



COURSE OUTLINE

2018/2019

COURSE NAME: Negotiation and Conflict Resolution

COURSE CODE: HRMT4440

COURSE DESCRIPTION

This course provides an understanding of negotiation and conflict resolution and developing negotiating skills through role-play simulations. The course will also examine different types of conflict and provide alternative strategies to deal with them.

Course Credits: 3.00

Equivalent Courses: HRMT440

LEARNING OUTCOMES

OUTCOME	Upon successful completion of this course, you will be able to
1	<p>Analyze the necessary steps that should be taken in any negotiation.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> • List three steps that a negotiator must go through prior to commencing negotiations. • Distinguish between “creating value” versus “claiming value”, describe integrative (“win-win”) negotiations, and be able to prepare a set of “win-win” (triple-i) questions. • Identify and critique potential obstacles that might hinder negotiation settlements. • Define BATNA (Best Alternative to a Negotiated Agreement), and analyze how BATNA is used in the negotiation process. • Show the connection between BATNA, reservation point, an aspiration point, and ZOPA (Zone of Possible Agreement).
2	<p>Simulate a negotiation and evaluate fellow students as they engage in the negotiation process.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> • Define fixed-sum versus variable-sum negotiations and be able to recommend how to change a fixed-sum negotiation into a variable-sum negotiation. • Differentiate “chilling effect” from “the winner’s curse”, and outline the “Do’s and Don’ts” when calculating an aspiration point. • Show why it is important to plan concessions in a negotiation. • Evaluate the benefits of negotiating simultaneously versus sequentially, and characterize the process of log rolling. • Justify the benefits of making multiple offers of equivalent value simultaneously.

3	<p>Assess how different behavioural, cultural and gender issues can affect negotiations.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> Analyze the following behavioural principles and assess how they might affect negotiations: “reciprocity principle”, “reinforcement principle”, and “similarity principle.” Explain the “anchoring effect” and analyze how it relates to opening offers. Describe how the “framing effect” works, and assess how it can influence risk aversion versus risk-seeking behaviour. Assess the different types of disputing styles: power, rights and interest-based, and determine your primary disputing style. Compile a list of effective ways to deal with difficult negotiators. Discuss and debate what research has revealed regarding gender issues in negotiations; and compare how cross-cultural differences might influence negotiations.
4	<p>Detect sources of conflict, identify how conflict might manifest itself in the workplace, and analyze different means of settling conflict.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> Identify sources of conflict. Distinguish between overt and covert conflict, and demonstrate how to deal with these types of conflict. Distinguish between competition, accommodation, avoidance, compromise, and collaboration. Outline a strategy that can be effective in resolving conflict. Model good listening skills and justify how these skills can encourage conflict resolution. Simulate how the A-E-I-O-U communication model assists in reaching a collaborative agreement.

STUDENT EVALUATION

OUTCOME	ACTIVITY DESCRIPTION	MARK DISTRIBUTION
1, 2, 3 and 4	A. In class discussions, assignments	30%
1, 2, 3 and 4	B. Role-plays and negotiations	25%
1, 2, 3 and 4	C. Group Project	10%
1, 2, 3 and 4	D. Writen Assessments	35%
TOTAL		100%

COMPLETION REQUIREMENTS

The minimum passing grade for this course is 50% (D). Please note, however, that minimum grades or Grade Point Averages (GPAs) – term or cumulative - required for transfer, good standing in a program, eligibility for graduation, or requirements for professional designation or professional examination exemption may be higher. Students are strongly encouraged to consult with their academic advisor for more details.

STUDENT EQUIPMENT AND SUPPLIES

The JR Shaw School of Business highly recommends our students acquire and make use of a computer (laptop or tablet*) in and away from the classroom in order to successfully engage and complete JR Shaw curriculum.

Your computer will be used to access key learning resources critical to your success in the program and therefore must be in good working order. It is also important to have a battery with sufficient life to allow for use when a plug-in is not available, as your battery should be able to last throughout your daily schedule/classes. Replacement batteries can often be purchased to improve battery life on an existing computer.

At a minimum your laptop must meet the following requirements:

PC

- Windows 7 or higher
- 10 GB free hard drive space
- 2 GB memory (RAM)
- Wi-Fi connection

MAC

- OSX 10.7 or later
- 10 GB free hard drive space
- 2 GB memory (RAM)
- Wi-Fi connection

For tablets* the minimum Operating System requirements are as follows:

- Android - KitKat 4.4
- Apple - iOS8
- Microsoft - Windows 10

* Please make sure you have a dedicated keyboard and pointing device (mouse or stylus) to complement your tablet so you will not be disadvantaged when completing online activities, assignments, and assessments in and out of the classroom.

DELIVERY METHOD

This course will be taught using a variety of delivery methods which may include face-to-face, online, or blended teaching platforms. Activities such as collaborative exercises/assignments, seminars, labs, discussion, audio/visual presentations, case studies, and practicums may be used to support learning.

STUDENT RESPONSIBILITY

Enrolment at NAIT assumes that the student will become a responsible citizen of the Institute. As such, each student will display a positive work ethic, assist in the preservation of Institute property, and assume responsibility for his/her education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

EQUITY STATEMENT

NAIT is committed to providing an environment of equality and respect for all people within the learning community, and to educating faculty, staff, and students in developing inclusive teaching and learning contexts that are welcoming to all.

Changes to This Course Outline: Every effort has been made to ensure that information in this course outline is accurate at the time of publication. The Institute reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

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ADDENDUM to NAIT Course Outline for HRMT 4440, Negotiation & Conflict Resolution

Instructor Name	Gerri Rondot
Office Location	S113E
Contact	780-715-4978
Office Hours	Monday 3:00 pm – 3:20 pm Tuesday 5:00 pm – 6:20 pm Wednesday 5:00 pm – 6:20 pm Thursday 5:00 pm – 6:20 am
Hours of Instruction	Monday 1:00 pm – 2:50 pm Thursday 1:00 pm – 2:50 pm

Required Resources

Negotiation & Conflict Resolution, Pearson Custom Business Resources, ISBN-10 1-269-78505-2.

Performance Requirements
Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Exam Guidelines

PLEASE NOTE that the following Deferred Examination Policy is from NAIT. NAIT does NOT allow Supplemental Exams.



JR Shaw School of Business

DEFINITIONS

Accommodation Exams: Typically are scheduled for students with approved disabilities with the Services for Students with Disabilities (SSD).

Deferred Exam: Students unable to write an exam on the scheduled date and/or time due to illness or another serious reason (*documented circumstance*), a deferred exam may be scheduled for the student, upon approval as outlined below.

Immediate Family: Grandparents, parents, siblings, daughters/sons

Deferred Examination Policy

These guidelines apply to all deferred exams for daytime, evening, or online classes. **Students requesting an exam deferral should notify the JRSSB Business Information Centre as soon as possible in T300 or phone 780.471.8998**

1. Exams Rescheduled for Approved Documented Reasons

- A. Students may be permitted to re-schedule exams for the following reasons, provided both the instructor and the Associate Chair/Chair are notified in advance of the scheduled exam AND appropriate "third party" documentation is provided to the appropriate Chair/Associate Chair within 3 business days of the start of the scheduled exam (e.g. a Monday exam would require documentation by Thursday, a Wednesday exam would require documentation by the following Monday). Weekend days and statutory holidays are **not** considered as business days.

Documented Reason	Appropriate Documentation
Personal medical/illness situations	A completed <u>physician statement form</u> , which is located in the T300 Business Information Centre. (Medical notes must be provided by a doctor. Prescription pad doctor's notes indicating you were seen in the office are NOT considered appropriate documentation.)
Death in immediate family	Obituary and death certificate of the deceased family member, evidence that the deceased is immediate family, address and contact information of the funeral home/church handling the service, and travel itinerary as appropriate.
Wedding in immediate family	Original wedding invitation, evidence that immediate family is being married, and travel itinerary as appropriate.
Documented accident	Third party documentation that clearly indicates the specific date and time of the accident, as well as provides evidence that the nature of the accident prevented the student from taking the exam, as originally scheduled.
Circumstances approved by the Program Chair/Associate Chair	As deemed appropriate by the Chair/Associate Chair

NOTE: Work is NOT an acceptable reason to re-schedule an exam.

- B. The missed exam is to be re-scheduled to the earliest possible alternate day and time. Online students writing externally have within 72 calendar hours of the scheduled on-campus writing to write the exam. Requests to write beyond this 72-hour period fall within the criteria in A.
- C. **Students will pay a fee of \$150.00 for ALL deferred exams.**

2. Students Arriving Late to Exams

If an exam is written late (outside of the scheduled exam period) but on the same day the exam was scheduled, a minimum 20% penalty will be assessed. If the exam is written late due to a reasonable unforeseen event such as a documented accident or poor weather conditions, the Program Chair/Associate Chair may waive the late penalty.

3. Exams Not Written Due to Approved Reasons

If it is not possible for a missed exam to be rescheduled, the Program Chair/Associate Chair in consultation with the course coordinator/instructor will decide on the appropriate action to take to make up for the missed marks.

4. Quizzes Missed or Written Late

Students may be permitted to re-schedule quizzes or have their missed grade reallocated to subsequent assessments, provided the appropriate "third party" documentation (as shown in the table above) is provided to the instructor with reasonable notice. The course instructor will make the decision regarding the approval/disapproval of the quiz deferral, as well as the method in which the student will make up the marks missed.

Topic Outline

Fill in your information here.

Week		Page #
1	Introduction to Interest Based Negotiation: Readings: Negotiation Analysis: An Introduction, Choose to Value Others Case: Car Purchase in class Homework: Negotiation Style Assignment	p. 131
2	Interest Based Process Readings: Self Assessment on Moodle and Choose to Value Others Case: Job Offer Negotiation (Recruiter or Applicant, as assigned) Due: Negotiation Style Assignment – 5% (DUE Friday before 12:15)	p. 1-7
3	Interest Based Process Readings: Personal Values & Professional Responsibilities, Diagnosing & Overcoming Barriers Case: Name Your Price, A, B, C Due: Job Offer Assignment 5% (DUE Friday before 12:15)	p. 165 & 145 p 19-25
4	Interest Based Analysis Readings: So You Think You're a Good Listener Case: Kidnapping A, B, C, D Due: Name Your Price Assignment - 5% (DUE Friday before 12:15)	p. 227 p. 27-39
5	Interest Based Analysis Readings: The Path to Leveraging Difference Seeing Case: Sherif Mityas, Due: Kidnapping Assignment -5% (DUE Friday before 12:15) Presentation Groups Assigned	p. 231 p 41-67
6	Interest Based Analysis Readings: A Note on Cultural and Gender Differences Case: Exercises in Negotiation Analysis Due: Sherif Mityas Assignment - 5% (DUE Friday before 12:15)	p. 239
7	Assertiveness Skills Readings: Leading Through Negotiation Case: Luna Pen, A,B,C,D Presentations Begin – 10%	p. 172 p. 69-94
8	CO-ORDINATED ASSESSMENT WEEK Midterm Assessment–15%	
9	Assertiveness Skills Case: Johnathan Miller Due: Luna Pen Assignment –5% (DUE Friday before 12:15)	p. 95-105
10	Assertiveness Skills Readings: What A Star – What a Jerk Case: Satera Team at Imatron Systems Inc Due: Johnathan Miller Assignment – 5% (DUE Friday before 12:15)	p. 211 p. 107-122
11	Assertiveness Skills Case: When Your Colleague is a Saboteur Due: Satera Team at Imatron Systems Inc Assign. – 5% (DUE Friday before 12:15)	p. 123-130
12	Assertiveness Skills Readings: The CEO of Duke Energy Case: Tough Guy Due: When Your Colleague is a Saboteur Assign. – 5% (DUE Friday before 12:15)	p. 221 p. 203
13	Multiparty Negotiation Due: Tough Guy Assignment – 5% (DUE Friday before 12:15)	
14	Negotiate your own Scenario	
	CO-ORDINATED ASSESSMENT WEEK Final Assessment– (20%)	

Daily Class Discussions – 5%