New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>919</td>
<td>2010-09-29 16:34:38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>Business</td>
<td>0-1405-000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Balfour</td>
<td>974-1785</td>
<td><a href="mailto:abalfour@usf.edu">abalfour@usf.edu</a></td>
</tr>
</tbody>
</table>

2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN</td>
<td>4441</td>
<td>Negotiation and Conflict Resolution</td>
</tr>
</tbody>
</table>

| Is the course title variable? | N   |
| Is a permit required for registration? | N   |
| Are the credit hours variable? | N   |

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Class Lecture (Primarily)</td>
<td>Regular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Negotiation</td>
</tr>
</tbody>
</table>

Prerequisites
MAN 3025; MAN 3240

Corequisites
NONE

Co-Prerequisites
NONE

Course Description
Examines what conflict is, how it occurs, and how it can be managed through negotiation, particularly in the workplace.

3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is not required for accreditation but is a fundamental building block of successful management.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Negotiating individually for personal benefit, negotiating as an agent for an employer, and negotiating collectively in teams.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

It will be a required course in the major. It would be available to all Business majors and to all others who have the prerequisites on a space available basis.
D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes. It has typically drawn to room capacity of 50-65.

E. How frequently will the course be offered? What is the anticipated enrollment?

Two sections each semester. We are experiencing 100 students per semester now.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

We will not be dropping a course.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

SACS and AACSB. A master's degree with at least 18 graduate credit hours of management plus experience or a Ph.D. in the field.

4. Other Course Information

A. Objectives / Outcomes

1. Awareness of the importance that personality theories play in managing conflict. 2. Awareness of the importance of proper communication skills in resolving/managing conflict. 3. Understanding the role that perception plays in developing/forming attitudes in negotiations. 4. Understanding the role that the concept of “power” plays in developing negotiating strategies. 5. Understanding the different theories of negotiations and how and when they should be applied. 6. Awareness of the ethical implications of different negotiating techniques. 7. Preparing for negotiations. How to prepare and what you need to do prior to engaging in negotiations. 8. Awareness of the importance of understanding the role cultural differences play in effective negotiations. 9. Understanding the difference in negotiations between short-term gains versus long-term gains.

B. Major Topics

Definition and Scope Preparation for Negotiation Distributive Negotiation Win-Win Negotiation Developing a Negotiating Style Establishing Trust and Building a Relationship Power, Persuasion, and Ethics Creativity and Problem Solving in Negotiations Multiple Parties, Coalitions, and Teams Cross-Cultural Negotiation Tacit Negotiations and Social Dilemmas Negotiating vis Information Technology

C. Textbooks


5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
Conflict is a daily occurrence that we all have experienced throughout our lives. It confronts us at every turn, whether at school, work, or even in our personal relationships. We cannot avoid it. The best we can do is to manage it. This course is designed to provide the students with insights as to what conflict is, how it occurs, why it occurs, and how it can be effectively managed. In order to successfully manage conflict, you need to develop and/or to sharpen your negotiating skills. While the purpose of this course is not to make you an “expert negotiator”, it is nevertheless designed to help you understand the different theories of negotiations and how the effective application of these theories can assist you in ethically achieving certain goals and to handle conflicts.

In this course we will discuss how proper use of negotiating skills can alleviate conflict, particularly in the work place. The class material will include both theory and practical applications. In addition to lectures covering the topics discussed in your books, you will be expected to engage in class discussions/class exercises and to complete a team project, which will enhance your knowledge of the topic. You, the students, will be working as “teams” in most of these exercises.

COURSE OBJECTIVES:

1. Awareness of the importance that personality theories play in managing conflict.
2. Awareness of the importance of proper communication skills in resolving/managing conflict.
3. Understanding the role that perception plays in developing/forming attitudes in negotiations.
4. Understanding the role that the concept of “power” plays in developing negotiating strategies.
5. Understanding the different theories of negotiations and how and when they should be applied.
6. Awareness of the ethical implications of different negotiating techniques.
7. Preparing for negotiations. How to prepare and what you need to do prior to engaging in negotiations.
8. Awareness of the importance of understanding the role cultural differences play in effective negotiations.
9. Understanding the difference in negotiations between short-term gains versus long-term gains.

REQUIRED TEXTS AND READINGS:


INSTRUCTOR: Roberto G. Chavarry

Mr. Chavarry has devoted most of his professional life working for the National Labor Relations Board, the federal agency responsible for protecting employees’ rights to engage or not to engage in union activities and/or protected concerted activities. He retired from the NLRB in 2006 as the Regional Director for the Chicago Regional Office of the NLRB. In his spare time, Mr. Chavarry taught collective bargaining/Human Resources courses for different learning institutions such as San Diego State University, Webster University and Loyola University-Chicago Campus. In 2007, Mr. Chavarry managed an international project in San Salvador, El Salvador for the United States Agency for International Development (USAID), involving the Central American counties and the Dominican Republic. This project was created to provide technical assistance and training to the labor justice institutions in the CAFTA-DR signatory countries – Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua with the objective of strengthening their capacity and their compliance standards. Mr. Chavarry is a certified FMCS-labor arbitrator

Mr. Chavarry obtained his undergraduate degree from the University of Illinois in Political Science with a minor in Economics/Latin American Studies as well as his Masters in Labor and Industrial Relations from the Institute of Labor and Industrial Relations, also from the University of Illinois.

He has written several articles involving employees’ rights to organize and to engage in lawful economic and unfair labor practice strikes. He is also a past president of the San Diego Chapter of the Industrial Relations and Research Association (now known as the Labor Employment Relations Association)

Instructor Expectations:

Class Attendance and Participation:

Learning is an on-going process requiring that the instructor and the students do their part to make this course a more rich and rewarding experience. Accordingly, your participation in class is expected to help both your learning and those of your peers. For this reason, you are expected to be ready to fully and meaningfully discuss and answer questions on assigned readings and activities. To participate effectively, you must offer focused comments which either show how a particular concept is illustrated in the assigned readings or how you would apply it in the real world. In this regard, I view class attendance to be extremely important. It would be rather difficult for any student to argue that he/she participates fully while absent from class. Failure to attend classes without prior approval or documents supporting unforeseen absences, will adversely impact your final grades. For each unexcused absence, I will deduct a total of 5 points from the Attendance/Participation Category. Only those absences accompanied by proper documentation (i.e. physician’s note, police report, etc.) will be excused. All requests will be considered on a case-by-case basis.

I start with the basic premise that you are here because you wish to learn. I assume you are all serious students and as such will behave in a professional and ethical manner. Thus, while in class, we will always treat each other with respect and seriously consider each other’s positions and points of view. I encourage you all to share any and all experiences that you feel will make this class a more enjoyable and worthwhile endeavor. As the serious students I know you are I expect you to pay attention in class and to complete all class assignments in a timely manner.

IMPORTANT:

It is possible that given the time-limitations, and based on the class discussions, we may have to continue discussing a particular topic during the next class session. Obviously, this means that we may, as a class, “fall behind”. But if the trade off in “falling behind” is making this class more meaningful and enjoyable for you, the students, I can live with it. Nonetheless, you will still be responsible for completing all assignments.

Academic Integrity:

USF prides itself in having and maintaining high standards. Thus, all students are expected to observe the rules and regulations of the college. Please refer to your student handbook for specific details. Ethically appropriate behavior is expected from all students. Students who violate the College’s code of ethics and/or other academic policies, will be referred to the appropriate disciplinary body.
Conduct I consider to be unethical includes, but is not limited to the following:

1. copying other peoples’ assignments
2. cheating on tests
3. claiming to be in class when you are not
4. leaving early without prior approval

Examination and other relevant information:

Exams/Quizzes:

There will be three, non-cumulative exams given. Each exam will consist of multiple-choice and some true/false. The exams will cover the material discussed in class as well as the assigned readings. The exams will cover only the material contained for the weeks specified prior to the exam. The final exam is simply your last exam. You are required to take all three exams. Make sure you bring a #2 pencil to the exams. Exams 1 and 2 will be scheduled for the first half of the class as indicated below on the topic list. Students must attend the rest of the class to receive credit for their test grade. Obviously, the last test will be given during the exam week and you will have the whole class period to complete it.

You will be given quizzes regarding the assigned readings. The quizzes will cover the material discussed the previous class as well as the assigned readings. For instance, if on the first night of class we cover chapter 1, the quiz to be given the following class will cover the material discussed the first night of class, including the assigned reading (chapter 1.) These quizzes should not create any anxiety on your part. They will be of short duration with no more than 10 multiple-choice/true-false questions per chapter. ABSENT COMPELLING REASONS, YOU WILL NOT BE ALLOWED TO MAKE UP MISSED QUIZZES.

Absence from Examinations:

Exams must be taken at the scheduled time unless a valid excuse with supporting documentation is given. A doctor’s note saying that you were physically unable to take an exam (saying that you saw a doctor on a specific date is not sufficient) is required. IF A MAKE-UP IS TO BE CONSIDERED, THE STUDENT MUST NOTIFY ME PRIOR TO THE EXAM. AT MY DISCRETION THE STUDENT WILL BE GIVEN A MULTIPLE CHOICE EXAM OR AN ESSAY EXAM. If a student knows ahead of time that an exam or critical class meeting will be missed because of a religious reason, the student should notify me of the anticipated class absence during the first two weeks of the semester.

BLACKBOARD:

All students should check Blackboard regularly for announcements, to be able to communicate with team members and the instructor, and to be able to receive email through Blackboard. It is your responsibility to read the Blackboard. Power Point slides used during class lectures will be posted to assist students in following the lectures. Additionally, I will post “articles” of relevant topics on the blackboard or will pass them out as “hand-outs” in class. You’ll be expected to have read them and to bring them to class.

Tape recorders/cell phones/laptops: Usage of tape recorders, cell phones and/or laptops will not be permitted during class. YOU WILL BE ASKED TO TURN OFF YOUR CELL PHONES UPON THE START OF CLASS AND TO PUT THEM AWAY. THERE IS ABSOLUTELY NO NEED WHATSOEVER FOR ANY STUDENT TO HAVE A CELL PHONE OR A LAPTOP ON THE DESK!

Students with Disabilities: Students must make arrangements with me during the first two weeks of the course for accommodation.
Team Project:

Each team will give a class presentation on a given topic. The topic selected must deal with some kind of “conflict”, whether of an international nature, commercial nature criminal/civil nature, or labor-management nature. ALL TEAMS MUST SUBMIT A WRITTEN EXECUTIVE SUMMARY (at least 5 TYPED AND DOUBLE-SPACED PAGES) OF THE CONTENT OF THE PRESENTATION, A LISTING OF MAJOR SOURCES (BIBLIOGRAPHY) OF THE INFORMATION, A COPY OF THE POWERPOINT SLIDES USED, A COPY OF ANY HANDOUTS, AND A COPY OF ANY TRANSPARENCIES. ALL TEAMS WILL SUBMIT THESE ITEMS ON THE FIRST NIGHT THE PRESENTATION STARTS. THIS MEANS THAT ALL PROJECTS MUST BE IN BY NOVEMBER 9, 2010, WHEN TEAMS 1 AND 2 ARE MAKING THEIR PRESENTATIONS. THERE WILL NOT BE ANY EXCEPTIONS MADE. The Executive Summary must be an overview of the topic your team has chosen to research and the most significant points you will be covering in your oral presentation to the class. I EXPECT YOU TO DO OUTSIDE RESEARCH AND NOT RELY ON CLASS TEXTBOOKS.

I will give each student member of the Team the same amount of points, not to exceed 65. The presentation will be evaluated on its content, the quality of each team member’s oral presentation and how well your team works together to deliver a quality presentation. I will also grade the quality and thoroughness of your research. Dress for Presentation Day is to be Business Casual. The cumulative points students can earn from the team presentation will be 100 points broken down in the following manner:

1. **Overall quality of Team Presentation: 65 points.** This means that based on the totality of the whole team presentation and review of their written material, all members of the team can earn up to 65 points.

2. **Overall quality of Individual Presentation: 15 points.** This means that I will assess each individual for his overall contribution to the team’s effort. For example, being absent from class while the team is working on their team project will cost a student points. Additionally, I will evaluate each member’s presentation on such matters as overall knowledge of his/her part of the project, ability to make contact with the audience and overall strength of his/her presentation.

3. **Evaluation by other Team members: 20 points.** Team members will evaluate each other based on what Team members feel each individual member contributes to the project. For example, team members may view the contributions made by an individual team member to have been rather negligible or less than expected. In this case, other team members may decide to assign this individual member a total of 10 points (or less) because of his/her lack of overall contribution to the team. **Attached to this syllabus is a copy of the evaluation you need to use. DO NOT, I REPEAT, DO NOT EVALUATE YOURSELF.**

I don’t believe the majority of team members should be penalized due to the lack of participation/efforts of any team member. Accordingly, please be advised that the team members can expel a member of a team due to lack of contribution/participation. However, to do so, the decision to expel must be unanimous (excluding of course the person being expelled). If a member of a team is expelled, he/she will not be allowed to join any other team.

I need to be notified when and if a team member is to be expelled and the reason(s) for such drastic action.

For more details on the Team Project see below.

**Team/Class Exercises.**

Because of the nature of the topic covered in this class, you will be doing a few either individual exercises or team exercises. Either at the first or second class, you will be assigned to a team. **FAILURE TO PARTICIPATE IN THESE TEAMS OR CLASS EXERCISES, ABSENT COMPELLING AND DOCUMENTED REASONS WILL RESULT IN A LOSS OF 5 POINTS. IN MOST SITUATIONS, THE CLASS EXERCISES WILL HAVE TO BE TYPE-WRITTEN AND TURNED IN ON THE DAY THEY ARE DUE. ABSENT COMPELLING REASONS, NO CLASS EXERCISE WILL BE ACCEPTED LATE OR BY E-MAIL.**
Grading: Grades will be based on the following point scale:

- Exam 1: 100 points
- Exam 2: 100 points
- Exam 3: 100 points
- Attendance/Class Participation: 100 points
- Team Exercises/Class Exercises: 50 points
- Quizzes: 50 points
- Team Project (80 per instructor, 20 per team member): 100 points

Total: 600 points

The final grades will be as follows:

- 600-570 pts = A
- 569-540 pts = A-
- 539-510 pts = B
- 509-480 pts = B-
- 479-450 pts = C
- 449-420 pts = C-
- 419-390 pts = D
- 389-0 pts = F

DATE: ASSIGNMENTS/TOPICS COVERED

Aug. 24  Class Orientation and Expectations
          Discussion - Ch.1 (Corvette)
          Assignment for Aug. 26 - Read Ch. 2 (Corvette)
          Class Exercise: To Be Assigned

Aug. 26  Quiz on Ch.1 (Corvette)
          Formation of Teams
          Discussion - Ch. 2 (Corvette)
          Assignment for Aug. 31- Read Ch. 3 (Corvette) and Prepare to Discuss Practice Problems 1, 2, and 3 on pages 49-50

Aug. 31  Quiz on Ch. 2 (Corvette)
          Discussion - Ch. 3 (Corvette)
          Class Discussion of Practice Problems 1, 2 and 3 pages 49-50
          Assignment for Sept. 2 - Read Ch. 2 (Thompson) and Ch.14 (Corvette). Answer Questions 1 and 2 on page 202 (Corvette) based on Exercise: Case 14.1 – pages 201-202 (TO BE TURNED IN)

Sep.  2  Quiz on Ch. 3 (Corvette)
          Discussion - Ch. 2 (Thompson), Ch.14 (Corvette) and Exercise: Case 14.1 – pages 201-202 .
          QUESTIONS TO BE TURNED IN AFTER DISCUSSION.
          Assignment for Sept. 7 - Read Ch. 3 (Thompson)

Sep.  7  Quiz on Ch. 2 (Thompson) and Ch.14 (Corvette)
          Discussion - Ch. 3 (Thompson):
          Assignment for Sept. 9 - Read Ch. 4 (Thompson)

Sep.  9  Quiz on Ch. 3 (Thompson)
          Discussion - Ch. 4 (Thompson)
          Assignment for Sept. 14 - FIRST EXAM - Material covered up to Sept. 9
**FIRST EXAM**
Assignment for Sept. 16 - Read Ch. 5 (Thompson) and Ch. 4 (Corvette)
Answer and turn in “Emotional Style Questionnaire” page 121 (Thompson) (MUST BE TYPE-WRITTEN AND HAVE YOUR NAME ON IT)

**Sep. 16**
Discussion - Ch. 5 (Thompson), Ch. 4 (Corvette) and Turn in “Emotional Style Questionnaire” on page 121
Assignment for Sept. 21 - Team Exercise: To be Assigned
Team Project time

**Sep. 21**
Quiz on Ch. 5 (Thompson) and Ch. 4 (Corvette)
Discussion of Team Exercise
Team Project Time
Assignment for Sept. 23 - Read Ch. 6 (Corvette) and Appendix 2 (Thompson): (pages 358-366)

**Sep. 23**
Discussion - Ch. 6 (Corvette) and Appendix 2 (Thompson): pages 358-366
Assignment for Sept. 28 - Read Ch. 7 (Corvette) and Ch. 10 (Thompson)

**Sep. 28**
Quiz on Ch. 6 (Corvette) and Appendix 2 (Thompson)
Discussion - Ch. 7 (Corvette) and Ch. 10 (Thompson)
Assignment for Sept. 30 - Team Exercise – To be assigned

**Sep. 30**
Quiz on Ch. 7 (Corvette) and Ch. 10 (Thompson)
Team exercise
Assignment for Oct. 5 - Read Ch. 8 (Corvette) and Ch. 9 (Corvette)

**Oct. 5**
Discussion - Chs. 8 and 9 (Corvette)
Assignment for Oct. 7 - Class Exercise: To Be Assigned
Team Project Time

**Oct. 7**
Quiz on Chs. 8 and 9 (Corvette)
Class Exercise: To Be Assigned
Team Project Time
Assignment for Oct. 12 - Study for Second Exam (Material covered to Oct. 5)

**Oct. 12**
Second Exam
Assignment for Oct. 14 - Read Ch. 9 (Thompson)

**Oct. 14**
Discussion - Ch. 9 (Thompson)
Assignment for Oct. 19 - Read Ch. 10 (Corvette) and Ch. 7 (Thompson)

**Oct. 19**
Quiz on Ch. 9 (Thompson)
Discussion - Ch. 10 (Corvette) and Ch. 7 (Thompson)
Assignment for Oct. 21 - Read Ch. 13 (Corvette) and Ch. 6 (Thompson)

**Oct. 21**
Quiz on Ch. 10 (Corvette) and Ch. 7 (Thompson)
Discussion - Ch. 13 (Corvette) and Ch. 6 (Thompson)
Assignment for Oct. 26 - Class Exercise: To be assigned
Team Project Time

**Oct. 26**
Quiz on Ch. 13 (Corvette) and Ch. 6 (Thompson)
Class Exercise
Team Project Time
Assignment for Oct. 28 - Read Chs. 5 and 15 (Corvette)

**Oct. 28**
Discussion - Chs. 5 and 15 (Corvette)
Assignment for Nov. 2 - Read Ch. 8 (Thompson)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Nov. 2 | Quiz on Chs. 5 and 15 (Corvette)  
Discussion - Ch. 8 (Thompson)  
**Assignment for Nov. 4 - Read Chs. 18 and 19 (Corvette)**  
**Team Exercise: Case 19.1 – pages 257-258**  
**Do Case Discussion Questions 1, 2, and 3 on page 258. TO BE TURNED IN** |
| Nov. 4 | Quiz on Ch. 8 (Thompson)  
Discussion - Chs.18 and 19 (Corvette)  
**Team Discussion of Case 19.1 (TURN IN ASSIGNMENT)**  
**Assignment for Nov. 9 - Start of Team Projects.** |
| Nov. 9 | Presentation by Teams 1 and 2 |
| Nov. 11 | **VETERANS DAY - NO CLASSES** |
| Nov. 16 | Presentation by Teams 3 and 4 |
| Nov. 18 | Presentation by Teams 5 and 6 |
| Nov. 23 | Presentation by Teams 7 and 8 |
| Nov. 25 | **THANKSGIVING DAY – NO CLASSES** |
| Nov. 30 | Presentation by Teams 9 and 10 |
| Dec. 2 | Course Review |
| Dec. 4-10 | **FINAL EXAM WEEK** |
POSSIBLE TEAM PRESENTATION TOPICS

1. Role of the United Nations in resolving some specified international conflict.
2. Role of the FMCS in resolving some specified labor-management conflict.
3. Role of negotiations in resolving The Korean War.
4. Role of the American Arbitration Association in resolving some specified dispute.
5. Role of negotiations in resolving The Vietnam War.
6. Role of the World Court in resolving international disputes.
7. Labor-Management negotiations in some specified labor-related conflict.
8. Role of arbitration in resolving some specified commercial dispute.
9. Importance of effective communication in resolving disputes.
10. Concept of “Power” and how it can be effectively used for resolving disputes.
11. Role of Dispute Resolution in resolving family disputes.
12. Five (or more) Successful Ways of Going Through a Job Interview (and Why You Consider these to be Successful - Must be Based on What You Have Learned in the Course).

Students are welcome to suggest other topics. Obviously, other topics have to be approved first. Your presentation must incorporate some of the concepts learned in this course.

TEAM PRESENTATION GUIDELINES

1. All team members must be present and participate in the presentation. It is not required, however, that the presentation time be equally divided among all team members. I leave that to the discretion of the team members.
2. 30 - 35 minutes presentation. You should not go more than 35 or less than 30, including questions from the class.
3. Each team is responsible for time management.

The team should decide on the type of format for the presentation. I encourage the students to use a power point presentation, although you can use a video as part of your presentation. If a video is used, it cannot consume more than 20 percent of the total presentation. Creativity is encouraged.

Keep in mind that while this presentation should be professional, interesting and instructive, it could also be fun.

Visual aids and class handouts are encouraged. Regardless of the method of delivery, keep in mind that sound and instructive content is what will give you a good grade. The presentation will be evaluated on both coverage of contents and quality of presentation.

TEAMS’ PRESENTATIONS EVALUATION

Please evaluate the performance of each of the TEAM members (including yourself) and give each from 0 to 20 points each. You may include any comments in the space provided. As a manager you should be able to differentiate between performances of individuals. If you rate all team members 17-20 a justification must be provided. If you rate any team member 12 or below, a justification also must be provided. Otherwise, I will disregard the evaluation sheet. For all members to receive full points would indicate that the entire team gave 100% maximum effort, and the presentation should be outstanding.
**NAME OF EVALUATOR:**  (DON'T EVALUATE YOURSELF)

<table>
<thead>
<tr>
<th>NAME OF EVALUATOR</th>
<th># OF POINTS</th>
<th>REASON(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
<tr>
<td>NAME OF EVALUATEE</td>
<td># OF POINTS</td>
<td>REASON(S)</td>
</tr>
</tbody>
</table>