**DRAFT SYLLABUS FOR BIDDING | SUBJECT TO CHANGE**

**A NOTE FOR SUMMER 2019**
This section will be an intense block week version of the course. Attendance in all sessions is essential. Before bidding/enrolling, be sure you are able to commit time and energy to this course, including attending all sessions. Some shorter assignments are expected to be completed between class days. Several more-involved assignments will be due after the block week period is over. If you cannot commit to this workload during this time period, we encourage you to consider a non-block-week section of the course.

**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 bargaining and 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.

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 MBA 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 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 Marketing core course.

This course is also connected to the core by embracing the norms of the **Columbia Core Culture**. Students are expected to be:

- **Present**: Be on time and present for every session (attendance will be tracked)
- **Prepared**: Complete pre-work as needed and be prepared for cold calling
- **Participating**: Constructive participation is expected and part of grade (no electronic devices unless explicitly called for by the instructor)

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 insights. 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, stretching beyond your typical habits and instincts.

ATTENDANCE
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. Absences will carry a considerable grade penalty. Those missing a single session (except for extraordinary circumstances, such as a medical or family emergency) will not be eligible for the highest grade in the course (an ‘H’). Those missing multiple sessions may not earn a passing grade. Late arrivals can also impact grading.

You should provide advance notice regarding any absences or late arrivals through the online attendance report (see link on the Canvas homepage or go to XXXXX). Any absences not reported through this website will receive a severe grade penalty.
ASSIGNMENTS AND COURSE REQUIREMENTS
Four components make up your grade: 1) required participation, 2) menu assignments, 3) a real world negotiation analysis, and 4) a final paper. The second-to-last page of this syllabus provides a summary table of assignments and deadlines. These assignments are also noted in Canvas.

» 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 Roleplay Ground Rules below)
- Engagement, discussion, and comments in class (quality is more important than quantity)
- Assignments due during the course itself, including Personal Reflections, Park Bar case preparation, the Dream Situations worksheets, and the Metropolitan Tower case preparation

» Menu assignments: 20% of grade

To give students some flexibility in managing their workloads and tailoring their learning experience to their interests, five assignments are offered as a menu. 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. These assignments will be described in greater detail as the course goes along.

- Reflection on Berkeley Bikes email negotiation
- Conflict cycle analysis
- Reading reflection
- Reflection on Metropolitan Tower case
- Negotiation coaching exercise

These menu assignments have a due date of XXXXX, two weeks after our course ends.

» Real world negotiation analysis: 20%

This paper is a required assignment for the course. The submission can be either an individual or two-student project reviewing some real world negotiation or conflict. The topic could be a transaction or bargaining situation, but could also be a qualitative dispute or conflict. The episode could be something from the past or a current or future situation. In the case of a current or future situation, the paper might focus on analysis and planning, such as preparing for different contingencies or clarifying preferences and priorities (e.g., computing payoffs). In the case of a past situation, the paper might analyze the episode, examine the choices/actions of different parties, and reflect on the consequences. An effective analysis would 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, an important goal for this
assignment is to **draw some larger and more enduring lessons** (e.g., good practices or general principles) from the situation that may have applications elsewhere.

Strong papers typically range from 6 to 8 pages (12-point font, double-spaced). Appendices can be attached as needed to illustrate or document points (tables, timelines, etc.). The expectations in terms of depth and analysis are expanded if the paper is a joint submission of two students. More details on this assignment will be provided during our class meetings.

**This paper is due XXXXX.**

» **Final paper:** 20%

This significant project is optional, but strong performance on this paper is required to earn an “H” (completing this paper does not guarantee an “H”—strong performance in all other aspects of the course is required as well). The form this paper takes is flexible. Several models have proven meaningful for past students. One is a self-assessment in which you analyze yourself, including your style and its strengths and limitations, based on your experience in the course as well as other experiences and feedback you may have received. This analysis could culminate in an action plan for continuing development as a negotiator, though that is not a necessary component. Another effective model is to construct a summary personal “negotiation manual” that reflects what you believe are the fundamental dynamics and best practices of negotiation. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation playbook that reflects a meaningful amount of reflection, synthesis, and application. Feel free, but not obliged, to combine any or all aspects of these three approaches (a self-assessment, action plan, and negotiation manual). Another possible model is to write a negotiation case or learning activity, producing materials that could be used in negotiations training. If you’re considering this model, I encourage you to discuss it with me in advance. Whatever approach you take, creativity is welcome. Your choice of approach for the paper should be guided by what you think will yield the most learning value for you.

This paper should be 8 to 12 pages (12-point font, double-spaced). Appendices can be attached as needed to illustrate or document points (tables, timelines, etc.).

**This paper is due XXXXX.**

**ROLEPLAY 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 roleplay 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. In some cases I may record the outcomes and answers to questions in 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 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.
CLASS MEETINGS

Readings are optional but encouraged to get the most learning value from the course. Recommended follow-up readings for sessions are noted below. See the READINGS section later in this syllabus for further details.

Module 1 | Monday, July 15 AM | Introduction

Recommended follow-up readings
Essentials of Negotiation Ch 1 “The nature of negotiation"
Getting to Yes Ch 6

Module 2 | Monday, July 15 PM | Distributive bargaining

Recommended follow-up readings
Essentials of Negotiation Ch 2 “Strategy/tactics of distributive bargaining”;
Getting to Yes Ch 8

Module 3 | Tuesday, July 16 AM | Interest-based bargaining

Assignment due
Personal reflections

Module 4 | Tuesday, July 16 PM | Multi-issue bargaining, Part 1

Recommended follow-up readings
Essentials of Negotiation Ch 3 “Strategy/tactics of integrative negotiation”;
Getting to Yes Ch 1-4; “Constructive conflict” (Follett), “Negotiating a job offer” (Thompson)

Module 5 | Wednesday, July 17 AM | Multi-issue bargaining, Part 2

Assignment due
Park Bar case preparation

Recommended follow-up readings
Essentials of Negotiation Ch 4 “Negotiation: Strategy and planning”;
“Scoring a deal” (Ames, Larrick, & Morris)

Module 6 | Wednesday, July 17 PM | Conflict and mediation

Recommended follow-up readings
“Your bargaining style” (Watkins Ch 1); “Why you need to ask” (Babcock & Laschever Ch 1); “A primer on personal development” (Ames, Mason, & Carney); Difficult Conversations Ch 1-4, 7-12; “Managing Conflict” (Watkins Ch 7); “Confronting lies and deception” (Malhotra & Bazerman Ch 9); Essentials of Negotiation Ch 5 “Ethics in negotiation”
Module 7 | Thursday, July 18 AM | Principals and agents

Assignment due: Dream Situations worksheet

Recommended follow-up readings: “Multiple parties, coalitions, and teams” (Thompson Ch 9)

Module 8 | Thursday, July 18 PM | Coalitions

Recommended follow-up readings: “Get all the parties right” (Lax & Sebenius)
“Map the players, change the game” (Ames)

NOTE: Plan for some additional preparation and coordination with your teammate before Friday

Module 9 | Friday, July 19 AM | Team negotiation

Assignment due: Metropolitan Tower case preparation

Module 10 | Friday, July 19 PM | Conclusion

Recommended follow-up readings: Essentials of Negotiation Ch 12 “Best practices in negotiations”
Getting to Yes “In conclusion”
SUMMARY OF ASSIGNMENTS

Assignments are listed in the course Canvas site, which in some cases may provide links to instructions or relevant materials. All completed assignments should be uploaded through Canvas. A summary of assignments is offered below.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>TYPE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td><strong>During block week</strong></td>
<td></td>
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<tr>
<td>Personal reflections</td>
<td>Required</td>
<td>Tues, July 16, 9 am</td>
</tr>
<tr>
<td>Park Bar case preparation</td>
<td>Required</td>
<td>Wed, July 17, 9 am</td>
</tr>
<tr>
<td>Dream Situations worksheet</td>
<td>Required</td>
<td>Thurs, July 18, 9 am</td>
</tr>
<tr>
<td>Metropolitan Tower case preparation</td>
<td>Required</td>
<td>Fri, July 19, 9 am</td>
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<td><strong>Menu assignments:</strong> Full credit for at least one of these five options is required to pass the course; full credit for at least four is required to earn an “H”</td>
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<tr>
<td>Conflict cycle analysis</td>
<td>See note above</td>
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<tr>
<td>Reading reflection</td>
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<tr>
<td>Negotiation coaching exercise</td>
<td>See note above</td>
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<tr>
<td><strong>Papers</strong></td>
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<tr>
<td>Real world negotiation analysis</td>
<td>Required</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Final paper</td>
<td>Optional, required for “H”</td>
<td>XXXXX</td>
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READINGS

Readings are optional but can help you get far more out of the course, reinforcing and going beyond the topics addressed in class. We recommend these three books about the fundamentals of bargaining and conflict; they are referred to in the module list presented earlier in this syllabus.


Along with these books, we recommend the following readings, as noted in the earlier module list:

<table>
<thead>
<tr>
<th>AUTHOR(S)</th>
<th>READING</th>
<th>SESSION</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follett, Mary Parker</td>
<td>“Constructive conflict”</td>
<td>Module 4</td>
<td>Canvas: Files</td>
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<tr>
<td>Thompson, Leigh</td>
<td>Negotiating a job offer (appendix from <em>The Mind and Heart of the Negotiator</em>)</td>
<td>Module 4</td>
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<tr>
<td>Ames, Daniel, Larrick, Richard, &amp; Morris, Michael</td>
<td>“Scoring a deal: Valuing outcomes in multi-issue negotiations” (<em>Columbia CaseWorks article</em>)</td>
<td>Module 5</td>
<td>Canvas: Files</td>
</tr>
<tr>
<td>Shell, G. Richard</td>
<td>“The first foundation: Your bargaining style” (Ch 1 from <em>Bargaining for Advantage</em>)</td>
<td>Module 6</td>
<td>Library, under course reserves</td>
</tr>
<tr>
<td>Babcock, Linda and Laschever, Sara</td>
<td>“Why you need to ask” (Ch 1 from <em>Ask for It</em>)</td>
<td>Module 6</td>
<td>Canvas: Files</td>
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<tr>
<td>Ames, Daniel, Mason, Malia and Carney, Dana</td>
<td>“A primer on personal development” (<em>Columbia CaseWorks article</em>)</td>
<td>Module 6</td>
<td>Canvas: Files</td>
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<tr>
<td>Watkins, Michael</td>
<td>“Managing conflict” (Ch 7 from <em>Breakthrough Business Negotiation</em>)</td>
<td>Module 6</td>
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<td>Malhotra, Deepak and Bazerman, Max</td>
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<tr>
<td>Lax, David and Sebenius, James</td>
<td>“Get all the parties right” (Ch 4 from <em>3D Negotiation</em>)</td>
<td>Module 8</td>
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<tr>
<td>Ames, Daniel</td>
<td>“Map the players, change the game: Evaluating who is—and should be—involved in deals and decisions” (<em>Columbia CaseWorks article</em>)</td>
<td>Module 8</td>
<td>Canvas: Files</td>
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