

SAMPLE SYLLABUS—SUBJECT TO REVISION

COLLABORATION, CONFLICT & NEGOTIATION

MGMT-GB.2159.XX

Professor: Steven L. Blader, sblader@stern.nyu.edu

Class meetings:

Office hours:

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”. Put more simply, negotiation is the process by which people try to achieve outcomes that address their needs, goals and interests. We negotiate daily with nearly everyone we know or interact with—including, but not limited to, our co-workers, bosses, employees, clients, vendors, prospective employers, landlords, merchants, service providers, partners, parents, children and friends...to name a few. Unfortunately, often these negotiations are not as productive, or as fruitful, as we might hope or as they could have been. Moreover, these negotiations frequently lead to avoidable tensions and unnecessary conflict that damage our relationships with others. Although we negotiate all the time, most of us do not understand or utilize optimal negotiation strategies, tactics and approaches.

This course is designed to deepen your understanding of negotiation and enhance your effectiveness as a negotiator. This is essential to realizing the full potential of your dealings with others and, more broadly, to maximizing your professional and personal success. Indeed, mastering the relevant technical and analytical skills in your respective field or occupation will only get you so far. To fully leverage and benefit from these skills, you must learn how to accrue resources, gain influence, cultivate relationships, achieve buy-in from others and overcome setbacks...all of which depend on your negotiation skills.

The learning method in this course is experiential. You will engage in a variety of negotiations with your classmates, and we will collectively analyze your experiences in these simulations. These negotiation simulations are designed to highlight a wide range of principles and tactics that are relevant to nearly every negotiation that you engage in. In addition to mastering these principles and tactics, you will learn how to apply these insights to your future real-life negotiations.

Overall, the primary learning objectives of this course are:

1. To enhance your understanding of how to approach, analyze and learn from your negotiations with others.
2. To enhance your effectiveness as a negotiator by:
 - recognizing your strengths and learning how to overcome your weaknesses
 - preparing effectively for negotiations
 - adjusting your tactics as circumstances change
 - identifying and pursuing 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

As noted above, the course is structured around a series of in-class negotiation simulations. These exercises provide you with an opportunity to negotiate in a variety of settings. The types of issues on the table, as well as the parties at the table, will vary from one exercise to the next to provide a comprehensive foundation for your learning.

We will collectively discuss and analyze your in-class negotiations. This will lead us to identify, in real time, the relationship between negotiation strategies and outcomes. The goal is for everyone to learn from each other's experiences as well as their own. To enrich the discussion that follows each negotiation simulation, I will highlight the underlying dynamics that shaped your outcomes and will discuss optimal strategies. Our discussion will also extend beyond your experiences in our in-class simulated negotiations and consider general strategies and principles of negotiation and conflict resolution.

READINGS & MATERIALS

The required reading for this course includes several articles and the following book, which is regarded as the foundation for nearly all current thinking, teaching and research on negotiations:

Fisher, R. & Ury, W. L. (2011). Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books.

This book is widely available and students should purchase it prior to the second class session (and ideally sooner). All other assigned readings/articles will be available through Brightspace (in the "Course Reserves" folder).

Course exercises: The negotiation simulations that we utilize are proprietary, copyrighted materials and there is a fee for their use. I will cover this fee directly, so there is no cost to you for using them. However, please do not make additional copies or distribute these materials; they are only for your individual use.

ASSIGNMENTS & GRADING

Participation, Attendance & Preparation

Participation (xx% of course grade)

My goal is for us to have a lively exchange of questions/comments/reactions from students. Therefore, a significant portion of your grade is based on your in-class participation. High quality participation includes contributions that: (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/or (d) demonstrate reflective thinking. Your participation grade will also be impacted by your level of preparation for, and participation in, our in-class simulations.

Attendance

Given our emphasis on experiential learning through simulated negotiations, much of the learning in this course takes place during class time. Thus, you are expected to attend all class sessions and

participate in every negotiation simulation. That said, I understand if you need to miss a single class session due to unavoidable family or medical circumstances. Absences for other reasons will adversely impact your course grade. Moreover, being absent from more than one class session (regardless of the reason(s)) may preclude you from being able to complete the course with a passing grade. Please contact me if you are absent from two class sessions so we can discuss whether it is feasible to make up the material that you missed and to complete the course. Students that miss more than two class sessions will have to withdraw from the course.

If you need to miss class for any reason, please notify me in advance so I can accurately plan for each class session. Partial attendance or lack of preparation for class will be treated as an absence. In addition, please note that absences or lack of preparation will adversely impact your participation grade since, of course, you cannot participate if you are not present or do not engage in our in-class negotiations.

Preparation

For several in-class negotiations, you will receive your role materials in advance and will prepare to negotiate prior to class. You are expected to thoroughly prepare for these negotiations and show up to class ready to fully engage in the negotiation and enact your role. I take this expectation very seriously since it is critical for your own learning as well as your negotiation counterpart's learning. Weak or inadequate preparation will adversely impact your participation grade. Students that do not prepare in advance at all will not be able to engage in the negotiation simulation and will be considered absent for that day.

It is important to note that the role materials you receive for these simulations include confidential information pertaining to your role. Do not discuss or share these role materials with your classmates! Indeed, do not show your role materials to others before or during the negotiation (though it is fine to verbally discuss the information they contain during your simulated negotiations). This is important since our goal is to replicate a real negotiation, and in real life negotiations you must be convincing and persuasive about the information you tell your opponent. You cannot persuade others by showing them a document with the definitive word about your true underlying preferences or judgments (there is always room for doubt and the chance that you are bluffing).

IMPORTANT: Laptops, cell phones & other electronic devices

Due to the nature of this class and the potential disruptions caused by student use of electronic devices, students are not permitted to use any such devices during class without explicit permission from the instructor. PLEASE be sure to honor this policy and do not utilize electronic devices during class. Violations of this policy will result in a significant penalty to your course grade. Feel free to reach out if this policy poses any issue for you, if so we can discuss your needs and options for addressing them.

Assignments

Pre-negotiation planning forms (xx% of course grade)

As you will quickly learn, effective planning is the key to success when it comes to negotiating. One of my goals in this course is to help you develop a systematic approach to analyzing and preparing for negotiations. To facilitate this, you will complete three "pre-negotiation planning forms" (the link to these forms can be accessed through Brightspace). Specifically, you will complete a pre-negotiation planning form for the Moms.com, Viking and Bullard simulations (see the course calendar, at the end of this syllabus, for specific due dates). Your submissions will be evaluated on a 10-point scale with the

following end points: 1 = needs improvement/far below expectations, 10 = outstanding/far exceeds expectations. In evaluating your submissions, I will be looking for:

- Breadth: The extent to which responses are complete and cover all relevant points.
- Thoughtfulness (i.e., depth): The extent to which responses are clearly explained, justified and account for the full set of circumstances in the negotiation.
- Accuracy: The extent to which responses demonstrate an accurate understanding of course concepts.

In general, submissions that cover most major points, demonstrate a reasonable degree of thoughtfulness and generally reflect an accurate understanding of course concepts will receive a grade of approximately 8 – 9 points. Fewer points (i.e., less than 8 points) will be given papers that are more limited in their coverage of the key issues, relatively brief or superficial in terms of considering the circumstances in the negotiation and/or inaccurate in terms of how their discussion of course concepts. In contrast, papers that are especially thorough, insightful and accurate in terms of discussing and utilizing course concepts will receive higher grades (i.e., grades ranging from 9 to 10).

Our in-class discussion and debrief of each simulation will enable you to assess the adequacy of your preparation. As such, in most cases I provide relatively high-level feedback on your pre-negotiation planning assignments. However, I am more than happy to discuss any questions you may have about your responses and/or preparations for any of our in-class negotiations.

Post-negotiation assessments (xx% of course grade)

You will complete two post-negotiation assessments during the course, each focused on a different in-class negotiation experience. In this assignment, you will analyze your actions and performance in the negotiation as well as the key takeaways or learnings that follow from your analysis. Your post-negotiation assessments will be evaluated on the same 10-point scale, and according to the same criteria, described above.

Students will select two of the following negotiations for this assignment: Texoil, AHM, Moms.com, Viking or Bullard. The due date will depend on the negotiations that you choose to focus on, please see the course schedule at the end of this syllabus for further details.

Final Exam (xx% of course grade)

The final exam will be an open-note, open-book take-home exam that you complete at your convenience. It is designed to assess your overall mastery of the course material, your ability to apply course learnings and your ability to reflect upon, and gain valuable insights from, your experience in our in-class negotiations. Further details will be provided during the course.

ADDITIONAL INFORMATION

We take pride in our well-rounded education and approach our academics with honesty and integrity. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the **NYU Academic Integrity Policies** as well as the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

Stern code of conduct: The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses. For graduate students, information can be found here: <https://www.stern.nyu.edu/uc/codeofconduct>.

Turnitin: To help ensure the integrity of our learning community, prose assignments you submit to Brightspace will be submitted to Turnitin. Turnitin is a software system that checks for plagiarism and citation references Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

Student Accessibility: Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. If you will require academic accommodation of any kind during this course, you should register with the Moses Center for Student Accessibility and request an accommodation letter via the online portal. This letter will be shared with me electronically and will list the accommodations for which you have been approved.

Student Wellness: Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

Graduate students can also reach out to the Academic Advising team at academicaffairs@stern.nyu.edu if you would like to receive more information or further support.

Name Pronunciation and Pronouns: NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#).

Religious Observances:

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations.

You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

Except for religious observances or other absences that may be required in compliance with nondiscrimination law, this class otherwise requires attendance and participation and cannot accommodate conflicts. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, it is strongly recommended that you do not take this class. For further details, please see the course attendance policy that appears above in this syllabus.

Inclusion Statement: This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

SAMPLE COURSE SCHEDULE

CLASS 1	Introduction to Course; Claiming value
Before class:	Review course syllabus
In-class:	<i>Charge+</i> negotiation & debrief (roles distributed in class)
After class:	Read <i>Four Key Concepts: Your Starting Points</i>
CLASS 2	Positions vs. interests
In-class:	<i>Texoil</i> negotiation and debrief (roles distributed in class)
After class:	Read Fisher & Ury, Chapters 1 to 3 Submit <i>Texoil</i> post-negotiation assessment
CLASS 3	Creating value: Tactics & approaches
Before class:	<i>Moms.com</i> negotiation: <ul style="list-style-type: none"> • Review role information (distributed via Brightspace) • Submit pre-negotiation planning form
In-class:	<i>Moms.com</i> negotiation & debrief
After class:	Read <i>Investigative Negotiation</i> Submit <i>Moms.com</i> post-negotiation assessment
CLASS 4	Dispute Resolution
Before class:	<i>Viking</i> negotiation: <ul style="list-style-type: none"> • Review role information (distributed via Brightspace) • Submit pre-negotiation planning form
In-class:	<i>Viking</i> negotiation & debrief
After class:	Read: <ul style="list-style-type: none"> • Fisher & Ury, Chapter 7 • <i>Emotion & the Art of Negotiation</i> Submit <i>Viking</i> post-negotiation assessment
CLASS 5	Negotiating via Agents & in Teams
Before class:	<i>Bullard</i> negotiation: <ul style="list-style-type: none"> • Review role information (distributed via Brightspace) • Submit pre-negotiation planning form
In-class:	<i>Bullard</i> negotiation & debrief
After class:	Read: <ul style="list-style-type: none"> • <i>Negotiating for Others</i> and • <i>How to Manage Your Negotiation Team</i> Submit <i>Bullard</i> post-negotiation assessment

CLASS 6**Integrating & Implementing Key Concepts & Strategies****Course Summary & Conclusion**

Before class:	Job Negotiation simulation (submit outcomes prior to class) Thomas-Kilmann Conflict Mode questionnaire
In-class:	AHM negotiation & debrief (roles distributed in class)
After class:	Read: <ul style="list-style-type: none">• “15 Rules for Negotiating a Job Offer”

DATE TBD**Final exam posted on Brightspace (Due date TBD)**

****Note:** As indicated above, you only need to submit two post-negotiation assessments throughout the course. You can choose to focus on any of the following negotiations for this assignment: *Texoil*, *Moms.com*, *Viking* or *Bullard*.