GENERAL INFORMATION AND SYLLABUS
GBU 400-001
Negotiation and Alternate Dispute Resolution
Spring 2020  MW  2:30 – 3:45 PM
McGee Bldg. 121

Instructor: Dr. Judi C. Wells
Rusche College of Business/McGee Building Room 161S
Telephone: BEST: (936) 559-7960 (Law Office)
jwells@skeltonslusher.com (Best)
or use D2L email

Office Hours:
Monday  4:00 p.m.  -  4:50 p.m.
   6:20 p.m.  -  6:45 p.m.  (By Appointment)
Wednesday  4:00 p.m.  -  4:50 p.m.
*Additional times may be scheduled by appointment. Please email me at jwells@skeltonslusher.com to schedule.

Course Description:
A study of negotiation theories and skills applicable to internal and external business transactions. Conflict analysis in domestic, international and cross-cultural settings will be addressed. Dispute resolution methods, resolution systems, social and ethical issues, and trends will be examined. Prerequisite: Junior standing.

Required Textbooks and Other Materials:
(2) Harvard Program on Negotiation role simulation exercises.
(3) Handouts, such as textual information, cases, articles, exercises, and forms provided during the course.
(4) Recommended: Binder or folder to organize and keep up with multiple handouts.

Program Learning Outcomes: Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources

Learning Objectives: Upon completion of the course, the student should be able to:
1. Understand and distinguish the different theories of negotiation paradigms, including negotiation as a process, creating, maximizing, and claiming “value,” and distributive-integrative-mixed bargaining.
2. Recognize negotiation styles and techniques and acquire and apply distributive negotiation skills with emphasis on dealing with the proverbial “hard-bargainer” competitive negotiator.
3. Acquire and apply skills toward collaborative, interest-based, problem solving negotiation.
4. Compare and analyze the various processes and systems of dispute resolution for business conflict.
5. Evaluate and apply the processes of alternate dispute resolution to specific and varied business scenarios with particular focus on mediation and arbitration.
6. Understand and demonstrate how negotiation and other dispute resolution methods apply in international and cross-cultural conflict administration.
7. Identify and analyze social and ethical issues and trends in business conflict resolution.

General Course Topics:
Nature of Conflict and Diagnosis, including Personality and Conflict Style Diagnosis
Nature of Negotiation and Negotiation Styles and Models
Negotiation Strategy, Planning, and Tactics of Distributive Bargaining
Time Requirements and Credit Hours: Negotiations and Alternative Dispute Resolution (3 credit hours) typically meets two times each week (Monday & Wednesday) in seventy-five minute segments for fifteen weeks, and also meets for a two hour final examination. Students have weekly reading assignments, are expected to take regular quizzes and a final examination, have significant preparations to accomplish for the simulations, and are required to submit planning and preparation forms for the simulations. These activities average at a minimum six hours of work each week to prepare outside of classroom hours.

EVALUATION:
Grading in this course will be based on 660 total points. Students will be evaluated based on responses to four (4) exams (400 points), class attendance and participation (60 points), and individual and group participation in four (4) Harvard Program on Negotiation negotiation/dispute-resolution role simulation exercises, including document preparation and journaling assignments (200 points).

Examinations (400 total points): There will be four (4) exams during the semester, including the final. Each will cover the designated text material, handout material, and any other assigned readings. Each exam will be worth 100 points and will consist of true-false, multiple-choice, and short essay/answer questions. Missed exams may only be made up for university-excused absences or for extreme emergencies that justify missing the exam. What constitutes an extreme emergency is within the discretion of the instructor. Make-up arrangements must be made within two (2) days of the missed exam, or students missing the exam will receive a point value of zero (0) for the missed exam. It is the student’s responsibility to make arrangements to take the missed exam.

Class Attendance and Participation (60 total points): The course is interactive and attendance driven. Pairings are made for exercises and role simulations, and a missing student means that another student does not have a partner for the exercise/role simulation. There is no way to make up a missed exercise or video presentation. All students are expected to attend class, arrive on time, and prepare to and participate in class discussions and exercises. Assessment includes attendance, participation in exercises, simulations and written assignments, videos, preparedness, and extent and relevance of interaction/comments/questions/responses. Attendance will be taken for every class. More than 2 unexcused absences during the semester will result in a deduction of 5 points for each additional unexcused absence. More than six absences will result in 0 participation points. Any student who misses a class (for any reason) remains responsible for contacting other students and the instructor to obtain class notes, handouts, etc. If a student is absent (for any reason) on a date when an assigned writing is due to be submitted, the student remains responsible to make arrangements to submit the written work on time. An absence when the student is to participate in a role simulation exercise will result in loss of points in this attendance/participation category AND in the role simulation category (for the four Harvard PON exercises). [Note: there is no way to make up the points for a missed role simulation.]

Negotiation/ADR Simulation Exercises (200 total points): A portion of the final grade will be based on the student’s participation in four (4) Harvard Program on Negotiation role simulations. Simulation materials are confidential and are not to be shared with other class members before the simulation. Prior to each exercise, each student will complete a preparation sheet to be delivered to the instructor at the end of the exercise. After each exercise, each student will complete a brief written report on the session, which must be turned in to the instructor at the beginning of the next class session following the exercise, along with any other requested documentation related to the exercise. There will be a debriefing session in which students may disclose secret information and instructions and will be expected to share information about the preparation, conduct, outcome, and evaluation of the exercise.

The criteria for assessing points on the exercises will be (1) the results of the exercise (e.g., whether an agreement or decision was reached and the terms, or if no agreement or decision was reached [which does happen and
which you may feel is the best result], then the analysis of why the impasse occurred; (2) thoughtfulness and thoroughness of preparation reflected in the preparation sheet; (3) how situations, issues, techniques, and tactics arose in the exercise and were identified, analyzed, dealt with, together with the student’s reflection on and evaluation of his/her activities in the exercise in terms of application of course concepts, skills, and learning objectives – reflected in the post-exercise report; and (4) a required confidential evaluation (for and maintained by the instructor only) by each student of the other participant(s) in each exercise.

Note: the four Harvard PON role simulations have different point values, as reflected on the Class Schedule, but the above criteria for evaluation remains the same. [Note: There is no way to make up the points missed for role simulation.]

Course Evaluation (5 bonus points): Students will receive five (5) bonus points for completing the Course Evaluation through mySFA at the end of the semester. This is optional, but I do encourage and appreciate your feedback. I review all results and comments. Your feedback is helpful as I strive to make this study beneficial to SFASU students.

OTHER RELEVANT INFORMATION:

1. **Grading:** Grades will be determined on the following scale, based on percentage ration of student’s total accumulated points to the total possible (660) points for the course. Decimals are rounded up to the nearest whole number for determining the final grade. For example, 0.795 or 79.5% = 80% and would be a B letter grade; 0.788 or 78.8% = 79% and would be a C letter grade.

<table>
<thead>
<tr>
<th>Scale</th>
<th>90.0 - 100% = A</th>
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<tbody>
<tr>
<td>80.0</td>
<td>89.9% = B</td>
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<tr>
<td>70.0</td>
<td>79.9% = C</td>
</tr>
<tr>
<td>60.0</td>
<td>69.9% = D</td>
</tr>
<tr>
<td>Below</td>
<td>60.0% = F</td>
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</tbody>
</table>

   **Example:**
   - Exam #1 75 points
   - Exam #2 80 points
   - Exam #3 98 points
   - Exam #4 97 points
   - Accumulate role simulation 185 points
   - Attendance/Participation 54 points
   - Course Evaluation 5 points

   594 Total Accumulated Points

   - 594/660 = 0.90 or 90% = A Letter grade

2. **Conduct:** Courtesy and civility to colleagues and the instructor are expected. Repeatedly disrupting the class for any reason, including but not limited to repeated tardiness, or a negative, rude, unreasonably argumentation attitude in class, or inattentiveness in class (including persistent or loud yawning, head down on desk, sleeping), or the use of foul or abusive language (including insults, slurs, profanity and slang) generally or towards any person will not be tolerated, and I reserve the right to lower any student’s final grade one full letter grade (i.e., from A to B, B to C, or C to D, etc.) for such behavior. Repeated inappropriate behavior will result in an F. Seriously, I have zero tolerance for rude, crude, lewd, or harassing behavior. We can debate and disagree passionately, but we will do it with class.

3. **Food and tobacco products are prohibited in class.**
4. **Late Instructor:** I will make every effort to be in the classroom when the class is scheduled to begin. Students will be advised ahead of time, if at all possible, in the very rare event that class is not going to be held. Students are expected to wait fifteen (15) minutes for the instructor before leaving class in the event I am not there at the time class is scheduled to begin.

5. **Tape Recording:** Taping of lectures is permitted. However, you may not tape record any information or class discussion when a graded test is being reviewed.

6. **NEVER take an exam or graded exam out of the classroom. Doing so WILL result in an automatic zero (0) on the exam.** Two violations of this rule will result in an F letter grade for the course.

7. I reserve the right to give unannounced tests (pop quizzes) amounting to as much as 10 points each. Missed tests for **university-excused** absences will be made up before the next class period or the student missing the test will receive a point value of zero. It is the student’s responsibility to make arrangements to take the missed tests. Unannounced test points are added to the total possible point accumulation for the course.

8. **Medical and Other Serious Problems:** Please take time and make the effort to advise me if you have difficulties which require my attention to properly evaluate your classroom participation and activities.

9. Attentiveness, diligence and perseverance will serve you will well in your higher education and in the future. **Plan ahead and keep up.** This course covers a lot of material in a short period of time and requires your best efforts in order to do well. Please do NOT believe that you can read all the materials and cram for an exam in a one night session.

10. This course on negotiations is considered a legal studies course. The study of law can be voluminous and tedious, but it can also be interesting and even a little fun. In this course, you will not be simply memorizing rules, you will be learning the rules and strategies and analyzing fact situations to determine how the rules and strategies should be applied. You will be required to think, plan, implement plans and change plans as necessary – just as if you were working out in the real world.

11. **General Student Policies:** The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

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**Academic Integrity (4.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. **Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam,**
failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld Grades (Semester Grades Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to http://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Conduct (University Policy 10.4)

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-conduct-code.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see attached tentative class schedule for important dates and assignments.

“Not everything that counts can be counted; and not everything that can be counted counts.”

Albert Einstein
# Course Schedule and Outline

**Negotiations and Alternative Dispute Resolution**  
**GBU 400-001**  

Dr. Judi Wells  
**Spring 2020**  

*Instructor reserves the right to adjust schedule or exercises at all times*

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Resources/References</th>
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</table>
| January 15   | 1       | Introduction  
Course Syllabus/Class Schedule  
**Negotiation Exercise**  
Ch. 1 – The Nature of Negotiation | Two Party – Single Issue (The Problem of the Fax)  
*Lewicki, Chapter 1* |
| January 20   |         | MLK HOLIDAY NO CLASS                                                  |                                                           |
| January 22   | 2       | Finish Chapter 1  
Discuss Homework Assignment: Self-Assessment: Personality/Conflict Style  
Ch 2– Strategy & Tactics of Distributive Bargaining | *Lewicki, Chapter 2* |
| January 27   | 3       | **Negotiation Exercise**  
Ch 3 - Strategy and Tactics of Integrative Bargaining | *Self-Assessment/Conflict Style Due*  
Two-Party - Multi Issue (Multi-Family House for Sale)  
*Lewicki, Chapter 3* |
| January 29   | 4       | Ch 4 - Negotiation: Strategy and Planning | *Lewicki, Chapter 4* |
| February 3   | 5       | **Negotiation Exercise**                                              | Strategy and Planning                                      |
| February 5   | 6       | **Negotiation Exercise**                                              | Planning Exercise Forms Due  
Two Party – Commercial Sale  
Two Party – Commercial Lease |
| February 10  | 7       | **EXAM #1**                                                           | *Lewicki, Chapters 1-4 and Handouts*                      |
| February 12  | 8       | Ch 5 - Ethics in Negotiation  
Negotiation Role Simulation Preparation | *Lewicki, Chapter 5* |
| February 17  | 9       | **Negotiation Role Simulation**                                       | *The Matter of Arthur Hangtough*  
(40 points)* |
| February 19  | 10      | Perception, Cognition, and Emotion  
**Negotiation Exercise**                                              | *Hangtough Plan/Eval Forms Due*  
*Lewicki, Chapter 6*  
Communication  
*Lewicki, Chapter 7*  
*Lewicki, Chapter 8* |
| February 24  | 11      | Ch 6 - Communication  
Ch 7 - Finding and Using Negotiation Power | *Stanford Guide to Negotiating: The Sluggers Come Home...*  
Stanford University Media Video |
| February 26  | 12      | Negotiation Demonstration Video  
Negotiation Role Simulation Preparation |                                                           |
| March 2      | 13      | **Negotiation Role Simulation**                                       | *Sally Soprano*  
(40 points)* |
<p>| March 4      | 14      | <strong>EXAM #2</strong>                                                           | <em>Lewicki, Chapters 5-8 and handouts</em>                      |
| March 9 –    |         | Note: Midsemester                                                    |                                                           |
| March 11     |         | SPRING BREAK                                                          |                                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16</td>
<td>Monday</td>
<td>Ch 9 - Relationships in Negotiation</td>
<td>Lewicki, Chapter 9</td>
</tr>
<tr>
<td>March 18</td>
<td>Wednesday</td>
<td>Ch 10 - Multiple Parties and Teams</td>
<td>Lewicki, Chapter 10</td>
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<tr>
<td>March 23</td>
<td>Monday</td>
<td>Negotiation Exercise</td>
<td>Group Dynamics/Decision Making</td>
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<tr>
<td>March 25</td>
<td>Wednesday</td>
<td>Negotiation Role Simulation Preparation</td>
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<tr>
<td>March 30</td>
<td>Monday</td>
<td>Negotiation Role Simulation</td>
<td>Bunyan Construction (60 points)</td>
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<tr>
<td>April 1</td>
<td>Wednesday</td>
<td>International and Cross-Cultural Negotiation</td>
<td>Bunyonville Plan/Eval forms Due Lewicki, Chapter 11</td>
</tr>
<tr>
<td>April 6</td>
<td>Monday</td>
<td>Ch 12 - Best Practices in Negotiation</td>
<td>Lewicki, Chapter 12</td>
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<tr>
<td>April 8</td>
<td>Wednesday</td>
<td>EXAM #3</td>
<td>Lewicki, Chapters 9-12 and handouts</td>
</tr>
<tr>
<td>April 13</td>
<td>Monday</td>
<td>Mediation and Arbitration</td>
<td>Handouts</td>
</tr>
<tr>
<td>April 15</td>
<td>Wednesday</td>
<td>Mediation Demonstration</td>
<td>Mediators at Work – Breach of Warranty – Harvard Program on Negotiation Video</td>
</tr>
<tr>
<td>April 20</td>
<td>Monday</td>
<td>Arbitration Demonstration</td>
<td>Arbitration of a Commercial Dispute – American Arbitration Association Video</td>
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<tr>
<td>April 22</td>
<td>Wednesday</td>
<td>Role Simulation Preparation</td>
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<tr>
<td>April 27</td>
<td>Monday</td>
<td>Arb-Med Role Simulation - Arbitration</td>
<td>Tucker Graphics</td>
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<tr>
<td>April 29</td>
<td>Wednesday</td>
<td>Arb-Med Role Simulation - Mediation</td>
<td>Tucker Graphics (60 points)</td>
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<tr>
<td>May 9</td>
<td>FRIDAY 10:45 A.M. – 1:15 p.m.</td>
<td>FINAL EXAM</td>
<td>Tucker Graphics Plan/Eval etc forms due All ADR Handouts and Materials</td>
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