

**\*Disclaimer:** This is a sample course outline and is subject to change. Official course outlines will vary depending on delivery format and instructor\*

## Territory Acknowledgement

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W SÁNEĆ peoples whose historical relationships with the land continue to this day.

# BMBA 320: Negotiation Skills

## Course Description

Knowing how to negotiate is critical. Whether between suppliers, clients, other managers, external stakeholders or even family members, negotiation isn't about winners and losers. Traditional approaches to negotiation promote competitive tactics, often resulting in unsatisfactory outcomes for one or both negotiators. Collaborative or interest-based negotiation aims for agreements that respond to the needs, goals and objectives of all parties. Gain the insight, skill and experience you need to uncover the real interests of yourself and the other party, and practical tools and techniques to create more value with less conflict during any negotiation process.

This course will provide learners an overarching strategic negotiating framework and approach that is flexible to suit each individual style, skillset, and situation. Negotiation concepts will offer a foundation for effective negotiating, and thoughtful application and repeated practice of strategic negotiating skills will make collaborative negotiation a habit. You will prepare for negotiations, assess your alternatives, build a climate of collaboration, and get beyond stubborn position-taking to develop agreements that work for both sides.

## Learning Outcomes

Upon completion of this course, you will be able to:

- Understand the elements of an effective negotiator, key dynamics in negotiation, and different negotiation styles based on tactics, psychology, body language and different personality types;
- Understand the negotiation process, how to prepare and manage a 4-step process for effective negotiations;
- Move a “competitive” negotiation to one more focused on mutual interests, how to deal with difficult personalities or situations;
- Use communication “Tools” to build trust and collaboration to maximize negotiation value; and
- Develop personal skills and strategies for ensuring effective negotiations with solid outcomes.

## Resources

There is no textbook for this course.

All materials are accessed through the internet, UVic's Library or are posted to Brightspace.

## Weekly Schedule

Week	Topics	Readings and Activities
Week 1	Introduction to Negotiation Skills	<p><b>Read:</b> Variables Associated With Negotiation Effectiveness: The Role of Mindfulness</p> <p><b>Class Activities:</b>            Introductions and learning needs            Review of syllabus and course outline            Group norms development (discussion)            Attitude/Skills/Process (lecture)            What is conflict (activity)</p> <p><b>Upcoming Assignment:</b>            Activity #1 – Your Kraybill <i>Style Matters</i> scores</p>
Week 2	Conflict Management Styles	<p><b>Read:</b> Filley, Alan C. <i>Interpersonal Conflict Resolution</i>. pp. 48-59</p> <p><b>Class Activities:</b>            Responses to conflict            Conflict styles (Kraybill)            Working with Conflict Styles (Lecture and activities)</p> <p><b>Upcoming Assignment:</b>            Reflection #1 - Reflection on Conflict Styles</p>
Week 3	Listening and Questioning	<p><b>Read:</b> Harvard Business Review, "What Great Listeners Actually Do"</p> <p><b>Class Activities:</b>            Listening with intent (lecture)            "I know Just What you Mean" (video)            Active Listening Skills (Exercise)            Questions (Lecture and Exercises)            Uncovering Interests (Exercises)</p>
Week 4	Empathy	<p><b>Read:</b> Mnookin, Robert H., et al. "The Tension between Empathy and Assertiveness" in <i>Beyond Winning: Negotiating to Create Value in Deals and Disputes</i>. Chapter 2.</p> <p><b>Class Activities:</b>            What is Empathy (Lecture)            Needs Identification (Lecture and Exercise)            Building Empathetic Responses (Exercise)</p> <p><b>Upcoming Assignment:</b>            Reflection #2 - Reflection on Empathy</p>
Week 5	Assertion	<p><b>Read:</b> Assertive Communication</p> <p><b>Class Activities:</b>            What is Assertiveness? (Lecture)            Assertive behaviour and skills (exercises)            Understanding emotions (Lecture)            The Anger cycle (Lecture)</p> <p><b>In class Quiz #1</b> <a href="#">Listening, Questioning and Styles</a></p>
Week 6	Escalation, Defensiveness and Vulnerability	<p><b>Watch:</b>            Recorded Lecture</p>
Week 7	Reframing	<p><b>Read:</b> Sandra Kaufman, Michael Elliott, Deborah Shmueli, "Frames, Framing and Reframing"</p> <p><b>Class Activities:</b>            Frames (Lecture)</p>

		Reframing (Exercises) <b>In class Quiz #2 Assertion and Empathy</b>
Week 8	Collaborative Negotiation Model – Stage 1	<b>Read:</b> Harvard Business Essentials: Guide to Negotiation Chapter 2 <b>Class Activities:</b> Principles of Negotiation (Lecture) Preparation before a negotiation – Alternatives (Lecture and case discussion) Raising the Issue (Lecture and case discussion) Gaining Commitments (Lecture and case discussion) Role Play (Fishbowl with Instructor) <b>Upcoming Assignment:</b> Negotiation Analysis - Landlord-Tenant role play
Week 9	Collaborative Negotiation Model – Stage 2	<b>Read:</b> Harvard Business Essentials: Guide to Negotiation Chapter 2 <b>Class Activities:</b> Setting the agenda (Lecture) Exploring Interests Role Play (Fishbowl with Instructor) <b>Upcoming Assignment:</b> Reflection #3 - Reflection on Negotiation Experience
Week 10	Role Plays	<b>Read:</b> Bernard Mayer "The Dynamics of Conflict Resolution" Chapter 8 <b>Class Activities:</b> Identifying Interests (lecture) Role Play (Small group activity)
Week 11	Role Plays	<b>Read:</b> William Ury "Getting to Yes" pp. 58-81 <b>Class Activities:</b> Role Play (Small group activity) <b>Upcoming Assignment:</b> Reflection #4 - Reflection on Role Plays
Week 12	Summing it up – Conflict and Culture	<b>Class Activities:</b> BARNGA (Exercise)
Week 13	<b>FINAL EXAM</b>	<b>The final exam in class. 3 Hours.</b> <b>Upcoming Assignment:</b> Reflection #5 – End Course Personal Learning

## Evaluation

Assignment	Due Date and Time	Mark
Activity #1 Style Matters Scores	Style Matters is a conflict style inventory taken on paper, that gives students immediate insight into their preferred conflict style. The full class immediately after the due date will be working with the results of the tool.	5%
Reflection #1 – Reflection on Conflict Styles	Each of these reflections gives you a different way to enhance and reflect on your own learning and progress as a negotiator. Reflection Essays are scored based on your synthesis of learning from the various activities, how well you understand and apply course concepts, the intellectual richness of your observations, questions, and conclusions.	5%
Reflection #2 - Reflection on Empathy		5%
Reflection #3 – Reflection on Negotiation Experience		5%
Reflection #4 – Reflection on Role Plays		5%
Quiz #1 – Listening, Questioning and Styles	closed-book, this quiz will cover material from the readings and class discussions on Listening and Questioning (in-class discussions are typically more heavily weighted). The format is a mix of short-answer, true/false, and multiple-choice, focusing	10%

	on definitions and skills, and takes 20 minutes, although you will have 45 minutes allocated.	
Quiz #2 – Empathy and Assertion	closed-book, this quiz will cover material from the readings and class discussions on Assertion (in-class discussions are typically more heavily weighted). The format is a mix of short-answer, true/false, and multiple-choice, focusing on definitions and skills, and takes 20 minutes, although you will have 45 minutes allocated.	10%
Negotiation Analysis	This assignment will allow you to practice planning the negotiation process, to prepare for a 4-step process for effective negotiations. In Groups you will use the Negotiations Preparation Tool to analyze a specific negotiation which will be provided to you.	5%
Final Exam	This will be a case study for analysis.	20%
Reflection #5 – End Course Personal Learning	As the course comes to an end, reflect on what you have learned about yourself as a negotiator and about the negotiation process. The Reflection Essay is scored based on your intellectual richness of your observations and conclusions.	10%
Attendance & Participation	Attendance is an essential part of this course, as much of the learning happens through participation, discussion, and in-class activities. Active presence matters—not just your name on the sign-in sheet. Attendance marks reflect your commitment to being present, engaged, and contributing to the learning environment.	15%
<b>Total</b>		<b>100%</b>

### Usage of GenAI

Please be advised that in this course you are **not authorized** to use any form of generative AI. In order to successfully complete course activities, **generative AI is not required nor welcomed**. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the University of Victoria states in its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.”. Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.

### Attendance Requirements

The course emphasizes **active engagement, collaborative teamwork, and hands-on learning**. Attendance is crucial and considered mandatory for all participants for all sessions (full 3 hours) of the course. Please inform your instructor in advance if you’re unable to attend any class sessions. Please note that missing more than one session (3 hours) requires a valid and sufficient reason for absence with verifiable circumstances that substantially prevent your attendance. Your commitment to active participation significantly contributes to your learning experience in this course.

## Participation Expectations

- Instructors will track attendance and participation throughout the term. Students who do not attend class may be assigned an “N” grade for the course. Attendance will be taken within the first 15 minutes of class and may be taken later as a second check.
- **If you arrive later than 15 minutes, the door will be closed. Please wait until breaktime to enter the class.**
- Instructors can assign a **final grade of N or refuse** a student to **write a final exam, final assignment, or any assignment that follows multiple absences** or misconduct **if a learner has failed to meet the course's minimum attendance requirements** as identified above. They may also refuse admission to a lecture, learning activity, assignment, or exam because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course noted in this outline.
- The instructor reserves the right to not grade assignments submitted by students who have not maintained regular attendance and participation, and a zero grade being assessed for non-submission.
- Missing **more than one session (3 hours)** requires a valid and sufficient reason for absence.
- Arrive on time and remain for the full session; leaving without permission will be marked **absent**. Please note that work schedule conflicts as well as car, bus, carpooling, or ferry delays are generally not accepted as sufficient reasons for absence beyond the one-session limit.
- Students are expected to actively interact with **course materials, peers, and instructors**, including contributing to discussions and teamwork.
- Students are expected to complete assignments and assessments on time and submit work by the due date.
- **Technology use** (cell phones, tablets, laptops, smart glasses/ watches) must be limited to course-related activities only.
- Participation includes respectful active listening, not just talking.
- This course is delivered in a collaborative, discussion-based learning environment. Students are expected to demonstrate respectful and attentive behaviour at all times.
- University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, disruptive behaviour, inattention, or failure to meet the responsibilities of the course.
- It is students’ responsibility to be familiar with the criteria in which they are being assessed for this course. Please refer to the specific information under each assessment.

## Group Participation Expectations

- Active participation in group work and meetings is required. Students who fail to attend or contribute to group work may be removed from their group, at the instructor’s discretion, and deemed ineligible to participate in or receive marks for the group project, including the group presentation.