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

COLLABORATION, CONFLICT & NEGOTIATION

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

Note: We will make extensive use of the course Blackboard site. Please check the site every 72 hours and ensure that your email address is correct.

COURSE DESCRIPTION

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 good negotiation skills to get these solutions accepted and implemented by others. 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 in a number of life domains.

The learning method is experiential. You will prepare for and simulate a variety of sample negotiations. A basic premise of the course is that there are general principles that are relevant across negotiation settings…those principles are the focus of the course.

Unlike real life, you will have access to three unique sets of data in this class: 1) how you performed in this negotiation, relative to other people in your same role, with the same information, negotiating for the same objectives; and 2) how successful you were in maximizing the potential “pie” in the negotiation, relative to what was objectively available to both you and the other party; and 3) how you were perceived by the other party. Imagine if you knew these three things in every negotiation you faced – and how quickly you could improve your performance and improve what I call your “return on mistakes” (ROM). You should see a huge spike in your ROM in this class.
COURSE OBJECTIVES

As a result of this course, I hope you will:

1. gain a broad intellectual understanding of the central concepts of negotiation, including (but not limited to …)
   a. BATNA
   b. Reservation Price
   c. ZOPA
   d. Value Creation
   e. Value Claiming
   f. Aspiration Point

2. translate this understanding into an improvement in your ability to …
   a. recognize opportunities to negotiate (as well as opportunities to walk away)
   b. prepare for a negotiation
   c. actually negotiate
   d. analyze and learn from the negotiation

3. deepen your understanding of your own strengths and weaknesses as a negotiator

4. improve at least one situation in your life through negotiation, between now and the end of our course

Preparation          Negotiation          Current and Future Outcomes

Your options and goals

Others’ options and goals

Creating Value

Claiming Value

Your outcomes

Others’ outcomes

Improve your analysis

Improve your approach

Improve your outcomes (and your return on mistakes “ROM”)
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. We will conclude each class with a brief lecture integrating your negotiation results, research-based negotiation theory, and relevant data from your on-line assignments.

Preparation for Negotiations
For many of the simulation exercises, you will be asked to read role information prior to class (beginning with the second class). It is absolutely essential that you are fully prepared for each negotiation exercise. Lack of preparation for an exercise will be treated as an absence for that exercise. It is not only important for your own learning, but also for your classmates. At the beginning of class, you are required to submit a planning document (before the negotiation begins). You may want to bring a second copy of your planning document to keep with you during the negotiation.

You will also complete several short on-line assignments.

Outside Class

Prepare to Negotiate and Complete on-line Assignment

Follow up Reading and Post-Negotiation Analysis

Preparation for Negotiations

Inside Class

Negotiation, Debrief, and Lecture

Post-Negotiation Analyses
Your agreements will be posted after the 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 two negotiations (further details below).
**READINGS & MATERIALS**


- **Customized Text**: The customized text can be purchased at the NYU Professional Bookstore. IMPORTANT: I have selected readings to reinforce the learning points of each exercise, and the concepts will be more comprehensible after you negotiate. So, as you will see later in the syllabus, the readings are described as follow-up assignments. Please do not read ahead. There are several readings that can be read at any point in the course, and those are noted on the final page of this syllabus (at the bottom of the chart).

- **Class Handout Fee for Proprietary Simulation Exercises**: The simulation exercises that I will distribute in this course are proprietary materials produced by the world-renowned Dispute Resolution Research Center at the Kellogg School of Management. Thus, there is a fee for their usage. You must pay a class handout fee prior to the start of the course, and NO LATER than the start of class (FYI: I receive notification from the bookstore of your payment). 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 on time will prevent you from participating in the classroom exercises (resulting in unexcused absences).

**COMMUNICATION OUTSIDE OF CLASS**

Questions/comments about the course content or about logistics: Your question is undoubtedly on someone else’s mind as well and your comment will be interesting to others. So, we will turn to Blackboard to learn collectively. Please post your question on the Discussion Board section of the Blackboard site. I will check the site frequently and respond to questions posted there (and I will email the class once I’ve posted a response). And, if you see a question you would like to answer, that is even better – please feel free (Please -- if your question is one of logistics, deadlines, assignments, or grading, please double check this syllabus first, and if you do not find what you need, or remain confused, I am, of course, very happy to help.)

Questions about a specific negotiation simulation, before the negotiation has taken place: If your question is about preparing for a specific negotiation simulation (e.g. “I am the buyer in the XYZ case and I’m unclear on whether I’m allowed to offer ABC”), please email me directly rather than posting on Blackboard, as your information is proprietary, and should not be shared with anyone else in the class. IMPORTANT: include “CCN” in the subject line of your email.

Issues of private/individual concern, feedback on the course, or request for office hours: For matters that are of concern to you individually, and not relevant to others, the best way to reach me is email. IMPORTANT: include “CCN” in the subject line of your email. Please also include a contact phone number and good/bad times to reach you.
ASSIGNMENTS AND GRADING

Summary

25% Classroom and Blackboard Discussion Participation
25% Preparation for Class, including on-line assignments and planning documents
25% Post-negotiation analysis for either Texitol or Viking
25% Post-negotiation analysis for either moms.com or a Real-Life Negotiation

Classroom and Blackboard Participation (25% of final grade)
Including contributions to classroom discussion, Blackboard Postings, 3 Minute Surveys at end of each class, and Post-Negotiation Feedback

In a nutshell, class participation is a reflection of the extent to which you have contributed to the learning of the group. For example, you are expected to be prepared for class and to contribute to class discussions. You are also encouraged to post on Blackboard. Blackboard postings are evaluated by the same criteria as in-class comments. 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; and
(d) Demonstrate reflective thinking.

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. If you must miss a class, you must provide a reasonable excuse AND you must notify me at least 48 hours 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. You may miss one class session with a penalty of 1 point off your final course grade so long as you notify me of your absence in advance. Missing class without notifying me will result in a drop of one full letter grade for the course. If you miss a second exercise for any reason, you will also lose a letter grade. Partial attendance at a class session will be treated as an absence.

Finally, I expect that you will treat this course as a professional context, and that all of your interactions inside and outside of the classroom will be courteous and professional. A lack of professionalism will affect your participation grade. Professionalism includes, but is not limited to, punctuality, responsiveness to emails, appropriate interactions with others, attention to class instructions, courtesy in tone, respect for how you use the time of others, and a commitment to both your own learning and the learning of others in the class.

Preparation for Class (25% of final grade)
Planning Documents: As we will discuss in class, preparation is a major component to successful 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 at the start of or at the end of class (depending on whether the preparation is done inside or outside of class). The form you are to use for this (the “planning document form”) is located on Blackboard and will also be distributed, as appropriate, in class. 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. Planning documents will be graded on a check (meets expectations) or check-minus (falls short of expectations) system.

IMPORTANT: For each exercise, 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 actual confidential instruction sheets. This rule largely mirrors reality, because in most negotiations you cannot convincingly reveal your true underlying preferences to your counterparts (there is always room for doubt).

On-line Assignments:
Before class begins, and in the week between classes, I will email you a short on-line assignment. We will integrate your responses in our class discussion. It is important that you submit your responses in a timely way, so that I can review the results and integrate them into the lecture in a timely fashion.

Two post-negotiation analyses (25% each)
These analyses help you reflect on your negotiation behavior, help me get a sense of your individual progress, and also indicate to me your ability to analyze your own strengths and weaknesses. Papers 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, but rather 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 1-2 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?

A good analysis will integrate the theories of the class with the actual events of your negotiation, and will describe how you can apply what you have learned to future negotiations. Please be as honest as possible with yourself, and with me, in your analysis. Integrate the concepts of the class and the readings in your analysis. Your analysis should be NO MORE than 600 words each (simulation) or 1200 words (real-world). 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. Additionally, writing skills count. Clarity, conciseness, and creativity are important in this paper, just as they are in your professional life.

Please complete two of the following options:

1. Post-negotiation analysis of Texoil
2. Post-negotiation analysis of Viking
3. Post-negotiation analysis of moms.com
4. Post-negotiation analysis of a real-world negotiation you conducting during the span of this course

The best papers tend to have the following characteristics:
- Analytical, not just descriptive
- Makes a connection between the in-class negotiation and course concepts
- Uses the course concepts accurately in the analysis
- Shows learning and self-awareness ("ROM" is high)
- Well-written and clear
- Presents a unique insight that I haven't heard or thought about before

The specific choices and due dates for this assignment are in the schedule that appears later in this syllabus. A template and additional specifics for completing this assignment will be provided via Blackboard, and will also include several questions assessing your mastery of basic course content.
STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing etc.), who needs to arrange academic accommodations, should first register with the NYU Center for Students with Disabilities located at 240 Greene Street, 2nd floor, (212) 998-4980 and then contact me. This should be done at the beginning of the semester. I will be happy to work with you to ensure an excellent experience in this course.

STERN HONOR CODE

You are expected to follow Stern’s Honor Code in all written assignments in this class. In submitting an 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 [examination/assignment].” I take honor code violations very seriously.

A NOTE ABOUT RESEARCH

The results of the negotiation and related exercises provide rich learning material for class discussion, as you will see. This data sometimes may also support valuable research. Analysis of such data has contributed to the on-going evolution of negotiation theory. In fact, most of the concepts and insights that you will encounter in this course can be directly traced to learning that took place in prior versions of this course.

Whether or not the results of these negotiation exercises should be regarded as 'experiments' in the formal sense of the word, I want to inform you of the potential research use of this data. Only aggregate, statistical information would ever be published. Complete confidentiality would be guaranteed. No personal information is ever involved.

I very much hope that you are comfortable with this kind of use. However, your decision will have absolutely no effect, positive or negative, on the work you will be asked to do in this course, your grade in this course, or my view of you. To ensure this, I will wait until after the course is completed, and after I have submitted your grades, to request your consent to analyze your de-identified data. You will receive an email from me after the course is complete requesting your consent.
<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>What is due today?</th>
<th>What to read AFTER class? (in course packet unless indicated otherwise)</th>
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| **CLASS 1:** August 11, 2007 am Synertech-Dosagen  
  - Introduction  
  - Distributive Negotiations | • On-line assignment (Due 8/9 at noon) | • Strategies and Tactics of Distributive Bargaining |
| **CLASS 2:** August 11, 2007 pm Texoil  
  - Integrative Negotiations | • May need some prep time from lunch break | • Getting to Yes (separate book)  
  • Strategy and Tactics of Integrative Bargaining |
| **CLASS 3:** August 12, 2007 pm Viking  
  - Dispute Resolution | • Viking planning document (start of class) | • The High Cost of Low Trust  
  • Three Approaches to Resolving Disputes |
| **CLASS 4:** August 18, 2007 am Moms.com  
  - More Integrative Negotiations | • On-line assignment (Due 8/17 at noon)  
  • Moms.com planning document (start of class)  
  • Post-Negotiation Analysis #1 (9 am on Blackboard) | • Sources of Joint Gains in Negotiation |
| **CLASS 5:** August 18, 2007 am Bullard  
  - Negotiations via Agents  
  - Negotiations in Teams | • May need some prep time from lunch break | • When Should We Use Agents? |
| **CLASS 6:** August 19, 2007 pm FG&T Towers  
  - Coalitions and Integration | • FG&T planning document (start of class) | • Coalitions |
| **NO CLASS:** August 26, 2007 (final assignment due) | • Post Negotiation Analysis #2 (midnight on Blackboard)  
  • Please complete CFE by midnight on 8/26 | *Do these readings whenever is convenient.*  
  • Habits of Merely Effective Negotiators  
  • Best Practices in Negotiation  
  • Harnessing the Science of Persuasion  
  • Ethics in Negotiation  
  • Three Schools of Bargaining Ethics |