

Section 1:

Professor Ovul Sezer

Section 2

Uris Hall

Visiting Instructor Bio

I am an Assistant Professor and a stand-up comedian. During the day, I teach Negotiations, late at night I perform stand-up comedy routines in comedy clubs. My research focuses on Impression (Mis)Management—the mistakes we make when we want to impress others. We all think we know how to make a positive impression, and we can easily spot the mistakes others make, but when it comes to our own missteps, we tend to be blithely oblivious. As a behavioral scientist and a comedian, I apply the same observational tools to both jobs: I identify a particular human behavior that strikes me as odd, interesting, or confusing, and either study it in-depth using experiments or describe it with humor. I hold A.B in Applied Mathematics from Harvard University and Ph.D. in Organizational Behavior from Harvard University.

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.

In this course, you will gain a broad intellectual understanding of the concepts that are central to negotiation, and develop a toolkit of useful negotiation skills, strategies, and approaches. These skills and approaches, when mastered, can significantly improve your chances of success in a negotiation.

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.

This course is also connected to the core by embracing norms of the **Columbia Core Culture**.

Students are expected to be:

Present: Be on time and present for every session

Prepared: Complete pre-work as needed and be prepared for cold-calling

Participating: Constructive participation is expected and part of the grade

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/LATE ARRIVAL

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.**

If you cannot attend a class session you are required to submit an **Attendance Report** (link under Pages tab on course website). **Any absences or late arrivals not reported in advance of the session are subject to a severe grade penalty.** That is, those with unexcused absences will not be eligible for the highest grade in the course (an 'H'). Students missing multiple sessions may not earn a passing grade.

READINGS

Readings will be drawn from the following books and should be read as noted in the syllabus:

- Fisher, Ury, and Patton, *Getting to Yes: Negotiating Agreement Without Giving In* (Penguin, 2011; ISBN-13: 9780143118756)
- Lewicki, Barry, and Saunders, *Essentials of Negotiation – 5th Edition* (McGraw-Hill, 2010; ISBN-13: 9780073530369)
[NOTE: this is not the same as Lewicki, Saunders, and Barry's volume, *Negotiation*]
- Malhotra & Bazerman, *Negotiation Genius* (Bantam, 2007; ISBN-13: 9780553384116)
- Stone, Patton, and Heen, *Difficult Conversations* (Penguin, 2010; ISBN-13: 9780143118442)
- Additional articles will be provided on the course website.

ASSIGNMENTS AND COURSE REQUIREMENTS

Five components make up your grade: 1) required participation, 2) required assignments, 3) menu assignments, 4) a real world negotiation analysis, and 5) a final project.

The last page of this syllabus provides a summary table of assignments.

» **Required participation:** 40% of grade Participation includes several components:

- Attendance at all class sessions (see notes above on Attendance)
- Active, substantive involvement in simulations (see Role Play Ground Rules below)
- Engagement, discussion, and comments in class (quality is more important than quantity)
- Timely completion of email negotiation analysis, comments on classmate negotiation video, advance case preparation, and the final course survey
- Constructive engagement with your Peer Team

» **Menu assignments:** 20% of grade

To give students some flexibility in managing their workloads and tailoring their learning experience to their needs, four assignments are offered as a menu. To earn the highest grade in the course (an 'H'), students must earn full credit for **at least five** of these assignments. To pass the course, students must earn full credit for **at least two** of these assignments. These assignments will be described in greater detail as the course goes along.

- Conflict cycle analysis
- Reading reflection
- Self video reflection
- Peer team reflection
- Create your own menu assignment
- Negotiation coaching exercise
- Dream situations analysis

» **Real world negotiation analysis: 25% of grade**

This analysis can be either an individual or two-person project reviewing some kind of real world negotiation or conflict. The topic could be some kind of explicit transaction or deal, but could also be a qualitative dispute or conflict. One approach would be a “*real time*” analysis of an event that happens during the course itself, such as negotiating with an employer, bargaining with a contractor, or a personal dispute. The paper could cover planning for the conflict in advance (including assumptions or expectations), a description of the conflict itself as it unfolded, and a reflection and analysis of the conflict (e.g., Were any assumptions wrong? What were the economic and relational consequences of the conflict? How might the conflict have gone differently?). Another approach would be a thoughtful analysis of a *past conflict or deal*, including discussion of the background and context, the dynamics of the conflict or deal itself, and the consequences of the exchange. An effective analysis would also likely feature some observations about what went well/poorly and how things might have gone differently.

Creative approaches are encouraged. The overarching objective is to think carefully about a real world conflict or negotiation and apply some of the concepts and tools featured in the course. While the details of any given case are important to note and consider, another goal is to coax some larger and more enduring lessons (e.g., good practices) that may be applied elsewhere.

A paragraph or two describing your planned real world negotiation analysis is **due in Session 6**. Individual papers typically range from 5 to 8 double-spaced pages. The expectations in terms of depth and coverage are expanded with two people on the project (although a two-person paper is not necessarily expected to be twice the length of an individual paper). The choice to work independently or in pairs is up to students. The paper is **due in Session 10**. We may discuss some of these analyses (if students volunteer to do so) in our final class session.

» **Final paper: 15%**

This form this paper takes is flexible, but several models have proven to be meaningful and substantive for students. One is self-assessment paper in which you analyze yourself, including your style and its strengths and weaknesses, based on your experience in the course, the feedback you received, as well as other experiences. This analysis could culminate in an action plan for developing as a negotiator. Another effective model is to construct a summary personal “theory of negotiation” that reflects what you believe are the fundamental dynamics and best practices of

negotiation as they relate to you. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation manual that reflects a meaningful amount of reflection, synthesis and application. A third possible model is to write a negotiation case or exercise, producing materials that could possibly be used in negotiations teaching or training; if you are considering this model, you're encouraged to discuss your ideas with me early on. Final papers are typically 7 to 10 double-spaced pages long (length could vary for a negotiation exercise).

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. 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.

PART 1: TWO-PERSON NEGOTIATIONS

SESSION 1: Introduction

*Readings (read
after session)*

Essentials of Negotiation Ch 1 “The nature of negotiation”

Getting to Yes Ch 6

Assignments given

Discussion of all course assignments, including papers, menu assignments, and required participation activities

Negotiation assessment survey (required)

Assignments due

Initial online assessment (required, complete **BEFORE** Session 1)

SESSION 2: Distributive Bargaining

*Readings (read
after session)*

Essentials of Negotiation Ch 2 “Strategy/tactics of distributive bargaining”

Getting to Yes Ch 8

Assignments given

Video analysis comments to classmate (required)

Assignments due

Negotiation assessment survey (required)

SESSION 3: Positional Bargaining

*Readings (read
after session)*

Getting to Yes Ch 1-3; “Constructive conflict”

Assignments given

Email negotiation (required)

Assignments due

Deception video submission (required)

SESSION 4: Integrative Bargaining, Part 1

<i>Readings (read after session)</i>	<i>Essentials of Negotiation</i> Ch 3 “Strategy/tactics of integrative Negotiation” <i>Getting to Yes</i> Ch 4-5; “Know your objectives” (Benoliel & Cashdan)
<i>Assignments given</i>	Prepare for Session 5 case (required) Email negotiation analysis (required)
<i>Assignments due</i>	Email negotiation (required; negotiation and post-negotiation survey completed by Session 4)

SESSION 5: Integrative Bargaining, Part 2

<i>Readings (read after session)</i>	<i>Essentials of Negotiation</i> Ch 4 “Negotiation: Strategy and planning” “ <i>Scoring a Deal</i> ” (Ames, Larrick & Morris)
<i>Assignments due</i>	Prepare for Session 5 case (required)

PART 2: CONFLICT AND COMMUNICATION DYNAMICS

SESSION 6: Conflict and (Mis)Communication

<i>Readings (read after session)</i>	<i>Difficult Conversations</i> Ch 1-4; 9
<i>Assignments given</i>	Conflict cycle analysis (menu) Draft plan for real world negotiation paper (required; due Session 6)
<i>Assignments due</i>	Email negotiation analysis (required) Deception detection activity (required)

SESSION 7: Conflict resolution

*Readings (read
after session)*

“Managing Conflict” (Watkins Ch 7)

Difficult Conversations Ch 5-6; “How to Choose effectively” and “How to promote cooperation” (from Axelrod’s *The Evolution of Cooperation*)

Assignments given

Discussion of all course assignments, including papers, menu assignments, and required participation activities

Assignments due

Video analysis comments to classmate (required)
Conflict cycle analysis

SESSION 8: Trust

*Readings (read
after session)*

“Hardest Questions” (Sebenius)
“Bargaining with the devil...” (Shell Ch 11)

Negotiating Genius Ch 8-10

Assignments due

Draft plan for real-world negotiation analysis (required)

PART 3: BEYOND DYADS

SESSION 9: Agents and third parties

*Readings (read
after session)*

“Get all the parties right” (Lex & Sebenius)

Essentials of Negotiation Ch 8

Essentials of Negotiation Ch 6 ‘Ethics in Negotiation’

“Confronting lies and deception” (Malhotra & Bazerman, Ch 9)

SESSION 10: Coalitions

*Readings (read
after session)*

*“Multiple parties, coalitions, and teams” (Thompson Ch
9; “Map the players, change the game” (Ames)*

Assignments given

Prepare for Session 11 case

Assignments due

Self video analysis
Reading reflection

SESSION 11: Team Negotiation

*Readings (read
after session)*

*Getting to Yes “In conclusion”; “A primer on personal
development” (Ames, Mason, & Carney)*

*Essentials of Negotiation Ch 12 “Best practices in
negotiations”*

Assignments due

Prepare for Session 11 case
Peer team reflection
Create your own menu assignment

SESSION 12: Conclusion

*Readings (read
after session)*

*Essentials of Negotiation Ch 11 “International/Cross-
cultural negotiation”
“Your bargaining style” (Shell Ch 1)
“Why you need to ask” (Babcock & Laschever)*

Assignments due

Final survey
Negotiation coaching exercise
Dream/worst case situation analysis
Real-world negotiation analysis
Final paper