COLLABORATION, CONFLICT & NEGOTIATION

Professor: Steven L. Blader
Phone: (212) 998-0431
Dept. Fax: (212) 995-4235
E-mail: sblader@stern.nyu.edu

Class meetings:

Classroom:

Office hours: I’m around Stern all day, so simply contact me to make an appointment that is convenient for you

Office: Tisch 7-18 (Mailbox: Tisch, 7th floor)

Note: We will make extensive use of the NYU Classes site. All lecture slides will be posted, as will additional course materials. We will also use it for important communication.

COURSE DESCRIPTION AND OBJECTIVES

Negotiation is “the art and science of securing agreements between two or more parties who are interdependent and who are likely seeking to maximize their outcomes”. We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many more. Often, these negotiations lead to outcomes that are less than they could be. Also, they often lead to conflict with these other parties. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation.

This course will develop your expertise in managing transactional and dispute resolution negotiations that occur in a variety of business settings. This is important because as a manager it is not enough to have analytical skills that help you discover optimal solutions to problems. You also need others to agree to—and help implement—those solutions. Further, given that negotiations dominate so many aspects of your life, this class will not only develop your ability as a manager but will also facilitate your effectiveness across a number of life domains.

The learning method in this course is experiential. You will prepare for and simulate a variety of sample negotiations. A basic premise of the course is that these sample negotiations highlight general principles that are relevant across negotiation settings...those principles are the focus of the course.

The broad objectives of the course are:

1. To provide a theoretical framework for negotiation - a toolbox of concepts integral to preparing, negotiating, and subsequently evaluating the negotiation process and outcomes.

2. To develop your ability to negotiate beneficial transactions and to resolve disputes by:
   - recognizing your strengths and learning how to overcome your weaknesses
   - preparing effectively for negotiations
   - adjusting your tactics when circumstances change
   - identifying opportunities for “win-win” solutions
   - communicating persuasively in the face of resistance
   - knowing whether you have reached a good outcome in a negotiation
COURSE FORMAT

Negotiation Simulations
The course is built around a series of negotiation exercises (simulations in class) and debriefs (discussions following each negotiation). You will have the opportunity to negotiate in a variety of settings. The type of issues on the table, as well as the parties at the table, will vary from one exercise to the next.

Preparation for Negotiations
It is absolutely essential that you are fully prepared for each negotiation exercise. It is not only important for your own learning, but your classmates’ learning experience also depends on it. Prior to all negotiations you are required to submit a planning document (available on Blackboard).

Post Analysis of Negotiations
Your agreements will be posted after each negotiation, so that the class can analyze the relationship between negotiation strategies and outcomes and learn from everyone’s experiences. To enrich the discussions following each negotiation, I will draw on the dynamics of different group processes and discuss optimal strategies. You are expected to actively participate in class discussions. You are also required to submit a post-diagnosis of 2 negotiations.

Individualized feedback
You will receive feedback on elements of your personality that related to negotiating, as well as on how you are perceived by your negotiation partners. Students will complete a pre-course personality inventory, as well as post-negotiation evaluations after four of our in-class simulations. This will provide you with anonymous feedback about your effectiveness as a negotiator that real-life situations almost never provide you.

READINGS & MATERIALS
These books can be purchased at the NYU Professional Bookstore, or at any bookstore, Amazon, etc.:

Class Handout Fee
The exercises we use are copyrighted and there is a fee for their use. Instructions for paying this fee:
- Go to the NYU Book Store web site: http://www.bookstores.nyu.edu
- Click on the "Search for a Book" link
- Select the "Search by ISBN" option and enter ISBN 978200007420B
- Proceed to Checkout and complete your order.
- Tax and shipping charges will be removed before your credit card is charged.

Note: Please pay this fee NO LATER THAN the second class meeting. Failure to pay will result in an incomplete in the course.

GRADING

I. Attendance, Planning Documents, and Participation (25% of final grade)
Attendance Policy. Because the majority of learning in this course takes place in the classroom, you are expected to attend all class meetings and participate in every negotiation exercise. Missing a class for anything other than a family or medical emergency will substantially impact this portion of your grade. Since the first class meeting is particularly essential, you cannot enroll in the course if you miss the first class meeting. In this case, you should plan on taking another section of the course. This is a policy for all sections of CCN. For subsequent class meetings, any absence will result in a 3% penalty to your FINAL course grade. If you must miss a class due to an emergency, please notify me before the class session you will be missing. This is important because I often pair up students for the exercises in advance, and to do this accurately I must know
who will be there. Partial attendance at a class session will be treated as an absence. Likewise, showing up unprepared for a class session will also be treated as an absence.

Planning documents (10% of final grade). As we will discuss in class, preparation is a major component to successful interpersonal interactions, especially negotiations. One of my goals in this course is to help you develop a systematic approach to analyzing and preparing for negotiations. To help you prepare fully for the role you will play in each negotiation, you are required to submit a planning document before each class (for the first two classes, you will complete a planning document in class). The form you are to use for this (the “planning document form”) is located on Blackboard. The more complete your information, the more control you can assume over your own actions and reactions during the negotiation. When you don’t have information about the opponent, you should make the best guess that you can. A random subset of the planning documents you submit will be graded on a check, check-plus, or check-minus system. The goal of this grading is to help me determine how much effort you are putting into the planning documents. Feedback is less essential, since the debrief of the simulation should make extremely clear to you whether your preparation was appropriate and adequate.

Participation (15% of final grade). You should be prepared for class and contribute to class discussions. Quality comments possess one or more of the following properties: (a) Offer a unique but relevant perspective; (b) Contribute to moving the discussion and analysis forward; (c) Help understand differences between group outcomes (you are encouraged to direct questions to classmates); and (d) Demonstrate reflective thinking.

Preparation. For many of the simulation exercises we will be doing, you will be asked to read role information prior to class. Lack of preparation for an exercise will be treated as an absence for that exercise. Also, in many of the exercises, you will receive confidential instructions about your role. Do not show these instructions to others! During the exercise, you may choose to reveal or discuss some of your confidential information - but please do not show your confidential instruction sheets. This rule enables us to more closely mirror reality, because in real life there is no way to reveal your true underlying preferences (there is always room for doubt and the chance that you are bluffing!).

In-class etiquette. Certain behaviors impede the learning of other students. These include 1) participating in private conversations with your neighbor during class time, 2) consistently showing up late to class, late from your negotiation simulations, or late from break, 3) using a laptop during lecture time (you are welcome to use them during your negotiations). While I understand this latter rule may seem draconian since laptops can be used for legitimate note-taking, my experience in teaching this course is that the majority of in-class laptop-users cannot resist the temptation to surf the net, check email, etc. As a result, their in-class use is restricted. However, please feel free to see me if this poses a hardship for you.

II. Post-diagnoses (35% of final grade)

You are required to complete a post-diagnosis of two negotiations. These post-diagnoses help you reflect on your negotiation behavior, provide a sense of your individual progress, and also indicate your ability to analyze your own strengths and weaknesses. Post-diagnoses will be graded according to depth and how well you use class concepts and strategies to evaluate the process and outcome of the negotiation. DO NOT simply summarize what happened during the course of your negotiation, though do provide a brief description so that your analysis makes sense. Your primary job is to analyze the negotiation using course concepts and to focus on general take-home messages for yourself. Be sure to consider issues such as:

- What were 2-3 key aspects of your preparation/negotiating with which you were pleased? Why?
- What barriers prevented you from reaching a good agreement? How might you overcome such barriers? Is there anything you wish you had done differently?
- Were there any unexpected approaches or actions by others? How might you better anticipate and deal with such behavior in the future?
- What else did you learn about bargaining or conflict management from this exercise?

Post-diagnoses should be NO MORE than 700 words each. They must be written in essay format—bullet points are not a good way of analyzing in-depth and are thus inappropriate for this exercise. Additionally, writing skills
count. Clarity, conciseness, and creativity are important in these papers, just as they are in your other courses and in your professional life.

Strong papers tend to have the following characteristics:
- Analytical, not just descriptive
- Accurate—and deep—use of course concepts
- Connect in-class negotiation with course concepts
- Connect/apply course concepts in novel ways—i.e., in ways other than what we discussed in class
- Well-written and clear
- …and the very best papers will present unique insights that I haven’t heard or thought about before

You can pick any 2 negotiations for your post-diagnosis EXCEPT for the Synertech-Dosagen exercise. They are due at the class meeting immediately following the one in which the negotiation you are analyzing occurred. I will do my best to return graded post-diagnoses in the class meeting directly after the one in which you turned the post-diagnosis in. Be aware, however, that sometimes I am unable to do so. If it is essential to you to have feedback on your first post-diagnosis prior to writing your second one, be sure that you choose to do post-diagnoses that are spaced out in the course calendar.

Please turn a hard copy of these post-diagnoses in at class. Also, please upload a copy in the appropriate place in the course NYU Classes site. This will serve as evidence that you submitted your work on time, in the unlikely event that a paper gets misplaced.

III. Final Exam (40% of final grade)
The final exam in this course is meant to enable me to assess students’ mastery of the material we cover in the course. It will focus on how well students understand the negotiation phenomena and related theories that we discuss. It will also focus on students’ ability to apply these theories. The final exam will be an in-class exam. Specific dates are listed in the course schedule on the next page. More information about the exam will be provided during the course.

STERN HONOR CODE
You are expected to follow Stern’s honor code in all aspects of this course. In submitting any assignment to me, you are thereby agreeing to the following statement, “I pledge my honor that I have not violated the Stern Honor Code in the completion of this [exam/assignment].” Honor Code violations will be dealt with very seriously.
A NOTE ABOUT RESEARCH

The results of the negotiation simulations you complete in this class provide rich material for class discussion. This data sometimes may also support valuable research. As you will frequently see during our class discussion, analysis of such data has contributed to the on-going evolution of negotiation theory. Many of the concepts and insights that you will encounter in this course can be directly traced to learning that took place in prior versions of this course.

In order to continue this tradition, once the course is complete I will be contacting you via email to inquire whether or not you consent to the use of your classroom data for research purposes. If you provide your consent, your classroom data will be included in a database with other students who have likewise provided their consent. Importantly, no names or identifying information will be included in this dataset, and thus the confidentiality of your classroom data is fully assured. No personal information is ever involved. Further, only aggregate findings would ever be published.

Please note you will only be contacted to provide your consent once the course is complete. As such, your decision will have absolutely no effect, positive or negative, on the work you will be asked to do in this course, your grade in this course, or the professor’s view of you.
COURSE SCHEDULE

NOTE: Readings should be read prior to the class session for which they are listed. Readings cover material from the previous class (i.e., we discuss a topic in class, then you read more about it).

Class 1  Introduction to Course, Distributive Bargaining
In-class:  Review course syllabus
          Synertech-Dosagen exercise

Class 2  Integrative Bargaining, Part 1
Read:    Shell, Chapters 1-3
In-class: Texoil exercise

Class 3  Integrative Bargaining, Part 2
Read:    Fisher & Ury, Chapters 1 - 5; Shell, Chapter 9 (this strays from the book’s sequence, but the chapter’s material fits here. Skip over references to concepts from intermediate chapters)
In-class: Moms.com exercise
Due:     Moms.com Planning Document
         Texoil Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)

Class 4  Dispute Resolution
Read:    Shell, Chapters 4-6
In-class: Viking exercise
Due:     Viking Planning Document
         Moms.com Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)

Class 5  Negotiating via Agents & in Teams
Read:    Fisher & Ury, Chapters 7 & 8; Shell, Chapters 8, 10
          Lytle, Brett & Shapiro (link to this reading available on Blackboard)
In-class: Bullard exercise
Due:     Bullard Planning Document
         Viking Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)

Class 6  Coalitions, Individualized feedback
Read:    Shell, Chapter 11
In-class: FG&T Tower exercise (planning documents prepared in class)
          Individualized feedback about your negotiating performance
Due:     Bullard Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)

Class 7  FINAL EXAM
Due:     FG&T Tower Post-diagnosis (if submitting as 1 of your 2 required post-diagnoses)