COURSE DESCRIPTION

Negotiations can change your life. Why? Because negotiations is about figuring out what you truly want, challenging your assumptions about how to get it, and learning new tools to go after it with confidence. Negotiations is ultimately a class about behavior change. Students walk into class (or this year hop online) with a particular “go to” negotiations strategy (for some that strategy is to avoid negotiating!). Students leave this class with new behaviors that can help them increase their salaries, manage difficult colleagues, creatively merge companies, properly deploy agents and, yes, even win negotiations with their children.

We do this by introducing students to the theory and practice of negotiation. Throughout the course, students learn a conceptual framework about how to negotiate. Students learn about the importance of a deep understanding of the context of the situation, the structure of the negotiation, the interests of the other parties, the opportunities and barriers to creating and claiming value on a sustainable basis, and the range of possible moves and countermoves both at and away from the bargaining table. Students receive hands-on experience negotiating. Through participation in negotiation role-play exercises, you will have the opportunity to practice your powers of communication and persuasion, and to experiment with a variety of negotiation tactics and strategies. The negotiation exercises draw from a wide variety of contexts; their aim is to provide concepts and tools that apply to all types of negotiations, ranging from job offers to international environmental and security problems. During most class time, you will either negotiate or discuss the results of negotiations that you previously conducted. This semester all negotiations will take place virtually. Please see the section on this syllabus called “virtual learning environment” for more information about how we will leverage the virtual world.

After each negotiation exercise, you will engage in a class discussion that develops hypotheses regarding the effectiveness of certain behaviors, tactics and strategies, and suggests appropriate analyses that may be useful for future negotiations. The tools and strategies uncovered in class are then developed further through a series of readings that are assigned each week. The readings enhance and extend the messages developed in the class discussions. Taken together, integrating theory with practice leads to behavior change. By the course’s end, you should be able to confidently approach most any conflict or negotiation: analyzing its nature and plotting an approach that will give you the best shot at achieving your goals.
THRIVING WITH LEARNING CHALLENGES AND SPECIAL NEEDS ACCOMMODATIONS

My goal and responsibility is to make sure everyone in this course will thrive when they work to the best of their ability. If you require special assistance, especially in this online learning environment to thrive, please let me know before the course starts or during the opening weekend. Please contact me, the professor, directly. This includes, special needs assistance and any other learning accommodations.

VIRTUAL (ZOOM) LEARNING ENVIRONMENT

Our class will take place in an online virtual environment. I will do everything I can to make sure that this is an effective, stimulating and fun learning environment even if we cannot be together at this time. The on-line format will provide several advantages, which include:

1. Leveraging a technology (video conferencing) that increasingly is being used for business negotiations (although learning and skill-building in the course will transfer to face-to-face settings, negotiating in the context of video conferencing will be timely and important).
2. Having more time for each simulated negotiation (in the face-to-face format, there occasionally is a little too much time pressure).
3. Facilitating the recording of more of the negotiations (video recordings will enrich post-negotiation review).

IDecisionGames: This fall, for the very first time, I will be experimenting with a new LMS (Learning Management System) called iDecisionGames. This platform automates many functions, such as access to negotiation case/exercise materials, team assignments, scoring of outcomes (for quantitative negotiations), graphical displays of outcomes, trends across negotiations for each person, and so on. The platform is being used at UT, Duke, Stanford, and several other institutions. To learn more, see the included document entitled “Revolutionize How You Teach TNRC Negotiation Exercises and Role Plays (from the Program on Negotiation at Harvard Law School).

Zoom: We will also use Zoom. I am sure you are all familiar with zoom. If you are not please reach out to our TA and let us know. Our expectations for zoom are as follows:

- During class time please leave your camera on. If it has to be off please let me know in the chat room.
- When not speaking please keep audio muted. This minimizes feedback.
- You can use both your actual hand and the virtual hand-raising tools. We can build class expectations around this as we go.
- Feel free to use the chat room for some comments but this should not be your primary mode of communication because I will not always be able to respond to both chat and real-time comments and questions.
Slides will be posted before each class in Courseworks.
**READINGS**

All readings are **optional** and are intended to be an additional resource for students to use to further develop their base of knowledge and skill set. However, it is worth noting that you are more likely to be successful on the optional final project if you demonstrate an understanding of the material covered both in class and in the readings. All readings are available on Canvas.

**Optional Textbook:**


**I like this book because it is useful for delving into basic concepts and fundamental negotiation frameworks. The book above is shorter and more condensed than the book by the same authors called “Negotiations, 8th edition.”**

**GRADING**

**Attendance and participation (20% of your grade)**

You are expected to attend all sessions by zoom. Please note that attendance in the first session is mandatory for the Managerial Negotiations elective. In addition, you are expected to be prepared with whatever readings or case materials are assigned. If you cannot attend a specific class, notify the TA by email ([fp2224@columbia.edu](mailto:fp2224@columbia.edu)) as far in advance as possible. Because many sessions revolve around role-plays in which partners are assigned in advance, an unexpected absence typically has negative effects on other people. Accordingly, unexcused absences and/or absences without notification will result in a lower course grade.

**Class participation:** This is a class in which students generally participate with ease. Care should be taken to actively build upon classmates’ comments by extending them or respectfully disagreeing and providing supporting evidence of a different perspective. Consistent reasonable contributions will be evaluated with a “check.” The most valued comments or questions are those that move the class beyond the current discussion toward a deeper level of reflection or understanding. Only consistent performance at this level will earn a check+ as a participation grade.

Valerie Purdie-Greenaway
Managerial Negotiations
Exercise Preparation and Reflection: When cases are assigned, students are expected to fully prepare in advance and be prepared to debrief how the negotiation went afterwards.

Here are some matters that you might address in your preparation sheet:

- **Agenda.** How will you constrain the issues on the table? Is there an order in which you prefer to discuss certain matters? Are there issues that you will wait for them to raise?
- **Questions.** What can you ask in order to figure out how far they can be pushed? What can you ask to figure out what they care most about?
- **Target.** What’s the value of the deal you’d like to reach? What’s the worst deal that you would accept rather than an impasse—walking away from the negotiation without a settlement?
- **Arguments.** What are some rationales or framings you will introduce? How will you persuade the other party?
- **Tactics.** What ploys or techniques would fit with the setting and your bargaining position?

**Preparation:** Preparation for the exercises is vital. You should read your role carefully. Try to take on the perspective of your character and plan a coherent set of tactics. As you prepare for each negotiation take notes related to your preparation strategy and be able to discuss in class.

**Debrief:** Debriefs serve as a means to capture your insights and feedback from negotiation exercises in a systematic manner. Debriefs also aid in tracking skill acquisition and development over the semester. At the end of each negotiation, I will give you explicit instructions as to what to prepare (e.g., outcomes, survey items, etc.). Most of the time, you will submit your outcomes and be prepared to discuss what happened during the negotiation.

**Scored Simulations and Preparation Sheets: (20% of your grade)**

Performance in scored Simulations will be evaluated and counted as follows:

Two players (1 vs. 1): In exercises involving two single players, the outcome for each player will be recorded with the instructor. For all students adopting the same role, grades for each scoreable simulation will be assigned by using the distribution specified for elective courses. For example, top 25% in each role will receive H+ next 35% will receive an H, the rest will receive a H-.

Teams: In exercises involving teams, each team’s performance will be evaluated as above and the team’s score will apply to each member of the team.

Each student’s negotiation simulation score for the course will be equal to the average of the scores for all scoreable exercises.
Preparation sheets will be evaluated and counted as follows (H+, H, H-) totally 10% of the Scored Simulation Grade and Preparation Grade. Some of the cases will require preparation use preparation sheets. This is specified at the end of the syllabus.
Assignments (25%)

Please upload all assignments to Canvas unless they are completed in IDecisionGames. I will always let you know due dates and how to submit them at the opening of each class. More information about all of the assignments is available via the Canvas website.

Online Assessment. There are three online assessments. Please complete the first online survey by Thursday, September 10th. The second online assessment is due by Monday September 14th. The final survey is due prior to session 13. (Approximate completion time: 10 minutes, 15 minutes, 15 minutes, respectively).

Tactic Table. Construct a table of “hardball” tactics based on the material in the two readings provided: (1) Lewicki et al (Chapter 2, pp 52-60) and (2) Fisher & Ury (Chapter 8). The table should have three columns: a column for the tactic name, a column with a description of what the tactic entails, and a column with a list of strategies one can implement to counter the hardball tactic. Upload the table to Canvas. (Approximate completion time: 60 minutes).

Peer Video Analysis. This exercise will give you a chance to reflect on how you and others negotiate, to help a classmate develop his/her negotiation skills, and to develop your own. You will analyze the negotiation of a classmate and provide feedback and comments. After receiving the feedback, I encourage you to reflect on your performance in light of the feedback from your peer. The deliverable is a set of at least three comments, emailed to your assigned peer and cc’ing the course TA. (Approximate completion time: 45 minutes).

Phone Negotiation Worksheet. To practice applying basic negotiation skills, you will be asked to call a customer service representative (an agent employed by your phone carrier, cable/Internet service provider, credit card company, etc.) and attempt to negotiate a better deal. There are two requirements: the negotiation must happen over the phone, and you are not to reveal that you are calling as part of a class assignment. The deliverable for this assignment is the phone negotiation worksheet. Please note that the worksheet features pre- and post-negotiation sections. The former should obviously be completed prior to the negotiation, and the latter after the negotiation. (Approximate completion time: 90 minutes).

“Score a Deal” Exercise. This assignment was designed to probe and solidify your understanding of the multi-attribute value analysis (MAV) approach for clarifying tradeoffs between qualitatively different issues in multi-issue negotiation settings. Please answer the four questions, using the Ames et al. “Scoring a Deal” handout as a guide. Upload your responses to Canvas. (Approximate completion time: 60 minutes).
“Go Get a Deal” Negotiation Report (20%)  

To encourage you to think about the many everyday opportunities you have to negotiate, and to improve your negotiation skills further, you are asked to go out and negotiate a deal. By Session 13, you must engage in a negotiation for a good or service and submit a written report. There are three rules for this assignment:

1. It must be more complex than the phone negotiation. Ideally, you should negotiate at least some portion of it in “zoom” person (i.e. face to face online).
2. You may not tell the person you are negotiating with that this is for a class project until the negotiation is complete (after which you can decide whether or not you want to tell them this).
3. You must follow through with the transaction if the other party meets your target price (i.e. you must negotiate “in good faith”).

For the assignment, you will submit an analysis of the negotiation that includes two sections: a planning section and a post-negotiation analysis. The planning section should include your aspiration point, your reservation price, your BATNA, and your planned negotiation strategy (efforts to shape the process, to improve your BATNA, your planned persuasive moves, power moves, rapport--building moves, concession pattern, etc.). The post negotiation analysis should describe the events of the negotiation and your assessment of the negotiation outcome, your perception of the strategies you used successfully and unsuccessfully, your assessment of the strategies used by your counterparty, what you learned from the negotiation, and what you would do differently in the future. Consider including 3-4 citations (parenthetical or footnoted) from relevant course readings. The final paper should be 4-6 pages, double-spaced.

You will be graded on: 1) the thoroughness of your negotiation preparation, 2) the quality (appropriateness and intention; be sure to explain the rationale) of your negotiation strategy, and 3) the rigor of your post-negotiation analysis.

Final Project (20% of your grade)

The final project involves writing either a paper or negotiation case/exercise that demonstrates your knowledge of the course concepts and readings. It should go beyond the class concepts in its close scrutiny of a particular bargaining context or dynamic. This project is NOT mandatory. If you would like an “H” in the class, doing the assignment is necessary (but not sufficient to guarantee an “H”). The final project is due by Session 13. Please note: Under no circumstances will I accept late submissions.

If you choose to create a negotiation case/exercise, you must produce: case roles/materials, a 1-2 page debrief guide, and an excel analysis spreadsheet (if appropriate).
If you choose to write a paper, it should be 10-12 pages in length (12 pt. font, double spaced). Appendices can be attached as needed to illustrate or document points in the body of the paper (tables, timelines, etc.).

The following paper formats have worked well in the past:

- **Historical study.** Analyze a deal/treaty/conflict through library research and/or interviews.
- **Consulting project.** Analyze a manager’s or company’s current challenge and develop recommendations.
- **Social science study.** Conduct an experiment or survey investigating the dynamics of a particular negotiation situation.
- **Handbook of tactics.** Provide an overview of the negotiation challenges common in an industry (e.g., Management Consulting) and describe some tools for effectively managing these challenges.
- **Business plan.** Propose a business concept related to negotiation/collaboration/resource allocation/trading/group decision making/networking etc.

Note: Some assignment dates are subject to change. Please refer Canvas for updates.
GROUND RULES FOR NEGOTIATIONS

These are some ground rules for our course and the role-play exercises:

1. You are expected to be prepared and on time for all negotiation exercises.
2. You should not show your confidential role instructions to other parties during a negotiation, nor should you read them or quote them.
3. You should “ad lib” in these exercises to provide rationales and explanations for your character’s preferences—say things you think the character would say. You should adopt the given payoff tables as reflecting your preferences. You should not make up facts that materially change the power distribution of the exercise.
4. It is tempting sometimes to promise certain resources from one’s organization to “sweeten the deal” for your counterpart. Don’t do so, unless role information suggests that these resources exist and that you have discretion over them.
5. Please wait until the class debrief to reveal your preferences/payout table.
OVERVIEW OF COURSE SESSIONS

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<td>B6: Interest-Based Bargaining</td>
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<td>B13: Final Project</td>
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MODULE 1: TWO PERSON, SINGLE ISSUE NEGOTIATIONS

Session 1 (Cars) Course Overview & Orienting in the ZOPA
Optional Readings: none
Assignment up next: Complete the second online assessment survey by Monday,

Session 2 (Fang/ Message) Value-Claiming Skills
Optional Readings: none
Assignment up next: Construct table of “hardball” tactics from Lewicki chapter (due before Session B-3).
Complete the Peer Negotiation Analysis (due before Session B-3)
Preparation Sheet for Berkeley Bikes (due before Session B-3)
MODULE 2: TWO PERSON, MULTI-ISSUE NEGOTIATIONS

Session 3 (Berkeley Bikes) Creating & Claiming Value: Advanced Tactics I

Optional Readings: Lewicki, “Strategy and Tactics of Integrative Negotiation”
Putnam, “Are You Asking the Right Questions?”

Assignment up next: Preparation Sheet for Moms (due before Session B-4)

Session 4 (Moms) Creating & Claiming: Advanced Tactics II

Optional Readings: Medvec & Galinsky, “Putting More on the Table: Multiple Offers”
Bazerman and Gillespie, “Betting on the Future”
Fisher & Ury, “Insist on Using Objective Criteria”, Ch 5

Assignment up next: Preparation Sheet for Global Consulting (due in Session 5)

Session 5 (Global Consulting) Creating & Claiming: Advanced Tactics III

Optional Readings: Essentials of Negotiation, Chapter 3

Assignment up next: Preparation Sheet for Texoil (due in Session B-6)
Phone Negotiation Worksheet (due in Session B-6)
MODULE 3: COMPLEXITIES

Session 6 (Texoil) Interest-Based Bargaining

Optional Readings: Malhotra & Bazerman, “Investigative Negotiation”
Fisher & Ury, “Focus on Interests, Not Positions”, Ch 3

Assignment up next: Score a Deal Exercise (Due in Session B-7)
*No prep sheet for Comparative Advertising

Session 7 (Comparative Advertising) Trust and Cooperation

Optional Readings: Shell, “First Foundation: Your Bargaining Style”
Axelrod, The Evolution of Cooperation, Ch 6, 7
Malhotra, “Will You Negotiate or Litigate”

Assignment: Preparation Sheet for Hampstead (due in Session B-8)
MODULE 4: MULTIPLE PARTIES

Session 8 (Hampstead) Principles, Agents & Third Parties

*Optional Readings:* Shell, “Bargaining with the Devil”  
Malhotra & Bazerman, “Confronting Lies and deception”

*Assignment up next:* Preparation sheet for Tompkins-Bowden (Due in Session B-9)

Session 9 (Tompkins-Bowden) Multi-party Negotiations

*Optional Readings:* Lax & Sebenius, “Get All the Parties Right”

*Assignment up next:* No Prep. Sheet due for Green Gauge

Session 10 (Green Gauge) Mediation

*Optional Readings:* Ames, “Map the Players, Change the Game”  
Watkins, “Managing Conflict” (Chapter 7)

*Assignment up next:* Preparation Sheet for Metropolitan Towers (due in Session B-11)

Session 11 (Metropolitan Towers) Multi-party, Multi-Issue Negotiations

*Optional Readings:* Benoliel & Cashdan, “Enhance Your Negotiating Power”  
Susskind “Handle With Care”

*Assignment:* Go Get a Deal Report due before session B-13

Session 12 (Hannah Bowles Riley case) Gender, Culture and Status in Negotiations

*Optional Readings:* Readings TBD

*Assignment up next:* Go Get a Deal Report due before session B-13  
Optional Final Project due on session B-13

Session 13 (discussion of “Go Get A Deal” Reports) In Conclusion

*Optional Readings:* Lewicki, “Best practices in Negotiation”, Ch12  
Fisher & Ury, “In Conclusion”

*Assignment:* Optional Final Project due this session
ASSIGNMENTS AND DEADLINES

Please upload a copy of ASSIGNMENTS to Canvas in advance of the session.

Please UPLOAD NEGOTIATION PREPARATION SHEETS AFTER class.

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<th>Due Date</th>
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