Office Hours: Wednesday 10:00-12:00 and immediately following class. If these time are not convenient, make an appointment for a different time. In general, if you knock on my door and I open it, I will be happy to talk to you.

Course Materials

REQUIRED

*Start with NO* purportedly provides a contrarian’s approach to negotiation. Camp explicitly rejects the Getting to Yes (GTY) approach to negotiation. We will explore whether Camp’s approach is new, distributive, integrative, or a hybrid of the two.


5. The course employs a number of exercises, cases, games, and role-plays as learning devices. Many of these items require payment of a license fee. I hand out these materials in class. However, you MUST PAY THESE LICENSE FEES IN ADVANCE at GTI (Gator Textbook Inc.) 3501 SW 2nd Ave. Suite D (near Calico Jacks). After paying the license fees, be sure to sign the class list at GTI. Also, save your receipt. Failure to pay for course material before Wednesday March 23 will result in 5% of your grade recorded as a C.

HIGHLY RECOMMENDED

NOTE: I have assigned several articles from this book. These articles are posted on the course website. This book is in its fourth edition. Readings are taken from the third edition, so I do not recommend purchasing the fourth edition (although it is quite good). Unfortunately, the quality of these postings is not very good. Therefore, if you prefer to save your eyesight, or simply dislike downloading articles, I strongly recommend that you purchase the *THIRD* edition of this book.

RECOMMENDED

One of the most difficult negotiation skills is persuasion. The key to persuading the other side is to understand their interests and viewpoint. *Beyond Machiavelli* teaches you techniques that help you understand the other side’s point of view. Making these techniques an integral part of your negotiation toolbox will dramatically enhance your negotiation effectiveness.

**Overview**

The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. Negotiation is the art and science of securing an agreement between two or more independent parties. This course focuses on understanding the behavior of individuals, groups and organizations in the context of competitive situations.

The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by the manager and the professional. A basic premise of the course is that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed in order for analytical skills to be accepted and implemented.

This course allows students to develop negotiation skills experientially and to understand negotiation in useful analytical frameworks. Emphasis is placed on negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations. However, they are not meant to include every aspect of "real-world" negotiation. Class discussions and lectures will supplement the exercises.

Classes include in large part the following elements:

- **Negotiations and other exercises.** You will be provided with negotiation cases each with a specific role. You will prepare your role and negotiate it, debrief with other parties, discuss it in or outside of class and write up your analysis. The idea is to identify mistakes and good practices as a way to develop a checklist for the future. We will start with a simple negotiation and rapidly progress to more complex ones. In addition, there will be a number of other exercises and cases that we will use to explore important negotiation issues.

- **Class Discussion.** Class participation is an important part of the course since an essential element of negotiation is interaction. I will comment on and highlight important issues and problems in negotiation. I encourage you to break in with questions, comments and experiences.

- **Readings.** Readings are meant to be reference tools and provoke ideas. **They are not gospel; in fact, some of the readings make ridiculous assertions.** Analyze them. How will YOU use the principles you find there? The readings are important, but are not the central part of the course. Rather, practicing and enhancing your negotiation skills is the core of this course.
Course Requirements

NOTA BENE: Assignment Submission: All ASSIGNMENTS, unless otherwise noted, MUST BE SENT to me AS E-MAIL ATTACHMENTS. Your attachment must be an MS-Word file for text, jpeg or gif for images, or Quicktime for video. Written assignments must use an 11-point or greater font in a Times Roman or similar typeface and have your name listed on the top right-hand corner of page 1. Include at least 3/4" margins on each side of every page. Please FOLLOW THE FILE-NAMING RULES ON PAGE 11 of this syllabus. If you materially deviate from these requirements, then your grade for the assignment will be lowered one full grade level. The highest grade you will receive for an assignment is a B when you fail to follow the submission rules.

NOTA BENE: Email Accounts: I circulate copious amounts of course material via email. I will circulate materials only to an email account ending in ufl.edu (i.e. CBA, Gatorlink, or other UF-based email accounts). Every UF student is entitled to a Gatorlink account. It is your responsibility to provide me with an acceptable email address.

1. Graded Negotiations (26% of your grade). I have identified the graded negotiations in the course outline. Your grade will consist of the average of your negotiation scores from your top three graded negotiations and exercises. I calculate your negotiation score for each graded negotiation according to the following formula:

\[
\text{Your Negotiation Score} = \frac{\text{YourRawScore} - \text{LowestRawScore}}{\text{HighestRawScore} - \text{LowestRawScore}}.
\]

The top 17-22 percent on the basis of negotiation-score average receive A’s. The next 50-60 percent receive B+’s, with the remainder receiving lower grades.

2. Journals (30% of your grade). You are required to maintain an extensive journal. Journals are meant to clarify your thinking about course exercises lectures and discussions, as well as to allow you to explore and express your feelings about the negotiation process. In preparing journals, you must follow the format described in the addendum to this syllabus. For a complete description of journal requirements with samples, see page 8 of this syllabus. Individual journal entries are due Tuesday at 12 noon every other week starting March 22.

4. NegoSim International Strategic Negotiation Simulation (20% of your grade). The NegoSim exercises is a business simulation conducted between MBA students at the University of Aix-Marseille (IAE) in Aix-en-Provence, France, North Carolina State University and the Warrington College at UF. You will be assigned to one of seven teams. Each team represents a manufacturing enterprise in an industrialized country. Your task is to maximize your company’s stock price through strategic business decisions and alliances with other teams. Your team will make 6 strategic business decisions March 15-April 1. My particular interest is how you use negotiation to advance your strategic business decisions.
Your grade will be based on the following:

- **25%** on how you perform relative to other teams in your universe. The measure will be percent increase in stock value or the equivalent.
- **30%** for your interim report due March 28 at noon. This 3-5 page report should describe your team’s strategy through the third decision. Your discussion should include the role of negotiation in pursuing your strategy. Your analysis should identify your successes as well as mistakes and invalid assumptions.
- **45%** for your final report due Monday April 11 at noon. This 7-10 page report should, in addition to the strategic analysis included in the interim report, should describe the adjustments you made over the last three decision nodes. Also discuss the role of negotiation in your strategic decisions. You might also address the following questions: Was your ability (or need) to negotiate dictated by your initial resource position? How did your negotiation strategy change (evolve) over the course of the simulation? What changes would you have made?

5. **Final Exam** (24% of your grade). This exam will test the concepts that you have learned during the module. The exam will consist of short answers and one or two analyses of negotiations. I will give you more information during the course. The exam will be Monday April 25.

6. **Credits and Debits**. I do not assign a grade percentage to class participation. Nonetheless, class participation is a crucial part of the learning process in this course. I look for high quality contributions and insights. Quality comments tend to offer a unique, but relevant perspective, contribute to moving the discussion and analysis forward, or demonstrate some reflective thinking, including evidence, argumentation, or recognition of inherent tradeoffs.

**Credits.** As in any graduate business course, each person’s contribution to the class is an important part of every person’s experience. To encourage participation, I will boost borderline grades in certain cases. In these cases, grades of students who have made significant and meaningful contributions to the class will be boosted to the higher level. Meaningful contributions are measured by quality rather than simply volume. Meaningful contributions are those that provide added insight to the discussion. They often include experiences working with or dealing with the discussed issue. They may include suggestions on how to cope with an ambiguous or difficult concept. Or they may include insights that help the class understand how to master an important negotiation concept.

**Debits.** The emphasis on experiential learning makes the administration of the course difficult and makes student participation critical. When you are not fully prepared or miss a class, not only do you lose out on the evening’s experience, others in the class lose the opportunity to negotiate with you; often they are forced to take an observer’s role. If you must miss a class, notify me at least two days in advance. You may miss one class without adverse impact. On your second and subsequent absences, your graded negotiation weight drops 3% percent (from 31% to 28%). Failure to notify me in advance of any absence will result in a 5% drop (from 31% to 26% on any unannounced absence). Participation includes full preparation for exercises. Lack of preparation will also reduce your participation grade.
Readings and Activities

Except for the first assignment, please complete reading assignments prior to the week for which they are assigned. For example, the second reading assignment is listed for Week 2. Please complete this assignment prior to attending second week class. The first reading assignment should be completed prior to the second week of the course as well.

Note

The course is intended to be a vibrant flexible workshop designed to improve the negotiation skills of enrolled students. As such, I may add or delete reading assignments and class activities as the semester progresses in order to meet the needs of the class.
COURSE OUTLINE

Week 1
1. Course Substance and The Nature of Negotiation
   • The Four Stages of Negotiation
   • Integrative Bargaining

Exercises and Activities
• AquaCorp Exercise

Readings:
• Interview with Mary Parker Follett (on-line only)
• 3-3 (old) Bob Wolfe Interview (On-Line Only)

Week 2
2. Goal Setting, Distributive v. Integrative Bargaining
   • Goal Focus v. BATNA
   • Distributive Bargaining Tricks and Techniques

Exercises and Activities
• The Player Exercise (GRADED EXERCISE)
• Insite Brainstorming Exercise (GRADED EXERCISE)
• HackerStar Planning

Readings:
• Bargaining for Advantage Chapter 3
• Start With No Chapters 4 and 5
• Winning Decisions Chapter 1
• Getting to Yes pp. 3-106

Week 3
3. Relationships, Interests, and Needs
   • Are Relationships Important?
   • Recognizing Needs and “Pain”

Exercises and Activities
• The Powerscreen Problem Exercise
• MapleTech Exercise

Readings:
• Start With No Chapters 1, 2 and 9
• Bargaining for Advantage Chapter 4 and 5

Individual Journal Entry Due: Tuesday March 22
Week 4
March 30

4. Using Leverage in Negotiate and Standards,
   • Sources and Uses of Leverage
   • Creating Leverage
   • Influencing Negotiations

Exercises and Activities
   • Sally Soprano Exercise (GRADED EXERCISE)

Readings:
   • Bargaining for Advantage Chapters 3 and 6
   • Start With No Chapter 3
   • Negotiation Section 3

3-1 Winning at the Sport of Negotiation
3-2 Negotiation (Distributive) Techniques
3-3 Power Negotiating

NegoSim Interim Report Due: Tuesday March 28

Week 5
April 6

5. Effective Communication and Psychological Biases

Exercises and Activities
   • El Tek Exercise (out-of-class negotiation)

Readings:
   • Start With No Chapters 2, 6 and 7
   • Winning Decisions Chapters 2-3
   • Negotiation Sections 5-3, 12

      5-2 The Power of Talk
      5-3 (7-3 old) Communication Freezers
      5-1 The Negotiator’s Frame
      12-1 Psychological Traps

Planning Memo Due: Monday April 4
Individual Journal Entry Due: Tuesday April 5
6. Planning and Preparation
   • Strategic Planning and Commitment
   • Preparation Options

Exercises and Activities
   • Commodity Purchase Exercise (GRADED EXERCISE)

Readings:
   • Bargaining for Advantage Chapter 10
   • Bargaining for Advantage Chapters 7 and 8
   • Winning Decisions Chapters 4-5

NegoSim Final Report Due: Monday April 11

7. Complex Negotiation and Individual Differences
   • Multi-party, Multi-issue Negotiation
   • Inter-Cultural Negotiation

Exercises and Activities
   • Harborco Multiparty Exercise (GRADED EXERCISE)

Readings:
   • Negotiation Sections 8, 10 and 11
      8-1 Using Agents
      10-1 Behavior of Successful Negotiator
      11-1 Dynamics of International Negotiations
      11-2 American Strengths & Weaknesses
      11-3 Global Negotiating

Final Individual Journal Entry Due: Tuesday April 19

Week 8  Final Exam: Monday April 25
JOURNALS

The journals are the most important learning tool of the course. It is where you synopsize your learning, problems, issues, and analysis to take to the next negotiation. Due dates are specified in the syllabus. They will be a powerful record of your learning and will help focus your thoughts. There is a specific format to the journals — as with effective negotiation, structured and focused, not rambling. **Do not recite exercise facts (I know them). Provide analysis.** The individual entries are designed to enable you to write about your own negotiation experiences outside of class, some of them confidential, and receive direct and individualized feedback from me. All journal submissions must employ a *≥11 point font with a ≥3/4" margins on each side!* 

Individual Journals

**Section I: Real World Negotiations**

- This is the most important document you will produce in the course. It is a record of your efforts to apply and practice the negotiation tools in the real world. For each entry, you must include at least two (roughly one for each class covered by the entry) outside of class negotiation — that is, your own, real world negotiation.
- You must **actually conduct** the negotiation between classes. Preparation alone is not sufficient.
- It must be **your own** negotiation — not your significant other’s or someone else’s.
- You must name the **relevant negotiation principles.** The purpose of the course is for you to learn how to effectively apply negotiation in the real world. It’s an inductive process: you apply course theory to your real life, analyze what you did and should have done, what they did, synopsize it into lessons and apply it to the next negotiation. Identify course tools used and not used.
- The section also may include some of the following: your reaction to the class or negotiations, in terms of your learning; new goals and problems you have; old goals and problems discarded or solved; analysis of your class performance and that of others; what was effective and not; what you would do differently next time; integration of class discussion.
- **Was your preparation adequate? Were your strategy and assumptions right? What mistakes did you make? Other topics you think relevant.**

Criteria for evaluation include quality of insight into learning of self and others. Grades will be assigned at the end, after I see your personal negotiation growth. The journal may contain confidential material for my review. Feel free to say what you think important, no matter how sensitive, on a confidential basis.

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1 Adapted from Stuart Diamond’s syllabus, the Wharton School of Business.
Example of an A individual journal entry:

A friend and client called late one afternoon and asked me to lay out and print a financial brochure by the next day. I agreed even though I had to cancel a dinner date with my wife (relationship, accommodation). He reviewed the mock-up next morning and gave the ok to print (inadequate commitment?). Though exhausted, I was proud to have helped. When I returned that afternoon, there was a message from him, claiming that I had really screwed up (asserting blame) and that I needed to fix it right away (high anchor). I was shocked. When I called and attempted to explain, he cut me off, stating, “there’s nothing to argue about, we all screw up. Just fit it and let’s move on.” (accusatory tone, over-assertiveness hiding lack of confidence in his position?). I felted like he was trying to intimidate me (bullying tactics) and had given me an ultimatum (Boulwarism). He refused to listen (no ownership in discussion) and simply demanded I do what he wanted. I caved (accommodation) because I thought he was acting like a jerk, and I didn’t want to lose him as a friend and client (surrender and capitulation/succumbed to aggressive tactics). Afterwards I felt like shit (self-blame). By letting him have his way, I think I was admitting responsibility for the problem.

Lessons learned: I tend to be an accommodator especially when relationships are concerned. When someone is really forceful, I lose track of my mission and too often give in. In the future, I need to make sure that relationships do not cloud my business transactions. I must make conditions of service clear and let clients know that once they accept a job it’s over. Here, I should have let him know that when he signed off on the transaction, it was his responsibility.

(Adopted from an example in Difficult Conversations (1999) by Douglas Stone, Bruce Patton and Sheila Heen).

Negotiation with School Team. This negotiation was amongst my team for strategic management. We had a set time on Thursday morning to meet and discuss the next case due. (Prior Agreement) One of the team members e-mailed the rest of us and asked if we could move the meeting to Friday. (reopen negotiation) She and one other member had a major project due Thursday evening and they wanted to use the time to finish it. (Need) I had plans to leave Thursday evening for Miami to visit family. My goal at this point was to try to be helpful for my friends (relationship) but at the same time to get out of town ASAP. (Goal Setting) I explained to them that I already had plans that I had set based on our original time. (Standards, high anchor) I asked if we could meet Thursday night, however, another member had class Thursday night. I then told her that if we met Friday it had to be at 8AM. (Anchoring Boulwarism) This time as traditionally been too early for our group meetings. (Standards precedent) She said that they would rather meet later. I then explained that I wanted to be in Atlanta before my niece went to bed and that in order to do that I needed to leave town by 11AM. (Pain) Finally, I reiterated my desire for our meeting to begin at 8AM and mentioned that we were moving the meeting to accommodate her schedule. (Fairness, Compromise) The group agreed and we met at 8AM.
Example of a B+ individual journal entry:

Visa Card Negotiation. I wanted Visa to reduce my credit card fees. I asked for a supervisor (decision-maker). I got her name (commitment). I told her I had been a customer for years in good standing (relationship) and had a solid credit rating (standards). I noted that I was about to graduate from a business school program and that my income and expenditures would jump (vision of relationship, linkages). I noted that I had a choice in credit cards (alternatives to agmt). I noted that others paid no fees and I am sure the credit card company did waive fees for very good customers (standards). She said yes. Annual savings: $60. But I felt that my tone could have been more collaborative.

Negotiation with Small Store Camera Clerk. I was looking for a lens cap for a camera and walked into a small store on 47th street in New York. The clerk approached me and said that he had a replacement cap and that he was willing to sell it to me on sale from $29.00 to $19.99 (distributive bargaining, anchoring). I indicated that that seemed unusual that he was willing to decrease his price so dramatically and that a similar lens at J&R was only $4 (preparation, comparables) and that buying it from him would only save me a train ride and time. I asked him why this lens cap was so special that I would pay so much more (standards) and he could not answer. He countered by saying $10. I then began to leave the store (bargaining ploy: create urgency) and he offered $5 (distributive bargaining), which I accepted.

Lessons applied: Know your alternatives, do research, be prepared, understand the standards that are presented i.e. what is right and typical, ask questions, probe for details, extreme positions kill deals (i.e. getting ready to leave)

Maximum length is one page. Less is better!

Section II: In-Class Negotiations (OPTIONAL)

Regardless of the length of Section I, start Section II at the top of page 2. Use a “hard” page-break between the two sections.

This is your opportunity to discuss the negotiations that take place in class. Use the same guidelines and criteria that apply to section I.

In grading, I will place most of the emphasis, 70-85%, on Section I. If Section II is omitted, then I will give full weight to Section I. In essence, Section II coverage, which is optional, may help your grade in borderline cases. Do not feel obligated to include a Section II unless you have something analytical to report.

Finally, do NOT include in-class negotiation analysis on page 1. I will reduce your grade by one-half letter if you do not comply with this directive.
ASSIGNMENT SUBMISSION

Please submit all assignments as Email-attached files via Email to:

robert.thomas@cba.ufl.edu.

Prepare each assignment in Microsoft Word format and attach your Word file to an Email message. The subject of the message should provide notice of what you are submitting. Use

Individual Journal Entry       NegoSim Entry       Planning Memorandum

respectively, for your message subjects. Do NOT use these subject labels to name your MS Word file.

Please LEAVE the message blank. My mail software does not require me to open the message in order to retrieve your attachment. Therefore, I WILL NOT READ any communication that you submit with an attached file. If you want to contact me, send your communication in a separate message, OR your subject should include the statement: “PLEASE READ; MESSAGE INCLUDED.” Let me know if you need help attaching a file to an Email message.

Please name Word files containing your individual journal entries using 1) the three-letter abbreviation for the day your class meets (MON or WED), 2) the first 4 letters of your last name, 3) your first initial, 4) the submission number (1, 2, or 3) and 5) “JE” at the end. If you are using MS Windows, it will automatically add the “.doc” extension at the end. If you are using an Apple computer, you must add the extension. For example if you attend the Monday class, and your name is Terry Johnson, and you are submitting the journal entry due March 21, the file name should be:

MONJohnt1JE.doc

Name your planning memorandum files as above, replacing “JE” or “TJE” with “PM.”

Thus, Wednesday class member Jean Washington’s second planning memo should be named:

WEDWashJ2PM.doc

Following these instructions will greatly facilitate the administration of the course and will insure that the file goes to the correct location. IF YOU DO NOT OR CANNOT FOLLOW THESE INSTRUCTIONS, YOUR FILE WILL WIND UP IN THE WRONG PLACE AND WILL NOT BE READ. Hence, please let me know if you have problems in advance.

NOTE: You will lose 1% of your grade for late assignments. I will accept no submitted file that is more than 5 days late.
GRADING POLICY

At the completion of each assignment, you will receive a letter grade. While intermediate feedback may take some other form, e.g. scoring for graded negotiations is numerical, your grade will be either A, B or C, possibly augmented with a “plus”, or sometimes discounted with a “minus.”

Accordingly, you will receive a single letter grade each for the graded negotiations, individual journals, team journals, participation, and the media assignment. At the end of the course I will convert your grades into their numerical equivalents. I then multiply these numbers by their corresponding weights. The sum of these calculations provides your final numerical score. I then convert this numerical score to a letter grade to obtain your final course grade.

Assignment Grades
Here are the numerical equivalents for each letter grade that you can receive on an assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Num. Equiv.</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

Numerical Equivalents for Final Grades
I use the following conversions to translate your final numerical score into a letter grade:

<table>
<thead>
<tr>
<th>Final Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75-4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.25-3.75</td>
<td>B+</td>
</tr>
<tr>
<td>2.75-3.25</td>
<td>B</td>
</tr>
<tr>
<td>2.25-2.75</td>
<td>C+</td>
</tr>
</tbody>
</table>

Boundary scores receive the higher grade. E.g., a 3.75 is an A, not a B+.

Examples (NB: The listed assignments and weights are for illustration only. They differ from your actual assignments listed on pages 3-4).

1. Consider a student with the indicated grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Num. Equiv.</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. Negot.</td>
<td>B-</td>
<td>2.75</td>
<td>.32</td>
<td>.88</td>
</tr>
<tr>
<td>Ind. Journal</td>
<td>B+</td>
<td>3.50</td>
<td>.25</td>
<td>.8875</td>
</tr>
<tr>
<td>Team Journal</td>
<td>B+</td>
<td>3.50</td>
<td>.18</td>
<td>.63</td>
</tr>
<tr>
<td>Planning Mem</td>
<td>B</td>
<td>3.00</td>
<td>.10</td>
<td>.30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>B+</td>
<td>3.50</td>
<td>.15</td>
<td>.525</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>3.21</td>
</tr>
</tbody>
</table>

This student receives a B final grade because his numerical score falls within the B range.
Consider this second example.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Num. Equiv.</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. Negot.</td>
<td>B+</td>
<td>3.00</td>
<td>.32</td>
</tr>
<tr>
<td>Ind. Journal</td>
<td>A</td>
<td>4.00</td>
<td>.25</td>
</tr>
<tr>
<td>Team Journal</td>
<td>A</td>
<td>4.00</td>
<td>.18</td>
</tr>
<tr>
<td>Planning Mem</td>
<td>B+</td>
<td>3.50</td>
<td>.10</td>
</tr>
<tr>
<td>Final Exam.</td>
<td>A-</td>
<td>3.75</td>
<td>.15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Student receives an A final grade because his numerical score falls within the A range.

**Advice**

Grade concern is often unavoidable. However, an excessive grade focus will strongly interfere with what you get out of this course. Do not consider lower-than-expected grades a personal failing, the result of an unfair grading policy, or the product of a vindictive professor. No one yet has failed to get a job because they received a low negotiation grade.

Instead, use the grade as an indicator of areas in which you need to improve. Low journal grades likely signal a lack of analytical depth. Failing to adequately analyze your negotiations will likely leave you with a less than optimal understanding of negotiation dynamics and your personal negotiation style. Low graded negotiations likely indicate areas where you can improve your negotiation techniques. Hence, if used properly, grades can be an invaluable tool for improving your negotiation skills.