

<p>Course</p>	<p>PROC 5840 Negotiations <i>Please Note: Students must notify the office if they wish to DROP or WITHDRAW from a course. It is not sufficient to tell your instructor. Cancellation of an enrollment is subject to Tuition Refund Deadlines and Policies as outlined in the Graduate Studies Catalog.</i></p>
<p>Term</p>	<p>Fall 2, 2008 Mondays, 5:00pm – 9:00pm Class begins: October 20, 2008 Location: Webster University LAAFB</p>
<p>Instructor</p>	<p>Name: Charles E. Heckrotte Phone: Work: 310-814-1775 Cell: 310-292-8824 Email: Ceh1250@verizon.net</p>
<p>Catalog Description</p>	<p>The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.</p>
<p>Prerequisites</p>	<p>PROC 5000 Procurement & Acquisition Mgmt</p>
<p>Course Level Learning Outcomes</p>	<p>The following is a list of the learning outcomes for the course:</p> <ul style="list-style-type: none"> • Graduates will know and explain the important terminology, facts, concepts, principles, and theories used in the field of Procurement and Acquisition Management. These will consist of the mandatory topics taught in the pre-requisite, advanced core courses, and integrative capstone course. • The students will be able to apply the important terminology, facts, concepts, principles and theories in the field of Procurement and Acquisition Management and to analyze simple to moderately complex factual Procurement and Acquisition Management situations by applying the major concepts and theories of the psychology of bargaining and negotiation to real world PROC issues. • The students will be able to creatively construct and implement moderately complex Procurement and Acquisition Management solutions to real organizational problems using frameworks procedures, and methods derived from the individual PROC disciplines by using the dynamics of interpersonal and intergroup conflict and its resolution. • The students will be able to utilize themselves as scholar-practitioners, capable of creatively synthesizing intellectual explanation of PROC models with methodological competencies and experience-based perceptual skills and judgment by effectively integrating the experiential and intellectual learning components of negotiation. • Develop your understanding of the principles, strategies, and tactics of effective negotiations by exploring the nature of negotiations. • Develop and execute effective strategies and tactics for different situations that commonly arise in transactional negotiations. • Learn techniques for Value Claiming and Value Creation to increase the value outcomes of a business negotiation. • Assess the impact of factors including: specific issues in question, different stakeholder positions, interests, relationships, timing, environment, and group dynamics.

- Learn tactics and strategies of Distributive and Integrative Negotiations in a business environment.
- Discover the value of planning and the impact of setting negotiating outcome goals.
- Explore cognitive biases in negotiations and how to manage them.
- How to find and use negotiation power.

The course methodology is highly participative and utilizes class discussion, assigned readings, and simulations in one-on-one, fishbowl, and group situations. Tools for effectively planning for negotiations are reviewed and implemented. Students will work with other class members, in and outside of class, to plan group negotiations.

Materials

Texts Used:
 Lewicki, Roy J. and Saunders, David M., Minton, John W., Barry, Bruce, Negotiation, 5th Edition, McGraw-Hill Irwin, Boston.
ISBN-13: 987-0-07-297307-5
ISBN-10: 0-07-297307-2
 Lewicki, Roy J. and Saunders, David M., Minton, John W., Barry, Bruce, Negotiation Readings, Exercises, and Cases, 5th Edition, McGraw-Hill Irwin, Boston.
ISBN-13: 978-0-07-297310-5
ISBN-10: 0-07-297310-2

Grading

Evaluation Area	Points	% of Course Grade
Examinations	100	40%
Weekly discussion and attendance – Participation in exercises and negotiation role playing simulations	50	20%
Case Studies – three submitted case study analyses (20 points each)	100	40%
	250	100%

Grade Points Earned	Equivalent Letter Grade
94-100	A Superior Graduate Work
90-93	A- Superior Graduate Work
87-89	B+ Satisfactory Graduate Work
83-86	B Satisfactory Graduate Work
80-82	B- Satisfactory Graduate Work
70-79	C Work that is barely adequate as graduate-level performance
Below 70	F Work that is unsatisfactory
I	I Incomplete work

Activities

Weekly Negotiation Exercises: Students will participate in exercises that are intended to teach specific negotiation principles. These exercises will involve simulated negotiations based on scenarios provided by the instructor. Participation in these exercises is important to the learning objectives placing an importance on attendance.

Weekly Readings: This class requires a good deal of reading. Each student is expected to read weekly readings/assignments. The readings/assignments are included in the weekly schedule of activities. To facilitate the conduct of exercises, additional materials from the Readings text will be recommended. Chapters and cases that are listed for each week must be read **PRIOR** to class in the week in which they will be discussed in order to maximize the learning opportunities during class.

Case Analysis: There will be three case analyses submitted by the student. These analyses will be 5-7 pages in length and provide a detailed analysis of the materials and facts presented. Please consult the Syllabus for the schedule of case submittals. (Note: the case assignments may change before the class begins. Your instructor is currently evaluating additional materials for inclusion in this class)

	<p><u>Case Submittal Guidelines:</u></p> <ul style="list-style-type: none"> • Papers and cases shall be in 12-point Times New Roman font, double spaced, 1" margins and contain reference footnotes (if utilized) on each numbered page. Use APA format for in-text citations and references. Be certain that your name and date appear on each page. • Grammatical and spelling errors will result in scoring penalties. • A Bibliography should be used for all references (including the text) if relevant to the paper or case being submitted. • Late submissions will result in a 50% deduction from grade. If the student is unable to submit the assignment on time, arrangements must be made with the instructor prior to the due date and time of the assignment of the due date.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website, www.webster.edu. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course. Please be considerate and turn-off your cell phone during class sessions.</p> <p>Student Assignments Retained From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p>Course Policies</p>	<p>INSTRUCTOR'S EXPECTATION OF STUDENTS:</p> <ol style="list-style-type: none"> a. be a positive contributor in class discussions, activities, and topical presentations b. take comprehensive notes of class lecture material c. read assignments prior to the class in which they will be discussed d. submit assignments and exams on time e. be prepared in all lecture and class discussions f. attend all classes

Course Attendance

Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the Instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission from the instructor should withdraw from the class.

Week	Topic	Readings
1	THEME: Introduction to Negotiations	<ul style="list-style-type: none"> • Before class 1, Read Chapters 1 thru 4, Negotiations, 5th Edition. • Complete the Questionnaire Number 1, in the referenced text Negotiations, Readings, Exercises and Cases, 5th Edition pages 689-691. (While this is critical for the first class, it will not be a hand-in.) • Read Exercise 7, Planning for Negotiations. Prepare for class with focus on a forthcoming, actual negotiation that will be occurring in your life within the next several weeks or months. Sketch out your thoughts according to the outline in the above text. The exercise itself will take part in the Week 1 Class. • Organize and outline your personal Journal for submission at the end of the course.
2	THEME: Distributive & Integrative Negotiations	<ul style="list-style-type: none"> • Review of Chapters 1,2,3 4. • Strategy and Tactics of Integrative Negotiations • Class participation in Exercise 8, The Pakistani Prunes. • Strategy and Tactics of Distributive Bargaining • Class participation in Exercise 4, The Used Car
3	THEME: Communications in the Marketplace	<ul style="list-style-type: none"> • Review of Chapters 5, 6 and 7. • Class participation in Exercise 15, Job Offer Negotiations • Class discussion and review of Case 5, The Ken Griffey Jr. Negotiations. Students will hand in their Case Assignments. • Communications and Cognitive Biases • Discovering Negotiating Leverage • Psychological Traps
4	THEME: The Ethics Factor	<ul style="list-style-type: none"> • Review of Chapter 8, 9. • Work with Questionnaire 2, The Sins II Scale exercise. • Class participation in Exercise 6 Gtechnica-Accelmedia • Ethics in Negotiation • Diverse deception tactics.
5	THEME: Team & Group Negotiations	<ul style="list-style-type: none"> • Review of Chapters 10 thru 13. • Questionnaire 4, The Trust Scale exercise • Exercise TBD • Social context of negotiations Teams, multiple parties

		<p>and groups involved in negotiations</p> <ul style="list-style-type: none"> • Mid Term Exam
6	THEME: Self Assessment & Individual Differences	<ul style="list-style-type: none"> • Review of Chapters 14, 15, 16. • Participation in Exercise 29, Sick Leave • Class review and discussion of Case 9, Sick Leave. Students will hand in their Case Assignments • Self-assessment and Individual differences.
7	THEME: Difficult Situation Negotiations- Part 1	<ul style="list-style-type: none"> • Review of Chapters 17 - 18. • Participation in Exercise TBD, • Class discussion of Case 2, Pacific Oil. Students will hand in their Case Assignments.
8	THEME: Difficult Situation Negotiations- Part 2	<ul style="list-style-type: none"> • Review of Chapters 18 and 19. • Participation in Exercise 10, Salary Negotiations • Managing difficult negotiation situations, individual approaches • Challenging customer negotiations • Managing difficult negotiation situations, 3rd party approaches.
9	THEME: Review	<ul style="list-style-type: none"> • Course review and summary • Final Exam

