiation strategy is clear but the supporting information is general – not clearly based on theory provided in the course. | The negotiation strategy is somewhat clear but there is a need for more supporting information. | The negotiation strategy is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner. | The negotiation strategy is not clear and the content is not in alignment with course concepts. |

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| 3. Grammar & Spelling (Conventions) | Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the project. | 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 utilized accurately and support the topic of the negotiation. | All course concepts are utilized accurately, but some may be extraneous to the topic of the negotiation. | Almost all course concepts are utilized accurately but some may be extraneous to the topic of the negotiation. | Most course concepts are utilized accurately but some may be extraneous to the topic of the negotiation. | A few course concepts are reported accurately and may be extraneous to the topic of the negotiation. | NO course concepts are reported OR most are inaccurately reported. |
| 5. Introduction and Conclusion (Organization) | The conclusion is strong and concise. It pulls together all aspects of the project 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 project 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 or two bullets have been written to introduce the project and to indicate that the project is complete. | There is only an introduction with no conclusion or only a conclusion with no introduction. | There is no clear introduction or conclusion.. |

The Outcome of the Negotiation will be graded on a Pass/Fail basis. 40 pts. max.

Pass – The Negotiation was completed 40 points

Fail – The Negotiation was not completed 0 points.

Peer Evaluations

30 pts. max.

Each student will be required to evaluate the members of his/her negotiation team by answering the following questions about each member. Each student will receive a score based on the average of the team members answers to the following questions.

Yes = 5; Somewhat = 3; No= 0

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|--|---|---|---|
| 1. Contributed to the overall success of the negotiation. | 0 | 3 | 5 |
| 2. Approached the project as a team player and was concerned about the success of the entire team. | 0 | 3 | 5 |
| 3. Had a positive approach to the assignment. | 0 | 3 | 5 |
| 4. Played a significant role in planning and organizing the negotiation. | 0 | 3 | 5 |
| 5. Attended meetings scheduled to plan the negotiation strategy. | 0 | 3 | 5 |
| 6. Grasped the win/win concept and worked hard to make that happen. | 0 | 3 | 5 |

Please be aware that your instructor will not accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

Course Grading:

According to policies of the School of Business and Nonprofit Management, a grade less than C is a failing grade. A total of 610 points were available in this course.

Total Points Earned: _____ Final Grade: _____

| | |
|---------|----|
| 573-610 | A |
| 549-572 | A- |
| 537-548 | B+ |
| 512-536 | B |
| 488-511 | B- |
| 476-487 | C+ |
| 451-475 | C |

Please note that while it may be possible to accumulate enough points to pass the course without completing the paper or participating in the final negotiation project, you will fail the course if the paper has not been submitted and/or if your team members indicate that you did not participate in the preparation for the final negotiation.

Course Polices:

Attendance

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) 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 refund policy outlined in the University Catalog.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM 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:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- 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 Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you 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.

Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). 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/Campus-Life-and-Services/Disability-Resources> .

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt 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 students' 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 Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

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
<http://www.peakwriting.com/aiu/apa6th/apa6th.html>

APA PowerPoint Slide Presentation: <http://owl.english.purdue.edu/owl/resource/560/17/>
Sample APA Paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

North Park University Writing Center
www.npuwritingcenter.com

The Purdue Online Writing Lab
<http://owl.english.purdue.edu/owl/resource/560/01/>

APA Online
www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing*. New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.