The Cameron School of Business at University of St. Thomas

1. Course Information

Course Title: Entrepreneurship and Negotiations

Course number: MBA 5363 – HIS2(1435)  Entrepreneurship and Negotiations  Course Section:  Credit. Hours:  Semester: Summer 2015

Prerequisites:  Room# Strake 201

Days & hours: May 26- August 8th on Mondays 5:30pm to 9:50 pm.
Web page/BlackBoard site:

2. Instructor Information

Name: Dr. Habib Chamoun-Nicolas  Office location:

Office phone: 713-8540197  Office hours:

Where to leave assignments:

Emergency phone:
Hchamoun@me.com
*home/cell phone: (include restrictions) 713-854-0197

3. Course Catalog Description

Entrepreneurship and Negotiation is a very interactive course. Participants will learn through role plays, simulations and case study analysis how to be more prepared for the next negotiation with their peers at work at school or on their daily life. The best practices applicable in today’s environment from the most famous negotiators of ancient history (“the Phoenicians”) will be described, analyzed and given to participants as a methodology to apply on their future negotiations. The role of a third party to a conflict resolution will be discussed and practiced. Negotiations from single issue to multiple issue, and cross cultural elements will be analyzed and discussed. The course is 70% of the time interactive. Participants will learn by doing and reading cases and research materials. This course will help participants discover how to reach agreements not only within their own culture, but also with different cultures. This course is open to all majors.

This is the only Entrepreneurship and negotiation course that combines both the wisdom from ancient principles with the new school of thought to make participants aware of the benefits of principle-based negotiation.
Participants will benefit from:

a) The vast experience of Dr. Chamoun-Nicolas in conducting and teaching real negotiation cases internationally.
b) The wisdom of the ages of the best practices of negotiation from the inventors of international trade (the Phoenicians).
c) The Harvard Program of Negotiation cases and materials used in this course.

4. Program Goals and Objectives:

- Understanding the behavior of individuals, groups, and organizations in the context of competitive situations.
- Helping students to develop negotiation skills experientially
- Understanding negotiation in useful analytical frameworks.
- Understand the complexity of International Trade

5. Course Learning Objectives (and relationship to program goals and objectives)

- Learn the different ways to manage conflict when negotiating internationally
- Learn how to see problems from a global vision and find a strategy to solve them
- Learn to negotiate in teams cooperative and within a principled-based framework
- Learn the important role of ethics and principles on negotiations
  
  o Understand different cultures and its effect on negotiation internationally
  o Learn more about the effect of technology in negotiations

6. Texts, Readings, Materials

Required text citation:
CHAMOUN, N.H, HAZLETT, D.R. NEGOTIATE LIKE A PHOENICIAN, KN, 2009
CHAMOUN, N.H, LINZOAIN, P. DEAL – GUIDELINES FOR A FLAWLESS NEGOTIATION 2004

Required readings: (on reserve, handouts, library databases, etc.?)

Harvard Cases at the classroom (specify by case name on the class detail schedule)

Honeyman C, Coben, J and De Palo, G. Editors RETHINKING NEGOTIATION TEACHING, Innovation for Context and Culture, DRI Press, 2009 (have a copy at the library on reserve for reading)
Honeyman C, Coben, J and De Palo, G. Editors Venturing Beyond the Classroom: Volume 2 in the RETHINKING NEGOTIATION TEACHING Series, , DRI Press, 2010  (have a copy at the library on reserve for reading)

Ebner, N, Coben, J and Honeyman C Editors Assessing Our Students, Assessing Ourselves: Volume 3 in the RETHINKING NEGOTIATION TEACHING Series, , DRI Press, 2012  (have a copy at the library on reserve for reading)

Honeyman C, Coben, J and Wei-Min Lee, Editors Educating Negotiators for a Connected World: Volume 4 in the RETHINKING NEGOTIATION TEACHING Series, , DRI Press, 2013  (have a copy at the library on reserve for reading)

FISHER, ROGER; URY, WILLIAM AND PATTON, BRUCE GETTING TO YES, New York: Penguin Books, 1991  (HAVE A COPY ON RESERVE IN THE LIBRARY FOR READING)


Suggestions for further study (suggested readings, bibliography)
To be provided later on.

7. Instructional methods:  (lecture, group discussion, class problem solving, case methods, team projects, etc.)
Combination of all (Case methods, role plays, lecture, group discussion, class problem solving, team projects)

8. Technology

Please identify IT assignments that utilize any of the following five types:

1) Online data retrieval and/or research; using video online, yes

2) Online communication or collaboration; yes

3) Use of general productivity software (e.g., Microsoft Office) to complete assignment; Yes, Microsoft office

4) Use of specialized software to complete assignment;

5) Use of BlackBoard learning platform (yes)

6) IT itself is the subject matter of assignment (in contrast to #1-4 above where IT is used as a tool in learning about non-IT subject matter):
Comments for IT Support:

It would be nice to do a virtual negotiation online, that is having students practicing outside of the classroom either via chat or messenger, then I will need recording their scripts and then analyze and discuss it at the classroom. I don’t know if this is feasible from the IT perspective.

In fact we can also have a virtual conference of International Negotiation having both students from St Thomas at my class and another University where I also teach overseas, Students via video conference and Students can ask other students how they feel about culture and negotiations, and this could be a very worthwhile experience.
9. Course Tentative Schedule:

### Course Calendar/Schedule

<table>
<thead>
<tr>
<th>Assignments of topics, exams</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>Introduction to Entrepreneurship and Negotiations</td>
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<td>Exercises and Role plays</td>
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<tr>
<td>Introduction to a Community project</td>
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<tr>
<td>First Reading Assignment and Research on Phoenician Negotiation from Book Negotiate like a Phoenician and Study the Chapter of Cases from book Deal guidelines for a flawless negotiation.</td>
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<tr>
<td>Learning from Harvard Cases</td>
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<tr>
<td>Exercises and cases</td>
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<td>Negotiation Profile</td>
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<tr>
<td>After reading and understanding the concept of Tradeables from the Book Negotiate like a Phoenician Read the following chapter from Rethinking Negotiation Teaching: Innovations for Context and Culture: The Psychology of Giving and its effect on Negotiation” (Chamoun &amp; Hazlett)</td>
<td></td>
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<tr>
<td>Distributive and integrative bargaining</td>
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<tr>
<td>Exercises and cases</td>
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<tr>
<td>Read Venturing Beyond the Classroom: Volume 2 in the Rethinking Negotiation Teaching Series Chapter: Bazaar Dynamics: Teaching Integrative Negotiations in a Distributive Environment by Habib Chamoun-Nicolas, Jay Folberg and Randy D. Hazlett, 2010 in addition of Chapter Should We Trust Grand Bazaar Carpet Sellers? By Jean François Roberge and Roy. J. Lewicki 2010</td>
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<td>Register on the ICONS project The Americas</td>
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<td>06/15</td>
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<tr>
<td>International Negotiation Simulation</td>
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<td>Research a Country that you will Represent from the Icons project Simulation and find out what the position of the country is in different issues (Economical, Environmental and Immigration) then from this research develop a position paper (following the guide I will send you for Position Paper and Country Worksheet)</td>
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<tr>
<th>Negotiating between company units</th>
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<tr>
<td><strong>Cases and Role plays</strong></td>
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*Read Chapter: Bringing the Street to the Classroom and the Student to the Street: Guided Forays into Street-wise Negotiations by Habib Chamoun-Nicolas, Boyd Fuller, David Benitez & Randy Hazlett*

Read Educating Negotiators for a Connected World: Volume 4 in the Rethinking Negotiation Teaching Series *(Coming in November 2012)* **Chapter: As we see it by Bee Chen Goh, Habib Chamoun-Nicolas, Ellen Deason, Jay Folberg & Sukhsimranjit Singh**

<table>
<thead>
<tr>
<th>Integrative Relationships (internal negotiations)</th>
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<td><strong>Role plays and cases</strong></td>
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<tr>
<th>Cultural negotiations, Multi lateral negotiation and Ethics</th>
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**Role plays and cases**

*Read Chapter: Negotiation and Professional Boxing by Habib Chamoun-Nicolas, Randy D. Hazlett, Russell Mora, Gilberto Mendoza & Michael L. Welsh*

*Read Chapter: The Influence of Emotion in Negotiations: A Game Theory*

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<th>06/22</th>
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<td>06/29</td>
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**Framework Habib Chamoun & Randy Hazlett**

### Special project culture and negotiation assignment

**Exercises and cases**

Read Assessing Our Students, Assessing Ourselves: Volume 3 in the Rethinking Negotiation Teaching Series  

Continue working on Country Worksheet, Position Paper and Strategy document (for all of this materials I will send a guide document). Start investigating by e-mail other countries needs and wants- communicate via ICONS through the ICONS project Simulation. Start Negotiations Working on proposal generation and have conferences via ICONS project Simulation, negotiating with other countries via e-mail (at the Simulation and also have conferences via Chat at the Simulation).

Voting for proposals at ICONS Project Simulation  
Ending the simulation


Delivery of final Project results / term paper

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<th>07/06</th>
<th>07/13</th>
<th>07/20</th>
<th>08/3</th>
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**Dates**

07/06

07/13

07/20

08/3
Statement on tentativeness of schedule:

Since the course syllabus becomes a written legal covenant between the instructor and students in the course, each syllabus should end with a caveat of the following sort: "The above schedule and procedures in this course are subject to change in the event of circumstances beyond the instructor's control. " This caveat protects the instructor and department if change in the syllabus need to be made once the course is underway

10. Course Policies

- Attendance/lateness
- Class Participation
- Make-up Exams
- Missed Assignments
- Extra credit opportunities
- Cell phones, electronic media
  - During lectures
  - During exams

11. Student Grading Processes: (including weighting of factors)

- Class Participation 20%
- Class Projects 30%
- Mid Term Paper 25%
- Final Term Paper 25%

12. Available Support Services:

Library resources, learning center, computer center, tutoring services

Questions outside the classroom can be sent via e-mail to hchamoun@me.com
The Cameron School of Business at University of St. Thomas

MISSION STATEMENT

The Cameron School of Business will serve students of diverse backgrounds, providing them the necessary professional skills for a changing global economy, and instilling in them a deep appreciation for ethical behavior as the hallmark of a successful and fulfilling business career. The Cameron School will provide its students a timely and comprehensive business curriculum, with opportunities for specialized study in major business fields. The faculty will provide quality teaching, as this is the core of our mission. As an extension of our teaching mission, the faculty will engage in scholarly activity and service to the University, the profession, and the community.

Academic Honesty Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

Accommodations The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.