

P&N assignments Grading

Dear students, Hi 😊

We would like to share some insights on the logic and criteria behind the **grading process for the P&N course**, which is an advanced course in a Master's degree program. The aim of this course is to provide you with the knowledge and skills necessary to engage in effective negotiation and conflict resolution. Through the course, you will learn various theoretical concepts and strategies, and be provided with opportunities to apply them in practical settings. You will also be expected to conduct independent research, analyze real-world negotiation problems, and present your findings and insights in assignments and exams. By the end of the course, you should be able to understand and apply a range of negotiation techniques and approaches, and be equipped to negotiate win-win outcomes in a variety of contexts, including business, professional, and personal settings.

For both the **Pemberton's assignment** and the **Find a Conflict assignment**, a good work (14-16 values) is based on your ability to accurately address the topic, present your views with supporting textual evidence, and organize your work with a logical flow. For the **Pemberton's assignment**, this could involve describing the dynamics and outcomes of class exercises, while for the **Find a Conflict assignment**, this could involve assessing conflicts examples with the Conflict Diagnostic Model dimensions and the best conflict management strategy.

However, for a high-quality assignment (17-20 values), it is crucial to focus on both content and the quality of your writing. Here are **some ideas to help you develop a well-rounded assignment**:

1. Clear structure: Organize your assignment with a logical flow, ensuring each section builds upon the previous one. Start with an introduction that clearly states your thesis, followed by body paragraphs that present supporting evidence and counterarguments, and conclude with a strong summary that ties everything together.

2. Critical thinking: Apply critical thinking skills by evaluating evidence, identifying logical fallacies, and recognizing biases. This will allow you to present a balanced, well-reasoned argument.
3. Engaging with multiple perspectives: Consider various viewpoints, including thesis, antithesis, and synthesis, to demonstrate a comprehensive understanding of the subject matter and showcase your ability to think critically.
4. Relevant theories and frameworks: Apply appropriate theoretical concepts or frameworks to your analysis. This shows your grasp of the subject matter and ability to apply theoretical knowledge to practical situations.
5. Evidence-based arguments: Support your claims with relevant, credible evidence from reliable sources. This will strengthen your argument and demonstrate your research skills.
6. Learning takeaways: Identify and articulate the key lessons you have learned from the assignment. These could be related to the subject matter, research process, or critical thinking skills. By highlighting these takeaways, you demonstrate your ability to learn from the experience and apply this knowledge to future assignments or projects.
7. Clear and concise writing: Use precise language, varied sentence structures, and appropriate vocabulary to enhance clarity and persuasiveness. Avoid unnecessary jargon, wordiness, and repetition.
8. Effective transitions: Use transitions to guide your reader through your arguments, ensuring a smooth and coherent flow of ideas. This enhances readability and allows your reader to follow your thought process more easily.
9. Proper formatting and citation: Adhere to the required formatting guidelines and citation style for your assignment. This shows attention to detail and respect for academic conventions.

10. Revision and proofreading: Review your work multiple times to identify and correct errors in grammar, punctuation, and spelling. This ensures your ideas are effectively communicated and enhances the overall quality of your writing.

By focusing on these aspects and incorporating them into your writing process, you will be well-equipped to produce a high-quality assignment that meets the criteria for top scores (17-20 points).

For the **group assignment**, you are required to deliver a written report containing a case-study that illustrates the course contents. The report should provide an in-depth investigation of a relevant conflict and a **teaching note** for future reference.

You should revisit the themes discussed in class and analyze the case in light of those issues. This could involve characterizing the history, contextual and communicational framework of the case, identifying the conflict negotiation profile with the multiparty negotiation components, analyzing the multiparty conflict negotiation development, identifying main conflict management strategies, and acknowledging the unique features of the case. The report will have a maximum of 15 pages and should follow the Harvard style (font 12, line spacing 1.5). Graphics, tables, and images can be included in the appendix and do not count toward the 15-page limit. Additionally, you should provide a bibliography to support your analysis, which also does not count toward the page limit.

The **teaching note** should be well-organized, concise, and effectively summarize the key issues and takeaways from the analysis, and should not exceed 2-3 pages in length. The page limit for both assignments is designed to ensure that you stick to the relevant elements and go straight to the point, rather than engaging in a long, often abstract reflection.

In summary, a high-quality assignment is characterized by outstanding features connected with takeaways and learning, stimulated by specific exercises/topics/papers supported by sound theoretical grounds beyond individual opinions.

Above all, you should consider how your learning in this course will help you in the future, as a manager.

We hope you have a great learning journey!

★ References. (Harvard style. Harvard style is a citation style that is commonly used in the UK, Australia, and other countries in Europe. It is also sometimes referred to as the author-date system because it requires the author's name and the year of publication to be included in the in-text citation. In Harvard style, a bibliography or reference list is included at the end of the paper that lists all the sources used, and the entries are formatted differently depending on the type of source.)

Greenhalgh, L. (1986). Managing Conflict. *Sloan Management Review*, 27(4), 45-51.

Rubin, J. Z., Pruitt, D. G., & Kim, S. H. (1994). *Social Conflict: Escalation, Stalemate, and Settlement* (2nd ed.). New York: McGraw-Hill Book Company.

Final Group Report

Dear students, Hi ☺

As you collaborate on your final assignment—a group report examining a conflict/negotiation—we would like to offer you an overview of the grading system that will be employed to evaluate your work. Your essay will be assessed using the following 11 criteria, each addressing a specific objective and expected content, which draws upon concepts discussed in the Persuasion and Negotiation (P&N) classes (Class1 = #1). Additionally, each criterion has an associated point value:

1. Contextual understanding: Displays a comprehensive grasp of the conflict, encompassing its context, challenges, and objectives, as related to the topics covered in Class #6 (2 points)
2. Conflict negotiation profile: Accurately presents authors' viewpoint and provides sufficient textual evidence to support analysis and synthesis of the negotiation profile: Multiparty negotiation components: n°; social, informational & computational, strategic; and procedural complexity (#9) Sources of power (inf., personal, org position, contextual, relationship-based) (#8) Relational aspects of negotiation (trust, reputation, justice) (#7) (3 points)
3. Negotiation development: Accurately presents authors' viewpoint and provides sufficient textual evidence to support analysis and synthesis of the negotiation development: Prenegotiation, formal stage, agreement phase (#9) Actors main cognitive shortcuts (#4; #5) (2 points)
4. Conflict diagnostic: Addresses the topic, accurately presents authors' viewpoint, and provides sufficient textual evidence to support the Analysis and synthesis of the Conflict Diagnostic Model 7 dimensions and to base an overall easy/difficult label for conflict resolution (#2) (2 points)

5. Conflict management strategies: Accurately describes main strategy, provides sufficient argument to support decision, acknowledges chosen strategy positive/negative outcomes, and discusses alternative strategies pro-against (#3) (2 points)
6. Conflict unique/distinctive characteristics: Provides sufficient textual evidence to support unique/distinctive conflict characteristics such as Cross cultural negotiation (#10) or Other barriers and resources (1 point)
7. Writing and presentation: The writing is clear, concise, and well-organized, enhancing the meaning and flow of the piece. The presentation is engaging and effectively conveys the key points (3 points)
8. Outstanding features: Applies theoretical concepts to the case and provides practical recommendations and solutions, and discusses conflict diagnosis/management decisions impact, P&N theories and concepts integration (3 points)
9. Teaching Note: The teaching note is well-organized, concise, and effectively summarizes the key issues and takeaways from the analysis (2 points)
10. Originality, Creativity, Depth of research: Provides unique insights into the conflict and demonstrates creative thinking. Demonstrates a deep research effort (bonus 1 point extra).
11. Please ensure that your essay follows the guidelines provided, as it will be penalized 0.5 points for each additional page (essay max 15 pages and Teaching Note max 2-3 pages) or for not complying with the Harvard style format (font 12, line spacing 1.5). Additionally, please provide a bibliography to support your analysis, which does not count toward the page limit. You may also enhance your essay by incorporating figures, graphics, or other visuals in an Appendix section, which will not contribute to the 15-page limit.

To achieve a full grade, it is important to demonstrate a thorough understanding of the conflict, the concepts covered in the P&N classes, accurately present the authors' viewpoints, provide sufficient textual evidence to support your analysis and synthesis, and apply

theoretical concepts to the case to provide practical recommendations and solutions. Additionally, creativity, originality, and depth of research will be rewarded with a bonus point.

These criteria provide a comprehensive evaluation of the group assignment, focusing on the quality of the analysis, writing, and presentation, as well as the application of theoretical concepts and the overall quality of the assignment. The teaching note remains an important component, as it summarizes the key issues and takeaways from the analysis, while the other criteria focus on the analysis itself and its practical implications.

We trust that these guidelines will enable you to deliver an outstanding report, and we eagerly anticipate seeing the exceptional work we know you can produce.

Best regards,

Isabel

P.S. Additionally, we would like to provide some **guidance on how to create a teaching note** for the group assignment. Although there is no strict format for a teaching note, it usually contains the following components (Austin, 1993, Roberts, 2001):

- Overview or synopsis of the case – a paragraph or two that describes what the case is about including who the protagonists are, the issue or challenge being faced, and the learning objectives of the case. It may contain key sentences from the first paragraph or the introductory section of the case itself.
- Learning objectives – what knowledge, skills, application of concepts does the team expect students to learn during the class discussion.
- Preparation questions – if there are questions posed in the case, they can be repeated here for easy reference to the reader/listener. These preparation questions serve to focus the reader's/student's attention on the objectives of the case. These can range from very general (“What should Negotiator XPTO do and why?”) to more directive (“How might Table 1 inform Negotiator XPTO decision?”).

- Wrap up – suggestions for a summary of the issues of the case and the key take-away points.

Be sure that these points tie to the case discussion.

- Board plan – a plan for what should be presented to the classroom to provide structure to the discussion, and to summarize key points. Some structure (e.g., headings or topics) for gathering key points may be put up before the class begins while others may be added during the discussion.

★ References

Austin, J. E. (1993). *Teaching Notes: Communicating the Teacher's Wisdom*. Boston, MA: Harvard Business School Publishing.

Roberts, M. J. (2001). *Developing a Teaching Case (Abridged)*. Boston, MA: Harvard Business School Publishing.