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 roleplay 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 Marketing core course.
- BIDDING SYLLABUS -

This course is also connected to the core by embracing the norms of the Columbia Core Culture. Students are expected to be:

- **Present**: Be on time and present for every session (attendance will be tracked)
- **Prepared**: Complete pre-work as needed and be prepared for cold calling
- **Participating**: Constructive participation is expected and part of grade (no electronic devices unless explicitly called for by the instructor)

**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.

**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 considerable grade penalty. Those missing a single session (except for extraordinary circumstances, such as a medical or family emergency) will not be eligible for the highest grade in the course (an ‘H’). Those missing multiple sessions may not earn a passing grade.

Students should provide advance notice regarding any absences through the online attendance report (see link on the course’s Canvas homepage). **Any absences not reported through this website will receive a severe grade penalty.**

**READINGS**

Readings will be drawn from several books. Students should read the following books as noted in the syllabus to get further insight into the topics the course covers:

  [NOTE: this is not the same as Lewicki, Saunders, and Barry’s volume, *Negotiation*]  

Additional readings will be provided in a reader and/or on the course website.
ASSIGNMENTS AND COURSE REQUIREMENTS

There will be no exams, and I keep assignments minimal. Instead, I ask for active participation in class. Part of this participation will involve preparing for negotiations in advance, reflecting on exercises, building models, and completing assignments that ask you to reflect on your development. Please note that a large portion of the grade is dedicated to attendance. My grading scheme reflects the importance I place on active hands-on-learning, and as such there is no way to make up for missing a class.

Four components make up your grade: 1) required participation, 2) menu assignments, and 3) a real world negotiation exercise, 4) optional final paper. See subsequent pages in the syllabus for a summary table of assignments.

SUBMISSION LATENESS POLICY:
Several assignments must be completed on time for that day’s activities and will not be accepted as late (you will receive a zero if you do not submit it on time): the initial online self-assessment survey, the online negotiation assessments, the email negotiation, and preparing for Sessions 5 & 11. Otherwise, if you need to hand in something late, no need to ask for an extension! Just be aware that 2.5 points (out of 100) will be subtracted per every day an assignment is late.

» Required participation: 40% of grade

- Attendance at all class sessions (see notes above on Attendance)
- Active, substantive involvement in simulations (see Roleplay Ground Rules below)
- Engagement, discussion, and comments in class (quality is more important than quantity)
- Timely completion of the online assessments and post negotiation surveys
- Timely completion of the email negotiation
- Advance case preparation for Sessions 5 and 11

» Menu assignments: 20% of grade

To give students some flexibility in managing their workloads and tailoring their learning experience to their interests, four optional assignments are offered. To earn the highest grade in the course (an ‘H’), students must earn full credit for three of these assignments. To pass the course, students must earn full credit for at least one of these assignments. These assignments will be described in greater detail as the course goes along.

- Historical negotiation analysis
- Reading reflection
- Action Plan Document
- Negotiation coaching exercise

» “Go Get A Deal” Negotiation Analysis: 25% of grade

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 engage in a real-world negotiation outside of class. 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.
- BIDDING SYLLABUS -

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, your guesses as to your counterpart’s potential RP/BATNA, and your planned negotiation strategy (efforts to shape the process, 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 depth of your post-negotiation analysis.

» Optional Final Presentation or Project (15% of your grade)

This assignment is NOT mandatory. If you would like an “H” in the class, doing the assignment is necessary (but not sufficient to guarantee an “H”).

Option 1: Prepare and deliver a brief (~5 min) presentation in Session 12. The goal of this presentation will be to teach the class something new about negotiations, not just to summarize material already covered. If you choose this option, the slides and session notes (additional notes that would allow someone else to understand and deliver the session) are due by EOD the Friday before Session 12. These notes should be 2+ pages, double spaced and bulleted. More detail about this option will be provided later.

Option 2: 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. The final project is due Session 12.

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 8-10 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 negotiation dynamics
- 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.
- Personal development plan. Analyze yourself as a negotiator, taking stock of strengths and areas for development, based on your experience in and beyond the class. Map out concrete plans for development. See the Primer on Personal Development for suggestions (discussed in Module 5).

ROLEPLAY GROUND RULES
- BIDDING SYLLABUS -

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 roleplay 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. However, steer clear of anything that verges on physical intimidation, sexual harassment, or personal abuse.

EXERCISES, RECORDS, 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.
# Overview of Course Modules

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## Summary of Assignments and Deadlines

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<td>Session 6</td>
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<td>Session 7</td>
<td>Action Plan Report <em>(menu)</em></td>
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<td>Session 8</td>
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<td>Prepare for Session 11 case <em>(required)</em></td>
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<td>Session 12</td>
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<td></td>
<td>Final Presentation or Project <em>(optional)</em></td>
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## Optional Follow-Up Readings

Readings not in *Essentials of Negotiation*, *Getting to Yes*, or *Difficult Conversations* will be posted to Canvas as PDFs.

### Module 1: Introduction

*Essentials of Negotiation* Ch 1 “The nature of negotiation”  
*Getting to Yes* Ch 6

### Module 2: Distributive bargaining

*Essentials of Negotiation* Ch 2 “Strategy/tactics of distrib. bargaining”  
*Getting to Yes* Ch 8

### Module 3: Positional bargaining

*Getting to Yes* Ch 1-3  
“Constructive Conflict” (Follett)

### Module 4: Multi-Issue bargaining, Part 1

*Essentials of Negotiation* Ch 3 “Strategy/tactics of integrat. negotiation”;  
*Getting to Yes* Ch 4-5  
“Know your objectives” (Benoliel & Cashdan)

### Module 5: Multi-Issue bargaining, Part 2

*Essentials of Negotiation* Ch 4 “Negotiation: Strategy and planning”;  
“Scoring a Deal” (Ames, Larrick, & Morris)

### Module 6: Communication Channels; Culture

“Your bargaining style” (Shell Ch 1)  
*Essentials of Negotiation* Ch 11 “International/cross-cultural negotiation”

### Module 7: Gender Dynamics; Trust

Robert Axelrod’s *The Evolution of Cooperation*  
“Why you need to ask” (Babcock & Laschever)

### Module 8: Conflict and Mediation

*Difficult Conversations*  
“Managing Conflict” (Watkins Ch 7)

### Module 9: Agents and third parties

*Essentials of Negotiation* Ch 5 “Ethics in negotiation”  
“Confronting lies and deception” (Malhotra & Bazerman, Ch 9)

### Module 10: Coalitions

“Multiple parties, coalitions, and teams” (Thompson Ch 9)  
“Get all the parties right” (Lax & Sebenius)  
“Map the players, change the game” (Ames)

### Module 11: Team negotiation
- BIDDING SYLLABUS -

Essentials of Negotiation Ch 12 “Best practices in negotiations”
Getting to Yes “In conclusion”
“A primer on personal development” (Ames, Mason, & Carney)