



REAL*3880 Topics in Housing Sales and Negotiation

Winter 2020

0.5 Credits

General Course Information

Instructor: Paul Anglin
Email panglin@uoguelph.ca
Office Location MINS 213F
Office Hours Mon. & Wed. 2:30- 3:30 or by appointment, generously given
Department/School Marketing and Consumer Studies

Class Schedule: Mondays and Wednesdays 4:00- 5:20; MINS 207

Pre-requisites: Instructor's consent (mostly, B.Comm. student with at least 10 credits)

Course Description

Lecture-discussion or seminar on a selected topic or area of specialization related to housing to be conducted by faculty with special interests or expertise in the area. Students should confirm with the department prior to course selection what topic(s), if any, will be offered during specific semesters.

Course Learning Outcomes

In some ways, this course focuses on a process rather than a specific set of outcomes or formulas. The process uses ideas which can be isolated and studied separately, but the power of the process comes from combining ideas. Upon successfully completing this course, you will:

- a) Apply sales processes, including developing a marketing plan using 4Ps, AIDA.
- b) Develop your soft skills, including Active listening, Communicating so that others hear, Building relationships, Dealing with rejection, Identifying a problem and Problem solving.
- c) Analyse the effects of situation and effects of personality on the outcome of a negotiation, including ZOPA, BATNA, position-based vs. interest-based bargaining; Trust, body language, ethics, personality types; Using tactics effectively and recognizing when others use those tactics; Evaluating different pricing mechanisms: take it or leave it, personal

negotiations, auctions.

Knowledge, Understanding and Transferable Skills:

Wise negotiators do more than make demands. Success requires understanding the motives and constraints which affect the person on the other side of the negotiating table. And, long before deploying various tactics and strategies of negotiations, one must understand the process of “Sales” which brings them (and others) to that table. The effectiveness of a strategy depends on an understanding of the situation: e.g. the usual stuff of a situation analysis plus information asymmetries (which enable bluffing, signaling and screening), relationship vs. transaction orientations as well as a positional vs. interest-based perspectives on what it means for a negotiation to be successful.

Attitudes and Values

Success during any sales or negotiation process is about being flexible, considering the perspective of the other player(s), and communicating.

Summary of Course Content and Materials

Class	Date	Topic	Readings
1	Jan. 6	Basics and Big Ideas	
2	8	Sales: Review of concepts	J& L Ch. 1 & 7
3	13	Making a marketing plan	J& L Ch. 2 & 8
4	15	Details and Nuances	J& L Ch. 3 & 4
5	20	Case Study: <i>Pricing and Partnership at Zillow</i>	
6	22	Sources of value and monetizing them: Price is a complicated concept	Marn, M. and R. Rosiello, 1992. “Managing price, gaining profit”, <i>Harvard Business Review</i> , Sept.-Oct., 84-94. https://hbr.org/1992/09/managing-price-gaining-profit
7	27	Case Study: <i>Revenue Maximization: Apartment Rental Units</i>	
8	29	Guest Speaker: Ryan Bobyk (CBRE)	
9	Feb. 3	Sources of bargaining power and bargaining position	HBR CH. 1, 11 & 5
10	5	Guest Speaker: Shopify Feb. 6 @ 5:30 Location TBA	
	10	Strategic reasoning	1/ See notes posted online 2/ A.J. Jaffe; S.X. Yang, 1997, “Fun and games in real estate leasing”, <i>Real Estate Finance</i> ;

			Summer 1997, 55- 62 (see UoG Library for online copy)
11	12	Case Study: <i>Hamilton Real Estate</i>	To be distributed in class
12	17-21	Winter Break	
13	24	Guest Speaker: Librarian on research methods	
14	26	Dealing with uncertainty: Cost of risk, asymmetric information & contingencies	HBR CH. 2& 3
15	Mar. 2	Jonathan Ferris (lawyer for UGFA)	
16	4	Psychological aspects and cultural aspects	HBR Ch. 6, J& L Ch. 5.4- 5.7
17	9	Exercise: <i>Card Master Case</i>	https://hbr.org/2003/10/the-chinese-negotiation ????????
18	11	Auctions	HBR Dec. 2009 Negotiation? Auction? A Deal Maker's Guide https://hbr.org/2009/12/negotiation-auction-a-deal-makers-guide
19	16	Guest Speaker: Sotheby's	
20	18	Case Study: <i>The Bullard Homes</i>	To be distributed in class
21	23	Ethical aspects of sales and negotiations	HBR Ch. 9, J& L Ch. 6
22	25	Negotiating in a competitive environment	
23	30	Presentations	
24	Apr. 1	Presentations	

Course Assessment

			Associated Learning Outcomes	Due Date
Assessment 1:	20%	Case Reports	LO a)- c)	<i>Jan 20 and 27 Feb. 13 and April 1</i>
Assessment 2:	20%	Reflection Reports	LO a)- c)	<i>April 1</i>
Assessment 3:	20%	Participation and performance in selected classroom exercises	LO a)- c)	
Assessment 4:	40%	Research Report and Presentation	LO a)- c)	<i>March 26</i>
Total	100%			

Teaching and Learning Practices

To enable you to adapt your negotiating strategy in a way which benefits both you and those on the other side, the classes use a variety of approaches: theory, role playing, self-reflection, independent research on a topic of your interest and guest speakers.

Attendance: This course involves substantial discussion designed to identify the scope of a

problem before attempting to resolve it. Thus, attendance and participation are encouraged. It will also help to read the relevant material before arriving in class, in order to know what might be confusing and to ask clarifying questions.

Course Resources

Required Text:

(HBR) Daniel Kahneman, Deepak Malhotra, Erin Meyer, Max H. Bazerman, 2019. *HBR's 10 Must Reads on Negotiation*, Product #: 10276E-KND-ENG

<https://store.hbr.org/product/hbr-s-10-must-reads-on-negotiation-with-bonus-article-15-rules-for-negotiating-a-job-offer-by-deepak-malhotra/10276>

Other Resources:

(J& L) Jobber, D., and G. Lancaster, 2015. *Selling and Sales Management*, Pearson, Harlow U.K. Available through the UG library as an online resource (if off campus, you will need to sign in to get access: <https://www.lib.uoguelph.ca/campus-login>)

Sources whose ideas I may repackage into selected classes

<https://www.pon.harvard.edu/>

<https://www.pon.harvard.edu/free-reports/> (free sounds good)

<https://sps.northwestern.edu/professional-development/negotiation/>

Cohen, H., 1982. *You Can Negotiate Anything: The World's Best Negotiator Tells You How To Get What You Want*, Bantam, BF 637.N4 C55

Podcast: Slate Academy on Negotiations (2011) <https://slate.com/business/negotiation>

#2 is pretty good at identifying themes

#5 on jerks, on dealing with liars and, if asked a direct question, on how to avoid lying

#8 Real Estate

#10 Negotiating a Salary

Osborne, M.J., and A. Rubinstein, Ariel. 1990. *Bargaining and markets*, Toronto, Academic Press, 1990, HB 144.O73

Course Policies

Grading Policies

Sickness: If you are forced to miss a graded item for reasons outside of your control, please bring me a doctor's note or other evidence within one week. If accepted, the weight for that test will be divided amongst the other graded items. To the best of your ability, I expect you to tell me of a situation ASAP.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments: A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

Academic Misconduct:

Do **not** copy work done by others except with proper acknowledgement. **I assume that anything submitted by you and written without quotation marks represents your work.** Please note that such issues are a special problem with group work and that each member of your team is responsible for the work of every other member.

Mostly, I trust you to act ethically because there are many reasons for you to do your own work. Any test or assignment is not just used to judge how well you can repeat what was told to you. The most important reason for you to do your own work is that no project that you will see in the real world will look exactly like the test or exercise that you are being graded on. The most interesting projects in the real world will involve things that are too new to be included in any textbook (for example and even if lots of material is available for the topics of any one lecture, I could not find any textbook which focuses on the ideas explored in this course). The best students take advantage of these guided opportunities to go beyond what is taught in class. For these reasons, the process by which you arrive at an answer (and your explanation) is at least as important to you as the answer itself.

Other reasons for you to do your own work include understanding the process of how the work is done so that you can do better in the future: e.g. finding good sources, citing sources properly, explaining the work of others in your own words, interpreting their ideas in a particular context, Many of the problems labelled as “academic integrity problems” result from poor time management or from carelessness. Since potential employers are also concerned about these habits, any concerns about “academic integrity” are not isolated to the university.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

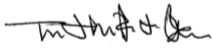
Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is April 3, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Date Submitted to Chair:	
Chair Signature (Approval):	
Date Approved by Chair:	