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The Art and Science of Negotiation

Texas MBA

SPRING 2013

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Course Objectives

Negotiation is the art and science of securing an agreement between two or more interdependent parties. This course focuses on understanding the behavior of individuals, groups, and organizations in the context of competitive situations. The objectives of the course are to help students to develop negotiation skills experientially and to understand negotiation in useful analytical frameworks. Considerable emphasis is placed on realistic negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations. In-class discussions and lectures supplement the exercises.

Leadership and this Course

The Texas Executive MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

In this course, you will enhance your knowledge and understanding of how to diagnose negotiation situations as being more or less competitive or cooperative. Through dyadic and group exercises, and class discussions, you will enhance your communication, persuasion, and collaboration skills. You will learn how principled negotiation skills enhance the ability of managers to lead their organizations effectively and with integrity. Finally, we discuss how negotiation processes are affected by cross-cultural considerations.

Required Materials

1. Shell, G. R. (2006). *Bargaining for Advantage: Negotiation Strategies for Reasonable People*. New York: Penguin. (BFA)
2. Course Reading Packet (RP)

Optional books past students have found useful: (Courtesy of Prof. Jeff Loewenstein)

- Howard Raiffa (1983) *The art and science of negotiation*. [Situation analysis]
- Fisher, R., Ury, W., & Patton, B. (1991). *Getting to Yes: Negotiating Agreement Without Giving In*.
- Ury, W. (1993, Reissued 2007). *Getting Past No. Negotiating in Difficult Situations*.
- Bazerman & Neale (1992) *Negotiating rationally*. [A behavioral decision approach to negotiation]
- Bazerman (2001) *Judgment in managerial decision-making*. [An effective overview]
- Stone, Patten & Heen (1999) *Difficult conversations*. [About personal stakes]
- Lax & Sebenius (2006) *3D Negotiating*. [Emphasizes efforts away from the table]
- Jeanne Brett (2007) *Negotiating Globally*. [Emphasizes cross-cultural issues and disputes]
- Malhotra & Bazerman (2007) *Negotiating Genius*.

Course Requirements and Grading

The distribution of grades will generally follow the MBA grading guidelines and will be consistent with the MBA class averages. Plus/Minus grading applies to this course.

Note on Negotiation Exercises

Participation in the exercises is the central focus of the learning process in this course. **Participation includes full preparation for exercises.** A quality class experience is dependent upon the efforts of all students, and a lack of effort by one individual can adversely affect the group's experience in many ways. Of course, this means that attendance is key. You cannot participate in the negotiation exercises if you are absent and your late arrival will likely mean that your negotiation partner(s) will not have the full quality experience. Should unavoidable conflicts arise you must contact me, providing as much advance notice as possible.

In the event that you cannot be present for a negotiation exercise, before class you must agree to arrangements with your negotiation partners to complete the negotiation and submit the results prior to the scheduled debriefing of that exercise. This may include telephone or email as the medium through which the negotiation is accomplished, but you must have my approval in advance to use any medium other than face-to-face.

Any missed negotiation exercise will result in a penalty consisting of a 5% reduction in your total course final percentage for each missed exercise (e.g., 95% becomes 90% for 1 missed exercise or 85% for 2 missed negotiations).

Note on Lectures and Discussions (Borrowed liberally from Professor Richard Buckland)

In this course the purpose of lectures is to introduce you to the concepts covered, show where they fit in, and provide motivating examples to help you understand them. They will not be comprehensive. You will need to do additional work outside of class to master the concepts.

My lecture notes will be available via the course wiki. They will contain bullet points and will lack the detail of my explanations and examples, as well as the points raised by your classmates. They are designed to be printed out before the lecture to provide a framework for your note taking. You are free to add your own notes to the wiki to expand on interesting and/or cryptic points. You are expected to contribute to the wiki. I suggest you use the wiki to take your notes. That way others will check, correct, expand, and proofread your notes for you. Sometimes I'll amend the notes on the wiki to clarify or elaborate on something that I feel wasn't explained well in the lecture or to fix a mistake in a student's notes.

Your grade in the course will be determined as follows:

Component	Weight
Negotiation Reputation	5%
Graded Negotiations	10%
Class Contribution	25%
Midterm Exam	20%
Final Exam	25%
Personal Negotiation	15%

1. Negotiation Reputation (5%)

Your counterpart in each of the two-party negotiations will rate your level of preparation and your behavior in the negotiation exercise and you will rate them as well through an on-line survey. The numerical results of these surveys will be combined to yield a z-score to determine your final percentage score for this component of the course.

2. Graded Negotiations (10%)

Your performance in several of the two-party negotiations will be graded based on the outcome for both parties and on your performance relative to that of the other students in the class playing the same role as you. The results of your outcomes will be combined to yield a z-score to determine your final percentage score for this component of the course.

3. Class Contribution (25%)

You are expected to be prepared for class and to actively participate in all class discussions and negotiation exercises, however please do not read ahead. The readings are assigned to be read after the exercise. I have selected readings to reinforce the learning points of the exercises, and you will best be able to benefit from the readings if you read them after the exercise. The concepts will be more comprehensible after you negotiate rather than before. Similarly, you will best be able to learn about your strengths and weaknesses in negotiations by approaching the exercises using what you have learned about negotiations to date. Foreknowledge of the concepts could prevent mistakes that are a critical part of the learning process.

Class discussion is for analyzing negotiation exercises. Our goal is to determine why things happened, so we will do better next time. You should reflect, once your negotiations are over, about how well your preparations actually prepared you, what worked and what surprised you at the table, any regrets you might have ("If only I..."), and what lessons you have learned that you plan to use in future negotiations. Your participation in class discussion will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties:

1. Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation)
2. Contribute to moving the discussion and analysis forward
3. Build upon the comments of your classmates
4. Transcend the "I feel" syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)

To receive the full 25% for class participation, you must also (in addition to the four criteria above)

1. Contribute to the course wiki (explained in class) and forums (fora?) in a meaningful way throughout the semester (a meaningful comment is not only relevant, but indicates a connection to relevant course concepts),
2. Come fully prepared for each negotiation (as evidenced by thoughtfully prepared and submitted planning documents before each negotiation exercise) and
3. Participate in the "[Ask Challenge](#)"
4. Meaningfully reflect on each negotiation experience, as evidenced by your thoughts "hot debrief" wikis (form provided) submitted immediately (by the end of the day) following each negotiation exercise. Each negotiation group should fill out a single form.

A Z-score will be calculated to determine final percentage score for this component of the course. When calculating the raw score, more weight will be given to class contributions and planning documents than online contributions, the Ask Challenge, hot debriefs.

4. Exams (Two, 45% total)

Two exams will be given covering concepts from the readings and the material in class. More information will be provided in class.

5. Final Paper: Personal Negotiation (15%)

Sometime during the course you will conduct a "live" personal negotiation. The substance of the negotiation may be anything -- a purchase, something related to a job or employment search, relations with peers, co-workers, or family members, etc. The following rules apply:

- This should be a new negotiation, not a write-up of one you have experienced before taking this course.
- May not be the same negotiation used for the [Ask Challenge](#)
- The person you negotiate with may not be a student or instructor in this course.
- The person you negotiate with must not be aware that you are doing this as a class exercise.
- You should articulate and write down a negotiation strategy beforehand, including the major elements of strategy we discuss in this course.

This assignment can be a minimum of 4 and maximum of 5 double-spaced typed pages in length. Appendices do not count toward total page length.

Below please find one way to organize your Personal Negotiation

1. **Problem description:** (Please provide a brief description of the situation and the nature of the parties and subject of negotiation. This should be fairly brief. You should be able to accomplish this in ½ page or less.)
2. **Preparation/Strategy:** (Include an explicit discussion of your preparation and your strategy for the negotiation. You may include a planning document at an appendix if you wish.)
3. **Process:** (what happened in the actual negotiation)
4. **What was the agreement?**
5. **Retrospective conceptual analysis of what happened:** (provide analysis, not just description)
6. **Surprises/Special aspects**
7. **Learning/Do same or differently** (can be combined with #6)

McCombs Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On-time arrival ensures that classes are able to start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the [Student Services Building](http://www.utexas.edu/maps/main/buildings/ssb.html) (<http://www.utexas.edu/maps/main/buildings/ssb.html>). [Information on how to register](http://deanofstudents.utexas.edu/ssd/register.php) (<http://deanofstudents.utexas.edu/ssd/register.php>), [downloadable forms](http://deanofstudents.utexas.edu/ssd/downloads.php) (<http://deanofstudents.utexas.edu/ssd/downloads.php>), including [guidelines for documentation](http://deanofstudents.utexas.edu/ssd/doc.php) (<http://deanofstudents.utexas.edu/ssd/doc.php>), accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via [e-mail](mailto:ssd@uts.cc.utexas.edu?subject=question%20or%20comment%20about%20SSD) (<mailto:ssd@uts.cc.utexas.edu?subject=question%20or%20comment%20about%20SSD>) if you have any questions.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> (<http://mba.mcombs.utexas.edu/students/academics/honor/index.asp>) and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein.

As specific guidance for this course, you should consider ALL submissions and class contributions (including online contributions) to be an individual effort. Group **preparation** for the exam is acceptable and encouraged.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards: If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying: Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing: Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating: Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the

Graduate School of Business."

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Your Planner

Tentative Schedule: Other than the examination dates, this schedule is subject to change. Please ensure your notification preferences for Course Activities (especially Course Content, Files, and Announcements) [are set to the frequency and method \(http://guides.instructure.com/s/2204/m/4212/l/73162-how-do-i-set-my-notification-preferences\)](http://guides.instructure.com/s/2204/m/4212/l/73162-how-do-i-set-my-notification-preferences) you wish to receive notification of changes.

Click on the topic and assignment for a particular day for more detailed information about your deliverables. If it is your day for "Raw Notes", click on your name to begin writing. If you have set your notification preferences to receive changes to Course Activities (see above), you will be notified when more links become available.

Date	Topic	Reading	Raw Notes	Assignment Due
15-Jan	Introduction	Syllabus		Week 0
17-Jan	Negotiation Basics	BFA: Intro, Ch 1, Ch 2	Maureen Burrows Randy Newman	Syllabus Quiz Appendix A
22-Jan	Simulation – Energetics Meets Generex	Simulation Role Material		Planning Document
24-Jan	Planning and Distributive Negotiations	BFA: Ch 3, 6, 7, 9, 10 Preparation: What to Do Before... Strategy and Tactics of...	Olivia Newton John Travolta	
29-Jan	Simulation	No preparation necessary	Olivia Newton John Travolta	
31-Jan	Integrative Potential	BFA: Ch 4, 5, 6	Olivia Newton John Travolta	Proof of Purchase
05-Feb	Simulation – El Tek (Outcome Graded)	Simulation Role Material		Planning Document
07-Feb	Integrative Negotiations	Negotiating a Salary or Raise in a Tough Economic Climate	Olivia Newton John Travolta	
12-Feb	Simulation – Package Deal (Outcome Graded)	Simulation Role Material		Planning Document
14-Feb	Overcoming Obstacles to Integrative Negotiations	How to Frame a Message	Olivia Newton John Travolta	
19-Feb	Simulation – Oceania (Outcome Graded)	Simulation Role Material		Planning Document
21-Feb	Debrief and First Half Wrap-Up	Simulation Role Material	Olivia Newton John Travolta	Planning Document
26-Feb	TBD			
28-Feb	Exam 1			
05-Mar		No Class: Paper Workday (MBA International Trips)		
07-Mar		No Class: Paper Workday (MBA International Trips)		
12-Mar		No Class: Spring Break		
14-Mar		No Class: Spring Break		
19-Mar	Simulation – Viking Investments			
21-Mar	Conflict Management	Negotiating With Problem People	Olivia Newton John Travolta	

Planning Document for Virtual Victorian

26-Mar	Simulation – Amanda			Planning Document for Amanda Virtual Victorian Results
28-Mar	Mediation & Arbitration	When Should We Use Agents How to Negotiate with a Hard...	Olivia Newton John Travolta	
02-Apr	Simulation–Cascade Manor			Planning Document
04-Apr	Team Negotiation	Staying With No; The Strategic Use of Interests...	Olivia Newton John Travolta	Harborco Planning Document
09-Apr	Simulation–Harborco			
11-Apr	Multi-Party Negotiation	Negotiating Group Decisions	Olivia Newton John Travolta	
16-Apr	Simulation–Mexico Venture			Planning Document
18-Apr	Cross–Cultural Negotiation	The Chinese Negotiation Negotiating with Clint Eastwood... Negotiations and Culture... International Negotiations...	Olivia Newton John Travolta	
23-Apr	Simulation–Bullard Houses			Planning Document
25-Apr	Debrief and Second Half Wrap–Up	BFA: Chapters 11, 12 When is it Legal to Lie...	Olivia Newton John Travolta	
30-Apr	Final Exam			

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Biographical Note

Before his position as director of the Texas Executive MBA program, and faculty member in the department of management, Dr. John Burrows received his undergraduate degree from Vanderbilt in 1988. Following graduation he moved to Germany to work for Ingenieurbüro Glöckl in Munich as a financial analyst for development projects with the United Nations Industrial Development Organization (UNIDO). He was responsible for projects in Ethiopia (infrastructure), Ghana (food and beverage), China (medical device manufacturing), Mauretania (banking), and the former East Germany (consumer products), among others.

While at Ingenieurbüro Glöckl Dr. Burrows also managed joint ventures between organizations in Western and Eastern Europe. New companies were founded in Poland (construction supplies), Turkey (entertainment), Yugoslavia (food and beverage), and Russia (consumer products).

Fascinated by life in East Germany, he took a job with Ernst & Young in Leipzig, Germany soon after the fall of the Berlin wall. He conducted mergers and acquisitions of the former East German conglomerates in the food and beverage, oil and gas, and consumer products industries.

In 1994 he moved back home to Austin and joined Dell Computer Corporation as it became a global corporation. He was responsible for financial systems in Japan, Malaysia, Singapore, Thailand, Australia, Korea, and Vietnam.

Since earning his PhD from Tulane University, he has received four teaching awards in the last six years. He currently teaches leadership, negotiation, and managing teams. Dr. Burrows is a speaker at numerous industry and organizational conferences, and his published work in cross-cultural leadership has received accolades from the Academy of Management and the Society for Industrial and Organizational Psychologists.

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