SAMPLE SYLLABUS

New York University
Leonard N. Stern School of Business
Department of Management & Organizations

COLLABORATION, CONFLICT & NEGOTIATION (B65.2159.22; Spring 2008)

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

Class meetings: Wednesdays, 9am – 11:50am
Classroom: KMC 2-80
Office hours: Wed, 4:30-5:30, or by appointment
Office: Tisch 4-20

Course Blackboard site: http://sternclasses.nyu.edu

Note: We will make extensive use of the course blackboard site. All lecture slides will be posted, as will additional course materials. We may also use it for communication. Make sure you check the site often and ensure that your email address is correct.

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 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 is one of those classes you will take at Stern that not only develop your ability as a manager but 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
In response to feedback from previous student, you will receive feedback on how you are perceived by your negotiation partners. Students will complete a post-negotiation evaluation after each of the first four simulations. This will provide you with (fairly) anonymous feedback about your particular negotiation personality.

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

Class Handout Fee
The simulation exercises we use in this course are proprietary materials, and thus there is a fee for their usage. You must pay a class handout fee which covers this expense prior to the start of the course. You will receive an email with instructions for paying this fee. These instructions will also be posted on Blackboard. Note: Failure to pay the fee will result in your receiving an incomplete in the course.

GRADING

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 reduce this component of your grade.** Each absence will result in a penalty of one letter grade (i.e., your A will become a B). 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 subset of the planning documents you submit will be
graded on a check, check-plus, or check-minus system.

**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. To ensure that these
inappropriate behaviors do not occur in my classroom, I penalize students for them. These include 1) participat-
ing 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 could be used for legitimate note-taking, the data from the last few years of teaching
indicate that the majority of in-class laptop-users wind up surfing the net, checking their email, etc. So I
have no choice but to restrict their use; please see me if this poses a hardship for you.

Please don’t underestimate the penalty you will receive for these behaviors.

**Post-diagnoses (40% 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 in 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 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. 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. Please do not
email these to me; turn them in at class.

**Final Exam (35% of final grade)**
## 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).

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>In-class</th>
<th>Due</th>
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<tbody>
<tr>
<td>January 30</td>
<td>Introduction to Course, Distributive Bargaining</td>
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<td>Review course syllabus</td>
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<td>Synertech-Dosagen exercise</td>
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<td>February 6</td>
<td>Integrative Bargaining, Part 1</td>
<td>Shell, Chapters 1-3</td>
<td>Texoil exercise</td>
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<td>February 13</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</td>
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<td>Texoil Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)</td>
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<td>February 20</td>
<td>Dispute Resolution</td>
<td>Shell, Chapters 4 - 6</td>
<td>Viking exercise</td>
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<td>February 27</td>
<td>Negotiating via Agents, Negotiating in Teams</td>
<td>Fisher &amp; Ury, Chapters 7 &amp; 8; Shell, Chapters 8, 10</td>
<td>Bullard exercise</td>
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<td>Bullard Planning Document</td>
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<td>Viking Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)</td>
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<td>March 5</td>
<td>Coalitions</td>
<td>Shell, Chapter 11</td>
<td>FG&amp;T Tower exercise</td>
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<td>FG&amp;T Tower Planning Document (prepared in-class)</td>
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<td>Bullard Post-Diagnosis (if submitting as 1 of your 2 required post-diagnoses)</td>
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<td>March 12</td>
<td>Individualized Feedback &amp; Final Exam</td>
<td>Individualized feedback about your negotiating performance</td>
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<td>Final exam</td>
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