MBA 645.02: Business Negotations

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Web page: http://www.umt.edu/faculty/fengru
Class Meetings: Oct. 4-6, Dec. 6-8, Missoula Campus, Business School Building
Office Hours: MWF 10:10-11:00 & by appointment (outside Missoula MBA students may call me home if the matter requires my immediate attention (406) 728-1986

Grading:

Class Participation 20% (warm-up exercises, discussions)
Weekend session Missing any weekend session leads to “F” of final grade
(Those who have to miss certain sessions, say Friday or Sunday sessions, should consider dropping the class. No exception can be made unless it is a medical emergency)
Negotiation Performance 40% (10% each case simulation, 4 to be graded)
Two in-class close-book essay exams 40% (20% Oct. 6 mid-term; 20% Dec. 8 final)
100% (100 pts)

Overview & Course Objectives:

Objectives: The following is a partial list of course objectives:

* improve your ability to negotiate effectively
* be able to analyze negotiation situations
* develop a strategic plan for effective negotiation
* gain an intellectual understanding of negotiator behavior
* to gain confidence as a negotiator

The purpose of this course is to understand the theory and processes of negotiation so that you can negotiate successfully in a variety of settings. The course is designed to be relevant to the broad spectrum of negotiation problems faced by managers, consultants, etc. If you take advantage of everything this course has to offer, you will be comfortable and adept in many of your future negotiations. Since almost everyone negotiates all the time, this course is relevant to almost any student pursuing a managerial career.

A basic premise is that the manager needs analytic skills as well as interpersonal skills for effective negotiation. The course will allow students the opportunity to develop these skills
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experientially and to understand negotiation in useful analytical frameworks.

Each week, we will cover an aspect of negotiation in depth, explicate some key issues, discuss the reading, and examine critical issues that have been raised with regard to your experience.

Honor Code in This Course

- You are expected to be fully prepared and on time for all negotiation exercises (see attendance policy)
- You may not show your confidential role instructions to the other parties, though you are free to tell the other side whatever you would like about yourself
- Do not make up facts or information that materially change the power distribution of the exercise
- You may use any strategy short of physical violence to reach agreement
- It is not appropriate to borrow notes or discuss cases with people outside of class
- Class discussion stays in class

An essential contribution I ask each of you to make to this course is to be professional in your actions in the class and your interactions with me and with your classmates. Treat the exercises and games seriously. If you are at all frivolous about what we do in the class, you will learn less and provide less opportunity for others to learn. This does not mean that you have to be stern and not enjoy the bargaining we do in class. Instead, it means that you should take your roles seriously and the exercises seriously. You should try to do well and you should not demean the exercises or the people with whom you are negotiating. You should consider the consequences of your action within the framework of the exercise and what they might be actual professional situations. You should do as well as you can within the constraints of the situation.

Course format

The core of the course is a series of negotiation exercises. These are framed and analyzed in terms of readings, lecture, and in-depth class discussions. Whereas we officially meet during required class hours, we may need additional time after class on certain negotiation days. In addition, you will be meeting with other class members outside of class for many of your negotiations. You may have to stay after class to arrange these meetings.

After each exercise, we will discuss what happened and why it happened. We'll discuss strategies that worked and strategies that didn't. If you should use a strategy that did not work, I (or someone else) will probably ask you about it and expect you to be open and willing to discuss it in class. These exercises will probably be new to everyone. Thus, people will make mistakes and use inappropriate strategies. By delving into the thinking that led to a particular strategy, we can identify biases and not let them interfere with future negotiations. So, I am not picking on you when I ask you about your strategies. To learn as much as we can in this class, we need to discuss not just what happened but why. Hopefully, you will all learn a lot about negotiation and yourselves.
Attendance Policy

MBA 645 has an attendance policy that is strictly enforced. You are expected to participate in all negotiation exercises and class discussions. Participation includes full preparation for exercises. Lack of preparation for an exercise will be treated like an absence for that exercise. You are expected to attend all class meetings during the time for which you are enrolled and to be prepared (i.e., complete readings in advance of the class meeting).

Readings

Required:

2. Case packet--$2.50/each case (due to roles and confidential information, the cases can not be posted on the web, nor purchased in advance. I’ll distribute them in class)

Optional books (will not be used but as “food for thought”)


Note: This is an outstanding book introduced to me by an attorney. I first used it in 1998 for MBA645, Professional Management Communication and everyone loved it. The author is a social psychologist, professor, and practitioner at the University of Arizona. The writing is based on solid scientific research from interdisciplinary fields and his field observations.


Note: This also is an outstanding skill-oriented book derived from Harvard Negotiation Program. I've been using it since 1998 for MBA645, Business Negotiations. The authors are Harvard educators as well as consultants.

Grading

Class participation 20%

Quality of Discussion in class
You are expected to contribute to discussion. You will be evaluated on the quality
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(not quantity) of your contributions and insights. Expect to be called upon in class. 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 on comments of others
4. Transcend the "I feel" syndrome; that is, include some evidence or logic
5. Do not go off on tangents
6. Above all, do not "re-cap" your negotiation! This is boring and self-indulgent.

Out of class negotiation

You will participate in a large-scale out-of-class negotiation project in addition to those listed on the syllabus.

You will be working in a group with two other classmates on a multi-round negotiation that will be completed outside of class. Your group will be assigned either the role of union negotiators or company representatives, and will be paired with another group for 3 rounds of negotiations. Your group will work together to develop negotiation strategies and complete the negotiations. You will be asked to complete individual and group questionnaires before and after each exercise. These will be treated as strictly confidential!

Negotiation performance (40%)

You will be evaluated on your in-class negotiation performance as well as negotiated results from out-side class negotiations. You will only be compared to others in your same role (e.g., buyers will not be compared to sellers, etc.).

Mid-term & Final Exams: 40% of grade

The close-book short-essay exams will focus on the Thompson’s book and the cases you role-played.

4 short essay questions for each exam, scheduled on Sundays of your class.

The purpose of the exam is to ensure that students have read and understood the material and can come to class ready to push the discussion forward. It will not be difficult to do well if you have carefully read the material for that week. If you are not in class when an exam is given, your score will be 0 for that quiz, no exceptions.

Tentative Schedule. Instructor reserves the right to change exercises and cases depending
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on class progress.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Preparation</th>
<th>Exercise/Case</th>
<th>Discussion Case</th>
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<tbody>
<tr>
<td>TBA</td>
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<td>You should have read this before class</td>
<td>You should be coming to class prepared for this case</td>
<td>This is what we will do in class this day</td>
<td>This is the case that we will discuss this day</td>
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<td></td>
<td>PowerPoint file Learning plan</td>
<td>Read ch. 1 Pickup New Recruit</td>
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<td>Self intro Role-play</td>
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<td>In-class negotiation; prep. Skills</td>
<td>Read ch. 2</td>
<td>Negotiated results of New Recruit done prior to class</td>
<td>New Recruit</td>
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<td>Distributive negotiation</td>
<td>Read ch. 3. App. 1. Pick up Biopharm-seltek</td>
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<td>Coffee Contract</td>
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<td>In-class negotiation</td>
<td>Exam. #1 chpts 1,2,3</td>
<td>Biopharm-seltek</td>
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<td>Integrative negotiation strategies</td>
<td>Pickup: TBA</td>
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<td>Graded case 1</td>
<td>Advanced Negotiation Skills</td>
<td>Read ch. 4,8 Exam #2 chpts 4,8 Pickup: TBA</td>
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<td>Graded case 2</td>
<td>Coalition Analysis</td>
<td>Read ch. 6,9 (p. 198-203) &amp; appendix 2 Pickup: Harborco case;</td>
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<td>Graded case 3,4</td>
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Confucious said back in 500 B.C. that it takes one year plan to harvest crops, ten years for a tree, and 100 years for an educated person. My lifetime passion has been in higher education in the global environment. My first career of 10 years was in international business first for the Chinese government and later for American companies doing marketing and sales with clients from countries in the North America, Europe, Asia and the Middle East.

I’ve taught at Nankai University in China, Hong Kong Baptist University in HK, University of Washington in Seattle, and Business School of the University of Montana since 1997. Courses I’ve taught both at undergraduate and graduate levels include: Management and Organizational Behaviors; Business Negotiations; Crisis Management, Professional Communication; Intercultural Communications; Business and Society.

My research interests focus on human behaviors in cross-cultural business and organizational settings, and intercultural marketing communications.

I have a 19-yr-old son who just graduated from Sentinel High school and is a freshman at Montana Tech. in Butte. I’ve two adoptive dogs whom I failed miserably in disciplining during their formation years. (one from Missoula Humane Society, the other from Seattle).

I obtained my degree of Doctor of Philosophy (Ph.D.) in 1996 from the University of Washington in Seattle.