



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

**COLLABORATION, CONFLICT & NEGOTIATION (MGMT-GB 2159.W7; Spring 2026)**

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*Classroom:* Online (Zoom)

*Class meetings:* See schedule at the end of syllabus

*Office hours:* By appointment

*Note:* We will make extensive use of the NYU LMS (Brightspace) site. All lecture slides will be posted, as will additional course materials. We will also use it for important communication, such as sending our role materials.

*Note:* This syllabus is tentative, and some details may be revised at the start of the class.

**COURSE DESCRIPTION AND OBJECTIVES**

We negotiate every day. We negotiate with potential employers, coworkers, landlords, parents, bosses, service providers, spouses, and even our children. Yet, although people negotiate all the time, most know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way whereas other times we feel frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. This course is designed to complement the technical and diagnostic skills learned in other courses at Stern. A basic premise of the course is that while a leader needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed in order for these solutions to be accepted and implemented. In addition, leaders need to negotiate with customers, suppliers, potential funders, business partners, and many others. In short, negotiation is a key leadership skill. Through this course, you will have the opportunity to evaluate your existing approach to negotiations, learn new strategies, and learn how to apply these strategies to the wide variety of negotiations you will encounter while at Stern and across your career.

**COURSE FORMAT**

The course is built around a series of negotiation exercises (simulations in class) and debriefs (discussions following each negotiation exercise). These exercises will 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.

Your agreements will be posted after each simulation, so that the class can analyze the relationship between negotiation strategies and outcomes. The goal is for us to collectively learn from everyone's experiences. To enrich the discussions following each negotiation exercise, I will draw on the dynamics of different group processes and discuss optimal strategies. We will also spend a significant portion of our time in class going beyond the exercises and discussing general strategies and principles of negotiating and conflict resolution.

You are expected to actively participate in class discussions, to prepare for our in-class exercises (which includes completing and submitting three planning documents (see below)), and to submit one post-diagnosis

paper (see below). There is also a final exam at the end of the course, which you will complete over a period of 90 minutes on your own time.

## NEGOTIATION EXERCISES – IMPORTANT RULES

Please note the following *critical rules* about the negotiation 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 verbally discuss some of your confidential information, but **never** physically show anyone else your written material because in natural settings you would not give 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. This rule enables us to more closely mirror reality, because in real life there is no way to reveal your true underlying preferences (there is always room for doubt and the chance that you are bluffing!).
- Do not share or discuss the exercises with students outside of the class. Other students who take a negotiation course might use some of the same cases at different times or in different terms. Thus, it is essential that you do not divulge any information to other students regarding cases in this course. Doing so will ruin your learning experience.
- Do not Google information about the cases. Doing so will not only diminish you and your partner's opportunity for learning, but is unethical and will be treated as cheating.

The above rules will be upheld as part of the *Stern Code of Conduct*.

## READINGS & MATERIALS

Follow the schedule listed in the syllabus. I **highly recommend** that you follow the reading schedule outlined in the course schedule; it is optimized to enhance student learning.

### Recommended Book

There is one recommended book and multiple recommended articles for the course. Obviously, given the tight schedule that we face, you might find it more feasible to read the book (and articles) after the class has finished, but if you are able to read it as we go, you are likely to get even more out of the course.

*Fisher & Ury, Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books, 2011* (note: there have been many editions of this book published since the original was published in 1983. The core principles are the same, and thus its fine for you to read any edition of the book).

### Negotiation Material

With the exception of Class 1, the exercises will be provided to you by me or TF *prior to* the class in which you will negotiate. These exercises are owned by Northwestern University's Dispute Resolution Research Center (DRRC), and thus there is a fee for their use. The fee for these materials will be around \$25 and will be processed through the Follett ACCESS program. The fee will be added as a "book charge" to your bursar bill. In courses less than 4 weeks in duration fees may appear at the end of the semester.

\*Note – When the charges are processed through our system an email will be generated saying you have something to "pick-up" in the store. Please disregard this message. Your materials are received in class.

## ATTENDANCE POLICY

Since the majority of learning in this course takes place during class, you are expected to attend all class meetings and participate in every negotiation exercise. Missing a class for anything other than a family or medical emergency will substantially impact your grade. Your first absence will result in a 5% penalty to your final course grade, and your second absence in an additional 10% penalty. You cannot pass the course if you miss three classes. If you must miss a class due to an emergency, please notify me as early as possible. This is important because I pair students for the exercises in advance, and to do this accurately I must know who will be there. Partial attendance at a class session will be treated as an absence. Likewise, showing up unprepared for a class session will also be treated as an absence.

## GRADING

### Grading Summary:

- |  |            |
|--|------------|
| • Attendance, participation, and professionalism | <b>30%</b> |
| • Planning documents                             | <b>20%</b> |
| • Post-diagnosis paper                           | <b>30%</b> |
| • Final exam                                     | <b>20%</b> |

### **I. Attendance, participation, and professionalism (30% of final grade)**

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This course is largely experiential, and it involves linking negotiation experiences to theory, research findings, and real-world applications. Thus, attendance is essential. Attendance and professionalism include on-time arrivals to class, completing assignments by the deadlines, and being attentive and engaged during class (see the attendance policy).

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. You should plan for every exercise; this requires that you come to every class with a written planning document that will help guide you through the negotiation. You should try your best to get the best possible outcome for yourself or your group.

You are not graded on the outcomes of your negotiations, but rather on the quality of your preparation prior to the negotiation and your contribution to post-negotiation discussions. Your participation in class discussion will be evaluated on the quality (not just quantity) of your contributions and insights. Most participation will be voluntary; however, in order to ensure that everyone has the opportunity to be involved, individuals will occasionally be called upon “cold.”

Quality comments possess one or more of the following properties:

- Offer a different and unique, but relevant, perspective based upon analysis and theory.
- Contribute to moving the discussion and analysis forward.
- Build upon the comments of your classmates.
- Transcend “I feel” statements by including some evidence or rationale.
- Link relevant concepts to current events or your own workplace experiences.
- Be open-minded and take a positive attitude toward the discussion and one’s classmates.
- Go beyond the facts of the case (e.g., the limits of the exercise).
- Display an interest in learning from one’s experience.
- Demonstrate respect for all other course participants.

*In-class etiquette.* During these zoom sessions, please:

- 1) Login to zoom via NYU LMS (Brightspace)
- 2) Join class at least 5 minutes early to provide for time to fix any technical problems
- 3) Mute your microphone when not speaking
- 4) Keep your camera on, make sure your face is well-lit

- 5) Use a virtual background if necessary
- 6) Refer to people by name both out loud and in chat to help organize discussion
- 7) Turn off notifications on your phone and/or computer

## **II. Planning documents (20% of final grade)**

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As you will quickly learn in this course, proper 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. Part of that will involve submitting four completed (typewritten, please) planning documents (the planning document form is available on NYU Brightspace). Specifically, you will submit planning documents for the New Recruit, Moms.com, Viking, and Bullard Houses simulations.

Please submit these assignments by uploading them via the appropriate link on NYU Brightspace. These will be graded on a 5-point scale based on your effort, thoughtfulness, and understanding of course concepts. I do not provide direct feedback on your planning documents, since our debrief of the simulation will provide you with that information (i.e., will enable you to determine whether your preparation was appropriate/adequate, and in what ways). However, I am always happy and available to sit down and discuss **any** questions about preparation that any student may have.

## **III. Post-diagnosis paper (30% of final grade)**

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You are required to submit a post-diagnosis paper on one of the in-class negotiations. You are welcome to pick any negotiation EXCEPT for our first (Energetics-Generex) and last negotiation (Social Services). I recommend that you choose to write about a negotiation that provided you with substantial learning, which is often (though not always) a negotiation in which you did poorly and most regretted some of your actions!

This paper is due at the beginning of Class 6. Please refer to the course calendar at the end of this syllabus. Please submit this paper via the appropriate link on NYU Brightspace.

The content of these papers should focus on analyzing your negotiation behavior, your opponent's behavior, your individual progress, your own strengths and weaknesses, and the lessons you learned. You should focus primarily on your chosen negotiation, but you can briefly refer back to some of the other negotiations as points of comparison, if desired.

Papers will be graded according to depth of analysis and how well you use class concepts and strategies to evaluate the process and outcomes of the negotiations. Please **DO NOT** just summarize what happened during the course of your negotiation, though do provide a brief description so that your analysis makes sense. Your primary job is to analyze the negotiation using course concepts and to focus on general take-home messages for yourself.

You can consider issues such as:

- What were some aspects of your 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? What did you learn about yourself and your strengths and weaknesses?

Post-diagnoses should be NO MORE than 1000 words. 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 these papers, just as they are in your other courses and in your professional life.

Strong papers tend to have the following characteristics:

- Analytical, not descriptive (i.e., not a play-by-play of what happened)
- Accurate—and deep—use of course concepts
- Connect your in-class negotiation with course concepts
- Connect/apply course concepts in novel ways—i.e., in ways other than what we explicitly discuss in class
- Integrate an appreciation of how your personal style and behavioral tendencies shape your negotiations as well as your takeaways from the experience.

#### IV. Final exam (20% of final grade)

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The final quiz will cover the concepts discussed in class and in the readings, with an emphasis on in-class discussions. This quiz will ask you to apply the course concepts, which means you need to know not only the definitions of various concepts, but the pros and cons of using various concepts strategically. The quiz structure will be short response and multiple-choice questions. This **online** quiz is **open book and open notes**. We will discuss more details about the quiz towards the end of the course.

### ACADEMIC INTEGRITY

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.

The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be found here: [www.stern.nyu.edu/uc/codeofconduct](http://www.stern.nyu.edu/uc/codeofconduct)

To help ensure the integrity of our learning community, prose assignments you submit to NYU 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.

### GENERAL CONDUCT & BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations for Graduate students (<https://www.stern.nyu.edu/portal-partners/registrar/policies-procedures/general-policies/code-conduct>)

and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

## STUDENT ACCESSIBILITY

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

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](mailto:academicaffairs@stern.nyu.edu) if you would like to receive more information or further support.

## RELIGIOUS OBSERVATIONS AND OTHER ABSENCES

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](mailto: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.

## 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 preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

## 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.

## COURSE SCHEDULE

Please do the reading on each topic **AFTER** we cover it in class. It is not required that you do the reading before the next class session, though you should complete all reading by the conclusion of the course.

<p><b>M January 5, 7pm – 9pm</b>  <i>Before class:</i>  <i>In-class:</i>  <i>After class:</i></p>	<p><b>Introduction to Negotiation, Distributive Negotiations</b>            Videos            Energetics-Generex exercise            1) Recommended reading: Should You Make the First Offer?            2) Videos</p>
<p><b>W January 7, 7pm – 9pm</b>  <i>Before class:</i>    <i>In-class:</i>  <i>After class:</i></p>	<p><b>Integrative Negotiations, Part 1</b>            1) Submit New Recruit Planning Document (by 7pm)            2) Videos            New Recruit exercise            1) Recommended reading: Fisher &amp; Ury, Chapters 1 – 6; Interests: The Measure of Negotiations            2) Videos</p>
<p><b>Sa January 10, 11am – 1pm</b>  <i>Before class:</i>  <i>In-class:</i>  <i>After class:</i></p>	<p><b>Integrative Negotiations, Part 2</b>            Submit Moms.com Planning Document (by 11am)            Moms.com exercise            1) Recommended reading: How to Manage Your Negotiating Team            2) Videos</p>
<p><b>Sa January 10, 2pm – 4pm</b>  <i>Before-class:</i>  <i>In-class:</i>  <i>After class:</i></p>	<p><b>Dispute Resolution &amp; Mediation</b>            Submit Viking Planning Document (by 11am)            Viking exercise            1) Recommended reading: Fisher &amp; Ury, Chapters 7 &amp; 8; To Negotiate Better, Start with Yourself            2) Videos</p>
<p><b>M January 12, 7pm – 9pm</b>  <i>Before class:</i>  <i>In-class:</i>  <i>After class:</i></p>	<p><b>Agents in Negotiations</b>            Submit Bullard Planning Document (by 7pm)            Bullard exercise            1) Recommended reading: When Should We use Agents?; Three Ethical Issues in Negotiation            2) Videos            3) Post-Diagnosis paper—Due by Wednesday, Jan 15, 7pm</p>
<p><b>W January 14, 7pm – 9pm</b>  <i>In-class:</i>  <i>After class:</i></p>	<p><b>Multi-party Negotiations &amp; Coalitions</b>            Social Services exercise            Recommended reading: Three Keys to Navigating Multiparty Negotiations; Six Habits of Merely Effective Negotiators</p>
<p><b>W January 14, 9pm</b></p>	<p><b>Final quiz posted on NYU Brightspace</b></p>
<p><b>Su January 18, 11:59pm</b></p>	<p><b>Final quiz due</b></p>