

# 《Business Negotiation in China》

**Title of the Course:** Business Negotiation in China

**Course Teacher:** LAN, Jun

**Language:** English

**Inside Class Credit Hours:** 36

**Prerequisite:** Marketing Principles

**Semester:** Fall

**No. of Course:**

**Students:** undergraduates/postgraduates

**Extracurricular class hours:** 72

**Number of students :≤ 55**

**Credit:** 2

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## 1. Profile and Contact way of the Teachers

**LAN JUN** is lecturer of the School of Economics and Management, Tongji University and PhD from St.Gallen University, Switzerland. His major research fields are marketing, strategic management and international business negotiation, where he has extensive experience of teaching and consulting. From 1993, he has been offering the relevant courses to undergraduates, postgraduates, MBA/EMB participants from distinguished universities such as ENPC, UTA, HSG, ESCP-EAP, ESSEC-Mannheim, etc. and corporate executives from MNCs such as Metso, Philips, etc.. His publishing including marketing textbooks and academic papers, 8 of which are EI/ISTP cited. He is also currently in charge of the EMBA program jointly established by Tongji University and the University of Texas at Arlington, one of the longest English EMBA programs run in China.

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## 2. 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 study, role play 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.

### 3. 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 to study some teaching materials 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 for students' accessing books and academic databases (both in Chinese and English), although its web pages are mostly 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 may be frequently asked to do homework or quizzes and forward them to the teacher in time. The evaluation of these works, serving as part of the records of your individual research work (20%) or your class activities (30%), will be finished by the teacher under the grading system as the final examination ends. It is no way for anyone to ask for exposing a specific grade of a certain piece of homework, quiz, examination or class participation. If someone is not convinced about whether he/she has properly understood something, he/she shall feel free to discuss it in class with either the teacher or any of the classmates to make it clear. Only when the whole course accomplished shall the final total grade of each participant be accessible from the SEM's teaching administration office in charge.

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 teacher's slides show is used in this class to lead the learning, thinking and studying flows of the participants. These slides can not be directly copied from the teacher under any circumstances in the class. It is part of the teaching methodology in this course that students must focus on every specific moment of learning and discussion stage by stage during the class, leaving the convenience of simply 'copy-and-recite' away. Students are encouraged to take notes in their self-preferred ways and to interact with the whole class to share and contribute the knowledge. No any

digital copy of this slides show is permitted to be downloaded/copied by any student any time, due to the reason of intellectual property as well. A paper copy of this slides show will only be offered to the whole class for reproduction by the end of the semester, when students may have the right to copy it for preparation for the final examination then. Any activity of audio or video taping during the class without the permission of the teacher is definitely forbidden.

About class attendance: full attendance is compulsory. Student who is found missing more than 4 (including 4) sessions will certainly fail the curriculum without any excuse. 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 participant who needs to be absent in the class should forward a formal hand-written excuse note to the course teacher earlier in the lesson before the lesson he/she is about to be absent for. In terms of his/her class participation and course grading, that excuse will then be thoroughly considered regarding the necessity of the detailed situation he/she has announced to be involved. ONLY a formal excuse note signed and handed to the teacher in class by the applicant himself/herself will be possibly taken into consideration.

About the final examination: it is a 'open-book-open-note' examination. General guidelines of this exam are to be offered by the last lesson of this course.

## 4. 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	<b>Unit One: Basic Concepts of Negotiation</b> 1. Essence of negotiation 2. Negotiation: deciding, conceptualizing, planning and implementing	1. Chapter 1, 2 of Textbook (Roy J. Lewicki, et al.) 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	<b>Unit Two: Negotiation Strategies</b> 1. Competitive negotiation: win-lose 2. Cooperative negotiation: win-win	1. Chapter 3, 4 of Textbook (Roy J. Lewicki, et al.) 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	<b>Unit Three: Managing Negotiation Process</b> 1. Understanding, perception and communication 2. Power of negotiation 3. Ethics in negotiation 4. Social background: relations and agents 5. Multiple-party negotiation	1. Chapter 5, 6, 7, 8, 9 of Textbook (Roy J. Lewicki, et al.)	1. Turning Negotiation into a Corporate 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	<b>Unit Four: Cross-border Negotiation</b> 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 al.)	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)

## 5. Teaching Methods

Lectures、Discussions、Role Plays、Case Analysis, etc.

## 6. Learning Outcomes Expected

Category	Learning Outcomes
Master of Knowledge	<ol style="list-style-type: none"><li>1. Negotiation knowledge integration, including strategic negotiation, negotiation management, win-win and win-lose, negotiation process, cross-cultural negotiation, etc.</li><li>2. Strengthening the ability of collecting and processing data</li><li>3. Exploring, understanding and testifying counter parties' minds</li><li>4. Mastering competitive decision-making process in negotiation management</li><li>5. In-depth understanding of the features of negotiation across various countries/cultures</li></ol>
Intellectual abilities learned	<ol style="list-style-type: none"><li>1. To analyze, synthesize and critically assess complex material, sometimes too limited and sometimes too much.</li><li>2. To apply professional concepts and methods to practical situations.</li><li>3. To formulate and defend independent judgments.</li><li>4. To communicate effectively in writing and orally.</li></ol>
Practical skills learned	<ol style="list-style-type: none"><li>1. Be able to manage changes</li><li>2. Leadership development</li><li>3. Teamwork</li><li>4. Problem solving under pressures of time, emotion and budget</li></ol>
Personal competences and characters Cultivated	<ol style="list-style-type: none"><li>1. Successful adaptation to competitive negotiation environment and the ability of contingency management</li><li>2. Analyzing and solving problems calmly and rationally</li><li>3. admitting wrong decisions and learning from lessons</li><li>4. Respecting teams members and business partners</li></ol>

	<ul style="list-style-type: none"> <li>5. Ability of encouraging and compromising</li> <li>6. Characteristics to innovate and challenge</li> <li>7. To develop excellence of leadership and responsibility</li> <li>8. The broad view of diversified and dynamic global competition and the notion of sustainability</li> </ul>
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## 7. Performance Evaluation: Means & Ratio

Evaluation Means	Ratio (%)	Link with learning outcomes expected
Team and individual assignments	25	<ul style="list-style-type: none"> <li>• Negotiation Simulation Performance If the student/his group wins the negotiation simulation in a given scenario. The terms of the deal will be evaluated.</li> <li>• The Negotiation Type If the students have appropriately understood and played the negotiation type that they are asked to play according to the assignment.</li> <li>• Work to be Handed in Please note that no hand written work will be accepted. Work 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. Do not e-mail your work or enclose your work's hard copy in covers, binders or folders of any kind.</li> <li>• Presenting and Sharing Groups need to present their reports about their negotiation simulation performance to the whole class and offer 3-5 minutes' Q&amp;A for each time.</li> <li>• Late Work 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.</li> <li>• Individual Leadership for Group Work</li> <li>• Peer Evaluation 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.</li> </ul>

Attendance and Engagement	25	<ul style="list-style-type: none"> <li>• Individual Class Participation 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.</li> <li>• Individual Class Absence/Tardy Policy 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. 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. 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. 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.</li> <li>• Class Ethics and Morality</li> <li>• Bonus Marks In some cases “bonus” marks will be awarded for extra or voluntary work.</li> </ul>
Exam	50	<ul style="list-style-type: none"> <li>• Accuracy of the Answer To evaluate if the concepts and methods are applied correctly and appropriately.</li> <li>• Validity, Reliability and Value of the Answer 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 answer matches both the writer and his group’s performance during the whole business simulation for competition.</li> </ul>

## 8. 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

## 9. 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)

## 10. Assignment Requirements

Select a typical business case in China which is related to international negotiation. Apply the negotiation theory and knowledge related, describe and analyze the problems concerned, and then provide the solutions and/or implications.

### Requirements

- 1) Provide the case background information and discuss the problem(s) in detail.
- 2) Form the groups, each group consists of 4--6 students.
- 3) Do presentation in the class, each group need to submit PPT and the WORD (one copy of the electronic version and paper version)
- 4) Each group should prepare before class carefully, please.

### The criteria of assignment evaluation (100 points)

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|--|-----------|
| 1) Whether the case material collection is completed or not              | 20 points |
| 2) Whether the case analysis is system in-depth or not                   | 25 points |
| 3) Whether the insights is linked with work/life practice closely or not | 25 points |
| 4) Participation of group members in case discussion                     | 20 points |
| 5) Whether the PPT and document is made seriously and beautiful          | 10 points |

Your marks for group 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.

You are encouraged to work with your team or class mates on all of your assignments. Discussing case related homework or other assignments with your team or class mates can be an effective method for learning.

All assignments are to be completed and handed-in at the beginning of class on the date they appear in the schedule unless otherwise amended. If you want a copy of your paper to aid with the associated discussion, then make an extra copy for yourself.

## Appendices:

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