

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

**COURSE INFORMATION**

**Instructor:** Hakan Ener, Ph.D.

**Course Number & Title:** MGT 440 Dynamics of Negotiation.

**Prerequisites:** MGT 421

**Credit Hours:** 3

**Time and Location:**

Section 1 (Hybrid): Wednesday, 6:00 PM – 7:30 PM, SFHB room 147

Section 2 (Online/Hybrid): Wednesday, 6:00 PM – 7:30 PM at:

<https://illinoisstate.zoom.us/j/7079019195>

**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](mailto: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.

Required readings involve articles from *Harvard Business Review*, which the instructor will make available throughout the semester.

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. A student's negotiation role play partner may be attending the session in the classroom or on Zoom. Accordingly, every student must attend each session with a Zoom-enabled device (with its charger) and earphones.

**Pre-negotiation quizzes:** Quizzes on Canvas check for factual understanding of the preparation instructions for negotiations and can be completed in the days leading up to the in-class negotiation.

**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:** Students will be expected to speak about their most recent role-play negotiation experience, and learn about the main concepts related to that negotiation. After the class 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, 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). 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 during the assigned class time (not later), since key aspects of each negotiation will be revealed and discussed shortly after concluding the role play. Participation in the negotiation role play 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 negotiation role play describe the outcomes of their negotiation. (typically 3% of the course grade - one lowest graded item of the semester dropped). The specific outcome of a negotiation does not affect a student’s grade: Students do not lose points if their individual negotiation outcome was worse compared to others.
- **“Negotiation Partner Feedback” submission:** Students who take part in the negotiation role play 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 session speak about their experience with the most recent negotiation 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. Students participating via Zoom must use their webcams and remain in camera view while speaking, so that the instructor can verify that the participation point was earned by the correct person.
- **End-of session note submission:** Students who are present during the class session get to write about how to use the insights learned in the future when engaging in negotiations, 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 is late to join a session on class day:**

During the first two minutes of each session, students will be forming negotiation pairs or groups either in-person or via Zoom. It is essential that you join every session on time (latest by 6:00 pm) and are ready to form a pair or a group.

If you join the session between 6:00 pm and 6:02 pm: You make it difficult for everyone else in the classroom to figure out whether you will be present for the negotiation, and they may have to move on without you. 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.

If you join a session at 6:03 pm or later: 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 at 6:03 pm or later, in which case you can form a new pair or group with them (keeping in mind you would have less time than others to complete the role play).

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

### **A student misses the entire session on class day:**

Students who know in advance that they will miss a session should email the instructor on or before the preceding week’s Wednesday, because the instructor allocates a roughly equal number of students to be in each role about a week in advance.

There are two categories of absence: Those with a valid and documented reason are “excused” and other absences are “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 and job-related travel 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 about 40 minutes (an appointment for 40 minutes 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 and keep in mind that no remedial work is available once Finals Week begins. The student doing remedial work begins the office

hour meeting by reading negotiation instructions provided by the instructor on the spot and must then correctly identify the key components of the negotiation 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. Correct answers are not revealed immediately due to other students who may be considering doing remedial work. The student can request correct answers from the instructor 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.

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.

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. Starting with the student's second unexcused absence, the course grade would be affected.

#### **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 will be discussed and analyzed on the same day, and related concepts will be applied when negotiating in the following weeks. Due to the cumulative conceptual connections 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.

#### **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](http://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.

<b>MGT 440 – Dr. Ener - COURSE CALENDAR (Subject to change for a guest speaker)</b>			
<b>WEEK</b>	<b>SESSION DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
1	Wed., January 14	- What is Negotiation? - Course overview - Examples of students' negotiation experiences	BEFORE THE SESSION: 1) Read syllabus. DURING THE SESSION: 1) Speak about your past negotiation experience (extra credit)
2	Wed., January 21	In-class negotiation role play: "The Auction" ( <u>Agreeing on a business proposal</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play's quiz on Canvas AFTER THE SESSION: 1) Complete the "Negotiation result" assignment on Canvas 2) Complete the "Negotiation partner feedback" assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading
3	Wed., January 28	In-class Negotiation: "Art Case" ( <u>Sourcing a key input</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play's quiz on Canvas AFTER THE SESSION: 1) Complete the "Negotiation result" assignment on Canvas 2) Complete the "Negotiation partner feedback" assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)

4	Wed., February 04	In-class Negotiation: “Scholarship Negotiation” ( <u>Securing funding using email alone</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)
5	Wed., February 11	In-class Negotiation: “Homecoming” ( <u>Organizing a major event</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading
6	Wed., February 18	In-class Negotiation: “Job Negotiation” ( <u>Creating an attractive pay and benefits package for a recent college graduate</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading
7	Wed., February 25	In-class Negotiation: “Galway Job” ( <u>Creating an attractive job offer for an employee who needs to relocate</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading

8	Wed., March 04	In-class Negotiation: “Marco” ( <u>Recruiting a star employee</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading
9	Wed., March 11	<b><i>SPRING BREAK</i></b>	
10	Wed., March 18	In-class Negotiation: “SDA Bank” ( <u>Obtaining a job promotion</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files) 4) Complete the required reading
11	Wed., March 25	In-class Negotiation: “Tech Flow” ( <u>Staying with an employer or leaving</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)
12	Wed., April 01	In-class Negotiation: “Chicken” ( <u>Obtaining a business loan</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)



13	Wed., April 08	In-class Negotiation: “The Princess” ( <u>Launching a major business project with partner organizations</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)
14	Wed., April 15	In-class Negotiation: “Commercial Real Estate Deal” ( <u>Defending your interests mid-contract</u> )	BEFORE THE SESSION: 1) Read instructions for role play (emailed to you by the instructor) 2) Complete this role play’s quiz on Canvas AFTER THE SESSION: 1) Complete the “Negotiation result” assignment on Canvas 2) Complete the “Negotiation partner feedback” assignment on Canvas 3) Submit end-of-session note (guidance document on Canvas under Files)
15	Wed. 22	Course Wrap-up	BEFORE THE SESSION: 1) Review the end-of-session notes you have submitted and the required readings from the course. DURING THE SESSION: 1) Speak about what you will take away from this course for future negotiations (extra credit)
16	Wed. 29	<i>Placeholder for a possible make-up session.</i>	<i>To be announced.</i>

### 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.