

**MOR 469: Negotiation and Persuasion (4 units)**  
**Syllabus – Fall 2023**

**Section:** 16672; MW 4:00-5:50pm; JFF 241  
**Instructor:** Christine El Haddad, Ph.D.  
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**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 preparing for negotiation, distributive and integrative negotiation, job offer negotiation, power in negotiation, dispute resolution, multiparty negotiation, international negotiation and negotiation in the age of Artificial Intelligence (AI).

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.
- explain the principles of job offer negotiation and use them to negotiate a job offer effectively.
- explain the cognitive biases that can impact the negotiation process and outcome and how to overcome them.
- 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.
- explain how to use AI successfully in negotiations and manage chatbot 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. Students will also have the opportunity to use AI in negotiations and negotiate with a chatbot.

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/1081773>

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](mailto: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 role instructions. You will also use it to enter your negotiation results and receive feedback on the exercises. The registration fee covers the cost of the software and the copyright fees for each of the negotiation exercises used this semester.

Registering for the iDG platform is mandatory. Please register with iDG and pay the access fee using the following link for your specific section:

<https://idecisiongames.com/promo-home?code=MOR-469Fall2023>

You can also register by going to [idecisiongames.com](https://idecisiongames.com) and entering the following access code for your specific section: MOR-469Fall2023

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 checked your spam folder and did not find the confirmation email, please go to [idecisiongames.com](http://idecisiongames.com) and click on “forgot password”.

If you have any problems registering with iDG, please email customer support at [support@idecisiongames.com](mailto: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. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

**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. MOR 469 is a residential class. In-person 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.**

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. I will provide a recording of the class and an opportunity to make 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 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.

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 you are all well-prepared for a negotiation exercise, I may ask you to submit your pre-negotiation preparation notes.

Class Participation. Class participation includes 1) participation in the role-play simulations, 2) oral participation in the negotiation debriefs and lecture/discussions and 3) written participation in various in-class assignments. 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.

In grading oral participation, I will consider both the *quantity* and the *quality* of your oral contributions. Higher quality comments:

- reflect a thorough understanding of the course concepts and principles,
- offer a unique, yet relevant perspective,
- demonstrate deep and reflective thought as well as critical thinking,
- synthesize the comments of others to create new insights, and
- 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 planning, reflection and self-evaluation. You will maintain a journal covering **eight (8)** 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 of the eight negotiations, the journal should also include

1. your pre-negotiation preparation notes including key facts from your role instructions, your best alternative in case no deal is reached, your reservation price, your target price as well as the strategies and tactics you plan to use in this negotiation,
2. your post-negotiation reflection where you reflect on your performance and your learning, and
3. your goals for upcoming negotiations.

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 preparation notes 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 in 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 that you are interested in by drawing on publicly available documents. This should be a negotiation that has already been concluded. It should also be sufficiently complex 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. 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.**

### **Course Policies**

**Open Expression and Respect for All.** An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)".

**Classroom conduct.** 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.

**Course Communication: Blackboard.** A Blackboard website has been created for this course at [blackboard.usc.edu](http://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 are 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.

**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.

**Policy regarding the use of Artificial Intelligence (AI) Generators in the course.** Learning to use AI is an emerging skill. In this course, I encourage you to use AI-powered programs to help you with specific assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

## **Statement on Academic Conduct and Support Systems**

Academic Integrity. The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#). Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations. USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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 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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.



## Course Schedule

#	Date	Session Topics & Deliverables	Readings
1	M 8/21	<b>Introduction to the Course</b>	Read the syllabus. Register with <i>iDecision Games</i> and pay the access fee prior to our first class (see instructions on p. 2).
2	W 8/23	<b>Introduction to Negotiation</b> <i>Negotiate</i> Biopharm-Seltek	
3	M 8/28	<b>Distributive Negotiation</b>	<u>Read:</u> NG Ch. 1
4	W 8/30	<i>Negotiate</i> Texoil	
	M 9/4	Labor day - No class	
5	W 9/6	<b>Integrative Negotiation</b> <b>Investigative Negotiation</b>	<u>Read:</u> NG Ch. 2, 3
6	M 9/11	<i>Final Project session</i>	
7	W 9/13	<i>Negotiate</i> New Car	
8	M 9/18	<b>Principled Negotiation</b>	<u>Read:</u> GTY Chs. 1-5
9	W 9/20	<b>Negotiating a Job Offer</b> <i>Negotiate</i> New Recruit	<u>Read:</u> 15 rules for negotiating a job offer (CP)
10	M 9/25	<b>Rationality in Negotiation</b> Peer feedback paper due	<u>Read:</u> NG Chs. 4, 5, 6
11	W 9/27	<i>Negotiate</i> Outside Offer	
12	M 10/2	<b>Confronting Lies &amp; Deception</b>	<u>Read:</u> NG Ch. 9
13	W 10/4	<b>Midterm Exam</b>	
14	M 10/9	<b>Negotiating from a Position of Weakness; Persuasion</b> <i>Caitlin's challenge video discussion</i>	<u>Read:</u> NG Ch. 11; GTY Ch. 6 <u>Read:</u> Harnessing the science of persuasion (CP)
15	W 10/11	<i>Negotiate</i> Federated Science Fund	
16	M 10/16	<b>Contentious Negotiations</b> <b>AI in Negotiations</b>	<u>Read:</u> NG Ch. 12
17	W 10/18	<i>Negotiate</i> Viking Investments	
18	M 10/23	<b>Mediation</b> <i>Final Project session</i>	<u>Read:</u> Mediation secrets for better business negotiations (BB)
19	W 10/25	<i>Negotiate</i> Telepro	
20	M 10/30	<b>Agency</b> <b>Virtual Negotiation</b>	<u>Read:</u> When should we use agents: Direct versus representative negotiation (CP); Making the most of online negotiations (BB)
21	W 11/1	<i>Negotiate</i> Virtual Victorian	

22	M 11/6	<b>Multiparty Negotiations</b>	<u>Read:</u> Managing multiparty negotiations (BB)
23	W 11/8	<i>Negotiate Mouse</i>	
24	M 11/13	<i>Negotiate Mouse</i> <i>Final Project session</i>	
25	W 11/15	<b>Cross-Cultural Negotiations</b>	<u>Read:</u> Culture and negotiation (CP); Overcoming cultural barriers in negotiation (BB)
26	M 11/20	<b>Course Wrap-up</b> Negotiation Journal due	<u>Read:</u> NG Ch. 13, 14; GTY Parts IV, V
	W 11/22	Thanksgiving - No class	
27	M 11/27	<b>Final Project Presentations</b>	
28	W 11/29	<b>Final Project Presentations</b>	
	F 12.1	Final project paper due	
		<b>Final Exam</b> Wed., Dec. 6, 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, please provide some summary comments regarding your team members.

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