COLLABORATION, CONFLICT & NEGOTIATION (GB.2159.xx; Winter 2016)

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Class meetings: 9-4, Feb 28, March 6, and March 13  
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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. Make sure you check the site often and that you check the email address that is linked to NYU Classes.

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 NYU Classes).

### 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 diagnosis comparing 2 negotiations.

## 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](http://www.bookstores.nyu.edu)<
- Click on the "Search for a Book" link
- Select the "Search by ISBN" option and enter ISBN xxxx
- Proceed to Checkout and complete your order.
- Tax and shipping charges will be removed before your credit card is charged.

Note: This fee must be paid in order to receive a grade in this course. Failure to pay will result in an incomplete in the course.

## GRADING

1. **Attendance, Planning Documents, and Participation (30% 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. 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 NYU Classes. 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 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.

An additional note on 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 come closer to mirroring 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!).

II. Post-negotiation diagnosis (30% of final grade)

You are required to write a post-diagnosis analyzing and comparing two negotiations. I will handout a specific set of prompts during class on February 28, and the paper is due by class time on March 13, 2016. Please submit this paper by a) turning in a hard-copy in class and b) uploading them in the appropriate place in the course website (in the Assignments section). In the unlikely event that the hard-copy of your paper is lost, we will use the uploaded version. If nothing has been uploaded and your hard-copy is lost, then I will have to presume that you did not complete the assignment.

This post-diagnosis helps 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 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?
Your post-diagnosis should be NO MORE than 1200 words, and 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 descriptive (i.e., not a play-by-play of what happened)
- 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
- Integrate an appreciation of how your personal style and behavioral tendencies shaped the negotiation
- …and the very best papers will present unique insights that I haven’t heard or thought about before

III. Final Exam (40% of final grade)

The final exam in this course will enable me to assess students’ mastery of the full spectrum 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. It will consist of approximately 6-8 short essay questions. More information about the final 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.
## COURSE SCHEDULE

**NOTE:** The reading schedule should be regarded as a guideline. It is fine if you do the reading LATER than the session on which it is assigned, as long as you complete all the reading before taking the final exam. However, it is recommended that you DO NOT read ahead. Many years of teaching this course have convinced my colleagues and me that learning is enhanced if the reading on a topic follows, rather than precedes, our discussion of the topic.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>In-class</th>
<th>Due</th>
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<tbody>
<tr>
<td>February 28, AM</td>
<td>Introduction to Course, Distributive Bargaining</td>
<td>Review course syllabus</td>
<td>Knight-Excalibur exercise</td>
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<td>February 28, PM</td>
<td>Integrative Bargaining, Part 1</td>
<td>Shell, Chapters 1-3</td>
<td>Texoil exercise</td>
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<td>March 6, AM</td>
<td>Integrative Bargaining, Part 2</td>
<td>Fisher &amp; 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)</td>
<td>Moms.com exercise</td>
<td>Moms.com Planning Document (you will receive your role materials via email)</td>
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<td>March 6, PM</td>
<td>Dealing with difficult negotiation situations</td>
<td>Shell, Chapters 4-6, and complete Appendix A (Bargaining Styles Assessment) Kolb, Moves and Turns (read this one before class!)</td>
<td>Strategic Moves and Turns</td>
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<td>March 13, AM</td>
<td>Negotiating via Agents &amp; in Teams</td>
<td>Fisher &amp; Ury, Chapters 7 &amp; 8; Shell, Chapters 8, 10</td>
<td>New House exercise</td>
<td>New House Planning Document</td>
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<td>March 13, PM</td>
<td>Coalitions</td>
<td>Shell, Chapter 11</td>
<td>FG&amp;T Towers exercise</td>
<td>FG&amp;T Towers Planning Document</td>
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<td>March 13-17</td>
<td>FINAL EXAM PERIOD</td>
<td>The final exam will be posted to NYU Classes at 6 pm on Sunday, March 13. It is due no later than 9am on Thursday, March 17. You are to complete the exam in a single, 2-hour sitting. In other words, you should set aside 2 hours on Jan 13, 14, 15 or 16th to take the exam. More details about the format of the exam will be provided in class.</td>
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