

Managerial Negotiations

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Bidding only - needs to be adapted to the block week structure

About the Course

Location: _____
Times: Wed. 10:45 - 2:00pm, 2:15 - 5:30pm, 5:45 - 9:00pm
Office Hours: By appointment (719 Uris Hall)
Teaching assistant: Shi Liu (SLiu19@gsb.columbia.edu)

Course Overview

For most of us, our days are filled with negotiation and conflict. They range from low stakes disputes about meeting schedules to high stakes clashes about strategic direction, and from casual debates to formal boardroom contractual agreements. Effective negotiators get the most out of disputes, not just in terms of the instrumental value they carry away, but also in terms of the relationships and reputations they leave behind. Virtually everyone could stand to improve their negotiation skills and, fortunately, virtually everyone can develop in this area.

This course aims to help students improve their skills in two fundamental ways. One is knowledge-oriented: students learn frameworks and concepts for analyzing conflict. Students acquire terms and models for identifying the type of conflict that exists in a situation and the potential costs and benefits of different strategies and tactics. Based on this, students should be able to interpret situations, plan tactics, and recognize and react to their counterpart's behavior. A second and complementary route to improving as a negotiator is practice-oriented: students complement their analytical tools with behavioral skills. 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. The 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, mediation, agents, and coalitions. Some exercises involve numerical analyses, others revolve around qualitative conflicts. By the end of the course, students should be able to comfortably and 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.

Connection to the Core

This course is related to a wide range of topics that are important for developing professionals. In Columbia Business School's core course sequence, it is perhaps most

directly linked to the core leadership course, Lead: People, Teams, Organizations, where students will have received an overview of the topic and enacted a role-play negotiation. This course dives deeper, focusing in steps on different negotiation dynamics and ultimately addressing even more complex issues. Managerial Negotiations also deals with behavior in competitive contexts and markets, touching on topics dealt with in the Strategy Formulation and Managerial Economics core courses, and with behavior related to persuasive communication and selling, touching on topics dealt with in the Managing Marketing Programs core course.

Course Format

This is a highly interactive course. It is premised on a basic assumption that understanding and appreciation of negotiations are best achieved via hands-on experiences in combination with lecture, discussion, reading, and reflection on the underlying concepts of negotiation. There will be one or more role-play exercises in nearly every class period. These exercises have been selected to help illustrate points in readings and lectures and to motivate further reflection and reading. These exercises will put you in new, and potentially uncomfortable, situations, but within the relatively safe environment of the classroom. In these exercises, you are urged to try out new and creative behaviors and tactics that have suggested themselves to you from your own reading and reflection.

Role play ground rules:

Having a constructive learning environment is essential to this course's effectiveness. Everyone plays a part in this. Here are some ground rules for our role-play exercises:

1. You are expected to be on time for class meetings and, when applicable, to arrive prepared for in-class negotiation exercises.
2. You should not show your confidential role instructions to other parties during a negotiation, nor should you directly read them aloud. At your discretion, you can choose to speak about your interests to the other side. Once the negotiation is complete, you should still keep your instructions private, unless instructed otherwise. We will debrief most of our cases collectively in class.
3. Feel free to "ad lib" in these exercises to provide rationales and explanations for your character's preferences - say things you think the character would say. That said, 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. The exercises are an opportunity to experiment. Unusual tactics (or at least ones that are different for you) add variety and can benefit the group discussion.

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.

Readings

Readings will be drawn from several books, and articles linked from this website.

- Getting to Yes: Negotiating Agreement Without Giving In (by Fisher, Ury, and Patton)
- Essentials of Negotiation (by Lewicki, Barry, and Saunders)
[NOTE: this is not the same as Lewicki, Saunders, and Barry's volume, Negotiation]
Feel free to buy the last edition to save money!
- Difficult Conversations (Stone, Patton, and Heen)

These readings are technically optional, but student often mention they get much more out of the course if they read along with the readings. Our goal in this course is not overburden you with out of class assignments, dig deeper (by reading the readings) to the extent you wish to further your development in honing and strengthening your negotiation skills.

Attendance

Because this course is so experiential, attendance at class sessions is essential to getting learning value from the course. Further, because most class sessions involve pairs or groups of students working together, absences have the potential to undermine classmates' experience.

Thus, attendance is required for all class sessions. Absences will carry a grade penalty (see grading).

If you would like to attend one of my other sections, you are more than welcome to do so. You do not need permission (except for Session 4 and 11). But you DO need to relocate your name from one session to the other at tinyurl.com/NegotAttend by **10 am that class day**.

Pre Session 1 - Sept 6 (Intro)

[Online Assessment 1](#)

Pre Session 2 - Sept 13 (Distributive bargaining)

[Online Assessment 2](#)

Pre Session 3 - Sept 20 (Integrative bargaining, Part 1)

Readings:

- Essentials of Negotiation Ch 2 - Strategy/tactics of distributive bargaining
- Getting to Yes Ch 8

Pre Session 4 - Sept 27 (Integrative bargaining, Part 2)

Session 4 case preparation, and upload model to [canvas](#).

Readings:

- Essentials of Negotiation Ch 3 Strategy/tactics of integrative negotiation
- Getting to Yes Ch 1-4
- Scoring a deal (Ames, Larrick, & Morris)

Pre Session 5 - Oct 4 (Trust, cooperation and conflict)

Complete email negotiation and email post-negotiation survey

Link here:

Readings:

- Essentials of Negotiation Ch 3 Strategy/tactics of integrative negotiation
- Getting to Yes Ch 1-4
- [Scoring a deal](#)

Pre Session 6 - Oct 25 (Negotiation dynamics, Part 1: interpersonal styles and feedback)

[Email negotiation analysis](#) - Upload to [canvas](#).

Readings:

- Difficult Conversations Ch 3-4

Pre Session 7 - Nov 1 (Negotiation dynamics, Part 2: action planning meetings)

[Action Planning Assignment](#) - Upload to [canvas](#).

Pre Session 8 - Nov 8 (Mediation, Agents and third parties)

[Real World Paper](#) - Upload to [canvas](#).

Pre Session 9 - Friday, Nov 10 (10am) Joint Session with Law School, SPECIAL DATE

Please note the special date!

If you are unable to make it, you will complete a [make-up assignment](#).

[Strengths / Weaknesses Reflection](#) - Upload to [canvas](#).

Pre Session 10 - Nov 15 (Coalitions)

[Optional Final Project](#) - Upload to [canvas](#).

Readings:

- [Map the players, change the game](#)

Pre Session 11 - Nov 29 (Team negotiation)

Session 11 case preparation, and upload model to [canvas](#).

Pre Session 12 - Dec 6 (Conclusion)

[Optional Final Paper](#) - Upload to [canvas](#).

Readings:

- Essentials of Negotiation Ch 12 Best practices in negotiations
- Getting to Yes Ch 1-4
- Getting to Yes - In conclusion
- [A primer on personal development](#)

Due date	Description	Points
Pre Session 1 - Sept 6	Online assessment 1	3
Pre Session 2 - Sept 13	Online assessment 2	3
Pre Session 4 - Sept 27	Session 4 case preparation, and upload model to canvas	3
Pre Session 6 - Oct 25	Email negotiation analysis	5
Pre Session 7 - Nov 1	Action planning assignment	5
Pre Session 8 - Nov 8	Real world paper	10
Pre Session 9 - Nov 10	Strengths/weaknesses reflection	5

Pre Session 10 - Nov 15 [Optional final project](#) (can only choose one optional assignment) 10

Pre Session 11 - Nov 29	Session 11 case preparation, and upload model to canvas	3
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Pre Session 12 - Dec 6 [Optional final paper](#) (can only choose one optional assignment) 10

Attendance	4 points per session (see attendance policy)	48
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Active participation	Active, substantive involvement in class discussions	5
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Total	Including only one optional assignment:	100
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Rather than place the burden on students to take exams, we keep assignments minimal, and instead ask for active participation in class. Part of this participation will involve preparing for negotiations in advance, reflecting on exercises, building models and uploading them to canvas, and completing assignments that ask you to reflect on your development.

Please note the large portion of the grade dedicated to attendance. Your grade is largely based in the effort you put into active participation in class.

Also note that the Final Paper/Presentation is marked as optional. This is to reflect that not everyone is trying to get an H. You cannot get an H without completing the a Final Project or Final Paper (and we give you the option to choose which is of more interest, but do note the different due dates). We understand that students have busy schedules and have many other priorities, and thus for those who want to skip on the optional assignment (paper or project), you are more than welcome to do so.

Need to hand in something late? No need to ask for an extension! Just be aware that we subtract one point per every day an assignment is late.

The exception to this rule are models that you need to develop in advance of negotiations, and the Action Planning Assignment, which must be completed on time as it is the source for an activity that week.

100	A+ / H+
95-99	A / H
90-94	A- / H-
87-89	B+ / HP+
83-86	B / HP
80-82	B- / HP-
77-79	C+ / P+
73-76	C / P
70-72	C- / P-
67-69	D+ / LP+
63-66	D / LP
60-62	D- / LP-
0-59	F / F