Columbia Business School  
**Section 3**: Tuesdays 9 am – 12:15 pm  
416 Warren Hall  

**Section 4**: Tuesdays 2:15 – 5:30 pm  
416 Warren Hall  

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DISCLAIMER: This version of the syllabus serves as a draft to give you a general sense of the course. Specific assignments and deadlines will likely change. The general content and overview will not.  

CRITICAL DATES: Please note that enrolling for this class requires that you be present for two special sessions which will take place outside of regular class time (exact times TBD). These will take place in lieu of meeting during regular class time during weeks 8 (April 1st) and 11 (April 22nd).  

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 hiring or 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 partner’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.
COURSE FORMAT
This will be 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.

READINGS
Readings will be drawn from three books. Students are expected to purchase them in advance of the course and read them as noted in the syllabus:

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

A handful of additional readings will be provided on the course website for students to deepen their knowledge in a particular area.

ASSIGNMENTS AND COURSE REQUIREMENTS

» Attendance and participation: 30%

You are expected to attend all sessions, prepared with whatever case materials are assigned. If you miss one class, you will lose a letter grade on your overall course grade. If you miss two classes, you will fail the course. This is a hard line, but necessary given the nature of the course. First, it is an experiential course – more so than in a “normal” class, you have to be in the room to get value from it. Second, you are paired with other students in the class, so your attendance has direct consequences for them.

On extremely rare occasions I will excuse an absence. This requires: 1) extreme circumstances, 2) advance warning. All such requests should be directed to the professor as far in advance as possible: alia.crum@columbia.edu

In addition to just “showing up,” participation grades also include the following components:

- Active, substantive involvement in simulations (see Role Play Ground Rules below)
- Completion of materials (such as preparation documents and post-negotiation surveys)
- Discussion and comments in class (quality is more important than quantity)

» Assessments and analyses: 20%
The course features a number of online exercises which are part of the regular coursework (i.e., not optional). The exercises/analyses will be explained in more detail as the course proceeds.

- Online exercises and assessments
- Email negotiation and analysis
- Video analysis

» Enhancement exercises: 20% (Choose your own adventure: e.g., 3/5 required)

- Go get a deal exercise
- Coaching negotiation exercise
- Conflict spiral exercise
- Paperclip exercise
- Leverage inventory (see note on this unique opportunity below)

» Final project: 30%

The purpose of the “final project” is to serve as a vehicle for you to synthesize the course exercises and materials in a manner which will be valuable to your professional (and/or personal) life going forward. In that spirit, the final product should be tailored to your idiosyncratic needs and preferences. The form this project takes is flexible, but several models have proven to be meaningful and substantive for students, including:

1) A 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 should culminate in an action plan for developing as a negotiator.

2) A coherent 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.

3) A “tool” to use in future negotiations. This can be anything – a short paper, a website, video, Excel file, an app, etc. Anything you believe will help you carry the lessons of your experience in this course forward. The tool should be accompanied by at least a 1-2 page paper discussing how the tool is connected to the course and how it will be deployed.

4) Specific negotiation – personal analysis. 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.
I expect two things from you on this project. First is a reasonable investment of time and energy. Really the only way to be judged harshly is to simply “mail it in”. This is because I firmly believe that what you get out of this project will be highly related to what you put into it. The second expectation is thoughtful consideration of what the course concepts mean for your future negotiations. The intention is for you to take the tools from the course and work begin to integrate them in a meaningful way into your life.

Final projects are **due at Session #12 uploaded to the course website.**

» **Optional Assignment for consideration of an H:** Real world negotiation analysis

If you wish to be considered for an H in this class the completion of a “Real World Negotiation Analysis” is necessary. More details will be provided but this is your chance to put your knowledge of negotiations to work in analyzing an important historical or current negotiation.

» **Extra Credit (1 bonus point per article – maximum of 5 points)**

By submitting funny, meaningful, or poignant movie or TV show clips which illustrate an important topic covered in negotiations class students can earn extra credit (1 bonus point per article – maximum of 5 points).

**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 prepared and on time for all 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. We will debrief our cases collectively.

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. It is tempting sometimes to promise certain resources from one’s organization to “sweeten the deal” for your counterpart. Don’t do so, unless role information suggests that these resources exist and that you have discretion over them.

5. The exercises are an opportunity to experiment. Unusual tactics (or at least ones that are different for you) add variety and benefit the group discussion. However, steer clear of anything that verges on physical intimidation, sexual harassment, or personal abuse.

**LEVERAGE INVENTORY**
The Leverage Inventory (Massey, 2010) assesses the frequency with which a person uses various influence tactics. The survey was based on research going back to French and Raven’s seminal work on the sources of authority and has since been validated and tested with MBA students at Yale, Penn and NYU. For this assignment we will collect feedback for you about which influence strategies you typically employ. This requires you inviting anywhere from 8-20 people with whom you have professional experience to complete a short survey (<10 minutes). **If you choose to do this assignment, a list of names and emails will be due by web survey before Session 2. Self-responses and at least 8 rater responses are due by Session 5.**

**SPECIAL JOINT LAW-BUSINESS NEGOTIATION SESSION**
Each semester the Business School and Law School together hold a special negotiation session involving both Business and Law Students. Each team will be comprised of two MBA students (playing the role of managers) and a JDM student (playing the role of their lawyer). This spring, the special session will take place during week 8 (time TBD). I cannot require students attend the special session, but I hope you will try. Having to meet outside the usual class period is annoying. Believe me, I sympathize. After the event, almost everyone agrees that the experience is worthwhile. You will be asked to meet with your MBA/JDM team – in person (preferably) or over the phone – to identify a strategy in advance of the special session. You will receive more details about the session as the date approaches. In the meantime, please mark your calendars.

**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 (January 28th): Introduction

Assignments due
Initial online assessment (due BEFORE Session 1)

SESSION #2 (February 4th): Distributive bargaining

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

Assignments due
8-20 rater names and emails for Leverage Inventory (optional)

SESSION #3 (February 11th): Integrative bargaining, Part 1

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

SESSION #4 (February 18th): Integrative bargaining, Part 2

Readings
Essentials of Negotiation Ch 3 “Strategy/tactics of integrat. negotiation”; Getting to Yes Ch 1-4; “Know your objectives” (Benoliel & Cashdan)

Optional:
“Scoring a deal” (Ames, Larrick, & Morris)

Assignments due
Case preparation (upload to canvas)
Complete email negotiation and complete survey (canvas link)

PART 2: CONFLICT AND COMMUNICATION DYNAMICS

SESSION #5 (February 25th): Conflict styles and dynamics

Readings
Difficult Conversations Ch 1-4

Optional:
“Constructive conflict” (Follett)

Assignments due
Email negotiation analysis

Assure that at least 8 Leverage Inventory surveys have been completed.
SESSION #6 (March 4th): Trust and cooperation

Readings  Difficult Conversations Ch 5-6

Optional:
“Bargaining with the devil …” (Shell Ch 11);
“Confronting lies and deception” (Malhotra & Bazerman, Ch 9)

Assignments due  Draft plan for real world negotiation paper
Video analysis to partner

NOTE: No class March 11 or March 18th

SESSION #7 (March 25th): Power, Culture and Gender

Readings  Essentials of Negotiation Ch 11 “International/cross-cultural negotiation”

Optional:
“Abraham Lincoln & The Tools of Influence” (Massey)
“Why you need to ask” (Babcock & Laschever)

Assignments due  Go get a deal (optional) (upload to canvas)

PART 3: BEYOND DYADS

SESSION #8 (TBD): Special session - Joint Law-Business Negotiation

• We will NOT meet at our regular class time on April 1st. Instead, students from across multiple sections of the course and across sections offered at the law school will converge at a special time for a team negotiation
• Students will be expected to sign up for ONE of a selection of times offered Please bear this in mind when registering for the course
• More details (e.g., how to sign up, location) will be provided as these dates draw closer

Readings  Difficult Conversations Ch 7-12

Assignments due  Video analysis (upload to canvas)

SESSION #9 (April 8th): Agents and third parties

Readings  Essentials of Negotiation Ch 4 “Negotiation: Strategy and planning”

Assignments due  Coaching analysis (optional) (upload to canvas)
SESSION #10 (April 15th): Coalitions

Readings  Essentials of Negotiation Ch 8 “Ethics in negotiation”

Optional: “Map the players, change the game” (Ames)

Assignments due  Optional Real-world negotiation analysis paper (upload to canvas)

SESSION #11 (TBD): Special session – Team Negotiation

• We will NOT meet at our regular class time on April 22nd. Instead, students from across multiple sections of the course will converge at a special time for a team negotiation
• Students will be expected to sign up for ONE of a selection of times offered Please bear this in mind when registering for the course
• More details (e.g., how to sign up, location) will be provided as these dates draw closer

Readings  Optional: “Enhancing your negotiating power” (Benoliel & Cashdan);
“Multiple parties, coalitions, and teams” (Thompson Ch 9);
“Get all the parties right” (Lax & Sebenius)

Assignments due  Prepare case and submit plan (upload to canvas)

SESSION #12 (April 29): Conclusion

Readings  Essentials of Negotiation Ch 12 “Best practices in negotiations”
Getting to Yes “In conclusion”;

Optional: “A primer on personal development” (Ames, Mason, & Carney)

Assignments due  Final project (upload to canvas)