

Course Information Sheet
The George Washington University Law School
Negotiations 6648-10—Spring 2020

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Office hours: Coffee anytime any class-day *my treat*. We'll meet at Stuart 102. Call before Tuesday so we can set the time to meet on Thursday.

Course title: Negotiations

Required Reading: The Architect's Essentials of Negotiation by Ava J. Abramowitz (New York: John Wiley & Sons, 2009)

Beyond Winning: Negotiating To Create Value in Deals and Disputes by Robert H. Mnookin, Scott R. Peppet, and Andrew S. Tulumello (Cambridge: Harvard University Press, 2000)

The SPIN[®] Selling Fieldbook by Neil Rackham (New York: McGraw-Hill, Inc. 1996)

Hand-outs and other brief additional materials will be assigned from time-to-time.

Class Hours: All classes will be held Thursdays from 2:45 PM to 5:50 PM.

There will be no class April 9th. That class will be made up on Saturday, February 8th from 9:00 AM to 12:00 PM. Attendance is mandatory.

Other Requisites: This course is a highly interactive course requiring you to work on all cylinders. You will be required to keep, in Word, a 12-point font, 2.0 line-spaced log of your learning and progress, including critical analysis and reflection of your growth as a negotiator and as a student of negotiations. **Each week's log is to be e-mailed to aabramowitz@law.gwu.edu by 2:00 PM the Monday after class.** A half-grade will be deducted for log assignments received late. You will be **required to attend all classes, including the make-up class**, and participate fully in them, preparing ahead of class for the exercises and joining in class in their implementation. You will also be required to develop your own personal preparation sheet to be submitted along with your final log. Both your final log and your personal preparation sheet are to be e-mailed to me no later than March 30th. A full grade will be deducted for final logs and final personal preparation sheets received late.

Mandatory attendance is the rule so that people will think twice before missing class as it can wreck the class for everyone else in it. (You will be negotiating weekly and pre-assigned partners lose out when their Other no-shows. You are *that* important to the success of the class.) But, with every rule there is an exception. You can miss a class *if*:

- 1) It is the only class you plan to miss during the semester,
- 2) Ample notice is given (at least three weeks),
- 3) The reason for missing is worthy of the adverse impact on your colleagues, and,
- 4) You read a book from the appendix in my book or a book written since then with my pre-approval and submit a book report on that book by the final day of class when all submissions are due.

Basis of Grading: 70%— your logs
20%—class participation
10% —your final personal preparation sheet

Each of these activities will be evaluated for substance and contribution quality. Those logs and participation efforts that **1) explicitly incorporate class reading and discussion, 2) make good use of the law, 3) spot and delve deeply into negotiation issues and challenges, and that 4) demonstrate growth in critical thinking, creativity, and mindful doing will fare better than those that do not.** Negotiation failures will not be penalized as such, but failures to analyze thoroughly and to negotiate or think strategically most certainly will be. Negotiators that accomplish client strategic objectives ethically and in a way that facilitates future negotiations will fare best.

Participation points' policy: This is not a class that presupposes an ideal negotiation style. Indeed, students will be encouraged to develop their own negotiation style. Rather, it is a course based on research about what skilled negotiators do and why. Accordingly, people conversant with that research and capable of applying it in their in-class contributions, as well as in their negotiations and strategic thinking, will receive more points for classroom participation than those who merely parrot what they have heard or read.

Other policies: All school policies, including policies on Class Attendance, Disability Support Services, Academic Integrity, and Recording of Classes, apply to this class.

Course objectives: At the end of this course you should be able to:

- Know how to explore client positions, needs and strategic interests, as well as how to negotiate with and around them
- Know how to explore the positions, needs and strategic interests of other parties, as well as how to negotiate with and around them
- Know why and how various communication behaviors, negotiation strategies, and techniques work and be aware of how those behaviors, strategies and techniques work for you
- Know how to prepare for and function effectively in one-on-one, as well as in team negotiations
- Know how to collaborate
- Know how to coach
- Spot ethical issues and know how to deal with them
- Be able to apply your new negotiation skills and understandings to dispute prevention and conciliation, as well as to team building and deal making
- Be aware of your own negotiation style and know how to maximize your strengths and manage your weaknesses, as a Reflective Practitioner
- Enjoy a higher level of Communication, Collaboration, Critical Thinking, and Creativity skills than you had before you took this class

| Day | Content | In Class Exercises | Learning Objective | Assignment for Class |
|-------------------------------|---------|---|--------------------|---|
| <p>Pre-first Class</p> | | <p>To provide an even playing field by giving everyone a personal starting point, as well as an overview of their personal understanding of negotiation</p> | | <p>Log #1: Begin the semester by answering these questions:</p> <p>Why are you taking this class?</p> <p>What do you want to get out of it?</p> <p>What does negotiation mean to you now?</p> <p>Have you read any books about negotiation? What? Taken any courses? Which? How have they informed your thinking?</p> <p>Describe a negotiation where you succeeded and one where you felt you failed. Give any insights you have as to why one ended in success and the other did not.</p> <p>Review your experiences as a negotiator:</p> <ul style="list-style-type: none"> • What aspects of negotiation are you comfortable with? • What aspects of negotiation are you unsure of? Challenged by? <p>Being as specific as possible, if you had one negotiation goal for yourself for this class, what would it be? Why?</p> <p>This log is NOT graded. You MUST e-mail it to me though by Monday, January 6th.</p> <p>Please double space your logs. Also, no PDFs.</p> |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|-----------|---|--|--|---|
| January 9 | <p>Introductions</p> <p>Win-Lose Negotiation</p> <p>Debriefing</p> <p>Break</p> <p>Competitive, Cooperative, Compromising, Avoiding, Accommodating: The when, whys and wherefores</p> | <p>Play Red-Blue</p> <p>When is a win-win negotiation preferred? A win-lose negotiation?</p> | <p>Understand course cadence</p> <p>Develop understanding of cooperative and competitive negotiation</p> <p>Recognize negotiation <i>strategy</i> is a question of choice</p> <p>Recognize negotiation <i>style</i> is a matter of choice</p> <p>Introduction to Communication Behaviors</p> | <p>Before you do the reading, complete Thomas-Kilmann Conflict Mode Instrument (a hand-out).</p> <p>Reading: <i>The Architect's Essentials of Negotiation</i> (AEN), Chapter 4, "Power and Leverage" and <i>Beyond Winning</i> (BW), pp. 1 – 43: "Introduction" and "The Tension Between Creating and Distributing Value." And the handout "<i>The Behaviour of Successful Negotiators</i>" Part 1</p> <p>Log #2 Red-Blue:</p> <ul style="list-style-type: none"> • Think back on how you played "Red-Blue" and apply the reading. Was creating and distributing value an un-witting issue for your team? If yes, how did it play out? If not, what were the issue(s) facing you? • Think back on the Conflict Mode Instrument. What does the Instrument tell you about you? • Think back on how you personally wanted to play "Red-Blue." Do you now agree with the Instrument's assessment? Why? Why not? • Think back on the Communication Behaviors. Which behavior did you primarily use during "Red Blue"? And your group? What impact did those choices have on your deliberations and the final result? • Focus on any one communication behavior that will stretch your negotiations "utility kit." Use it often this week. What do you think of that behavior now? As a communications tool? As a negotiations tool? • Anything special you want to keep in mind about you, about the negotiation process, the next time you negotiate? |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|------------|--|--------------------|---|---|
| January 16 | <p>Log Feedback—Debrief on Kilmann with chart on the 5 choices and how they play out</p> <p>Introduction to modern negotiation theory. The attributes of effective and ineffective negotiators</p> <p>Break</p> <p>Prepare for Jockey Exercise – as a group</p> <p>Negotiate one-on-one</p> <p>Debrief</p> | Group work | <p>Explore Collaborative and Competitive Negotiation</p> <p>Learn preparation basics</p> <p>Try out your new negotiation skills - Learn directly the power of negotiation</p> <p>Understand there is no one answer to a negotiated problem.</p> <p>Know also the impact of preparation on results</p> | <p>Reading: AEN, Chapter 5, “Preparation Tips,” Chapter 6, “The Communication Behaviors of Expert Negotiators,” and a handout, “<i>The Behaviour of Successful Negotiators</i>,” Part 2</p> <p>Log #3 Jockey:</p> <ul style="list-style-type: none"> • What party did you represent in today’s exercise? Who was your “Other?” (Please identify the student by name.) • How well do you think your group prepared for the jockey negotiation? Did their choice of communication behaviors have a role in that assessment? • How did your preparation affect your negotiation strategy? What strategy did you decide on? • How did the negotiation play out? Did your strategy hold up? Why? Why not? • Did your choice of communication behaviors have an impact on the negotiation? • Did you learn anything from the Other that you liked? Didn’t like? • Given today’s exercises, the reading, and your answers to this log, is there anything you, as a negotiator, are particularly proud of? What? Why? • If you had to negotiate again, is there anything you would do differently? What? Why? • Take a stab at creating your own preparation sheet. What do you need to add and why? |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|------------|---|--|--|--|
| January 23 | <p>Log Feedback</p> <p>Watch ALI-ABA tape</p> <p>Debrief</p> <p>Break</p> <p>Preparation Skills of Expert Negotiators</p> <p>Prepare for the Landlord-Tenant Case</p> | <p>Group discussion: How did they do? How would you coach them for next time?</p> <p>Interactive lecture – with ALI-ABA tape as agent provocateur (#2 and #3)</p> <p>Prepare in groups for case</p> <ul style="list-style-type: none"> • Landlords • Their Attorneys • Tenants • Their Attorneys | <p>Start developing analytic skills</p> <p>Start developing Coaching skills</p> <p>Learn how experts plan differently. Learn how to set ranges. Learn how to advance a negotiation.</p> <p>Spot issues and decide who will research what, and when and how you will share that information before the next class</p> | <p>Reading: BW pp. 44-68: “The Tension Between Empathy and Assertiveness” and pp. 69-92: “The Tension Between Principals and Agents,” and assorted preparation sheets handouts</p> <p>Start your legal research for the Landlord-Tenant case.</p> <p>Log #4: Landlord-Tenant Prep: Log #4 is a combined two-week prep log which does not need to be e-mailed to me until Monday, February 3 at 2:00 PM.</p> <p>Next week you will interview a client and prepare together for the negotiation. The week after you will be negotiating the case. Use this week’s reading and your group’s discussions to help you start thinking through your strategy. Then answer these questions:</p> <ul style="list-style-type: none"> • What are the client’s key interests? Key positions? Any way to achieve their key interests without achieving their precise positions? • What are the Other’s key interests? Key positions? Any way to achieve their key interests without achieving their precise positions? • How will you go about exploring interests and positions with your client/your attorney? With the Other? • Test your thinking with your client. What interests, issues, positions do they see for themselves? For the Other? |

January 23
(continued)

- How will the law help you? Hurt you?
- How will you maximize the help? Minimize the hurt?
- Think framing and think reframing. How can you discuss issues in a way that can be heard?
- How do you think the negotiation will pan out?
- Review all the preparation sheet handouts. What is your favorite? Why? Anything from any of them that you want to incorporate into yours? Why?

You will need to think through these issues to be effective next week.

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|------------|---|--|--|--|
| January 30 | <p>Coaching</p> <p>Prepare in groups for the Landlord-Tenant Case</p> <ul style="list-style-type: none"> • Landlords • Their Attorneys • Tenants • Their Attorneys <p>Break</p> <p>Attorney-client meeting: prepare for negotiation</p> | <p>Group work: Think back to when you have been coached. What made coaching succeed? Fail?</p> | <p>Develop a commitment to coaching as a learning mechanism</p> <p>Learn collaborative and coaching skills. Discover the power of the well-asked question</p> <p>Learn how to manage the first client meeting and secure client expectations, a prerequisite to successfully representing a client</p> | <p>Reading: AEN, Chapter 2: “Front-End Alignment” and BW, pp. 127-155 “The Challenges of Deal Making”</p> <p>Finish your legal research for next week</p> <p>Log #4: Landlord-Tenant Prep:</p> <ul style="list-style-type: none"> • How did your attorney-client interview go? What communication behaviors did you choose? Did they help you build common ground between you and your client? • Think of the strengths and weaknesses in your client’s/attorney’s case, as well as in the Other’s. Are there statements you can make or questions you can ask to maximize the strengths of your case or maximize the Other’s weaknesses? • Work on your personal preparation sheet, adding any changes you want as a result of learning about Front-End Alignment (FEA) • Re-read your log. Any re-thinking about your negotiation strategy? About how the negotiation will pan out? <p>This combined Log #4 and your prep sheet should be strong enough to support you in next week's negotiation, allowing you the freedom to figuratively “tear them up,” literally set them aside, and "go in, listen, and deal.”</p> |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|------------|--|--|---|--|
| February 6 | <p>Negotiate Millie and Sam: The Landlord – Tenant Case</p> <p>Debrief</p> <p>Prepare for Dubinski</p> | <p>Prepare in groups for the Dubinski case, spotting issues and determining who will research which issues and by when</p> | <p>Practice collaborative negotiation in a law-driven setting</p> <p>Practice competitive negotiation in a law-driven setting</p> | <p>Reading: AEN, Chapter 9: “When The Best Laid Plans” and BW, pp. 93-126 “The Challenges of Dispute Resolution” and pp. 224-248 “Advice for Resolving Disputes.” Read also: BW, pp.: 274-294 “Professional and Ethical Dilemmas”</p> <p>Log #5: Landlord-Tenant Negotiation:</p> <ul style="list-style-type: none"> • What party did you represent in today’s exercise? Who were your Others? Your Observers? • How (and how well) did you prepare your client/your attorney? Any special challenges? • How did the negotiation play out? Did your strategy hold up? Why? Why not? • Any changes to your preparation sheet? What? Why? • How did Seeking Information work for you? Was asking questions effective in building common ground? In affecting perceptions? Understandings? Why? When? • Perhaps Giving Information worked better for you? Yes? No? Why and to what end? • Did you learn anything from the Other that you liked? Didn’t like? • Given today’s exercises, the reading, and your answers to this log, is there anything you, as a negotiator, are particularly proud of? What? Why? • If you had to negotiate again, is there anything you would do differently? What? Why? <p>Also, finalize your Dubinski legal research.</p> |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|--|--|---|--|---|
| <p>February 8 (Saturday)</p> <p>“Immunization Day”</p> <p>This is the make-up class for April 9th</p> <p>It will meet 9 AM to 12 PM on Saturday.</p> <p>Attendance is mandatory.</p> <p>(Coffee and bagels will be served.)</p> | <p>Log Feedback</p> <p>Managing Confrontations</p> <p>Managing Difficult People</p> <p>Managing Difficult Situations</p> | <p>In-house confrontation exercise</p> <p>Identify various tools of the trade and ways to handle them</p> <p>Prepare and negotiate on your own on the fly</p> | <p>“Self-immunization”</p> <p>More “Self-immunization”</p> <p>Still more “Self-immunization”</p> | <p>Log work: This log is for you alone. No need to submit it, although I will be happy to review it if it will advance your learning.</p> <ul style="list-style-type: none"> • Addressing each exercise, what AHA’s did you walk away with from today? • What challenges are you now aware of and how will you handle them? • Any implications for your personal preparation sheet? What? Why? |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|-------------|--|--------------------|--|---|
| February 13 | <p data-bbox="323 147 579 215">Negotiate Dubinski Exercise</p> <p data-bbox="323 626 407 654">Break</p> <p data-bbox="323 954 428 982">Debrief</p> | | <p data-bbox="974 147 1293 215">Learn the power of competitive negotiations</p> <p data-bbox="974 261 1314 329">Learn the power of setting ranges</p> <p data-bbox="974 375 1331 475">Get practice distinguishing empathy and sympathy, understanding and agreeing</p> <p data-bbox="974 521 1283 589">Learn the impact of assumptions on strategy</p> | <p data-bbox="1358 147 2028 215">Reading: BW, pp. 173-223, “Behind the Table” and “Across the Table”</p> <p data-bbox="1358 285 1598 313">Log #6: Dubinski:</p> <ul data-bbox="1358 329 2045 1255" style="list-style-type: none"> <li data-bbox="1358 329 2045 397">• What party did you represent in today’s exercise? Who was your Other? <li data-bbox="1358 414 1892 482">• How did your preparation affect your negotiation? <li data-bbox="1358 498 2007 566">• Regardless of your preparation, what was your personal strategy? <li data-bbox="1358 583 1969 651">• How did the negotiation play out? Did your strategy hold up? Why? Why not? <li data-bbox="1358 667 2018 735">• What skills, new learnings did you apply? How did they work for you? <li data-bbox="1358 751 2018 820">• Did you learn anything from the Other that you liked? Didn’t like? <li data-bbox="1358 836 2032 959">• Given today’s exercises and this week’s reading, if you had to negotiate again, is there anything you would do differently? What? Why? <li data-bbox="1358 976 1990 1086">• Notwithstanding the question above, is there anything you, as a negotiator, are particularly proud of? What? Why? <li data-bbox="1358 1102 2045 1255">• Any differences/similarities between collaborative and competitive negotiations you want to remember? Any AHA’s you want to keep in mind? <p data-bbox="1358 1308 2024 1409">(If you want to know more about single issue negotiation, you may enjoy <u>Making Money Talk</u> by J. Anderson Little)</p> |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|-------------|--|--|---|--|
| February 20 | <p>Prepare for Grady in groups</p> <ul style="list-style-type: none"> • Gradys • Grady Attorneys • CEOs • CEO Attorneys <p>Grady Preparation</p> | Attorney-client meeting: prepare for negotiation | <p>Learn the power of:</p> <ul style="list-style-type: none"> • a well thought out question • the difference between implied and explicit needs • the problems that result from jumping to solutions • developing shared understanding <p>Apply your new learning</p> | <p>The next two weeks will be dedicated to mastering the <i>SPIN[®]Selling Fieldbook</i> (SPIN). As you read it, look for every opportunity to apply it in “real life” and in class, starting with Grady. For this log, please read up to at least page 73.</p> <p>Log #7: Grady Prep: Use what you have learned about front-end alignment, deal-making, and communication behaviors in team settings to start thinking about your strategy for Grady. Complete your legal research and your own version of a preparation sheet first. Then answer these questions:</p> <ul style="list-style-type: none"> • What party did you represent? Who was your Other? Your Observer? • How did your attorney-client interview go? Did <i>SPIN[®]</i> help you build a shared understanding of the issues? • What are the client’s key interests? Their key positions? Any way to achieve their key interests without achieving their precise positions? • What questions do you need answered to be an effective negotiator? How will you ask those questions? (Think SPIN) • What information must you relay to be an effective negotiator? • What information do you have that the Other likely does not? Should it be revealed? Withheld? Eluded? Why to all three? If disclosure is an option, how and when should you disclose it? <p style="text-align: right;">Continued -</p> |

February 20
(continued)

- How good are the parties' BATNAs? Any way to strengthen yours? Weaken theirs?
- Anything special you/the client want the client to do during the negotiation?
- What negotiation strategy will you pursue?
- Regardless of your strategy, for each interest, list several ways to meet it. Then think priorities and ranges of each option. Now, list in priority order your interests. Then, your positions and for each your starting, target, and reservation point?
- Can you group your options into acceptable alternatives that meet your client's explicit needs? The Other's?
- Have you a concession strategy? A trade-off strategy? What?
- Have you any ideas to make the pie bigger?
- How will you front-end align the agreement so the parties' implementation has a solid chance to succeed?
- How do you think the negotiation will pan out?

This log should be strong enough to support you in next week's negotiation, allowing you the freedom to set it aside and "go in" and listen and deal.

This log needs to be e-mailed to me by Tuesday, February 25th by 2:00 PM to allow you maximum time for the log and allow me enough time to peruse them.

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|-------------|---|--|---|---|
| February 27 | <p>Advocacy: The power of well rendered arguments</p> <p>Organizing arguments for comprehension and impact</p> <p>Break</p> <p>Negotiate the Grady Employment Contract</p> <p>Debrief</p> <p>Hand-out Partnership Negotiation</p> | <p>Interactive lecture</p> <p>Prepare a 5 minute opening statement</p> <p>Deliver your opening statement; negotiate one-on-one</p> | <p>Learn how lawyers develop and expound arguments effectively when not in front of a jury</p> <p>Practice opening statements in a difficult negotiation setting</p> <p>Spot issues and divvy up research to help you prepare for next week's class</p> | <p>Reading: Continue reading SPIN applying it to today's exercises to build shared understanding and common ground.</p> <p>Log #8: Grady Negotiation: The Grady case is a quasi-mid-term. Use this log to pull the class together for yourself:</p> <ul style="list-style-type: none"> • What party did you represent? Who was your Other? • What are the client's key interests? Key positions? Any way to achieve their key interests without achieving their precise positions? • How did your preparation affect your negotiation strategy? What negotiation strategy did you end up choosing? • What was your opening statement? Your elevator message? How did they affect the negotiation? • How did the negotiation play out? • What skills, new learnings from class and the reading did you apply? How did they work for you? • Give some examples of each type of SPIN question that you asked. • Did you learn anything from the Other that you liked? Didn't like? • Given today's exercises, the reading and your answers to this log, is there anything you, as a negotiator, are particularly proud of? What? Why? <p style="text-align: right;">Continued -</p> |

February 27
(Continued)

- If you had to negotiate again, is there anything you would do differently? What? Why?
- Any implications for your preparation sheet? What? Why?
- What negotiation challenges are facing you that you would really like to work on during the rest of the semester? Which challenge do you want to work on first?

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|---|---------|--------------------|--------------------|---|
| <p>March 5</p> <p>SPRING BREAK</p> <p>NO CLASS TODAY</p> <p>There is reading though.</p> <p>Read: “What Negotiators Can Learn From Modern Sales Theory” (H/O)</p> | | | | <p>Think how you will integrate all you have learned, including SPIN, and apply it over Spring Break. It will make it easier for you to apply all to the partnership negotiation.</p> |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|----------|--|---|--------------------|---|
| March 12 | <p>Prepare for Partnership Negotiation</p> <p>Break</p> <p>Prepare your client</p> | <p>Meet in groups</p> <ul style="list-style-type: none"> • Architects • Their Attorneys • Contractors • Their Attorneys | | <p>Reading: AEN, Chapter 8 “How to Say Yes: How to Say No” – especially pp. 278 to 280 “Title to Drawings, Specifications, and Other Data,” and BW, pp. 249-272 “Advice for Making Deals”</p> <p>Log #9: Partnership Preparation: Complete your legal research and your own version of a preparation sheet applying it to the facts of this negotiation. Then answer these questions:</p> <ul style="list-style-type: none"> • What party did you represent? Who was your Other? Your Observers? • What are the client’s key interests? Key positions? Any way to achieve their key interests without achieving their precise positions? • What questions does your team need answered to be an effective negotiator? How will you ask those questions? • What information do you have that the Other likely does not? Should it be revealed? Withheld? Eluded? Why to all three? If disclosure is an option, how and when should you disclose it? • How good are the parties’ BATNAs? Any way to strengthen yours? Weaken theirs? • List in order of priority starting with the most important interest, your most favored position, and its starting, target, and reservation point. • Given that, what negotiation strategy will you pursue? What concession strategy have you in mind? <p style="text-align: right;">Continued -</p> |

March 12
(continued)

- Anything special you/the client want/s the client to do during the negotiation?
- Any Implication and Need/Payoff questions you need to ask?
- How will you front-end align the agreement so the parties' implementation has a solid chance to succeed?
- Have you any ideas to make the pie bigger?
- How do you think the negotiation will pan out?

This log should be strong enough to support you in next week's negotiation, allowing you the freedom to set it aside and "go in" and listen and deal. **Please submit your Partnership Preparation Sheet along with your log. Both are due next Tuesday, by 2:00 PM, to give you enough time to thoughtfully write and me, peruse.**

March 19
(continued)

- Now look over all your logs. What was your biggest success? Your hardest challenge? Assess your progress to date and give yourself tips on how you want to handle negotiations in the future.
- You're not done analyzing yet. What one skill will you work on next?
- Now, set a personal goal for your last exercise.

E-mail your weekly log to me by 2 pm Monday, as usual.

In addition, e-mail to me and also bring to the March 26th class, the three questions you would like to ask the Pros who will be joining us on April 2nd. (And do ask away: This is your chance to get questions answered and doubts resolved, so that, when you negotiate, you negotiate comfortably, ethically, and effectively for your client.)

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|----------|---|---|--|--|
| March 26 | <p data-bbox="308 147 499 180">Log Feedback</p> <p data-bbox="308 367 459 399">MC Metals</p> <p data-bbox="308 659 394 691">Break</p> <p data-bbox="308 951 415 984">Debrief</p> <p data-bbox="308 1211 600 1276">Questions for the Pros (Prep)</p> | <p data-bbox="678 367 863 431">Collaboration Exercise</p> <p data-bbox="678 1211 963 1349">Use your collaboration skills to form a class list of questions for the Pros</p> | <p data-bbox="997 367 1314 472">Use all your negotiation skills in a collaborative setting</p> | <p data-bbox="1354 147 2018 285">Reading: BW, pp. 295-315, “Organization and Multiple Parties”, and SPIN: “Sharpening Your Skills” and “Getting Help and Helping Others,” pp. 167-193.</p> <p data-bbox="1354 310 2053 448">Log work #11: This log, along with your Personal Preparation Sheet that you will take into practice, provide you the opportunity to pull the class learnings together for yourself. Use them that way.</p> <p data-bbox="1354 472 2053 505">On the collaboration exercise, answer these questions:</p> <ul data-bbox="1354 513 2053 1252" style="list-style-type: none"> <li data-bbox="1354 513 2053 578">• What skills and communication behaviors did you call on as a collaborator? <li data-bbox="1354 586 1797 618">• What challenges did you face? <li data-bbox="1354 626 1976 691">• Was collaboration any different for you than negotiation? How so? <li data-bbox="1354 699 2053 878">• If you were to do this exercise again, would you, in your role, do anything differently? Would you, as the leader, have done anything differently? What do these answers tell you about collaboration? <li data-bbox="1354 886 2053 1065">• Think first as a collaborative negotiator, and then think as a competitive negotiator. What strengths and challenges do you bring to each? How would you deal with someone with an opposing strategy? <li data-bbox="1354 1073 2053 1252">• Perhaps you are neither collaborative nor competitive, having developed your own negotiation style. What is its strengths (and challenges) <i>vis a vis</i> you? The negotiators you expect you’ll meet? |

| Day | Content | In Class Exercises | Learning Objective | Assignment for Next Class |
|---|---|---------------------------|---------------------------|---|
| <p>April 2</p> <p>This is the last day of class</p> | <p>Class Feedback</p> <p>Trouble Shooting Clinic – A chance to reflect and build on</p> <p>Final thoughts</p> | | | <p>Congratulations on completing this class. Do well on your exams. Please keep in touch.</p> |