

# Course Syllabus

## BULM7## Buyer-Supplier Contract Negotiations

Syllabus

Spring 2023

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### Required Materials:

#### Textbooks:

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin Books. ISBN10: 0-14-015735-2.

Thompson, L. (2015). *The mind and heart of the negotiator* (6th edition). Upper Saddle River, New Jersey: Prentice-Hall. ISBN-13: 978-0-13-357177-6.

#### Course Packs:

Case Course Pack link is specific to your assigned role and will be shared with you once the course begins.

Additional articles and role play materials will be available through the course space.

### Course Description

Welcome Buyer-Supplier Contract Negotiations! This class will utilize a variety of assessment tools, feedback sources, skill-building exercises, and exercise debriefings that, with your preparation and involvement, will increase your negotiating skills and self-confidence and improve your capacity to develop solutions to individual, team, and organizational problems. It is designed to enhance your knowledge of negotiation options, identify the role of power and other determinants in negotiation success, build your negotiation skill set, and to improve your analytical and interpersonal skills, as well as your creativity (e.g., identifying creative solutions to conflict), and persuasive abilities.

### Course Objectives

As a result of taking this course, you will be able to:

- Diagnose your own negotiation and conflict management style tendencies (e.g., your strengths and developmental needs in various negotiation areas).
- Understand the negotiation process, bargaining strategies and tactics, and their effects.
- Analyze conflict situations and effectively prepare for a variety of individual and multi-party negotiations.
- Strengthen your strategies for negotiating across national cultures.
- Develop and implement a plan for improving your negotiation skills.
- Identify strategies for preventing negotiation breakdowns.
- Improve your ability to negotiate desired outcomes in work situations.

## Course Topics

The following topics will be addressed:

- Negotiation Essentials, including Negotiation as a core management competency, Why people are ineffective negotiators, &
  - Debunking negotiation myths
  - Preparation: What to do before negotiation
  - Distributive negotiation: Slicing the pie
  - Win-Win negotiation: Expanding the pie
  - Developing a negotiation style
  - Establishing trust and building relationships
  - The roles of power, gender & ethics in negotiation
  - Creativity and problem solving in negotiations
  - The role of multiple parties in negotiations
- Cross-cultural negotiations

## Course Outline

Please click on each Module Overview link for specific deliverables each week.

Course Outline

Module Overview Link	Class Date
Introduction: Course overview; team assignments and personalized TKI assessment of conflict styles.	
Module 1: Negotiation Essentials: Conflict and Negotiation Styles; What to Do Before Negotiating	
Module 2: Slicing the Pie Using Distributive Negotiation and Developing a Negotiation Style	
Module 3: Win-Win Negotiation: Expanding the Pie and Establishing Trust & Building Relationships	
Module 4: Power Gender & Ethics and The Roles of Creativity and Problem Solving in Negotiations	
Module 5: Multi-Parties, Coalitions, Teams & Cross-Cultural Negotiations	
Conclusion: Review of TKI assessment and course progression from distributive to collaborative results	

## Course Grading

Grading Categories

Deliverables	Weight
Class Participation	15%
Negotiation and Case Exercises	30%
Quizzes	20%
Graded Negotiation	10%
Negotiation Exercise Analysis Summary	25%
Total	100%

## Major Assignments

### 1. Class Participation in Live Sessions and Discussion Boards (Worth 15%)

Research shows that students learn more when they actively participate in discussions. Because debriefing the role-play activities contributes significantly to learning, students are expected to attend and participate actively in Live Session discussions and negotiation debriefings as well as during negotiation exercises with classmates, and discussions.

Attendance and timeliness are critical components of this course. Therefore, students should be present on time for scheduled negotiation sessions with their classmates and the weekly, Live Sessions.

Grading for Participation: You receive 1 point for attendance, 1 point for being present the entire class, 1 point for accurate responses demonstrating solid preparation and a clear understanding of course lectures and readings, and 1 point for 'thought leadership' in your responses. "Thought leadership" refers to providing added value to the classroom. Added value is demonstrated through your sharing a new perspective, a new idea, new concepts or research, or integrating or applying multiple ideas, i.e., you add value BEYOND what is already presented in lectures and readings.

You are expected to un-mute your phones during class and should be prepared to be called on to respond to questions about that week's lecture and readings.

Negotiation Cases: My expectation is that you respond to your peers when they invite you to set up a time to negotiate, in no more than 24 hours. Your peers depend on you to respond quickly since you only have a maximum of a week to get multiple negotiations completed.

Finally, make at least one discussion board post during the class and respond to two others.

### 2. Conduct, Complete, Discuss and Submit to Instructor in a Timely Manner, Assigned Negotiations and Case Exercises (30%)

Negotiation is a behavioral-interpersonal skill that is best developed through practice. To build students' skills, the course offers numerous exercises (to be completed mostly outside of class) that provide opportunities to practice. Because undertaking these exercises is so critical to learning, a portion of students' grades will reflect their timely and thorough completion.

Students will participate in numerous role-play negotiations and experiential activities. Prompt completion of each exercise is worth up to 2 points toward the final grade, with a bonus point for students who complete all of the exercises on time. Failure to submit these exercises by the due date/time (listed in the course schedule at the end of the syllabus) and incomplete write-ups (e.g., failure to provide all requested information) will result in a lower score.

There are two types of exercises. One type includes cases like "Capital Mortgage Insurance" for which questions and further instructions will be posted on ELMS/Canvas. A write-up of answers to questions about these cases should be emailed to me by the scheduled due date/time. The other includes role-play exercises, for which students will receive confidential role material and will be assigned partner(s) approximately one week prior to the scheduled due date. You will be responsible for preparing your role, scheduling time with your partner(s) to negotiate (unless the exercise is conducted in class), and conducting the negotiation prior to the due date. Once a negotiation has been completed, you and your negotiation partner(s) will need to (a) jointly provide a write-up of your settlement terms (or lack thereof if no agreement is reached) and send it to me by the date/time requested (as well as keeping a copy yourself), (b) provide a written feedback of your reactions to your negotiation partner (a form for doing so is posted on ELMS/Canvas in each module) and (c) collect your feedback from your partner. Because I often prepare a summary of selected class exercises for debriefings, it is ESSENTIAL that the write-ups be completed on time. One of these exercises (WebLink) will be negotiated with Information Technology and will require a longer write-up.

#### Ground Rules for Negotiation Role-Play Exercises:

Rule 1: You may verbally communicate whatever information you wish about your character, interests, etc., but you may NOT disclose or show your confidential role-play sheet (or any point values associated with settlement terms) to your partner(s) before or during the negotiation. Similarly, students should refrain from viewing or otherwise trying to learn their partners' confidential role information. Doing so vastly reduces the exercises' value and constitutes academic dishonesty.

Rule 2: You are responsible for your choices about how to behave during practice negotiations, even though these are “only” roleplay exercises. Note that YOU choose how to behave; the role does not “choose” for you. I encourage you to experiment with different styles and tactics, but the decision regarding how to behave always rests with you.

Rule 3: Because it is impossible to provide you with all of the possible details that might be requested by your partners, you should be prepared to embellish as needed on the details of your role information. However, as suggested by Rule #2, you must also be prepared for the consequences of your chosen behavior. Extreme statements that contradict the facts of your role could be regarded as unethical by your classmates and may harm your reputation or ability to work effectively with them in subsequent exercises.

Rule 4: No physical violence is permitted at any time, under any circumstance.

### 3. Quizzes (20%)

Preparing for reading materials and assigned negotiation roles is critical for class success. When students come to peer negotiation sessions or Live Sessions unprepared they limit their own learning and hinder that of others by wasting time reading exercises that their colleagues have already prepared or worse, pushing ahead with the negotiation and lowering much of the challenge for those colleagues. To encourage consistent preparation, there are 3 short quizzes, one each for Modules 2, 4, and 5, that will cover important information for that module or from prior modules. Quizzes may include multiple-choice, true false, short answer or fill-in-the blank questions and will be available from noon on Friday until midnight (11:59 p.m. ET) on the Sunday of each Quiz Session Week. Since the Quiz is an individual assessment, please do not reveal your answers to anyone else or receive info about their answers until you receive my feedback on the quiz (please see Academic Integrity in the policy section of this syllabus).

### 4. Graded Negotiation (10%)

To provide you with the opportunity to experience negotiation outcomes that have real consequences, you will negotiate with a classmate (dyadic negotiation) for points that will be applied toward your overall grade. Students who negotiate better terms in this exercise will receive more points toward their grades. (However, you and your classmate may not negotiate points above those provided in the exercise’s payoff distribution). Failure to reach agreement in the negotiation will cause each party to receive only five (5) points for the exercise.

### 5. Negotiation Exercise Analysis Summary (25%)

One important goal of this course is for students to improve their negotiation and conflict management skills. Research shows that this process is facilitated by feedback and reflection on past performance. Toward this end, students will complete a written assignment involving analysis of: (a) your partners’ reactions from one-on-one negotiation exercises; (b) your relative ranking in settlement terms for one-on-one exercises; and c) your own accounts of the behavioral interactions that occurred between you and your partner during a particular negotiation.

Grades for the negotiation exercise analyses will be based on students’ written analyses of their role-play negotiation performance, rather than their actual performance or outcomes. Analyses should be typewritten, double-spaced, provide numbers for each page, and 8-10 pages in length (including the summary spreadsheet and supporting data). Please do not provide tables or figures without explaining them in the text of the paper. Specific criteria for evaluating the analyses will be described later in a separate handout (posted on ELMS/Canvas). Late analyses will be penalized 2 points per day late.

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## Course Policies

### Accommodations and Special Needs

Any student with special needs should bring this to the attention of the instructor as soon as possible, but not later than the second week of class. All known student disabilities and religious holidays will be accommodated. If you have a documented condition (e.g., learning or physical disability, pregnancy, etc.) or a religious holiday that requires accommodation, please see me as soon as possible so that we can determine appropriate actions.

## Expectation of Constructive Feedback

Class exercises require you to provide feedback to others. Such feedback is effective only if it is constructive, and focused on specific behaviors or issues, not on others' personalities. This feedback is given in the spirit of helping others improve, not to undermine their confidence. Feedback that attacks or undermines others degrades their learning and may result in penalties to the feedback giver's overall grade.

## Mutual Expectations and Feedback

To create a vibrant and constructive learning environment, we must all strive (at a minimum) to create and maintain a norm for high professional standards. These expectations are mutual, so everyone is accountable—including me. I will solicit confidential anonymous instructor feedback midway during the class, although you should feel free to provide me with direct feedback as well.

The following points summarize our mutual expectations for this course:

- Honesty and integrity in our work.
- High standards of excellence & professionalism in all work products.
- Solid preparation for all class scheduled reading, cases, and exercises.
- Avoidance of put-downs and other signs of disrespect toward others.
- Active, enthusiastic participation, including arriving on time or early for the Live Event each Thursday Evening from 7:30-9:00 PM.
- Openness and tolerance for diverse perspectives—taking the initiative to try to understand points of view that are different from our own.
- Flexibility and adaptability—especially since experiential exercises do not have pre-set "ending" times.
- Motivation to work hard, have fun, and enjoy the class!

## Nonnegotiable Grading Policies

Many things in life are open to negotiation—however, the course grading policies are not among them. Although I encourage you to negotiate often, I cannot open this course's policies (e.g., grade penalties for absences) to negotiation with individual students. It would be unfair to their classmates and would violate the syllabus's contractual nature. If you feel that your grade on an assignment was unfair, you may contest it using the procedures outlined below.

## Course Grievance Procedures

If you feel you have been graded unfairly on an assignment, you may use the following procedure to voice your complaint:

- a. Within seven days of receiving the grade, provide me with a written appeal. After seven days, I will consider the grade to be final.
- b. To file an appeal, prepare a written statement detailing why you think the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. Stating simply that you feel you "deserve" a higher grade because you worked hard is not sufficient grounds for an appeal. Performance is a combination of hard work and ability.
- c. Submit the written statement and the graded assignment. I will consider your complaint and make a decision. You will be notified in writing of my decision. If you are not satisfied with my decision, you may use university procedures as your "appeal." Note that I will document fully my rationale for all grades.

## Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

## Discussion Board Criteria

Many assignments in this course use a discussion forum to simulate a traditional classroom academic discourse in an asynchronous environment. These discussion forums are designed to delve into the deep questions that are often raised in the

course of a typical on-the-ground class session. To replicate this exchange, students will post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. Discussions are also designed to demonstrate student knowledge of the readings, videos, and other supplemental materials presented in each module.

Students are expected to respond to other postings by:

- Making references to the text and other readings.
- Bringing in outside research.
- Sharing personal workplace experiences.
- Supporting and challenging one another.

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## University Policies

### Grading Policy

As a general rule, no 'extra-credit' work will be offered, assigned, or accepted in consideration of improving the final grade or as a substitute for any of the course assignments. There will be no "curve" in determining final grades and rounding will not be used. Final grades will be based on a percentage of possible points earned. Specifically, the breakdown for final grading is:

#### Grading Breakdown

Percent	Grade
97-100%	A+
93-96.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
60-69.99%	D
Less than 60%	F

This course will adhere to the R.H. Smith School of Business MBA Grade Distribution Guidelines (revised April 28, 2009), which state that, "In MBA core courses, the proportion of A-, A, and A+ grades lie between 30% and 40% in the event that no "C" or lower grades are given. This recommended target is across all sections of the core that a faculty member teaches. Otherwise stated, the Smith School recommends a class-average GPA of approximately 3.40 as a target." These guidelines aim to help maintain high academic rigor and to manage student expectations regarding course grading.

### Academic Integrity

The student-administered [Honor Code and Honor Pledge \(http://shc.umd.edu/SHC/HonorPledgeInformation.aspx\)](http://shc.umd.edu/SHC/HonorPledgeInformation.aspx) prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must acknowledge the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

## Students with Disabilities

Disability Support Service is available to online students. Students should contact the DSS office directly at [dissup@umd.edu](mailto:dissup@umd.edu) or 301-314-7682. Any student with special needs should notify me as soon as possible. Such notification should be provided no later than the second week of class.

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