



**DRAFT**

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

**COLLABORATION, CONFLICT & NEGOTIATION (GB.2159)**

*Professor:* Elizabeth Seeley Howard  
*Office:* KMEC 7-100A  
*E-mail:* [elizabeth.howard@stern.nyu.edu](mailto:elizabeth.howard@stern.nyu.edu)

\*best way to reach me is via email

*Class meetings:* September 3, 6, 8, 10, 13  
*Classroom:* Zoom  
*Office hours:* Please email me for appointments!

*Brightspace site:* <http://brightspace.nyu.edu>

*Note:* We will make frequent use of the Brightspace course site. Please check that the email address listed for you on the site is accurate.

**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. 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 our lives, this course should 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. Each simulation has been chosen to highlight the central concepts that underlie negotiation strategy. These concepts are the fundamental building blocks for planning negotiation strategy, managing the negotiation process, and evaluating the quality of negotiation outcomes. A basic premise of the course is that there are general principles that are relevant across negotiation settings, and those principles are the focus of the course.

The broad objectives of the course are:

1. For you to master a theoretical framework for negotiation - a set 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
  - recognizing which strategies are effective in different negotiation contexts
  - 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 debriefings (discussions following each negotiation) that have been designed to highlight negotiation principles.

- **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 experiences also depend on it. Prior to three of your negotiations, you will be required to submit a planning document. Please do not search online for information about our cases.

- **Post Analysis of Negotiations**

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 one of your negotiations.

- **Peer Feedback**

You will provide peer feedback to your partner(s) after each negotiation session. We will use a peer feedback tool (<https://negotiationfeedback.herokuapp.com>) that will guide you through a set of closed ended questions and a few open-ended questions. Be prepared to be behavioral, specific, and constructive with your feedback. To be constructive, put yourself in your partner's shoes. What types of things would you like to know? What level of detail would help you to better understand your partner's feedback?

*Why is peer feedback an important part of the negotiation course?*

Theorists argue that, "The capacity to produce quality feedback is a fundamental graduate skill, and, as such, it should receive much greater attention in higher education curricula." (Nicol, Thomson, & Breslin, 2014). Research shows that when reviewing peers, students learn to identify strengths and weaknesses in their own and in others' work, diagnose problems and suggest solutions (Cho & Cho, 2011). Where multiple peers are involved, the quantity and variety of feedback that students receive is naturally increased (Topping, 1998) and when students receive feedback from multiple peers rather than a single peer or teacher, they make greater quality improvements (Cho & MacArthur, 2010). The receipt of feedback from multiple peers helps sensitize students to different perspectives (Cho, Cho, & Haker, 2010) and a structured approach to giving feedback enhances recipient learning (Gielen & De Wever, 2015).

Constructive peer feedback includes a balance of positive/negative comments, detailed elaborations and constructive criticism. By engaging in the peer feedback process, you are helping yourself as well as helping your peers.

## READINGS & MATERIALS

1. Required Readings

- ⇒ Fischer, Ury & Patton's book "Getting to Yes"
- ⇒ Shell's "Bargaining for Advantage," updated 2019
- ⇒ NY Times Articles (As a Stern student you are entitled to a free digital NYT subscription)

2. Negotiation Cases

- ⇒ Northwestern University's Dispute Resolution Research Center (DRRC) provides three of the cases we will read in class. These cases are proprietary materials, and there is a fee for their use. The cost for these materials will be \$15.50 and you will receive an invoice directly from the DRRC.

⇒ We will read two cases (Texoil & Cartoon) that we purchase through the Negotiation and Team Resource Center (see below).

### 3. Peer Feedback Report

⇒ The Negotiation and Team Resource Center (NTR) offers a program for providing peer feedback to negotiators. We also buy the Texoil and Cartoon cases from NTR. The charge for the cases and the feedback will appear as a "Follett Access book charge" on your NYU Bursar account in the amount of \$14.50.

## GRADING

- **Attendance and Participation (22% of final grade)**

*Attendance Policy.* This is a class in which learning happens through firsthand experience. Attendance and participation in all negotiation exercises and follow-up debriefings are mandatory. If you must miss a class, please

<b><u>COURSE ENGAGEMENT</u></b>	<b><u>EXAMS</u></b>
Class Participation (22%)	Final Exam (30%)
Planning Assignments (18%)	
Peer Feedback (10%)	<b><u>WRITING</u></b>
	Post-Diagnosis Paper (20%)

provide at least 24 hours notice. Missing two class sessions will negatively impact your grade in the course.

*Notice of Missed Class.* If you need to miss class for any reason, it is crucial that you let me know as soon as possible. This is critical because students are sometimes paired up for the exercises in advance, and to do this, I must know who will be in class. If you fail to provide notice of an absence your classmates will be negatively impacted.

*Participation.* You are expected to be prepared for class and to 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 us to understand differences between group outcomes (you are encouraged to direct questions to classmates); (d) Demonstrate reflective thinking; (e) Clearly articulate your perspective in a parsimonious manner. The best contributions to class discussion are relevant, significant, and brief. Your participation grade will be determined by the quality and consistency of your contributions to class discussion.

*Preparation.* For many of the simulation exercises you will be asked to read role information prior to class. 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 you may not show your actual confidential instruction sheets. This rule is intended to mirror reality, because in most negotiations you cannot rely on such a source to convince another party of your true intentions, interests, and financial situation.

- **Planning documents (18% of final grade)**

As we will discuss in class, preparation is a major component of successful negotiations. One of our 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, we will discuss preparation strategies. For three of the in-class negotiations you will be required to submit a planning document. The form you are to use for this (the "planning document form") will be located on Brightspace. 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 an educated guess. If you miss a class, you are still responsible for turning in the planning document on time.

- **Feedback (10%)**

You will be graded on the quality and consistency of the feedback you provide to your peers after each negotiation. You will receive full credit for sufficiently thorough and thoughtful feedback. You will be notified

if your feedback needs to be more thorough or more thoughtful. Feedback is always due within 24 hours of the negotiation.

- **Post-diagnoses (20% of final grade)**

You are required to complete a post-diagnosis of **one** negotiation. This post-diagnosis will help you reflect on your negotiation behavior, integrate course concepts into your understanding of what happened in the negotiation, and provide an opportunity for you to consider your strengths, weaknesses, and progress in the course. Post-diagnoses will be graded according to depth of analysis and how well you use class concepts and strategies to evaluate the process and outcome of your negotiation. **DO NOT** simply summarize what happened in the course of your negotiation; though do incorporate a very 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. Concrete examples that illustrate course concepts are helpful. You might consider issues such as:

- What were 1-2 key aspects of your preparation or negotiating with which you were pleased? Why were these desirable?
- 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. It is up to you to decide which negotiation to analyze. You may use AI to polish your paper, but the analysis and writing should be your own.

- **Final Exam (30% of final grade)**

The exam will consist of multiple choice and short essay questions. All aspects of the course, including the final exam, will be conducted under the Stern Honor Code. You will take the final exam through Brightspace.

<b>COURSE SCHEDULE</b>	
Wednesday, September 3rd	<b>Introduction to Course, Distributive Bargaining</b>  <i>In-class:</i> Course overview & Synertech-Dosagen exercise  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours
Saturday, September 6 <sup>th</sup>	<b>Integrative Bargaining, Part 1</b>  <i>Read:</i> (after class) - Shell, Chapters 1-3  <i>In-class:</i> Texoil exercise  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours
Saturday, September 6 <sup>th</sup>	<b>Integrative Bargaining, Part 2</b>  <i>Read:</i> (after class) Fisher & Ury, Ch.1-5 & <a href="#">What do you think you should be paid?</a> (NY Times)  <i>In-class:</i> Cartoon exercise  <i>DUE (11am):</i> • Cartoon Planning Document  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours

Monday, September 8 <sup>th</sup>	<b>Dispute Resolution</b>  <i>Read:</i> (after class) Shell, Chapters 4-6  <i>In-class:</i> Viking exercise  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours
Wednesday, September 10 <sup>th</sup>	<b>Negotiating via Agents</b>  <i>Read:</i> (after class) Fisher & Ury, Chapters 7-8, Shell, Chapters 8 & 10  <i>In-class:</i> Bullard exercise  <i>DUE (7pm):</i> • Bullard Planning Document  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours
Saturday, September 13 <sup>th</sup>	<b>Multi-Party &amp; Coalitions</b>  <i>Read:</i> (after class) Shell, Chapter 11 <a href="#">How to be better at Stress</a> (NY Times, posted on Brightspace)  <i>In-class:</i> Harborco exercise  <i>DUE (7pm):</i> • Harborco Planning Document  <i>DUE:</i> <a href="#">Peer Feedback</a> within 24 hours

Post-diagnosis due **XXXXXX**, by 11pm. FINAL EXAM due **XXXXXX**, by 11pm.

## ACADEMIC INTEGRITY

Academic integrity and honesty is central to our mission as an educational institution. [The MBA Code of Conduct](#), which all students sign, therefore places particular emphasis on academic integrity. Notably this includes refraining from any method or means that provides an unfair advantage in exams or papers, and clearly acknowledging the work of others in your own work. As a reminder, the [entire Code of Conduct is available here](#).

To help ensure the integrity of our learning community, prose assignments you submit to Brightspace will be submitted to Turnitin. 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

New York University is committed to providing equal educational opportunity and participation for students with disabilities. Students who are interested in applying for academic accommodations are advised to reach out to the Moses Center for Student Accessibility (CSA) as early as possible in the semester. If you already receive accommodations through CSA, you are encouraged to request your accommodation letters through the Moses portal as soon as possible.

Moses Center for Student Accessibility (CSA), 212-998-4980, [mosescsa@nyu.edu](mailto:mosescsa@nyu.edu), [www.nyu.edu/csa](http://www.nyu.edu/csa)

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-998-4980, [mosescsa@nyu.edu](mailto:mosescsa@nyu.edu)) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website:

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

## **STUDENT WELLNESS**

Classes can get stressful. I encourage you to reach out if you need help. The NYU Wellness Exchange offers mental health support. You can reach them 24/7 at 212 443 9999, or via the “NYU Wellness Exchange” app. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>