

SNL BA Syllabus

FA 219 Negotiations for Business Success

School for New Learning

DePaul University

Course Syllabus: Business Negotiation for Business Success

Summer Term 2009

Note: SNL may place a registration number to the title to identify this course after its submission.

1. General Information

Faculty: Clifford L. Ratza

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Office Hours: Before class at O'Hare Campus

Location: O'Hare Campus

Dates/Time: Wednesdays 6:30 PM to 9:30 PM

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

Negotiation is used by an individual, business or political entity whenever they want something for which another party exercises some control. It is the technique people representing two sides of a mutually interesting and important issue use to reconcile different positions. The result is an outcome acceptable to both sides.

Negotiation techniques are applicable in a wide variety of personal or business settings, and the basic framework and details apply in all of them. The purpose of this course is to emphasize business negotiation and cover those practical and contemporary techniques that work. It starts with a basic framework for negotiation and its components. From there it explores negotiation from a global perspective. This has become increasingly important as a result of the rapidly developing world economy, offshore outsourcing and the power of multinational corporations. The topic is even more vital as business negotiations, particularly on the global front, can be expected to toughen in the wake of the economic crisis that emerged in 2008. The course concludes with a discussion of personal and psychological skills for persuading and influencing others.

Students will learn negotiation via course lectures, textbook reading, Internet searches and independent research at the company they work for. The class will be divided into teams whose Course Assignment is to apply the course material to a negotiation problem of their own choosing. Overall course grade will be determined by how well they do

weekly homework assignments and how well their teams apply the course material to their negotiation problem.

Text Books and Learning Resources:

“Negotiation” Harvard Business Essential Series	REQUIRED
Harvard Business School Press ISBN 1-59139-111-3	
“Global Negotiation – The New Rules”, by Graham and Requejo	REQUIRED
Palgrave MacMillan ISBN 1-4039-8493-X	
“Power, Influence and Persuasion” Harvard Business Essential Series	REQUIRED
Harvard Business School Press ISBN 1-591-39-631-X	

Biographical Sketch:

Clifford Ratza has over 20 years Sales, Marketing and Project Management and Systems Development experience at major corporations such as Johnson and Johnson and Discover Card, where he is currently Consulting Analyst. He holds a PhD in Applied Mathematics with supporting degrees in Physics and Computer Science, as well as an MBA from the University of Chicago. He has combined his professional business career with Adjunct Professor teaching assignments in Business and Project Management, Computer Programming and Mathematics.

3. Competencies

Individual Development

- H-3-D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.
1. Identifies the components of a specific interpersonal relationship and describes the problem that exists within that relationship.
 2. Applies principles of mediation, negotiation, or interpersonal communication to resolve the problem.
 3. Evaluates the effectiveness of the intervention and of the theoretical model underlying it.

Students demonstrate this competence by applying principles of negotiation, mediation, or interpersonal communication to an actual situation. Students need to articulate their reasons for employing a given approach and to evaluate the effectiveness of that approach.

Students will learn this through the textbook readings and practice it on their Team's Negotiation Class Project.

Global Perspectives

- H-5: Can analyze issues and problems from a global perspective.
1. Analyzes one or more global issues, problems, or opportunities facing the human race.
 2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competence by discussing such issues as how local communities (in the U.S and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. They may study world religions, literature or the arts as a means of better understanding other cultures. Students can fulfill the competence through courses and independent learning pursuits that analyze one or more aspects of global competence. International travel and work may also be helpful.

Global connections affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

Students will learn this through analyzing articles obtained via Internet searches as well as independent research at the company they work for

Science, Technology and Society

S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issue.

Students demonstrate this competence by taking the role of a scientifically literate citizen and investigating various scientific or technological perspectives on a public policy issue. Students should compare and contrast the varying scientific perspectives relevant to the debates on this issue.

Students will learn this by studying examples of how scientific and technological issues are incorporated in negotiation.

Focus Area

F-X Understands and is able to use a comprehensive framework for conducting business negotiation.

1. Understands a general framework for dealing with any type of negotiation.
2. Knows how to implement the detailed steps called for in the framework.
3. Understands how incorporate global perspectives into a negotiation.
4. Understands and is able to apply the personal and psychological aspects to persuade and influence others.

Students will learn the basic steps and tools common to negotiation. They will practice them on a project of their team's choosing, for which they will prepare and conduct a negotiation to arrive at a mutually acceptable outcome.

4. Outcomes -

Upon completion of this course, it is expected that students will have a basic understanding and ability to apply the following skills:

- Understands a general framework for dealing with any type of negotiation.
- Knows how to implement the detailed steps called for in the negotiation framework.
- Understands how to incorporate global perspectives into a negotiation.
- Understands and is able to apply the personal and psychological aspects in order to persuade and influence others.

- Knows how to work in a negotiation team setting to assemble relevant information, develop a negotiation position and prepare for meetings.
- Knows how to conduct oneself and communicate effectively in a business negotiation setting.
- Knows how to organize a negotiation project and communicate among project members effectively.

5. Learning Experience –

General: The course utilizes these learning modalities: classroom lecture and discussion; assigned readings; collaborative learning within a team setting; Internet searches on specific topics; field research at the students' companies. They reinforce one another and facilitate understanding all aspects of Negotiation. Please note that class attendance and participation are expected. Students who miss a lecture must contact their team members to find out what they missed. No more than two absences are allowed.

Competence-Specific: Different learning modalities may be more important in the different competencies. For example, collaborative learning is emphasized in H-3-D Competence, while assigned reading is emphasized in H-5 Competence. Students will be given an opportunity to emphasize a particular learning modality if this helps them meet their Competence requirements.

6. Evidence the Students will Submit –

Students will submit the following work to demonstrate they have adequately learned the course's subject matter:

- Weekly Homework Assignment. Weekly homework consists of a written paper summarizing the topics covered and the results of discussing the material with a "company sponsor". The paper also compares and contrasts the topics with what is presented in another book or article found on the Internet.
- Team Assignment. The class is divided into Teams. Each Team will identify a negotiation problem of their own choosing and apply the course concepts to analyze, prepare and conduct the problem negotiation.
- Team Presentation. Each Team will prepare and present to the class the results of their problem negotiation.
- Classroom Discussion. There will be open discussion of material covered. All students are expected to participate and will be evaluated on how well they do so.

It is likely that the H-3-D and H-5 competencies will rely more on Team Project and classroom presentation/discussion to demonstrate mastery. S-3-D, and F-X will rely more on the written materials. Homework and Team assignments must be submitted at class in hardcopy format and on time. Late work is not accepted without a valid reason.

7. Criteria for Assessment –

Written assignments will be graded on how well students follow the documentation guidelines, as well as their accuracy, thoroughness and clarity. No late work will be

accepted. Classroom presentation/discussion will be graded on how often and well students apply proper business communication skills plus their accuracy.

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

8. Class Schedule –

(Each week's class will devote some time to a discussion of previous week's material.)

Week 1: Introductions and Course Guidelines. Overview of Negotiation. Types of negotiation. Framework and components.

Assignment: Read Chapter 1 and Chapter 2 of text "Negotiation". Class divides into Project Teams and selects a negotiation problem to analyze. Each student identifies a "company sponsor" with whom they will discuss negotiation. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 2: Preparation and negotiation tactics. Steps to take when preparing for a negotiation. Tactical guidelines for negotiating.

Assignment: Read Chapters 3, 4 and 5 of text "Negotiation". Project Teams finalize their negotiation problem and organize to analyze, prepare for and conduct the negotiation. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 3: Negotiation obstacles, and how to overcome them. What causes barriers in reaching an agreement. How to overcome them. Errors to avoid. Partnering with the other side.

Assignment: Read Chapters 6,7 and 8 of text “Negotiation”. Project Teams use the text’s worksheets to tabulate information for analyzing their negotiation problem. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 4: Negotiator perspectives – independent versus vested interest. Building negotiation skill as an organizational competence.

Assignment: Read Chapter 8, 9 and 10 of text “Negotiation”. Project Teams complete the analysis of their negotiation problem, then prepare for conducting its negotiation. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 5: Negotiating in the Global Business Environment.

Assignment: Read part 1 of the “Global Negotiation” text. Project Teams write up their negotiation problem results. The paper should contain these sections: Introduction to the Negotiation Problem; Analysis for Both Sides; Preparation for Both Sides; Negotiation Results; Conclusions (how well course material works in an actual negotiation); Appendix containing worksheets. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 6: Negotiating in the Global Business Environment - Continued.

Assignment: Read part 2 of the “Global Negotiation” text. Project Teams prepare a 15 minute presentation of their negotiation problem assignment. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 7: Team Class Presentations. Each Team presents their negotiation problem assignment. Each team turns in their negotiation problem write-up.

Assignment: Start reading text “Power, Influence and Persuasion”.

Week 8: Psychological and Personal Skills for Negotiation.

Assignment: Read first half of text “Power,Influence and Persuasion”. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 9: Psychological and Personal Skills for Negotiation – Continued.

Assignment: Read second half of text “Power,Influence and Persuasion”. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 10: Project Management and Leadership skills for negotiation. This is an overview of what these skills are and how to apply them to negotiation.

Course Wrap-up. Class discussion regarding how well course met students' objectives.

Class Grading

Each Student can accumulate 100 points for individual work as follows:

- Eight homework assignments each worth 10 points 80
- Ten Weeks Class Participation each worth 2 points 20

Each Student can accumulate 100 points for Team Work as follows:

- Team Project write-up 80
- Team Project Presentation 10
- Team Leader 10

- Grading Guidelines:
- A 85% or higher
 - B 75% to 85%
 - C 60% to 75%
 - D 40% to 60%

The following table shows which competencies are emphasized in the different assignments:

ASSIGNMENT	COMPETENCIES USED
8 Homework Assignments	S-3-D F-X
10 Weeks Class Participation	H-3-D F-X
Team Assignment	H-5 F-X
Team Assignment Presentation	H-3-D H-5
Team Leader	H-3-D

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the

transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

Appendix A. Competence Alignment Worksheet

Course Title:

Competence Statement:

Discuss the connection between the competence statement and the particular content of the course

Competence Statement	Facets of the Competence	Learning Outcomes	Learning Activities leading to the Learning Outcomes	Assignments/ Deliverables demonstrating this competence	Criteria for Assessing Student Competence

Narrative/Explanation:

Student Opportunities for Reflecting on their Learning:

Appendix B. Course Blue Print Worksheet

Class session/ Module #, Title, Topic(s)	Learning Outcomes	Learning Resources	Learning Activities	Assignments for Assessment	Discussion Topics
What content do you want to cover in this class session/unit?	What do you want students to demonstrate they have learned to do? how? and how much?	What are the resources that students will have to work with? (lectures, Text book, readings, videos, web sites, guest speakers	What, and how do you want students to practice, using the Resources to meet the Learning Outcomes?	What evidence must students present to show they have met the learning outcomes? What will the student be graded on?	What discussion / interactions would allow students to demonstrate movement towards Learning Outcomes?