

COURSE INFORMATION

Course title: **Negotiations for Human Resource Management**

Course code: HRM 4490A

Class location: VC 107A

Session and term: 2025W

Class times: Monday 11:30AM-2:30PM

Course duration: January 6, 2025-April 4, 2025

INSTRUCTOR INFORMATION

Instructor: Farnaz (Naz) Ghaedipour

Email: Nazg@yorku.ca

Office hours: Monday 9:30-11/ Wednesday 2:30-3:30 by appointment*

*Please book using Calendly: <https://calendly.com/nazg-yorku/30min>

Anonymous suggestion box: <https://freesuggestionbox.com/pub/dsryhef>

****Outline subject to change.**

COURSE DESCRIPTION

Whether we realize it or not, negotiation is an integral part of our daily lives. From closing business deals and negotiating salaries to agreeing on movie choices or deciding who cleans the kitchen, we are constantly navigating moments of give and take. Negotiation is both an art and a science—a skillful approach to securing agreements between two or more parties that ideally benefits all involved.

Yet despite its ubiquity in both our professional and personal spheres, many people remain unfamiliar with the strategies and psychology behind effective negotiation. How can we best pursue our goals, foster strong relationships, and work toward mutually beneficial outcomes?

This course hones your negotiation skills through a series of case studies and debriefings, shedding light on the impact of various strategies, tactics, and approaches across a range of real-world scenarios. Each case study underscores key concepts that drive performance in negotiation, addressing common challenges faced by managers and professionals.

Designed to complement the technical and analytical skills emphasized elsewhere in your curriculum, this course aims to equip future managers with both the strategic insight to develop optimal solutions and the negotiation expertise to ensure those solutions are accepted and successfully implemented.

COURSE FORMAT

This course will be in-person. The course will generally follow the format where the class will do their negotiation exercises during the first half of the session and will debrief and learn about concepts and tactics in the second half, unless explicitly outlined in the course schedule (e.g., the mid-term examination or guest speaker sessions).

The exercises consist of cases where you will assume a particular role and then negotiate outcomes in that role. You will not be graded on the negotiation outcome.

LEARNING OBJECTIVES

By the end of this course, you will be able to:

1. Apply concepts and frameworks to analyze a negotiation situation
2. Develop strategic plans to negotiate effectively
3. Implement a toolkit of useful negotiation skills, strategies, and tactics
4. Analyze the interests and priorities of various parties and situational contexts to arrive at optimal outcomes in negotiations and conflict resolution
5. Feel confident in your capabilities as effective negotiators

LEARNING MATERIALS

Required: The Truth of Negotiations, 2nd Edition by Leigh Thompson

Additional Reading (not required, but a good read): Getting to Yes: Negotiating Agreement Without Giving In, by Roger Fisher, William Ury, and Bruce Patton

ASSESSMENTS

Summary

Component	Weight
Negotiation exercise and participation in class discussions	20%
Negotiation planning and results documents	20%
Midterm exam	25%
Real-world negotiation analysis	35%
Total	100%

Details of Assessments

Participation in Classroom Activities

Our class participation grade includes:

1. **Negotiation planning document (due the day before class)**
2. **Attendance and contribution to class discussions**
3. **In-class negotiation exercise**

4. Results document (due before next class)

Since much of our work happens live and involves collaboration, attendance is essential. Missing class not only impacts your ability to contribute but also affects the group arrangements.

Your colleagues expect you to be prepared and on time for all negotiation exercises. 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.

Here's how absences affect your participation mark:

- **Unexcused Absences (without prior notice):**
If you miss a class without discussing it with me in advance, you will **forfeit the participation mark for that session entirely, including the marks for assignments of that session.**
- **Excused Absences (with valid reasons and prior notice):**
If you notify me **in advance** of a legitimate reason for missing class (e.g., illness, emergency), the attendance mark for that session will be **redistributed equally across your remaining classes.** For example, if a session is worth 5% and there are 10 classes left, 0.5% will be added to each remaining session's participation mark, making them worth 5.5%.

While I understand that unexpected situations can arise, I encourage you to prioritize attendance as much as possible. Frequent absences, even with notice, can impact your ability to fully engage in the course and gain the most from our activities.

For any missed class, I recommend reviewing the slides and case materials. However, please keep in mind that negotiation exercises and team discussions cannot be fully replicated independently.

As indicated earlier, we will complete a series of negotiations. Your primary task is **prepared** engagement in each activity.

- 1- Prior to each negotiation, you will submit a **1 page negotiation preparation document.** Please use the template provided on eClass.
- 2- Following each exercise, you will upload a reflection of your negotiation results to the course website.

You will not be graded on the outcomes you achieve. If you miss a negotiation without

discussing it with me in advance, 5% will be deducted from your grade.

Make sure to include the following key components in your planning document

1. **Your BATNA, Reservation Price, and Target Price:** These are the basics of your negotiation plan. Think carefully about your fallback options (BATNA), your limits (reservation price), and what you're aiming to achieve (target price).
2. **Assumptions About the Other Party's BATNA, Reservation Price, and Target Price:** Even if you don't have exact information, do your best to make logical guesses based on the case details. This is a skill you'll refine over time.
3. **ZOPA (Zone of Possible Agreement):** Based on your assumptions, outline where you think an agreement might be possible.
4. **Plan for Making the First Offer:** Decide if you'll make the first move, and if so, what number you might use to anchor the discussion.
5. **Interests and Concessions:** Look beyond just price. Identify:
 - Shared interests or priorities.
 - Tradeable interests that could add value for both sides.
 - Concessions you're willing to make and what you'd want in return.

Keep in mind, the goal isn't perfection—it's progress. These documents won't be graded in detail, but they're an important tool to help you practice and prepare for negotiations. I'll provide feedback as needed, and you'll have plenty of opportunities to build on these skills as the course continues.

Your participation grade will be based on the extent to which you are engaged with discussions, taking into account the quality (more than the frequency) of your contributions and insights. This portion of your grade will also account for your attendance and active participation in the negotiation exercises. In the debriefing sessions that will follow each negotiation exercise you will be asked to share information about results, strategies attempted, and reactions to the negotiation process. Quality contributions to the class are likely to possess one or more of the following properties:

- Offer a different, unique, but relevant, perspective based on analysis and theory
- Contribute to moving the discussion and analysis forward
- Build upon the comments of your classmates
- Transcend the "I feel" syndrome; that is, include some evidence or logic
- Link relevant concepts to current events or past class discussions
- Concisely relate personal life experiences to the issue being discussed

Midterm Exam

An evaluation of knowledge and skills will take place in class. This exam will consist of a combination of multiple choice, true and false, short answers, and essay questions.

Course materials covered in the lecture slides, lecture, videos, and exercises are subject to examination.

Real-World Negotiation Analysis:

Your goal is to demonstrate that you can apply strategies, tactics, terms, and concepts we've discussed in class to the real world. This assignment is designed to encourage you to think about how class concepts apply beyond the relatively orderly situations in the negotiation exercises. Specifically, you will plan and execute a negotiation for something you actually want. The subject of your paper can be any situation where you and at least one other person to reach some sort of agreement (or impasse). That is, think broadly if you're having trouble deciding on a topic. For example, you may write about a major business deal, a simple consumer purchase, a dispute with a landlord, a decision over where you would vacation, a child's bedtime, or a disagreement over how your study group would tackle a problem (i.e., you do not need to purchase anything to complete the assignment). Successful papers do not need to focus on a negotiation that went well; you can learn as much if not even more from negotiations that fail than from those that go well. Also, simpler negotiations are often easier and/or better to write about than complex ones because people who write about simple situations are more likely to focus on analysis and class concepts (rather than devote too much space to a description of the situation that does not indicate whether the student learned anything from the class). In short, the specific context is not as important as how you cover it.

To successfully complete this assignment:

- Develop a strategy based on what you have learned in the class (including a planning document), negotiate, and then write the post-negotiation analysis (i.e., this is a new negotiation, not something you did in the past)
- Your negotiation cannot involve the instructor or students in the class
- You may not tell the person with whom you are negotiating that this is for a class project until the negotiation is complete (and then you can decide whether you want to disclose this)
- You must engage in a negotiation that you intend to follow through with if you obtain the outcome you desire (i.e., negotiate for something you actually want)

Your grade on this assignment will be based on (a) your ability to apply tactics and ideas from class discussions and the readings in your personal/professional life, (b) accurate use of terms and concepts, and (c) the extent to which you communicated your ideas in a clear and concise manner.

Submit the paper via eclass. The paper (including a brief overview and description of the negotiation context) should be approximately 5 double-spaced pages typed (**1" margins, Times New Roman or Calibri 12-point font**). Submit any materials you generated while

planning (e.g., a planning document or scoring system should be included in the same file as the paper, but they do not count as part of the 5 pages of text that should be devoted to analysis). **The paper is due on April 15 at noon Eastern Time.**

Optional assignment with POTENTIAL bonus marks–Ask the guest speaker

Deadline: Feb 16

Your Task: Based on what you have learned in this course so far, write down five questions that you would like to ask our guest speaker. They will choose 5-10 questions that they find most interesting and stimulating to answer. **If any of your questions gets chosen, you will get a 5% bonus towards your score!**

Date	Case Studies	To Do
1- January 6	<i>BioPharm Seltek</i> (Book: Truths 1-6)	Course survey (In class)
2- January 13	<i>Coffee Contract</i> (Book: Truths 7-16)	<i>Coffee Contract</i> Planning Document and <i>BioPharm Seltek</i> results by January 12, 11:00 pm
3- January 20	<i>Zephyr</i> (Book: Truth 17-19)	<i>Zephyr</i> Planning Document and <i>Coffee Contract</i> results by Jan 19, 11:00 pm
4- January 27	<i>New Recruit</i> (Book: Truth 20-22)	<i>New Recruit</i> Planning Document and <i>Zephyr</i> results by Jan 26, 11:pm Anonymous feedback survey (in class)
5- February 3	<i>Moms.com</i> (Book: Truth 23-24)	<i>Moms.com</i> planning document and <i>New Recruit</i> results by Feb 2, 11:pm
6- February 10	<i>Bullard Houses</i> (Book: Truths 25-29)	<i>Bullard Houses</i> Planning and <i>Moms.com</i> results by Feb 9, 11:00 pm
Feb 17	No Class (Reading Week)	Questions for guest speaker (optional) and <i>Bullard Houses</i> results by Feb 16
February 24	Guest Speaker	
March 3	Midterm exam	STUDY!
7- March 10	<i>Viking</i> (Book: Truths 30-37)	<i>Viking</i> Planning Document
8- March 17	<i>Outside Offer</i> (Book: Truths 38-43)	<i>Outside Offer</i> Planning Document <i>Viking</i> results by March 16.
9- March 24	<i>HarborCo</i>	<i>HarborCo</i> Planning Document and <i>Outside Offer</i> results
10- March 31	<i>HarborCo</i> (Book: Truths 44-46)	Review your <i>HarborCo</i> planning document