

YORK UNIVERSITY
SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
HRM 4490A Fall 2019

NEGOTIATIONS FOR HUMAN RESOURCE MANAGEMENT

Course Director: Althea Gordon
E-Mail: altheag@yorku.ca

Time: Tuesday, 2:30 am. – 5:30 p.m.
Location: TBD

COURSE OBJECTIVES

Negotiating is a core human resource management skill. The ability to creatively manage conflict and resolve disputes in an integrative manner is an asset to anyone working in this field. Although negotiations are important, they are not always easy. There are no formulae for successful negotiation, but by understanding and analyzing a negotiation situation, students can learn skills that help them manage new situations and choose effective strategies.

Successful completion of this course will enable you to recognize, understand, analyze and practice essential concepts in negotiations. These essential concepts are required for understanding more complex relations within and between organizations. We will observe and discuss negotiation processes and relevant theory in a variety of situations.

The main objective of HRM 4490 is to learn how to analyze the critical factors of a negotiation situation and then to be able to prescribe for yourself and others a course of action that provides a reasonable chance for beneficial outcomes. There is no 'one size fits all' approach to successful negotiation; by understanding and analyzing a negotiation situation, you will learn skills that help you to manage a new situation and to decide which strategies are most effective in that situation.

Another objective for the course is to gain some appreciation for the importance of negotiation as a means for resolving disputes in business and other organizations. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed to gain acceptance for and to implement these solutions. Thus, this course is designed to complement the technical and diagnostic skills learned in other courses you have taken in the HR program.

The course is designed to foster learning through doing. Students are challenged to explore their own talents, skills, shortcomings and strengths as a negotiator. The exercises provide an opportunity to attempt strategies and tactics in a low risk environment. Students are challenged to learn about themselves and how they tend to respond in specific negotiation situations. The course is sequenced so that cumulative knowledge can be applied and practiced.

REQUIRED RESOURCES

TEXT: *Essentials of Negotiation, Third Canadian Edition*, by Lewicki, Barry, Saunders, and Tasa, is available at the Bookstore.

Additional Readings: The instructor reserves the right to add an additional reading for a specific class if he/she deems it necessary for better understanding of the topic or to make minor changes to the sequence of readings. These changes/readings will be announced in advance and posted on the course website.

EVALUATION

Knowledge & Skills Inventory	40%
Learning Journals	20%
Participation & Professionalism	20%
Final Examination	20%

Knowledge & Skills Inventory - 40%

There will be **four evaluations** of knowledge and skills taking place in class as indicated on the course schedule. You can expect forced-choice questions (multiple choice and true/false) as well as some short answer questions. These evaluations will help to ensure that our vocabulary of common negotiation terms and concepts is solid, which will enable us to learn more complicated negotiation theory as we move forward in the course.

Learning Journals (20%):

You will maintain a total of **4 reflective journals** from in class discussions which focuses on your practicum experiences. Each journal should be 2-3 double-spaced pages (12 point font, standard margins).

Your journal will thoughtfully relate the descriptive, reflective and analytic aspects of your experiences and your learnings. The journals will be considered confidential and will NOT be shared. Please submit as per scheduled on the course outline. There will be no extensions.

Participation & Professionalism (20%):

Please have your name clearly displayed in a large, dark font so I can read it from the front of the room.

Valuable contribution includes diligent application of your skills and knowledge in class exercises and thoughtful discussions in each session.

Evaluation of class participation:

- *Cognitive Dimensions* logic, knowledge and creativity (e.g., Did s/he focus on the significant aspects of the issue or problem?).
- *Expressive Elements* Clarity, fluency and conciseness (e.g., Did s/he speak well?).
- *Affective ingredients* enthusiasm and interest (e.g., Did s/he attempt to respond to and co-operate with others during the discussion?).
- *Contributions of comments useful in the process of learning* valuable suggestions appropriate amplifications, constructive criticism and relevant observations (e.g., Did s/he make useful substantive contributions to the discussion?)

Attendance:

If you must miss a class let me know as soon as you know. If you absolutely cannot get to class on time, your contribution grade will suffer unless you give me advance notice.

If you are late for class without warning, 1% will be deducted from your participation grade. If you are a 'no show' for class without proper notification, 5% will be deducted from your participation.

Final Examination (20%): The final exam will take place during the twelfth and final class of the term. More details to follow.

CLASS PROTOCOL

Personal Technology

It is understood that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Note that there will be times (e.g. during class discussions) when I will expect your laptops to be down.

STANDARDS OF PERFORMANCE

It is expected that the student will attend every class on time and stay for the entire session. It is expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions.

***Class schedule may be changed at the discretion of the Instructor.**

SESSION	TOPIC	Chapter/Deliverables
Sep 9	Course Introduction	
	The Nature of Negotiation	Chapter 1
Sep 16	Strategy & Tactics of Distributive Bargaining Strategy and Tactics of Integrative Negotiation	Chapter 2 & 3
Sep 23	Negotiation: Planning and Strategy	Chapter 4 Quiz #1
Sep 30	Individual Differences: Know yourself and Your Counterpart	Chapter 5
Oct 7	Perception, Cognition, and Emotion	Chapter 6
READING WEEK		
Oct 21	Communication Process and Outcomes	Chapter 7 Quiz #2
Oct 28	Negotiation Power and Persuasion	Chapter 8
Nov 4	The Dynamics of Disputes and Third-Party Help	Chapter 9 Quiz #3
Nov 11	Deception and Ethical Delemmas	Chapter 10 Learning Journals due
Nov 18	Team Negotiations Managing Difficult Negotiations	Chapter 11 & 12 Quiz #4
Nov 25	International and Cross-Cultural Negotiation	Chapter 13
Dec 2	Final Exam	Final Exam (In class)

Examination and Participation Policy

Examination results and the quality of assignments will determine the student's grade. It is expected that the student will write the final exam on the scheduled day, time, and location. There will be no make-up exams. The student will be assigned a grade of 0 for missing the final exam. The only exception to the above rule may be granted in case of serious illness or extenuating circumstances at which time students are asked to notify the professor immediately and extensive written proof of the situation (valid doctor's note etc.) will be required.

All final grades will be reviewed by the School of Human Resource Management and the School reserves the right to modify them in order to maintain high standards.

IMPORTANT YORK POLICIES:

Academic Honesty (Senate Policy)

Breaches of the Senate Policy on Academic Honesty are serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

Reappraisals

For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/services/policies/grade.htm>

Accommodation Procedures:

Deferred Standing

Students who have experienced a misfortune or who are too ill to attend an examination in a course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: http://www.registrar.yorku.ca/services/ds_faq.htm

Students with Special Needs (Senate Policy)

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.**