



# USC University of Southern California

**PPD 690: Alternative Dispute Resolution**  
**School of Public Policy, Planning, and Development**  
**University of Southern California**  
**20203\_ppd\_690\_51300**  
**Updated - 01/01/2022**

**Term: Spring 2022**

**Units: 4**

**Instructor: Helena Goto**

**Office: 310 628 8383**

**Contact Info: [hbeaven@usc.edu](mailto:hbeaven@usc.edu)**

**Dates: Feb 4th/5th**

**March 4th/5th**

**April 1st/2nd**

**Time: 10 am - 5 pm**

**Location: Price School of Public  
Policy, Rm VPD 110**

**Office Hours: Thursday 11 am - 12 pm**  
**Via - Zoom**

## **Course Description:**

**Theory, methods, and the practice of negotiation, facilitation, mediation, conflict analysis and consensus-building in the public sector.**

This course is designed for graduate students with little or no prior background or experience in the field of Alternative Dispute Resolution (ADR). Through this course, you will develop the foundational skills that are required to navigate conflict and become a valuable, influential player at any table when people with different needs and wants are coming together to make important, creative, and durable decisions.

At the end of the course, students will leave with an understanding of the ADR tools and processes available to them, in addition to when and how to use them in the public sector.

Each student will identify what behaviors and skillsets are effective and or need improvement when in conflict.

Through theory, practical application, and analysis, students will increase their conflict navigation toolkit. With increased tolerance and confidence in conflict management, students will have learned not to avoid high-stakes conversations and decisions that need to be navigated in the public policy arena.

### **Learning Objectives**

At the end of this course you will be able to:

1. Identify when and how to de-escalate and navigate through a high conflict situation in a variety of settings, both individually and as a group participant
2. Assess individual characteristics and tendencies when in conflict and utilize this self-awareness to improve performance in ADR situations
3. Be an advocate for and an effective participant in the chosen ADR process
4. Identify and coordinate an effective consensus-building process between individuals and within multi-party groups that promotes buy-in and durability
5. Identify, analyze and incorporate the needs, concerns, motivations, and desires of a diverse group of people
6. Apply the four fundamentals of an effective apology
7. Negotiate for something your desire

**Course Notes:** All readings and lectures will be done before class. The class will be spent on case studies, simulations, and discussions to build on existing knowledge.

**Communication:** All classes will be attended in person. All assignments, quizzes, and announcements will be handled electronically through the class Blackboard site.

**Labeling protocol:** Please label all file submissions by your last name and name of the assignment (e.g., goto\_peerinterview.zoom)

**Policy on late and missing assignments:** Late assignments will be graded down for each day late. Please inform me in advance if you must miss a deadline.

USC Technology Support Links:

- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

## Required Materials

Where possible, I have attached links to books and materials on Blackboard in the 'content' section of PPD 690. If you prefer to buy a hard copy please do so.

- DeMarr, de Janasz, Negotiation and Dispute Resolution
  - You can purchase it here:  
<https://chicagobusinesspress.com/book/demarr?purchase>
  - Available at USC bookstore
- Susskind, McKernan, Thomas-Larmer, The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement, Sage Publications (1999)\*
  - Posted to Blackboard:  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_a\\_skewsholts\\_vlebooks\\_9781506319230](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_a_skewsholts_vlebooks_9781506319230)
  - Available at USC bookstore
- Case studies, exercises, materials posted on blackboard
- Leigh Thompson, The Truth About Negotiations

\*We will not work extensively from this textbook, before making the decision to purchase, please review the free online version provided to determine if the contents will be relevant to you in the future.

## Description of Assessment and Assignments

### 1. PREPARATION AND CONTRIBUTION: 15%

The class formally meets for 6 days of intensive sessions. Students are required to attend and be prepared for participation in class discussions, simulations, and role-plays. The final grade will be deducted 2.5% for each day missed.

### 2. DISCUSSION BOARD CONTRIBUTIONS: 10%

Throughout the semester, reflections and learnings are shared via the discussion board on Blackboard. You are required to watch all videos, and complete all assignments, quizzes, and course reflections assigned.

### 3. PERSONAL NEGOTIATION PROJECT: 25%

#### Assignment description

This assignment involves a "real-life" negotiation. Students will plan, execute and provide a written debrief of an actual negotiation for something of personal importance/value during the span of the semester. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a co-worker, teammate, spouse/significant other, or friend; negotiating a new job assignment, salary, or working conditions with an employer; coming to terms with family members on important life choices (e.g., living arrangements, moving to another state or country, the decision to forego traditional employment for a nonprofit or entrepreneurial opportunity) or the purchase of something significant (e.g., an automobile, jewelry, furniture). Be creative!

By **February 2nd** (11.59 PM), all students must submit via the link on blackboard their personal negotiation topic and a paragraph describing the outcome sought and the expected date that the negotiation will take place (5 points). Approvals (or requests for changes) will be returned by **February 7th**.

**See the complete assignment posted on Blackboard for more details.**

**The final negotiation paper is due by March 23rd 11.59pm**

### 4. ONLINE MENTOR ASSIGNMENT: 25%

#### Assignment description

All students are required to identify and develop an online business mentor relationship with a business professional - someone in an aspiration role for the student - with whom they will periodically correspond on course-related topics. The purpose of this assignment is to augment class materials and discussions by providing insight into how course topics play out in the real world and how knowledge and skills in understanding, preventing, and resolving conflict impacting the careers of business professionals. Additionally, students will practice their communication and networking skills in a non-threatening, technology-aided environment.

**By January 28th 11.59 pm:** Submit via the bb link, your selected mentor's **name, position**, and **how you intend to make the connection** (i.e. this should be someone you do not already know or someone you have a very distant relationship with). In addition please **share the five questions** you intend to ask your mentor. Approvals (or requests for changes) will be returned by **Feb 2nd**.

**See the complete assignment posted on Blackboard for more details.**

**The final Mentorship Paper is due by April 20th 11.59pm**

## **5. FINAL 25%**

Group Presentations during Exam week: Week of May 4th

The presentation is to be between 30 minutes and one hour in total. Each group's presentation will be a conflict analysis of a multi-party dispute. In addition to the group presentation, each individual will have 5 minutes to present their own personal most impactful learning/s of the class and in what ways they have been used or will be used in the future.

**See the assignment posted on Blackboard for more details.**

**Due week of May 4th - 11th**

### **Grading Breakdown**

<b>Assignment</b>	<b>% of Grade</b>
Participation and Contribution	15
Blackboard Submissions	10
Online Mentor Assignment	25
Personal Negotiation	25
Final Group Presentation	25
<b>Total</b>	<b>100</b>

### **Grading Scale**

Final course grades will be determined using the following minimum thresholds (percent of weighted total score), with the caveat that I reserve the right to lower (but not raise) the cutoffs for any or all categories:

A 94	A- 90	B+ 87	B 83	B- 80
C+ 77	C 73	C- 70	D 60	below 60

## **Course-specific Policies**

**Assignment Submission:** Please submit all work to Blackboard on or before the date due. Late submissions will result in a decrease of 5% for each day the assignment is overdue.

**Grading Timeline:** Grades will be posted within two weeks past the due date of the assignment.

### **Classroom Norms:**

In this course, you are expected to read the text and other assigned materials thoroughly. Not all readings will be covered in class, as I see more value in building on and furthering discussion about these materials and not restating what you are able to easily read and digest.

Our in-person classes are where all the work you are completing outside the classroom is processed and internalized and is the core of this course. The dates and times of the in-person meetings have been publically available since the class was published on the University's schedule. The dates are also in the syllabus, which further states that "all classes will be attended in person" and that "students are required to attend and be prepared for participation in class discussion, simulations, and role-plays." Absences will be reflected proportionally in the "participation and contribution" component of your grade; you obviously cannot participate or contribute if you are not present.

Readings are listed in the schedule. You are expected to come to class having read the assigned materials, watched the posted videos, and be prepared to answer or propose questions that will help expand your own and your classmates' understanding and application of the concepts presented. Such questions are expected and appreciated throughout the course. If no questions are forthcoming, I will assume that you have read and understood the material. Class assignments are expected to be completed and necessary to effectively participate in-class activities. Some of these assignments/homework will be uploaded to Blackboard (see next section). If it is clear that some students are unprepared, that observation will be noted as a reduction in their participation grade for that class session. Clearly, your course grade can be positively influenced by outstanding contributions and negatively impacted by low-quality participation levels.

**Sharing of Course Materials Outside of the Learning Environment** USC has a policy that prohibits sharing any synchronous and asynchronous course content outside of the learning environment.

**Campus Section 11.12(B)**

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the Internet, or via any other media. (See section C.1 Class Notes Policy).

## Course Schedule: A Weekly Breakdown

Dates	Topics/Daily Activities	Readings and Homework	Assignment Dates
<b>Week 1</b> January 10th  Office hours: 11 am Thursday 13th	<b>Introduction</b>  Introduction to Alternative Dispute Resolution; course structure, assignments, and readings.	Watch the recorded introduction to PPD 690  Attend Office hours if you have questions.  <b>Homework</b> 1. Identify mentor 2. Identify personal negotiation  <b>Required readings:</b>  <u>Negotiation and Conflict Resolution, DeMarr and de Janasz: Chapter 1</u>  Blackboard –Video: <a href="https://www.youtube.com/watch?v=WfQeH3092Sc">https://www.youtube.com/watch?v=WfQeH3092Sc</a>	
<b>Week 2</b> January 17th	<b>The Language of Negotiation</b>	<b>Required reading:</b> <u>Negotiation and Conflict Resolution, DeMarr and de Janasz: Chapter 2</u>	Post your response to <u>Ethical Dilemma: Research project</u> . DeMarr Page 20/21 Chapt 1. Post your response to Exercise 2.6



			Due Jan 23rd 11.59pm
<b>Week 3</b> January 24th	<b><i>Distributive and Integrative Negotiation</i></b>	<b><i>Required reading:</i></b>  <u>Negotiation and Conflict Resolution,</u>  <i>DeMarr and de Janasz:</i> Chapter 3/4	Post top 5 takeaways and learnings from Chapters 3/4 to blackboard. Due Jan 30th 11.59pm  <u>Mentor Identified and Questions submitted</u> Due Jan 28th, 11.59 pm
<b>Week 4</b> January 31st Intensive One: 4th/5th February	<b><i>Conflict and Conflict styles</i></b>	<b><i>Required reading:</i></b>  <u>Negotiation and Conflict Resolution,</u>  <i>DeMarr and de Janasz:</i> Chapter 5/6  HBR Case: The memo every woman keeps in her desk  Watch Peter Robinson: On apology	<b>Submit:</b> <u>Personal Negotiation proposal</u> Due Feb 2nd, 11.59 pm <b>Submit:</b> From the HBR case answer the question on BB, what should Liz do? Due Feb 2nd, 11.59 pm Post top 5 takeaways and learnings from Chapters 5/6 to blackboard. Due Feb 6th, 11.59 pm
<b>Week 5</b> February 7th	<b>Communication and Persuasion in Negotiation</b>	<b><i>Required reading:</i></b>  <u>Negotiation and Conflict Resolution</u>  <i>DeMarr and deJanasz:</i> Chapter 7/8	Post top 5 takeaways and learnings from Chapters 7/8 to blackboard. Due Feb 13th, 11.59pm

<b>Week 6</b> February 14th	<b><i>Relationships and Cross Cultural Negotiations</i></b>	<b><i>Required reading:</i></b>  <u><b>Negotiation and Conflict Resolution</b></u>  <i>DeMarr and deJanasz: Chapter 9/10</i>  <b>Watch:</b> <i>Jason Harper's interview posted to BB</i>	Post top 5 takeaways and learnings from Chapters 9/10  Post Top takeaways from Jason Harpers interview  <b>Due Feb 20th, 11.59pm</b>
<b>Week 7</b> February 21st	<b>The Practice of Mediation</b>	<b><i>Required reading:</i></b>  <u><b>Handbook Susskind</b></u> Chapter 5  <b>Read:</b> All content in week 7 folder  <b>Watch:</b> Recordings posted to Weekly Content folder on BB	
<b>Week 8</b> February 28th <b>Intensive Two:</b> <b>4th/5th March</b>	<b>The Practice of Mediation</b>	Complete all Week 7 content before Intensive.	.
<b>Week 9</b> March 7th	<b>Consensus Building</b>	<b><i>Required reading:</i></b>  <b><i>Susskind: Chapter 1/2</i></b>  <b><i>Watch Bruce MacAllister's 3 interviews in the Expert Interview section on BB.</i></b>	

<b>Week 10</b> March 14th	<b>Consensus Building</b>	<i>Review: Susskind: Chapter 3</i>	
<b>Week 11</b> March 21st	<b>Consensus Building</b>	<i>Read: Susskind: Case 14, page 1011</i> <i>Watch: Facui's Documentary (in week 10 content folder)</i>	<b>Personal Negotiation Due</b> <b>March 23rd 11.59 pm</b>
<b>Week 12</b> March 28th <i>Intensive Three:</i> <i>1st/2nd April</i>	<b>Consensus Building</b>	Complete all readings and video within weekly content folder 12 before intensive	
<b>Week 13</b> April 4th	<b>Consensus Building: Convening</b>	<i><u>Review Handbook Susskind</u></i> <i>Review: Chapter 4</i> <i>Read: Susskind, Case 15 pg 1031</i>	
<b>Week 14</b> April 11th	<b>Consensus Building</b>	Watch: Lloyd Everard's interview in expert interview folder.	
<b>Week 15</b> April 18th	<b>Group Work</b>	Watch Lali DeAtzlan's interview posted to BB	<b>Online mentor Assignment</b> <b>Due Wednesday, April 20th, 11.59 pm</b>
<b>Week 16</b> April 25th	<b>Study Days</b>		

<b>Week 17</b> <b>May 2nd</b>	<b>Finals</b>		<b>Group Presentations</b> <b>Due</b> <b>Book Time with Helena</b> <b>Goto for virtual group</b> <b>presentation.</b>
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## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in Campus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### **Support Systems:**

**<https://priceschool.usc.edu/students/resources/>**

The USC Office of the Ombuds - (213) 821-9556 - [upcombuds@usc.edu](mailto:upcombuds@usc.edu)  
<https://ombuds.usc.edu/>

The Ombuds Office is a safe and confidential place to share your USC-related issues with a University Ombuds. They will work with you to explore options or paths to manage your concern.

Counseling and Mental Health - (213) 740-9355 – 24/7 on-call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

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.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

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.

The Office of Disability Services and Programs - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. 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.

USC Campus Support and Intervention - (213) 821-4710

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](http://diversity.usc.edu)

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.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## **Mentor Assignment**

### Learning Objectives

- Augment class materials and discussions by providing insight into how course topics play out in the real world and how knowledge and skills in understanding, preventing and resolving conflict impact the careers of business professionals.
- Additionally, students practice their communication and networking skills in a non-threatening, technology-aided environment.

### Description

All students are required to identify and develop an online business mentor relationship with a professional in an aspirational role — ideally someone with direct reports and/or budgetary responsibility—with whom they will periodically correspond on course-related topics.

Over the course of the class, students will complete either two or three communication exchanges. For each exchange, the student will compose and email two or three questions to their on-line mentor. After reading their mentor's responses, students will write a brief commentary (about ½ page per question) on the way in which the exchange facilitated their understanding of the course concept(s).

Within the first two weeks of class, you need to select a mentor and gain his or her agreement to participate.

### Communicating with your Potential Mentor

1. Contact the potential mentor, discuss the assignment, their role, and an estimate of their time commitment (about 15-20 minutes for each of two exchanges during the semester). Explain why you have selected them or believe they would make a good mentor (e.g., you have similar career interests, you are aware of their success/expertise).
2. Ascertain their ability to commit to providing you valuable feedback in a timely fashion. While the time needed from the mentor is minimal, do not undersell the assignment. Nearly all past students (and mentors) have found their interactions to be quite valuable. When students have said things like "Don't worry, your answers don't have to be long; a sentence or two is fine," they have gotten just that and found it difficult to write meaningful commentaries. Be clear about your expectations and deadlines. Don't say "whenever you can" when what you mean is "I will need your answers by Friday, XX in order to complete the assignment on time."

3. If the mentor agrees to participate, ask him or her to respond to your request with a brief explanation of their organization's business, their role within it, and any relevant background information (e.g., degree/s, prior experience).

## Assignment

Students need to ask and comment on a total of five questions. You choose whether you will have two or three (or more) exchanges. There are pros and cons to either approach. Do not ask all five questions in one exchange; you'll get very short answers and have difficulty writing your commentaries. All but one of the five questions must have some connection to the concepts discussed in class, the reading materials, or the assignments. One question—the last one is usually best—can be more closely aligned with specific advice or feedback that can help you advance your chosen career—in your current or future organization. Allow yourself some time for late or slow-to-respond mentors...or for follow-up questions for inadequate responses (often, but not always, the result of ambiguous or incomplete questions). You will need to manage this project relative to your and your mentor's schedule. Check the course schedule for the due date; on or before that date, you need to send me a final document consisting of the five questions, five answers, and five commentaries.

(Please cut and paste as follows: Question 1, Answer 1, Commentary 1, and so on.)

## Communicating with your Mentor

When corresponding with your mentors, be sure to give them ample time to reply for your deadline; a week should be sufficient. Also, acknowledge their response (e.g., "thanks for your response; I found it quite helpful"). A few things to consider about your questions:

- You are making an impression, so ask intelligent questions, and ask them in an appropriate format. The question: "Do you use teams in your workplace?" is a closed question that is likely answered with a simple "yes" or "no" answer. Rewording the question "In what ways have teams or project groups been helpful or harmful to the overall functioning in your organization?" is likely to result in a more thoughtful and complete response. Some students go a step further and establish a context for their question, such as "In class, we discussed some of the benefits and pitfalls of teams, which can bring about greater innovation and buy-in in the work environment. To what extent does your organization use teams, and what impact has team membership had on employee innovation and satisfaction?" Typically, if the answers your mentor gives you are less than satisfactory, the question was too vague, ambiguous, or closed-ended.
- Try to ask questions that help clarify topics currently under discussion. You are welcome to ask questions that relate to topics not yet covered, but you may find it more difficult to



compose such questions.

- Ask questions that are personally meaningful to you. If you choose a mentor who has experience in a field you would like to enter, fashion questions that are industry-specific, such as "Given the rapid rate of change in the computer industry, how do you keep abreast of both technology and management issues?" or "In what ways does managing technical professionals differ from managing non-technical or administrative employees?"
- Don't assume that your mentor understands all the terms we use in class. If you are interested in conflict style differences and would like to know your mentor's style, do not ask "Are you a competer, accommodater, compromiser, avoided, or collaborator?" without some context or explanation of these styles. Even more commonly used terms like empowerment may not mean the same thing to people at different levels in the organization or in different types of organizations. Instead try a question like: "In class, we learned that individuals have different preferences in the way they handle conflict. The five styles we discussed are: (briefly describe each). Which style is most (least) comfortable for you and why? I'd appreciate if you shared an example where your style did (or did not) accomplish your intended goal."
- Feel free to build on previous questions, especially if you feel your mentor's answer was incomplete or you would just like to delve deeper. My goal is that you find value in the exchanges with your mentor. I even encourage you to work with your classmates to develop good questions. I do not consider two people using the same questions cheating, rather I see it as helpful collaboration. Besides, the answers obtained from these questions will be different.
- Here are a few additional potential questions to help get you started. They are taken (with permission) from former students in similar (but not the same) classes.
- In what ways have differences among your employees' cultural, religious, or ethnic backgrounds impacted working relationships within the company or between employees of your and another company? For example, have you experienced situations where differences in ethical beliefs or values made contract negotiations difficult? Explain.
- We learned in class that individuals have different interpersonal styles—some may be more outgoing while others are quiet, some may like to lead while others prefer to be led, some are decisive while others are analytical. How do these differences impact your role in leading and managing people and tasks? In what ways do you adjust your management style for different employees? What strategies can you recommend for me as a manager?

Regarding the approximate half-page commentary that is to be written after receiving your mentor's answers, my expectation is that you will do a thorough analysis of your mentor's responses to your questions, following the guidelines below:

1. Keep the summarizing of your mentor's responses to a minimum. I can read their responses. I want you to comment on their responses, which means demonstrating how you have thought through their answers to your questions and their impact on your understanding of the concept/s involved. Each commentary should address at least three of the following five questions:
  - In what ways did you agree or disagree with what they said (explain why you agreed/disagreed, not just "I agreed with my mentor's answer.")?
  - How does their answer mesh (or not) with what we've discussed in class (be specific)?
  - In what ways are their answers similar or different to what you would have expected, given what you know about the mentor/company/industry?
  - How would you apply their answers to your current work situation or student project group, now and in the future?
  - What did you learn from their response (and why is this important or significant)?
2. Be sure to share your comments for each of the mentor's responses. While you are welcome to add an overall summary or commentary to the assignment, doing this instead of individual commentaries will likely result in a low grade. Each commentary doesn't have to be excessively long, but it should be complete (see #1).
3. If you feel any of your mentor's responses were inadequate to comment upon, you have (at least) two choices: a.) send a follow-up question to the mentor, clearly explaining the information or insight you require (BEST), or b.) write your commentary on what you were expecting as an answer and what changes you would make to the question to ensure a better answer next time (BARE MINIMUM). This is another reason why it is important to allow ample time to complete this assignment.
4. Please proofread your commentary as you would any professional written communication. Your mentor may not read it, but I will!

#### Some Thoughts on E-Mail Etiquette

- Keep in mind the person to whom you are communicating. Use appropriate language; be professional and respectful. You never know what the future may hold...

- Spell-check and proofread your message; also, do not use all capital or all lowercase letters. While some see emailing as an informal type of communication, realize that you are making an impression and that you are not only interfacing with a business professional but also his or her network as well.
- Allow time for the message to be received and for a delayed response. Take into account that the mentor is volunteering his/her time and insights.
- Be discreet; be aware of what is being disclosed—by you and your mentor. If in doubt, ask.
- Send a thank-you note. Share how this experience has enriched your learning experience and e.g., desire to work in this field. Depending on the rapport you have built, you might even ask if you could continue to communicate with this person beyond the assignment.

## **Personal Negotiation Assignment**

Learning objectives

Practice negotiation analysis and application

Assignment description

This assignment involves a "real life" negotiation. Students will plan, execute and provide a written debrief of an actual negotiation for something of personal importance/value during the span of the semester. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a co-worker, teammate, spouse/significant other, or friend; negotiating a new job assignment, salary, or working conditions with an employer; coming to terms with family members on important life choices (e.g., living arrangements, moving to another state or country, the decision to forego traditional employment for a nonprofit or entrepreneurial opportunity) or the purchase of something significant (e.g., an automobile, jewelry, furniture). Be creative!

Early in the semester by the date posted on BB all students must submit, via BB link, their choice for this personal negotiation and a paragraph describing the outcome sought and the expected date that the negotiation will take place. Approvals (or requests for changes) will be returned within a week after submission.

The written report should include:

- The actual planning for the negotiation (i.e., the strategy/outline, similar to those used in class negotiations); this should be included in the appendix.
- Additional data obtained, if appropriate (please cite the source of the information)
- Logistical details, e.g., the date, time, and location of the negotiation, as well as the name, title, and phone number of the person with whom you negotiated.

- A brief summary of the negotiation, highlighting relevant background info/goals, and the results/agreements
- A post hoc analysis of the process and outcome of the negotiation, that focuses on three strengths or things that went well in the negotiation and three weaknesses or things you would have done differently/better if you could do it over. In explaining why you evaluated how you did, be sure to demonstrate your course-related knowledge by integrating relevant negotiation/persuasion theories, concepts and/or models.
- Points will be awarded based on the quality of the writing. Clear, logical, and error-free papers that conform to the format requested

The paper must be typed and double spaced with 1-inch margins on all sides. A cover page identifying the title of the project, the course number, date, and your name is required. All subsequent pages must be numbered. The paper should not exceed six pages in length, excluding the cover page and appendices. If sources other than the textbook are used, they should be listed on a separate reference page.

### **Conflict Analysis and Consensus Building Recommendations - Group Project**