Negotiation is the art and science of creating agreements between two or more interdependent parties. We negotiate daily with potential employers, co-workers, landlords, merchants, service providers, significant others, family members, and more. These negotiations often lead to outcomes that are less than they could be, and at times they might also lead to conflict. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation.

The main objectives of this course are to help you understand the structure of negotiation as it is practiced in a variety of settings, and to help you feel more comfortable and confident with the negotiation process. We will discuss theories and principles to guide our negotiations (the science). And students will develop and sharpen their bargaining skills by actually negotiating with other students in experiential exercises (the art).

This course is meant to complement other technical and diagnostic courses that you take at Stern. This is important because while analytical approaches are vital to coming up with optimal solutions to problems, you also need good negotiation skills to get those solutions accepted and implemented by others. Further, given that negotiations occur in so many aspects of life, your experience in this course should not only develop your ability as a manager but also facilitate your effectiveness in a number of life domains.

The course will highlight the components of an effective negotiation and provide participants with an opportunity to analyze their own behavior and that of others in negotiations. Thus, unlike real life, you will have access to very unique feedback in this course: 1) how you performed in the negotiation, relative to other people in your same role, with the same information, negotiating for the same objectives; 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.

The learning method in this course is experiential. The course is built around a series of negotiation exercises (simulations in class) and debriefs (discussions following each negotiation). The types of issues on the table, as well as the parties at the table, will vary in each exercise. The general principles highlighted in the exercises are relevant across contexts. We will conclude each class with a brief lecture integrating your negotiation results and research-based negotiation theory. Please note the following rules about the exercises:

- The written background material you will receive for each case is meant to represent the confidential preference and knowledge of real people. During the exercise, you may choose to reveal or discuss some of your confidential information, but you should not show anyone else your written material because in natural settings you would not show your counterparts this information. Likewise, some
cases might involve issues with points or payoffs you can obtain for certain issues – you should never reveal your point structure to the other participants in the negotiation.

- You should not make up facts that are not provided to you as part of your role information in the case. How you use the information you have is up to you, but you should not embellish the facts in a way that materially changes the information provided to you.

- You may not discuss the cases with students in other negotiation sections. Other sections of CCN might use some of the same cases, but at different times. For that reason it is crucial that you do not divulge any information to other students regarding cases in this course. This principle will be upheld as part of the Stern Honor Code.

**REQUIRED READINGS & MATERIALS**

The two books below can be purchased at any bookstore you prefer, e.g., NYU, Amazon, etc. The class handout fee (#3) must be purchased online through the NYU Professional Bookstore in order to receive a grade in the course.

3. **Class Handout Fee for experiential exercises**: The simulation exercises I will distribute in classes are proprietary materials, and thus there is a license fee for their legal usage. You must pay a class handout fee which covers this expense prior to the start of the course (FYI: I receive notification from the bookstore of your payment). The instructions for paying this fee will be sent to you via email and also posted on BB. Failure to pay the fee will result in your receiving an *incomplete* in the course.

**ASSIGNMENTS & GRADING**

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<thead>
<tr>
<th>Grading Summary:</th>
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<tbody>
<tr>
<td>20% Attendance and Participation</td>
</tr>
<tr>
<td>20% Preparation / Planning Documents (use template on BB)</td>
</tr>
<tr>
<td>30% Post-negotiation Analysis for Texoil or Moms.com (use template on BB)</td>
</tr>
<tr>
<td>30% Post-negotiation Analysis for Viking or Bullard (use template on BB)</td>
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**Attendance and Participation**

*Attendance Policy*: Because the majority of learning in this course takes place in the classroom, it is absolutely crucial that you are on time to class, fully prepared for each negotiation exercise, and that you participate in every exercise and debrief discussion. Your full participation is not only important for your own learning, but your classmates’ learning experience also depends on it. You may miss one class session with a penalty of 3-4% off your final course grade so long as you notify me of your absence at least 48 hours in advance so that I can re-balance role allocations for the exercise. (However, students who miss the first class should register for another section.) Missing any 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. Students with heavy personal or professional obligations should consider whether they can make a commitment to this class right now.

*Class participation*: You should be prepared to contribute to class discussions. Participation quality (thoughtfulness of comments/questions) is valued more than participation quantity (frequency of comments/questions). Excellent in-class comments offer a unique but relevant perspective and go beyond the
SAMPLE SYLLABUS – SUBJECT TO CHANGE

facts of a particular negotiation into why and how it matters, as well as provide links between the topic under discussion with other exercises, lectures, or outside situations.

At the end of each class I will ask you to fill a 3 minute feedback memo. These memos will be read/evaluated but not graded. The memos are meant to allow you to reflect on content and establish a direct line of communication between us so that I can identify topics that might need further clarification.

I also 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 / Planning Documents (use form/template on Blackboard)
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 either the start or end of class (depending on whether the preparation is done outside or inside of class – see the course schedule on p. 4). Starting in the second class session, the required form you are to use for this (the “planning document template”) 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 do not have information about the opponent, you should make the best guess that you can. Planning documents will be graded on a check/check-plus (meets/exceeds expectations) or check-minus (falls short of expectations) system.

Post-Negotiation Analytical Assignments (use form/template on Blackboard)
All agreements will be posted (public) after each negotiation, so that the class can analyze the relationship between negotiation strategies and outcomes and learn from everyone’s experiences. In addition to actively participating in class debriefing discussions, you will submit two post-negotiation analysis assignments. These two assignments are designed to help you reflect on your negotiation behavior, help me get a sense of your individual progress and learning, and also indicate to me your ability to analyze your own strengths and weaknesses as a negotiator. Each assignment will include a few short-answer questions and a place to write a brief (700 word) reflection paper. The reflection 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. A good analysis will integrate the class concepts and principles with the actual events of your negotiation, and will describe how you can apply what you have learned to future negotiations. Everything you need for these two assignments (including detailed instructions) is posted in template form on BB – you are required to use those BB template files to complete each assignment. The specific choices and due dates for this assignment are in the schedule that appears on the last page of this syllabus.

HONOR CODE

You are expected to follow the Stern Code of Conduct, which specifies your duty to acknowledge the work and efforts of others when submitting work as your own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others must be clearly referenced. The Stern Code also specifies that you act with the utmost integrity when preparing for and taking examinations, including an obligation to report observed violations. Any attempt to represent the work of others as your own will be referred to the Stern discipline committee. I take honor code violations very seriously.