

## HRM 4490, Summer 2020 Negotiations for Human Resource Management

### Administration

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### Course Information

**Course Objectives** Negotiations are a part of our lives every day. Our negotiation skills determine where we live, what we pay for a car, and where we take our vacations. In HRM, you will need negotiation skills in order to resolve a broad range of issues. You will use these skills to solve problems, gain acceptance for your solutions, and implement plans. The aim of this course is to expose you to successful negotiation strategies grounded in our understanding of human behavior and decision-making.

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; explore your own talents, skills, shortcomings and strengths as a negotiator. The exercises that we will complete provide an opportunity to attempt strategies and tactics in a low risk environment. You will learn about yourself and how you tend to respond in specific negotiation situations. If you discover a tendency that you think needs correction, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced.

**Course Format** ***This class uses a blended format. There are elements that will take place online and elements that will take place in class. The structure of the course follows.***  
**Class time.** The class meets weekly throughout the term. We will be negotiating in most of these sessions, using the experiences as platforms for learning. The negotiation exercises usually consist of cases where you will assume a particular role and then negotiate outcomes in that role. The nature of the course is such that students may be required to spend some time outside of class participating in negotiations. We follow

these exercises with immediate feedback in the form of discussion and debrief.  
**Online lectures.** Each week you will also view a lecture online. All lectures will be available on the course website and will be posted following each 'live' class. Viewing the lectures is a critical part of the learning in this course and is absolutely required. Through the lectures, you will have a chance to understand the academic and theoretical principles related to the experiences that we have in class.

## Resources

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|------------------------------|---|
| <b>Textbook</b>              | The text, <i>Essentials of Negotiation, 4<sup>th</sup> Canadian Edition</i> , by Lewicki, Tasa, Barry, and Saunders, is available at the Bookstore.   |
| <b>Negotiation Exercises</b> | We will be using negotiation exercises each week, many of which are proprietary. You have paid a \$40 course fee which covers the copyright permissions.  |
| <b>Additional Readings</b>   | Required readings are listed in the outline below. These readings are mandatory. For the articles that are available through the library, you will need to be on York's network, or logged in through the library's proxy server, to access the articles. |
| <b>Class Slides</b>          | A slide deck will be posted to the course website at the same time as the videos. NB: this means that the slides will be posted <b>after</b> class.   |

## Course Requirements

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|-----------------|-----------------------------------|-----|
| <b>Overview</b> | Participation and Professionalism | 20% |
|                 | Knowledge and Skills Inventory    | 15% |
|                 | Negotiation Analysis (2X10%)      | 20% |
|                 | One Paperclip                     | 10% |
|                 | Final Examination                 | 35% |

**Participation and Professionalism** As indicated earlier, we will negotiate in almost all of the sessions in the course. Your primary duty is **prepared** attendance: be here and be ready. Because of the format of the course, full participation is crucial to your own and your classmates' learning. Read your role and prepare to negotiate. Notice that prepared attendance does not include doing the weekly readings before class. **In fact, do not do any of the readings before class.** Better learning can occur when we experience the various concepts and theories in class before reading about them.

Valuable contribution includes diligent application of your skills and knowledge in negotiation exercises and thoughtful additions to the discussions in each session. **Bring an outline of your preparation and strategy to every negotiation – it may be collected.** I will not cold call, but your opponents certainly will.

If you must miss a class, let me know as soon as you know. Emergencies often provide opportunities to discover integrative solutions, so keep me informed. If you absolutely cannot get to class on time, your contribution grade will suffer unless if you give me advance notice.

**Knowledge and Skills Inventory** An evaluation of knowledge and skills will take place in class (as indicated on the course schedule). You can expect forced-choice questions (multiple choice and true/false). This test helps 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.

## Negotiation Analysis

1-2 double-spaced pages in which you reflect on your behavior and your classmates' behaviors in the negotiation exercises. These should not be a detailed report of everything that happened in the negotiation; rather, they should focus on key insights. You must conduct 2 analyses. The first can be on any of the following negotiations: Federated Science Fund, SHARC, or Viking. The second should be on one of the following: Myti-Pet, Harborco, or International Lodging Merger. **Each analysis is due in the week that follows the negotiation that you elect to analyze. It can be updated to moodle prior to midnight on the due date.** Your analysis should answer the following questions:

(a) *Facts*: Provide a brief overview of key events. For example, how was time allocated? Who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points? [1] [SEP]

(b) *Tools/Concepts*: What did you learn about bargaining or conflict management from this situation, and how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style? [1] [SEP]

(c) *Insights*: What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience? [1] [SEP]

(d) *Emotions*: How did you feel prior, during, and after the negotiations? How did you feel about your negotiation partner? How did your feelings influence your actions? [1] [SEP]

(e) *Mistakes*: What did you do that you wish you hadn't done? Why? [1] [SEP]

(f) *Goals*: What would you do the same or differently in the future? How will you need to behave in [1] [SEP]order to perform more effectively? [1] [SEP]

## One Paperclip activity

To be introduced in class

## Final Exam

The final exam for this course is a take-home case-based exam that will take place during the final exam period. The questions will be distributed by Moodle and you will be required to upload your answers to the site.

## Class Protocol

### Academic Integrity

The core principles of academic integrity – honesty, trust, fairness, respect and responsibility – should be in the forefront for all you do as a student, employee, and manager.

Please be reminded of York University's policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with policy. The policy can be found at: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

### Assignment Submission

Assignments should be submitted via the course website. A moodle site has been set up for this course. It can be accessed at <https://moodle.yorku.ca> using your passport York account.

Assignments may be processed through turnitin.com. Turnitin is a plagiarism prevention tool that checks your submission against other texts, including websites, journal articles, books, and other student submissions.

It is important that your assignment is handed in on time. Failure to do so will result in a deduction of one full letter grade per day (i.e. an "A" assignment will become a "B" assignment). If there are extenuating circumstances that prevent you from getting your work done on schedule, you must notify me as soon as possible to make other arrangements. In these situations, I may require supporting documentation and will advise you on that as necessary.

**Readings**

As mentioned previously, you are asked to refrain from doing your readings before class. It is imperative, though, that you complete them after class. When completing the readings, it's recommended that you not only summarize the main themes of the readings, but also reflect on the broader implications of the material. Consider the experiences you had in class, and how they relate to the concepts being discussed in the readings.

**Personal Technology**

It is understood that there are pedagogical reasons for laptops to be used in class (e.g. during the negotiations themselves). 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.

**Grades and Grading**

Your work will be returned as quickly as possible. I am happy to answer any questions about grading, but please note that grades are not negotiable.

**Responsibility to Classmates**

Your colleagues expect you to be prepared and on time for all negotiation exercises. Each week, you are assigned a particular role. If you do not attend class, your counterpart will be unable to participate in a negotiation. If you are less than properly prepared, you will negatively impact your counterpart's learning, as well as your own.

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

**Confidentiality**

For each negotiation, you will receive a set of confidential instructions. You may not show your confidential role instructions to the other side, though you are free to tell the other side whatever you would like about your confidential information. You are not to show your confidential role instructions to students in the other section of the class. Doing so could be considered a violation of academic integrity, because it would be giving someone an unfair advantage in the class. Note as well that class discussions are confidential, and should not be shared with students outside of class.

**Misrepresentation and Other Negotiation Strategies**

In this course, you may use any strategy to reach an agreement. However, you cannot make up facts that materially change the power distribution of the negotiation. For example, you can't say that your family has just bought the company with which you are currently negotiating for a job. Note that in selecting a strategy, it is wise to consider that using it may have ramifications that go beyond the particular negotiation. Reputational impacts are very real, both in class and in the business world.