# Collaboration, Conflict & Negotiation
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## Course Description and Objectives

Negotiation is the process by which people work to achieve mutually agreeable outcomes and/or resolve differences in a way that enables them to achieve their goals. We negotiate every day: with co-workers, supervisors, vendors, clients, service providers, partners, family members, friends, and more. Often these negotiations lead to outcomes that are less than they could be. They also sometimes lead to conflict. Although we negotiate all the time, most of us know much less than we should about the strategies and psychology of effective negotiation.

This course will develop your expertise in managing the different types of negotiations that occur in business settings. 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.

The learning method in this course is experiential. Each class, you will prepare for and engage in a negotiation simulation. These exercises are designed to give you experience dealing with a range of different types of negotiations. 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 your experiences and the outcomes you reached. The goal is for students to learn from each other's experiences as well as their 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 a theoretical framework and set of concepts for better understanding the negotiation process and its outcomes.

2. To improve your ability to reach effective agreements by knowing how to:

   - Prepare effectively for all different types of negotiations
   - Capitalize on 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 Format

This is an intensive online course, and the pace will indeed be intense. We will spend 12 hours together on Zoom over 10 days: negotiating, debriefing the negotiations, and doing short content reviews. However, you will learn many key negotiation principles outside of class through videos, readings ,quiz questions, and written assignments. That will take time. I **recommend that you block at least two hours of time to complete the asynchronous assignments for every hour we spend together on Zoom.**

The course has six lessons, each of which has three parts:

- Things to do before we meet
- Things we will do together in class
- Activities to do after class

In each lesson, you will see **check questions** which are designed to tell you whether you are understanding the most important concepts. I strongly recommend that you do them as you go along as they will help you prepare for the in-class negotiations, effectively complete the written assignments, and prepare for the final exam.

## Course Materials

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

> I won't make much explicit reference to the book in class, but it will provide a valuable supplement to the class discussions, slides and videos. It is also an easy read, with a number of interesting and entertaining examples. If you have questions about anything you read or how to apply it, please ask.
>
> Given the compressed schedule for the course, I encourage you to read as much of the book as you can before the course begins.

**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

The majority of the learning in this course takes place during class, through the exercises and discussions. Because there is no way to make up the learning that occurs in class, you are expected to attend all six class sessions and participate in every negotiation exercise.

The only excused absences are for serious illness or family emergency. Missing a class for any other reason will be considered an unexcused absence and will significantly impact your grade. If you have more than one unexcused absence, you will not be able to earn a passing grade for the course.

If you do need to miss a class, for whatever reason (i.e. excused or unexcused), I must be notified by email at least 2 hours before class (ideally much sooner, if you can). This is so that I can re-assign the student(s) with whom you have been assigned to negotiate. If you wish to obtain partial participation credit, you need to do the following before the next class session: (a) watch the recording of the class, and (b) post a substantive comment or reflection on the Discussion Forum.

### Participation (20% of your grade)

An important goal of this course is for you to learn from each other's experiences and insights. A significant portion of your grade is therefore based on your participation in the class discussions. 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 or more of the following: (a) offer a unique but relevant perspective, (b) help move 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 (quality over quantity).

You can also contribute to the collective learning experience, and enhance your participation grade, 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.

Please note that, while 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 (as explained below). 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.

**3 Planning Documents (25% 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, Summer Interns Program, and Harborco, as indicated on the course outline. These must be submitted before the start of class. Late documents cannot 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 Summer Interns Program 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.

**5 Post-Negotiation Reflections (25% of your grade)**

Following each class day, you will submit a short (1 page max) "post-negotiation reflection." For the Sunday when we have two class sessions, you only need to submit one reflection for the day.

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.

The reflections will be graded on a check, check plus, check-minus scale. In evaluating the reflections, I will be looking for 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

Reflections are due by 7:00 pm on the day following the respective class session. They cannot exceed one page, and must be double-spaced, with one-inch margins.

**Final Exam (30% of your grade)**

The final exam will test your understanding of key concepts and frameworks and your ability to apply them. The exam will be visible on Brightspace immediately after the last class. It will not take more than a few hours of your time to complete. You may use any of the course materials. However, using any outside material or sources, using AI tools such as Chat GPT, obtaining information from or sharing information with another person, or discussing the exam with anyone other than the instructor, is prohibited and will be considered a Code of Conduct violation. Late exams will not be accepted.

## 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 (including

AI). Sharing the exercises, slides, exam 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, and notify me via the Moses center student portal. 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.). There are also drop in hours and appointments. Find out more at http://www.nyu.edu/students/health-and-wellness/counseling-services.html. 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

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.

I also want to use the name and pronouns you prefer and pronounce your name correctly. I encourage you to make sure that your record in Albert reflects your preferences and record a pronunciation if you think I will have any doubt. Please also complete the questions on the Pre-Course Survey that ask about name pronunciation and pronouns.

## Communication

### Discussion Forums

There's a Discussion Forum called "**Assignments & Logistics**" for practical questions about the course assignments and logistics. Please post questions about assignments here (unless it concerns your role in a negotiation and may reveal information that those playing other roles should not have, in which case send me an e-mail!). In most cases, if you have a question, some of your classmates will benefit from seeing the answer too.

Use the "**Thoughts & Questions"** Forum for questions or comments about course content and/or ideas, observations, personal experiences, etc. that you think may be interesting or useful to others in the class. This is 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.

I know it's hard to remember to check for additions to online discussions. Fortunately, there is a Discussions feature that will help. Go to Discussions, click on the down arrow to the right of a forum name, and select Subscribe.

**Individual Meetings**

To schedule a time to meet with me individually via Zoom, just send me an email.