DePaul School for New Learning
1. Bachelor of Arts Program

2. FA219: Negotiations for Business Success
   Summer, 2016

3. Instructor: Clifford L. Ratza   depaul.edu email: cratza@depaul.edu
   Phone: 773 685-4718   Office Hours: by appointment

4. Course Dates: Begins June 16 - Ends August 18; Thursdays 6:15 p.m. – 9:30 p.m.
5. Course Location: Naperville Campus

6. Course Description
   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.

7. Learning Outcomes and Competencies
   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.

Competencies:
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.

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.

8. Learning Strategies & Resources

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.

Textbooks:
“Negotiation” Harvard Business Essential Series Required

“Global Negotiation – The New Rules”, by Graham and Requejo Required
9. Learning Deliverables
   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.

10. Assessment of Student Learning
    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.

11. Grading Criteria & Scale
    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:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>COMPETENCIES USED</th>
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<tbody>
<tr>
<td>8 Homework Assignments</td>
<td>S-3-D</td>
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<td>10 Weeks Class Participation</td>
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<td>Team Assignment Presentation</td>
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**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.

12. Course Schedule

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


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.

Assignment: Read part 1 of the “Global Negotiation” text. Project Teams write up their negotiation problem results. (See Negotiations Project Case for proposal write-up format.) 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.

Assignment: Read part 2 of the “Global Negotiation” text. Project Teams prepare a 20 - 30 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: Project Management and Leadership skills for negotiation. This is an overview of what these skills are and how to apply them to negotiation.

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: Team Class Presentations. Each Team presents their negotiation problem assignment.

13. Course Policies
Students are expected to follow normal classroom etiquette, which includes courteous behaviour to fellow classmates, as well exiting the classroom for cell phone conversations. Students are expected to arrive on time and participate fully in classroom discussion. A student who misses class must contact fellow teammates in order to keep up with the class.

Any changes to syllabus, class schedule or assignments will be emailed to all students by the Instructor as soon as possible.

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)
- [APA citation format](#) (GRAD)

14. Course Resources
- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

15. Instructor Biography
Clifford Ratza has over 20 years Project Management, Systems Development and Sales/Marketing experience at major corporations such as Johnson and Johnson and Discover Card. 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 Systems Analysis, Computer Programming and Mathematics, as well as Negotiations, Business Ethics, Project Mgmt. and Sales and Marketing Mgmt.