

Victoria Management School

MMBA 571 Negotiations

Trimester 3, 2014

COURSE OUTLINE

Contact Details

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Class Times and Room Numbers

22 and 29th November and 6th and 13th December 2014, 8:30am -5:30pm. **Room GBLT4**

Teaching Period: 22nd November to 13th December 2014

Withdrawal from Course:

1. Your fees will be refunded if you withdraw from this course on or before one full week after the first class.
2. The standard last date for withdrawal from this course is 6 December 2014.

Additional information on the last dates for withdrawal from this course is available on <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

After the last date stated in #2, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Course Objectives

Successful leaders use effective negotiating strategies. They create agreements that meet the needs of all parties and foster on-going productive relationships. Such agreements don't just happen. They result from the application of a unique set of strategies and skills - skills that can be learned in this negotiating course.

The goals of this course are:

- (a) To understand the major theories, models and concepts that underlie interest-based negotiation;

- (b) To increase awareness of your personal negotiating style;
- (c) To develop the skills for effective and persuasive negotiation;
- (d) To learn how to adapt these skills to a wide range of situations, including multi-party and working with difficult negotiation behaviours and tactics.

Course Content

- Game theory and how assumptions influence results
- How to measure success in negotiation
- The Harvard Negotiation Framework (7 Elements)
- Managing your own style of negotiation
- The three primary negotiations Relationship, Process and Substance
- The role of perceptions and how to manage them.
- Negotiation strategies
- Hard, Soft and Creative negotiating - what are the differences?
- Creating and Claiming value
- Principles of Collaborative Negotiation
- Clarifying Interests, Issues and Positions
- Determining fairness
- Multi-party negotiations
- Coalitions, Alliances Group Dynamics
- Relationship mapping
- Managing multi-party “one text” process
- Getting past “No”
- Managing power
- Relationship management and difficult conversations
- Managing difficult behaviours and tactics
- Cross-cultural negotiating

A full syllabus will be provided at the first day of the course.

Expected Workload

150 hours, including reading in preparation for class, time spent in class and completion of the assessment requirements.

Group Work

There will be no group work in this course, all assignments (journals, the interim case analysis and the final exam) will be done individually and marked accordingly. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments, it is very easy to detect copying.

Readings

We have changed the reading list this year in an attempt to reduce the workload.

You must read: **Getting to Yes: Negotiating Agreement Without Giving In.** 2011 3rd Edition. By; Roger Fisher; William Ury and Bruce Patton. Penguin Books NY.

As this is the core reading it is expected that each person will have read this book before the course starts.

The recommended reading is as follows:

- **Negotiation Genius** 2007. By; Deepak Malhotra and Max H Bazerman. Bantam Dell NY.
- **Breakthrough Business Negotiation. 2002.** By Michael Watkins. Jossey Bass. San Fran CA
- **Difficult Conversations: How to discuss what matters most.** 2010. Penguin Books NY.

All the above books will be in paperback.
Other articles or chapters will be referred to or given to you in class.

Useful journals

International Journal of Conflict Management
Negotiation Journal

Materials and Equipment

Other than textbooks and journal articles, students do not need to purchase other materials or equipment. If students want to use laptops in class that is fine.

Assessment Requirements

Attendance and participation	10%
Individual Assignment (up to 1500 words)	30%
Best 2 of 4 journal submissions	20%
Take-home test	40%

Attendance and participation: At each session we will have an attendance sheet. It is the responsibility of each student to make sure that this is signed for each day of the course. If you attend all four days you will be eligible for the full 10%. If there are any circumstances beyond your reasonable control that prevent you from attending any of the four classes then I will refer to your class participation to assess the mark you should be allocated. Your participation will be gauged by specific exercises in class that you will be notified about on day 1.

Individual assignment: Inbetween the first and third sessions of the paper you will prepare and analyse a real negotiation. You may select a work or personal situation to analyse. Either way it should be a situation where you can prepare prior to the negotiation using the 7-element preparation sheet provided and develop a clear negotiation strategy. You can simply focus on one conversation where you are trying to influence someone to do something. If you do not have a work negotiation then please use a personal situation (not someone from the class) and use that for your assignment.

The situation must allow the following:

- Time to prepare using the 7 elements.
- Consideration of your negotiation strategy
- A real negotiation must happen (not just one that you intend to have).

The material you submit for assessment must include three distinct parts:

1. A brief setting out:
 - the situation
 - your overall goals
 - your strategies
2. A completed 7 element preparation sheet (typed).
3. The analysis of the actual negotiation summarising:
 - how you used the principles and tools from the first two days, what worked, what you would do differently?
 - any specific communication and relationship building techniques you used
 - your assessment of the result achieved
 - the key lessons you personally learned about negotiation

Please note: it need not be a successful negotiation, and I am looking for **analysis not just description** of what happened.

To be handed in at the start of the teaching session December 6th 2014)

(For any questions, please email colin@cmnz.co.nz. Or 0274545534) Please feel free to call or leave a message.

Maximum length: 1,500 words

In analysing this situation, be sure to draw on theories, models and ideas that we have discussed in class. You will be graded on analytical attributes rather than merely descriptive.

**Journal Submissions:
Formative Evaluation.**

This year I am introducing journals after each class. These will be very brief I will email the format to each student to follow. The reason for this addition is that over the last several years I have not been able to pick up the students early enough who are struggling on some aspect of the course. This year I want to take a more proactive approach and help any student who needs more assistance hence more emphasis on a formative rather than summative evaluation (final grade).

Kind of Evaluation	Name	How It's Done/Goal	How to Use	Time Needs
Formative: mainly Attitudes, Values, Self-Awareness and Critical Thinking	Journals	Students will keep a brief journal (specific format), 1page/class that detail their thoughts about class content, application and key learnings. The goal of the journal is to reflect on class experience to enhance the leaning process.	Have students turn in the journals several times during the course so I can chart changes and development.	Medium 1hour/class

*material is adapted from:

Angelo, Thomas A. and K. Patricia Cross, 1993, *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass Publishers.

How the journals will be assessed. There will be four journals one for each day of the course. Each journal will be assessed according to your level of critique. A superficial description of the day will get very low marks. A critical analysis of the experience in terms of your attitudes, assumptions, feelings and understanding will get a good mark. I will be looking for improvements over the four journals. I will not grade these journals until after the course. I expect every journal to be submitted by email by 5pm on the Monday following each course day ie (24th November, 1st December, 8th December and 15th December). I will provide feedback on how I think each person is tracking, how they can improve and what they need to do. The best two journals will be used for the final grade. If you only submit 3 journals you will lose 5% off your grade, 2 journals you will lose 10%, 1 journal you will lose 30%. If you cannot submit these journals for any reason please let me know, I will try to be as fair as I can if you have a good reason. My estimation is that each journal should not take longer than one hour.

Take home test:

The final test, which is a take-home case study, will be given to you at the end of class (13th December 2014) and the date for final submission will be confirmed in class.

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A "zero" mark will be applied. In the event of unusual, unforeseen circumstances (eg. serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

Mandatory Course Requirements

To meet mandatory course requirements students are required to attend classes, submit the written assignments, and achieve at least fifty percent of the total marks available.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site:

<http://www.victoria.ac.nz/library/research/reference/referencingguides.aspx>

Communication of Additional Information

Communication will generally be by means of Blackboard. This includes notices, lecture material, references and assignments.

Use of Turnitin (if applicable)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.