

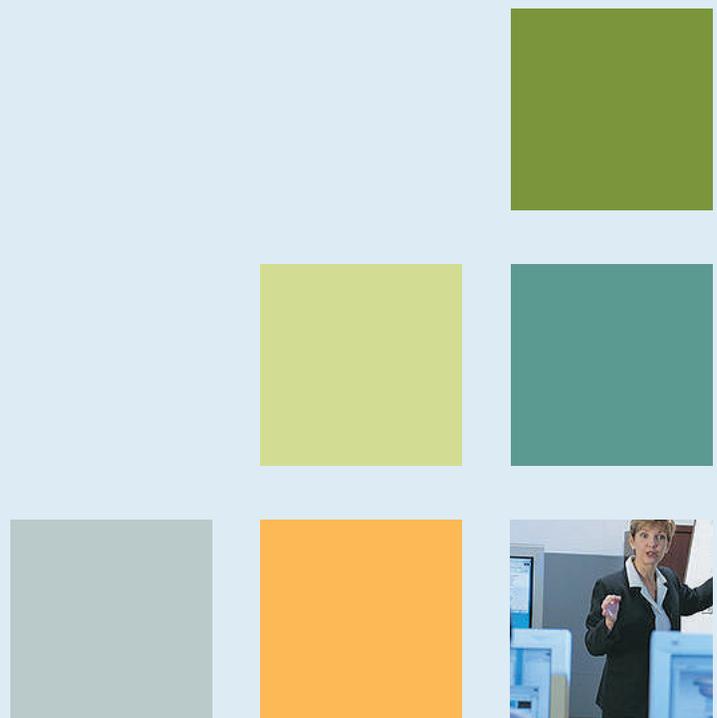
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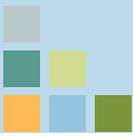
Fallsburg School Negotiations Simulation

By Alan Cabelly, Ph.D.

Instructor's Manual



EMPLOYEE AND
LABOR RELATIONS



Introduction

The Fallsburg School Negotiations simulation provides students with the opportunity to negotiate a complex labor agreement in a relatively short period of time. The simulation has the following features that many instructors will find useful:

- It uses a real labor contract that the instructor can modify to reflect local issues.
- It identifies key issues while giving enough information so students can negotiate other issues that may be pertinent to them.
- It contains significant financial difficulties (budget reduction, increases in health insurance, etc.) to make the financial negotiations challenging.
- It provides opportunities for instructors to eliminate parts of the simulation and focus on one specific type of negotiations, if they desire.

This simulation has been extensively pretested. It has been used by one instructor in approximately 16 different negotiations classes with 300-400 students participating over a span of 10 years. Students have been both undergraduate business students and MBA students; the typical classroom setting has been a 2½-day workshop where the entire focus of the class is negotiation.

The simulation could easily be modified for an introductory human resource management or organizational behavior course with appropriate instructor lectures and readings. When used in a more traditional time frame, the instructor should allow negotiation periods of at least two hours. The contract, including the number of key issues, could easily be amended to allow it to fit into a shorter time frame. If possible, it is recommended that instructors test the simulation on a group of colleagues or graduate assistants to see how it flows.

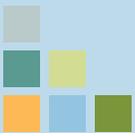
Note also that this is set in the public sector. The instructor could modify it for the private, for-profit sector.

Learning Objectives

Students participating in this negotiation will learn:

- How to negotiate a complex contract.
- How to negotiate economic issues, typically with a win-lose focus.
- How to negotiate non-economic issues where both sides can win and increase their size of the pie.
- How to negotiate contract language.
- How to negotiate within one's own team.
- How broad behavioral concepts (communication, motivation, perception, power, persuasion, etc.) come to bear on any negotiation.
- The strategic implications of the "moves" involved in the negotiations process.
- To try out new behaviors.
- To identify what works and what does not work.

Students will gain insight into and exposure to both the negotiation process and their personal behavior.



Fallsburg School Negotiations Simulation

Learning Materials

The simulation includes:

- Simulation instructions to help guide students.
- Financial ground rules to establish what is and is not permitted financially.
- A set of confidential role play instructions.
- A confidential list of issues that are important to each negotiating team.
- The labor contract itself, which has nine articles, any of which is subject to negotiation.
- The salary schedule for the expiring contract (Appendix I).
- The budget for the prior year (Appendix II).

Possible Course Structure

This simulation has often been used as the basis for a two-credit (quarter hours) negotiations course with 20 contact hours. The first class meets on Friday afternoon for four hours and then on two consecutive Saturdays (beginning one week after the initial Friday session) from 8:00 a.m. to 4:00 p.m. There is a suggested timetable at the end of this instructor's guide.

The Fallsburg case documents are distributed during the first class, and teams are asked to prepare a Preliminary Planning Document (see below) as homework. If the instructor desires, the class might prepare for the Fallsburg negotiations by completing a set of individual negotiations not relating to Fallsburg on the first day of class.

During the second class, collect the Preliminary Planning Document and conduct the Disarmament Exercise (see below) in the morning. Allow students to begin Fallsburg negotiations over lunch, telling them that they can either negotiate or caucus; just let you know where they are. Circulate among the groups and if they are not negotiating, answer any questions they may have. If appropriate, have students participate in an individual negotiation such as the popular simulation, Ugli Orange. Close the class by providing students with feedback on their Preliminary Planning Document.

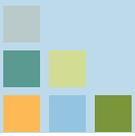
During the final class, have students participate in final individual negotiation (perhaps a salary negotiation). Allow four hours for the students to complete the Fallsburg negotiation. After the negotiations conclude, allow students 15 minutes to submit a signed contract. The class concludes with a half hour debriefing session. Final assignments are due one week later.

Operating Instructions: Preliminary Information

The simulation is best utilized in a classroom setting where multiple class meetings are available. These negotiations work best if groups of four to six students have six to ten hours of actual negotiating time, spread out over two or three class sessions. You may have two or three simulations running at the same time and should not permit contact (see the gag order in the instructions) between members of different simulations.

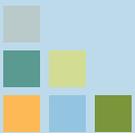
Note that the simulation is written for the upcoming year. Remind students that during negotiations, today's date is July 1 and that school begins on September 3.

1. Use an appropriate method to identify teams of four to six members. Consider suggesting that people who have a strong leaning toward either the union or the management side choose to work on the opposite side for this simulation. Distribute the simulation along with their confidential information to the teams. You may find it helpful to print the Fallsburg Teachers Association (FTA) information in one color, and the Fallsburg School District (FSD) information in a different color. At every opportunity (and certainly before each negotiating session) emphasize the importance of staying in role and of keeping their side's information confidential.



Fallsburg School Negotiations Simulation

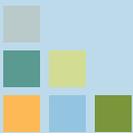
2. Review in detail with the class the simulation instructions and the financial addendum ground rules. Allow questions, but prohibit public questions about anything pertaining to the confidential information. Also prohibit public questions about strategy; one simulation should have no information about what the other simulation is doing.
3. Crucial points about the contract and budget:
 - a. The existing contract is a three-year contract that expired yesterday, June 30. The salary schedule was a one-year schedule for the current school year.
 - b. The step schedule provides that each teacher remains in a step for two years. Assume, therefore, that next year half of the teachers will move up one step.
 - c. The district has a total of nine principals and four deans.
 - d. Your operating budget has been cut by 2.63 percent. (You can change this budget cut to make it realistic for your local conditions.)
 - e. Students will attempt to make the financial negotiations easier, either by adding more sponsor dollars, closing schools, eliminating transportation, cutting days of instruction, etc. In the interest of making the exercise a meaningful learning opportunity, it is recommended that the instructor prohibit virtually all of this. Generally, if they are creative, allow students to make a small increase in fees or a small decrease in expenses (not to exceed \$50,000).
 - f. Many of the confidential issues are written to reflect the local community in the Pacific Northwest. You may want to identify issues pertinent to your community and gradually bring those into the simulation.
 - g. Let students know that staff support and teacher aides contracts are being negotiated elsewhere, simultaneously. Tell students that you do not know the results of these negotiations; require that any decrease in budget for these groups be tied to a commensurate decrease in budget for teachers.
 - h. The budget must be balanced.
4. If time permits, have teams participate in a preliminary group negotiation exercise like Lewicki's Disarmament Exercise. If you have multiple simulations, you may want to use the results of this exercise to determine which FTA team will negotiate with which FSD team.
5. Prepare students to write their *Preliminary* and *Formal Planning Documents* (see below for details). The *Preliminary Planning Document* is due on the first day of negotiations; its purpose is to help the team prepare for the upcoming negotiations. The *Formal Planning Document* is due at the start of the last negotiating session. Its purpose is to finalize the planning. Many teams are ill-prepared for their initial negotiations; requiring the planning documents helps them to succeed.
 - a. Return the *Preliminary Planning Document* to the teams the day you receive them along with your comments. Typically this first document does an acceptable job on distributive and integrative bargaining. Students often neglect to plan out items relating to their relationship with the other team, as well as how their team will structure themselves. Reiterate the need for planning out relationships. Create and refer to PowerPoint slides identifying the deliverables to the instructor.
6. The instructions state "impasse is a bad thing." Some students may ask if it has an effect on grades. Reiterate that impasse is a bad thing. As in the real world, the uncertainty about impasse increases learning. (And no, it does not affect their grades.)
7. In the confidential role play instructions given to each side, each side is told that "A poor result in these negotiations will leave you vulnerable" This phrase is used to give an additional sense of importance to the negotiations and to help focus students on the importance of success. As much as possible, avoid student questions that attempt to define a "poor result" or the degree of vulnerability.
8. Tell students that this is a learning lab and that simulated negotiations present them with an excellent opportunity to try out new behaviors.



9. Suggest that students keep a journal of their emotions, feelings and thoughts throughout the negotiations. Have them identify what did and did not work, and how they responded and felt about it.
10. Describe what a workshop is and how that differs from a class where the professor talks and students sit and take notes. Encourage them to take ownership of their own learning.
11. Discuss the importance of confidentiality. What happens in this class remains in this class.

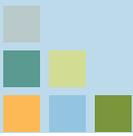
Operating Instructions: The Actual Negotiations

1. Require that the teams provide you with the *Preliminary Planning Document* before any contact is made between the teams. Require that the teams provide you with the *Formal Planning Document* at the start of the final day of negotiations (or when about four hours of negotiations remain).
2. Begin negotiations with a final reminder to stay in role; to remember their plans; and to focus on their key issues. Remind them about relationships, both within their own team and between their team and the other team.
3. Ensure that you know where the teams are at all times. As in real situations, teams may negotiate through lunch. Remind them that they are “on the clock” at all times, even during lunch.
4. Observe the teams throughout the process; take notes but remain “invisible.” Note-taking is essential for debriefing. Direct quotes are important; sometimes they will bring huge laughter during debriefing, and often they help students remember what they did and why they did it.
5. Try not to say anything throughout the negotiations process. However, you may intercede in some circumstances:
 - a. Teams want to clarify what is permitted under the rules. If this is the case, speak to both teams at the same time.
 - b. Teams are about to do (or have already done) something that directly or indirectly breaks the rules.
 - c. Teams try to find financial solutions that make the negotiations easy. Ask the parties what they have done, get an explanation, and then explain why it is not permitted. You may have to be the “bad guy” at times, but the outsider sometimes becomes the bad guy in a real situation, so this is appropriate. Use this as part of the debriefing later.
 - d. Teams show no sign of resolution as the deadline nears. Without serving as a mediator, you may be able to find a way to help them break the impasse. Ask them to consider stopping the clock, or ask them if impasse is what they *really* want. Alternately, just ignore the deadline and allow them to keep negotiating. However, be aware that you need time for debriefing and that there is another simulation group that has finished and is waiting to debrief.
6. Announce when 30 minutes remain and make another announcement when 5 minutes remain.
7. When the teams reach agreement, remind everyone that the signed contract is due on the instructor’s desk 15 minutes after the deadline. Remind them that all signatures are required on the contract. If agreement has been reached on individual paragraphs, initials on the appropriate pages are acceptable. Collect the contract at the appropriate time.
8. When either agreement or impasse has been established, distribute the evaluation sheet to the participants. Tell them that this sheet is solely for their own purposes and that no one will read what they write.



Operating Instructions: The Debrief

1. Do not permit discussion, especially between the teams, until everyone is in the room.
2. Consider starting the debriefing session by allowing students to simply vent for 5-15 minutes. Random discussion will often help everyone settle down.
3. Remind students of the confidentiality agreement.
4. Remind students that some emotions may be expressed and that they should be careful about taking things too seriously. Tell students that you are available after the course for additional one-on-one debriefing.
5. Be certain that equal air time is given for the different simulations. Often one simulation is more heated than the other and wants to monopolize more air time. The final 90 minutes go quickly.
6. Students will want to know what the results were for the other simulations. Share the results, with emphasis not on the outcomes but on identifying techniques that were used to develop effective solutions to problems.
7. Let the students talk. Although there are times you may really want to speak, the debrief is more effective when the instructor speaks less. The instructor's job here is truly one of tying loose ends together, helping students develop their own theories, and allowing students to come to their own conclusions.
8. Conclude with "appreciations." Give students about five minutes and ask them to identify two different people who they appreciated during the course. At least one of these people must come from a group other than the student's group. Ask students to write down the specifics. Then go around the room in order of seating and have each student read one of the appreciations directly to the object of their appreciation and to specifically look the student in the eye and say "Thank you for.....," or "I appreciated it when you,," or "I appreciate the fact that you,," etc. While some students find this uncomfortable, they begin to understand the importance of saying "Thank you." It is a powerful conclusion.



FALLSBURG TEACHERS ASSOCIATION (FTA) (Confidential)

Role play instructions

You are a high school teacher in Fallsburg, Oregon; a professional with that mindset.

You are the chief negotiator for the FTA.

Read and reread the first four paragraphs of this instruction sheet on a constant basis.

These are not good times in Fallsburg. Although financial support for education is improving, students' standardized scores are falling and everyone from the legislature to the media to other special interest groups are upset with the schools. You feel this criticism personally.

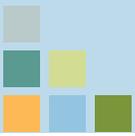
You have lived in Fallsburg virtually your entire life and graduated from South Fallsburg High School (SFHS). You graduated from a large public university in New York and are happy to be home. You have raised two children and have a lifetime of friends and professional colleagues here.

You currently teach at SFHS and are one of the elected union leaders. Interestingly enough, the SFHS principal is on the Fallsburg School District (FSD) negotiating team. You have been on the FTA negotiating team through four negotiations, some of which have been quite tense. You went on strike in 2001 and achieved considerable success. However, you still remember the agony of seeing your colleagues on the picket line with you, watched them struggle to meet mortgage payments, and saw your young children bombarded with media misinformation about your role in the strike. You don't want to go through that again.

There have been subtle threats to your leadership recently. Some of the younger teachers question your leadership and wonder if you have fallen behind the times. A poor result in these negotiations will leave you vulnerable in the next union election. You wonder whether it is worth it.

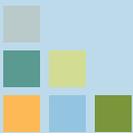
The following are the issues of greatest import to you and your team. Details for many of these issues are found in the labor contract itself.

1. As a union leader, you are concerned with compensation; teacher rights and morale; and arbitrary and capricious decision-making on the part of the administration.
2. **Compensation.** Salary is, of course, a big issue. As a result of the poor economy, teachers have had almost no pay increases in the last five years. To catch up, teachers need a 7 percent increase simply to meet cost-of-living increases. Currently, a teacher stays in a step for two years and a senior teacher (one who has reached the senior step level) never moves up in step. The money is running out.
 - a. **Compensation for advanced education.** The current system that compensates teachers for achieving additional education has flaws. It moves a teacher up a step for additional years of approved academic work or for earning an approved master's or doctoral degree. It does not, however, state how many credits comprise a year of work or how the superintendent approves such work. For a full-time, certified teacher, 15 credits (three credits per quarter, six credits in summer) must be regarded as a full year of education; it is impossible to work and take more than one class at a time. Additionally, despite the statement "the superintendent shall not withhold approval in an arbitrary or capricious manner," the superintendent clearly plays favorites. Your research indicates that any master's or doctoral degree improves classroom performance; everything should count. Something has to change.



Fallsburg School Negotiations Simulation

- 3. Insurance.** You are afraid to look at the expected increases in health insurance premiums. Your teachers are aging but still raising young families. Something has to be done. Your people cannot continue to make excessive out-of-pocket health care payments. Your research shows that health care costs will increase by 33 to 40 percent in the next year. You need at least a 25 percent increase over the \$829 the district currently contributes to the monthly insurance premiums for teachers, or the FSD must find a way to cut costs.
- 4. Leaves of Absence.** You were happy to get language in the last contract that allowed non-related people who live in the home to be included—at the superintendent’s discretion—among those who qualify as people in the “immediate household,” for whom a teacher could take leave. However, the superintendent has a set of outmoded ideas, inconsistent with your teachers’. Requests for leave were arbitrarily denied three times in the last two years. One situation involved an unmarried heterosexual couple; one a gay couple; while the third was a teacher who took in a young person with a drug addiction who simply had to get off the streets. You need to take the discretion away from a superintendent who is clearly behind the times.
- 5. Sabbatical Policy.** It is time for a fully-paid sabbatical policy. Most other school districts have one. Research shows that sabbaticals increase productivity in the classroom and decrease turnover. Your teachers are demanding sabbaticals. Now is the time.
- 6. Teachers’ Rights.** Teachers are being publicly criticized for virtually no reason. One teacher, when trying to stop an argument during a basketball game, was publicly reprimanded for putting her hands on a student’s shoulder and pulling him out of a potential melee. Her principal thought she used excessive force in a situation that did not warrant it. Another time, a teacher who thought he was being responsive and caring to a student with special needs, was called “thoughtless and cruel” by his principal in front of the parents and three other students. While a private apology occurred in the latter case, the damage was done. Public reprimands have no place in today’s schools. Public reprimands demean teachers, dilute their authority, and set a bad example for the students. Administrators must be sanctioned for their actions.
- 7. Complaint Procedure.** Teachers are upset with the current complaint system. It allows too much discretion for the district and allows unspecified people to make charges which, although they may not become part of the record, are typically heard through the grapevine. The phrase “special concern” in Article 7 Paragraph B1 is particularly troubling. It is time to revise the entire procedure.
- 8. Sponsorships.** Students and faculty are complaining about Coca-Cola being a sponsor. Health-consciousness is a big issue today. High school students are complaining to you about all the sugar available in schools, and elementary teachers are frustrated as they teach the youngest children about nutrition and then see the sugar (or diet chemicals) pumped into them in your cafeterias. You decry the double standard. The Coke contract expired yesterday; it is time to drop them.
- 9. Class size.** Classes are too big as it is. They can’t go beyond 28 students per class.
- 10. Terms of Agreement.** You absolutely must have a one-year contract. You need to negotiate salary again next year when there will be more money available. You also want to tell your teachers that you will be able to get them additional pay and better language in a year instead of waiting two or more years.



FALLSBURG SCHOOL DISTRICT (FSD) (Confidential)

Role play instructions

You are a high school principal in Fallsburg, Oregon; a professional administrator with that mindset.

You are the chief negotiator for FSD.

Read and reread the first four paragraphs of this instruction sheet on a constant basis.

These are not good times in Fallsburg. Although financial support for education is improving, students' standardized scores are falling and everyone from the legislature to the media to other special interest groups are upset with the schools. You feel this criticism personally.

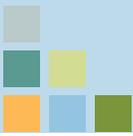
You have lived in Fallsburg virtually your entire life and graduated from South Fallsburg High School (SFHS). You graduated from a large public university in New York and are happy to be home. You have raised two children and have a lifetime of friends and professional colleagues here.

You are currently the principal of SFHS. Interestingly enough, one of your most experienced teachers is on the FTA negotiating team. You have been on the FSD negotiating team through four negotiations, some of which have been quite tense. You accepted a strike in 2001 and achieved considerable success. You still remember the agony, though, of seeing your teachers jeer at you as you crossed their picket line, watched them struggle to meet mortgage payments, and saw your young children bombarded with media misinformation about your role in the strike. You don't want to go through that again.

There have been subtle threats about your leadership recently. You believe that the school district's superintendent is concerned about whether you are effective with the newer, younger teachers you recently hired. A poor result in these negotiations will leave you vulnerable to suggestions of early retirement. You wonder whether it is worth it.

The following are the issues of greatest import to you and your team. Details for many of these issues are found in the labor contract itself.

1. As an administration leader, you are concerned about staying within a tight budget; retaining administrative discretion and decision-making authority; and increasing classroom performance.
2. **Compensation.** Wages are, of course, a big issue. In the current system, teachers get what amounts to about a 5 to 8 percent pay increase every two years as they increase in step. Health care premiums are increasing at an alarming rate. Although the economy is improving, you have a backlog of needs from the years when there was no money. There is simply not enough money to catch up with everything at one time.
 - a. **Compensation for advanced education.** The current system moves a teacher up a step for additional years of approved (by the superintendent) academic work or for earning an approved (by the superintendent) master's or doctoral degree. You know that the teachers are upset with the superintendent's decision-making authority. They can't make those decisions; they don't even understand what a "year" is and want to call part-time school work for 12 months a "year". The major university in the state requires 56 credits (quarter system) and takes four terms to graduate. That's a year.
3. **Workday.** In better times, you were able to give teachers longer lunches and more prep time. However, because you are expecting layoffs, you need to cut lunch and prep time to 30 minutes each. This will give you one additional period each day, allowing you to serve the same amount of students with fewer teachers.

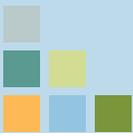


Suggested Timetable

- **First class session (4 hours):**
 - a. Introduction to negotiations.
 - b. If there is time, conduct an individual negotiation role play/exercise not related to Fallsburg.
 - c. Establish FTA and FSD teams for the Fallsburg negotiations.
 - d. Distribute case documents and answer questions. Gag order begins.
 - e. Direct student teams to prepare their *Preliminary Planning Document*; utilize PowerPoint presentation for this.
 - f. Deliver lecturettes that you created to teach these topics:
 - i. On the importance of planning.
 - ii. KSAs that are necessary in order to be a skilled negotiator.
 - iii. Importance of the opening statement.
 - iv. Discussion of which side (union or management) presents its issues first, and how this is done.

- **Second class session (8 hours):**
 - a. Collect each team's *Preliminary Planning Document* and read these during the day. (These documents are not graded.)
 - b. If there is time, conduct a group negotiation exercise not related to Fallsburg (perhaps Lewicki's Disarmament Exercise).
 - c. Determine and announce which FTA group will negotiate against which FSD group. You may want to see how they respond to the Disarmament Exercise before deciding this.
 - d. Begin the Fallsburg negotiations, with teams having the option of beginning with team caucuses or actual negotiations.
 - e. Visit groups to observe; continue observing through all negotiating.
 - f. If there is time, conduct an individual negotiation role play/exercise not related to Fallsburg (perhaps Ugli Orange).
 - g. Continuing lecturettes on negotiations:
 - i. Importance of individual roles; whether to use a chief negotiator.
 - ii. Controlling the agenda and keeping official record of the negotiations.
 - iii. Order in which different types of issues (economic, non-economic, language, problems, etc.) are negotiated.
 - iv. What to do when planning breaks down.
 - v. How to effectively use caucuses.
 - h. Direct student teams to prepare their *Formal Planning Document*.
 - i. Provide feedback to each group on its *Preliminary Planning Document*.

- **Third class session (8 hours):**
 - a. Final lecturettes on negotiations:
 - i. The importance of students understanding their own strengths and weaknesses and determining how each can best contribute to their team's efforts.
 - ii. Relaxation techniques.
 - b. Final individual negotiation role play, perhaps dealing with salary negotiations.
 - c. Collect each team's *Formal Planning Document*. This is graded.
 - d. Allow 3½ to 4 hours for negotiations.
 - e. Allow an additional 15 minutes for contracts to be signed and handed in.
 - f. Distribute negotiation questionnaire after receiving all signed contracts.
 - g. Gag order ends; full class debrief (30 minutes).



ASSIGNMENTS

1. **Formal Planning Document for the Fallsburg School negotiations. 40 percent of grade. Due the day negotiations conclude.** Each group will produce a *Formal Planning Document* for the Fallsburg School negotiations. The document is due at the beginning of class on the day negotiations conclude. Requirements for this document:
 - a. Before the first negotiating session, each group will prepare its planned (desired, expected, and worst-case scenario) goals (results) for the school district negotiations. These results will include “distributive/win-lose” goals, “integrative/win-win” goals, “attitudinal structuring/relationship” goals, and “intra-organizational/team” goals. Each team should have also prepared the strategies it planned on using to achieve these goals. This planning document (the *Preliminary Planning Document*) is to be included in the final report. All documents should include quantitative goals (spreadsheets or statements) as well as process outcomes. This preliminary document will be presented to the instructor on the first negotiating session. The instructor will give rapid (verbal, sometime during the day) feedback on its use as a basis for the *Formal Planning Document*.
 - b. Before the final negotiations day, each group will prepare its revised (desired, expected, and worst-case scenario) goals (results) for the school district negotiations, as stated above. Each team will also prepare the strategies it plans to use to achieve these goals. The group should prepare a detailed analysis of its goals and strategies. There should be a significant focus on 1) how the goals and strategies were developed; 2) how the goals and strategies are related to each other; and 3) causes for revisions. This constitutes the *Formal Planning Document*, which is given to the instructor at the beginning of the final negotiating session.

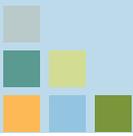
2. **Individual Analysis and Learning Assessment. 60 percent of grade. Due one week after the negotiations end.**
 - a. **Individual Analysis of Fallsburg School Negotiations (30 percent)**

Each student will do an analysis of the school district negotiations, particularly (but not exclusively) utilizing the “bargaining types” negotiation framework discussed in class and above. (Similar frameworks using the four bargaining types are acceptable.) All four bargaining types must be analyzed.
 - b. **Individual Learning Assessment (30 percent)**

The students will analyze what they learned about themselves and how they will use this experience in the future. (Note that this part of the assignment is purposely ambiguous.)

As part of the second assignment, significant library research using graduate-level research methodology is required.

The goal of the assessment phase is to give the instructor the ability to evaluate the KSAs (knowledge, skills, abilities) that students have learned from the course. Workshops are more challenging to evaluate than are traditional courses. This assignment is to be e-mailed to the instructor one week after negotiations conclude.



Fallsburg Negotiations Personal Evaluations

Only answer questions above the bold line. Do not consult with group members as you answer. You do not need to respond to all questions.

In the pit of your stomach, how do you feel right now?

Use a scale of 1–5 (5 being positive), and write brief comments:

1. Did you achieve the economic results you desired and established?

1.a. How do you feel about that?

2. Did you achieve the non-economic results you desired and established?

2.a. How do you feel about that?

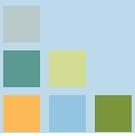
3. In general, how do you feel psychologically about how the negotiations progressed?

4. How do you feel toward your teammates?

5. (if applicable) how do you feel toward your team leader (or spokesperson)?

6. Did you get an opportunity to speak enough?

6.a. How do you feel about that?



7. How do you feel toward the members of the other team?

8. Were members of the other team hostile/condescending to you or your teammates?

9. Were you or your teammates hostile/condescending to members of the other team?

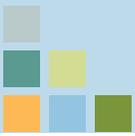
10. Did you achieve the “working relationship” goals your team established for itself?

11. Were your planning documents helpful (5), irrelevant (3), or albatrosses (1)? Why?

12. When you began negotiations, did you believe you understood what the goals of the other team were?

12.a. Were you accurate in your assessment?

12.b. When (if ever) did you feel that you understood the other team’s goals?



1. Did answers to questions 1a & 2a change during the debriefing? How?

2. How did answers to questions 4–9 change over the time period of the negotiations?

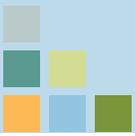
3. What actions led to your team's success/failure at

..... Intraorganizational bargaining?

..... Attitudinal structuring?

..... Integrative bargaining?

..... Distributive bargaining?



Sources–Other Simulations

Ugli Orange

A variety of sources are available depending on how you choose to use this simulation in class.

www.keystonecurriculum.org/html/m_ms_win_.html

www.utsc.utoronto.ca/~phanira/WebSkills/Ugli%20Orange%20Negotiation-learning%20points.doc

www2.hawaii.edu/~barkai/aals/NEB.doc

Lewicki's Disarmament Exercise

http://highered.mcgraw-hill.com/sites/0072429658/information_center_view0/table_of_contents.html