

Collaboration, Conflict & Negotiation

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DRAFT: Subject to Change

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Course Description and Objectives

Negotiation is the process by which people try to achieve mutually agreeable outcomes and/or resolve differences in a way that satisfies their interests. We negotiate often – with co-workers, bosses, clients, suppliers, service providers, partners, family members, friends, and more. Often these negotiations lead to suboptimal outcomes. They also sometimes lead to conflict.

This course will help you develop and hone your skills in managing the different types of negotiations that occur in business and the workplace. This is important because as a manager and/or leader, it is not enough to have the analytical skills to develop good solutions to problems. You also need strong negotiation skills to get others to agree to those solutions and to get them implemented. Further, given that negotiations occur in so many domains of our lives, the skills you will develop in this course will also facilitate your effectiveness beyond the workplace and your professional role.

The learning method in this course is experiential. Each week, you will prepare for and engage in a negotiation simulation. These simulations are designed to give you experience dealing with a range of different negotiations. The types of issues on the table, the parties involved, and the overall structure of the negotiation, will vary from one simulation to the next to provide a comprehensive foundation for your learning. Following each simulation, you will have the opportunity to see how you performed relative to other people in the class and relative to what was objectively possible. As a class, we will discuss and analyze what you did and the outcomes you reached. The goal is for you to learn from your classmates' experiences as well as your own. To enrich the discussion, I will highlight some of the underlying dynamics that shaped your outcomes, as well as general principles and strategies for effective negotiation and conflict resolution.

The overall objectives of the course are the following:

1. To provide you with frameworks and concepts for better understanding the negotiation process and its outcomes.
2. To improve your ability to reach effective agreements by knowing how to:
 - Thoroughly prepare for an upcoming negotiation
 - Effectively leverage your own personal style
 - Evaluate the costs and benefits of alternative actions

- Identify opportunities for integrative (win-win) solutions
- Communicate persuasively in the face of resistance
- Adjust your tactics to different circumstances
- Determine whether you have reached a good outcome

Course Materials

1. Required Book: *Bargaining for Advantage*, (2019 edition) by G. Richard Shell. Available from the NYU bookstore or Amazon.

2. Negotiation Exercises: Confidential role information for each negotiation exercise will be visible to you, based on your assigned role, prior to each class. These materials require a nominal per-person usage fee. These fees will be processed through NYU's ACCESS program, and will be added to your bursar bill as a "book charge." The charge will appear on your bursar account after the start of the course to allow for drops/add and withdrawals.

Note: Do not share or show your confidential role information with others. During the negotiations, you will need to decide what information to reveal or not reveal, just like in a real negotiation.

3. Other Books: If you liked *Bargaining for Advantage* and want to read more, I would recommend *Getting to Yes: Negotiating Agreement Without Giving In* (Roger Fisher & William Ury, Penguin) and *Negotiation Genius: How to Overcome Obstacles & Achieve Brilliant Results at the Bargaining Table & Beyond* (Deepak Malhotra & Max Bazerman, Bantam).

Course Requirements and Grading

Attendance & Participation (25% of your grade)

The majority of the learning in this course takes place during class, through the exercises and discussions. You are therefore expected to attend all six class sessions and participate in every negotiation exercise. Missing more than one class, for any reason, will require you to drop the class or earn a failing grade.

If you do need to miss a class, you must notify me by email at least 2 hours before class. This is so that I can re-assign the student(s) with whom you have been assigned to negotiate. You should also do the following before the next class: (a) watch the recording of the class discussion, and (b) if you wish to receive partial participation credit, post a short but substantive comment or reflection on the Discussion Forum entitled "Comments, questions, or reflections related to one of the negotiations or debriefs."

As noted, an important goal of this course is to enable you to learn from each other's experiences and insights. A significant portion of your grade is therefore based on your participation during class – not just doing the simulations, but sharing your experiences and learning with your classmates.

In evaluating your class participation, I will consider not just whether you are engaged in the class discussions, but also the extent to which your comments do one of more of the following: (a) offer a unique but relevant perspective, (b) contribute to moving the discussion and analysis forward, (c) help the class to understand differences between outcomes, and (d) demonstrate reflective thinking. In other words, the goal should be meaningful contributions.

You can also contribute to the collective learning experience by posting comments on the discussion board. I encourage you to do so, particularly if you did not have the chance to share something that you wanted to say in class (I will not always be able to call on everyone who has their hand raised), or if something occurs to you after class.

Although you are required to participate in each of the negotiation exercises, you are not graded on how your negotiations turn out, just on how well you prepared and what you learn from the experience. I would rather have you end up with a poor outcome with a clear understanding of what went wrong and how to avoid a similar situation in a real negotiation, than reach a "good" outcome with little learning from the experience.

Lastly, please note that any behavior that is disrespectful, distracting or unprofessional (e.g. arriving late, using electronic devices for anything other than note taking, taking up excessive airtime) may negatively impact your participation grade.

3 Planning Documents (30% of your grade)

Proper planning is the key to success when it comes to negotiating. One of the goals of this course is to help you develop a systematic approach to analyzing and preparing for negotiations. To that end, you will prepare and submit planning documents for the following three negotiations: California Family, Alvarez-Lee and Harborco, as indicated on the course outline. These must be submitted through Brightspace before the start of class. Late documents will not be accepted.

For the California Family and Harborco negotiations, you will prepare and submit the planning document with a partner. You and your partner will need to work together outside of class, so be sure to plan your time accordingly. The Alvarez-Lee planning document is an individual assignment.

The template for the planning document can be found in the Assignments tab on Brightspace. Grading will be based on how accurately and thoroughly you answer the questions and how well you demonstrate understanding of the key elements of good preparation.

Although you are not required to submit a planning document for the other negotiation exercises, you do need to be fully prepared for them. Coming to class unprepared will not only undermine your own learning and performance in the negotiation, but will also compromise your partner's experience.

6 Post-Negotiation Reflections (45% of your grade)

Following each class, you will submit a short (2 page max) "post-negotiation reflection." The objective is for you to think about your experience in the in-class negotiation, together with the post-negotiation discuss, and then synthesize a key lesson that you learned and want to retain.

For each reflection, you should pick one of the following to focus on: (a) a mistake that you made, why it happened, and how you might avoid making this mistake going forward; (b) an aspect of your negotiating behavior that you are proud of, why, and how you can build on this in future real world negotiations; (c) an insight that you learned about effective negotiation or the negotiation process, how that insight came to light, and how you will use it in the future, or (d) something new that you learned about yourself as a negotiator, and how awareness of that tendency or behavior will be helpful to you in future negotiations.

In evaluating the reflections, I will be looking for each of the following:

- Depth of analysis – going beyond a superficial description; providing an analysis that exhibits deep insight, critical thinking, and self-awareness
- Explicit connections to course concepts and principles to support your analysis; accurate usage of those concepts and principles
- Focus – the main lesson that you learned, and how you can apply it in the future, should be clear and specific

Laptops, Cell Phones and Other Electronic Devices

During the negotiations, you can use whatever electronic devices you wish. When we are together in the classroom, laptops or tablets can be used for note-taking only. Other applications must be closed, and students should make every effort to avoid distracting their classmates. Cell phones must be silenced and out of sight, except during the breaks.

Academic Integrity

Academic integrity is central to our mission as an educational institution. As members of the Stern 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. This includes a responsibility to report any observed violations of the Code of Conduct.

In submitting written work in this course, you are agreeing that it is solely your own work (or the work of you and your partner for assignment that you are submitting jointly with another student) and that you have not discussed the assignment with anyone other than the instructor, viewed anyone else's

work, or used any outside materials, resources or tools. Sharing the exercises, slides, or other course material with anyone outside of the course is also prohibited.

Any violation of Stern's Code of Conduct, whether committed knowingly or out of ignorance, will be taken very seriously and will result in disciplinary action. Please see me if you are uncertain about what represents a violation.

Accessibility & Wellness

If you will require academic accommodation during this course, please contact the [Moses Center for Student Accessibility](#) before the course begins. They will then send me an email outlining the accommodations that they recommend. I am happy to work with you to ensure that you have what you need to learn most effectively in this course.

If you need mental health assistance, you are encouraged to call the [NYU 24/7 Wellness Exchange hotline](#) (212-443-9999). You 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.

Equity and Inclusion

NYU Stern is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Stern also seeks to support and cultivate diversity of thought, perspectives, and experiences, and to present materials and activities that will challenge your current perspectives and help you to understanding how others might see situations differently. I expect everyone on this course to be committed to making this an inclusive learning environment for all. If there is anything that you feel is getting in the way of those goals and expectations, please let me know.

I also encourage you to check that your record in Albert reflects your preferences and record a pronunciation if you think I will have any doubt.

Communication

Discussion Forums

The Discussion Forums called "Questions about Course Requirements or Assignments" and "Questions about Course Concepts" are great places for you to ask questions about anything that is unclear to you. If you have a question, there is a chance that others will have the same question and could benefit from seeing the answer.

The Discussion Forum called "Comments and Reflections on the Class Discussion" is a great place for sharing any thoughts, observations, or personal experiences that you think may be interesting or useful to others in the class. This is also a great place to share things that you did not have the chance to express in class. Please maintain respectful confidentiality when classmates share work-related information on the forum or in class.

Individual Consultation

Before or after class is a great time to ask me quick questions. For longer conversations, please do not hesitate to e-mail me to set up an appointment.

Course Outline

| Class Session | Topic | Pre-Work |
|---------------|--|--|
| 1 11/3 | Introduction to Negotiation & Distributive Bargaining | <ul style="list-style-type: none">• Read syllabus• Read chapters 2, 7, 9, 10 of <i>Bargaining for Advantage</i> |
| 2 11/10 | Negotiating Styles & Introduction to Ingratative Negotiation | <ul style="list-style-type: none">• Read role information for <i>Texoil</i> negotiation• Read chapters 1, 5, 8 of <i>Bargaining for Advantage</i>• Complete the <i>Bargaining Style Assessment</i> (Appendix A) and submit your scores (by 11/9) |
| 3 11/17 | A Deeper Dive into Integrative Negotiation | <ul style="list-style-type: none">• Read chapters 3 & 6 of <i>Bargaining for Advantage</i>• Submit <i>California Family Planning</i> Document |
| 4 11/24 | Resolving Disputes & Managing Relationships | <ul style="list-style-type: none">• Read chapters 4, 11, 12 of <i>Bargaining for Advantage</i>• Submit <i>Alvarez-Lee Planning</i> Document |
| 5 12/1 | Using a Third Party | <ul style="list-style-type: none">• Read role information for <i>Summer Intern Program</i> negotiation |
| 6 12/8 | Multi-Party Negotiation | <ul style="list-style-type: none">• Read <i>Scoring Systems</i>• Watch <i>Multiparty Negotiations</i>• Submit <i>Harborco Planning</i> Document |