



## SYLLABUS

<b>Course Title</b>	Business, Professional, and Consumer Negotiations
<b>Course Number</b>	BUS 345 ONL
<b>Number of Credits</b>	3
<b>Course Dates</b>	8/12/19 - 10/12/19
<b>Instructor</b>	Jared Cook
<b>Email Address</b>	jared.cook7052@doane.edu
<b>Office Hours/Availability</b>	M-F 1-5 by Phone, Reachable by E-mail at night
<b>Phone Number</b>	585-773-1694
<b>Textbook Information:</b> (e.g. title, edition, publisher, ISBN)	Fisher, R., Patton, B., & Ury, W. (2011). Getting to yes: Negotiating agreement without giving in (Rev. ed.). New York: Penguin Books. <a href="#">Link</a>
<b>Course Description</b>	The study of negotiation and mediation theory and practice. Students develop the skills to work with parties at variance to promote reconciliation, settlement, or compromise.
<b>Program Outcomes</b>	a. Develop and use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions

	b. Gain knowledge and understanding of the ethical and legal issues involved in business c. Gain knowledge and understanding of the various components of a business enterprise and the interrelationship of those components d. Gain knowledge and understanding of the nature of change and develop a willingness to anticipate, adapt, and respond effectively to change e. Obtain an understanding of the value of diversity
<b>Course Learning Outcomes/Objectives</b>	Learning Outcomes: 1. Recognize both mediation and negotiation theory. 2. Employ negotiation tactics that result in win-win scenarios for both the negotiator and the client. 3. Formulate preferred negotiation tactics, as well as increase overall recognition of negotiation tactics. 4. Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.
<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

TOPIC	MODULE OBJECTIVES	ASSESSMENTS	ACTIVITIES	INSTRUCTIONAL MATERIALS
Week/Mod 1  “Don’t bargain over positions”	1.1 Describe prior negotiation experiences, and where they believe a negotiation broke down 2.1 Synthesize how to separate people from the problem 3.1 Recall past negotiations and recognize where students may have gaps CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various	Negotiation with the Professor (MO 1.1, 2.1, 3.1, CO 4) (10 hours)  Positional Negotiation Quiz (MO 1.1) (1 Hrs)	Self-introduction Discussion (1 hr)  Past Negotiation Breakdown and Gap Discussion (MO 3.1, 1.1) (4 hr)	Chapter 1 - Getting to Yes: Negotiating Agreement Without Giving In  Optional: Carnevale, P. J., & Pruitt, D. G. (1992). <a href="#">Negotiation and mediation</a> . Annual review of psychology, 43(1), 531-582.  Stanford School of Business. <a href="#">“Stanford How to Negotiate - Video.”</a> Mediate.com, 31 Jan. 2007, <a href="http://www.mediate.com/articles/stanfordnegvideo.cfm">www.mediate.com/articles/stanfordnegvideo.cfm</a> .

	situations.			
Week/Mod 2  “Separate the People from the Problem”	1.2 Recognize objective negotiation positions 2.2 Separate interests from positions when working through a negotiation 3.2 Compare prior negotiations to the newly learned separation of problem and person CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.	Negotiation with the Professor (MO 1.2, 2.2, 3.2, CO 4) (10 hours)  Separate the People from the Problem Quiz (MO 1.2) ( 1 hr)	Separate the People from the Problem Discussion (MO 2.2, 3.2) (4 hours)	Chapter 2 - Getting to Yes: Negotiating Agreement Without Giving In  “ <a href="#">Separate the Person from the Problem.</a> ” YouTube, Greg Viner, 12 Feb. 2013, <a href="https://youtu.be/x_ruWKpLUn4">youtu.be/x_ruWKpLUn4</a> .
Week/Mod 3  “Focus on Interests, Not Positions”	1.3 Recognize common interests between players 2.3 Develop a plan for interests in negotiations 3.3 Evaluate previous negotiations and explain when they emphasized positions, rather than interests in a negotiation CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.	Negotiation with the Professor (Project) (MO 1, 2, 3, CO 4) (10 hours)  Focus on Interests, Not Positions Quiz (MO 1.3) (2 Hrs)	Common Interest Discussion (MO 2.3, 3.3) (4 hours)	Chapter 3 - Getting to Yes: Negotiating Agreement Without Giving In  Falcao, Horacio. “Common Goals Not Necessary for Win-Win Negotiations.” INSEAD Knowledge, 25 Feb. 2016, <a href="https://knowledge.insead.edu/blog/insead-blog/common-goals-not-necessary-for-win-win-negotiations-4542">knowledge.insead.edu/blog/insead-blog/common-goals-not-necessary-for-win-win-negotiations-4542</a> .  “5 Steps for Achieving a Win-Win Negotiation.” YouTube, MindToolsVideos, 28 Aug. 2018, <a href="https://youtu.be/zin0UPm2sxE">youtu.be/zin0UPm2sxE</a> .
Week/Mod 4  “Invent Options for Mutual Gain”	1.4 Recognize options of mutual gain 2.4 Invest in options for mutual gain 3.4 Review previous negotiations and where there could have been mutual gain CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.	Invent Options for Mutual Gain Quiz (MO 1.4) (2 Hrs)  Midterm (Discussion/Project) (MO 1, 2, 3, CO 4) (12 hours)	Mutual Gain Discussion (MO 2.4, 3.4) (4 hrs)	Chapter 4 - Getting to Yes: Negotiating Agreement Without Giving In  Shonk, Katie. “5 Tips for Improving Your Negotiation Skills.” Program on Negotiation   Harvard Law School, 15 Mar. 2019, <a href="https://www.pon.harvard.edu/daily/negotiation-skills-daily/5-tips-for-improving-your-negotiation-skills/">www.pon.harvard.edu/daily/negotiation-skills-daily/5-tips-for-improving-your-negotiation-skills/</a> .  Goodman, J. David. “Amazon Pulls Out of Planned New York City Headquarters.” The New York Times, The New York

				<p>Times, 14 Feb. 2019, <a href="http://www.nytimes.com/2019/02/14/nyregion/amazon-hq2-queens.html">www.nytimes.com/2019/02/14/nyregion/amazon-hq2-queens.html</a>.</p> <p>Bloomberg, and Shira Ovide. "Amazon New York City HQ2 Pullout Is Huge Loss for Company." Time, Time, 15 Feb. 2019, <a href="http://time.com/5530405/amazon-new-york-city-hq2/">time.com/5530405/amazon-new-york-city-hq2/</a>.</p>
<p>Week/Mod 5</p> <p>"Insist on Using Objective Criteria"</p>	<p>1.5 Recognize how to include objective criteria in their negotiations</p> <p>2.5 Illustrate the use of objective criteria</p> <p>3.5 Review a previous negotiation, and the value of objective criteria in that situation</p> <p>CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.</p>	<p>Negotiation with the Professor (MO 1, 2, 3, CO 4) (8 hours)</p> <p>Using Objective Criteria Quiz (MO 1.5) (2 Hrs)</p>	<p>Objective Criteria Discussion (MO 2.5, 3.5) (4 hrs)</p>	<p>Chapter 5 - Getting to Yes: Negotiating Agreement Without Giving In</p> <p>"Using Objective Criteria to Negotiate Better Agreements." Stitt Feld Handy Group, 25 Oct. 2018, <a href="http://sfhgroup.com/using-objective-criteria-to-negotiate-better-agreements/">sfhgroup.com/using-objective-criteria-to-negotiate-better-agreements/</a>.</p>
<p>Week/Mod 6</p> <p>"What if They are More Powerful?"</p>	<p>1.6 Recognize the power difference in negotiations</p> <p>2.6 Demonstrate how to negotiate if the other player is more powerful</p> <p>3.6 Evaluate a time when they recognized the other player was more powerful</p> <p>CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.</p>	<p>Negotiation with the Professor (MO 1, 2, 3, CO 4) (8 hours)</p> <p>What if they are more powerful Quiz (MO 1.6) (2 Hrs)</p>	<p>Powerful Player Discussion (MO 2.6, 3.6) (4 hrs)</p>	<p>Chapter 6 - Getting to Yes: Negotiating Agreement Without Giving In</p> <p>O'Hara, Carolyn. "How to Negotiate with Someone More Powerful than You." Harvard Business Review, 23 Nov. 2015, <a href="http://hbr.org/2014/06/how-to-negotiate-with-someone-more-powerful-than-you">hbr.org/2014/06/how-to-negotiate-with-someone-more-powerful-than-you</a>.</p>
<p>Week/Mod 7</p> <p>"What if They Won't Play?"</p>	<p>1.7 Recognize if another player doesn't wish to negotiate</p> <p>2.7 Predict when players are not interested in negotiating</p> <p>3.7 Predict what they would do if they could re-do a negotiation with someone who refuses "to play"</p> <p>CO 4 Assess and apply</p>	<p>Negotiation with the Professor (MO 1, 2, 3, CO 4) (8 hours)</p> <p>What If They Won't Play? Quiz (MO 1.7) (2 Hrs)</p>	<p>Negotiating Breakdown Discussion (MO 2.7, 3.7) (4 hrs)</p>	<p>Chapter 7 - Getting to Yes: Negotiating Agreement Without Giving In</p> <p>Mehta, Steven G. "8 Listening Habits of the Highly Unsuccessful People." Steve Mehta Mediator, 6 Oct. 2010, <a href="http://www.stevemehta.com/8-listening-habits-of-the-highly-unsuccessful-people/">www.stevemehta.com/8-listening-habits-of-the-highly-unsuccessful-people/</a>.</p>

	which skills; reconciliation, settlement, or compromise will be best to implement in various situations.			
Week/Mod 8  “What if They Use Dirty Tactics?”	1.8 Recognize when other players are using dirty tactics 2.8 Employs techniques to work with a player if they are using dirty tactics 3.8 Evaluate a time when they were forced to work someone that used dirty tricks CO 4 Assess and apply which skills; reconciliation, settlement, or compromise will be best to implement in various situations.	Negotiation with the Professor (MO 1, 2, 3, CO 4) (8 hours)  Dealing with Dirty Tactics Quiz (MO 1.8) (2 Hrs)	Dirty Tactics Discussion (MO 2.8, 3.8) (4 hrs)	Chapter 8 - Getting to Yes: Negotiating Agreement Without Giving In  PON Staff. “10 Hard-Bargaining Tactics & Negotiation Skills.” Program on Negotiation   Harvard Law School, 23 Apr. 2019, <a href="http://www.pon.harvard.edu/daily/batna/10-hardball-tactics-in-negotiation/">www.pon.harvard.edu/daily/batna/10-hardball-tactics-in-negotiation/</a> .

### Grading Assessments

<b>Type of Assessment, Due Date, points assigned to each category.</b>	<b>Quizzes - 8 x 25 = 200</b> <b>Discussions - 9 x 25 = 225</b> <b>Negotiation with the Professor - 7 x 25 = 175</b> <b>Midterm - 1 x 100 = 100</b> <b>Total = 700 Points</b>		
<b>Week</b>	<b>Assignments</b>	<b>Points</b>	<b>Due Date (by 11:59 PM CST)</b>
Week 1	<ul style="list-style-type: none"> <li>Self-Introduction Discussion</li> <li>Past Negotiation Breakdown and Gap Discussion</li> <li>Negotiation with the Professor</li> <li>Positional Negotiation Quiz</li> </ul>	<ul style="list-style-type: none"> <li>25</li> <li>25</li> <li>25</li> <li>25</li> </ul>	<ul style="list-style-type: none"> <li>Initial Thursday; peer response Sunday</li> <li>Initial Thursday; peer response Sunday</li> <li>Due Sunday</li> <li>Due Sunday</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Separate the People from the Problem Discussion</li> </ul>	<ul style="list-style-type: none"> <li>25</li> <li>25</li> </ul>	<ul style="list-style-type: none"> <li>Initial Thursday; peer response Sunday</li> <li>Due Sunday</li> </ul>

	<ul style="list-style-type: none"> <li>• Negotiation with the Professor</li> <li>• Separate the People from the Problem Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Due Sunday</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Common Interest Discussion</li> <li>• Negotiation with the Professor</li> <li>• Focus on Interests, Not Positions Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Due Sunday</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Mutual Gain Discussion</li> <li>• Invent Options for Mutual Gain Quiz</li> <li>• Midterm (Discussion/Project)</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 100</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Initial Sunday; peer response following Sunday</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Objective Criteria Discussion</li> <li>• Negotiation with the Professor</li> <li>• Using Objective Criteria Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Due Sunday</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Powerful Player Discussion</li> <li>• Negotiation with the Professor</li> <li>• What If They Are More Powerful Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Due Sunday</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Negotiating Breakdown Discussion</li> <li>• Negotiation with the Professor</li> <li>• What If They Won't Play Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Due Sunday</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Dirty Tactics Discussion</li> <li>• Negotiation with the Professor</li> <li>• Dealing with Dirty Tactics Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 25</li> <li>• 25</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Thursday; peer response Sunday</li> <li>• Due Sunday</li> <li>• Due Sunday</li> </ul>

**Online Courses ONLY**

## Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

### Communicating with the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

Email: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Web: <http://www.doane.edu>

### Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

[http://www.doane.edu/about-doane/offices/its/help-and-support#min\\_requirements](http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements)

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

### Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your [Doane Gmail](#) account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

### Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

#### **Campus Network or Blackboard Outage**

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

#### **Grade Scale**

A+ = 97-100%    A = 94-96%    A- = 90-93%    B+ = 87-89%    B = 84-86%    B- = 80-83%  
 C+ = 77-79%    C = 74-76%    C- = 70-73%    D+ = 67-69%    D = 64-66%    D- = 60-63%  
 F= 59% or below

<b>Participation Policy</b>	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses. Participation in class discussions is an integral part of your grade.</p> <p>My doctoral degree is in Educational Leadership with an emphasis in Adult and Higher Education (AHED). One of the core principles of Andragogy (adult learning) is the understanding that students are balancing multiple roles. Thus, if there are things that arise in your life that interrupt your coursework, communicate with me! As an instructor, this course is designed with flexibility in mind.</p>
<b>Study Time</b>	<p>Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.</p>
<b>Late Work</b>	<p>Due to the unique nature of the negotiations in the course, completing assignments on time will lead to a much smoother experience for you as a student. If for some reason you are unable to finish an assignment, reach out to me. I will work with you and provide instructions on your next steps.</p>
<b>Submitting Assignments</b>	<p>(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)</p>
<b>Communication Policy including Assignment Feedback</b>	<p>Our assignments will be due on Thursdays and Sundays. I will have assignments graded by the following Thursday each week, so you stay up to date with the assignments. The only assignment that <i>*may*</i> take slightly longer is the Midterm. At most, this will take me two weeks to complete.</p>



<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</li> </ol> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:  <a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>
<b>Academic Support</b>	<p>Please contact academicsupport@doane.edu  <a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>
<b>Disability Services</b>	<p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a>  Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
<b>Military Services</b>	<p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>
<b>Anti-Harassment Policy</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>
<b>Grade Appeal Process</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>

<b>Credit Hour Definition</b>	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.