

**DEPARTMENT OF MANAGEMENT
COLLEGE OF BUSINESS
ILLINOIS STATE UNIVERSITY
SPRING 2026**

COURSE INFORMATION

Instructor: Hakan Ener, Ph.D.

Course Number & Title: MGT 340 Seminar in Management. In Spring 2026, this course focuses on Negotiation.

Prerequisites: MGT 220 or MGT 221

Credit Hours: 3

Time and Location:

Section 1: Monday and Wednesday, 12:35 PM – 1:50 PM, SFHB room 133 (In-person)

Section 2: Monday and Wednesday, 2:00 PM – 3:15 PM, SFHB room 145 (In-person)

COURSE DESCRIPTION:

Welcome to the Negotiation course! At work, employees and managers need negotiation skills to get things done. Negotiation is not a talent - it is a skill to learn. This course allows students to acquire negotiation skills experientially, and to put in practice the analytical frameworks that guide negotiation. The course features role-play exercises where students engage in negotiations involving business and organizations. The central objective is to help students better understand the negotiation decisions and behaviors of individuals, groups, and organizations.

INSTRUCTOR CONTACT INFORMATION

E-mail: hener@ilstu.edu (preferred mode – expect a reply Monday through Friday during business hours. Announcements to class will be made by email and posted on Canvas.)

Office Hours: Tuesdays, 10 am to 12 pm on Zoom, at: <https://illinoisstate.zoom.us/j/7079019195> Use the sign-up feature on the Canvas course page to ensure the instructor's availability at a specific time during office hours. (Click "Calendar" and then "Find appointment")

ABOUT THE INSTRUCTOR

Hakan Ener is an Associate Professor of Entrepreneurship and Strategy at the Management Department. He holds a Ph.D. in Management from INSEAD Business School, located in France and Singapore. Prior to joining ISU, he created and taught courses in Spain, Germany, and Brazil. His experience includes serving as the academic director of an executive education program in which mid-career managers created new businesses within large corporations. That program was recognized for "Excellence in Practice" by the European Foundation for Management Development in the "Talent Development" category.

RESOURCES/MATERIALS

Required readings, which contain instructions for role-play negotiations, are available from the instructor, free of charge. Role plays involve two or more parties to a negotiation, and students will receive instructions for their own party only. (Do not reveal, share or upload course materials.) You will receive learning materials via email to your ISU email account.

There is no required textbook for this course. The recommended reading featuring the most widely known ideas on negotiation is: Fisher, R., & Ury, W. (2011). *Getting to Yes*. New York: Penguin.

COURSE COMPETENCIES: Students will:

- Describe the main concepts and terms in negotiation.
- Explain the interests, goals, and tactical aspects of negotiation situations.
- Build confidence in engaging in the negotiation process as an effective means for achieving objectives, reaching agreements, and resolving disputes.
- Analyze and understand the negotiation behavior of individuals, groups, and organizations.
- Manage the negotiation process, including preparation, persuasion, and *ex-post* reflection.

COURSE REQUIREMENTS

Role-play negotiations: There are twelve role-play negotiations in the course. Students must read the instructions for these negotiations and come to class adequately prepared to take part in the negotiation. The negotiation role plays will take place on Mondays.

Pre-negotiation quizzes: Quizzes on Canvas check for factual understanding of the preparation instructions for negotiations, and take place on Mondays before the in-class negotiation begins.

Post-negotiation written assignments: There is written work after each negotiation role-play. One assignment involves describing the outcome of the negotiation, while the other is to provide confidential feedback about the negotiation partner's engagement and professionalism.

Ex-post reflection: On Wednesdays, students will be expected to speak about their most recent role-play negotiation experience (completed two days earlier), and learn about the main concepts related to that negotiation. After Wednesday's session, they will describe in writing the main insights they have learned.

GRADING POLICIES

The course grade is calculated out of 100 points, and every session leads to points earned (see Canvas for deadlines). In each negotiation role-play, students earn the following points:

- **Pre-negotiation quiz:** Before the negotiation role-play on Mondays, there will be a quiz on Canvas that will check for factual understanding of the negotiation instructions (2% of the course grade, per quiz – there is no partial credit on the quizzes), which takes place just before the in-class negotiation role-play begins. One lowest graded item of the semester will be dropped.

- **Participation in the negotiation:** Students are expected to take part in every negotiation role play in person, in the classroom, and during class time, typically on Mondays: No exceptions will be made, since the instructor monitors students' engagement and professionalism during the session. Participation in the negotiation is a pre-requisite for submitting the two written assignments titled "Negotiation Result" and "Negotiation Partner Feedback" described below.
- **"Negotiation Result" submission:** Students who take part in the in-class negotiation describe the outcomes of their negotiation. (typically 3% of the course grade - one lowest graded item of the semester dropped).
- **"Negotiation Partner Feedback" submission:** Students who take part in the negotiation describe what their partner did well, and what they could do to improve in terms of their professionalism when engaging in negotiations (1.5% of the course grade - one lowest graded item of the semester dropped). In short, professionalism involves treating the role play like a real negotiation and making a genuine effort to look for a good deal. Elements of professionalism include:
 - Displaying knowledge of the negotiation instructions,
 - Using time effectively and not rushing to an agreement,
 - Not disclosing or showing confidential information,
 - Not attempting to collude with negotiation partner,
 - Not intimidating the negotiation partner,
 - Doing their fair share when taking note of negotiation results.
- **In-class participation:** Students who are present during the Wednesday class session speak about their experience with the negotiation completed two days earlier and link that experience to concepts learned in class. Students earn 1% of the course grade for speaking to the whole class (one lowest graded item of the semester dropped). Students must submit the "end-of-session note" described below to declare their in-class participation in writing, which is how students get credit for participating.
- **End-of session note submission:** Students who are present during the Wednesday class session get to write about how to use the insights learned in the classroom when engaging in negotiations in the future, in addition to declaring their in-class participation. (1.5% of the course grade - one lowest graded item of the semester dropped).

Students should not submit any part of an assignment as a comment on Canvas.

THE GRADING SCHEME

90 and above	A
From 80 to 89.99	B
From 70 to 79.99	C
From 60 to 69.99	D
59.99 and below	F

WHAT TO DO IF...?

A student misses a session:

If missing a Monday session: Students who know in advance that they will miss a Monday session should email the instructor on or before the preceding Wednesday, because Monday sessions are for negotiation role plays in the classroom, and the instructor allocates a roughly equal number of students to be in each role several days in advance. At the beginning of a Monday session, just prior to the negotiation role play, students complete a quiz on Canvas related to the negotiation instructions. The quiz is open for submissions only during a short time, typically during the first 10 minutes of class time. An absence may cause the student to miss the quiz, and will make the student ineligible to submit the two written assignments titled **“Negotiation Result”** and **“Negotiation Partner Feedback.”**

If missing a Wednesday session: Wednesday sessions are for speaking about the most recent negotiation experiences from two days earlier, and to learn about the concepts related to that negotiation. An absence will cause students to miss the opportunity to earn the in-class participation point, and it will also make them ineligible to submit the written assignment titled **“End-of-session note.”**

Before returning to class, students should review the missed session’s materials, including class slides posted on Canvas, under the “Modules” area. Students should also keep track of the specific sessions they have missed, and the reason for each absence.

There are two categories of absence: Those with a valid and documented reason, and other absences (i.e. “unexcused”). Absences with a valid and documented reason involve written evidence related to a:

- Medical issue (with a doctor’s or nurse’s note),
- Family bereavement,
- Sanctioned University Activity (including participation in university sports teams, career fairs, and leadership roles requiring timed presence at a Registered Student Organization event, etc.),
- Military duty or training obligation, or
- Religious holiday / obligation on or near the day of the session missed.

(Please note that jobs do not constitute an excused absence. Neither do job interviews, unless a student provides evidence that an employer or recruiter declined to make all other time slots available despite asking.)

Students who provide the instructor with written evidence of a valid and documented reason for an absence receive the opportunity to do remedial work. Remedial work is like an oral quiz and takes place during an office hour meeting on Zoom with the instructor for up to 60 minutes (an appointment should be reserved via Canvas as explained on page 1 of the syllabus under “Office hours.”) Students should complete remedial work as soon as possible after an absence (no remedial work is available once Finals Week begins.) When doing remedial work, the student begins the office hour meeting by reading written instructions for a negotiation and must then correctly identify the key components of the negotiation to the instructor to earn all available points (the key components of a negotiation are discussed every week in class). The student will also email the answers to the instructor before ending the office hour meeting. Answers are not provided to the student on the spot due to other students doing remedial work, and the student is encouraged to ask for the answers once Finals Week begins. Each request for remedial work must be supported by written evidence of a valid and documented reason for absence. Completing one

remedial work will allow the student to earn up to the same number of points that the student has missed due to an absence of up to one week from class.

Students do not receive the opportunity to complete remedial work following an unexcused absence. Since the lowest one grade for the semester will be dropped for each category of grading described under “Grading policies”, the student’s total grade will not be affected following their first unexcused absence on a Monday or on a Wednesday. Starting with the student’s second unexcused absence on a Monday or on a Wednesday, the course grade would be affected.

A student is late to join a negotiation session on a Monday:

After the in-class quiz ends 10 minutes into the session, students typically spend two minutes forming negotiation pairs or groups. It is essential that you are in the classroom latest by 10 minutes after the scheduled start time and are ready to form a pair or a group.

If you join a session more than 12 minutes after the scheduled start time: The negotiation pairs or groups will have been formed, and the negotiations will be in progress. You cannot join a negotiation pair or group that is already in-progress. The only way you can still negotiate is if at least one other student joins the same session more than 12 minutes after the scheduled start time, in which case you can form a new pair or group with them.

Please note that you cannot ask a classmate to save you a place in a negotiation group, since that would put all other students in a difficult spot when navigating the group formation process.

In summary, if you join a session more than 12 minutes late, there is no guarantee that you can take part in a negotiation. If you are unable to negotiate, your course grade may not be affected, as the instructor will drop the lowest grade associated with each of the graded items related to a negotiation, as explained under “Grading Policies” earlier.

A student misses a written assignment deadline:

The assignment submission due dates are stated in Canvas. In this course, each week is centered around one negotiation role play. A negotiation role play completed on a Monday will be discussed and analyzed two days later, and related concepts will be applied when negotiating in the following weeks. Due to the cumulative conceptual connections within and between the sessions, students must submit every quiz and written assignment on time. No late submissions will be accepted without a valid and documented reason (see previous paragraphs to learn more about valid and documented reasons). Students who have a valid and documented reason for the late submission should email the instructor with evidence, and request an individual deadline extension of a specific duration. Please note that technical problems with the use of personal devices such as laptops do not constitute a valid reason for late submissions: Students should save up-to-date copies of their assignment files in one of the cloud service providers provided or supported by the university at all times, and be ready to switch to a device at the university’s computer labs to complete their assignments on time.

There is a class cancellation:

If there is a university closure, or the instructor cannot make it to class (e.g. due to sickness), the instructor will make an announcement by email and on Canvas. The instructor will strive to maintain the weekly workflow structure in the course (in-class negotiation on Mondays, followed by a discussion on Wednesdays about the most recent in-class negotiation) as much as possible.

SYLLABUS AND COURSE MATERIALS ARE FOR ENROLLED STUDENTS. DO NOT POST OUTSIDE ISU.

STUDENT ACCOMMODATION STATEMENT

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu

MENTAL HEALTH

Life at college can get complicated. If feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, please call or visit Student Counseling Services (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655.

NOTICE OF RECORDING A CLASS SESSION

Please do not independently record a session without prior authorization from the faculty member or an approved accommodation from [Student Access and Accommodations Services](#) office.

MGT 340 – Dr. Ener - COURSE CALENDAR (Subject to change)				
WEEK	MO.	DATE	TOPIC	ASSIGNMENT
1	Jan.	Mon. 12	What is Negotiation? Course overview and first negotiation in class: “The Auction” (<u>Agreeing on a business proposal</u>)	1) Read syllabus. 2) During class, read instructions for today’s role play, complete quiz, and engage in negotiation. 3) Complete the “Negotiation result” assignment on Canvas at the end of (or after) the session 4) After class, complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 14	Insights from the most recent negotiation	1) Review guidance about end-of-session notes 2) Submit end-of-session note
2		Mon. 19	<i>NO CLASS -Martin Luther King Jr. Holiday</i>	
		Wed. 21	<i>NO CLASS</i>	
3		Mon. 26	In-class Negotiation: “Art Case” (<u>Sourcing a key input</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 28	Insights from the most recent negotiation	Submit end-of-session note
4	Feb.	Mon. 02	In-class Negotiation: “Scholarship Negotiation” (<u>Securing funding, using email alone</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 04	Insights from the most recent negotiation	Submit end-of-session note
5		Mon. 09	In-class Negotiation: “Homecoming” (<u>Organizing a major event</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 11	Insights from the most recent negotiation	Submit end-of-session note

6		Mon. 16	In-class Negotiation: “Job Negotiation” (<u>Creating an attractive pay and benefits package for a recent college graduate</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 18	Insights from the most recent negotiation	Submit end-of-session note
7		Mon. 23	In-class Negotiation: “Galway Job” (<u>Creating an attractive job offer for an employee who needs to relocate</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 25	Insights from the most recent negotiation	Submit end-of-session note
8	Mar.	Mon. 02	In-class Negotiation: “Marco” (<u>Recruiting a star employee</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 04	Insights from the most recent negotiation	Submit end-of-session note
9		Mon. 09	<i>SPRING BREAK</i>	
		Wed. 11		
10		Mon. 16	In-class Negotiation: “SDA Bank” (<u>Obtaining a job promotion</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 18	Insights from the most recent negotiation	Submit end-of-session note
11		Mon. 23	In-class Negotiation: “Tech Flow” (<u>Staying with an employer or leaving</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session

				3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 25	Insights from the most recent negotiation	Submit end-of-session note
12		Mon. 30	In-class Negotiation: “Chicken” (<u>Obtaining a business loan</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
	Apr.	Wed. 01	Insights from the most recent negotiation	Submit end-of-session note
13		Mon. 06	In-class Negotiation: “The Princess” (<u>Launching a major business project with partner organizations</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 08	Insights from the most recent negotiation	Submit end-of-session note
14		Mon. 13	In-class Negotiation: “Golden Peak” (<u>Obtaining a permit to operate a business with input from multiple communities</u>)	1) Read role play instructions before class 2) Complete quiz on Canvas at the beginning of session 3) Complete the “Negotiation result” assignment on Canvas 4) Complete the “Negotiation partner feedback” assignment on Canvas
		Wed. 15	Insights from the most recent negotiation	Submit end-of-session note
15		Mon. 20	<i>Placeholder for a possible make-up or rescheduled session.</i>	<i>To be announced.</i>
		Wed. 22	<i>Placeholder for a possible make-up or rescheduled session.</i>	<i>To be announced.</i>
16		Mon. 27	<i>Placeholder for a possible make-up or rescheduled session.</i>	<i>To be announced.</i>

		Wed. 29	<i>Placeholder for a possible make-up or rescheduled session.</i>	<i>To be announced.</i>
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Mission, Vision, Core Values, Strategic Goals and Action Steps

Approved by the Coordinating Team, April 22, 2011

Mission: Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

Vision: The first choice for business education in Illinois

Core Values:

- We value excellence in instruction and enhanced student learning. The College of Business supports the Illinois State University tradition of excellence in teaching. We attempt to provide a holistic approach to learning, relying on excellent classroom teaching but reaching beyond to provide mechanisms for students to engage faculty, industry and each other through experiential learning and individualized attention.
- We value a dedication to knowledge creation. Intellectual contributions and the intellectual discipline required of high quality scholarship are directly related to excellence in the classroom and in our service activities. Most of the efforts of the faculty will fall in the area of discipline-based scholarship as currently defined, but we also value intellectual contributions in the areas of interdisciplinary research, learning and pedagogy, and contributions to practice.
- We value a commitment to citizenship in and service to our institution, state, and nation. Our commitment to a dynamic global business environment demands that we take an active role, both as individuals and as a college of business, in the institutional and public processes related to our disciplines.
- We value a culture of shared governance. We operate in an environment of shared governance and we commit ourselves to an active role in campus shared governance processes.
- We value balanced excellence in the classroom, in research and intellectual contributions, and in service to our institution, our disciplines, and to the local, state, national and international communities.
- We value high ethical standards, as embodied in our Standards of Professional Behavior and Ethical Standards. As a community of scholars and business professionals, we strive to embody the characteristics of responsibility, honesty, trust, respect, and fairness in our professional and personal lives.

Linking the Mission, Vision, Core Values, Strategic Goals and Action Steps

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our strategic goals. Our action steps are measureable and help track progress toward our strategic goals.