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## HRM 4490 M: Negotiations for Human Resource Management

### Course Outline Fall 2022

**Class Day, Time, Location**      Mondays, 14:30, S103

**Instructor**    Hannah Johnston

**Phone**    X 44664

**Office**      Atkinson 044E

**E-mail**    hjohnst@yorku.ca

**Office**      After class or appointment

**Hours**

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### Course Description:

Negotiations are part of our everyday lives. Our negotiation skills often help to determine where we live, where we work, and we spend our time. This course will explore negotiation theories and processes in a variety of settings. A key focus will be on the use of negotiation in HRM where negotiation is frequently used to help allocate tasks and responsibilities, to establish and implement work processes, and to determine the terms and conditions associated with employment.

This course adopts an experiential approach that will enable you to recognize, understand, analyze and practice essential concepts in negotiations.

### Prerequisites/Co-requisites:

66 credits including AP/ADMS 2400 3.00 and AP/HRM 2600 3.00.  
For BCOM students AP/ADMS 2400 3.00 only

**Students are responsible to ensure that they have these required prerequisites. Students who do not have these prerequisites are at risk of being dropped from the course at any time during the term. The School of HRM will not be responsible for refunds resulting from students being dropped from a course due to a lack of appropriate prerequisites.**

### Course Materials:

*Essentials of Negotiation, 4<sup>th</sup> Canadian Edition*, by Lewicki, Barry, Saunders and Tasa, is available at the Bookstore.

*(Available in hard copy or electronically)*

Additional readings available on Moodle or via the library.

The course will also use a collection of negotiation exercises, some of which are proprietary. You have paid an additional course fee that covers the copyright permissions.

## **Course Website:**

<https://eclass.yorku.ca/course/view.php?id=70918>

## **Course Learning Objectives:**

Upon successful completion of this course, students will:

- Be capable of recognizing, understanding, and analyzing essential concepts in negotiations in a variety of contexts
- Have an ability to identify the possible influence of social, emotional and cultural factors on negotiations processes and outcomes
- Have gained insight into their strengths and weaknesses as a negotiator
- Have demonstrated their ability to prepare for and undertake negotiations, and a capacity to critically analyze outcomes and strategies

## **Preparation for Class:**

The course will be held in person and is designed to foster learning through doing. You can expect that each class period will include elements of lecture, discussion, and participatory negotiation exercises.

We will dedicate a significant amount of class time to negotiation exercises and simulations. This will provide you with an opportunity to apply the theories and practices of negotiation in a low-risk environment. These exercises usually consist of cases where you will assume a particular role. Typically, you will be asked to negotiate outcomes based on the interest mandate you were provided as part of that role. These exercises provide an excellent opportunity for learning, but rely on your full participation.

Active participation in the class is essential to build trust and mutual respect and to foster a cooperative, supportive, and enriching learning environment. You will often be asked to work in teams and there may be times when you will be required to spend some time outside of class participating in negotiation exercises. Exercises will be followed by discussions and debriefs.

Not all negotiation exercises will be made available in advance. Those that are will be posted at least one week in advance. From September 29 onward – if the exercise has been posted in advance, you will be expected to arrive prepared with a developed strategy. This will enrich the time that we spend together in class.

Lectures and discussions are based on the assigned reading list. These have been selected to enhance your understanding of the material and are an important resource for classroom discussion, debate, and exchange. You are expected to complete all assigned course readings; however, you may do so after the lecture on the assigned topic.

Course slides will not be posted until after class.

## **Classroom Conduct and Accessible Education:**

As a student in this class and a student at York University, it is expected that you will conduct yourself in a manner that is consistent with the [Code of Student Rights and Responsibilities](#). Equity, trust, and respect are of paramount importance and there is no tolerance for academic dishonesty.

I want to foster a learning environment that is as inclusive as possible. If you have a nickname, have changed your name, have preferred pronouns, need to bring your child to class, need an accommodation, or have any other requests, please let me know.

The university has various resources to support students including a [student accessibility office](#), [student counseling, health, and well-being services](#), and a [food support centre](#). If these or any other resources will help you to succeed, use them. More information on available services is offered at the end of the syllabus.

### **Email Policy:**

Students who wish to correspond with me directly via email must send messages that originate from their official York University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should not be sent to the Area Administrative Assistants.

I will make every effort to respond to student emails in a timely manner. You can expect a response, at most, within three business days. All questions are welcome; however, emailing about questions that are clearly answered by reading assignment descriptions or the course outline may negatively impact the engagement portion of your grade.

### **Course Evaluation:**

<b>Evaluation Criteria</b>	<b>Weight (%)</b>
<b>Engagement</b>	20% (attendance and preparation, general engagement)
<b>Midterm</b>	15 or 20 – default 20%
<b>Class-based field statement</b>	10 or 15 – default 10%
<b>Negotiation exercise and real world field statement</b>	15 or 20 – default 20%
<b>Final exam</b>	25, 30 or 35 – default 30%
<b>Total</b>	100

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

An exam or term test worth more than 20% of the final grade may not be given during the final two weeks of classes: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>.

## Assignment Weight:

Students will have an opportunity to review assignment descriptions and to submit a request to adjust the weight of the course assignments within the range provided above for the purpose of calculating their final grade for the course. The sum of the weights for all assignments must equal 100.

Anyone who does not indicate a preference will be assigned the default assignment weights. If a student makes a request but requested weight calculation does not equal 100, the student will be assigned the default assignment weights. If the instructor has a question about an assignment weight request and the student does not respond within 24 hours, the student will be assigned the default assignment weight amounts. In the event of a conflict or disagreement about assignment weights where neither the student nor the instructor has sufficient records to provide clarity, or there are conflicting records, the student's grade will be calculated based on the default assignment weight amounts.

How to adjust weights of assignments:

- A template for your assignment weight request is available on eClass. Use this for your request.
- You will have one opportunity to adjust the weights of your assignments, and any adjustments to the weights of assignments **MUST** be finalized promptly.
- Requests should be uploaded to eClass by January 16<sup>th</sup> at 11:59 EST.
- The instructor will review requests and you will receive written confirmation of your selection by January 23<sup>rd</sup>. You should keep this confirmation for your records.
- Important: if you made a request and did not receive confirmation by the 23<sup>rd</sup>, please follow up immediately.
- After January 25<sup>th</sup> you will be unable to change the weights of assignments.

## Description of Assignments/Projects:

Written assignments should be submitted via eClass. Plagiarism detection software may be used.

## ENGAGEMENT

Class engagement has two components: (1) course attendance and preparation; (2) general engagement

- Course attendance and preparation –
  - You are expected to attend class.
  - You are also expected to arrive prepared and ready to participate. This is essential for the success of the negotiation exercises. Your classmates (and negotiating counterparts) are depending on you.
  - If you must miss a class, please let me know *in advance* and we can work together to find a solution so that your grade is not negatively impacted. If an emergency arises and you experience an unexpected absence, please contact me as soon as possible.
  - Late arrivals and unexcused absences will negatively impact your participation mark (by 1% and 5% respectively).

## CLASS BASED FIELD STATEMENT

Negotiation field statements provide you with an opportunity for you to reflect on your experiences and observations of negotiation. You will complete **TWO** field statements over the course of the term.

You may base your field statement on the in-class negotiations scheduled for January 16, 23, or 30. Your field statement will be due exactly 1 week after the negotiation exercise. For example, if you write your field statement on the negotiation that takes place on January 23<sup>rd</sup>, your statement will be due on the 30<sup>th</sup>.

Your statement should be no more than 4 pages long (double spaced, 12 point Times New Roman Font, 1" margins). The following questions may be helpful to consider:

- (a) Context: Provide a brief overview of the key events. Who made the opening offer and how did the negotiations proceed? How was information exchanged? Were there any key turning points?
- (b) Concepts: What did you learn about bargaining from the exercise? How did the exercise relate to concepts presented in class or in your readings? Consider what impact concepts may have had on actor orientation, the process, and the outcome.
- (c) Personal Insights: What did you learn about yourself in the process? What did you learn from your own behaviour or the behaviour of your negotiation counterpart? What were your (and your counterpart's) emotions and how did they influence your respective actions?
- (d) Reflections: Are you happy with how the negotiations were conducted? Do you wish you had done something differently? Why?
- (e) Goals: What would you need to do to perform more effectively in the future? How will you work towards this goal?

## **NEGOTIATION EXERCISE AND REAL-WORLD FIELD STATEMENT <sup>1</sup>**

This assignment encourages you to go out into the real world and negotiate. The negotiation could be about anything: a new job; a purchase; something you're selling on Kijiji, family caretaking responsibilities... it is up to you! It is recommended (but not required) that you engage in a real-world negotiation involving two parties (you and one negotiating counterpart).

These are the assignment guidelines:

- (a) *Do not reveal the assignment:* You are not allowed to resort to a plea of "Please help me out, this is for a class..." You may not disclose this information until the negotiation is completed.
- (b) *No purchase necessary:* You do not have to buy anything to complete this assignment. You may choose to be the seller or enter a negotiation that does not involve financial terms or a purchase.
- (c) *Interest in negotiating:* You must be willing (at some price, under some conditions) to reach a settlement about the issue over which you are negotiating. Do not start a negotiation in which you would never want to come to agreement.
- (d) *New negotiation:* You are required to conduct this negotiation during the semester so that you can apply the knowledge that you have gained in the course.
- (e) *Boundaries:* You cannot use negotiation tactics that may be considered unethical, illegal, or potentially harmful to yourself or others.
- (f) *Failure is an option:* You do not need to succeed in the negotiation in order to write about it. The purpose of this exercise is to facilitate your learning. Often, we learn as much or more from negotiations that fail as from those that succeed. However, if you do fail, please seek feedback from your counterpart on how you could have negotiated more effectively, and write about what you learned from the feedback. Also, if you don't succeed, I would encourage you to try again.

**The assignment has two parts:**

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<sup>1</sup> Many thanks to Dr. Marie-Helene Budworth for providing her inspirational and influential syllabus used in previous editions of the course. Assignment with field statement components, in particular, replicate aspects of the assignments that she developed.

## PART I

The first part of the assignment is to transform your experience into a negotiation exercise like those we have been doing in class. Step back and to consider your negotiation experience as if you were an outsider. You should include draft position statements for the relevant parties (i.e. you and your negotiating counterpart), and any necessary information required to replicate the negotiation, including directions.

This assignment is based on your real-world negotiating experience, so you should be able to write a clear statement outlining your position, interest, and goals. But what about the other side? Are you unsure what your negotiating counterpart was thinking? Try applying the principles of negotiation to deduce what their opening position and bottom line may have been. When it comes to your counterpart, you can be creative and use your imagination. However, whatever role you come up with should be realistic enough to create the possibility of arriving at the same outcome you experienced first-hand. The final product should be able to be used by your classmates. Each role should be no more than 1 single-spaced page.

Your grade for this portion of the assignment will be based on the following:

- a) Adherence to assignment guidelines
- b) Clear description of relevant actors roles, positions, interests, orientations, and goals
- c) Clear description of the issue being negotiated
- d) Clear distinction between what information is known by both parties and what is not
- e) Sufficient information and detail to be a usable exercise
- f) Possibility of multiple outcomes
- g) Writing mechanics, style, and topic

Strongly written, interesting exercises will be considered for use in class. If students would like their assignments to be considered for general use, please indicate this at the top of your assignment. If assignments are selected and used in class, extra credit (5% on the assignment) will be awarded to the author. Before using anyone's assignment, I will ask the author whether they would like to remain anonymous.

## PART II

The second part of the assignment is to provide a field statement based on your real-world negotiation. Part I provides important insight into the background of the situation and the orientations of you and your bargaining counterpart. Part II of the assignment should contain a description of exactly what happened and what the outcome of the negotiation was. Well-written statements will do more than simply recount the details of the negotiation. They will also discuss preparation and strategy, and will critically analyze what happened and why. You should try to include all of the relevant strategic elements of the negotiation in your paper. This should follow the same guidelines as the field statement that you will write on your in-class experience.

The paper should be no more than 4 pages in length (double spaced, 12 point Times New Roman font, 1" margins).

This is due March 20<sup>th</sup>.

## **Examinations:**

### **Midterm:**

The midterm will be held during class on February 27<sup>th</sup> and will cover material reviewed through February 13<sup>th</sup>. Question types will include multiple choice, short answer, or essay style questions. The midterm will be timed. The method of delivery will be announced the week prior.

## **Final:**

A final will be a cumulative exam on the course content. Question types will include multiple choice, short answer, or essay style questions. It may also include a simulation or an applied case-based exercise.

## **Course Policies:**

### **Late Assignments:**

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments received later than the due date will be penalized by five points each day the assignment is late. This policy will be enforced out of fairness to your colleagues and classmates who have completed their work in a timely manner. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the instructor but will require supporting documentation (e.g., a doctor's letter). If you anticipate that you will need an extension, please review the email policy and contact the instructor accordingly.

### **Personal Technology:**

You are permitted to use devices such as laptops provided that they are used to enhance the educational and classroom experience. There will be times, however, when you will be asked to close your devices. Cellphones are not permitted.

## **Confidentiality**

Negotiation simulations often include asymmetrical information between the parties. For this reason you are expected to refrain from showing your role instructions to your negotiating counterpart, though you may elect to share this information with them in the context of the exercise. Do not share this information with other sections or by uploading it to the internet. This is a violation of the academic integrity policy (and possibly copyright infringement).

## **Missed Midterms and Exams:**

Students with a documented reason for missing an exam, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor or apply for deferred standing. The weight of missed midterms will be reallocated to your final exam. Students who miss their final exam will receive a zero. Exceptions may be granted for serious illness or extenuating circumstances. If you believe you may be eligible for deferral, please follow the procedure below:

### **Deferred Exams:**

If a student is unable to attend a final exam due to an illness, a personal/family emergency, or religious observance they may submit a request for deferred standing. **Within 7 calendar days** of a missed final exam, students seeking to defer a final HRM exam must:

1. Submit a request online using the HRM Deferred Standing system:  
<http://shrm.laps.yorku.ca/students/deferred-exam-request/>.

2. Submit the Deferred Standing Agreement (DSA) form along with **supporting documentation** (ex. Attending Physician's Statement) to the School of Human Resource Management. Students will be notified via email about the status of their request once their forms have been processed by the Undergraduate Program Director.

### Course Schedule:

\*Readings and negotiation exercises are subject to change and will be updated on eClass with ample notice.

Week	Topic	Required Reading
Week 1	Introduction to Negotiation	Chapters 1  Additional Reading: Druckman, D., & Ebner, N. (2013). Games, claims, and new frames: Rethinking the use of simulation in negotiation education. <i>Negotiation Journal</i> , 29(1), 61-92.
Week 2	Integrative and Distributive Approaches	Chapter 2 & 3  Additional Reading: TBD
Week 3	Planning and strategy	Chapter 4
Week 4	Perceptions and positionality	Chapter 5 & 6  Additional material: TBD
Week 5	Power, influence, and persuasion  <i>FINAL SUBMISSION DATE FOR IN CLASS FIELD STATEMENTS (11:59pm)</i>	Chapters 8  Additional reading: Schmalz, S., Ludwig, C., & Webster, E. (2018). The power resources approach: Developments and challenges. <i>Global Labour Journal</i> , 9(2).
October 13	<b>READING WEEK</b>	
Week 6	MIDTERM	ALL MATERIAL COVERED THROUGH OCTOBER 6
Week 7	Communication methods	Chapter 7
Week 8	Difficult negotiations and disputes	Chapters 9 & 12
Week 9	Ethical dilemmas in negotiations	Chapter 10  Additional reading:



Week	Topic	Required Reading
		Rees, M. R., Tenbrunsel, A. E., & Bazerman, M. H. (2019). Bounded ethicality and ethical fading in negotiations: Understanding unintended unethical behavior. <i>Academy of Management Perspectives</i> , 33(1), 26-42.
<b>Week 10</b>	Multiparty, Coalition, and Team Negotiations  <i>REAL WORLD NEGOTIATION ASSIGNMENT DUE</i>	Chapter 11  Additional reading:  Brett, Friedman, & Behfar (September, 2009). How to manage your negotiating team. <i>Harvard Business Review</i> .
<b>Week 11</b>	Cross-cultural negotiations	Meyer, E. (2015). Getting to si, ja, oui, hai, and da. <i>Harvard Business Review</i> , 93(12), 46-49.  Ramirez Marin, J., Olekalns, M., & Adair, W. (2019). Normatively speaking: do cultural norms influence negotiation, conflict management, and communication?. <i>Negotiation and Conflict Management Research</i> , 12(2), 146-160.
<b>Week 12</b>	Recap	Chapter 13
<b>Final Exam</b>	The final exam will take place during the official exam period and will be scheduled by the registrar's office	

## Grades and Grading Schemes

Grade	Grade Point	Per Cent Range (%)	Description
<b>A+</b>	9	90-100	Exceptional
<b>A</b>	8	80-89	Excellent
<b>B+</b>	7	75-79	Very Good
<b>B</b>	6	70-74	Good
<b>C+</b>	5	65-69	Competent
<b>C</b>	4	60-64	Fairly Competent
<b>D+</b>	3	55-59	Passing

D	2	50-54	Marginally Passing
E	1	(Marginally below 50%)	Marginally Failing
F	0	(Below 50%)	Failing

## General Academic Policies

### Important Dates:

The “Important Dates” pages listed below contain important information relevant to each term; in them, you will find classes and exams start/end dates, co-curricular days and reading week, add/drop deadlines, holidays, University closings and more: <https://registrar.yorku.ca/enrol/dates>.

### Academic Honesty:

Academic Integrity refers to a set of conventions that scholars follow in their work, and which generate credibility, trust, and respect within the academic community. As a student, earning a university degree in a fair and ethical way also involves following these conventions.

Violations of academic integrity can lead to disciplinary actions under [York University’s Senate Policy on Academic Honesty](#). Effective time management and study skills can help students avoid feeling desperate and engaging in actions which violate academic integrity. See the [Time Management](#) module.

Students may also wish to review the interactive Academic Honesty module which can be accessed here: [SPARK Academic Integrity Module](#).

### Religious Observance Accommodation:

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance. For further information on accommodation procedures required due to religious commitment, and the schedule of dates visit: <https://registrar.yorku.ca/enrol/dates/religious-accommodation-guidelines-2020-2021>.

### Alternate Exam/Testing Scheduling Centre:

York’s Student Accessibility Services and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. Please alert the Course Director as soon as possible should you require special accommodations. You can review the alternate exam and test policies and procedures here: <http://altexams.students.yorku.ca/>.

**York Senate Policy on Academic Accommodation for Students with Disabilities:** <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>

York University’s policy on accommodations includes the following language: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

**Student Accessibility Services:** <https://accessibility.students.yorku.ca/>

**Grade Reappraisals:**

For grade reappraisal procedures and information, please visit the Office of the Registrar site at:  
<http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>.

**Grade Scheme and Feedback (Policy):**

<http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

**Code of Student Rights & Responsibilities:**

<http://oscr.students.uit.yorku.ca/student-conduct>

**Student Counselling, Health & Well-being:**

<https://counselling.students.yorku.ca/>