Objectives and Overview:

Success across a range of endeavors hinges on our ability to negotiate. Negotiation is the art and science of brokering agreements between two or more interdependent parties. Effective negotiators not only recognize and capitalize on opportunities but also endeavor to create new opportunities and relationships. From low stakes discussions with colleagues to high stakes business deals, from cooperative discussions to competitive conflicts, negotiation plays a critical role in one’s success.

This course will help you develop your talents as a negotiator in two fundamental ways. First, a knowledge-oriented approach seeks to enhance understanding of central concepts in negotiation and conflict. Frameworks, vocabulary, and models related to negotiation will be introduced and discussed, along with the theoretical benefits and risks associated with each. Armed with this conceptual knowledge, students should be able to analyze situations, plan tactics, recognize and react to their counterpart’s behavior, and strategize effectively. A practice-oriented approach will complement this conceptual understanding and enhance your effectiveness as a negotiator. Practicing and experimenting with negotiation behaviors is essential to developing one’s negotiation skills, and this course will provide opportunities for practice, supplemented with feedback, personal reflection, and discussion.

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, and multiple interactions. 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, recognizing opportunities, and planning an approach that will give them the best shot at achieving their goals.

Overall Organization:

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 meeting. These exercises have been selected to help illustrate points in readings and lectures and to motivate further reflection and
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, skills, and tactics that have suggested themselves to you from your own reading and reflection.

**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 delves deeper, focusing on different negotiation dynamics and ultimately addressing 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.

**Class Ground Rules:**

Having a constructive learning environment is essential to this course’s effectiveness. Everyone contributes to this. Here are some ground rules for our negotiation 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.

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.

**Readings:**

Throughout the course there will be readings relevant to the topics we are discussing. These readings are intended to enhance and augment your knowledge base and skill set and will complement our in-class discussions. There are two required books for this course:


There is also one optional book:


A suggested schedule for reading these books is outlined in the syllabus. Additional relevant (optional) readings will be posted to the course website and/or distributed in class.

**Grade Breakdown:**

- Attendance and Participation: 25%
- Pre-negotiation Preparation: 10%
- Analysis Assignments: 15%
- Enhancement Exercises: 15%
- Final Paper: 35%

**Attendance and Participation (25% of final grade):**

Because this course is grounded in experience, attendance at class sessions is essential to getting value from the course. Moreover, as 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**. Lack of preparation or tardiness will be treated as an absence for that class session. Absences will carry a considerable grade penalty. 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.

Once the course begins, students will be given a link to a website where they can send advance notice regarding absences. **Any absences not reported through this website will receive a severe grade penalty.** Attendance records will be tracked via Canvas. If there is an error in the attendance record, it is your responsibility to bring it to the instructor’s attention within 2 weeks of the relevant class session. If you do miss a class, it is your responsibility to obtain materials and instructions for the following class, so you are fully prepared for the subsequent class session.

Participation includes adequate preparation of the readings and case materials assigned in advance of the session. Active, substantive involvement in class discussions and engagement in class activities is critical to successful participation. Timely completion of online assignments, including course surveys and the email negotiation, is also a component of successful participation.
Pre-negotiation Preparation (10% of final grade):

Preparation is the single most important step to improving your performance in negotiation. Planning and preparing in advance of the exercises is vital to optimizing your experience in this course. In advance of several of the class sessions, you will be asked to submit a preparation document. For some of the sessions, this document will outline your overall strategy, tactical plan, and/or talking points. For other sessions, this document may include a quantitative model that outlines your valuation of deal elements. These documents are intended to facilitate your planning in advance of the negotiation, provide a framework to guide you during the negotiation, and offer an opportunity for reflection after the negotiation.

Analysis Assignments (15% of final grade):

Throughout the course, assignments will offer the opportunity to consolidate knowledge, reflect on exercises, and practice your skills. Additional details and expectations for assignments will be communicated as the course progresses. Where appropriate, please upload assignments to Canvas.

- Online assessments and surveys. These assessments will provide feedback to you and your classmates regarding your negotiation exercises.
- Email Negotiation. One negotiation exercise will occur over email outside of class. You will be expected to complete this negotiation along with an accompanying reflection and feedback assignment.
- Video Analysis. Students will review a video of a peer negotiating in class and provide feedback regarding the student’s performance, presentation, and tactics.
- Cultural Navigator. Using an online tool (Cultural Navigator), students will learn about cultural differences in norms and expectations surrounding negotiations.
- Multi-attribute Value Analysis. Students will conduct a quantitative analysis of potential deal features. This analysis will aid in clarifying priorities and positions and facilitate preparation and planning.

Enhancement Exercises (15% of final grade):

In order to afford students some flexibility in tailoring their learning experience, six assignments are offered as a menu. Several of these assignments have the additional benefit of offering you opportunities to practice your negotiation skills in the real world. To earn the highest grade in the course (an ‘H’), students must earn full credit for at least four of these assignments. To pass the course, students must earn full credit for at least one of these assignments. Additional details regarding these assignments will be provided as the course progresses.

- Go get a deal
- Paper Clip
- Self Video Analysis
- Tactics Table
- Conflict Cycle Analysis
- Coaching Negotiations
- Negotiation in the News
Final Paper (35% of final 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 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, the central goal is to coax some larger and more enduring lessons (e.g., good practices) that may be applied elsewhere.

In order to earn the highest possible grade in this course (an ‘H’), the final paper must also include an element of personal reflection. One approach to this is a self-assessment 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. If you pursue this approach, it is strongly recommended that you review A primer on personal development. Another effective model is to construct 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. If working on a two-person paper, the personal reflection elements of the paper should be separate and personalized for each author.

A paragraph or two describing your planned final paper is due April 3. Individual papers typically range from 5 to 10 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 11. We may discuss some of these analyses (if students volunteer to do so) in our final class session.
Course Development 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 display these data to demonstrate points about negotiation principles or analyze associations between strategies and outcomes. 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 outcomes 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.

Special Joint JDM-MBA 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 on a date TBD outside our typical class session in Green Hall. Although meeting outside of class is disruptive and inconvenient, students in the past have found this exercise worthwhile and valuable. You will be asked to coordinate a strategy with your MBA/JDM team in advance of the special session. You will receive more details about the session as the date approaches.
Part 1: Two-person Negotiation

SESSION 1 (January 27): Introduction
Readings: Getting to Yes Chapter 6
Essentials of Negotiation Chapter 1 (optional)
Assignments Due: Online assessment 1 (takes ~ 5-10 minutes)
Assignments Given: Online assessment 2 (due 5 pm on February 4)
Go Get a Deal (due Session 5)
Paper Clip (due Session 11)
Negotiation in the News (due in Session 12)
Real-world negotiation paper (due Session 11)
Final paper (due Session 12)

SESSION 2 (February 3): Distributive Bargaining
Readings: Getting to Yes Chapter 8
Essentials of Negotiation Chapter 2 (optional)
Assignments Due: Online assessment 2 (due 5 pm on February 4)
Assignments Given: Video Analysis (due in Session 4)
Self Video Analysis (due in Session 6)
Tactics Table (due in Session 3)
Prepare for Session 3 case

SESSION 3 (February 10): Integrative Bargaining
Readings: Getting to Yes Chapters 1-4
“Scoring a deal” (Ames, Larrick, & Morris; optional)
Essentials of Negotiation Chapter 3 (optional)
Assignments Due: Pre-negotiation Preparation for Session 3
Tactics Table
Assignments Given: Prepare for Session 4 case
Prepare for Email Negotiation

SESSION 4 (February 17): Balanced Bargaining
Readings: Getting to Yes Chapters 5,7
Essentials of Negotiation Chapters 4-5 (optional)
Assignments Due: Email Negotiation
Pre-negotiation Preparation for Session 4
Video Analysis
Assignments Given: Email Negotiation Analysis (due in Session 5)
Prepare for Session 5
Part 2: Getting Past No: Conflict and Communication

SESSION 5 (February 24): **Conflict Styles and Dynamics**
*Readings:*  
Difficult Conversations Chapters 1-4  
Essentials of Negotiation Chapter 6 (optional)  
*Assignments Due:*  
Email Negotiation Analysis  
Pre-negotiation Preparation for Session 5  
Go Get a Deal  
*Assignments Given:*  
Conflict Cycle Analysis (due in Session 7)  
Cultural Navigator (due in Session 6)

SESSION 6 (March 3): **Gender, Culture, and Communication**
*Readings:*  
“Why you need to ask” (Babcock & Laschever, optional)  
Essentials of Negotiation Chapter 11 (optional)  
*Assignments Due:*  
Cultural Navigator  
Self Video Analysis

SESSION 7 (March 24): **Trust and Relationships**
*Readings:*  
Difficult Conversations Chapters 5-6  
Essentials of Negotiation Chapters 8-9 (optional)  
*Assignments Due:*  
Conflict Cycle Analysis  
*Assignments Given:*  
Prepare for Session 8 case  
Multi-attribute Value Analysis (due Session 8)

SPECIAL OPTIONAL GUEST SPEAKER SESSION (TBD, likely April)
Jeffrey Schackner is a Managing Director at Citi where he is Global Head of Consumer Products Investment Banking. An investment banker with over 15 years of experience, Mr. Schackner joined Citi in 2000 following its acquisition of Schroders and advises clients on mergers, acquisitions and strategic restructuring transactions around the world. Mr. Schackner has completed over $250 billion in transactions on behalf of his clients in North America, Latin America, Europe, the Middle East and Asia. In this session, Mr. Schackner will share his insights on negotiation, which hold lessons well beyond investment banking activity. Part of the session will feature Q&A with students, so this is a chance to put your questions to an experienced dealmaker.

This session is optional (open to students in all negotiation sections) but encouraged. Space is limited and students are urged to **RSVP** for the session via the link in the Pages section of Canvas.
Part 3: Beyond Dyads

SESSION 8 (March 31): Mediation
Readings: “Managing Conflict” (Watkins Chapter 7)
Assignments Due: Pre-negotiation Preparation for Session 8
Proposal for Real World Negotiation Analysis (due April 3 to Canvas)

Special Joint JDM-MBA Session: Advocating for Your Interests
* THIS SESSION MEETS OUTSIDE OUR TYPICAL CLASS MEETING TIME*
Readings: Difficult Conversations Chapters 7-12
Assignments Due: Multi-attribute Value Analysis
Assignments Given: Prepare for Session 9

SESSION 9 (April 7): Principles, Agents, & Third Parties
Readings: “Bargaining with the Devil” (Shell, optional)
“Confronting Lies and Deception” (Malhotra & Bazerman, optional)
Assignments Due: Pre-negotiation Preparation for Session 9

SESSION 10 (April 14): Coalitions and Bargaining Power
Readings: “Map the Players, Change the Game” (Ames; optional)
Essentials of Negotiation Chapter 7 (optional)
Assignments Given: Prepare for Session 11 case

SESSION 11 (April 21): Team Negotiations
Readings: Getting to Yes In Conclusion
Difficult Conversations Ten Questions
Essentials of Negotiation Chapter 10 (optional)
Assignments Due: Pre-negotiation Preparation for Session 11
Real World Negotiation Analysis
Paper Clip

SESSION 12 (April 28): Course Wrap-up
Readings: “A primer on personal development” (Ames, Mason, & Carney; optional)
Essentials of Negotiation Chapter 12 (optional)
Assignments Due: Final Paper
Negotiation in the News
## Guide to Assignments

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<thead>
<tr>
<th>Assignment</th>
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<tbody>
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