

BELMONT UNIVERSITY MGT 4310 NEGOTIATIONS
SYLLABUS – Fall 2025

COURSE #: MGT-4310-01
INSTRUCTOR: Dr. Cate Loes
CREDIT: 3 Hours
CLASS LOCATION: MC 204, BMRC
MEETING TIME: Tuesday 5:30-9:30 pm
PROFESSOR'S OFFICE #, PHONE #, EMAIL
OFFICE # MBC 431
OFFICE HOURS: M 1-6:00 pm, T 1-6pm, Th, 10am- 2pm
OFFICE PHONE: 615-460-5511
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COURSE INFORMATION:

Course Description:

This is a course in basic negotiation skills for business. Areas addressed include interests, options, alternatives, legitimacy, communication, relationships and commitment. There is a combination of theoretical knowledge and practical skills around conflict management and conflict resolution in the workplace.

Course Objectives:

- Students will learn and apply a mutual gains method for negotiating.
- Students will learn and be able to demonstrate active/reflective listening when negotiating.
- Students will be able to choose and apply preparation methods for effective negotiation.
- Students will demonstrate an ability to negotiate on behalf of employers on matters of human resources, setting prices, and finalizing deals.

Prerequisites: Junior standing

Methods of Instruction: On-line work, lecture, case practice, group discussion, teamwork

This course is about more than just learning tactics to "win" at the negotiation table—it's about discovering how genuine curiosity can transform the way you approach every conversation and agreement in your professional and personal life.

Think back to when you were a child, naturally curious about the world around you, asking "why" and "how" without hesitation. Somewhere along the way, many of us replaced that curiosity with assumptions and preconceptions. In this course, we'll rediscover the power of authentic inquiry as the cornerstone of successful negotiation.

As your instructor, my journey with negotiation began when I was young, driven by an insatiable desire to ask questions and truly understand others. This curiosity didn't just help me secure better agreements—it fundamentally changed how I connect with people and navigate complex situations. I'm excited to share this journey with you.

Our Purpose Together

The purpose of this course is twofold: to equip you with practical negotiation skills and to cultivate the virtue of curiosity that will distinguish you as an exceptional negotiator and human being.

Here's what we'll discover together:

- How curiosity creates value that would otherwise remain hidden, allowing us to craft solutions that benefit all parties
- Why the most powerful question in negotiation isn't "What do I want?" but rather "What might I not know yet?"
- How to replace assumptions with inquiry, opening doors to possibilities you couldn't have imagined
- Ways to balance assertiveness with genuine interest in others' perspectives
- How cultivating curiosity helps you not only do better deals but become the professional you aspire to be

Throughout our time together, you'll practice both the technical skills of negotiation and the art of asking questions that matter. You'll develop a personal approach to negotiation that reflects your values and strengths while expanding your capacity to understand others.

This course invites you to consider: Who do you want to be at the negotiation table? Someone focused solely on their own interests, or someone whose curiosity enables creative solutions that elevate everyone involved? The choice—and the journey—begins now.

Class Culture & Community Expectations

At the heart of our negotiation course lies a commitment to creating a learning environment where curiosity, respect, and ethical practice flourish. The culture we cultivate together in this classroom will reflect the same virtues we aim to bring to our negotiations.

Our Shared Commitments

Curiosity Before Judgment: We commit to approaching each other's ideas and perspectives with genuine curiosity rather than rushing to evaluation. When you hear something you disagree with, pause and ask a question before offering criticism.

Courageous Participation: Negotiation skills develop through practice and reflection. We create a space where it's safe to try new approaches, make mistakes, and learn together. Your willingness to engage fully in simulations and discussions enriches everyone's experience.

Respectful Feedback: When offering observations to peers, we focus on specific behaviors and their impacts rather than making character judgments. Our feedback aims to help each other grow, not simply critique.

Ethical Engagement: We practice negotiation not just as a set of tactics, but as an expression of our values. We explore how to achieve our goals while maintaining integrity and building trust.

Preparation as Respect: Coming prepared to class demonstrates respect for your peers and the learning process. Your thorough preparation for simulations and discussions honors everyone's time and creates richer learning opportunities.

Confidentiality: What happens in our simulations and discussions stays within our learning community. This allows us all to take risks, be vulnerable, and grow together.

Inclusive Excellence: We recognize that diverse perspectives and experiences enrich our understanding of negotiation. We actively work to ensure everyone's voice is heard and valued.

A Community of Practice:

In this course, we are not just classmates but a community of practice—learning together, supporting each other's growth, and holding each other accountable to the highest standards of both skill and character.

The way we conduct ourselves in this classroom is practice for who we will be at the negotiation table and beyond. By embracing these commitments, we not only create an optimal learning environment but also begin embodying the virtues of excellent negotiators.

MISSION STATEMENT OF THE COLLEGE OF BUSINESS ADMINISTRATION:

The mission of the College of Business Administration is to be an innovative learning community that prepares entrepreneurial, ethical, and socially responsible future business leaders for the dynamic global economy.

STUDENT LEARNING OUTCOMES OF THE COLLEGE OF BUSINESS ADMINISTRATION

Students will be able to:

1. Communicate effectively orally and in writing.
2. Demonstrate the ability to effectively collaborate in business contexts.
3. Utilize analytical, quantitative, and technical concepts and methods to identify and propose solutions to business problems.
4. Recognize ethical issues, argue the principles involved, and assess the potential consequences in the process of making socially responsible decisions.
5. Understand global business issues including the diverse legal, economic and cultural environments of business.
6. Recognize and assess the risk and potential benefits of new enterprise.
7. Demonstrate basic understanding of the disciplines included in the business core.

COURSE REQUIREMENTS:

“Student Class Attendance Policy”

Belmont University is committed to the idea that regular student engagement is essential to successful scholastic achievement. Attendance and engagement are assessed from the first-class meeting, whether in the traditional classroom setting, in an online classroom, or a hybrid of the two. Late registrants will automatically have accrued some absences prior to formal registration in the course. In the case of an excused absence from class, students have the right and responsibility to make up all class work missed, unless otherwise described below. This class meets 7 times, one absence is permitted.

Contribution:

Students are expected to participate fully during class activities including role plays, videotaping, class discussions, and assignments.

Class participation is essential for your and others' understanding of these concepts. Classes will not cover all the material in the text; we may only discuss a few concepts in depth and/or the application of these concepts. However, all information in the text is important. You are expected to read the assigned material before class and be prepared to participate. You are encouraged to ask questions

and share ideas, insights, experiences, or other relevant information with your classmates. You are also encouraged to read additional news sources.

Quality class participation is a requirement of the class and will be evaluated. Offering to discuss a case or reading assignment, asking relevant questions during lectures, answering any of the questions raised during lectures, and respectfully interacting with others in class are examples of constructive participation. Quality participation means more than simple “I feel” responses. Instead, you should support your position with some evidence, offering a different but relevant perspective, moving the discussion and analysis forward, and/or building upon others' comments (versus repeating them). Most importantly, do not be shy about participating. Your active participation will make the class more interesting and educational.

All simulations will be recorded with Ponapto and uploaded to Canvas

MATERIALS:

Fisher and Ury, *Getting to Yes*, Penguin Books, 1991. ISBN 0-14-015735-2

PREPARED ASSIGNMENTS:

Learning management system. This course is managed through Canvas.

Preparation Worksheets

For each simulation (role play) unless specifically indicated, each student will complete his/her own preparation worksheet. These worksheets are critical to your growth and understanding of the integrative negotiation process, and your preparation and execution of each simulation.

All preparation worksheets are to be completed individually and submitted to Canvas BEFORE the class begins. Late preparation worksheets are not accepted. Note: you will want to have hard copies of your preparation worksheets for class.

Journal Reflection

After each simulation (role play) all students will individually complete a guided journal reflection. These reflections should be thoughtful, detailed, and reflective of your evaluation of your performance in the simulation. Each subsequent journal assignment should be more detailed, thoughtful, and reflective than the previous assignment.

All journal assignments must be submitted to Canvas 48 hours after each class based on the due dates posted. Late assignments will have a pro-rated points available. **Learning worksheets are only accepted if a student participates in the class negotiation or is an assigned observer.**

Chapter Outlines

Students will complete chapter outlines for chapters 1-8 of the textbook. The due dates are listed in the schedule below. Each outline will be submitted to schoology and due before class begins. Please read the instructions in Canvas for these assignments. Students will be called on to share his/her outlines in class. **No AI is to be used to outline the chapters.** No late outlines are accepted.

Peer Feedback

Each student will complete peer feedback for his/her classmates after each simulation. Feedback is an integral part to learning and growing. This is an important part of your journey as well as your peers. This will be discussed in more detail in class.

Final Exam: A comprehensive essay final exam will be given at the end of the course. Part I is a take home exam and Part II is an individual oral exam.

GRADING: Grading for all assignments:

The assignment should be free of typos, grammatical mistakes, and misspelled words. Be sure to proofread your assignment before submitting. Each assignment is graded on a 100 point scale the criteria for grades will be based on the descriptions below. Within each of the given range of points the final grade will be up to the instructor to determine.

<u>Grade Range</u>	<u>Description of grade rationale</u>
<u>90-100</u>	The assignment fully meets the requirements, is free of grammatical mistakes, and demonstrates clear understanding of assignment. [Note: To earn a grade of 95 or above the assignment will demonstrate exceptional content and effort.]
<u>89-80</u>	The assignment represents a solid effort with an understanding of the assignment, yet is presented with some gaps in analysis, grammar or structural construction.
<u>79-70</u>	The assignment meets the minimum expectations for the assignment and/or includes two or more grammatical, structural or analytical errors.
<u>69-60</u>	The assignment demonstrates a lack of understanding of the assignment requirements and/or includes multiple grammatical, structural or analytical errors.
<u>59 and below</u>	The assignment is below expectations and the submission is unacceptable and/or demonstrates little to no effort and is littered with errors or is submitted past the due date.

Basis for grade evaluation:

Preparation Worksheets	25%
Reflection Journals	35%
Individual chapter outline	15%
Peer Feedback	05%
Final examination	20%

The following scale will be used to determine your final grade:

Note: A student must earn 95 points to receive an A.

93 -100 = A	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	0 - 59 = F
90 - 92 = A-	84 - 86 = B	74 - 76 = C	64 - 66 = D	
	80 - 83 = B-	70 - 73 = C-	60 - 63 = D-	

Students are expected to exhibit professional business behavior in this class. You are expected to be in class promptly at the scheduled start time. If you have to leave early or arrive late, you should inform the instructor in advance, in person or e-mail. If because of tardiness or leaving class early you are not present at the time of a quiz, you will not be allowed to make it up.

How to Do Well in This Class:

In the past, students have asked me how to improve their grades in this class. There is no substitute for hard work! In addition, I believe the following are necessary if you want to earn a B or above:

- Attend class and take GOOD notes. Do not try to find the material in the text and underline it. Take notes on paper in your own words. The act of writing reinforces learning.
- Read material before it is discussed and check Canvas regularly.
- Justify all answers on written assignments. I cannot read your mind, so you must explain your opinions, positions, arguments, etc.
- Begin working on assignments early; do not wait until the night before the assignment or case is due.
- Make an effort to work in a collegial, supportive manner with your fellow class members, and speak with me as soon as you encounter problems or personal difficulties; do not wait until the end of the course when it is too late.
- When you have role plays 1) stay in role; 2) do not share your material after/if you reach agreement; 3) do not invent facts for the case or role play.
- Turn off cell phones in class. No texting or checking email on computers except at breaks.

AI USE POLICY

Instructor's Use of AI

AI has not been used in the creation or design of this course, including the development of any assignments or assessments. The course content and materials have been carefully crafted to provide you with an engaging and effective learning experience.

Student's Use of AI

The use of AI in completing assignments, projects, or any **course-related work is strictly prohibited**. All assignments must be completed independently without the assistance of AI tools or services. If I suspect that AI was used inappropriately for any assignment, this will be considered a violation of the Belmont Honor Code.

By adhering to this policy, you contribute to maintaining the academic integrity and quality of the course.

ACCOMMODATION OF DIABILITIES:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Office of the Dean of Students located in the Beaman Student Life Center (460-6407) as soon as possible.

Academic Honor Code: The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the University. As members of the Belmont community, students, faculty, staff, and administrators are all responsible for ensuring that their experiences will be free of behaviors, which compromise this value. In order to uphold academic integrity, the University has adopted an Academic Honor System. Students and faculty will work together to establish the optimal conditions for academic work of the highest integrity.

“In affirmation of the Belmont University Statement of Values, I pledge that I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports, or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.”

If I suspected a student has violated the honor code, he/she will be subject to honor court proceedings. Penalties for breaching the honor code may include receiving an F on the assignment, an F for the course, or and FX for the course.

Note: This is a tentative schedule and is subject to change at the instructor's discretion. You are responsible for all changes announced in class.

Date	In Class	Hand in/Read for this class
August 26	Lecture 1 Introduction Role Play Case 1	• Upload photo in Canvas • Read and Outline Chapters 1-2 in Getting to Yes (8/29 11:59pm) • Submit Learning Journal Reflection Worksheet (8/29 11:59 pm)**NOTE: this is the ONLY Reflection Worksheet due 3 days after the role play
September 2	Lecture 2 Role Play Case 2	• Read and Outline Getting to Yes, Chapters 3-6 • Complete and Submit preparation worksheet for College Town • Complete and Submit Learning Journal Reflection Worksheet (9/4 11:59pm)
September 9	Lecture 3; Role play Case 3	• Class Discussion • Read and Outline Getting to Yes, Chapter 7-8 • Submit Preparation Worksheet Internship • Submit Learning Journal Reflection Worksheet (9/11 11:59pm)
September 16	Lecture 4; Role play Case 4	• Complete Preparation Worksheet Theotis Wiley • Submit Reflection Journal worksheet (9/18 11:59pm)
September 23	Lecture 5 Role play Case 5	• Complete Preparation Worksheet Mtn View Farm • Submit Reflection Journal worksheet (9/25 11:59pm)
September 30	Role play 6	• Complete Preparation worksheet (Case TBD) • Submit Reflection Journal worksheet (10/2 11:59pm)
October 7	Final Exam	Submit Take home final- Par I, complete Oral Final Exam Part II Class Debrief

