

Negotiations Spring 2021

Instructor: Professor Allison Elias
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Office Hours: By appointment
Class Location: Online



Course Sections, Meeting Times

UG section (MGMT-291-413): Tu/Th 1:30-3:00 pm

UG TA: Theodore (Theo) Yuan
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MBA TA: Priyanka Krishnamoorthy
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MBA section (MGMT-691-412): Tu/Th, 3:00-4:30 pm

UG TA: Richard (Ricky) Pletan
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MBA TA: Kaustubh (Kos) Singhal
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Course Description

We negotiate daily with potential employers, coworkers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good relational skills to get these solutions accepted and implemented. This course will help you develop both.

The learning method is experiential. You will prepare for and engage in a variety of negotiation exercises (individually, and as a team). The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. If you discover a tendency that you think needs to be changed, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. The skill set you develop here will serve you in both your personal and professional life.

Course Objectives

- (1) Become a more *knowledgeable negotiator*. Develop a broader understanding of what negotiation is, a toolbox of effective negotiation principles, and a set of tactics derived from rigorous research.

- (2) Become a more *effective negotiator*. Learn how to apply this toolbox of principles and tactics in practice, improve outcomes for yourself and create win-win opportunities with others, and strengthen relationships through negotiations.
- (3) Become a more *reflective negotiator*. Adopt the habit of continually evaluating your negotiation strengths and challenges, and growing in your knowledge and effectiveness.

Course Philosophy

Emphasis on Long-term Relationships, Reputation, and Trust: Students who wish to learn “tricks” to swindle others out of money or ways to dodge prior commitments will be disappointed with this course. The philosophy of the Wharton Management Department is to help students build a strong reputation as an ethical—and effective—negotiator. The course is based in principles of fairness, transparency, and honesty, which I realize may not be the context of some negotiations in the real world. Nevertheless, the course is focused on helping you to develop a reputation as a trustworthy negotiator. Let this statement be a caveat to all students so that there is no misunderstanding about the purpose of the course.

Emphasis on Learning and Development: While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of negotiation within the safety of the virtual classroom. These opportunities for learning do not come often, and will likely not reappear later in your career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your professional goals, and your personal life. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals for this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable, and the concepts of this course are deeply important to your future, so let’s make this course truly worthwhile for you.

Honor Code

- (1) **Preparation:** You are expected to be prepared and on time for all negotiation exercises (see negotiation attendance policy). If a negotiation is distributed in advance of class, you must read it and prepare for the negotiation before class.
- (2) **Confidentiality:** Any information you receive for a negotiating exercise is confidential. Never assume that role materials are identical, even if a classmate is playing the same role. During a negotiation, you may verbally disclose to your counterpart any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed.
- (3) **Don’t Spoil the Outcome for Others:** When you have completed a simulation, please do NOT reveal your information to the other party, or to members of another team before we debrief the exercise in a class-wide discussion (which may not occur until the next class). The simulations do not always end when you come to an agreement. After the negotiation debrief (class discussion) you may discuss your confidential information with others, but you are not obliged to do so.
- (4) **Lying:** Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. If you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, “I don’t know.”

- (5) **Professionalism:** Be supportive, respectful, and constructive during classroom discussions. Class discussions and negotiation results stay in class.
- (6) **Outside Information:** Do not seek out information about a case prior to participating in it.
- (7) **External Sharing:** The materials from this course are copyright protected. Do not post anything about the negotiation exercises on a public website or make your role materials available to others outside of class. Do not discuss cases or share notes with people outside of class.

Special Needs

If you need accommodation for a disability, please let me know at your earliest convenience. I am willing to make adjustments to facilitate your participation and progress. I will treat information that you provide as private and confidential.

Required Readings

- (1) *Coursepack:* Available on Study.net
- (2) *Getting to Yes: Negotiating Agreement Without Giving In,* by Roger Fisher, William Ury, and Bruce Patton. Third Edition

A note on TAs:

Each section has two TAs assigned to it. One TA is an undergraduate student and one TA is an MBA student. Each person (UG TA and MBA TA) have different roles, and thus you should contact each one for different reasons. Copy me on your emails, please.

- For any questions/concerns about **class discussion, absences, negotiation exercises**, please contact the UG TA.
- For any questions/concerns about **assignments, grades**, please contact the MBA TA.

Assignments & Grading

I have developed a grading system that I believe is aligned with the course goals.

(1) Class Participation (25%)

Overview

Given the experiential nature of the course and pedagogy, enrollment is limited; preparation and on-time attendance are mandatory. You will receive an attendance and participation grade for this class. Please be on time for class, present for the duration of the class (e.g., not signing out of Zoom early), and engaged (e.g., video turned on). Moreover, there is a strict attendance requirement for negotiation days. Please read this policy carefully in the Negotiation Days section below.

Components to your participation grade	Percentage
Attendance on negotiation days (1/21, 1/26, 2/2, 2/9, 2/23, 3/2, 3/16, 3/23, 4/14, 4/6, 4/13, 4/20)	15%
Attendance on debrief days or posting to the discussion board in a timely manner	5%
On-time submission of virtual negotiation (The Job Negotiation), negotiation outcome information, peer evaluations surveys, and self-assessments	5%

Negotiation Days (Read carefully)

DO NOT TAKE THIS COURSE IF YOU CANNOT COMMIT TO BEING IN CLASS ON THE NEGOTIATION DAYS LISTED ABOVE. To preserve a synchronous element to this course, we will negotiate during our regularly scheduled class time. If you unexpectedly become unavailable during that time, take the following steps:

1. Email me, your TA, and your negotiation partner/partners (if already assigned) as soon as possible.
2. Try to arrange an alternative time to complete the exercise with your negotiation partner/partners.
3. If unable to complete the exercise at another time, then see below.

I realize that “life happens” and you may have unexpected circumstances that cause you to miss class FOR A VALID REASON. You may miss one negotiation exercise without penalty if you provide me with advance notice and a valid reason that you need to miss. Valid reasons include getting sick or needing to care for a family member who is sick. Valid reasons DO NOT include scheduling an interview during a negotiation day. I may request that you find a substitute for the negotiation. If, in conjunction with any miss, you do not provide advance notice with a valid reason, or you fail to provide a substitute when required to do so, your letter grade in the class will be lowered (i.e., from A- to B+) AND you will lose points on your participation grade. If negotiation materials are handed out prior to class, you are required to read them and prepare for the negotiation before arriving in class. If you appear in class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation. Although negotiations are typically held during class time, you will have a virtual negotiation called The Job Negotiation. See details below under Virtual Negotiation Assignment.

First Two Days of Class: Attendance and Negotiation Policy

The attendance, participation, and negotiation-day policies described above **DO APPLY** to the first two days of class: January 22nd and January 26th. Please note that the first two days of class (January 22nd and January 26th) both include negotiations. Thus, if you are absent either of these days, it will count as your one missed negotiation.

Virtual Negotiation Assignment

Although negotiations are typically held during class time you will have a virtual negotiation on February 16th called The Job Negotiation. You will need to upload to Canvas one document that includes all transcripts (e.g., emails or other messages), as well as a brief reflection (minimum of three sentences, max one paragraph) at the top of the transcript document. In your reflection, you might share, for example, immediate reactions, thoughts about what went well, or thoughts about what you wish you had done differently. Each person must upload his/her own transcripts and reflection (even if your counterpart has uploaded his/her transcripts and reflection, you must still upload your own transcripts and reflection). Your transcripts and reflection will be due on Tuesday, February 16th at 11:59 pm EST, but you will have the opportunity carry out the negotiation (and upload the assignment) starting after class on Thursday, February 11th. Failure to upload your transcripts and reflection by the deadline (at 11:59pm) will result in a missed negotiation, and it will result in a grade penalty as specified in the negotiation attendance policy above.

Participation

Participation is instrumental to the learning process in this course. I prefer that everyone attend all classes including the days we debrief negotiations. Participation is especially critical during negotiation debrief discussions. After each negotiation exercise, a debriefing discussion will include sharing information about results, sharing information about strategies attempted, and sharing reactions to the

process. Participation during negotiation debrief discussions are critical for several reasons: in real life, you will almost never have the opportunity to hear what the other party in a negotiation was thinking, why things happened the way they did, and what you could have done differently; your classmates' learning is dependent on hearing details about what you did and how you thought about approaching things during your negotiation; no matter how well or how badly you think you did during a negotiation, you will not know until you actually engage in the class-wide discussion; in addition to hearing from the class more broadly, you will often have the opportunity to debrief with your specific partner.

However, given the circumstances of COVID, I am not mandating attendance on non-negotiation days. Instead, if you need to miss a debrief day, you will need to do the following in order to not lose points from your participation grade:

- Watch the recording of the debrief and post to the Discussion Board by the following Sunday at 11:59 pm EST
- Discussion Board questions will become visible to you after the debrief session. Please respond to these questions in your post.
- Students who attend the live debrief are encouraged, but NOT required, to respond to post-debrief Canvas Discussion Board.

The instructor will include several factors other than attendance and class discussion into the participation grade. These factors include on-time completion and submission of the following items that are conducive to learning: conflict styles assessment; job negotiation transcript and brief reflection; GlobeSmart survey assessment; negotiation outcome documents; and peer review of negotiation partners.

(2) Peer Evaluations of Negotiation Simulations (10%)

Starting with Leckenby, after each negotiation exercise, you will rate your classmates along several dimensions. The purpose of the post-negotiation surveys is to reward students who are prepared and committed to the exercise; who are viewed as socially adept and trustworthy; and who demonstrate an ability to claim and create value in the exercise. In addition, you will receive an aggregate report on how others rated you, which should offer insights about your negotiation performance and style. Timely completion of peer evaluations is essential for ensuring that your peers are fairly and accurately evaluated, thus peer evaluations will be due one week after each negotiation. Failure to meet this deadline can negatively impact your participation grade for the course. Additionally, given the importance of peer evaluations for your classmates' grades, April 27th at 11:59 pm EST will be the final deadline to submit all peer evaluations. If you fail to complete all of the peer evaluations by the final deadline, your letter grade in the class will be lowered (i.e., from A- to B+).

You must complete evaluations for others for the eleven exercises; however, when calculating final grades, I will drop the lowest peer evaluation that you receive from others.

(3) Planning Documents (15%)

Research supports that preparation is a critical element in achieving successful negotiation outcomes. Furthermore, in the context of this class, the simulations are less conducive to learning if both parties are not prepared. Starting with Leckenby, please complete **three** (out of ten possible) planning documents for the negotiation simulations that require advanced preparation (Biopharm-Seltek is not eligible as one of the possible exercises). These documents are to be submitted on Canvas BEFORE the negotiation simulation. They will not be accepted after the simulation takes place. They will be graded on a check, check plus, and check minus system.

(4) Learning Journal (25%)

Three parts of a learning journal are required: 1 personal goal statement (5%) and 1 negotiation analysis (15%), and 1 deal implementation analysis (5%). Complete these assignments by posting them to Canvas. For additional details, see below for Learning Journal Guidelines.

(4) Final Reflection Paper – Real-World Negotiation (25%)

For the final reflection paper, I would like you to carry out and analyze a real-world negotiation. For this negotiation you should negotiate something of personal value to you. You should report on your plan, your strategy, and the negotiation results. You can negotiate for anything you would like—a good or service from a merchant, a salary from a potential employer, etc. This paper should be approximately 5 double-spaced pages. At the end, please review the most important lessons that you learned in this course, your key strengths as a negotiator, and how you hope to improve moving forward. For additional details, see below.

(5) Extra Credit

You can earn one extra credit points in the course. You will receive one point by submitting (in the extra credit assignment folder on Canvas) ONE example of an interesting negotiation concept from movies, television shows, comic strips, current events, etc. The reference must illustrate a concept from the course, and you must write a few sentences describing it and how it relates to the concepts discussed in class. You may be asked to present your example and explain its relevance—in LESS THAN FIVE MINUTES in class on April 27th. I reserve the right to withhold the award of one point if the learning lesson from your example is tenuous.

Learning Journal Guidelines

The learning journal is a confidential, written record of your personal reflections about the knowledge and skills that you are gaining during the course. It consists of three parts: a personal goal statement, a negotiation analysis, and a deal implementation analysis. The Personal Goals Statement and the Deal Implementation Analysis will be graded on a check, check plus, and check minus system. The Negotiation Analysis will be assigned a grade out of 100.

The purpose of this journal is to explore your feelings and perceptions about the negotiation process and to develop a sense of strengths, weaknesses, comforts, and discomforts. It allows you to reflect on successful and failed strategies, hoping to enable you to better prepare for and respond during subsequent negotiations. Note that the best journal entries spend more time exploring what you can do to improve, and less time blaming others for various faults, defects, and failures. For the journal entry, you should record key tools and concepts, as well as insights gained from the class discussion. These journal entries should show a serious, explicit attempt to grapple with personal experiences in classroom exercises and accurately reference course concepts, discussions, readings, and lectures as they apply. Exemplary journals will regularly weave in personal insights, real-world examples, and negotiation concepts and tie them together in a compelling way. At the margin, the grades will depend on overall effort, including personal frankness and reflection. Authenticity and a serious attempt to learn are the objectives!

Expectations regarding each assignment are detailed below:

Learning Journal Assignments	Due Date
Personal Goals Statement	February 18
Negotiation Analysis: choose one from the following list: Biopharm-Seltek, Leckenby, Sally Soprano, New Recruit, The Job Negotiation, Viking, Bullard Houses	March 23
Deal Implementation Analysis	April 26 (Monday)

- (1) **Personal Goals Statement:** 1-2 double-spaced pages in which you discuss your current negotiation strengths and weaknesses (prior to this course) and set concrete objectives for the semester. To get the most out of this class, I encourage you to not only state what your objectives are, but also reflect on why those objectives are important to you, how you intend to achieve them, and how achieving them will benefit you in the long term.
- (2) **Negotiation Analysis:** 2-3 double-spaced pages in which you reflect on your behavior and your classmates' behaviors for one negotiation exercise. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights. Your analysis should answer the following questions. You should provide an answer for each section below (however if an answer for one section has been provided in another section, you can reference the other section).
- (a) *Facts:* Provide a brief overview of key events. For example, how was time allocated? Who made the opening offer, and how did counteroffers proceed? How was information exchanged? Were there pivotal turning points?
 - (b) *Insights about course tools/concepts:* What did you learn about bargaining or conflict management from this situation, and how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
 - (c) *Insights about the negotiation experience:* How did you feel prior, during, and after the negotiations? How did you feel about your negotiation partner? How did your feelings influence your actions?
 - (d) *Insights about yourself and others:* What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience?
 - (e) *Mistakes:* What did you do that you wish you hadn't done? Why?
 - (f) *Goals:* What would you do the same or differently in the future? How will you need to behave in order to perform more effectively?
- (3) **Deal implementation analysis:** 1-2 double-spaced pages in which you analyze how the implementation of one of your deals (for this class) could go awry in the future. The purpose of this exercise is to revisit one of your "deals" and then reassess its success in terms of longevity, taking into account that a deal is only as strong as the ability to implement it. Your paper should address: what exactly could go wrong with your chosen deal? Who might benefit and who might lose in the implementation process? What would you do differently now that you are reflecting on implementation? Any suggestions for your counterpart? Prior to completing this assignment, please read Ertel (2004) to understand the difference between making and deal and implementing a deal.

Final Reflection Paper:

This paper should be 4-5 double-spaced pages, reflecting on a real-world negotiation that you conduct during this semester. To encourage you to think about the many everyday situations in which you can negotiate, and to challenge you to improve your negotiating skills, I am asking you to negotiate in the real world. You can negotiate for anything you like – a hotel discount, a signing bonus, a piece of jewelry, or a restaurant bill. Here are the rules:

- *Do not reveal the assignment:* You are not allowed to resort to a plea of "Please help me out, this is for a class...." You may not disclose this information until the negotiation is complete.

- *No purchase necessary:* You do not have to buy anything to complete this assignment. You may choose to be the seller or enter a negotiation that does not involve financial terms or a purchase.
- *Interest in negotiating:* You must be willing (at some price, under some conditions) to acquire the item for which you are negotiating. Do not start a negotiation in which you would never want to come to agreement.
- *New negotiation:* You are required to conduct this negotiation during the semester so that you can apply the knowledge that you have gained in the course.
- *Boundaries:* You cannot use negotiation tactics that may be considered unethical, illegal, or potentially harmful to yourself or others.
- *Failure is an option:* You do not need to succeed in the negotiation in order to write about it. The purpose of this exercise is to facilitate your learning. Often, we learn as much or more from negotiations that fail as from those that succeed. However, if you do fail, please seek feedback from your counterpart on how you could have negotiated more effectively and write about what you learned from the feedback. Also, if you don't succeed, I would encourage you to try again.

Your paper should contain a description of exactly what happened and what the outcome of the negotiation was. Of course, exemplary papers will do more than simply recount the details of the negotiation. They will also discuss preparation, deal design, strategy, and implementation. They will critically analyze what happened and why. You should try to include all of the relevant elements of the negotiation in your paper. Your grade for this paper will be based on the following criteria:

- *Creative and/or strategic implementation of course concepts:* Have you appropriately utilized course concepts and strategies when carrying out the negotiation? How inventive was your strategy? How unique was the context? How did you meet expected and unexpected challenges?
- *Depth of analysis:* Have you correctly employed key concepts to analyze the negotiation? How well have you applied your learning from the course to your analysis of this case? For instance, can you draw upon key concepts to explain how different actions and choices influenced the negotiation outcome, and why?
- *Introspection:* Have you linked your experiences with your goals for the course and your strengths and weaknesses? What have you learned about your negotiating style and skills from this negotiation experience? What would you do differently in the future?
- *Quality of the story:* Have you included the relevant details? Is it interesting and well-written?

The paper should be no more than 5 pages in length (double spaced, 12-point Times New Roman font, 1" margins). You are also welcome to discuss how this experience relates to the most important lessons that you learned in this course, and how you hope to improve moving forward.

CLASS SCHEDULE

MODULE I: NEGOTIATION CORE PRINCIPLES

Week 1: Introduction

January 21

In-class exercise: Win as Much as You Can

Week 2: Negotiation Basics Part I

January 26

In-class exercise: Biopharm-Seltek negotiation

Reading due for class: "Secrets of Power Negotiation" (Dawson)

**included to give you a sense of the range of tactics people *may* use

January 28

In-class discussion: Biopharm-Seltek debrief

Reading due for class: Start reading *Getting to Yes*, Chapters 1-6 (Fisher, Ury, & Patton)

Week 3: Negotiation Basics Part II

February 2

In-class discussion: Preparation

In-class exercise: Leckenby

Reading due for class: "The Negotiation Checklist" (Simons & Tripp)

February 4

In-class discussion: Leckenby

In-class exercise: Kukui Nuts

Reading due for class: "Negotiating Rationally: The Power and Impact of the Negotiator's Frame" (Neale & Bazerman)

Week 4: Creating and Claiming Value Part I

February 9

In-class exercise: New Recruit negotiation

February 11

In-class discussion: New Recruit debrief

Reading due for class: *Getting to Yes*, Chapters 1-6 (Fisher, Ury, & Patton)

Complete for class today: Conflict Styles: A Self-Assessment Tool (on Canvas)

Week 5: Creating and Claiming Value Part II

February 16

No synchronous class

To complete outside of class: The Job Negotiation

Assignment due: The Job Negotiation transcripts and brief reflection (submit via Canvas by 11:59 pm on 2.16; failure to submit by the deadline will count as a missed negotiation)

February 18

In-class discussion: The Job Negotiation debrief

Read for class: "How to Negotiate When You're (Literally) Far Apart" (Swaab & Galinsky)

Assignment due: Learning Journal Part 1: Personal Goals Statement due at 11:59 pm

Week 6: Creating and Claiming Value Part III

February 23

In-class exercise: Sally Soprano

February 25

In-class discussion: Sally Soprano debrief

Reading due for class: "Betting on the Future" (Bazerman & Gillespie)

Week 7: Conflict Resolution Part I

March 2

In-class exercise: Viking negotiation

Reading due for class: "The Behavior of Successful Negotiators" (Rackham)

March 4

In-class discussion: Viking debrief

Reading due for class: Getting to Yes, Chapters 6-8 (Fisher, Ury, & Patton)

Reading due for class: "Putting on the Pressure: How to Use Threats at the Bargaining Table" (Galinsky & Liljenquist)

Reading due for class: "How to Defuse Threats at the Bargaining Table" (Liljenquist & Galinsky)

Week 7: Conflict Resolution Part II

March 9

In-class guest speaker: Vinny Ginda, Emotional Intelligence LLC

March 11

No class: Spring Break

Week 8: Issues of agents, trust, and relationships in negotiations

March 16

In-class discussion: Mid-semester debrief

In-class exercise: Bullard Houses negotiation

March 18

In-class discussion: Bullard Houses debrief

In-class assessment: Self-Reported Inappropriate Negotiation Strategies Scale

Reading due for class: "Negotiating with Liars" (Adler)

Reading due for class: "When Should We Use Agents?" (Rubin & Sander)

MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS

Week 10: Social dilemmas, coalitions, and trust

March 23

In-class exercise: OPEQ negotiation

Assignment due: Learning Journal Part 2: Negotiation Analysis due at 11:59 pm

March 25

In-class discussion: OPEQ debrief

Reading due for class: "Resolving the Prisoner's Dilemma" (Dixit & Nalebuff)

Week 11: Coalitions continued

March 30

No class per University of Pennsylvania policy

April 1

In-class exercise: Three-Way Organization

In-class discussion: Three-Way Organization debrief

Reading due for class: "Sources of Power" (Watkins & Rosegrant)

Reading due for class: "Getting Things Done through Coalitions" (Vanover)

Week 12: Cross-cultural negotiation

April 6

In-class exercise: Alpha-Beta negotiation

April 8

In-class discussion: Alpha-Beta debrief

Reading due for class: "Getting to Si, Ja, Oui, Hai and Da" (Meyer)

In-class assignment: GlobeSmart Survey

Week 13: Inter-organizational negotiations Part I

April 13

In-class exercise: WineMaster.com negotiation

April 15

In-class discussion: WineMaster.com debrief

Reading for class: "The Art of Tough Negotiation" (Adler & Rosen)

Week 14: Inter-organizational negotiations Part II

April 20

In-class exercise: Harborco negotiation

April 22

In-class discussion: Harborco debrief

In-class discussion (continued from April 1): Coalitions

Assignment for tonight: Negotiation Award Nominations

Week 15: Wrap Up

Monday, April 26

Assignment due: Learning Journal Part 3: Deal implementation survey due at 11:59 pm

April 27

In-class activity: Share Extra Credit examples

In-class activity: From a dealmaker to an implementation mindset

Reading for class: "Getting Past Yes" (Ertel)

April 29

In-class discussion: Negotiation Awards and Wrap Up

Monday, May 3rd

Due: Final paper due at 11:59 pm