

UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL
DEPARTMENT OF LEGAL STUDIES & BUSINESS ETHICS

PROFESSOR EDWARD J. BERGMAN

NEGOTIATION AND DISPUTE RESOLUTION
LGST 2910-407 SYLLABUS
2022 FALL TERM

Class: Tuesdays 3:30 p.m. - 6:30 p.m.
Classroom: **TBD**
Office: Department of Legal Studies & Business Ethics,
Huntsman Hall
Office Hours: ZOOM HOURS By Appointment, schedule with Rikki
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Required Reading: Fisher, et al., Getting to Yes, revised ed.,
Penguin (2011)

Shell, Bargaining for Advantage, 3d ed.,
Penguin (2018)

Course Pack

CLASS 1: August 30, 2022

Introduction to Negotiation / Course Overview

Before Class: Students download and review Syllabus from CANVAS;
Students download, sign and return Non-Disclosure Form via
CANVAS

In Class: Class Welcome
Introductions

Introduction to Negotiation

Movie clip “Just Go With It,”
directed by Dennis Dugan (2011)
Discussion of What We Negotiate and Why

Movie clip “Defending Your Life,”
directed by Albert Brooks (1991)
Discussion of Anxiety

Movie clip “Take the Money and Run,”
directed by Woody Allen (1969)
Discussion of Communication

Movie clip “Wall Street,”
directed by Oliver Stone (1987)
Discussion of Information

Movie clip “Be Cool,”
directed by Gary Gray (2005)
Discussion of Perception

Movie clip “The Devil’s Advocate,”
directed by Taylor Hackford (1997)
Discussion of Preparation

Discussion of Probing and Active Listening

10 MINUTE BREAK

Review Syllabus

1. Readings
2. Grading (Class Participation/ Mid-Term/ FinalProjects)
3. Attendance
4. Summaries
5. Goals & Limits of Negotiation Studies
6. Role Buy-In
7. Negotiations / Not a Race
8. Outcomes not graded / Mastering a Process
9. "Best Negotiator You Can Be"

Q&A regarding SYLLABUS

Power Point Question for Individual Written Responses:

"I think a negotiation is successful if...."

Handout and Negotiate "Used Car Negotiation"

Read and Submit Pair Results Sheet (20 minutes)
Debrief with Discussion of "Distributive Bargaining"

Class Discussion of Power Point Question

Readings for Sept 6:

Bergman, "Why Do Whartonites Love Negotiation Studies?..."
(Course Pack);
Lewicki, "Strategy & Tactics of Distributive Bargaining"
(Course Pack);
Korobkin & Guthrie, "Opening Offers and Out-of-Court
Settlement" (Course Pack);
Shell, Chapter 8, Step 2 "Exchanging Information;"
and Chapter 9, Step 3 "Opening & Making Concessions;"
Bazerman, "Framing Negotiations," (Course Pack)

Negotiation Assignment for Sept 6:

**IDecision Games to distribute Parker v Gibson roles;
Answer and submit "Parker-Gibson" Pre-Negotiation
Questionnaire via CANVAS;
Submit Goals & Aspiration Paper via CANVAS**

Summary due Sept 6:

The Used Car Negotiation Summary;

CLASS 2: September 6, 2022

DISTRIBUTIVE BARGAINING

In Class: **Negotiate Parker v Gibson (40 minutes)**

Debrief Parker v Gibson
Student examples of results;
Discussion of Distributive Bargaining
Parker v Gibson analysis
Parker v Gibson Results
Why Results Vary
DB Objectives
How to Achieve Objectives
Managing Impressions

10 MINUTE BREAK

Power Point Question #1 for Individual Written Responses:
“I like to make the first offer in a negotiation because...”

Movie clip “Intolerable Cruelty”
directed by Coen Brothers (2003)

Discussion of “Opening Offers and Concessions”
Student examples of Parker v Gibson Opening

Opening Offers
Discussion of “Concessions”

Power Point Question #2 my response to PPQ#1 has/has not changed and is now ...explain

Discussion of the “Information Exchange”
Discussion of “Rapport Building”

**Readings
for Sept 13:**

Shell, Chapter 12, “Ethics: Bargaining With The Devil Without Losing Your Soul;”

Shell, Ch. 3, "The Third Foundation: Authoritative Standards and Norms" (optional);
Malhotra & Bazerman, Negotiation Genius, Bantam Books (2007), Chapter 9 "Confronting Lies and Deception" pp. 196-218 (Course Pack);
Lax & Sebenius, "Agents & Ratification," (Course Pack);
Shell, "Should you Use an Agent," pp. 111-112
Begin reading Fisher, Ury & Patton, Getting to Yes, for discussion in Class 4.

**Negotiation
Assignment
for Sept 13:**

IDecision Games to distribute Book Contract roles AND Knight Excalibur roles, BOTH to be negotiated outside of class and before Class 3 (45 minutes; your time will be credited at beginning of Class 3)

**Summary
due on Sept 13:**

Parker v Gibson

CLASS 3: September 13, 2022

❖ CLASS BEGINS AT 4:15PM ❖

(45 minutes of class time is credited for negotiations outside of class)

AGENCY; CONCERNING TRUTHFULNESS IN NEGOTIATIONS

In Class:

Debrief Book Contract
Book Contract Analysis
Book Contract Results
Discussion of "Agency"

VIDEO: "Power Asymmetry and the Principal/Agent Problem. PON HARVARD LAW SCHOOL (15 minutes)

Power Point Question for Individual Written Responses:

"I am willing to lie or mislead if" or

"I am not willing to lie or mislead because...."

10 MINUTE BREAK

Negotiate Knight Excalibur (75 minutes)

Submit Knight Excalibur individual results sheet

Tiered Results

Discussion of differences from prior games

Discussion of “Lying” from ethical, legal and practical standpoints;
dealing with lies

Movie clip “Other People’s Money,”

directed by Norman Jewison (1991)

(3:04 minutes)

Movie clip “The Middleman”

(3:29 minutes) Lying and Culture

Reconsider Power Point Question

Readings

for Sept 20:

Complete reading of Fisher, Ury & Patton, Getting to Yes,
pp. 3-95;

Shell, Ch. 4, “Relationships”

Lewicki, “Strategy & Tactics of Integrative Negotiation”
(Course Pack);

Sheppard, “Negotiating in Long-Term Mutual Interdependent
Relationships Among Relative Equals” (Course Pack);

(Optional) Davis, “Mary Parker Follett” (Course Pack)

Negotiation

Assignment

for Sept 20:

IDecision Games to distribute roles in

**Negotiated Development in Redstone - each role distributed to
both a principal and agent.**

IDecision Games to distribute roles in Job Negotiation.

Summaries

due Sept 20:

Book Contract

Knight Excalibur

CLASS 4: September 20, 2022

INTRODUCTION TO INTEGRATIVE BARGAINING / INTEREST-BASED NEGOTIATION/ GETTING TO YES/ RELATIONSHIPS

In Class: Pre-Negotiation: Principals meet with their Agents to discuss goals and strategies (15 minutes)

Negotiate Redstone (45 minutes)

Debrief "Redstone"

Discuss Results with highest potential scores

Discuss Reasons for No Agreement

Redstone partners meet to discuss how well the agent implemented the principal's objectives. Each to submit a brief statement regarding their level of satisfaction with the principal/agent relationship. (15 minutes)

Discuss Issues-Positions-Interests

YouTube video "The Importance of Why"

May 28, 2016 (3:32 minutes)

10 MINUTE BREAK

Discuss Integrative Bargaining and Getting to Yes

YouTube Video, "The Pursuit of Value,"

October 11, 2010 (8:11 minutes)

Discuss Creating and Claiming Value

Discuss Mary Parker Follett

Discuss Relationships

Power Point Question for Individual Written Responses:

"My perspective on winning in negotiation means...."

Discussion of Power Point Responses

Readings

for Sept 27:

Lax & Sebenius, "Interests: The Measure of Negotiation,"
(Course Pack);
Shell, Ch. 5, "The Fifth Foundation: The Other Party's Interests;"
Lax & Sebenius, "Creating and Claiming Value"
(Course Pack)

Negotiation Assignment

for Sept 27:

Arrange and conduct Job Negotiation videos (see below)

Summary

due on Sept 27:

Negotiated Development in Redstone

⌘ Negotiation Assignment:

Video record your Job Negotiation. Recordings should not exceed ½ hour and at the beginning of the recording, you must state your full names, the name of your professor and the course number. Be certain your framing contains both parties' full face and that the sound level is adequate. If you plan to use a group study room, you are responsible for reserving it online. The video recording must be completed before Class 5.

For instructions on recording your negotiation for online turn-in through Canvas, either directly by webcam or by uploading a separately-recorded video file, see the Canvas Student Guide: <http://guides.instructure.com/s/2204/m/4212/1/54356-how-do-i-add-media-to-my-assignment>

AFTER your video is uploaded to Canvas you must review your video recording with your partner and two other videos (can be viewed alone) and write a journal entry about what you observe about your own and others' styles. (See Class 5 Summaries)

CLASS 5: September 27, 2022

❖ **CLASS BEGINS AT 4:30PM** ❖

(1 Hour of Class Time Credited for Job Negotiation Video)

“JOB NEGOTIATION” / “INTERESTS & TRADEOFFS”

Before Class: Record and submit Job Negotiation video and submit Job Negotiation Pair Result Sheets via CANVAS on later than 3:00pm Sept. 25, 2022;

In Class: **View student Job Negotiation video**
Debrief Job Negotiation

Discussion of Issues and Interests in Job Negotiation;
Types of Interests

VIDEO - PACHINKO

10 MINUTE BREAK

Discussion of Salary v Bonus; Packaging; Tradeoffs
and Expanding the Pie

YouTube Video “Expanding the Pie”

July 3, 2017 (5:15 minutes)

Discussion of Things to Ask For
and Prioritization and Valuation of Interest

Breakouts with Job Negotiation Partners (20 minutes)

Discussion - Job Negotiation

“What Would I Do Differently Now?”

Submit individual written answers

Q & A

(MT) Handout Mid-Term Examination @ end of class (MT)

Readings for Oct 4:

Shell, Ch. 1, “The First Foundation: Your Bargaining Styles” and
Ch. 7, Step 1 “Preparing Your Strategy;”

Gilkey & Greenalgh, "The Role of Personality in Successful Negotiating" (Course Pack);
Roberts & Palmer, Ch. 5, "Negotiations" pp. 133-142
(Course Pack);

**Negotiation
Assignment
for Oct 4:**

N/A

**Summary
due on Oct 4:**

Job Negotiation (View and compare your video with two others on CANVAS) 2-3 page summary

CLASS 6: October 4, 2022

PERSONALITY, STRATEGY AND NEGOTIATION

In Class:

Personality & Strategy

Review and Complete Thomas-Kilmann Conflict Mode Instrument

Discussion of "Personality;" "Thomas-Kilmann;" "Shell Matrix;"
"Best Strategies" and Compatibility of Strategies and Styles

10 MINUTE BREAK

View "Aggressive v. Cooperative Bargaining Video (40 minutes)

Discussion of Prof. Gerald Williams video

Power Point Question: Based on what I have learned about myself as a negotiator I would describe my negotiation personality as follows:

Discuss Power Point Question

How Do Our Negotiation Personalities Differ?
Submit joint summary (40 minutes)

**Readings
for Oct 11:**

Shell, Ch. 2, "The Second Foundation: Your Goals & Expectations" and Ch. 6, "The Sixth Foundation: Leverage;"
Lewicki, "Finding and Using Negotiation Leverage" (Course Pack);
"Monica Lewinsky, Career Woman" (Course Pack);

**Negotiation
Assignment
for Oct 11:**

**Decision Games to distribute roles in Sally Soprano;
Prepare an individual negotiation memo on Sally Soprano
before Class 7 outlining your interests, the other's interests,
potential trade-offs, options, BATNA's and resistance points.**

CLASS 7: October 11, 2022

(MT) MID TERM EXAM DUE BEFORE THE BEGINNING OF CLASS 7 (MT)

**MAXIMIZING THE TOTALITY OF INTERESTS;
POWER AND LEVERAGE IN NEGOTIATION**

In Class:

Negotiate Sally Soprano (75 minutes)

Debrief Sally Soprano

Discussion of Maximizing the Totality of Interests;
Handout sample agreements and perks;
Class result versus possible results

Discuss Maximizing the Totality of Interests

10 MINUTE BREAK

Watch movie clip "Gandhi"

directed by Richard Attenborough (1982)
From 1:53:00 to 2:20:49 (37 minutes)

Debrief "Gandhi" movie clip;

Discuss Power and Leverage in Negotiation; Sources of Power;
MLK

Watch Movie clip “Norma Rae”

directed by Martin Ritt (1979)

Discuss Leverage

Watch TV clip “30 Rock”

TV Prod Code 515 (2011)

Discuss Perception & Power; Power & Restraint; “Getting to Yes;”
Interest & Leverage; Relationships & Leverage

HANDOUT NYT ARTICLE

Real World Considerations

**Readings
for Oct 18:**

Brandenburger & Nalebuff, “Co-Opetition” (Course Pack);
Andrews, “Regarding Customers as Business Collaborators”
(Course Pack)

**Negotiation
Assignment
for Oct 18:**

**IDecision Games to distribute roles in Game Theory;
Prepare and evaluate interests and positions in Game Theory
individually with *independent research* to support your
analysis beyond the materials distributed and submit a
negotiation memo before Class 8;**

**Summary
due Oct 18:**

Sally Soprano

CLASS 8: October 18, 2022

MULTI-PARTY NEGOTIATION; PUBLIC POLICY NEGOTIATION; CO-OPITITION

In Class: **Negotiate Game Theory**
Draft and submit “White Paper.” Place elements of Agreement for each group on the Board. (90 minutes)

Debrief Game Theory

10 MINUTE BREAK

Discuss Agreements

20 minute BREAKOUT session

Two combined Game Theory groups discuss their White Paper differences. Each group submits critical summary of differences in the form and content of their respective agreements the best aspects of their Agreement, and any significant omissions.

Discuss “Co-opetition”

**Readings
for Oct 25:**

Bergman, “Wrangling to the Rhythm” (Course Pack);
Gray, “Collaboration: The Constructive Management of Differences” (Course Pack);
Lewicki, “Multi-Party Negotiation” (Course Pack)

**Negotiation
Assignment
for Oct 25:**

**IDecision Games to distribute roles in Towers Market.
Read Towers Market role materials individually before Class 9;
Discuss the issues with individual members of your negotiating group but not more than one person at a time;
No discussions with members of other groups are permitted;**

**Summary
due Oct 25:**

Game Theory

CLASS 9: October 25, 2022

MULTI-PARTY NEGOTIATION / COLLABORATION

In Class:

Negotiate Towers Market and submit group result sheets
(90 minutes)

10 MINUTE BREAK

Debrief Towers Market;

Discuss Towers Market Results; Maximum Party Scores; Towers
Market Analysis and Multi-Party Negotiations

Video clip “The Big Miracle” (2012) directed by Ken Kwapis
YouTube

Discuss Collaboration

Distribute Difficult Conversations Package

**Readings
for Nov 1:**

N/A

**Negotiation
Assignment
for Nov 1:**

N/A

**Summary
due on Nov 1:**

Towers Market

CLASS 10: November 1, 2022

❖ CLASS BEGINS AT 4:15PM ❖

**(credit is given for 45 minutes required for organization and conduct of
Difficult Conversation outside class)**

(FP) Final Project Topics and Teams Due (FP)

DIFFICULT CONVERSATIONS

In Class:

Introduction to Difficult Conversations;

Negotiate Difficult Conversations Role-Play;

Submit pair results (45 minutes)

Debrief Role-Play

Difficult Conversations: The Process

10 MINUTE BREAK

**Individually draft a scenario with role sheets you believe will
require a difficult conversation. Submit an explanation this
constitutes a difficult conversation Explain. (45 minutes)**

Conduct your Difficult Conversation with a friend after class and
describe your experience in writing. (45 minutes)

Video, "What George Clooney's character can teach us about
Difficult Conversations?" YouTube Oct 16, 2015

Discuss Final Projects & Teams

**Reading
for Nov 8:**

Menkel-Meadow, "Teaching About Gender and Negotiation
(Course Pack);

"Her Place at the Table" (Course Pack);

C. Moore, "Variables that Influence Mediation Strategies
& Activities" (Course Pack)

Katie Shonk, Women Negotiators and Barriers to the Bargaining Table, 4/16/20 Conflict Resolution, Harvard PON
Hernandez & Avery, "Getting the Short end of the Stick: Racial Bias in Salary Negotiations," Sloan Management Review, June 15, 2016

**Negotiation
Assignment
for Nov 8:**

Submit a written description of your difficult conversation experience outside of class.

IDecision Games to distribute roles in Santara for negotiation in Class 11

**Summary
due on Nov 8:**

N/A

CLASS 11: November 8, 2022

**INTRODUCTION TO MEDIATION;
GENDER AND RACE IN NEGOTIATION: EXPLICIT AND IMPLICIT BIAS**

In Class: Introduction to Mediation

YouTube Video, "What is Mediation?"
Nov 1, 2014 (3:20 minutes)

Negotiate Santara in groups of three and submit Result Sheets (45 minutes)

Debrief Santara with examples of group results;
Discussion of the Santara Mediator; the Mediation Process;
and Mediator Roles

10 MINUTE BREAK

Class discussion of bias, gender and race in negotiation.
(60 minutes)

**Readings
for Nov 15:**

Aaron, "Evaluation in Mediation," (Course Pack);
Bergman and Bickerman, Court-Annexed Mediation: Perspectives
on Selected State & Federal Programs, "Introduction"
(Course Pack)

**Negotiation
Assignment
for Nov 15:**

**Decision Games to distribute roles in Telepro for negotiation
in Class 12; Prepare individual Telepro negotiation memo
before Class 12.**

**Summary due
on Nov 15:**

Santara

CLASS 12: November 15, 2022

**MANAGER AS MEDIATOR;
DISPUTE RESOLUTION PROCESSES**

In Class: Negotiate Telepro (90 minutes)

Debrief Telepro

Class Results

Elicit examples of results and process issues

10 MINUTE BREAK

Power Point Question: "If you become a manager would you be
inclined to use mediation to address internal problems or disputes?
Will you assume the role of mediator? Explain your answers.

Class Discussion of Responses to Power Point Question

Discuss Dispute Resolution Processes;

Issues with the Formal Justice System and Critiques of Mediation

**Readings
for Nov 29:**

Gibson, "Mediator Attitudes Towards Outcomes: A Philosophical
View," (Course Pack, *Optional*)

**Negotiation
Assignment
for Nov 29:**

**Decision Games to distribute roles in Storyville Pulp & Paper
for negotiation in Class 13**

**Summary
due Nov 29:**

Telepro

**NOVEMBER 22 - NO CLASS
THURSDAY SCHEDULE**

CLASS 13: TUESDAY, November 29, 2022

MEDIATION

In Class: **Negotiate Storyville Pulp & Paper; submit results (90 minutes);**

10 MINUTE BREAK

**Debrief Storyville Pulp & Paper with examples of student results;
further perspectives on mediation - mediator's responsibility for
outcomes; mediation styles**

Video "Resolution Through Mediation: Solving a Complex
International Business Problem" **YouTube** (28 minutes)

Discussion of Final Projects in Progress

**Readings
for Dec 6:**

Robert J. Janosik, "Rethinking the Culture-Negotiation
Link" (Course Pack);

Thompson, The Mind and Heart of the Negotiator, 4th
ed., Prentice Hall, Ch. 12, "Negotiating via Information
Technology" (Course Pack).

Optional: Thompson, Ch. 10, "Cross-Cultural Negotiations"
(Course Pack) for those interested in the subject and
who may wish to design their final projects within this topic area.

**Negotiation
Assignment
for Dec 6:**

Complete and submit paper comparing your initial objectives in taking this course with your actual achievement or lack thereof. (1250 words; include initial submission)

**Summary
due Dec 6:**

Storyville Pulp and Paper

CLASS 14: December 6, 2022

**CULTURAL PERSPECTIVES ON NEGOTIATION/ THE IMPACT OF
INFORMATION TECHNOLOGY**

In Class: Discuss Culture & Negotiation

Movie clip “Story of Qiu Ju”

China; directed by Zhang Yimou (1992)

Discuss Cultural Stereotypes and Prototypes

10 MINUTE BREAK

YouTube video “Cross Cultural Negotiations:

Avoiding the Pitfalls” (April 2008) (14:38 minutes)

Discuss Cross Cultural Negotiations

Movie clip “Rising Sun”, (1993) directed by Phillip Kaufman

Discuss Negotiation and Information Technology

Course Wrap Up

Perceptions of class members as negotiators.

(FP) FINAL PAPERS DUE (FP)
ON OR BEFORE DECEMBER 16, 2022 @ 3:00PM
PLEASE SUBMIT BY E-MAIL TO: ejb@bergmanandbarrett.com

OVERVIEW

This course will be conducted in person, in three hour blocks from 3:30pm - 6:30pm Eastern Standard Time (EST) on Tuesdays commencing August 30, 2022. The course calendar includes certain instances in which class begins later when credit is given for negotiations completed outside class (Sept. 13, Sept. 27, Nov. 1).

Assigned Readings are listed under the entry in the Syllabus for each numbered class. They should be read prior to the next Class Session unless specified to the contrary. Readings contained in the Course Pack are available on CANVAS.

In addition, two books which are required readings have been set aside under this Course number and my name in the Penn Bookstore. (See titles on page 1 above.)

Finally, under the entry for each numbered class is a section for Summaries due before the next class for each negotiation that has been completed and debriefed.

TEACHING ASSISTANT - RIKKI KONG

Rikki will be responsible for attendance, negotiation pairings and written submissions. Any questions regarding those topics or any scheduling issues, should be presented to Rikki via e-mail.

All short written assignments (i.e. Negotiation Summaries) should be uploaded onto Canvas. Negotiation results are to be submitted in accordance with instructions you receive from iDecisionGames.com.

Your Mid-Term Examinations and Final Projects should be e-mailed to me with a copy to Rikki.

Rikki's responsibilities are substantial. Please do not inundate her with questions that can be answered by reading the Syllabus thoroughly or checking with classmates.

If you are experiencing significant health problems, whether physical or emotional, you should contact me directly by e-mail.

ATTENDANCE REQUIREMENT

1. ABENSES

You are required to participate in all Class Sessions at the scheduled time for the entirety of the class. Absences should only occur in the event of illness or emergencies. If you are going to be absent, it is imperative that you advise Rikki as soon as possible. Your absence may impact an in-class negotiation that may require Rikki to make necessary role changes. After an absence, you must complete all assignments for the missed class.

2. CONSEQUENCES

- (a) In the event you attend the entirety of every scheduled class, your final grade will be elevated by 1/2 a letter grade.
- (b) In the event you miss all or part of one class there will be no impact one way or another on your final grade.
- (c) In the event you miss all or part of 2 or more classes, your final grade will be reduced by a full letter grade.

Legitimate medical emergencies accompanied by a Doctor's note will not be counted as an absence. However, absences due to a scheduled job interview will be counted as an unexcused absence and could negatively impact your final grade.

3. EARLY DEPARTURES & LATE ARRIVALS

Late arrivals or early departures may be considered absences particularly if they are repeated. As noted above, in-class negotiations may be impacted. In addition, late arrivals or early departures are a distraction to both other students and the professor. The University has scheduled undergraduate classes to allow students the ability to move from one class to another in a timely fashion.

4. BATHROOM BREAKS

I have provided a *10 MINUTE BREAK* in each class which is reflected in this syllabus. In addition, this course involves negotiations that provide you the opportunity to walk outside the classroom and use the facilities if necessary.

In light of the above, I request that you do not disrupt the class by walking in and out of the classroom during lectures, video presentations and class discussion except in an emergency.

COURSE PACK READINGS and VIDEO CLIPS

The Course Pack contains many of the substantive readings (mandatory and optional) for the course and may be viewed through [study.Net](#) within the Canvas site. You can click on the [study.Net](#) tab on the course navigation menu to see and/or download the full list of materials.

Videos that are shared on YouTube are directly linked on the Canvas site.

For book chapters, articles and videos that are not in [study.Net](#) or public access, the materials will be added to the “Course Materials @ Penn Libraries” link on the course navigation menu.

NEGOTIATION GAMES

Most Negotiation Games and Results Sheets will be distributed through [iDecisionGame.com](#). A \$15 charge will be added to your Bursars bill for use of [iDecisionGames.com](#) along with a charge for the use of games by the copyright holders.

GRADING AND COURSE REQUIREMENTS

Grades are not subject to negotiation. If you request a review of a grade the review may result in a grade increase or no action.

1. Class Participation (20%)

You are required to complete all readings and negotiations and to submit all required summaries, negotiation memos, results sheets, quizzes and other assignments in a timely manner. You are also encouraged to participate in Q & A sessions. While none of these items are individually graded, this portion of your final grade is an assessment of your total performance in all of the above categories. Do not assume that simply submitting all required assignments means you will earn an “A” grade in this category. Quality is important. Normally this grade component becomes meaningful when your other grade components are in between two grade levels and may determine whether the higher or lower grade is appropriate.

[A Summary consists of a typed, double spaced , one and one half page commentary on the most important aspects of each negotiation for you personally. These are not play-by-play descriptions of the negotiation. They are reflections on your experience, e.g. what you and your partner did well or poorly what aspects posed problems for you, and how you reacted. No specific format is required.]

2. Mid-Term Examination (30%)

At the end of Class 5 a Mid-Term Examination will be distributed, for completion before Class 7. This is an open book exam with two weeks allotted for completion. No extensions can be granted as an extension would provide unfair advantages to a student receiving one. Budget your time wisely to avoid unforeseen obstacles.

3. Initial Objectives and Actual Achievements (10%)

A Comparison of Your Initial Objectives in taking this course and Your Actual Achievements, or lack thereof.

At the beginning of Class 2 you will submit a brief description of your expectations and aspirations for this course (in 350 words or less). At the beginning of Class 14 you will submit a paper comparing your initial objectives with your actual accomplishments (or lack thereof) with specific references to what aspects of the course, both in terms of substance and the use of particular teaching materials, (e.g., negotiations, class discussions, interactions with classmates, readings, film clips, instructional videos) proved instrumental in enhancing your negotiation skills and expertise. Describe the ways in which things you have learned about yourself as a person and a negotiator (strengths and weaknesses) have changed or influenced your approach to negotiation in general, and to particular negotiation situations, (e.g. characteristics of the other parties, relationships, the stakes, the subject matter or the potential for mutual gain. This paper is not to exceed 1,250 words, inclusive of your initial submission.

4. Final Project (40%)

Teams of four students (in rare cases permission will be granted for five person teams) may write research papers on a complex, high-profile negotiation, or on a theoretical topic in negotiation. Such papers should be approximately 5,000 words long (exclusive of bibliography and/or exhibits), typed, double-spaced and on one side of the page. Alternatively, your team may devise a multi-party negotiation game with role sheets and Teacher's Notes (incorporating specific applications of the negotiation literature to those negotiation concepts the game is designed to illuminate), and a section detailing the results of a number of runnings of the game. Negotiation game projects have no specific word requirements but authors are required to exercise judgment, consistent with the knowledge that a game is intended to be used as a teaching tool and must be practical

and accessible. The Teacher's Notes are the core of such projects and should be sufficiently clear and comprehensive to provide a blueprint for teaching of the relevant topics. This blueprint should include significant discussion of readings applicable to analysis of the negotiation topics on which your game is focused, including assigned readings and those discovered in researching your project.

Final project grades are based on the team's performance. Failure of a team member to fulfill his/her responsibilities is attributable to the group and not just the non-performing individual. Thus, a request for a grade increase based upon the failings of a team member is not appropriate and will not be granted.

NOTE: READINGS, SUMMARIES & NEGOTIATION ASSIGNMENTS LISTED UNDER A CLASS NUMBER AND DATE ARE ASSIGNMENTS DUE FOR THE NEXT CLASS UNLESS SPECIFIED TO THE CONTRARY.