

Business Negotiation in China

Course Teacher: LAN, Jun

Course Code:

Teaching Language: English

Targeted Students: Master Candidate

Contact Hours: 36

Extracurricular class hours: 72

Prerequisites: management, marketing

Number of learners: Less than 36

Semester: Spring

Credits: 2

1. Course Description

This course focuses on state-of-the-art negotiation theories, methods and tactics. Problems faced by the firms and their management in China are discussed. Students will be able to understand the point of view of the diverse negotiation stakeholders in China and be able to deal with real negotiation problems in context of international business. With the combination of lectures, structured interactive exercises, case studies, role plays/group simulations and class discussions, this curriculum brings the introduction of a pragmatic and effective approach to reaching agreement through negotiation. Since everyone negotiates and negotiation occurs all the time, negotiation skills that people already have are also addressed in class through systematic exploration of various themes and issues.

2. Course Objectives and Requirements

1)Course Objectives :

To offer participants an understanding of major theoretical perspectives on the nature of effective negotiation, especially in Chinese context; to provide a customized framework to apply negotiation theory to reach effective practice; to encourage students to draw the illustration of effective (and ineffective) negotiation strategies and practices in China; to help participants to shape their awareness of complexity, flexibility and dynamics of multicultural negotiation.

2)Requirements :

Every participant and his/her group are probably to be requested time by time to study the teaching materials/handouts in advance, including academic papers and business cases. These materials may come from: reference books and papers, online databases,

internet searching engines, and so on. The Tongji University Library (<http://www.lib.tongji.edu.cn/>) is possibly the most appropriate gateway to the academic databases (both in Chinese and English), although its web pages are often written in Chinese. Usually the most important reading materials used before- and/or after-class will be appointed and delivered by the teacher to the students as well.

Along the whole course, students will be frequently having individual/group assignments or quizzes and forward the works to the teacher in time. All those works will be comprehensively evaluated according to the course principles only when the course comes to the end. Therefore, there is no way for anyone to ask for exposing a certain sub-grade of any such work, quiz, or class attendance beforehand. If someone is not convinced about any class regulation, he/she shall feel free to contact the course conductor or the TA. After the whole course accomplished, the final total grade of each participant will probably be available at the SEM website by the end of the semester.

To acquire sharing, reaction or correction (this may only happen when someone is confused on the basic definitions and theories) of what you have learned or thought, the appropriate way is to be actively involved in detailed Q&As in class, as well as listening, discussion, presentation, and exercises. It is much more preferred to ask and discuss a 'why' than a simple 'what', and to address a specific expression or case than a general issue. The design of this social science course does not aim at a simple 'correct/wrong' answer, nor does the will of the teacher. Instead, the teacher is helping to facilitate the capability growth of the adult participants as business school students. With acknowledging the development and diversification of business negotiation theories, methods and practices in the international context, students need to accommodate themselves to the simulations and real cases, trying to share, test and experience what they have learned and build their own capabilities and pattern of international negotiation management, which shall help them to be more prepared in the dynamic future.

The course slides are basically used to lead the learning, thinking and studying flows of the participants in the class. Those slides can not be directly copied from the teacher's desktop under any circumstances in the class. It is part of the teaching methodology in this course that students must be very focused on every specific moment of learning

and discussion stage by stage along the learning process, leaving the convenience of 'simply copy-and-recite' aside. Students are encouraged to take notes in their preferred ways and to interact with the whole class to share and/or contribute the knowledge. Distributing the digital copies also causes the IP issue. Therefore, no digital copy of the slides will be provided. Instead, the hard copies of all the major course slides will be produced and distributed to every course participant by the end of the course, to facilitate the students' debriefing and preparation for the final report. Any activity of audio or video taping during the class without the permission of the course conductor is forbidden.

About class attendance: full attendance is compulsory. Student who is found missing more than 3 (including 3) sessions will certainly fail the curriculum. In case you have a very big problem to continue the class participation after you have registered this curriculum, you should apply to the International Student Affairs Office of SEM for postponing your study. Any course participant who probably has a strong reason to ask for excusing his/her absence in the class should submit a formal written note to the course conductor earlier in a lesson before the lesson he/she is about to be absent in. Such a request will then be thoroughly considered regarding the necessity of the detailed situation he/she has announced, for grading his/her class participation. ONLY a formally written asking-for-excusing note signed and face-to-face handed to the teacher in class by the applicant himself/herself will be possibly taken into consideration. Real exceptional accidents will be considered individually.

About the final report: it is an 'open-book-open-note' report to reflect what the student can individually define/describe/analyze/conclude what he/she should have studied during the whole course. A template together with the report guideline as a recommendation of the contents will be offered before the last lesson. The submission should be in the form of hard copy, according to the current university regulations.

3. Course Arrangement

Course name		Business Negotiation in China	Total Credit Hours	36
unit	Credit hours	Contents	Preparation of class and reading materials	Cases
1	6	Unit One : Basic Concepts of Negotiation 1.Essence of negotiation 2.Negotiation: deciding, conceptualizing, planning and implementing	1. Chapter 1, 2 of Textbook (Roy J. Lewicki, et at.) 2. Case : The Portman Hotel Company	1. Tao Te Ching (the Bible of Morality), around 600 B.C. (Lao Tzu). 2. The Art of War, around 514 B.C., translated from the Chinese with introduction and critical notes by Lionel Giles, M.A., assistant in the Department of Oriental Printed Books and MSS in the British Museum, first Published in 1910 (Sun Tzu).
2	8	Unit Two : Negotiation Strategies 1.Competitive negotiation: win-lose 2.Cooperative negotiation: win-win	1. Chapter 3, 4 of Textbook (Roy J. Lewicki, et at.) 2. Case : HR in Alignment	1. The Evolution of Co-operation, Basic Book, New York, 1984 (Robert Axelrod). 2. Achieving Integrative Agreements, in Bazerman & Lewicki's Negotiating in Organization, Sage Pub., 1983, pp 35-50 (Pruitt Dean). 3. The sick leave (Roy J. Lewicki)
3	12	Unit Three : Managing Negotiation Process	1. Chapter 5, 6, 7, 8,	1. Turning Negotiation into a Corporate

		1. Understanding, perception and communication 2. Power of negotiation 3. Ethics in negotiation 4. Social background: relations and agents 5. Multiple-party negotiation	9 of Textbook (Roy J. Lewicki, et at.)	Capability, Harvard Business Review, May-June, 1999 (Danny Ertel). 2. Six Habits of Merely Effective Negotiators, Harvard Business Review, April, 2001 (James K. Sebenius). 3. The Pacific Oil Company (Roy J. Lewicki)
4	10	Unit Four : Cross-border Negotiation 6. Individual differences in negotiation 7. Global negotiation 8. Dealing with difficult cross-border negotiations 9. Engage third-party	1. Chapter 10, 11, 12, 13 of Textbook (Roy J. Lewicki, et at.)	1. Negotiating China, Allen & Unwin, 1997 (Carolyn Blackman). 2. The Hidden Challenge of Cross-Border Negotiations, Harvard Business Review, March, 2002 (James K. Sebenius). 3. The Nine Hundred English Sentences (Roy J. Lewicki)

4. Teaching Methods

Lectures, Discussions, Role Plays, Case Analysis, Simulations, Field Dialogues, etc.

5. Learning Outcomes

Category	Learning Outcomes
Master of Knowledge	<ol style="list-style-type: none"> 1. Negotiation knowledge integration, including strategic negotiation, negotiation management, win-win and win-lose, negotiation process, cross-cultural negotiation, etc. 2. Strengthening the ability of collecting and processing data 3. Exploring, understanding and testifying counter parties' minds 4. Mastering competitive decision-making process in negotiation management 5. In-depth understanding of the features of negotiation across various countries/cultures
Intellectual abilities learned	<ol style="list-style-type: none"> 1. To analyze, synthesize and critically assess complex material, sometimes too limited and sometimes too much. 2. To apply professional concepts and methods to practical situations. 3. To formulate and defend independent judgments. 4. To communicate effectively in writing and orally.
Practical skills learned	<ol style="list-style-type: none"> 1. Be able to manage changes 2. Leadership development

	<ol style="list-style-type: none"> Teamwork Problem solving under pressures of time, emotion and budget
Personal competences and characters Cultivated	<ol style="list-style-type: none"> Successful adaptation to competitive negotiation environment and the ability of contingency management Analyzing and solving problems calmly and rationally admitting wrong decisions and learning from lessons Respecting teams members and business partners Ability of encouraging and compromising Characteristics to innovate and challenge To develop excellence of leadership and responsibility The broad view of diversified and dynamic global competition and the notion of sustainability

6. Performance Evaluation: Means & Ratio

Evaluation Means	Ratio (%)	Link with learning outcomes expected
Team and individual assignments	30	<ul style="list-style-type: none"> Negotiation Simulation/Role Play Exercises Performance If the student/his group perform well in the negotiation simulation/role play in a given fair scenario, he/she will be upper graded accordingly. The Negotiation Type If the students have appropriately understood and played the negotiation type that they are asked to play according to the assignment. Work to be Handed in Please note that no hand written work will be accepted. Work

		<p>to be handed-in is expected to be good business and/or professional quality; neat, clearly written and with no grammatical or spelling errors. In addition, if your work uses material not your own, you must provide a bibliography and proper references.</p> <p>Do not e-mail your work or enclose your work's hard copy in covers, binders or folders of any kind.</p> <ul style="list-style-type: none"> • Presenting and Sharing <p>Groups need to present their reports about their negotiation simulation performance to the whole class and permit Q&A time.</p> • Late Work <p>No marks will be given for homework or other assignments handed in late. This includes make-up work associated with unexcused absences and "technical problem" only claimed by the minority.</p> • Individual Leadership for Group Work • Peer Evaluation <p>Your marks for group (team) work will be affected by your team mates' perceptions of your contribution to the team's efforts. Perceptions will be collected by means of team peer ratings which will be used to arrive at team related individual marks.</p>
Attendance and Engagement	20	<ul style="list-style-type: none"> • Individual Class Participation <p>Active classroom participation by students is an important part of the learning experience in this course. Regular class participation provides students with the opportunity to practice and improve oral communication skills and the capacity to think logically and react quickly when under pressure to respond. Taking an active role in class discussions benefits you in several ways. As a result, it is encouraged and rewarded.</p> • Individual Class Absence/Tardy Policy

		<p>The class absence policy is intended to comply with the policies of Tongji University and those of the School of Economics and Management. Because of the importance of class participation and discussion in this course, class attendance will be monitored and each unexcused absence will affect your grade.</p> <p>If you must miss a class, please provide your instructor with a copy of any assignments scheduled to be handed-in during your absence. To receive credit (marks) the work must be handed-in on or before the date due; e-mail is acceptable for delivery.</p> <p>If you are ill or otherwise miss the equivalent of three weeks or more of classes, it is unlikely that you will pass the course. As a result, if you find yourself missing three weeks of classes for any reason, you should consider dropping the course and picking it up in a later semester.</p> <p>Chronic “lateness” is often a habit and not a good one to carry into the work force. Bosses, supervisors, and teachers often interpret chronic lateness as a sign of disinterest in the job, class or activity. As a result, at times, your instructor will count being late to class as an unexcused absence.</p> <ul style="list-style-type: none"> • Class Ethics and Morality • Bonus Marks <p>In some cases “bonus” marks will be awarded for extra or voluntary work.</p>
Final Individual Report	50	<ul style="list-style-type: none"> • Accuracy of the Answer <p>To evaluate if the concepts, theories, and methods are applied correctly and appropriately.</p> <ul style="list-style-type: none"> • Validity, Reliability and Value of the Answer <p>To evaluate if the analysis and the conclusion is of high validity, reliability, theoretical value and practical value. Also to examine if the description, the analysis, the conclusion and the suggestion in the report match both the writer and his/her</p>

		group's performance during the whole class.
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7. Textbook, References and Reading Materials

1) Textbook

- [1] Roy J. Lewicki, et al., Negotiation. 4th ed.. The MacGraw-Hill Companies, Inc., 2003.
- [2] J. Wu, & S. Sherman, Business Negotiation Strategies (Chinese), 1st ed.. The China People University Press, 2006.

(Note: Possible ways to find these reference textbooks:

- 1) ask the International Student Affairs Office of SEM;
- 2) borrow from the Tongji University Library;
- 3) go to the largest book store in Shanghai: 465 Fu-Zhou Road, "Shanghai Book Mall";
- 4) or order from the online discount book stores such as z.cn.)

2) Online resources

- [1] <http://www.lib.tongji.edu.cn/>

3) Periodicals and Magazines

- [1] China Daily
- [2] Harvard Business Review

8. Cases

- [1] Tao Te Ching (the Bible of Morality), around 600 B.C. (Lao Tzu).
- [2] The Art of War, around 514 B.C., translated from the Chinese with introduction and critical notes by Lionel Giles, M.A., assistant in the Department of Oriental Printed Books and MSS in the British Museum, first Published in 1910 (Sun Tzu).
- [3] The Evolution of Co-operation, Basic Book, New York, 1984 (Robert Axelrod).

- [4] Achieving Integrative Agreements, in Bazerman & Lewicki's Negotiating in Organization, Sage Pub., 1983, pp 35-50 (Pruitt Dean).
- [5] The sick leave (Roy J. Lewicki)
- [6] Turning Negotiation into a Corporate Capability, Harvard Business Review, May-June, 1999 (Danny Ertel).
- [7] Six Habits of Merely Effective Negotiators, Harvard Business Review, April, 2001 (James K. Sebenius).
- [8] The Pacific Oil Company (Roy J. Lewicki)
- [9] Negotiating China, Allen & Unwin, 1997 (Carolyn Blackman).
- [10] The Hidden Challenge of Cross-Border Negotiations, Harvard Business Review, March, 2002 (James K. Sebenius).
- [11] The Nine Hundred English Sentences (Roy J. Lewicki)

9. Assignment Requirements

The criteria of assignment evaluation (100 points)

Assessment Criteria Grid	Max. points	Points Attributed
Comprehension of key issues: <ul style="list-style-type: none"> Understanding of concepts treated in class Ability to apply concepts to new context/s Proper use of subject matter vocabulary Addressed fully the assignment requirements 	20%	
Analysis: <ul style="list-style-type: none"> Display of critical thinking relative to subject matter Application of key models and concepts to the analysis Ability to apply concepts/models from other disciplines to the analysis 	20%	
Structure & presentation: <ul style="list-style-type: none"> Well-structured ideas and information Clarity of presentation Professional layout – tables, figures, images, headings, hierarchy of information Use of transitions and interim conclusions 	20%	
Conclusions & recommendations: <ul style="list-style-type: none"> Logical continuation of reasoning/ideas/analysis developed in assignment Concision and relevancy to the analysis Relevance to the analysis 	20%	
References & citation: <ul style="list-style-type: none"> Citations within paper Proper format of citation and no acts of plagiarism (intentional or 	10%	

Syllabus

unintentional)		
<ul style="list-style-type: none"> Reference/Bibliography section Depth and breadth of sources 		
Other: <ul style="list-style-type: none"> Elements of assessment at Professor's discretion relative to the discipline Creativity and originality of ideas/approach/analysis/findings Demonstrated general attainment of module learning objectives 	10%	
TOTAL	100%	

Appendices:

1. The course PPT
2. Case material
3. Other teaching material (such as reading materials, the articles)
4. Study guide