

**Course Syllabus**  
**Negotiation**  
**Course No. 37:575:82**

Spring, 2020  
Tuesday: 6:00 p.m. – 8:40 p.m.  
Mercer County Community College

Instructor: Professor Patricia McHugh  
Office Hours: By appointment.  
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**COURSE OVERVIEW:**

Negotiation is a social process that can be analyzed, understood, and modeled; it is a learnable and teachable skill set. Negotiators are made, not born, and skills can be improved and relearned throughout life. Improvements in negotiating behavior require a combination of intellectual training and behavioral skill development. Thus, the most effective approaches to teaching negotiations integrate both intellectual analysis and skill development. Each class meeting will be divided into two parts. The first part will focus on analysis relying mostly on lecture, and the second part will require students to participate in negotiation simulations and case analyses.

**Required Textbooks:**

- Negotiation: Harvard Business Essentials Guide to Negotiation Michael Wheeler. Harvard Business School Press Paperback: 208 pages, Harvard Business Press (July 1, 2003). ISBN-10: 1591391113 ISBN-13: 978-1591391111
- Influence: The Psychology of Persuasion Robert B. Cialdini. Harper Paperbacks; Revised edition (December 26, 2006). ISBN-10: 006124189X

**Learning Objectives.** The student is able to:

Labor Studies and Employment Relations Department:

- Apply employment relations concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Work productively in teams, in social networks, and on an individual basis (Goal 13).

School of Management and Labor Relations:

- VI. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance Applying negotiating skills effectively is essential in employment relations, not only in collective bargaining, but also in the course of many organizational activities.
- VII. Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations Superior negotiators interact with and influence others in a professional manner

Additional Course Objective(s) from the Instructor:

Demonstrate an understanding of key concepts including distributive and integrative bargaining, selecting the optimal bargaining style in accordance with the dual concerns framework, and effective preparation for negotiations.

## **COURSE REQUIREMENTS**

### **1. Class Preparation, Participation and Attendance (20% of Final Grade)**

#### **a. Class Preparation and Participation:**

This course will require students to come prepared to class. There are two forms of preparation: readings and assignments. Students are expected to attend every class, and to be prepared and ready to participate. Class participation includes active, respectful listening and well as talking. You may not use any recording devices in this class. The grading relies heavily on the assignments. Students should complete all readings and assignments on time.

Readings have been assigned to provide an understanding of activities just completed in class, or to set the stage for upcoming activities. A blend of readings have been selected that combine analysis with detailed examples and applications. Students will be responsible for completing the reading assignments.

#### **b. Class attendance:**

As with any college course, you are expected to come to class every meeting, on time, for the duration of the meeting. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and/or leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over.

If you have more than three unexcused absences, your final grade will be reduced by one full grade (e.g. from an A to a B). For every two after that, the same will happen. An excused absence would mean something along the lines of a medical emergency or a funeral and requires documentation. Leaving early and showing up late will count against you as well.

Being physically present is important, but you should strive to be mentally present as well. Being attentive and actively participating in class enhances your learning, as well as that of those around you. Someone (you, your parents, you in the future, Rutgers donors) is paying for you to be here, so try to get the most out of it. Contributing to class discussion is a very easy way to earn a higher overall grade in the course.

Coming to class every time, on time, which you are supposed to do anyway, and being attentive, meaning not engaging in distractions, including, but not limited to side conversations and use of electronic devices, will earn you 80% of the maximum attendance and participation grade. Actively participating in class will earn you more points.

#### **c. NO Electronic Devices during class lectures:**

Seriously. No laptops, no tablets, no phones. Computers and other electronic devices in class tempt us to multitask (it happens to me!), but you're not here for that. What people do on

their computers in a group setting can be distracting. During the bargaining exercises, you may need to have a computer or other device in class, however, I will let you know ahead of time. Plus, best of all, taking notes on paper is better for your understanding! See for yourself:

- [psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html](http://psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html) (Links to an external site.)
- [scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/) (Links to an external site.)
- [wsj.com/articles/can-handwriting-make-you-smarter-1459784659](http://wsj.com/articles/can-handwriting-make-you-smarter-1459784659) (Links to an external site.)
- [npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away) (Links to an external site.)
- [pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/](http://pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/) (Links to an external site.)
- [kon.org/urc/v12/duran.html](http://kon.org/urc/v12/duran.html)

Choosing to ignore this policy will negatively impact your grade for attendance and participation.

## **2. EXAMS (50% of Final Grade):**

There will be 2 exams for this class. There will be a midterm exam and final exam that will be given during the scheduled exam period. The final exam will NOT be cumulative, but will only cover the material we cover from the midterm exam to the end of our class meetings. The exams will be multiple choice. You will be provided with a study guide to prepare for each exam, however, this is a guide only. You must be able to synthesize the material we have covered to answer the questions on the exams.

### ***Missed exams:***

All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. If you miss an exam, you must make up the exam. A make-up exam will only be granted through an excused absence. As explained above excused absences include documented medical situations or other approved absence due to a personal situation. The latter will be granted at my discretion.

## **3. ASSIGNMENTS (30% of Final Grade)**

Each week you will be expected to complete some type of exercise in class. These are cases, exercises, role-plays, and questionnaires that must be completed for class, or in between class periods. It is essential that students be prepared by reading the assigned case or briefing information and completing the required assignment or write-up.

You must be **IN CLASS** to be able to participate in these assignments. **THEY CANNOT BE MADE UP.** These are a significant part of your final grade (30%).

You also must hand the assignments in **ON TIME**. If they are late you will have your grade lowered by 25 points for each day late. Note: The assignments are graded on the following scale: 100, 75, 50 or 25 points.

**NOTE: All negotiation write ups will be due 2 days after class – see Canvas for exact date and time.**

## ***IN SUM: YOUR RESPONSIBILITIES***

1. Read the syllabus
2. Be here on time
3. Pay attention
4. Do the readings
5. Turn in your assignments on time
6. Make sure your assignments are submitted
7. Find out what you missed if you are unable to attend.

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## **Final Grade Calculation:**

Assignments, Preparations and Role Play Write-ups	30%
Attendance:	10%
Participation:	10%
Midterm Exam	25%
Final Exam	25%

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## **OTHER IMPORTANT CLASS RULES AND INFORMATION:**

### ***Disability Statement:***

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### ***Cheating/plagiarism***

There are serious consequences, including expulsion, for cheating and taking someone else's work without attribution. The university has clear, strict policies on these matters. They include signing in for another student. I will report all violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by

visiting [academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/) (Links to an external site.) The relevant parts are brief and straightforward. If you have any questions, please see me.

### ***Statement on Academic Freedom:***

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

### ***Use of Class Materials:***

The materials used in this class, including, but not limited to, the syllabus, exams, lecture materials, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Code of Student Conduct and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. You may not make audio or video recordings of any part of this class without my consent.

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### **Schedule of classes:**

#### **Week 1 – 1/21/20: Introduction to Negotiations**

- **In Class:**
  - Review of Syllabus
  - Exercise: “The Employee Exit Interview”
- **Assignment 1 – due as indicated on Canvas:**
  - Bargaining for Advantage, G. Richard Shell, Bargaining Styles Assessment Tool
  - Submit results for exercise: “The Employee Exit Interview” negotiation exercise

#### **Week 2 – 1/28/20: Distributive and Integrative Negotiations**

- **In Class:**
  - Debrief: The Employee Exit Interview
  - Review Harvard Business Essentials Guide to Negotiation, Introduction, Chapters 1, 2 and 3
  - Exercise: “Used Porsche Sale/Purchase”
- **Assigned Readings for this week:**
  - Harvard Business Essentials Guide to Negotiation, Introduction, Chapters 1, 2 and 3
- **Assignment 2 – due as indicated on Canvas:**
  - Submit results of “Used Porsche Sale/Purchase” negotiation exercise

#### **Week 3 – 2/4/20: Weapons of Influence**

- **In Class:**
  - Debrief: “Used Porsche Sale/Purchase” exercise

- Review The Psychology of Persuasion, Robert B. Cialdini, Chapters 1 & 2
- Exercise: “Shoe Repair Shop Sale” negotiation
- **Assigned Readings for this week:**
  - The Psychology of Persuasion, Robert B. Cialdini, Chapters 1 & 2
  - BATNA Basics posted on Canvas
- **Assignment 3 – due as indicated on Canvas:**
  - Submit results for “Shoe Repair Shop Sale” negotiation exercise

#### **Week 4 – 2/11/20: Table Tactics**

- **In Class:**
  - Debrief: “Shoe Repair Shop Sale” negotiation
  - Review Harvard Business Essentials Guide to Negotiation, Chapters 4 and 5
  - Exercise “Pemberton's Dilemma” (group 1)
- **Assigned Readings for this week:**
  - Harvard Business Essentials Guide to Negotiation, Chapters 4 and 5
- **Assignment 4 – due as indicated on Canvas:**
  - Submit results of “Pemberton’s Dilemma” negotiation exercise (group 1)

#### **Week 5 – 2/18/20: No Class**

#### **Week 6 – 2/25/20: Barriers, Problems, and Mental Errors in Reaching an Agreement**

- **In Class:**
  - Review Harvard Business Essentials Guide to Negotiation, Chapter 6 and 7
  - Exercise “Pemberton's Dilemma” (group 2)
- **Assigned Readings for this week:**
  - Harvard Business Essentials Guide to Negotiation, Chapters 6 and 7
- **Assignment 5 – due as indicated on Canvas:**
  - Submit results of “Pemberton’s Dilemma” negotiation exercise (group 2)

#### **Week 7 – 3/3/20: Empathy**

- **In Class:**
  - Debrief: “Pemberton's Dilemma”
  - Review Harvard Business Essentials Guide to Negotiation, Chapter 6 and 7 (continued)
  - Review for the Midterm Exam
  - Exercise: “Hoop Dreams” Negotiation
- **Assigned Readings for this week:**
  - Harvard Business Essentials Guide to Negotiation, Chapters 6 and 7
- **Assignment 6 – due as indicated on Canvas:**
  - Submit results for “Hoop Dreams” Negotiation exercise
  - Study for the Midterm Exam

#### **Week 8 – 3/10/20: MIDTERM EXAM**

#### **Week 9 – 3/17/20– Spring Recess**

- Have fun!

## **Week 10 – 3/24/20: Building Relationships and Representing Others**

- **In Class:**
  - Debrief “Hoop Dreams” Negotiation exercise
  - Review Harvard Business Essentials Guide to Negotiation, Chapters 8 and 9
  - Exercise: “WROX Bob Esposito Disciplinary Action” Negotiation
- **Assigned Readings for this week**
  - Harvard Business Essentials Guide to Negotiation, Chapters 8 and 9
- **Assignment 7 – due as indicated on Canvas:**
  - Submit results of “WROX Bob Esposito Disciplinary Action” negotiation exercise

## **Week 11 – 3/31/20: Foundations of Effective Negotiation**

- **In Class:**
  - Debrief “WROX Bob Esposito Disciplinary Action” negotiation exercise
  - Review Harvard Business Essentials Guide to Negotiation, Chapter 10
  - Exercise: “BeautiLawn Job Assignment” negotiation
- **Assigned Readings for this Week**
  - Harvard Business Essentials Guide to Negotiation, Chapter 10
- **Assignment 8 – due as indicated on Canvas:**
  - Submit results of “BeautiLawn Job Assignment” negotiation exercise

## **Week 12 – 4/7/20: Getting To Yes**

- **In Class:**
  - Debrief “BeautiLawn Job Assignment” negotiation
  - Review The Psychology of Persuasion, Robert B. Cialdini, Chapter 3 (Commitment and Consistency)
  - Review Getting To Yes, Fischer and Ury
  - Exercise: “Tamarack vs. Twin City Mining Co.” negotiation exercise
- **Assigned Readings for this Week:**
  - The Psychology of Persuasion, Robert B. Cialdini, Chapter 3 (Commitment and Consistency)
  - Summary of the book, “*Getting to Yes*” that is posted on Canvas
- **Assignment 9 – due as indicated on Canvas:**
  - Submit results of “Tamarack vs. Twin City Mining Co.” negotiation exercise

## **Week 13 – 4/14/20: Interests, Rights & Power**

- **In Class:**
  - Debrief: “Tamarack vs. Twin City Mining Co.” negotiation exercise
  - Review The Psychology of Persuasion, Robert B. Cialdini, Chapter 5 (Liking) and “Interests, Rights and Power – Three Ways to Resolve Disputes” posted on Sakai
  - Exercise: “Harvard Law School Drug Testing” negotiation
- **Assigned Readings for this Week:**
  - The Psychology of Persuasion, Robert B. Cialdini, Chapter 5 (Liking)
  - “Interests, Rights and Power – Three Ways to Resolve Disputes” posted on Sakai
- **Assignment 10 – Due as indicated on Canvas:**
  - Submit results of “Harvard Law School Drug Testing” negotiation exercise

**Week 14 – 4/21/20: Multiparty Negotiation**

- **In Class:**
  - Debrief: “Harvard Law School Drug Testing” negotiation
  - Review negotiating a job offer
  - Exercise: “Pasta Wars” negotiation
- **Assigned Readings for this week:**
  - TBD
- **Assignment 11 – Due as indicated on Canvas:**
  - Submit results of “Pasta Wars” negotiation exercise

**Class 15 – 4/28/20:**

- **Catch up if needed.**
- **Possible Dunkin Donuts Labor Union Negotiation**
- **In Class Review for Final Exam**

**Final Exam – Date TBD**

*Revised 1/20/20*