

Managerial Negotiations | B8510

Summer 2024



July 21-25
9 am to 5 pm
Location TBD

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A NOTE FOR SUMMER 2024

This section will be an intense block week version of the course. Attendance in all sessions is essential. Before bidding/enrolling, be sure you are able to commit time and energy to this course, including attending all sessions. Some shorter assignments are expected to be completed between class days (i.e., overnight). Several more-involved assignments will be due after the block week period is over. If you cannot commit to this workload during this time period, we encourage you to consider a non-block-week section of the course.

COURSE OVERVIEW AND OBJECTIVES

For most of us, our days are filled with negotiation and conflict. They range from low stakes disputes about meeting schedules to high stakes clashes about strategic direction, and from casual debates to formal boardroom contractual agreements. Effective negotiators get the most out of disputes, not just in terms of the instrumental value they carry away, but also in terms of the relationships and reputations they leave behind. Virtually everyone could stand to improve their negotiation skills and, fortunately, virtually everyone can develop in this area.

This course aims to help students improve their skills in two fundamental ways. One is *knowledge-oriented*: students learn frameworks and concepts for analyzing bargaining and conflict. Students acquire terms and models for identifying the type of conflict that exists in a situation and the potential costs and benefits of different strategies and tactics. Based on this, students should be able to interpret situations, plan tactics, and recognize and react to their counterpart's behavior. A second and complementary route to improving as a negotiator is *practice-oriented*: students complement their analytical tools with behavioral skills. Negotiation and conflict ultimately come down to behaviors—how a manager opens a potentially volatile conversation, how a mediator uncovers information, how a negotiator frames an offer or a concession. Practicing these behaviors, and understanding how other parties perceive and react to them, is essential to improving as a negotiator. The course provides continuing opportunities for hands-on practice and also provides feedback, discussion, and occasions for reflection.

Through role-play exercises, lecture, reading, and discussion, the course begins with basic dynamics in negotiation and adds complexity in stages, including multiple issues, multiple parties, mediation, agents, and coalitions. Some exercises involve numerical analyses, others revolve around qualitative conflicts. By the end of the course, students should be able to comfortably and confidently approach most any conflict or negotiation: analyzing its nature, understanding their own objectives, and plotting an approach that will give them the best shot at achieving their goals.

CONNECTION TO THE CORE

This course is related to a wide range of topics that are important for developing professionals. In Columbia Business School's MBA core course sequence, it is perhaps most directly linked to the core leadership course, *Lead: People, Teams, Organizations*, where students will have received an

overview of the topic and enacted a roleplay negotiation. This course dives deeper, focusing in steps on different negotiation dynamics and ultimately addressing even more complex issues. Managerial Negotiations also deals with behavior in competitive contexts and markets, touching on topics dealt with in the *Strategy Formulation* and *Managerial Economics* core courses, and with behavior related to persuasive communication, touching on topics dealt with in the Marketing core course.

CORE CULTURE

Students are expected to adhere to [CBS Core Culture](#) in this class by being Present, Prepared, Participating.

COURSE FORMAT

This is a highly interactive course. It is premised on a basic assumption that understanding and appreciation of negotiations are best achieved via hands-on experiences in combination with lecture, discussion, reading, and reflection on the underlying concepts of negotiation. There will be one or more role-play exercises in nearly every class period. These exercises have been selected to help illustrate points in readings and lectures and to motivate further reflection and insights. These exercises will put you in new, and potentially uncomfortable, situations, but within the relatively safe environment of the classroom. In these exercises, you are urged to try out new and creative behaviors and tactics, stretching beyond your typical habits and instincts.

ATTENDANCE

Because this course is so experiential, attendance at class sessions is essential to getting learning value from the course. Further, because most class sessions involve pairs or groups of students working together, absences have the potential to undermine classmates' experience. Thus, **attendance is required for all class sessions**. Absences will carry a considerable grade penalty. Those missing a single session (except for extraordinary circumstances, such as a medical or family emergency) will not be eligible for the highest grade in the course (an 'H'). Those missing multiple sessions may not earn a passing grade. Late arrivals can also impact grading.

You should provide advance notice if possible regarding any absences or late arrivals through the online attendance form (see link on the Canvas homepage). If advance notice can't be given, submit an attendance notification through that form as soon as possible. **Any absences not reported through this website will receive a severe grade penalty.**

INCLUSION, ACCOMMODATION, AND SUPPORT FOR STUDENTS

At Columbia Business School we believe diversity strengthens any community or business model and brings it greater success. The School is committed to providing all students with equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Students with documented disabilities may receive reasonable accommodations. Students are encouraged to contact [Columbia University's Office of Disability Services](#) for information and to register for services. Columbia Business School adheres to all community, state, and federal regulations as relate to Title IX and student safety. Read more about CBS' policies to support [Inclusion, Accommodations and Support for Students](#).

HONOR CODE AND ACADEMIC INTEGRITY

The [Columbia Business School Honor Code](#) calls on all members of the School community to adhere to and uphold the notions of truth, integrity, and respect both during their time in school, and throughout their careers as productive, moral, and caring participants in their companies and communities around the world. All students are subject to the Honor Code for all of their academic work. Failure to comply with the Honor Code may result in [Dean's Discipline](#). Here you can review [examples of Academic Misconduct](#) which may result in discipline.

Course materials (videos, assignments, problem sets, etc) are for your use in this course only. You may not upload them to external sites, share them with students outside of this course, or post them for public commentary without the instructor's permission

GENERATIVE AI POLICY

Students in this course may use Generative AI tools, such as ChatGPT, only for idea generation (not to draft or write papers or extended assignments) in assignments outside of the classroom and **must include a citation describing any usage**. Please contact Professor Ames if you have any questions about this policy.

ASSIGNMENTS AND COURSE REQUIREMENTS

Four components make up your grade: 1) required participation, 2) menu assignments, 3) a real world negotiation analysis, and 4) a final paper. The second-to-last page of this syllabus provides a summary table of assignments and deadlines. These assignments are also noted in Canvas.

» Attendance: 20% of grade

- Timely and complete attendance at all class sessions (see notes above on Attendance)

» Preparation and in-class activities: 30% of grade

Participation includes:

- Active, substantive involvement in simulations (see Roleplay Ground Rules below)
- Engagement, discussion, and comments in class (quality is more important than quantity)
- Assignments due during the course itself, including Personal Reflection + Challenge, Park Bar case preparation, the Dream Situations worksheets, and the Metropolitan Tower case preparation

» Menu assignments: 20% of grade

To give students some flexibility in managing their workloads and tailoring their learning experience to their interests, several assignments are offered as a menu. To earn the highest grade in the course (an 'H'), students must earn full credit for **at least four** of these assignments. To pass the course, students must earn full credit for **at least one** of these assignments. Most students who earn an HP in the course, complete two or more. These assignments will be described in greater detail as the course goes along.

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|--------------------------------|---------------------------------|
| • Reflection on Berkeley Bikes | • Party mapping |
| • email negotiation | • Reflection on Metropolitan |
| • Tough tactics + responses | • Tower case |
| • Reading reflection | • Negotiation coaching exercise |

These menu assignments have a due date of Friday, August 8 at 5 pm.

» Real world negotiation analysis: 20%

This paper is a required assignment for the course. The submission can be either an individual or two-student project reviewing some **real world negotiation or conflict**. The topic could be a transaction or bargaining situation, but could also be a qualitative dispute or conflict. The episode could be something from the past or a current or future situation. In the case of a current or future situation, the paper might focus on analysis and planning, such as preparing for different contingencies or clarifying preferences and priorities (e.g., computing payoffs). In the case of a past situation, the paper might analyze the episode, examine the choices/actions of different parties, and reflect on the consequences. An effective analysis would likely feature some observations about what went well/poorly and how things might have gone differently.

Creative approaches are encouraged. The overarching objective is to think carefully about a real world conflict or negotiation and apply some of the concepts and tools featured in the course. While the details of any given case are important to note and consider, an important goal for this assignment is to **draw some larger and more enduring lessons** (e.g., good practices or general principles) from the situation that may have applications elsewhere.

Strong papers typically range from 6 to 8 pages (12-point font, double-spaced). Appendices can be attached as needed to illustrate or document points (tables, timelines, etc.). The expectations in terms of depth and analysis are expanded if the paper is a joint submission of two students. More details on this assignment will be provided during our class meetings.

This paper is due Monday, August 12, 5 pm.

» **Final paper: 10%**

This significant project is optional, but strong performance on this paper is required to earn an “H” (completing this paper does not guarantee an “H”—strong performance in all other aspects of the course is required as well). The form this paper takes is flexible. Several models have proven meaningful for past students. One is a **self-assessment** in which you analyze yourself, including your style and its strengths and limitations, based on your experience in the course as well as other experiences and feedback you may have received. This analysis could culminate in an **action plan** for continuing development as a negotiator, though that is not a necessary component. Another effective model is to construct a summary personal “**negotiation manual**” that reflects what you believe are the fundamental dynamics and best practices of negotiation. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation playbook that reflects a meaningful amount of reflection, synthesis, and application. Feel free, but not obliged, to combine any or all aspects of these three approaches (a self-assessment, action plan, and negotiation manual). Another possible model is to write a **negotiation case or learning activity**, producing materials that could be used in negotiations training. If you’re considering this model, I encourage you to discuss it with me in advance. Whatever approach you take, creativity is welcome. Your choice of approach for the paper should be guided by what you think will yield the most learning value for you.

This paper should be 8 to 12 pages (12-point font, double-spaced). Appendices can be attached as needed to illustrate or document points (tables, timelines, etc.).

This paper is due Wednesday, August 14, 5 pm.

ROLEPLAY GROUND RULES

Having a constructive learning environment is essential to this course's effectiveness. Everyone plays a part in this. Here are some ground rules for our roleplay exercises:

1. You are expected to be on time for class meetings and, when applicable, to arrive prepared for in-class negotiation exercises.
2. You should not show your confidential role instructions to other parties during a negotiation, nor should you directly read them aloud. At your discretion, you can choose to speak about your interests to the other side. Once the negotiation is complete, you should still keep your instructions private, unless instructed otherwise. We will debrief most of our cases collectively in class.
3. Feel free to “ad lib” in these exercises to provide rationales and explanations for your character's preferences—say things you think the character would say. That said, you should adopt the given payoff tables as reflecting your preferences. You should not make up facts that materially change the power distribution of the exercise.
4. The exercises are an opportunity to experiment. Unusual tactics (or at least ones that are different for you) add variety and can benefit the group discussion. However, steer clear of anything that verges on physical intimidation, sexual harassment, or personal abuse.

EXERCISES, RECORDS, AND RESEARCH

Because I want to encourage experimentation, I do not grade based on your negotiation outcomes. In some cases, I may record the outcomes and answers to questions in exercise materials. Sometimes I will show the overall patterns in this data to demonstrate points about negotiation principles. The data are also used in a continual process of refining exercises and developing new ones. Just as prior students have contributed to your learning experience by contributing this data, you will be contributing to future classes by answering questions about your outcomes and tactics in the course of the exercises. Identifying information is removed from the datasets after the term ends, so the records become anonymous at this point. At times in the past, faculty have drawn on these “anonymized” datasets reflecting years of classes for statistical analyses related to research hypotheses concerning negotiation dynamics. If you prefer that any records from your participation in class be deleted from datasets if they are used for any research purpose, please tell the instructor or teaching assistant and your record will be deleted after the class is complete.

CLASS MEETINGS

Readings are optional but encouraged to get the most learning value from the course. Recommended follow-up readings for sessions are noted below. See the READINGS section later in this syllabus for further details.

Module 1 | Sunday, July 21 AM | Introduction

<i>Assignment due</i>	<i>Pre-course survey (due before first class; see Canvas assignment)</i>
<i>Recommended follow-up readings</i>	<i>Essentials of Negotiation Ch 1 “The nature of negotiation” Getting to Yes Ch 6</i>

Module 2 | Sunday, July 21 PM | Distributive bargaining

<i>Recommended follow-up readings</i>	<i>Essentials of Negotiation Ch 2 “Strategy/tactics of distributive bargaining”; Getting to Yes Ch 8</i>
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Module 3 | Monday, July 22 AM | Interest-based bargaining

<i>Assignment due</i>	Personal reflection + challenge
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Module 4 | Monday, July 22 PM | Multi-issue bargaining, Part 1

<i>Recommended follow-up readings</i>	<i>Essentials of Negotiation Ch 3 “Strategy/tactics of integrative negotiation”; Getting to Yes Ch 1-4; “Constructive conflict” (Follett), “Negotiating a job offer” (Thompson)</i>
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Module 5 | Tuesday, July 23 AM | Multi-issue bargaining, Part 2

<i>Assignment due</i>	Park Bar case preparation
<i>Recommended follow-up readings</i>	<i>Essentials of Negotiation Ch 4 “Negotiation: Strategy and planning”; “Scoring a deal” (Ames, Larrick, & Morris)</i>

Module 6 | Tuesday, July 23 PM | Conflict and mediation

<i>Recommended follow-up readings</i>	<i>“Your bargaining style” (Watkins Ch 1); “Why you need to ask” (Babcock & Laschever Ch 1); “A primer on personal development” (Ames, Mason, & Carney); Difficult Conversations Ch 1-4, 7-12; “Managing Conflict” (Watkins Ch 7); “Confronting lies and deception” (Malhotra & Bazerman Ch 9); Essentials of Negotiation Ch 5 “Ethics in negotiation”</i>
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Module 7 | Wednesday, July 24 AM | Principals and agents

Assignment due Dream Situations worksheet; initial look at Metropolitan Tower case materials

Recommended follow-up readings “Multiple parties, coalitions, and teams” (Thompson Ch 9)

Module 8 | Wednesday, July 24 PM | Coalitions

Recommended follow-up readings “Get all the parties right” (Lax & Sebenius)
“Map the players, change the game” (Ames)

NOTE: Plan for additional preparation and coordination with your teammate before Friday

Module 9 | Thursday, July 25 AM | Team negotiation

Assignment due Metropolitan Tower case preparation

Module 10 | Thursday, July 25 PM | Conclusion

Recommended follow-up readings *Essentials of Negotiation* Ch 12 “Best practices in negotiations”
Getting to Yes “In conclusion”

SUMMARY OF ASSIGNMENTS

Assignments are listed in the course Canvas site, which in some cases may provide links to instructions or relevant materials. All completed assignments should be uploaded through Canvas. A summary of assignments is offered below.

ASSIGNMENT	TYPE	DUE DATE
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IN ADVANCE OF BLOCK WEEK

Pre-course survey	Required	Saturday, July 20, 12 noon
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DURING BLOCK WEEK

Personal reflection + challenge	Required	Mon, July 22, 9 am
Park Bar case preparation	Required	Tue, July 23, 9 am
Dream Situations worksheet and Metropolitan Tower initial look	Required	Wed, July 24, 9 am
Metropolitan Tower case preparation	Required	Thu, July 25, 9 am

MENU ASSIGNMENTS: Full credit for ***at least one*** of these five options is required to pass the course; full credit for ***at least four*** is required to earn an “H”

Reflection on Berkeley Bikes email negotiation	See note above	Thu, August 8, 5 pm
Tough tactics + responses	See note above	Thu, August 8, 5 pm
Reading reflection	See note above	Thu, August 8, 5 pm
Party mapping	See note above	Thu, August 8, 5 pm
Reflection on Metropolitan Tower case	See note above	Thu, August 8, 5 pm
Negotiation coaching exercise	See note above	Thu, August 8, 5 pm

PAPERS

Real world negotiation analysis	Required	Mon, August 12, 5 pm
Final paper	Optional, required for “H”	Wed, August 14, 5 pm

READINGS

Readings are optional but can help you get far more out of the course, reinforcing and going beyond the topics addressed in class. We recommend these three books about the fundamentals of bargaining and conflict; they are referred to in the module list presented earlier in this syllabus.

- Fisher, Ury, and Patton, ***Getting to Yes*** – 3rd Edition (Penguin, 2011; ISBN-13: 9780143118756)
- Lewicki, Barry, and Saunders, ***Essentials of Negotiation*** – 6th Edition (McGraw-Hill, 2015; ISBN-13: 978-0077862466)
[NOTE: this is not the same as Lewicki, Saunders, and Barry's volume, *Negotiation*]
- Stone, Patton, and Heen, ***Difficult Conversations*** – 3rd Edition (Penguin, 2023; ISBN-13: 9780143118442)

Along with these books, we recommend the following readings, as noted in the earlier module list:

AUTHOR(S)	READING	SESSION	ACCESS
Follett, Mary Parker	"Constructive conflict"	Module 4	Canvas: Files Module 4
Thompson, Leigh	Negotiating a job offer (appendix from <i>The Mind and Heart of the Negotiator</i>)	Module 4	Canvas: Files Module 4
Ames, Daniel, Larrick, Richard, & Morris, Michael	"Scoring a deal: Valuing outcomes in multi-issue negotiations" (<i>Columbia CaseWorks</i>)	Module 5	Canvas: Files Module 5
Shell, G. Richard	"The first foundation: Your bargaining style" (Ch 1 from <i>Bargaining for Advantage</i>)	Module 6	Canvas: Files Module 6
Babcock, Linda and Laschever, Sara	"Why you need to ask" (Ch I from <i>Ask for It</i>)	Module 6	Canvas: Files Module 6
Ames, Daniel, Mason, Malia and Carney, Dana	"A primer on personal development" (<i>Columbia CaseWorks</i>)	Module 6	Canvas: Files Module 6
Watkins, Michael	"Managing conflict" (Ch 7 from <i>Breakthrough Business Negotiation</i>)	Module 6	Canvas: Files Module 6
Malhotra, Deepak and Bazerman, Max	"Confronting lies and deception" (Ch 9 in <i>Negotiation Genius</i>)	Module 6	Canvas: Files Module 6
Thompson, Leigh	"Multiple parties, coalitions, and teams" (Ch 9 in <i>The Mind and Heart of the Negotiator</i>)	Module 7	Canvas: Files Module 7
Lax, David and Sebenius, James	"Get all the parties right" (Ch 4 from <i>3D Negotiation</i>)	Module 8	Canvas: Files Module 8
Ames, Daniel	"Map the players, change the game: Evaluating who is—and should be—involved in deals and decisions" (<i>Columbia CaseWorks</i>)	Module 8	Canvas: Files Module 8