

## SYLLABUS

Fall 2015 EMGT 5230 ~ Negotiation Strategies

Face-to-Face Class (Section 01)

**INSTRUCTOR:** Ipek Bozkurt, Ph.D.  
**Class Times:** Wednesdays, 7:00 p.m. to 9:50 p.m.  
**Email:** [Bozkurt@uhcl.edu](mailto:Bozkurt@uhcl.edu) (Best way of contact)

### ~-~VERY IMPORTANT~-~

1. Please use your UHCL e-mail for communication
2. Please include your name and last name in the end.
3. Please make sure you start the Subject with EMGT 5230
4. When submitting an assignment, please save and send the file in the following format:  
Lastname\_ EMGT 5230\_(Assignment Name)
5. You will need to use Blackboard. Please make yourself familiar with it. For support, go to [http://prtl.uhcl.edu/portal/page/portal/UCT/New UCT/services/online support1/students](http://prtl.uhcl.edu/portal/page/portal/UCT/New%20UCT/services/online_support1/students)

**OFFICE HOURS:** Wednesdays and Thursdays 2 p.m. to 4 p.m.  
Delta Building, D113  
Any other time, please send me an e-mail

### Quality Enhancement Plan (QEP) Applied Critical Thinking for Lifelong Learning and Adaptability



#### APPLIED CRITICAL THINKING STATEMENT:

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used

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across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity*, *accuracy*, *precision*, *relevance*, *depth*, *breadth*, *logic*, *significance*, and *fairness*.

#### COURSE DESCRIPTION AND CRITICAL THINKING:

Students develop negotiation skills experientially and understand negotiation in useful analytical frameworks. The course is divided into six major areas, which are: Negotiation fundamentals, negotiation sub processes, negotiation contexts, individual differences, negotiation across cultures and resolving differences. Each week students will be given a particular scenario and will be required to negotiate in different teams. In addition to these negotiation exercises, the course will evaluate the students on how they analyze case studies.

Critical thinking exists in all aspects of negotiations. During pre-planning, *possible alternative* strategies and solutions are identified, depending on the *goals* and *objectives* of each side. Certain *assumptions* are made, since not all *information* is available. During the actual negotiation, being flexible and adaptive is necessary, depending on the details of the *problem* that is being discussed. In post-negotiation, it is important to follow *accurate* procedures and be *fair* in all conclusions and *interpretations* that are made.

#### STUDENT LEARNING OBJECTIVES (SLOs):

Upon the completion of this course, students will have a *clear grasp* of *fundamental and powerful concepts* of negotiation. The first is Best Alternative to the Negotiated Agreement (BATNA), which is the back-up plan (i.e. what is my alternative if the negotiation fails?). The second is the Reservation Point, which identifies the walk-away point (e.g. "I cannot accept any offers less than \$50,000). The last is the Zone of Possible Agreement (ZOPA), which is the range in which a negotiation may take place; if a ZOPA is present, a deal may or may not be reached. If there is no ZOPA present, then the negotiation reaches an impasse.

SLO1: To *clearly* identify the *purpose* of formulating negotiation strategies.

SLO2: To *accurately* apply the *relevant* strategy to the problem situation presented.

SLO3: To be able to analyze, with sufficient *depth*, the negotiation situation they are in (or given), with the *purpose* of satisfying their side's goals and objectives.

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SLO4: To identify the *consequences* and *implications* of flexible and *logical* negotiation strategies.

SLO5: To identify *relevant* information according to their and the other side's *point of view*.

SLO6: To *accurately* and *clearly* state the strengths and weaknesses of arguments presented in negotiations.

#### VOCABULARY OF CRITICAL THINKING:

In this course, students will learn and use the vocabulary of critical thinking which will include an understanding and use of both the Elements of Thought and the Universal Intellectual Standards.

**Elements of Thought**<sup>1</sup>: These are the type of questions students need to think about (and answer) during each negotiation exercise, the critique of examples for the Mid-Term project, and the analysis of the case for the final project:

1. Purpose:
  - a. What am I trying to accomplish?
  - b. What is my central aim? My purpose?
2. Questions:
  - a. What question am I raising?
  - b. What question am I addressing?
  - c. Am I considering the complexities in the question?
3. Information:
  - a. What information am I using in coming to that conclusion?
  - b. What experience have I had to support this claim?
  - c. What information do I need to settle the question?
4. Inferences/Conclusions:
  - a. How did I reach this conclusion?
  - b. Is there another way to interpret the information?
5. Concepts:
  - a. What is the main idea here?
  - b. Can I explain this idea?
6. Assumptions:
  - a. What am I taking for granted?
  - b. What assumption has led me to that conclusion?
7. Implications/Consequences:
  - a. If someone accepted my position, what would be the implications?

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<sup>1</sup> Paul, R. and Elder, L. (2009). *Critical thinking: Concepts and Tools* (6<sup>th</sup> ed.) Tomales, CA: Foundation for Critical Thinking Press.

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- b. What am I implying?
- 8. Points of View:
  - a. From what point of view am I looking at this issue?
  - b. Is there another point of view I should consider?

#### Universal Intellectual Standards<sup>2</sup>:

These standards should be applied to your thinking process to ensure its quality. These are also questions I will use to provide feedback to you, and to increase your engagement, participation and critical thinking skills.

1. *Clarity*: Could you elaborate further? Could you give me an example?
2. *Accuracy*: How could we check on that? How could we find out if that is true?
3. *Precision*: Could you be more specific? Could you give me more details?
4. *Relevance*: How does that relate to the problem? How does that help us with the issue?
5. *Depth*: What factors make this a difficult problem? What are some of the complexities?
6. *Breadth*: Do we need to look at this from another perspective?
7. *Logic*: Does all this make sense together? Does what you say follow from the evidence?
8. *Significance*: Is this the most important problem to consider? Which facts are most important?
9. *Fairness*: Do I have any vested interest in this issue? Are all views represented?

#### COURSE ACTIVITIES AND ASSIGNMENTS:

##### 1. Class Participation (10 %):

Participation in class is crucial for this course. We will go through article discussions, small exercises, and Q&A sessions in class. Answering questions, asking questions, providing insight to discussions, relating class material to their experience are expected. Only attending the classes is not sufficient to gain full points from participation. For online students, Discussion Boards contribution will be counted for grading.

##### 2. Negotiation Exercises (40 %):

Negotiation exercises are a major part of this class. Starting from Module 4, we will have one exercise per week. At the end of each exercise, each student will fill out and submit a Negotiation Exercise Report. You will be graded based on the quality of your arguments, strategies you use, and the Negotiation Exercise Report.

- a. **Face-to-face Students**: I will provide handouts in class, and you will first read, and then negotiate a case with your partner. Every week you will partner with someone different. You will submit the Negotiation Exercise Report to the instructor in class.

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<sup>2</sup> Paul, R. and Elder, L. (2009). *Critical thinking: Concepts and Tools* (6<sup>th</sup> ed.) Tomales, CA: Foundation for Critical Thinking Press.

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- b. **Online Students:** You will be grouped randomly by the instructor in the beginning of the semester. You will see your group number and team-mates under the Negotiation Exercise folder for each module. You can also go to your Group link on the left hand side menu. Every Monday morning, the TA will send your case to your UHCL e-mail. You will then use the Group Discussion Link to negotiate the case with your partner. You will submit the Negotiation Exercise Report using the link provided in the folder in Blackboard. For consistency, the deadline will be the following “class day” (i.e. Wednesday) 12pm noon. Note that you will have 10 days to complete each exercise.

#### 3. Individual Mid-Term Project (20%):

Each student will be required to analyze three (3) current negotiation examples he/she has researched. Examples need to be events that have happened within the past 12 months (such as Microsoft buying Skype (this cannot be used)).

- **Oral Deliverable:** Each student will present their examples in class when the project is due (See schedule below). Online students will use the related Discussion Board link to discuss their examples, and MUST comment on at least three (3) other posts.
- **Written Deliverable:** Each student will submit a written report. Details will be available on Blackboard.

#### 4. Group Final Project (30 %):

Each group will be provided a negotiation case study by the professor. Details will be available on Blackboard.

#### CRITICAL THINKING ASSESSMENT:

There is one assessment activity (AA) of critical thinking in the course. The evaluation of this activity is used to assess how well critical thinking is incorporated in the course. These assessments will be used as input to the UHCL Critical Thinking database for internal assessment of Critical Thinking, and will not affect your grade of the course.

**Final Group Project:** This project covers Student Learning Objectives. The students will need to critically analyze a case study given by the professor. There are multiple steps the students need to go through for analysis:

1. Read the case study provided, and use external resources to gain additional *relevant* information about the topic. (SLO 5)
2. *Accurately* identify the *purposes* of parties involved in the negotiation, as well as their negotiation strategies. (SLO 2, SLO 3)

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This project will additionally asses:

- How *curious* the students are to identify the problem and the negotiation situation
- How well the *connections* are made between the case and the class material
- How well they *communicate* (through written report and oral presentation) their findings.

The related SLOs and Fundamental and Powerful Concepts (FPC):

Activity	SLO	FPC	Assessment Outcomes		
			Unacceptable	Acceptable	Excellent
Final Project	2,3,5	All	[0%, 80%)	[80%, 88%)	[88%, 100%]

#### COURSE FORMAT:

- 1) Face-to-Face Class (Section 01): Web-supported face-to-face course. All material will be available on Blackboard.
- 2) 100% Online Class (Section 02): Fully online course. All material will be available on Blackboard.

#### INSTRUCTOR/TA FEEDBACK:

Students should expect to get a reply to their questions or feedback to their discussions and assignments within 48 hours.

#### SYLLABUS:

Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the courses. *However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students. The instructor has the right to modify the syllabus at any given time during the semester.*

#### COURSE PREREQUISITES:

Any foundational systems engineering course is a prerequisite. Proficiency in the use of electronic tools (MS Word, MS Excel, MS PowerPoint or equivalent tools) and web browsers (Internet Explorer, Fire Fox, Opera, etc.) is required.

#### REQUIRED RESOURCES AND REFERENCES:

All materials, including the assigned reading material, the lectures and discussions in class, and the content of any other presentations are all eligible for inclusion on the assignments.

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Required Textbook:

- Lewicki, Saunders and Barry (2009). Negotiation. Published by McGraw-Hill/Irwin, 6<sup>th</sup> Edition.

The following resources maybe used by the student as supplementary material and additional reading:

- Fisher (2008). Rock, Paper, Scissors: Game Theory in Everyday Life. Published by: Basic Books.

#### **COURSE GRADING:**

Grades will be based on several components:

10% Class Participation

40% Negotiation Exercises (8 x 5 points)

Exercises 1-3: SLO1, SLO2, SLO3

Exercises 4-6: SLO3, SLO4, SLO5

Exercises 7-8: SLO1 through SLO6

20% Mid-Term Project (Individual): All SLO's

30% Final Project (Group): SLO2, SLO3, SLO5

#### **GRADING SCALE:**

The following grading scale will apply:

FINAL GRADE	PERCENT
A	>93%
A-	88-92.9%
B+	86-87.9%
B	83-85.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	<69.9%

#### **STUDENT RESPONSIBILITIES:**

##### **1. CLASS ATTENDANCE:**

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Class attendance is expected, though not mandatory. If for some reason a student should miss a class, it is the **student's** responsibility to:

- Inform themselves (through slides, Blackboard, classmates, etc.) of any administrative announcements (e.g. schedule changes) discussed during a session.
- "Make-up" any of the course material covered in the session. Note that work presented in class may not be covered adequately in the textbook.

It is not necessary to inform me of an absence should a situation arise where attendance is not possible. Please note however, that I reserve the right not to provide extensive information about what transpired in a class.

Online students are expected to use the Discussion Boards as stated in the modules, participate in the negotiation exercises, and be active throughout the course.

#### 2. TIME COMMITMENT:

Students should expect to spend 3-4 hrs per week with the courseware. This is not to include the time spent reading material or researching material on the internet. The time spent on preparing assignments and discussion posts depends upon each student's ability. In total, students should expect to spend between 10-12 hours per week on course activities and assignments. Spending less time would be insufficient for success in this course.

#### 3. DUE DATES, LATE WORK and MAKE-UP:

- Assignments will be due 12 pm (NOON) of due date.
- ***No late assignments will be accepted.***
- There will be no Make-up Exams.

#### 4. INCOMPLETE POLICY:

Incomplete grades may be given at the discretion of the instructor to students who fail to complete necessary work for final evaluation. When assigning the Incomplete ("I"), instructors should provide students with an outline of the work to be accomplished before the "I" can be converted to a final mark and should specify a deadline date; the outline constitutes an agreement between the instructor and the student. Students are encouraged to read the "Incomplete policy" at [11.3 Grading Procedures in the Faculty Handbook](#).

#### 5. ACADEMIC HONESTY:

The University of Houston Clear Lake has a zero tolerance policy for academic dishonesty and if the student is in violation an "F" the course will be apply. Please refer to the UHCL academic honesty policy online.

#### 6. COURSE WITHDRAWAL:

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Students may drop a course through the registration process and may receive a refund during the first week of classes. After the first week students need to notify the instructor and then withdraw from the course as faculty will not drop or withdrawal students. Please refer to the academic calendar for the exact dates and also review the withdrawal policy online.

#### 7. STUDENTS WITH DISABILITIES:

If you wish to receive special accommodations as a student with a documented disability, please make an appointment with the Disability Services at ext 2626 or Student Service Building Room 1301.

#### 8. TECHNICAL ASSISTANCE:

Help Desk Hours:

Monday through Thursday: 8 am to 10.30 pm

Friday: 8 am to 5 pm

Saturday: 8 am to 5 pm

Sunday: Closed

e-mail: [supportcenter@uhcl.edu](mailto:supportcenter@uhcl.edu)

phone: (281) 283-2828

#### COURSE OUTLINE:

Session No	Session Date	Session Topics, Assignments and References	
1	08/27/14	Topics:	<ul style="list-style-type: none"><li>Module 1:</li><li><i>Course Overview and Syllabus Review</i></li><li><i>Chapter 1: The Nature of Negotiation</i></li></ul>
		Blackboard Files:	<ul style="list-style-type: none"><li>Syllabus</li><li>Session Slides</li></ul>
		Assignment(s) due Next Week:	<ul style="list-style-type: none"><li><i>Read Chapter 2</i></li></ul>
2	09/03/14	Topics:	<ul style="list-style-type: none"><li>Module 2:</li><li><i>Chapter 2: Strategy and Tactics of Distributive Bargaining</i></li></ul>
		Blackboard Files:	<ul style="list-style-type: none"><li>Session Slides</li></ul>
		Assignment(s) due Next Week:	<ul style="list-style-type: none"><li><i>Reading material if provided</i></li><li><i>Read Chapter 3</i></li></ul>
3	09/10/14	Topics:	<ul style="list-style-type: none"><li>Module 3:</li><li><i>Chapter 3: Strategy and Tactics of Integrative</i></li></ul>

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			<i>Negotiation</i>
		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Reading material if provided ▪ <i>Read Chapter 4</i>
4	09/17/14	<b>Topics:</b>	▪ Module 4: ▪ <i>Chapter 4: Negotiation: Strategy and Planning</i> ▪ <i>NEGOTIATION EXERCISE #1</i>
		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Reading material if provided ▪ <i>Read Chapter 5</i> ▪ <i>Negotiation Exercise #1 Report</i>
5	09/24/14	<b>Topics:</b>	▪ Module 5: ▪ <i>Chapter 5: Perception, Cognition and Emotion</i> ▪ <i>NEGOTIATION EXERCISE #2</i>
		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Reading material if provided ▪ <i>Read Chapter 6</i> ▪ <i>Negotiation Exercise #2 Report</i>
6	10/01/14	<b>Topics:</b>	▪ Module 6: ▪ <i>Chapter 6: Communication</i> ▪ <i>NEGOTIATION EXERCISE #3</i>
		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Reading material if provided ▪ <i>Read Chapter 9</i> ▪ <i>Negotiation Exercise #3 Report</i> ▪ <i>MID-TERM PRESENTATIONS</i>
<b>10/08/14 NO CLASS – TIME ALLOCATED TO WORKING ON MID-TERMS</b>			
7	10/15/14	<b>Topics:</b>	▪ Module 7: Mid-Term Presentations
		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Reading material if provided ▪ <i>Read Chapter 9</i>
8	10/22/14	<b>Topics:</b>	▪ Module 8: ▪ <i>Chapter 9: Ethics in Negotiation</i> ▪ <i>NEGOTIATION EXERCISE #4</i>

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		<b>Blackboard Files:</b>	<ul style="list-style-type: none"> <li>▪ Session Slides</li> </ul>
		<b>Assignment(s) due Next Week:</b>	<ul style="list-style-type: none"> <li>▪ Reading material if provided</li> <li>▪ <i>Read Chapter 10</i></li> <li>▪ <i>Negotiation Exercise #4 Report</i></li> </ul>
9	10/29/14	<b>Topics:</b>	<ul style="list-style-type: none"> <li>▪ Module 9:</li> <li>▪ <i>Chapter 10: Relationships in Negotiation</i></li> <li>▪ <i>NEGOTIATION EXERCISE #5</i></li> </ul>
		<b>Blackboard Files:</b>	<ul style="list-style-type: none"> <li>▪ Session Slides</li> </ul>
		<b>Assignment(s) due Next Week:</b>	<ul style="list-style-type: none"> <li>▪ Reading material if provided</li> <li>▪ <i>Read Chapter 13</i></li> <li>▪ <i>Negotiation Exercise #5 Report</i></li> </ul>
10	11/05/14	<b>Topics:</b>	<ul style="list-style-type: none"> <li>▪ Module 10:</li> <li>▪ <i>Chapter 13: Multiple Parties and Teams</i></li> <li>▪ <i>NEGOTIATION EXERCISE #6</i></li> </ul>
		<b>Blackboard Files:</b>	<ul style="list-style-type: none"> <li>▪ Session Slides</li> </ul>
		<b>Assignment(s) due Next Week:</b>	<ul style="list-style-type: none"> <li>▪ Reading material if provided</li> <li>▪ <i>Read Chapters 14 and 15</i></li> <li>▪ <i>Negotiation Exercise Report #6</i></li> </ul>
11	11/12/14	<b>Topics:</b>	<ul style="list-style-type: none"> <li>▪ Module 11:</li> <li>▪ <i>Chapter 14 (Gender and Negotiation) and Chapter 15 (Personality and Abilities)</i></li> <li>▪ <i>NEGOTIATION EXERCISE #7</i></li> </ul>
		<b>Blackboard Files:</b>	<ul style="list-style-type: none"> <li>▪ Session Slides</li> </ul>
		<b>Assignment(s) due Next Week:</b>	<ul style="list-style-type: none"> <li>▪ Reading material if provided</li> <li>▪ <i>Read Chapter 17 and Chapter 18</i></li> <li>▪ <i>Negotiation Exercise Report #7</i></li> </ul>
12	11/19/14	<b>Topics:</b>	<ul style="list-style-type: none"> <li>▪ Module 12:</li> <li>▪ <i>Chapter 17 (Managing Negotiation Impasses) and Chapter 18 (Managing Difficult Negotiations)</i></li> <li>▪ <i>NEGOTIATION EXERCISE #8</i></li> </ul>
		<b>Blackboard Files:</b>	<ul style="list-style-type: none"> <li>▪ Session Slides</li> </ul>
		<b>Assignment(s) due Next Week:</b>	<ul style="list-style-type: none"> <li>▪ Reading material if provided</li> <li>▪ <i>Negotiation Exercise #8 Report</i></li> </ul>
<b>11/26/2014 NO CLASS – THANKSGIVING BREAK</b>			
13	12/03/14	<b>Topics:</b>	<ul style="list-style-type: none"> <li>▪ Game Theory</li> </ul>

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		<b>Blackboard Files:</b>	▪ Session Slides
		<b>Assignment(s) due Next Week:</b>	▪ Final Project Reports, Peer Evaluation Sheets
<b>14</b>	<b>12/10/14</b>	<b>FINAL PROJECT PRESENTATION (IN CLASS)</b>	