

Negotiations Spring 2021

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Class Location: Zoom



Course Sections, Meeting Times

Undergrads (MGMT-291-412): M/W, 1:30-3pm, TA: Wen Huang, whuang1@wharton.upenn.edu
MBAs (MGMT-691-411): M/W 3-4:30pm, TA: Brian Sung, bsung@wharton.upenn.edu

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, 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 Format

Remote Delivery: This semester is unusual in that there is a pandemic and this course will be taught entirely online. My goal is for all students to, nevertheless, receive a high-quality experience. I will do all I can to ensure our classroom community thrives, no matter the delivery method.

The class will be conducted live on Zoom. the effectiveness of these exercises depends on the ability to see each other, which means you will be expected to have your camera turned on in every class.

The course will also be facilitated by a very popular and widely used online platform designed specifically to teach Negotiations (see section “iDecisionGames Platform” below for more details).

Synchronous Classes: The nature of this course requires all sessions to be held synchronously, so please ensure you are available to do so. I understand that unexpected conflicts are more likely to come up in the context of the pandemic, so if they do please contact me and your TA.

Class Session Recording: Our class sessions on Zoom will all be recorded for students in the class to refer back to the information, and for students who are unable to attend live. Lectures and other classroom presentations presented through video conferencing, and all other materials posted on Canvas, are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Course Philosophy

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 organizational life within the safety of the classroom. These opportunities do not come often in a career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. 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 in 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. When applicable, you must also complete a pre-negotiation survey (see “Negotiation Completion Forms” section).
- (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 debrief 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 with members of another team, before returning to the classroom and engaging in a class-wide discussion (which typically will not occur until the debrief

during the next class). The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (class discussion) you may share your confidential information with other members of the class, but you are not obliged to do so. As noted below, you should never share your materials with individuals outside of the class.

- (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. This class is intended to be a psychologically safe space for students to try new approaches and take risks in order to maximize their learning experiences. 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 in any way. 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.

iDecisionGames Platform

We will be using the iDecisionGames platform to facilitate negotiations and registering for the platform is mandatory. The iDecisionGames platform will assist with streamlining the negotiation process, particularly in the virtual negotiation context. You will use the platform to receive your role instructions, enter your results, and complete post-negotiation surveys via the iDecisionGames platform.

- Note that you will be required to download and use the Google Chrome browser for all exercises. Please memorize the login and password information for subsequent access.
- You can always click "forgot password" later if you forget it and reset your password.
- **You must register for iDecisionGames by going to Canvas > Assignments Tab > iDecisionGames Assignments > iDecisionGames Registration**

Required Readings

- (1) *Coursepack*: Available on Canvas, in the Study.net tab. If you have issues accessing the coursepack, contact the Study.Net customer service team at customerservice@study.net.
- (2) *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher, William Ury, and Bruce Patton. Third Edition. Available at the Penn Bookstore.
- (3) *Bargaining for Advantage: Negotiation Strategies for Reasonable People*, by Richard Shell. Third Edition. Available at the Penn Bookstore.

Assignments & Grading

I have developed a grading system that I believe is important for your learning.

Attendance, Participation, and Negotiations	50%
Class Attendance* and Participation	30%
Negotiation Forms Completion (including timely completion of pre-negotiation forms, agreement forms, post-negotiation forms, and peer evaluations)	10%
Peer Evaluations	10%
Learning Journals	20%
Personal Goal Statement	5%
Negotiation Analysis	15%
Final Group Project and Presentation	30%
<i>* Carefully read the Negotiation Day Absence Policy, including the second day of class</i>	

(1) Class Attendance and Participation (30%)

Overview

Given the experiential nature of the course and pedagogy, enrollment is limited, and prepared and on-time attendance is mandatory. You will receive an attendance and participation grade for each class during the semester and this grade will be influenced by whether you are on time, present for the duration of the class (e.g., not leaving early), engaged (e.g., video on and paying attention / not using other laptops/tablets/phones), and sharing quality comments (see paragraph on Participation below). Absences are unexcused except in rare cases (e.g., family or medical emergencies) and require a note from your undergraduate adviser or the MBA office. Unless your TA or Professor Arnett explicitly approves an absence as excused, you should assume that it is considered unexcused. Moreover, to ensure that you and your classmates gain valuable first-hand experience with negotiation, there is a strict attendance requirement for negotiation days (please carefully read the section below entitled Negotiation Day Absence Policy, including the first two days of class).

Negotiation Day Absence Policy – READ CAREFULLY

Negotiation exercises typically take place on Mondays, although there are exceptions noted in the Class Schedule. You may miss one negotiation exercise without penalty if you provide me with advance notice and, if I request, make arrangements for a substitute. In keeping with the policy above, you must provide advance notice (email your TA and copy Professor Arnett) if you expect to be absent on any negotiation day (including the second day of class; see below). **If, in conjunction with any miss, you do not provide advance notice or 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+).** The same will occur if you miss more than one negotiation, even if you provide advance notice. If the next day of class (after your absence) involves a negotiation, you are required to be prepared for it (materials will typically be available via iDecisionGames, but if you have trouble accessing them it is your responsibility to reach out to your TA for assistance at least 24 hours prior to the negotiation day). If you arrive to class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation.

Please note: the attendance and negotiation-day **policies described above apply to the second day of class**, January 25th, as this day includes negotiations. If you are enrolled in the class but absent this day, it will count as your one missed negotiation.

Participation

Participation is instrumental to the learning process in this course and is thus factored into your grade for each class. When you are not engaging in a negotiation in class, you will be participating in the class during lectures, discussions, and class activities. Discussions will include sharing information about results, sharing information about strategies attempted from both sides of the negotiation, sharing reactions to the process, and sharing insights learned from the negotiation. Attendance and 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. To make sure that attendance and participation are fairly factored into your grade, your TA will help keep track of attendance and participation. Being late to class, not having your video on during class, or being distracted during class, will negatively impact your participation grade, whereas speaking up and sharing quality comments will positively impact your participation grade. Quality comments possess one or more of the following properties: 1) Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation); 2) Contribute to moving the discussion and analysis forward; 3) Build upon the comments of your classmates; 4) Include evidence, logic, and/or links to key course concepts; and 5) Link relevant concepts to current events. You should listen carefully to your fellow students and avoid making redundant or disparaging comments. Your goal should be to contribute in a meaningful way, not simply talking for the sake of talking. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

Names on Zoom and Preferred Names

To facilitate attendance and participation, please be sure to always enter your full name in Zoom so it is visible in the Participant List. If you have a preferred name, other than the name listed in Canvas / Instruction Center, you can use your preferred name on Zoom but please also put the name you have listed in Canvas / Instruction Center in parentheses (e.g., Bill (William) Gates). Please also email your preferred name to Professor Arnett and your section's TA by the end of the 2nd day of class.

Students Must Attend Their Own Class Section

Students must attend their own sections (i.e., students are not permitted to attend different sections of the class). Negotiations classes are structured around the assumption that a specific number of students will be present in each section. On negotiation days, you are an irreplaceable aspect of your partner's negotiation experience, and can only provide your negotiation partner with a peer evaluation if you are in their same section. On debrief days, your partner relies on you for feedback based on their negotiation behavior and performance, as well as insight into why you responded to their negotiation behaviors in the ways that you did. Moreover, your classmates rely on learning from you. Oftentimes, the entire section may have only one person who approached the negotiation in a specific way or who reached a specific type of negotiation outcome; your classmates count on you to learn why you approached the negotiation the way you did and how you reached your specific outcome. Finally, across the semester,

the collective learning of the class is advanced by being able to reference and build upon common experiences and themes that have emerged in each specific section.

(2) Negotiation Form Completion (10%)

Negotiation Form Completion will be determined based on whether you have completed all pre-negotiation forms, negotiation agreement forms, and post-negotiation forms (including peer evaluations) by the specified deadlines. Failure to meet these deadlines can negatively impact your Negotiation Form Completion grade for the course. All forms can be completed in the iDecisionGames platform.

Pre-negotiation forms include things like planning documents (e.g., you have a mandatory planning document that you must complete for the Texoil negotiation). Pre-negotiation forms must be completed before class on the day of the negotiation.

Negotiation agreement forms are where you specify the terms of your agreement. These are due on the day of the negotiation unless specified otherwise in the Class Schedule below.

Post-negotiation forms include peer evaluation questions (details below), as well as additional questions asking you for your thoughts about the negotiation. These are due at the beginning of class on the day of the debrief, but when possible you should complete this at the same time as the negotiation agreement form so that you can be sure you have completed all forms.

(2) Peer Evaluations (10%)

After several of the negotiation exercises, your partner will rate you along two dimensions: 1) overall preparation for to the exercise, 2) overall engagement during the negotiation. These partners' ratings will be aggregated to create your peer evaluation score.

After several of the negotiation exercises, you will rate your classmates on along two dimensions: 1) overall preparation for to the exercise, 2) overall engagement during the negotiation.. Peer evaluations are typically completed in the iDecisionGames platform and are made available once you have completed the negotiation. 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.

(3) Learning Journal (20%)

The learning journal is a confidential, written record of your personal reflections about the knowledge and skills that you are gaining during the course. Learning Journals consist of 2 components: 1 personal goal statement and 1 negotiation analysis. Complete these assignments by posting them to on Canvas.

Personal Goal Statement – due February 1st

1-2 double-spaced pages in which you discuss your current negotiation strengths and weaknesses, and set concrete objectives for the semester. To get the most out of this class, I encourage you to provide concrete examples that help you to reflect on why you believe you have certain strengths/weaknesses (e.g., in what situations have you noticed these strengths/weaknesses emerge and in what ways), why your objectives are important to you in the long term, and what steps you will take to achieve your objectives.

Personal Goal Statements will be graded using a check system (check-plus, check, check-minus). Grades for assignments will be reduced (e.g., from check-plus to check) for each day late; note that

late assignments that would have received a check-minus if submitted on time will also receive a penalty (i.e., from check-minus to check-double-minus).

Negotiation Analysis – due March 3rd

You will need to write a 2-3 page (double-spaced) negotiation analysis reflecting on and analyzing 1 of your negotiations during the course. You should upload the analysis to Canvas by the due date. You can choose to write about one of the following negotiations:

- Biopharm-Seltek, New Recruit, Texoil, Viking, The Job Negotiation

This negotiation analysis will allow you to reflect on successful and failed strategies and should enable you to better prepare for and respond during subsequent negotiations. Use this analysis to explore your takeaways about the negotiation process and your developing sense of strengths, weaknesses, comforts, and discomforts. Note that while you should also reflect on your partner's behavior, 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. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights, strategies, and concepts. The negotiation analysis 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:

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, who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?
- (b) *Insights about the negotiation and course concepts*: What insights can you derive about how different factors – such as your actions, choices, interests, and emotions – influenced the outcome and why? What did you learn about bargaining or conflict management from this situation? Be sure to integrate course concepts into your analysis. For instance, how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation as well as its outcome? You should dedicate the most space to this section of the paper.
- (c) *Insights about yourself and others*: What did you learn about yourself from this experience? How did you feel prior, during, and after the negotiations? Is there anything you wish you had done differently? What did you learn from the behavior of others in this experience? What objectives would you like to set for yourself for negotiations moving forward? How will you need to behave in order to perform more effectively?

Negotiation analyses will be graded on a 1-5 scale. Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments will be reduced by 0.25 points for each day late.

(4) Final Group Project (30%)

You will work in teams of 4 students to analyze a real-world negotiation and present it in class at the end of the semester. Working with your team, you will choose a negotiation context that actually happened (or is currently happening) in the world. You will then apply the course material to analyze your chosen negotiation, and prepare a PowerPoint presentation about it to be presented in class.

In preparing your analysis and presentation, you should address the following areas:

- **Background:** Describe the background and context in which the negotiation took / is taking place. Who are the people/organizations involved? How do they know each other? What issues are being discussed and why? You do not need to provide excessive detail about the situation. Rather, you should spend most of the presentation analyzing the negotiation by applying course material.
- **Initial assessment:** Entering the negotiation, what were the parties' interests, BATNAs, reservation points, etc? Why?
- **Negotiation process:** Provide a brief overview of key events in the negotiation. For example, who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?
- **Outcome Analysis:** What insights can you derive about how different factors, such as each parties' actions and choices, influenced the outcome (or could influence the outcome if the negotiation is ongoing) and why? Draw upon key concepts to explain.
- **Recommendations:** If you were contracted to help resolve this situation, what strategy would you take? What potential solutions might you offer to the parties? What would you recommend each party to do differently, if anything?
- **Course concepts:** Apply course material throughout the presentation to analyze the real-world negotiation. Which themes from the course seemed relevant to this particular negotiation and which did not? What could course topics tell you about understanding this situation and improving its chance of succeeding?
- **Clarity:** Your presentation should be clear, well-organized, thoughtful, easy to follow.

Final Project Key Deadlines

- **March 8th** – Final Project Groups: If you would like to select your own groups for the Final Group Presentations, you must do so via Canvas by 11:59pm. Anyone who does not pre-select their own group will be assigned to a group.
- **March 29th** – Final Project Topics: One person from each group must submit to Canvas your group members names, presentation date preference, and a 1 paragraph summary of the negotiation you have chosen to analyze.
- **April 21st and 26th** – Final Project Presentation Days: Each team will have ~12 minutes to present their work.

(5) Extra Credit

You can earn up to two extra credit points in the course by submitting an analysis (minimum 1 page, maximum 2 pages, double spaced) of how you applied negotiation concepts and strategies to a negotiation in your own life (outside of class) during the semester and what you learned about yourself and about negotiations from the experience.

Note on LTs (MBAs only): The LT policy will not be implemented in spring 2021.

CLASS SCHEDULE

MODULE I: NEGOTIATION CORE PRINCIPLES

Week 1: Introduction

January 20

In class: Introduction to Negotiations (asynchronous class)

Due: **Watch asynchronous class recording and complete the Day 1 Questions (in Canvas > Quizzes) by Thursday 1/21/2021 at 11:59pm**

Due: **Register for iDecisionGames** (instructions in Canvas > Assignments)

Read for class: "The negotiation checklist" (Simons & Tripp)

Week 2: Negotiating Basics

January 25

Exercise: Biopharm-Seltek negotiation

January 27

In class: Biopharm-Seltek debrief

Read for class: Read for class: Bargaining for Advantage Chapter Ch. 9

Week 3: Creating and Claiming Value Part I

February 1

Exercises: New Recruit negotiation

Due: **Personal Goals Statement due at 11:59pm**

February 3

In class: New Recruit debrief

Read for class: Read for class: Bargaining for Advantage Chapter 8

Read for class: "15 Rules for Negotiating a Job Offer" (Malhotra)

Week 4: Creating and Claiming Value Part II

February 8

In class: Texoil negotiation

Due by class: **Texoil Planning Document - complete in iDecisionGames before class**

February 10

In class: Texoil debrief

Read for class: Getting to Yes, Chapters 1-5 (Fisher, Ury, & Patton)

Week 5: Conflict Resolution

February 15

Exercise: Viking negotiation

February 17

In class: Viking debrief
Read for class: Getting to Yes Chapters, Chapter 6-8 (Fisher, Ury, & Patton)
Read for class: “Putting on the pressure: How to use threats at the bargaining table” (Galinsky & Liljenquist)
Read for class: “How to Defuse Threats at the Bargaining Table” (Liljenquist & Galinsky)

Week 6: Bargaining Styles + Virtual Negotiations

February 22

In class: Job Negotiation Debrief
Due night before: Job Negotiation must be completed before class and materials must be submitted to iDecisionGames by 11:59pm on Sunday 2/21. Failure to submit by the deadline will count as a missed negotiation.
Each party will need to submit the following to iDecisionGames: transcript of the negotiation (e.g., emails), terms of the agreement, and a post-negotiation survey (including a 1 paragraph reflection). Materials are due at 11:59pm on Sunday February 21st, but you will have the opportunity to carry out the negotiation (and upload the assignment) starting after class on Wednesday, February 17th.
Read for class: “How to negotiate when you're (literally) far apart” (Swaab & Galinsky)

February 24

Due night before: Bargaining Styles Questionnaire due by February 23rd at 11:59pm
Complete Bargaining Styles Questionnaire in Appendix A of Bargaining for Advantage and share the results via link provided by Professor Arnett

In class: Bargaining Styles Debrief
Read for class: Bargaining for Advantage Chapter 1

Week 7: Relationship Building and Trust

March 1

Exercise: Bullard Houses negotiation

March 3

In class: Bullard Houses debrief
Due: Negotiation Analysis due at 11:59pm
Read for class: “Negotiating with liars” (Adler)
Read for class: Bargaining for Advantage Chapter 12

Week 8: Guest Speaker

March 8

Due: Guest Speaker
Final Project Groups: If you would like to select your own groups for the Final Group Presentations, you must do so by 11:59pm. Anyone who does not pre-select their own group will be assigned to a group.

March 10

NO CLASS – ENJOY THE DAY OFF!

MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS

Week 9: Identities in negotiation I

March 15

Exercise: Module I Wrap Up (negotiation is on Wednesday this week)

March 17

In class: RetailSoft negotiation and Debrief

Read for class: "Using research to generate advice" Bowles & Thomason

Week 10: Identities in negotiation II

March 22

Exercise: Alpha-Beta negotiation

April 24

In class: Alpha-beta debrief

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

Week 11: Social dilemmas

March 29

Exercise: OPEQ negotiation (no advance prep, all materials provided during class)

Due: **Final Project Topics: All groups must submit a brief summary of their intended topic for their final project to Canvas by 11:59pm.**

March 31

In class: OPEQ Debrief

Read for class: "Resolving the prisoner's dilemma" (Dixit & Nalebuff)

Week 12: Multiparty negotiations

April 5

In class: Three-Way Organization negotiation

April 7

In class: Three-Way Organization Debrief

Read for class: "Sources of power" (Watkins & Rosegrant)

Week 13: Inter-organizational negotiations

April 12

NO CLASS (negotiation is on Wednesday this week)

April 14

Exercise: Moms.com negotiation

Week 14: Inter-organizational negotiations

April 19

In class: Moms.com debrief
Read for class: "The art of tough negotiation" (Adler & Rosen)
Due: Negotiations Awards Survey due by 11:59pm

April 21

In class: **Group Presentations Day 1**

Week 15: Wrap Up

April 26

In class: **Group Presentations Day 2**

April 28

In class: Negotiation Awards and Wrap Up
Due: All Extra Credit must be submitted by 11:59pm