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| columbia_biz_logo | **Managerial Negotiations (B8510)**  **Fall 2019, MBAs | Warren Hall**  Professor Malia Mason  TBD (Course TA) |

\*this is a DRAFT copy subject to change

**Course Objectives**

Success in business and beyond requires agreement and collaboration with other people. Whether you are a customer cutting a deal with a supplier, a potential co-investor in a start-up company, or a CEO seeking a strategic alliance, triumph depends on the capacity to negotiate and manage interdependencies.

Among other things, effectiveness at the bargaining table requires:

1. ° The strategic skill to claim your fair share of the goods;
2. ° An alacrity for creating value and executing deals others overlook;
3. ° The sophistication to steer clear of the pitfalls that plague most bargainers;
4. ° Insight into your own values, and the ethics that drive others’ behaviors;
5. ° The capacity to forge relationships with people whose backgrounds, expectations, and values differ from your own; and
6. ° A willingness to reflect on and learn from your experience.

This course seeks to develop these skills and provide students with frameworks for analyzing negotiations at a more sophisticated level. We give you the opportunity to identify your strengths as a negotiator and to work on your weaknesses. The course will provide a conceptual framework to diagnose problems, promote agreement, and cut your losses where warranted. More importantly, this course is an opportunity for you to experiment with different techniques and to explore what does and what does not work for you at the bargaining table.

**Course Format**

Negotiation and conflict ultimately come down to behaviors—how a manager opens a potentially volatile conversation, how a mediator uncovers information, how a negotiator frames an offer or a concession. Practicing these behaviors, and understanding how other parties perceive and react to them, is essential to improving as a negotiator. This course provides continuing opportunities for hands-on practice and also provides feedback, discussion, and occasions for reflection.

Through role-play exercises, lecture, reading, and discussion, the course begins with basic dynamics in negotiation and adds complexity in stages, including multiple issues, multiple parties, agents, teams and coalitions. Some exercises involve numerical analyses; others revolve around qualitative conflicts. By the course’s end, students should be able to confidently approach most any conflict or negotiation: analyzing its nature, understanding their own objectives, and plotting an approach that will give them the best shot at achieving their goals.

**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. Students who do the additional readings tend to get more out of the course because the readings reinforce what we learn in class. I leave it to you to decide whether you want to take advantage of this resource during the semester or in the future.

**Textbook:**

Lewicki, Saunders, & Barry (2007). Essentials of Negotiation, McGraw-Hill, 5th edition

**Grading**

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

You are expected to attend all sessions. Please note that attendance in the first session is mandatory for the Managerial Negotiations elective. In addition, you are expected to come to class having prepared the negotiation case that was assigned for that particular session. If you cannot attend a specific class or expect to be late, please notify us of your absence through our online attendance notification system with as much advanced notice as possible:

[https://tinyurl.com/](https://tinyurl.com/ybdj2a4c)

Because many sessions revolve around role-plays in which partners are assigned in advance, an unexpected absence typically has negative effects on other students in the class. Accordingly, unexcused absences and/or absences without notification will result in a loss of participation points.

Participation includes both active, substantive involvement in role-play simulations and discussion and comments in class (quality is more important than quantity).

**Preparation Sheets (15% of your grade)**

Preparation for the role-play simulations is vital. You should read your role very carefully. Try to take on the perspective of your character and plan a coherent set of tactics. On the final page of this syllabus, you can find a list of the cases for which I expect students to submit preparation sheets. For these particular negotiations, I ask that you upload a copy of your planning sheet to Canvas *prior to class*. For some of the simulations I will give you explicit instructions on the form your preparation sheet should take (e.g., excel spreadsheet, party map, etc.). For others, I leave it to you to decide how best to prepare.

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

* *Agenda.* 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?
* *Resistance Point or Reservation Price.* 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 be appropriate in this situation?

**Assignments (25%)**

Please upload all assignments to Canvas **in advance** of their deadline. Where specified, please bring a copy of the assignment with you to class. More information about all of the assignments is available via the Canvas website.

**Online Assessment.**  Please complete the online survey by **Sunday, August 31st at 11:59pm**. (Approximate completion time: 15 minutes).

**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 assignment is due **by Session 2.** 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: 45 minutes).

**Peer Videos 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 review the video of a classmate to whom you have been assigned and provide some 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. The assignment is due **by Session 3** (Approximate completion time: 60 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. These are due **by Session 4.** Please upload the worksheet to Canvas (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. The assignment is due **by** **Session 6.** 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 **Sunday, October 14th at 11:59pm** you must engage in a negotiation for a good or service and submit a written report. There are three rules for this assignment:

1. You must negotiate at least some portion of it in person (i.e. face to face). You may not conduct the entire negotiation over the phone or email.
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. The final paper should be 5-7 pages, double-spaced.

You will be graded on: 1) the thoroughness of your negotiation preparation, 2) the quality of your negotiation strategy (appropriateness and intention), 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 **Sunday, October 21st at 11:59pm**. Please note: Under no circumstances will I accept late submissions. Please also note that I do not accept “recycled” papers and projects, i.e., lengthened or abridged deliverables that were used in other classes.

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.

**Policy On Late Assignments**

If you cannot complete a prep document or an assignment by its deadline and you feel like you deserve an extension, please email Professor Mason with an extension request **in advance**. Good reasons include such things as: there was a hurricane in my home city, there was a death in the family, I had an inflamed appendix that required surgery, and so forth. “I have a work deadline,” is not a good reason as your peers have similar constraints and they are making the tradeoffs required to submit assignments on time. Happy to grant extensions as needed provided you have a legitimate reason for the request.

If you’re a few minutes late with your deliverable—if you upload it within ten minutes of the deadline—we will accept it and consider it on time. Let’s be honest, Canvas is not always reliable. If for some reason the system is down, please just email the deliverable to the course TA (email).

Note the one exception to this late policy is the Optional Final Project. I do not give extensions on this deliverable because “H” grades are reserved for students who demonstrate they are *exceptional*. If you feel that your particular situation should be considered an exception, please speak to OSA and have them contact me directly with a request to grant you more time.

**Course Development and Research**

Because I want to encourage experimentation, I do not grade based on your negotiation outcomes. Yet I do carefully record the outcomes and, for some exercises, your answers to questions in the exercise materials. Sometimes I will show the overall patterns in this data to demonstrate points about negotiation principles. The data are also used in a continual process of refining exercises and developing new ones. Just as prior students have contributed to your learning experience by contributing this data, you will be contributing to future classes by answering questions about your outcome and tactics in the course of the exercises. Identifying information is removed from the datasets after the term ends, so the records become anonymous at this point. At times in the past, faculty have drawn on these “anonymized” datasets reflecting years of classes for statistical analyses related to research hypotheses concerning negotiation dynamics. If you prefer that any records from your participation in class be deleted from datasets if they are used for any research purpose, please tell the instructor or teaching assistant and your record will be deleted after the class is complete.

**Ground Rules**

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 are expected to put your laptop away during class.
3. You should not show your confidential role instructions to other parties during a negotiation, nor should you read them or quote them.
4. 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.
5. 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.
6. Please wait until the class debrief to reveal your preferences/payout table

**Overview of Course Sessions**

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| **Session** | **Date** |
| S1: Overview & Orienting in the ZOPA | Wednesday, September 5th |
| S2: Value-Claiming Skills | Monday, September 10th |
| S3: Interest-Based Bargaining | Wednesday, September 12th |
| S4: Creating & Claiming: Advanced Tactics 1 | Monday, September 17th |
| S5: Creating & Claiming: Advanced Tactics 2 | Wednesday, September 19th |
| S6: Mistrust & Interdependencies | Monday, September 24th |
| S7: Team-on-Team Negotiations | Wednesday, September 26th |
| S8: Principals & their Agents | Monday, October 1st |
| S9: Coalitions & Bargaining Power | Wednesday, October 3rd |
| S10: Multi-Party Negotiations | Monday, October 8th |
| S11: Multi-Party, Multi-Issue Negotiations | Wednesday, October 10th |
| S12: In Conclusion | Monday, October 15th |

**MODULE 1: TWO PERSON, SINGLE ISSUE NEGOTIATIONS**

**Session 1: Course Overview & Orienting in the ZOPA**

Optional Readings: Lewicki, “The Nature of Negotiation”, Ch. 1

Assignment: Complete the online assessment survey by 8/31 at 11:59pm.

Construct table of “hardball” tactics from Lewicki chapter (due in Session 2).

**Session 2: Value-Claiming Skills**

Optional Readings: Lewicki, “Strategy and Tactics of Distributive Bargaining”, Ch. 2

Assignment: Prepare for *Texoil* (due in Session 3)

Peer Video Analysis (due in Session 3)

**Session 3: Interest-Based Bargaining**

Optional Readings: Lewicki, “Strategy and Tactics of Integrative Negotiation”, Ch. 3

Assignment: Prepare for *Berkeley Bikes* exercise (due in Session 4)

Phone Negotiation Worksheet (due in Session 4)

**MODULE 2: TWO PERSON, MULTI-ISSUE NEGOTIATIONS**

**Session 4: Creating & Claiming Value: Advanced Tactics I**

Optional Readings: Lewicki, “Negotiation: Strategy and Planning”, Ch. 4

Assignment: Prepare spreadsheet for *Moms.com* (due in Session 5)

**Session 5: Creating & Claiming: Advanced Tactics II**

Optional Readings: Lewicki, “Negotiation: Strategy and Planning”, Ch. 4

Assignment: Score a Deal Assignment (due in Session 6)

**MODULE 3: TRUST, CONFLICT, AND INTERPERSONAL COMPLEXITIES.**

**Session 6: Mistrust and Interdependency**

Optional Readings: Lewicki, “Relationships in Negotiation”, Ch. 9

Assignment: Prepare for *BrainSnap* (due in Session 7)

**Session 7: Team on Team Negotiations**

Optional Readings: Lewicki, “Multiple Parties, Groups, and Teams in Negotiation”, Ch. 10

Assignment: Prepare for *Hampstead* (due in Session 8)

**Session 8: Principles & their Agents**

Optional Readings: Lewicki, “Ethics in Negotiation”, Ch. 5

Assignment: Party Mapped Prep Sheet for *Tompkins-Bowden* (due in Session 10)

**MODULE 4: MULTIPLE PARTIES**

**Session 9: Coalitions and Bargaining Power**

Optional Readings: Lewicki, “Multiple Parties, Groups, and Teams in Negotiation”, Ch. 10

Assignment: Party Mapped Prep Sheet for *Tompkins-Bowden* (due in Session 10)

Prepare for *Harborco* (due in Session 11)

**Session 10: Multi-Party Negotiations**

Optional Readings: Lewicki, “Multiple Parties, Groups, and Teams in Negotiation”, Ch. 10

Assignment: Prepare for *Harborco* (due in Session 11)

*Go Get a Deal* Report due Sunday 10/14 @ 11:59pm (upload to Canvas)

**Session 11: Multi-party, Multi-Issue Negotiations**

Optional Readings: None

Assignment: *Go Get a Deal* Report due Sunday 10/14 @ 11:59pm (upload to Canvas)

Optional Final Project due Sunday 10/21 @ 11:59pm (upload to Canvas)

**Session 12: In Conclusion…**

Optional Readings: Lewicki, “Best practices in Negotiation”, Ch12

Assignment: *Go Get a Deal* Report due Sunday, 10/14 @ 11:59pm (upload to Canvas)

Optional Final Project due Sunday, 10/21 @ 11:59pm (upload to Canvas)

**Assignments and Deadlines**

Please upload a copy to Canvas in advance of the session and bring a hardcopy with you to class.

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| **Due Date** | **Item** |
| Sunday 8/31 (11:59pm) | Complete the online assessment survey |
| Session 2 | Table of “hardball” tactics from Lewicki handout |
| Session 3 | Peer Video Analysis |
| Session 3 | Preparation document for *Texoil* |
| Session 4 | Preparation document for *Berkeley Bikes* |
| Session 4 | Phone Negotiation Worksheet (Pre- and Post- sections) |
| Session 5 | Preparation Spreadsheet for *Moms.com* |
| Session 6 | *Score a Deal* Exercise |
| Session 7 | Preparation sheet for *BrainSnap* |
| Session 8 | Preparation sheet for *Hampstead Houses* |
| Session 10 | Party-Mapped Preparation sheet for *Tompkins-Bowden* |
| Session 11 | Preparation sheet for *Harborco* |
| Sunday 10/14 (11:59pm) | “Go Get a Deal” Report Due (upload to Canvas) |
| Sunday 10/21 (11:59pm) | Optional Final Project (upload to Canvas) |