

Managerial Negotiations

Bidding Syllabus - Spring 2023

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Office hours: By appointment

To be enrolled in the class, you *must* be present for the first class and arrive prepared.

COURSE OVERVIEW

All of us face negotiation and conflict at times. These negotiations may 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 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, reflection, 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 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 role-play 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 and selling, touching on topics dealt with in the Managing Marketing Programs core course.

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 reading. 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 that have suggested themselves to you from your own reading and reflection.

Role play 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 role-play exercises:

1. You are expected to be on time for class meetings and 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.

Because I want to encourage experimentation, I do not grade based on your negotiation outcomes. Yet I do carefully record the outcomes and, for some exercises, your answers to questions in the exercise materials. Sometimes I will show the overall patterns in this data to demonstrate points about negotiation principles. Many of the learning points in this course have been developed and refined through extensive prior classroom experiences. Just as prior students have made this course possible by sharing their experiences, you have the opportunity to contribute to the education of future students by sharing your own experiences. If you consent to allow your responses (including those from the leadership multi-rater feedback activity, negotiations exercises, and from other exercises in this course and other courses, as well as surveys by Career Services and other school offices) to be used for research purposes and for future refinement of course materials, your information will be kept strictly confidential. Any information derived from this research that would identify you would not be voluntarily released or disclosed without separate consent.

Research on students' negotiation outcomes (described in the preceding paragraph) takes place under the Columbia University IRB Protocol for "Management and negotiations research" (protocol number AAAA6074). The following individuals and/or agencies will be able to look at and copy your research records: 1) The investigator, study staff and other professionals who may be evaluating the study, 2) Authorities from Columbia University, including the Institutional Review Board ('IRB'), and 3) The United States Office of Human Research Protections ('OHRP'). The Principal Investigator for this protocol is Professor Modupe Akinola (ma2916@gsb.columbia.edu; your professor is a Co-Principal Investigator). There are no foreseeable risks to you and the proposed research does not present any additional risk beyond what you are already doing as part of the course. The benefits of the exercises are the opportunity to gain knowledge and skills in negotiating and leading effectively. Classroom debriefing aims to help you learn not only from your own experience but also from the experience of classmates. Your participation is voluntary and you may withhold your materials from research purposes at any time without an effect on your course grade. If at any time you have comments regarding the conduct of this research or questions about your rights as a research participant, you should contact the Columbia University Institutional Review Board by email at askirb@columbia.edu or by phone at 212-851-7040.

If you do not want your responses and outcomes for exercises in this course used for research purposes, please notify the instructor.

READINGS

Readings will be drawn from several books, and articles linked from this website.

- Getting to Yes: Negotiating Agreement Without Giving In (by Fisher, Ury, and Patton)
- Essentials of Negotiation (by Lewicki, Barry, and Saunders) [NOTE: this is not the same as Lewicki, Saunders, and Barry's volume, Negotiation] Feel free to buy the previous edition to save money!
- Difficult Conversations (Stone, Patton, and Heen)

These readings are technically optional, but students often mention they get much more out of the course if they read along with the readings. Our goal in this course is not overburden you with out of class assignments, dig deeper (by reading the readings) to the extent you wish to further your development in honing and strengthening your negotiation skills.

ATTENDANCE POLICY

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. This course is all about practicing and improving negotiation using our role plays. You have to be in class to engage in the content, and thus if you miss class there will be no way to make it up. Accordingly, much of your grade will be based in attendance. And as such, **absences will carry a significant grade penalty**. On the flipside, if you are in class every week and participating, you will likely do very well in the course.

COURSE SCHEDULE – subject to change

Session 1 – Introduction

Session 2 – Distributive Bargaining, Part 1

Session 3 – Distributive Bargaining, Part 2

Session 4 – Integrative Bargaining, Part 1

Session 5 – Integrative Bargaining, Part 2

Session 6 – Negotiation Dynamics, Part 1: Modes of Communication

Session 7 – Negotiation Dynamics, Part 2: Interpersonal Styles and Feedback

Session 8 – Trust, Cooperation and Conflict

Session 9 – Mediation, Agents and Third Parties

Session 10 – Team Negotiation

Session 11 – Team Negotiation Debrief and Final Presentations

Session 12 – Coalitions and Conclusion

GRADING

Rather than place the burden on students to take exams, we keep assignments minimal, and instead ask for active participation in class. Part of this participation will involve preparing for negotiations in advance, reflecting on exercises, building models and uploading them to canvas, and completing assignments that ask you to reflect on your development.

Please note a large portion of your grade will be dedicated to attendance and participation. Your grade is largely based in the effort you put into active participation in class. This means that we minimize how much work you do outside of class, but also that missing class will incur a significant grade penalty (see Attendance above).

In addition to a few assignments, specifically designed to improve your negotiation skills and development, we will have an *optional* Final Paper/Presentation. This is to reflect that not everyone is trying to get an H. You cannot get an H without completing a Final Presentation or Final Paper (we give you the option to choose which is of more interest). We understand that students have busy schedules and have many other priorities, and thus for those who want to skip on the optional final assignment (paper or project), you are more than welcome to do so.

Need to hand in something late? No need to ask for an extension! Just be aware that we subtract one point per every day an assignment is late. The exception to this rule are models that you need to develop in advance of negotiations, and planning assignments, which must be completed on time as they are the source for activity in class.

INSTRUCTOR BIO

Ashli Carter is a Lecturer in the Management Division at Columbia Business School. Prior to joining CBS faculty, she taught MBA and undergraduate courses in leadership and professional ethics at NYU Stern where she was an Assistant Professor/Faculty Fellow of Management and Organizations. She studies how seeing the “forest” versus seeing the “trees” shapes three common workplace experiences: 1) how individuals respond to unexpected or unwanted outcomes, 2) the way individuals work with similar and dissimilar others, and 3) how individuals exchange information and ideas to reach group decisions. She is also interested in the stereotypes individuals hold about which social groups think more abstractly versus more concretely, and examines how these stereotypes shape opportunities in the workplace and in society more broadly. In addition to her teaching and research, she works with professionals one-on-one and in small groups as a leadership coach to share simple, research-backed strategies that help individuals better understand themselves and others, align their everyday behaviors with their underlying values, and expand into their highest potential self. Ashli Carter received a Ph.D. and M.A. in Management from Columbia Business School and a B.A. (with honors) in Psychology from Stanford University.