



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 461 H1 F

Managerial Negotiations

Fall 2016

Course Meets: Friday, 10am-12pm, WW 120

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Course Scope and Mission

We negotiate every day. We enter into negotiations with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Determining what price we will pay, the amount of our salary and compensation, what movie to watch, who will clean the kitchen ... all of these are negotiations. Although negotiations are a ubiquitous part of our everyday lives, many of us know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and professionals. It is also designed to complement the technical and diagnostic skills learned in other courses at Rotman. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations, thus represents a pre-requisite or the more sophisticated skill sets that you will learn in advanced degree and MBA programs.

Course Prerequisites

Prerequisites: RSM260H1

Course Materials

1. Role play materials, which will be provided by the instructor via email in advance of class.
2. Bargaining for Advantage: Negotiation Strategies for Reasonable People. Richard Shell (2006). (~14.75)
3. Getting to Yes: Negotiating Agreement Without Giving In. Fisher, Ury & Patton (2011). ~\$12.
4. Difficult Conversations: How to Discuss What Matters Most. Stone, Patton, Heen (2010). ~\$13.
5. Course Pack.

COURSE FORMAT AND EXPECTATIONS

Attendance Policy

This class has a strict attendance policy. Each week in class, there will be a negotiation exercise. You are expected to attend all classes punctually and participate in every negotiation. This strict policy is necessary because your classmates rely on your attendance for *their* educational experience, and because the instructor must arrange logistics and pairings in advance.

If you:

- Are consistently unprepared,
- Arrive after 5 minutes of the beginning of the class 3 or more times,
- Miss a class without any notification,
- Miss more than two classes,

you will be penalized one letter grade on your final course grade, (i.e. from a A- to B+ or B+ to B). Participation includes prompt attendance and full preparation for exercises. Lack of preparation for an exercise will be treated like an absence for that exercise.

Missing a class with notification (48 hours – Wednesday at 10 am) = losing three participation points. You can earn those points back by arranging with classmates to make up the missed role play before the next class, or by completing a short writing assignment related to the class material that week, due by the next class. The role play must be recorded (audio or video). In other words, if you miss one class, there will be no grade penalty, so long as you notify me by 48 hours in advance of the class time and complete either the role play or the assignment.

If you provide late notification of missing class for a reason other than illness, you will lose three participation marks, two of which can be earned back via the methods described above.

The penalty is increased further for those who miss class and do not provide any notification before the start of class. If you miss class and do not let me know at all, **you will lose three participation marks in addition to losing one letter grade on your final course grade.** You can earn two of participation marks back by the methods described above (making up the missed role play or completing a short written assignment). The letter grade penalty cannot be made up via additional work.

In general, you do not need to send me a formal or informal excuse for absences, if you give notification 48 hours in advance. If you are very sick on Thursday or Friday and give notification, but not 48 hours of notification, please get a doctor's note. If you are sick, but not sick enough to go to the doctor, you are expected to participate in that week's negotiation via skype or telephone.

Make sure that you attend regularly so that getting sick or having schedule conflict does not risk putting you over the 2-class limit. **Students should consider carefully whether they can make a commitment to attend class.** It is suggested that you not take this class if you already know that you will miss two or more classes because of schedule conflicts. This course is also offered second semester.

Negotiation Exercise Ground Rules

These are some ground rules for our negotiation exercises:

1. You are expected to be prepared and on time for all negotiation exercises.
2. You should not show your confidential role instructions to other parties during a negotiation. Nor should you read it or quote it. The reason is that this has no equivalent in the real world—it would be like showing a counterpart what's in your mind, which is impossible. At your discretion, you can speak about your interests and alternatives to the other side, but they will have to take your word for it, not read it in your role.
3. You should “ad lib” in these exercises to provide rationales and explanations for your character's preferences—say things you think the character would say. That said, you should not make up facts that materially change the power distribution of the exercise or improve your bargaining position. You should not invent, for example, that your family has just bought the other side's company, or that the EPA is planning a toxic waste dump across the street from a house for sale. If you are asked a question calling for objective factual information that is not in your confidential instructions, you should handle as you would in reality, and your answer would be “I don't know.”
4. In some exercises, your role will tell you that the number of issues or terms under discussion has been fixed. If not, then it is a matter of your discretion whether to bring other issues into the discussion. It is tempting sometimes to promise certain resources from one's organization to “sweeten the deal” for your counterpart. Don't do so, unless role information suggests that these resources exist and that you have discretion over them. As a guide, pay close attention to what the role says about your character's formal position and relationships in the organization. Don't agree to things in the negotiation that would get the character fired or undermine his or her reputation.
5. Once negotiation ends, do not share information until after debrief. When you have completed a simulation, please *do not reveal your information to the other party before returning to the classroom*. After class you may share your confidential information, but you are not obliged to do so.
6. It is important to do the week's readings AFTER the negotiation. The concepts will be more comprehensible if you have already experienced them directly and foreknowledge of the concepts could prevent mistakes that are the critical part of the learning process. Do not read ahead beyond that required for the next set of sessions! Sometimes the solution to an exercise or a case is given away by readings slated for later in the course.
7. It is not appropriate to borrow notes, discuss cases or exercises, or share class materials with people outside of this section. Doing so, you could inadvertently spoil your classes or another class's experience with a case or exercise. Contact me if you are missing class materials.

EVALUATION AND GRADES

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Work

Ungraded Assignments	2%	<u>Due Date</u> September 22, Ongoing.
Class Participation	25%	Weekly, Ongoing
Negotiation Plans	10%	Ongoing
Midterm Assignment	15%	October 26
Post-negotiation report	15%	One week after the negotiation
Final Exam	30%	During Exam Period
Research study participation	3%	December 1

Ungraded Assignment (2%)

For the first assignment, introduce yourself, think through what you'd like to accomplish in this class. For instructions, see the last page of this syllabus (also posted on Blackboard). Required but not graded. Please do it SOON, but by latest, Week 2. I will have other small "required but not graded" assignments, usually for class preparation or to practice your learning from a particular class.

Class Participation (25%)

Negotiation exercises will be held weekly. After each negotiation simulation, there will be an interactive lecture in which the entire class will share their experience in a structured way. I will focus these discussions on a few "take-away" insights from each negotiation simulation. Your active and constructive participation in these discussions is encouraged and expected.

Fifteen points will be based on weekly observations of

1) Your effort and engagement during in-class exercises;

2) The quality of your in-class comments – especially how well you engage other students. This means questions and observations that spark peer responses, that forward the class discussion as a whole. Incidentally, this is great practice for facilitation and negotiating.

Quality comments possess one or more of the following properties:

- Offer a unique and relevant perspective
- Contribute to moving the analysis forward
- Transcend the "I feel" syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Link relevant concepts to current events

Because negotiation exercises are critical to the learning process in this course, you should be fully prepared for every negotiation. You should read your role carefully. Try to take on the perspective of your character and plan a coherent set of tactics.

The remaining ten points will take into account online peer ratings you will do at the end of each class and at the course. Each student will fill out a short evaluation of their partner or partners in the week's role play. At the end of the course, each student will rate each other students' overall demonstrated contribution to the class's learning and development. In addition, each student will identify five students who particularly gained your respect during the semester for simultaneously managing both relationships and transactional success. Peer ratings will help me assess:

1) How well you prepared for in-class exercises and how seriously you played your roles;

- 2) Your involvement in small group discussions and exercises, and
- 3) Your success in building a reputation as a skilled negotiator.

I will review the raw scores from these peer evaluations to ensure the results are fair.

Negotiation Plans (10%)

To help you prepare for the role in each negotiation, you are required to submit a negotiation planning document at the beginning of class. You or your team (if you are negotiating in a team) should turn in a copy of your planning document to Blackboard, and bring another as a reference during your negotiation. I will randomly grade two of your planning documents to assign your negotiation plan grade, with the average mark constituting your score. For the remaining assignments, I will use a / system: You will receive no deductions from your negotiation plan grade if you turn in all required planning documents. For every planning document missed, two marks will be deducted from your Negotiation Plan grade. Documents must be submitted online by 10:00 am on Friday. Late plans will not be accepted. A word template of planning documents is posted on the course page. You may upload either a word or PDF document.

You are not graded on the outcomes of your negotiations, but rather on the quality of your preparation prior to the negotiation and your participation in post-negotiation discussions. The negotiation plan is used to assess the quality of your participation.

Preparation is probably the single most important thing you can do to improve your performance in any negotiation. In class, it is essential that you read and prepare for every negotiation exercise. Lack of preparation diminishes the value of in-class negotiations, not only for you, but for your negotiation partners.

Midterm Assignment (15%)

The specific questions pertaining to this analysis will be distributed two weeks before it is due. The purpose of this assignment is to encourage you to identify key events and processes, analyze reasons and mechanisms behind negotiation dynamics and strategies, use readings and lecture notes to help structure the analysis. The assignment should be no longer than 2000 words.

Post Negotiation Analysis (15%)

You will be required to turn in a short reflective paper (maximum 2000 words) analyzing one of the classroom negotiation exercises that you participated in. The purpose is to encourage you to reflect on your behaviors and your classmates' behaviors in a negotiation exercise, and to analyze what you have learned from your experience. The analysis should NOT be a detailed report of everything that happened in the negotiation. Rather, a "good" entry is one that tries to step back from a negotiation, identifies key events and processes, analyzes reasons and mechanisms behind negotiation dynamics and strategies, uses readings to help structure the analysis, and is written well. Typically, people focus too much on narrative (i.e., what happened) and not enough on analysis (i.e., why it happened). Below are examples of questions that you may ask in the essay (these are examples, so you are not required to cover each and every of them):

- Briefly, what happened in the negotiation? Provide a succinct overview of the key events.
- Who controlled the negotiation, and how did they do it?
- What tactics and strategies did your counterpart(s) use, and why?
- What tactics and strategies did you use? Why did you choose to use these tactics? Were they effective? Why or Why not?
- If your outcomes were less than favorable, what would you do differently, and why?

- If your outcomes were very favorable, what can you generalize from your strategies and tactics?
- What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general?
- What did you learn about the behavior of others from this experience?
- What did you learn about yourself from this experience?
- How does this experience compare to others that you have had in similar or comparable circumstances?

The paper is due one week after the negotiation you choose to analyze, by the beginning of class.

Final Exam (30%)

The final exam will be scheduled during the Arts and Science Examination period.

Research Study Participation (3%)

Participation in the Rotman subject pool studies will be worth 3% of the grade in this class.

PAPER FORMAT AND SUBMISSION

Typed, double-spaced, minimum 12 point font, APA citation style. Word counts should be included at the end of the page. Include only your student number, and use the cover page/declaration available on Blackboard. Papers that do not meet these requirements will have 10% deducted from the final paper grade. All written assignments must be submitted via Blackboard by 10am on the day the assignment is due. Documents should be submitted as Microsoft Word documents (not PDF). The following link to the Rotman BIC Citation Resources has more information on proper citation methods:

<https://www.rotman.utoronto.ca/FacultyAndResearch/BIC/Research/Citation-APA-Resources>

Please note that clear, concise, and correct writing will be considered in the evaluation of written assignments and papers. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

OTHER INFORMATION

E-Mail Contact: I am happy to address concerns via e-mail. I will respond to e-mails within 48 hours.

If you aren't sure how to do an assignment

If you want to improve your grade

If you have low confidence in your negotiation or mediation abilities

If you want more challenge or want to explore a topic or skill further

If you have any concerns about what's happening in class

If you have suggestions or other feedback about the course

If you are falling behind.

DON'T WAIT! Tell me. Please come to office hours or email me.

Re-marking: A student who believes that an individual item of term work has been unfairly marked may ask the person who marked the work for re-evaluation. Re-marking of final exams should follow university procedures.

Group Work:

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Weekly Schedule (Subject to Change)

Week	Date	Topic	Readings (After Class)
1	Sept 16	Simple, Two-Party Negotiations Negotiation Exercise #1	<ul style="list-style-type: none"> • Shell, Bargaining for Advantage, Ch. 2 and Ch. 9. • Getting to Yes, Introduction, Ch. 1 • George Wu, "Anchoring and First Offers in Negotiation" • Michael S. Hopkins, "How to Negotiate Practically Anything." • Atul Gawande, "Personal Best," The New Yorker (Oct. 3 2011), pp. 44-53.
2	Sept 23	Multi-Issue, Two- Party Negotiations Negotiation Exercise #2	<ul style="list-style-type: none"> • Getting to Yes, Chapters 2-5 • Bargaining for Advantage, Ch. 3-5. • Gary Goodpaster, "A Primer on Competitive Bargaining".
3	Sept 30	Dispute Resolution and Leverage Negotiation Exercise #3	<ul style="list-style-type: none"> • Getting to Yes, Chapter 6, 7 • Bargaining For Advantage, Ch. 6, 10.
4	Oct 7	Advanced Negotiation Strategies Negotiation Exercise #4 Moms.com	<ul style="list-style-type: none"> • Getting to Yes, In Conclusion. • Bargaining for Advantage, Ch 1, Ch. 7-8 and Appendix A. • Michael Moffit, "Contingent Agreements: Agreeing to Disagree about the Future."
	Oct 12	Mid-Term Assignment Distributed	
5	Oct 14	Third Party Intervention Negotiation Exercise #5	<ul style="list-style-type: none"> • Jennifer Beer and Carolyn Packard, <i>The Mediator's Handbook</i> (4th ed. 2012), pp. 111-140. • Patrick Cleary, <i>The Negotiation Handbook</i>, Ch. 6, pp. 137-167. • Bazerman, <i>Judgment in Managerial Decision Making</i> (Wiley 6th ed. 2005), ch. 8, pp. 128-140.
6	Oct 21	Trust and Ethics in Negotiation. Negotiation Exercise #6	<ul style="list-style-type: none"> • Getting to Yes, Chapter 8. • Bargaining for Advantage, Ch. 11 (pp. 196-228) • Catherine H. Tinsley, Jack Cambria, and Andrea Kupfer Schneider, "Reputations in Negotiation" • Robert S. Adler, "Negotiation with Liars". • Sissela Bok, "Truthfulness, Deceit, and Trust." • Alan Stufler, "On the Ethics of Deception in Negotiation."
	Oct 26	Mid-Term Assignment DUE	

7	Oct 28	Group Negotiation Round 1 Negotiation Exercise #7	No readings.
8	Nov 4	Group Negotiation Round 2 Negotiation Exercise #7 Con't.	<ul style="list-style-type: none"> • David A. Lax & James K. Sebenius, "3-D Negotiation: Playing the Whole Game." • Max H. Bazerman & Margaret A. Neale, Negotiating Rationally.
9	Nov 11	Emotions in Negotiations Negotiation Exercise #8	<ul style="list-style-type: none"> • Douglas Stone, Bruce Patton & Sheila Heen, Difficult Conversations: How To Discuss What Matters Most (2d Ed. 2010), Chs. 5-12.
10	Nov 18	Multi-issue/party Negotiations Negotiation Exercise #9	No readings.
11	Nov 25	Multi-issue/party Negotiations Negotiation Exercise #9	<ul style="list-style-type: none"> • Larry Susskind, Blocking Coalitions: Bring Both to a Crowded Table." • Stephen John Stedman, "Spoiler Problems in Peace Processes." • Bargaining for Advantage, Chapter 12.
12	Dec 2	Final Negotiation Exercise and Exam Review	
	TBD	Exam.	

Please note that the schedule, content of the course, and evaluation methods may be subject to change based on our progress and time, and possible external factors throughout the course. If any changes are going to be made they will be discussed with the class ahead of time.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Students will be required to submit a makeup assignment at a later date, or, at the discretion of the instructor, may have another assignment reweighted to include the percentage of the missed assignment.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 15% if the assignment is not received on the specified date, at the specified time. A further penalty of 10% will be applied to each subsequent day. The exception is negotiation plans, as no late plans will be excepted.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at <http://www.portalinfo.utoronto.ca/content/information-students> and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

First Week Assignment

Please post to Blackboard, preferably before by the evening of Thursday, September 22. This assignment is required but not graded.

1. What kind of work do you plan to do after graduation? □

What do you value most about the work you want to do in the world, the person you want to be? What kinds of negotiation are likely to be most important for you? (One paragraph.)

2. What are you curious about, what would you like to accomplish?

What skills and information about negotiation would you especially like to improve by the end of this semester? The more specific and measurable the skills and ideas, the more likely you are to focus your learning effectively. (i.e. "I'd like to learn how to get and keep people's attention" or "My goal is to understand how to prepare so I feel less nervous" or "I want to learn how negotiation skills can be applied to my ___ situation." or "I'm curious about the negotiation strategies diplomats use in international trade negotiations." rather than "I'd like to negotiate with more confidence.")

Note that you'll return to these goals for your end-of-semester evaluation assignment.

3. Describe a negotiation or conflict you've been involved with in this past year.

Write about a work-related situation, if possible. Note at least one thing you did well in the situation. (One or two paragraphs, max.)

4. Personal information

- a. The name you would like to be called, if it differs from your blackboard name.
Pronunciation of your name as well.
- b. Your preferred email address
- c. Any difficulties or special situations that I should know about that you would like to share. (For example: scheduling problems which might make you late for class, English not your first language, hearing loss, etc.).

I will keep your email address & item "c" confidential.