GEORGETOWN UNIVERSITY
School *of* **Continuing Studies**

Georgetown University, Bachelor of Arts in Liberal Studies

Negotiations (BLHS-427-101)

Spring 2021

Credits: 3

Dates: Wednesday, January 13, 2021 to Saturday, May 15, 2021

Location: Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

Instructor: Susan Borke (sb1857@georgetown.edu).

Instructor Contact Information: Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

Virtual Office Hours: Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

Course Description

This course provides you with a practical understanding of negotiation skills. You will study negotiation theories, research, and techniques. As a result of taking this course, you will have an understanding of how to negotiate effectively in transactions, as managers, with peers, within organizations, when advocating for yourself or others, and in your personal life. The materials for this course will consist of readings, negotiation scenarios, and real-life examples. You will engage in skill-building exercises, actual negotiations, discussions, individual presentations, and close reading of assigned texts and other materials. You will have an opportunity to practice different negotiation styles and techniques, as you develop your own strategic approach to negotiations.

Course Learning Objectives

Upon successful completion of this course, you will be able to:

1. Organize strategic negotiation concepts and techniques to create a methodology you can use when preparing for business and personal negotiations (Personal Negotiation Plan or "PNP").
2. Select interpersonal communication techniques that are most effective for you when engaging with a negotiation counterparty, and plan for your counterparty's interpersonal communication style or strategy.
3. Assess actual and potential offensive and defensive uses of biases and influence by you and your counterparty when preparing for and engaging in negotiations.
4. Integrate justice and fairness into strategies and processes when preparing for and engaging in negotiations.

Required Materials for Purchase

Fisher, R., Ury, W. & Patton, B. (2011). Getting To Yes: Negotiating Agreement Without Giving In. (Third Edition). New York: Penguin Books. [Henceforth referred to as GtY in the Module Learning pages.] Only one user at a time for the GU copy; students must use EPUB devices to view assignments.

Malhortra, D. & Bazerman, M. (2008). Negotiation Genius: How To Overcome Obstacles And Achieve Brilliant Results At The Bargaining Table And Beyond. New York: Bantam Books. [Henceforth referred to as NG in the Module Learning pages.] Only one user at a time for the GU copy; students must use EPUB devices to view assignments.

iDecision Games Platform (idecisiongames.com)
You will be using the iDecisionGames platform this semester to receive your role instructions, enter your results, and receive feedback for all Negotiation Scenario assignments. The total cost consists of a one-time license fee to access the platform and negotiation scenarios we will be using. The relevant links are contained in Canvas. (Cost to be paid by students)

Registering for the platform is mandatory. You will be required to download and use the Google Chrome browser to access and use the iDecision Games platform.

Overview of Course Structure

This course consists of 9 modules, excluding the orientation module. Each module corresponds to approximately 1 to 4 weeks of study in this approximately 15-week course (16th week for wrap-up and final assessments). You should complete the orientation module prior to beginning Module 1.

A few modules are open for learning at one time. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities

must be done sequentially and certain activities and assignments must be completed by certain dates. See the Weekly Schedule for details.

Elements of This Course

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

Activities	% of Grade
Materials: Readings and Videos There are module-specific readings, which are found on the Module Learning page.	**NA**
Office Hours These times will be open for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.	**NA**
Pre-Course Survey This exercise will help you to consider where you are in your understanding of Negotiations before you begin the class. It will also give you a chance to look back on your own learning over the course of this semester upon completion of the course.	**NA**
Academic Integrity: GU Honor Pledge (Required) This is an important exercise for establishing a culture of honesty in our course learning environment.	**Complete / Incomplete**
Assignments	
Self-Introduction (Required Video Introduction) This video self-introduction builds community and provides us with an opportunity to verify student identity.	**1%**
Concept Checks Many are short auto-graded quizzes which provide you with opportunities to assess how well you are grasping the content. They also include quick checks of each version of your Personal Negotiation Plan.	**15%**
Discussions Discussion forums provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others' perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking.	**15%**

Negotiation Scenario Assignments (including Reflections) These assignments provide you with opportunities to apply the negotiating concepts and tools to real-life negotiations. You will use your analytical skills to integrate the fundamental ideas you are learning in this course.	**34%**
Negotiation Lab Assignments (including a Final Reflection) Each of these assignments requires hands-on authentic practice of a specific skill that you can use when negotiating. By reflecting on your experience, you will begin to integrate new techniques. The Final Reflection will help you to look back at what you've learned over these approximately 4 months.	**25%**
Peer Reviews (Negotiation Scenario PNP or Negotiation Lab Recordings) Peer reviews are designed to provide you with opportunities to offer feedback on your peers assignment, recognize high quality performances and to help you learn from each other.	**10%**
TOTAL	**100%**

Refer to Course Deliverables and Grading for the submission schedule and assessment percentage weighting

Grading

A: 93% to 100%
A-: 90% to 92%
B+: 87% to 89%
B: 83% to 86%
B-: 80% to 82%
C+: 77% to 79%
C: 73% to 76%
C-: 70% to 72%
D+: 67% to 69%
D: 63% to 66%
F: 62% and below

Course Policies

Attendance Policy

Since this is an online course, you do not need to "attend" a Canvas "class" at specific times. There are optional Live Session events which occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week* for each online module.

Submission Policy

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

Late Work Policy

No late submissions or extensions are permitted.

Citation Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: School of Continuing Studies Library: APA 7th Edition.

Turnitin.com

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to Turnitin Support Services.

Communication Policies

Communication with Instructor

During the course we will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q & A discussion board*. If you have a private concern, please send us an email. You can expect a response within two days. We can hold virtual office hours by appointment.

Communication with Peers

You will be expected to communicate with your peers via the discussion board. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team's preferred method of communication.

Announcements

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

Instructor Feedback/Turnaround

If you have a concern and send me/us a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

Honor System

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](#).

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:
  ➢ *To be honest in every academic endeavor, and*
  ➢ *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
- **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

In this course, you will sometimes interact with your peers via peer review. When you review each other's work, there is etiquette that you must follow.

- You must be **kind**. There is no reason to be mean, or put somebody down, or do anything else of the sort.
- You must be **honest**. If you think something your peer says is incorrect, say so. Of course, don't be mean when you offer your criticism. We can offer honest criticism without being mean. Just be honest.
- You must be **direct**. Do not make your point in a roundabout way. For example, do not be passive aggressive, do not merely hint at some point without actually saying it, do not make your reader infer what you are trying to suggest, and so on. Just say directly and straightforwardly what you want to say.
- You must give **reasons**. If you propose that something your peer has said is wrong, you must provide the reason that explains why. It is not enough to say "this is incorrect." You must say, "this is incorrect, because " (and then fill in the blank).

I will monitor all peer reviews.

Incomplete and Withdrawal Policies

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar's Office or by emailing an advisor. It is the student's personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student's part to withdraw officially from a course will result in a grade of "F" in the course and be factored into the student's academic standing (probation and termination) and official GPA.

Accommodation Policy

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; Disability Support Services website) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Technical Requirements

Computer Requirements Outside Canvas

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the Adobe Reader download website. You will also need the most up-to-date Flash plugin. If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

Operating Systems
- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support
- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor
- Use a computer 5 years old or newer when possible
- 1GB of RAM

- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone *and* camera. Most computers now come with them built in.

Technical Skills Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

Student Support and Help

Academic Support

Library Research Guide

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. To access the guides, go to the GU Library Research Guides website.

Library Services

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Writing Lab

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the SCS Writing Lab website.

Technical Support

Canvas Support:

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the Canvas Student Guide.

Zoom Support

Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available on an external website.

Turnitin Support

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available on an external website.

GU Account

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:
- your GU netID and/or password
- your GU email account
- any connectivity issues

Contact your instructor if you have any questions relating to course content.

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#) | (202) 687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#) | (202) 687-6985
- [Institutional Diversity, Equity & Affirmative Action (IDEAA)](#) | (202) 687-4798

See also SCS's [Resources for Current Students website](#), which contains information about disability services and career resources, as well as [SCS's Admissions and Aid website](#), which has information about financial aid and academic advising.

Accessibility Support

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.
- [Canvas accessibility page](#)
- [Zoom accessibility page](#).

Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter

(***Above statement and TIX faculty resources found at: https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/***)

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:
- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:
- Georgetown Self-Care Resource Guide: https://studenthealth.georgetown.edu/self-care
- Georgetown Wellness Wheel: https://studenthealth.georgetown.edu/Hoya-Wellness-wheel
- Georgetown Guide to Recognizing Students in Distress: https://studenthealth.georgetown.edu/resourceguide

Title IX Pregnancy Modifications and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the Pregnancy Adjustment Request Form (https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the Title IX at Georgetown University Website: https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/

Weekly Schedule (TBD)

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated.

Date	Module	Exercises & Assignments Due
Week 0 8/26-8/30 **Week 1** 8/31-09/06	**Module 0 Orientation (Introduction to Marketing)** **and** **Module 1 Fundamentals of Marketing** **Week 1: What is Marketing and How Does it Work?** Live Session: Zoom Welcome Meeting (Optional) - Check with your instructor	1. Pre-Course Survey 2. Discussion - Get to Know Your Fellow Learners (ID Verification) 3. Academic Integrity: GU Honor Pledge 1. Module 1 Wk 1 Knowledge Check 2. Module 1 Wk 1 Mini Case Study 3. Marketing Plan Milestone 1: Team Charter 4. Module 1 Wk 1 Extra Credit: Contribute Marketing News Article for Module 2 Week 2
Week 2 09/07-09/13	**Module 2: Marketing Strategy** **Week 2: Building a Plan**	1. Module 2 Wk 2 Knowledge Check 2. Module 2 Wk 2 Mini Case Study 3. Module 2 Wk 2 Marketing News

		Discussion 4. Module 2 Wk 2 Extra Credit: Contribute Marketing News Article for Module 2 Week 3
Week 3 09/14-09/20	**Module 2: Marketing Strategy** **Week 3: Assessing the Marketing Environment**	1. Module 2 Wk 3 Knowledge Check 2. Module 2 Wk 3 Mini Case Study 3. Module 2 Wk 3 Marketing News Discussion 4. Marketing Plan Milestone 2 Deliverable 5. Module 2 Wk 3 Extra Credit: Contribute Marketing News Article for Module 3 Week 4
Week 4 09/21-09/27	**Module 3: The Customer** **Week 4: Consumer & Organizational Behavior**	1. Module 3 Wk 4 Knowledge Check 2. Module 3 Wk 4 Mini Case Study 3. Module 3 Wk 4 Marketing News Discussion 4. Module 3 Wk 4 Extra Credit: Contribute Marketing News Article for Module 3 Week 5
Week 5 09/28-10/04	**Module 3: The Customer** **Week 5: Marketing Research**	1. Module 3 Wk 5 Knowledge Check 2. Module 3 Wk 5 Mini Case Study 3. Module 3 Wk 5 Marketing News Discussion 4. Marketing Plan Milestone 3 Deliverable
Week 6 10/05-10/11	**Module 3: The Customer** **Week 6: What is STP?**	1. Module 3 Wk 6 Knowledge Check 2. Module 3 Wk 6 Mini Case Study 3. Module 3 Wk 5 Marketing News Discussion 4. Peer Critique Discussion 1
Week 7 10/12-10/18	**Module 4: Product, The First P** **Week 7: Developing New Products & Services**	1. Module 4 Wk 7 Knowledge Check 2. Module 4 Wk 7 Mini Case Study 3. Module 4 Wk 7 Marketing News Discussion 4. Marketing Plan Milestone 4 Deliverable
Week 8 10/19-10/25	**Module 4: Product, The First P** **Week 8: Managing Products, Services, And Brands**	1. Module 4 Wk 8 Knowledge Check 2. Module 4 Wk 8 Mini Case Study 3. Peer Critique Discussion 2
Week 9 10/26-11/1	**Module 5: Price, The Second P** **Week 9: Pricing**	1. Module 5 Wk 9 Knowledge Check 2. Module 5 Wk 9 Mini Case Study 3. Marketing Plan Milestone 5 Deliverable
Week 10	**Module 6: Place, The Third P**	1. Module 6 Wk 10 Knowledge

11/2-11/8	**Week 10: Marketing Channels, Retail & Wholesale**	Check 2. Module 6 Wk 10 Mini Case Study 3. Marketing Plan Milestone 6 4. Peer Critique Discussion 3
Week 11 11/9-11/15	**Module 6: Place, The Third P** **Week 11: Interactive & Multichannel**	1. Module 6 Wk 11 Knowledge Check 2. Module 6 Wk 11 Mini Case Study 3. Peer Critique Discussion 4 4. Module 6 Wk 11 Extra Credit: Contribute Marketing News Article for Module 7 Week 12
Week 12 11/16-11/22	**Module 7: Promotion, The Fourth P** **Week 12: Integrated Marketing Communications (IMC) & Direct Marketing (DM)**	1. Module 7 Wk 12 Knowledge Check 2. Module 7 Wk 12 Mini Case Study 3. Module 7 Wk 12 Marketing News Discussion
Week 13-14 11/23-12/6 Thanksgiving recess [Nov 26-29]	**Module 7: Promotion, The Fourth P** **Week 13: Advertising, Sales Promotion & Public Relations** **Week 14: Social & Mobile**	1. Module 7 Wk 13 Knowledge Check **Due Nov 25** 2. Module 7 Wk 13 Mini Case Study **Due Nov 25** 3. Marketing Plan Milestone 7 **Due Dec 6** **These are also all due Dec 6** 1. Module 7 Wk 14 Knowledge Check Due 2. Module 7 Wk 14 Mini Case Study 3. Peer Critique Discussion 5
Week 15 12/7-12/13 **Exam Period** 12/11-12/18	**Module 8: The Plan** **Week 15: Presenting Your Plan**	1. Module 8 Wk 15 Final Marketing Plan Deliverable - Milestone 8 2. Team Effectiveness Survey 3. Final Reflection