

MOR 469: Negotiation and Persuasion (4 units)

Syllabus – Fall 2021

Sections:	16671; MW 2:00-3:50pm; JFF 236
Instructor:	Christine El Haddad, Ph.D.
Office:	HOH 421
Office Hours:	by appointment
Email:	elhaddad@marshall.usc.edu

Course Description

Like it or not, you are a negotiator. Negotiation is a constant feature of our daily lives. Whether in business, government or the nonprofit sector, in family or in community settings, many decisions today are reached through negotiation. Understanding the principles of effective negotiation and developing skills in this area have become essential requirements for success in business and in life.

MOR 469 provides training in both the theory and practice of negotiation. The course covers the key concepts and principles of effective negotiation and deal-making. It is concerned with the strategies and tactics needed to achieve optimal outcomes at the bargaining table. Key topics include negotiation planning, distributive and integrative negotiation, ethics and power in negotiation, dispute resolution, multiparty negotiation, and international negotiation.

This theoretical treatment is complemented by weekly role-play simulations covering a wide range of business situations in both domestic and international settings. These negotiation exercises will help course participants develop negotiation skills experientially to become skilled, confident, and effective negotiators. The course is relevant to a broad range of negotiation problems that business professionals face across various industries and is appropriate for students specializing in entrepreneurship, marketing, consulting, real estate and mergers and acquisitions.

Learning Objectives

Upon successful completion of the course, students will have the knowledge and skills to:

- draft a negotiation plan and use the appropriate strategies and tactics to create and claim value to achieve optimal outcomes.
- recognize ethical issues in a negotiation and make informed ethical choices.
- explain the role of power and coalitions in negotiation and manage them effectively.
- use negotiation and mediation as a means for resolving conflict and effectively manage difficult negotiation behaviors.
- explain the dynamics of representative negotiations and manage these negotiations effectively.
- explain the dynamics of complex negotiations including multiparty and international negotiations and manage these negotiations effectively.
- evaluate your performance and the performance of your negotiation counterpart(s) and provide insightful, helpful comments and recommendations for improved performance.

Course Format

Lectures, discussions and videos will be used to elaborate on key theoretical concepts and frameworks. They are complemented by weekly role-play simulations. Students will be randomly assigned to pairs or larger groups of students, and each student given a role such as “buyer” or “seller” and confidential written instructions about their role in a hypothetical business negotiation. The two (or more) players will then get together and negotiate. After the negotiation, the class reconvenes to analyze and compare negotiation outcomes and identify the lessons learned and the key insights from the exercise.

Role-play simulations provide participants the opportunity to apply the concepts and principles taught in the lectures and to develop negotiation skills experientially in a low-risk setting. A set of role-play simulations have been selected on a wide range of business situations from a variety of industry settings. Each simulation is designed to highlight specific negotiation concepts and principles and to elicit particular dynamics. The number and type of issues on the table, as well as the parties at the table, will vary. Negotiations will become increasingly complex as we proceed through the course, with each negotiation building on previous ones and introducing new concepts and principles.

Course Materials

Books. Required books are as follows:

1. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. 3rd ed., rev. ed. New York: Penguin.
2. Malhotra, D., & Bazerman, M.H. (2008). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. New York, NY: Bantam Dell.

Harvard Coursepack (CP). Assigned readings for this course are compiled in a digital coursepack available from Harvard Business School Publishing at the following link:

<https://hbsp.harvard.edu/import/848638>

Additional readings may be distributed in class or posted to Blackboard.

Blackboard (BB). I will post various course materials to Blackboard including the course syllabus, powerpoint slides and assignments. Please check Blackboard regularly for any new information or materials relevant to upcoming sessions. If you have any questions or need assistance with the Blackboard course pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu.

iDecisionGames.com (iDG). We will use the iDecisionGames (iDG) platform to facilitate the negotiations this semester. This platform includes your negotiation exercise materials and instructions. You will also use it to enter your negotiation results and receive feedback on the exercises. This online negotiation platform will cost you about \$60-70. This covers the cost of the software and the copyright fees for each of the exercises used this semester.

Registering for the iDG platform is mandatory. Please register with iDG prior to our first class session because we will use this software to do a negotiation exercise during our very first week of the semester. Here is the link: <https://idecisiongames.com/promo-home?code=MOR-469-Fa2021-2pm-section>
You can also register by going to idecisiongames.com and entering the following access code for your section: MOR-469-Fa2021-2pm-section. You will receive an email requesting that you confirm your email address. Please check your spam folder if you do not receive the email.

If you have any problems registering with iDG, please email customer support at support@idecisiongames.com. Please note that the iDG software works best when you are using Google Chrome as your browser. Please download and use the Google Chrome browser for all negotiation exercises.

Laptop computer or tablet. Please bring your laptop computer or tablet to every class as you will need it to access your negotiation materials in iDecisionGames (iDG). You will also use it to enter your negotiation results and participate in online surveys before and/or after the negotiation exercises.

Course Evaluation

Your course grade will be determined as follows:

Individual work (80% of total)

Class Participation	15%
Negotiation Journal	15%
Peer Feedback Paper	10%
Midterm Exam	20%
Final Exam	20%

Team work (20% of total)

Team Final Paper	15%
Team Final Presentation	<u>5%</u>
	100%

In order to pass this course successfully, a passing grade (> 50%) must be achieved in the combined average of the individual components and in the combined average of the team components. ***Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good team grade.***

Final grades represent how you perform in the class relative to other students. Three items are considered when assigning final grades:

1. your weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. the overall average percentage score within the class.
3. your ranking among all students in the class.

Class Participation (15%)

Attendance Policy. Classroom attendance is critical in this course. All missed classes will be noted. The policy on missed classes is to allow each student three (3) absences, no questions asked, no penalty. All further absences over this limit will reduce the student's participation grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. **Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.**

Students who provide an accommodation letter from the USC Office of Student Accessibility Services (OSAS) or from the Marshall School detailing visa or travel restrictions are exempt from the above attendance policy. If you have such accommodations, please submit your accommodation document to me as soon as possible. I will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

Due to the current pandemic, if you do not feel well and/or are required to quarantine, please email me as soon as possible to inform me that you will not be attending class and to discuss accommodations for making up missed class work and missed in-class participation. Your health and the health of your classmates is most important so you will not be penalized for not attending class.

You must provide me with at least 48 hours prior notice if you are not able to participate in a negotiation exercise or debrief so that I can make the necessary class adjustments. If you do not provide such notice, your negotiation counterpart(s) for the day would be left wondering where you are and many students may end up being inconvenienced. If you must miss a negotiation exercise, you must also indicate in iDecisionGames that you will be absent ahead of time.

Negotiation exercise make-ups are not recommended (barring medical or emergency situations) as they are difficult to arrange. If you do choose to make up a negotiation, it is your responsibility to make the necessary arrangements with your make-up partner. After a make-up negotiation is completed, please email me the results of that negotiation and copy your counterpart(s) on the email message. If necessary, negotiations outside of class may be conducted via Zoom. This should, however, be kept to a minimum. Students who accommodate their classmate(s) by negotiating with them outside of class, but who are still able to attend the class themselves, may either observe others negotiating during the negotiation phase of the class session or arrive to class later for just the negotiation debrief.

Class Preparation. All negotiation exercises require careful preparation. Preparation involves reading the exercise materials and role instructions and drafting a negotiation plan prior to the negotiation. It is imperative that you be well-prepared for each negotiation. A lack of preparation will negatively impact the negotiation process and limit your negotiation counterpart's learning experience as well as your own. Class time will be provided to prepare for some of the negotiation exercises. For the rest of the exercises, students are expected to come to class fully prepared for the negotiation. When group preparation is required, students may need to meet outside of class. To make sure we are all well-prepared for a negotiation exercise, I may give a short quiz prior to the negotiation. The quiz will consist of multiple-choice, true/false and/or short-essay questions on the negotiation materials.

Class Participation. Class participation includes 1) participation in the negotiation exercises and 2) participation in the negotiation debriefings and lecture/discussions. Because this course relies heavily on negotiation exercises, your active participation in these exercises is required to ensure the class' success. I expect you to be on time and well prepared for each negotiation. You should also follow all the instructions that are provided for your role. However, you do have the freedom to be creative in how you interpret this information and the kinds of strategies you employ, provided that they do not contradict any of the explicit instructions or fundamentally alter the negotiation's structure. I also expect you to conduct yourselves in a professional manner as in any business setting. Failure to adhere to these basic rules of conduct may reduce your participation grade.

Participation in the negotiation debriefings and lecture/discussions includes both oral participation and written participation in various assignments. Each student has a responsibility to participate in class and enhance the learning experience of all class participants. In grading oral participation, I will look at both the *quantity* and the *quality* of your oral contributions.

Higher quality comments:

1. reflect a thorough understanding of the readings,
2. offer a unique, yet relevant perspective,
3. demonstrate deep and reflective thought as well as critical thinking,
4. synthesize the comments of others to create new insights, and
5. move the discussion and analysis forward.

If you are not comfortable with oral participation, please let me know at the beginning of the semester and I will work with you to help you overcome this barrier.

I highly encourage you to experiment with different strategies and tactics during the negotiations. For example, if you have never made an irrevocable commitment (“this is my last offer, take it or leave it”), try it out. Because students will be actively experimenting with different behaviors during the negotiations, what happens during a negotiation exercise may not reflect a student’s personality but may rather be a student’s attempt to try out a behavior for learning purposes. As a result, what happens in the negotiation exercises stays in class. Please do not talk about it outside of class.

Negotiation Journal (15%). Improving your negotiation knowledge and skills requires your active reflection, planning, and self-evaluation. You will maintain a journal covering all your in-class negotiations. The journal will begin with a statement of your goals for the continued improvement of your negotiation knowledge and skills this semester. For each negotiation, the journal should also include

1. your pre-negotiation planning document as well as a list of specific skills and behaviors that you plan to practice during the negotiation, and
2. your post-negotiation reflection, recorded after the negotiation debrief, where you reflect on your performance and your learning.

You will end your journal with your ten key take-aways from the course that you will refer to before important negotiations.

The journal will be graded based on the quality and thoroughness of your pre-negotiation planning document and the extent to which you consistently identify negotiation goals, try out behaviors to achieve those goals, reflect on your successes and failures, adjust appropriately for subsequent negotiations, use the concepts and principles covered in class and effectively synthesize your learning from this course into ten key take-aways. More detailed instructions will be provided in class and posted to Blackboard.

Peer Feedback Paper (10%). You will draft a 2-page detailed evaluation of your negotiation counterpart’s performance in the New Recruit negotiation. The goal of this paper is to provide meaningful, personalized, and constructive feedback to your classmate(s) to help them improve their negotiation skills. Hard copies of this feedback paper should be submitted both to me and to your counterpart. More detailed instructions will be provided in class and posted to Blackboard.

Midterm Exam (20%). I will give a midterm exam to test your understanding of material previously covered. The exam will consist of multiple-choice, true/false and/or short-essay questions and will cover the concepts and principles discussed in class to date as well as specific in-class negotiations. More detailed instructions will be provided in class and posted to Blackboard.

Final Exam (20%). The final exam will be a two-hour exam and will consist of multiple-choice, true/false and/or short-essay questions and will cover the concepts and principles discussed in class to date as well as specific in-class negotiations. The date and time of the final exam is determined by the University. More detailed instructions will be provided in class and posted to Blackboard.

Team Final Paper and Presentation (20%). You will work with your team to analyze a recent or historical negotiation situation that you are interested in by drawing on publicly available documents. This should be a negotiation that has already been concluded or will be concluded by the time you complete the paper. It should also be sufficiently complex so that you have enough material to analyze and thereby demonstrate your ability to apply the many concepts and principles from the course to provide meaningful insight into what happened. I have set aside class time during the last week of the course for oral presentations of your final paper. The presentations allow each team to report their analysis to the class. More detailed instructions will be provided in class and posted to Blackboard.

Peer Evaluations. Each of you will complete a peer evaluation of the members of your team with respect to the team final project. The peer evaluation is due on the last day of class. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

➤ **If you experience any team-related problems (e.g. conflict, free-rider etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.**

Classroom Conduct and Netiquette

Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from our own is a minimum requirement. Courtesy and kindness is the norm for those who participate in class. I also expect our discussion board to be a safe and respectful environment for sharing our thoughts and ideas.

As mentioned previously, I expect you to join us in the classroom unless you are sick or have an accommodation letter from the Marshall School or OSAS. In case you are joining us via Zoom, the following netiquette is expected.

Please do:

- log into the meeting early and promptly,
- display both your first and last name on Zoom,
- dress respectfully and keep your background professional,
- attend the meeting from a quiet area, free of distractions, where there is a reliable internet connection,
- minimize distractions by muting and/or turning off your video if necessary and when appropriate,
- pay attention and engage in appropriate tone and language with your instructor and your classmates.

Please do not:

- engage in a simultaneous activity, not related to the meeting (e.g. use your phone),
- have other individuals or pets in view of the camera,
- interact with individuals who are not part of the Zoom meeting,
- leave frequently or not be on camera for extended periods of time.

Technology Requirements

In order to participate in learning activities and complete assignments in this course, you will need:

- a working computer that has a current operating system with updates installed, plus speakers or headphones,
- reliable Internet access and a USC email account,
- a current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard),
- a working video camera with a microphone for use during Zoom meetings,
- Microsoft Word as your word processing software program,
- reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage,
- access to Blackboard, and
- access to the iDecision Games (iDG) platform (see instructions under Course Materials).

If your computer does not have Microsoft Word, the Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365, log into your USC student email through a web browser, choose Settings (top right corner), and select Software. If you have further questions or need help with the software, please contact the USC ITS service portal.

Course Policies

Add/Drop Process. If you are absent three or more times prior to Sept 3rd, 2021, I may ask you to withdraw from the course by that date if you do not notify me prior to your absence. These policies maintain professionalism and ensure a system that is fair to all students.

Course Communication: Blackboard. A Blackboard website has been created for this course at blackboard.usc.edu. You should develop the habit of checking Blackboard on a regular basis. The course syllabus, powerpoints, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

Communication and Entertainment Devices. Laptop and Internet usage is not permitted during class except when authorized by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

Academic Integrity and Conduct. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. Plagiarism or presenting someone else's ideas as your own, either verbatim or recast in your own words, is a serious academic offense with serious consequences.

Students are expected to make themselves aware of and abide by the University's standards of behavior as articulated in the Student Conduct Code in *SCampus*, Part B, at policy.usc.edu/scampus-part-b, including the discussion of plagiarism in Section 11 under "Behavior Violating University Standards". University policies on scientific misconduct can be found at policy.usc.edu/scientific-misconduct.

Students will be referred to the Office of Student Judicial Affairs for further review, should there be any suspicion of academic dishonesty. The review process can be found at sjacs.usc.edu. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Class Notes Policy. Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, powerpoints, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Support Systems

Diversity at USC. Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity liaisons for each academic school, chronology, participation, and various resources for students. diversity.usc.edu; (213) 740-2101

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. eotix.usc.edu; (213) 740-5086

Reporting Incidents of Bias or Harassment. Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity/ Title IX for appropriate investigation, supportive measures, and response. usc-advocate.symplcity.com/care_report; (213) 740-5086 or (213) 821-8298

USC Support and Advocacy. Assistance for students and families in resolving complex personal, financial, and academic issues adversely affecting student success. uscsa.usc.edu; (213) 821-4710

Counseling and Mental Health. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. studenthealth.usc.edu/counseling; (213) 740-9355 – 24/7 on call

Office of Student Accessibility Services (OSAS). USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with OSAS. OSAS provides certification for students with disabilities and helps arrange the

relevant accommodations. Students requesting academic accommodations based on a disability are required to register with OSAS each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please make sure the letter is delivered to me as early in the semester as possible.
osas.usc.edu; *SASfrntd@usc.edu*; (213) 740-0776

Relationship and Sexual Violence Prevention and Services (RSVP). Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
studenthealth.usc.edu/sexual-assault; (213) 740-9355 (WELL), press “0” after hours – 24/7 on call

National Suicide Prevention Lifeline. Free and confidential emotional support to people in suicidal crisis or emotional distress, 24 hours a day, 7 days a week.
suicidepreventionlifeline.org; 1 (800) 273-8255 – 24/7 on call

USC Emergency. Emergency assistance and avenue to report a crime. Latest updates regarding safety including ways in which instruction will be continued in case of an emergency.
dps.usc.edu, *emergency.usc.edu*; UPC: (213) 740-4321; HSC: (323) 442-1000 – 24/7 on call

Emergency Preparedness and Course Continuity. In case of a declared emergency if travel to campus is not feasible, the USC Emergency information web site (*emergency.usc.edu*) will provide safety and other information, including electronic means by which instructors will conduct class.

Department of Public Safety. Non-emergency information, assistance and public safety to the USC community. *dps.usc.edu*; UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Trojans Care for Trojans. USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Well-being and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This private and anonymous request form provides an opportunity for Trojans to help a member of our Trojan Family.
campussupport.usc.edu/trojans-care-4-trojans; (213) 740-0411

Course Schedule

#	Date	Session Topics & Deliverables	Readings
1	M 8/23	Introduction to Negotiation Distributive Negotiation	<u>Read:</u> Syllabus, NG Ch. 1
2	W 8/25	<i>Negotiate and Debrief</i> Biopharm	
3	M 8/30	Integrative Negotiation	<u>Read:</u> NG Ch. 2; GTY Chs. 1-5
4	W 9/1	<i>Negotiate and Debrief</i> Texoil	
	M 9/6	Labor day - No class	
5	W 9/8	<i>Negotiate and Debrief</i> Casino Negotiation journal due	
6	M 9/13	Preparing for Negotiation Investigative Negotiation	<u>Read:</u> NG Ch. 3
7	W 9/15	<i>Negotiate and Debrief</i> New Car	
8	M 9/20	Negotiating a Job Offer	<u>Read:</u> 15 rules for negotiating a job offer (CP)
9	W 9/22	<i>Negotiate and Debrief</i> New Recruit	
10	M 9/27	Rationality and Ethics Peer feedback paper due	<u>Read:</u> NG Chs. 4, 5, 6, 8 NG Chs. 9, 10
11	W 9/29	<i>Negotiate and Debrief</i> Outside Offer	
12	M 10/4	Power and Coalitions	<u>Read:</u> NG Ch. 7, 11; GTY Ch. 6
13	W 10/6	<i>Negotiate and Debrief</i> Federated Science Fund	
14	M 10/11	Midterm Exam	
15	W 10/13	Persuasion <i>Watch and discuss</i> Final offer video	<u>Read:</u> Harnessing the science of persuasion (CP)
16	M 10/18	Contentious Negotiations Dispute Resolution	<u>Read:</u> NG Ch. 12; GTY Chs. 7, 8
17	W 10/20	<i>Negotiate and Debrief</i> Viking Investments	
18	M 10/25	Agency Virtual Negotiation	<u>Read:</u> When should we use agents: Direct versus representative negotiation (CP); Making the most of online negotiations (BB)
19	W 10/27	<i>Negotiate and Debrief</i> Virtual Victorian	
20	M 11/1	Mediation	<u>Read:</u> Mediation secrets for better business negotiations (BB)
21	W 11/3	<i>Negotiate and Debrief</i> Telepro	

22	M 11/8	Multiparty Negotiations	<u>Read:</u> Multiparty negotiations: the more the merrier? (CP); Managing multiparty negotiations (BB)
23	W 11/10	<i>Negotiate</i> Mouse	
24	M 11/15	Cross-Cultural Negotiations	<u>Read:</u> Culture and negotiation (CP); Overcoming cultural barriers in negotiation (BB)
25	W 11/17	<i>Negotiate and Debrief</i> Mouse	
26	M 11/22	Course Wrap-up Negotiation Journal due	<u>Read:</u> NG Ch. 13, 14; GTY Parts IV, V
	W 11/24	Thanksgiving - No class	
27	M 11/29	Final Project Presentations	
28	W 12/1	Final Project Presentations Final paper due	
		Final Exam Section 16671 (MW 2-3:50pm): Fri., Dec. 10, 2-4pm Section 16672 (MW 4-5:50pm): Wed., Dec. 8, 4:30-6:30pm	

GTY = Getting to Yes

NG = Negotiation Genius

CP = Harvard Course Package

BB = Blackboard

Peer Evaluation Form

Your name: _____

Please allocate 100 points across all the members of your team including yourself to reflect your assessment of individual contributions to the team effort. I will treat your assessments as confidential.

Team member name:

Contribution

- | | |
|---------------------|-------|
| 1. Your name: _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |

Total: 100

In the space below, provide some summary comments that can be fed back to each of your team members:

Greatest Strength	Areas of Improvement
2.	
3.	
4.	
5.	
6.	
7.	
8.	