I. COURSE DESCRIPTION

Why Negotiation Matters: Creating Public Value Through Joint Action in Multi-Stakeholder Environments

This course introduces students to the fundamentals of negotiation analysis and practice. All sections of the course will introduce the same conceptual frameworks – both analytic and behavioral – vital for sharpening understanding and improving performance in negotiation.

Being a skillful negotiator is a pre-requisite for creating public value, particularly for leaders working within and across the public, private, and non-profit sectors. Analytic and interpersonal negotiation skills are essential for building operational capacity, legitimacy, and support for important policy choices and collective action. To be effective agents of social change—especially in organizations, enterprises, and networks where formal authority is insufficient for advancing policy goals—entrepreneurial change agents must mobilize coalitions across diverse interest groups to negotiate agreements that are acceptable to a broad range of stakeholders. Managers often face strong resistance from capable and well
resourced adversaries who have a vested interest in the status quo or an outcome counter to the manager’s goals. Public managers are better equipped to see their ideas put into action if they can:

- anticipate barriers to agreement;
- assess no-agreement alternatives;
- diagnose incentives and underlying interests;
- engage in backward mapping and sequencing to build winning coalitions;
- trade on differences to generate value creating, sustainable agreements; and
- think strategically and act opportunistically to reset the negotiation table.

II. COURSE OBJECTIVES

This course introduces students to the theory and practice of negotiation. The ability to negotiate successfully rests on a combination of analytical and interpersonal skills.

- Analytical skills are important because negotiators cannot develop promising strategies without a deep understanding of context, structure, relevant interests, opportunities, barriers to agreement, and possible moves and countermoves in any negotiation.
- Interpersonal skills are important because negotiation is essentially a process of communication, relationship and trust building, and mutual persuasion.

The course structure of MLD-220M incorporates both of these skill sets.

III. COURSE ENROLLMENT

- **Enrollment:** Course enrollment is automatic by MPP1 cohort section. No exemptions or section changes are permitted. MLD-220M is open to MPP1 students only. MPP students will not be allowed to enroll in MLD-222M, which is a very similar course designed for non-MPPs. MLD-220M serves as a pre-requisite for MLD-223M (Negotiating Across Differences), MLD-280 (Advanced Workshop in Multiparty Negotiation and Conflict Resolution), and MLD-275 (Advanced Negotiation Practicum). MLD-280 and HLS-2195 (the HLS Negotiation Workshop) may not both be taken for credit.

- **Future Learning:** Interested students who have demonstrated exceptional potential in their written work and substantive contributions to class participation may submit a formal application for MLD-280 (January Advanced Workshop in Multiparty Negotiation and Conflict Resolution) after successful completion of MLD-220M. Finalists will participate in a competitive interview process for admission to the workshop. Up to six MPP1 students will be admitted by Professor Mandell to the MLD-280 January workshop. Enrolling in MLD-280 through the application process requires a commitment to working with Professor Mandell in the 2016-2017 year as a Course Assistant in both MLD-220M and MLD-280. All MPP1 students are welcome to bid for MLD-280 through the HKS registrar’s office.

IV. ASSIGNMENTS AND GRADING

**Required Textbook:** Students in MLD-220M will read:

   Lax, David & James Sebenius. *3-D Negotiation; Powerful tools to change the game in your most important deals*. Boston, MA: Harvard Business Review Press. 2006

Students must purchase this text; it is available for purchase at the COOP.

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Course grades will be calculated using the following three components:

1. **Participation: 30%**
   This component of the grade is divided equally between participation in negotiation exercises and the **quality** of your individual and learning team contribution to class discussion.
   
   **Attendance**: *Attendance at all class sessions and Tuesday evening exercises is mandatory*. Unexcused absences are not permitted. You will **lose 10% from your final grade** in the course for each unexcused absence from a negotiation exercise.
   
   **You must contact your program director Eleni Cortes and Professor Mandell directly to excuse any absence.**

   **Punctuality**: On-time arrival to all classes and Tuesday evening exercises is mandatory. Students who arrive late to a session will not be awarded any participation credit for that session.

   **Cold Calling**: Randomly selected learning teams and individuals will be cold-called to lead off discussion regarding cases, exercise debriefs, and weekly readings.

   **Exercise Preparation**: Students are expected to fully complete a Green Preparation Sheet in advance of each Tuesday night exercise.

2. **Reflective Practice Journals: 30%**
   Completing the Reflective Practice Journal after an exercise is an essential element of your experiential learning. The journals will be graded on a 0-4 scale based on the degree of comprehensive self-reflection captured from your negotiation experience, depth of your reflective thinking, and analysis of the key teaching points from each exercise. In order to complete the reflective practice journal after the team hot debrief, **all students are required to bring their laptops to Tuesday’s simulation exercises**. The journal will be completed electronically and must be submitted to the teaching team before you leave on Tuesday evening and **no later than 9:00 p.m.** Your negotiation exercise results will not be used in determining your final course grade.

3. **Individual Negotiation Memorandum: 40%**
   The final assignment will be a 1,000-word (maximum) negotiation analytic memorandum, supported by a one-page deal design diagram, examining the challenges of advancing major public policy legislation in a multi-stakeholder environment. Written through the lens of the 3-D analytic framework, the memorandum will focus on the various barriers to agreement and propose ways to overcome the negotiation challenges outlined in the assignment scenario. The assignment is due at **5:00 p.m. on Friday, October 2**, in the box outside of Professor Mandell’s office (L104). Students will also submit their memorandum via email to their respective cohort Gmail account.

**V. ACADEMIC INTEGRITY**
As members of an academic community at a leading research university, Kennedy School students will be held to high standards of academic integrity. All expectations are outlined in detail in the student handbook. Charles Lipson identifies four “bedrock” principles of academic honesty that should guide your decision-making:

- When you say you did the work yourself, you actually did it.
• When you rely on someone else’s work, you cite it.
• When you use their words, you quote them accurately, and you cite them too.
• When you present research materials, you present them fairly and truthfully.

Violations of HKS’ academic integrity policy are taken seriously, with consequences up to and including expulsion from the University. For more detail, students are encouraged to speak with Professor Mandell, MPP program leadership, or refer to: http://www.hks.harvard.edu/degrees/registrar/procedures/integrity

VI. PEDAGOGICAL OBJECTIVES & COURSE STRUCTURE
This course is grounded in an *experiential learning cycle* that supports a competency based training model. We engage in an iterative process in which students learn about negotiation concepts through analytic frameworks, practice them through direct experience, then engage in constructive feedback and systematic reflection in order to identify opportunities for self-improvement.

MLD-220M proceeds along two distinct but related paths. The first is an intensive exploration of the various elements of the “3-D” negotiation-analytic framework. The second involves working through a behaviorally oriented competency-based training framework. To reinforce their synergistic nature, both paths are explored on a weekly basis.

The structure of each week is as follows:

<table>
<thead>
<tr>
<th>COURSE DAYS</th>
<th>CLASS ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday morning</td>
<td>Case Analysis: Utilizing the 3-D Negotiation-Analytic Framework</td>
</tr>
<tr>
<td>Tuesday evening</td>
<td>Negotiation Exercises: Skill Building – Closing the Knowing Doing Gap</td>
</tr>
<tr>
<td>Thursday morning</td>
<td>Exercise Debrief: Integrating Theory and Practice</td>
</tr>
</tbody>
</table>

Case Analysis: Utilizing the 3-D Negotiation-Analytic Framework
The case discussions have three pedagogical goals:
• To familiarize you with the kinds of complex, dynamic interactions found in many protracted multi-party/multi-issue public policy negotiations.
• To help you better identify and diagnose potential barriers to agreement, along with credible courses of action for overcoming such barriers.
• To equip you with the ability to move seamlessly between analysis and action, while using the 3-D Framework and Case Analysis Toolkit to assist you in designing and exercising *backward mapping* and *sequencing* moves. Through practice with the core elements of the 3-D Framework, you will be able to strengthen the prospects for developing and implementing more sustainable agreements.

From an analytic perspective, the conceptual readings discussed in MLD-220M are used to help students understand how to diagnose barriers to and opportunities for robust, value creating, sustainable negotiated agreements.

*Preparation in Learning Teams for Case Discussions*
In order to accomplish these pedagogical goals, you will begin your preparation independently by reading each case thoroughly. You will then meet with your assigned
Learning Team to discuss insights and contending perspectives, generate alternative deal designs, and prepare a systematic analysis for in-class presentation.

We encourage Learning Teams to collaborate on readings and coursework. **Learning teams should not, however, prepare for negotiation simulations together to respect the confidentiality of the exercises.**

**Student Workbook**

The student workbook is a valuable resource that students should use for writing in-class notes, preparing for negotiation exercises, and referencing key terminology and background information. The workbook is designed to help students keep all notes from the course in one central place. On occasion, additional handouts will be distributed which students should include in the workbook.

**Overview of the Case Discussion Class**

To begin case discussions, a randomly selected student from one of the class learning teams will be **cold-called**. The student must begin by providing a 1-2 minute 360-degree analysis of the parties, interests, issues, and relationships, as well as an overview of the initial barriers to agreement. A different member of the student’s Learning Team will then be called on to evaluate the first student’s analysis as presented and provide additional insights.

After this initial discussion, Professor Mandell will enlist input from other individuals or teams to generate a Deal Design Diagram. Subsequently, students will unpack the sequencing of moves and associated strategic deal design choices using the Deal Design Diagram provided. Finally, groups will be called upon to generate counterfactual deal designs and sequencing choices that would match, if not improve upon, the agreement produced in the case.

**Each student is responsible for contributing to all dimensions of his or her Learning Team’s 3-D case analysis and class presentation. The entire Learning Team, as well as individual team members, will be called on to present their analysis in class.**

**Negotiation Exercises: Skill Building – Closing the Knowing-Doing Gap**

The negotiation exercises are grounded in the pedagogical model of **competency-based training**. Tuesday exercises focus on the several micro-skills and moves you need to exercise to meet your full set of interests as you **set** the table, **manage** the negotiation process, and **close** deals. The exercises take place in a safe and structured environment in which students can develop and practice negotiation micro-skills to be more effective in their professional practice.

The progression of the negotiation exercises in MLD-220M systematically introduces students to numerous stylized simulations that mimic the structure of many real-world public policy negotiations. The first exercise presents a single issue, two-party scenario. The second exercise expands to a two party multi-issue scenario focused on shared, opposed, and tradable interests – the raw material of deal design and value creation. The final two exercises transition to multi-party multi-issue negotiations highlighting “away-from-the-table” moves, in which you will develop the capacity to build, block, and maintain coalitions. Over time, students will accumulate a broader repertoire of strategies, tactics, and moves to be more effective “in-the-moment” negotiators.
Preparation for Negotiation Exercises
Instructions, role assignments, and Green Preparation Sheets for Tuesday afternoon negotiation exercises will be distributed during a prior class. It is your responsibility to collect all materials necessary to prepare for and participate in the exercise. You are required to read your role and prepare for each negotiation. Unlike case preparation, you are barred from speaking with other students about the negotiation. For the final two exercises you are allowed to prepare with other students playing the same role in other groups. We strongly recommend setting aside at least two hours to read your materials and prepare your green sheets.

The instructions for the exercises are designed to be self-explanatory. Follow the instructions and remember to keep all role-specific information confidential. Even after completing your negotiation, please be discreet when discussing the simulation with others.

Overview of Negotiation Exercise
Simulations will begin by convening groups to submit Green Preparation Sheets and receive necessary additional materials. Students will not be permitted to participate in a negotiation exercise until they have presented a completed Green Preparation Sheet for each group member to the CAs. Groups will commence negotiations and follow the prescribed timeline. Once complete, a group member will return results to the CAs and receive Hot Debrief forms. Groups will remain together for their Hot Debrief before completing their Reflective Practice Journals individually on their computers. See Page 7 for more details about exercise administration on Tuesday evenings.

Exercise Debriefs: Integrating Theory and Practice
Class discussions have two pedagogical goals:

- To debrief groups about their negotiation experiences, paying attention to process dynamics, barriers to agreement, skill development, outcomes, and interpretations of assigned roles and goals.
- To explicitly integrate the 3-D analytic framework with students’ behavioral practice, thereby creating a richer understanding of the multiple levels on which a thoughtful negotiator must affect change.

Preparation for the Debriefing Session
Reflection and self-analysis should not end with the Hot Debrief and individual Reflective Practice Journals. In exercise-debrief classes, students must be prepared to discuss their key insights and lessons learned from the negotiation exercises.

Students must complete the assigned readings for the debrief session after the Tuesday exercise. The readings help students synthesize and integrate both the behavioral and analytic components of their negotiation experience. These readings supplement the experiential learning gained on Tuesday and will support class discussions.

Overview of the Debrief Session
Debrief discussions begin with a systematic analysis of class-wide results derived from the Tuesday exercise. Individual and group results are presented with a view to highlighting the particular dynamics that produced these outcomes. Insights from Reflective Practice Journals are used extensively to support major themes in the class discussion. Students
will then review key connections between class readings, their Reflective Practice Journals, and their experience in the week’s exercise.

Class debrief discussions conclude with a summary of important takeaways on developing negotiation strategic and best practices.

**LEARNING TIPS**

Be prepared to take public risks – speaking honestly and openly about yourself and your learning will support your own learning and that of your classmates.

Use debrief discussions for reasoning and reflection, **not** for settling scores.

Use the class workbook as a weekly resource to improve your mastery of micro-skills and engage in continuous reflective practice.

**Exercise Administration**

Out of respect for your peers and the teaching team, it is incumbent upon you to abide by the following guidelines for negotiation exercises. You must be prepared to commit a full **two to three hours** for Tuesday’s negotiation exercise, Hot Debrief, and Reflective Practice Journaling.

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
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</thead>
<tbody>
<tr>
<td>4:10 (Sharp)</td>
<td>1. Find your negotiation exercise counterpart(s) to check-in with the CA teaching team together in Starr Auditorium, as a group.</td>
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<tr>
<td>B/D</td>
<td>2. Check in the group with the CA teaching team. Turn in each member’s completed Green Preparation Sheets and pick up any additional materials to play the exercise; <strong>students will not be allowed to participate without a completed Green Preparation Sheet</strong>.</td>
</tr>
<tr>
<td>4:30 (Sharp)</td>
<td>1. Negotiate.</td>
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<tr>
<td>A/C</td>
<td>2. One member returns the completed results form(s) to the CA teaching team in Starr Auditorium and receives copies of the Hot Debrief.</td>
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<tr>
<td>4:15 / 4:35</td>
<td>3. Allocate at least 20-30 minutes for the Hot Debrief.</td>
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<td></td>
<td>4. Individually complete your Reflective Practice Journal on your computer in Starr Auditorium after the Hot Debrief.</td>
</tr>
<tr>
<td>6:30 / 6.50*</td>
<td>1. Once you have submitted the online Reflective Practice Journal, no later than 9:00 p.m., you may leave for the evening. <strong>IF YOU FINISH EARLY DO NOT RUIN THE EXPERIENCE FOR OTHERS BY DISRUPTING THEIR NEGOTIATION</strong></td>
</tr>
<tr>
<td>*Two exercises end at 7:30 / 7:50</td>
<td>2. Complete assigned readings for next class discussion session.</td>
</tr>
</tbody>
</table>

**Post-Exercise Responsibilities and Requirements**

**Hot Debrief: Giving and Receiving Constructive Feedback in Real-Time**

Once you hand in the results of your negotiation, you will conduct a Hot Debrief with your negotiation counterparts. Hot Debrief sessions focus on a selection of micro-skills for targeted discussion. The purpose of the Hot Debrief is for you and your counterpart(s) to provide “in-the-moment” feedback on each other’s performance. Feedback should focus specifically on micro-skill development and should not be a general review of the moves or counter-moves made in the negotiation.
Online Reflective Practice Journal: Becoming a Self-Reflective Practitioner

After reviewing your performance with your counterpart(s), students are expected to answer a set of questions in an online reflective journal. **You must bring your computer to class on Tuesday evenings.** The journal will be accessible online before the end of each exercise and should be completed immediately following the Hot Debrief before you leave for the evening. The teaching team will return the form with a grade and comments at the time of the debrief session (See Rubric attached on page 13).

Tips for Deriving Maximum Benefits from Negotiation Exercises

- **Play the exercise faithfully** as it was written, in a way that maximizes the intended learning for you and your counterpart(s).
- **Focus on your skill-building objectives**, as listed on your Green Preparation Sheet.
- **Be yourself.** You are taking on a role with a specific portfolio of interests, to which you should adhere. However, the role descriptions should not supplant your better judgment or be treated solely as a character. Remember, you are trying to develop your own negotiation style that fits well with the broader dimensions of your personality.
- **Manage your emotions.** Even in stylized exercises, there are opportunities for real disagreement and conflict escalation. Maintaining emotional control and composure as tensions arise are vital negotiation skills.
- **Manage your reputation.** Your reputation as a fair and reasonable negotiator is based on how you treat your classmates and how you set, manage and close your negotiation.
- **Dedicate sufficient time to the Hot Debrief.** Don’t rush your learning! Be prepared to give and receive constructive feedback. Very rarely do we get the chance to receive honest feedback in the moment from our peers, particularly after participating in an activity that can be adversarial.

VII. CREATING A CULTURE OF PROFESSIONAL RESPONSIBILITY

Students are expected to produce high quality, professional work, which is “at once excellent in quality, responsive to the needs of the broader community, and personally meaningful” (Howard Gardner).

We are all busy; we all have to manage multiple commitments; and we all recognize that emergencies and unexpected events may happen. We are, however, striving to create a community of interdependent learners. We cannot achieve this goal without each of us being accountable for our commitments and to each other. We borrow from Howard Gardner’s emphasis on Excellence, Engagement, and Ethics.

- **Excellence:** This is not a course for passive learners. Cutting corners, missed deadlines, and sub-optimal work will not be tolerated.
- **Engagement:** The most provocative ideas and freshest insights are of little use if not shared with classmates. Everyone in the classroom is responsible for advancing group discussion forward in a productive fashion.
- **Ethics:** Actively managing your reputation for fairness and honesty is one of your core responsibilities and a critical component of strengthening your professional development. It is important to emphasize that **Professor Mandell considers lying to be unethical and counterproductive for you, your negotiation counterpart(s), and the learning experience of your classmates.**
### VIII. WEEKLY CLASS SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Negotiation Analysis – September 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Distributive Bargaining: Claiming Value in Negotiation</td>
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<td>September 8 Case: <em>Up for Auction: Malta Bargains with Great Britain, 1971.</em></td>
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<tr>
<td></td>
<td>September 8 Negotiation Exercise: Mapletech-Yazawa</td>
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<tr>
<td></td>
<td>September 10 Debrief Mapletech-Yazawa and discuss assigned readings</td>
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<tr>
<td>Week 3</td>
<td>Value Creation: Diagnosing Shared, Opposed and Tradable Interests; Managing the Tension Between Creating and Claiming Value</td>
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<td></td>
<td>September 15 Case Analysis: <em>Showdown on the Waterfront: West Coast Port Dispute</em></td>
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<td></td>
<td>September 15 Negotiation Exercise: Congo River Basin Project</td>
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<tr>
<td></td>
<td>September 17 Debrief Congo River Basin Project and discuss assigned readings</td>
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<tr>
<td>Week 4</td>
<td>Mobilizing Allies, Adversaries, and Recruitables I: Anticipating Resistance &amp; Vulnerabilities in Building Multiparty Coalitions</td>
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<td>September 21 Negotiation Exercise: Seeport</td>
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<tr>
<td></td>
<td>September 22 Debrief Seeport and discuss assigned readings</td>
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<tr>
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<td>September 24 Case Analysis: <em>Gulf War</em></td>
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<tr>
<td>Week 5</td>
<td>Mobilizing Allies, Adversaries, and Recruitables II: Negotiating the Two Level Game with Stakeholders Across Cultures and Sectors</td>
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<tr>
<td></td>
<td>September 29 Case Analysis: Charlene Barshefsky</td>
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<td></td>
<td>September 29 Negotiation Exercise: Mouse</td>
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<tr>
<td></td>
<td>October 1 Debrief Mouse and discuss assigned readings</td>
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<tr>
<td></td>
<td>October 2 Final Assignment due 5:00 p.m. outside L104</td>
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</tbody>
</table>

#### WEEK 1

**INTRODUCTION TO NEGOTIATION ANALYSIS**

**Session 1, Thursday September 3**
- Wheeler, M. “Learning to Negotiate” HBS Publication #N9-912-004
- Pages 1-15 in Student Workbook.
- Students should make significant progress in reading in “3-D Negotiation: Powerful tools to change the game in your most important deals” to be read through Chapter 9 (page 1-147) prior to Class Session 2

#### WEEK 2

**DISTRIBUTIVE BARGAINING: CLAIMING VALUE IN NEGOTIATION**

**Session 2, Tuesday September 8**
- Readings:
  - Lax, David & James Sebenius. 3-D Negotiation; Powerful tools to change the game in your most important deals. Boston, MA: Harvard Business Review Press. 2006. Chapters 1-9 (Pages 1-147)
Final Memo Assignment

Students will receive the following materials pertaining to the final memo assignment due on **Friday October 2**.

- Memo instructions – details, length, and baseline expectations of a professional product. (3 pages)
- Background scenario – provides pertinent context related to the negotiation challenge (12 pages)
- Sebenius, J. “Sequencing in Multiparty Negotiations.” HBS Publishing #1-898-114. (10 pages – posted on Canvas)

Students must read memo instructions and background scenario by September 14, at which point they will be referenced regularly during lecture; other readings should be completed as soon as possible.

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**Session 3, Tuesday Evening September 8 – 4:10-6:30 p.m.* (Betas and Deltas) 4:30-6:50 p.m.* (Alphas and Gammas)**

- Pages 19-31 in Student Workbook.
- Negotiation exercise: *Mapletech-Yazawa*

**Session 4, Thursday September 10**

- Debrief *Mapletech-Yazawa* exercise and discuss readings.
- Readings:
- Distribute *Congo River Basin Project Instructions*

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**WEEK 3**

**VALUE CREATION: IDENTIFYING SHARED, OPPOSED AND TRADEABLE INTERESTS; MANAGING THE TENSION BETWEEN CREATING AND CLAIMING VALUE**

**Session 5, Tuesday September 15**

- Case Analysis: *Showdown on the Waterfront: West Coast Port Dispute*
- Readings:
  - McGinn, K., Pradel, D., “Showdown on the Waterfront: the West Coast Port Dispute (B),” HBS Case #9-904-067.
  - Pages 34-35 in Student Workbook.

Note: Students should be familiar with the final memo assignment materials prior to this class session.
Session 6, Tuesday Evening September 15 – 4:10-6:30 p.m.* (Betas and Deltas) 4:30-6:50 p.m.* (Alphas and Gammas)

- Pages 37-48 in Student Workbook.
- Negotiation exercise: Congo River Basin Project
  - Note: You will be playing this exercise with a partner. Please allow sufficient time prior to 4:10/4:30 p.m. to meet with your partner to review your strategy and approach to this negotiation.

Session 7, Thursday September 17

- Debrief Congo River Basin Project exercise and discuss readings.
- Readings:
  - “Managing the tension between claiming and creating value.” Negotiation Briefings. Vol. 17, No. 4, April 2014
- Distribute Seeport instructions

WEEK 4
MOBILIZING ALLIES, ADVERSARIES, AND RECRUITABLES I: ANTICIPATING RESISTANCE & VULNERABILITIES IN BUILDING WINNING MULTIPARTY COALITIONS

Session 8, Monday Evening September 21 – 6:10-9:30 p.m.* (Betas and Deltas) 6:30-9:50 p.m.* (Alphas and Gammas)

- Pages 57-67 in Student Workbook.
- Negotiation exercise: Seeport
  - Note: Students should take part in a preparation session with other students assigned to the same role in Seeport; students may begin to do so as soon as the exercise is distributed on Wednesday/Thursday to allow sufficient time.
  - Informal away-from-the-table negotiations for Seeport will be “open” beginning at noon on Monday 9/21 – parties must not begin whole group negotiations until the 6:10/6:30pm start time on Monday evening.

Session 9, Tuesday September 22
Debrief Seeport and discuss readings.

- Readings:
  - “How to Cope When the Table Gets Crowded,” Negotiation, Vol. 14, No. 8, August 2011, pp. 1-4
  - Fisher, R., and Shapiro, D., Beyond Reason: Using Emotions as You Negotiate, Chapters 1 and 2, Viking, 2005, pp. 3-21 (skim Chapter 1, focus on Chapter 2).

Session 10, Thursday September 24

- Case Analysis: Gulf War
- Readings:
  - Pages 51-55 in Student Workbook
- Distribute Mouse instructions
Optional Session – Thursday, September 24 – Time & Location TBD: Professor Mandell will offer an additional class session specifically focused on the final memo assignment. Attendance is optional but encouraged.

Alternate Seeport Debrief – Friday, September 25 – Time & Location TBD: Professor Mandell will offer an alternate debrief of the Seeport exercise for students unable to attend class on Tuesday or Wednesday due to religious observation.

WEEK 5
MOBILIZING ALLIES, ADVERSARIES AND RECRUITABLES II: NEGOTIATING THE TWO LEVEL GAME WITH STAKEHOLDERS ACROSS CULTURES AND SECTORS
Session 11, Tuesday September 29
- Case Analysis: Charlene Barshesky
- Readings:
  - Sebenius, J. “Charlene Barshesky (A),” HBS Case #9-801-421.
  - Sebenius, J. “Charlene Barshesky (B),” HBS Case #9-801-422.
  - Pages 68-69 in Student Workbook
- Distribution of negotiation exercise: Mouse

Session 12, Tuesday Evening September 29 – 4:10-7:30 p.m.* (Betas and Deltas) 4:30-7:50 p.m.* (Alphas and Gammas)
- Pages 71-78 in Student Workbook.
- Note: Students should take part in a preparation session with other students assigned to the same role in Mouse; students may begin to do so as soon as the exercise is distributed on Wednesday/Thursday to allow sufficient time.
- Informal away-from-the-table negotiations for Mouse will be “open” beginning at 8:00 a.m. on Tuesday 9/23 – parties must not begin whole group negotiations until the 4:10/4:30 p.m. start time on Tuesday evening.

Session 13, Thursday October 1
- Debrief Mouse exercise and discuss readings.
- Readings:

Friday October 2
- Final Assignment (hard copy) due at 5:00 p.m. in the box across from Prof. Mandell’s office (L-104) AND submitted via email to your cohort Gmail account. NO EXCEPTIONS.

*End times for negotiation exercises are contingent upon team members arriving on time and ready to participate with completed Green Preparation Sheets. All students are expected to participate in exercises and debriefs through completion; we recommend against making plans on Tuesday evenings following exercises.
<table>
<thead>
<tr>
<th>Competency &amp; Practice Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis: Linking theory to practice</td>
<td>Does not complete assignment or answer questions.</td>
<td>Demonstrates insufficient progress in analysis of exercise and may only answer part of the questions. Blames or recounts, instead of analyzing the outcome. Lacks specific examples to illustrate key concepts.</td>
<td>Demonstrates emerging competence and provides some analysis of the exercise. Mostly recounts without highlighting the most important concepts for the exercise. May or may not use specific examples from exercise.</td>
<td>Demonstrates competence in use of negotiation terminology. Uses specific examples and refers back to other exercises. Highlights some but not all of the key negotiation concepts for the exercise.</td>
<td>Demonstrates advanced competence in use of negotiation language to analyze outcome. Highlights the most important concepts and practical learning experiences. Provides specific examples from the negotiation and refers back to other exercises and class readings.</td>
</tr>
<tr>
<td>Performance: Utilizing key micro-skills</td>
<td>Does not complete assignment or answer questions.</td>
<td>Displays insufficient progress in micro-skill awareness in the negotiation context. References micro-skills used in exercise but misuses terminology. Does not provide examples linking micro-skills and actions taken.</td>
<td>Displays emerging competence in micro-skill awareness in negotiation context. Refers to micro-skills used in exercise but misuses some of the terminology. May use examples but they are unclear and not applicable to the skill demonstrated.</td>
<td>Displays competence in micro-skill awareness in the negotiation context. Refers to micro-skills and links descriptions to exercise actions. Does not mention competency clusters and may not correctly associate the micro-skills described with the actions taken.</td>
<td>Displays advanced competence in micro-skill awareness in the negotiation context. Refers to competency cluster categories and accurately associates micro-skill descriptions with specific and relevant actions taken in the exercise.</td>
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<td>Self Knowledge: Understanding Strengths and Weaknesses</td>
<td>Does not complete assignment or answer questions.</td>
<td>Generally unaware of one’s strengths and weaknesses. Does not attempt to engage in thoughtful reflection. Does not refer to progress made from past exercises or provide a plan for future improvement.</td>
<td>Generally aware of strengths and weaknesses in one’s performance. Reflection not purposeful and does not refer to progress made from past exercises. Plan for future improvement is vague.</td>
<td>Aware of and identifies some strengths and weaknesses of one’s performance. Lacks purpose in explaining how to improve in the future. Makes broad references to past exercises but does not demonstrate a clear link to progress made.</td>
<td>Deeply aware of the strengths and weaknesses of one’s performance. Refers to past exercises and builds upon lessons learned. Identifies how to address weaknesses and leverage strengths in future negotiations.</td>
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<td>Negotiation Exercise IV: Mouse</td>
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*Only for students unable to attend the regular cohort debrief due to religious observance
A = Alpha, B = Beta, C = Gamma, D = Delta