

BA 4222 / 5222 – NEGOTIATION FOR DECISION-MAKING

Course Schedule: Tuesdays and Thursdays, Face-to-Face, 14:40 – 16:15, G-110

<b>Instructor:</b>	TUĞRUL ATASOY
<b>Office:</b>	FEAS Building B, H 120
<b>Phone:</b>	210 2034 (please call only on course days, non-session hours)
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<b>Office Hours:</b>	H - 120, 10:30 - 12:15, 14:00 - 16:00 Wednesdays
<b>Course Web Page:</b>	Link to ODTUClass Course Page
<b>Course Description:</b>	
<p>The purpose of this course is to equip students with an academic framework of negotiation in decision making and conflict resolution, and help them acquire hands-on experience through case studies, discussions, and ultimately, a structured final practice session during which they will be able to put to use all that they have learned through the course, as well as their creativity, teamwork and interpersonal skills. This process basically involves using the four elements: <b>time, information, power</b> and <b>skill</b> to achieve the objectives they set out with. They will employ these elements through a system involving strategy, tactics, body language, and give-and-take for the purpose of attaining a preset goal. This goal could be settling a dispute, working out the details of a deal, finalizing the terms and conditions of a sale, applying for and justifying the attainment of a position, etc.</p>	
<b>Course Student Learning Objectives: (CSLOs)</b>	
<p><i>Upon successful completion of this course, students should be able to:</i></p> <p><b>Course Specific Skills:</b></p> <ol style="list-style-type: none"> <li>1. Utilize their knowledge and skills in negotiation</li> <li>2. Assess circumstances related to conflicts</li> <li>3. Establish and assess negotiation strategies and tactics towards achieving goals in a variety of negotiation situations</li> <li>4. Use negotiation as a tool in decision making processes</li> </ol> <p><b>Discipline Specific Skills:</b></p> <ol style="list-style-type: none"> <li>5. Identify and develop, as necessary, distributive and integrative situations and possibly convert distributive circumstances to integrative</li> <li>6. Talk about different approaches to negotiation, different types of negotiators and the methods they may apply, and how to counter these and work towards a solution that will be beneficial to all parties involved</li> </ol> <p><b>Personal and Key Skills:</b></p> <ol style="list-style-type: none"> <li>7. Participate in team/group work,</li> <li>8. Work towards conflict resolution, reduce differences, learn and use <i>give and take</i> as a way of finding mutually acceptable solutions</li> <li>9. Develop critical thinking/assessment capabilities</li> </ol>	
<b>Learning and Teaching Methods:</b>	
<p>Sessions are based on interactive information sharing, with the instructor lecturing, and linking this to real-life examples related to the material, discussions of cases and events in class, and relating the information acquired to cases and other assignments directed by the instructor.</p>	
<b>Required Reading:</b>	
<p>The related chapters in the book, the pdf of which the instructor will supply, to be the subject of lecture that week, and any other reading that the instructor will specify.</p>	
<b>Suggested Reading:</b>	
<p>Please see list of references.</p>	

Assessment and Grading:				
Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Attendance, participation in class activities	10%	In-class discussions	1 - 9	Oral (in-class)
Midterm Exam 1: 20%, Midterm Exam 2: 20%	40% total	m/c, t/f, and short essay questions	1 – 6 8 - 9	Written (in-class)
Exercises, case discussions, homework (15%), Quiz (10%),	25% total	Assigned and announced by the instructor as per a schedule	1 – 6 8 - 9	Written (some in-class, mostly at home and involving internet research)
Application: Practice-Session	25%	End-of-semester in-class activity	1 - 9	Oral-Written
NO FINAL EXAM	-	-	-	-

Course Policies:
<p><b>STUDENT DISABILITIES:</b> Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's Disability Support Office (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; <a href="mailto:engelsiz@metu.edu.tr">engelsiz@metu.edu.tr</a>) verifying their disability, and outlining the special arrangements required. Please note that no accommodations will be provided to the disabled students prior to the completion of this approved University process.</p> <p><b>ACADEMIC DISHONESTY:</b> The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MS degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.</p> <p><b>CHEATING:</b> All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure in the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort. Persons observed to have cheated in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.</p> <p><b>PLAGIARISM:</b> The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any</p>

previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources must be referenced appropriately.

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## METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition that they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

**CIVILITY IN THE CLASSROOM:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

**Past observations have shown that the METU classroom experience is improved when the following are true:**

**Students arrive on time.** Timely arrival ensures that classes are able to start and finish at the scheduled times. Timely arrival shows respect for both fellow students and faculty and it helps to create a better learning environment by reducing avoidable distractions.

**Students are fully prepared for each class session.** Much of the learning in this course takes place during classroom discussions. When students are not prepared, they cannot contribute to the learning process. This affects not only the individual but also the classmates who count on them.

**Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged; however, intolerance for the views of others is unacceptable. Laptops, phones and wireless devices are turned off.

**STUDENT EXCUSES:** In case you cannot attend one of the examinations, **if and only if** you can present an official (dean's or president's office approved) excuse or METU Medical Center certified Health Report, you will be eligible to take a make-up examination. There will be one single, comprehensive and essay type make-up examination during the final period and it will be counted towards whichever exam(s) you are missing.

KNOW YOUR RIGHTS AND RESPONSIBILITIES! <http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR! <http://oidb.metu.edu.tr/en/academic-calendar>

The instructor assumes that students who attend the next class have understood and accepted to agree with all the requirements and rules of this course.

Notes:

☒ **Usage of cell phones is strictly prohibited during class.** Please be courteous to your classmates and me and make sure that your phones are on silent mode before the class begins. ☒

☒ **Please arrive on time.** If you have to leave early, please inform me in advance. ☒

☒ **Please turn in the homework assignments on time** and note that late assignments will suffer serious discounts in grades. ☒

☒ **I encourage you to drop by my office during office hours** for questions, concerns, or suggestions. Outside the office hours, please make an appointment with me via e-mail. For quick questions that you may have, note that e-mailing is a very effective means of communicating with me. ☒

The following table gives the tentative schedule for the semester. The lectures will stress the most important and/or most difficult material. Appendices are required only if they are assigned. The students are required to read the chapters and appendices before they are covered in class.

Tentative Course Schedule				
Month	Week	Topic	Reading/ Assignment	CSLO
October 04	1	Introduction, getting acquainted, laying down of principles	Instructor-lecture	
October 11	2	Fundamentals of negotiation, communication	Instructor-lecture	
October 18	3	Chapter 1: Nature of Negotiation	Chapter 1 Case, Lewicki	
October 25	4	Chapter 2: Strategy and Tactics of Distributive Bargaining	Chapter 2 Case, Lewicki	
November 1	5	Chapter 2: Strategy and Tactics of Distributive Bargaining	-	
November 08	6	Chapter 3: Strategy and Tactics of Integrative Negotiation	Chapter 3 Case, Lewicki	
November 15	7	Chapter 4: Negotiation Strategy and Planning	Chapter 4 Case, Lewicki	
November 22	8	Chapter 5: Perception, Cognition and Emotion	Chapter 5 Case, Lewicki	
<b>November 29</b>	<b>9</b>	<b>Wednesday December 15, Midterm Exam 1: Class time</b>	-	
December 06	10	Chapter 6: Communication	Chapter 6 Case, Lewicki	
December 13	11	Chapter 7: Finding and Using Negotiation Power	Chapter 7 Case, Lewicki	
December 20	12	Chapter 8: Influence Chapter 12: Coalitions	Chapter 8 Case, Lewicki Chapter 12 Case, Lewicki	
<b>December 27</b>	<b>13</b>	<b>Wednesday January 12, Midterm Exam 2: Class time</b>		
<b>January 03</b>	<b>14</b>	<b>Practice Session: Class time, Come dressed up for it!</b>		
		Review		

Attendance, in-class participation, short in-class writing exercises: Students are expected to attend classes and be active in the class discussions and be prepared.

In-class exercises: Students are expected to do certain exercises/activities in class in compliance with critical writing principles.

### Assessment Criteria for Essays

The criteria for the assessment of the in-class, midterm and group project essays are listed below. After writing your essays, please read them carefully to see if the criteria are fulfilled.

<sup>1</sup> The number of students will be announced after the add-drops when the class size is known.

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>	<b>Criterion E</b>
<b>Mark</b>	<b>UNDERSTANDING AND FAMILIARITY WITH THE SUBJECT:</b>	<b>BREADTH OF READING</b>	<b>OVERALL STRUCTURE OF THE ARGUMENT. INCLUDES THE ABILITY TO LINK THE ELEMENTS</b>	<b>INDEPENDENCE OF THOUGHT AND CRITICAL EVALUATION</b>	<b>PRESENTATION, INCLUDING FLUENCY OF WRITING, GRAMMAR AND SPELLING</b>
<b>1</b>	Subject matter treated as set of discrete bits of knowledge	Little or no reading evident,	Little clear structure or argument evident.	Uncritical and unreflective work, relying mostly on undigested sources.	The quality of written expression undermines the ability of the work to communicate ideas.
<b>2</b>	Evidence of knowledge, but only basic connections made between items	Limited use made of Reading	Argument patchy, inconsistent, or proceeding with conjecture and opinion rather than evidence.	Critical evaluation limited to expressions of opinion, using mainly second-hand ideas	While the written style generally gets the content across, with occasional errors that limits effective communication.
<b>3</b>	Subject matter adequately understood, with some connections made	Effective use made of the reading and arguments reasonably supported	The essay mainly supported by evidence but let down by some unsound inferences or unsubstantiated assertions	Evidence of occasional dependent and critical thought, limited by either inconsistent reasoning or over-reliance on the text	The quality of the writing communicates effectively, with occasional minor lapses
<b>4</b>	Familiarity with subject demonstrated, including complex connections between elements	Recommended reading used, supported with clear examples and supported arguments	A clear and generally structured argument - most of argument is supported with links to literature	Critical evaluation and independent thought are the norm, but there are occasional inconsistencies.	Error-free and clear, the writing generally does justice to the content, with few or minor errors
<b>5</b>	Ability to contextualize subject within wider frameworks and critically explore connections, demonstrating depth of understanding of relevant theoretical frameworks.	Evidence of extensive reading beyond the recommended texts, including critical evaluation of sources and skillful synthesis of sources to make coherent points.	The argument is pursued clearly and in a balanced and authoritative manner very well supported by evidence and informed judgement. The thread of the argument is obvious throughout.	Contains some novel/original ideas, the work shows excellent critical evaluation of sources and ideas. There is clear demonstration of the author's own considered, well reasoned, and unbiased judgment	The writing style is clear, concise, fluent and readable, significantly enhancing the overall quality of the submission.

<b>Mark</b>		.		.	
<b>GRADE</b>	0%	..		..	