



SYLLABUS

CROSS CULTURAL NEGOTIATION

Instructor: Imran Butt
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Contact hours: 40

LONDON, ENGLAND

COURSE DESCRIPTION

This course will help you analyze and improve the ways you make decisions, reach agreements, and resolve conflicts with others within your own culture and across cultures. When you include social decision-making as a type of negotiation along with more formal business and diplomatic negotiations, then you will recognize that everyone negotiates every day. People within the same culture and from different cultures often negotiate in different ways, however, according to different values, norms, processes, strategies, and individual habits. By focusing on how culture influences goals and processes of negotiating, and by understanding that you can develop a wider range of approaches to negotiating with others, this course will help you live and work more successfully within diverse, global communities. Throughout the course, you will learn several approaches for negotiating, participate in simulated negotiations with peers, and reflect on your own approaches to negotiating with persons from cultures other than your own.

COURSE OBJECTIVES

Students in this course will:

- Examine your own experiences and assumptions about yourself and about others who may see the world differently than you do
- Learn a range of culturally specific models for negotiating effectively
- Explore ways of adjusting to cultural differences
- Practice negotiating with peers
- Explore the dynamics and strategies for two-party negotiations and multi-party dialogues
- Conduct research on a specific topic of interest related to cross-cultural negotiation;
- Broaden and improve approaches to building agreements, resolving conflicts, or constructively “moving on” within professional and everyday contexts.

INSTRUCTIONAL METHODOLOGY

The sessions combine introductory lectures, student presentations, discussions and group work as well as the use of videos and articles. Students will be expected to actively prepare for all classes. The classes are highly participative.

GEN-AI POLICY

Students can use GenAI tools in this class to help with certain aspects of course work and assignments. This includes brainstorming ideas, creating a paper outline, or summarizing research findings of articles. However, you cannot use content such as text or graphics created by GenAI tools in your work; rather, you must be the author/creator of your work submissions. For example, you can use a GenAI tool to suggest a paper outline based on a draft you provide it, but you cannot submit a paper with text generated by GenAI as if the text is your own writing. If I believe you've handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the GEO London office. They will work with your home institution's Office of Student Conduct to make a determination of responsibility and any resultant sanctions.

ACADEMIC MISCONDUCT

Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

ATTENDANCE

Attendance is mandatory, whether in class or on visits. See attendance policy.

COURSE READINGS

- Fisher, Roger and William Ury. *Getting to Yes*. Penguin Books
- Supplementary readings, videos and questionnaires will also be posted online.

METHOD OF EVALUATION (GRADING)

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|----------------------|-----------|
| Class participation | 20 points |
| Journal entries | 20 points |
| Mid-term examination | 20 points |
| Group presentation | 20 points |
| Final Examination | 20 points |

Participation/Attendance involves attendance, active engagement in class

negotiations and discussions, preparation, close-reading, demonstrating flexibility in your approaches to negotiation, meeting deadlines, working effectively and respectfully with others.

Journal Entries (approximately 750 words in length) will enable you to analyze relations among course readings and negotiation experiences, reflect on your own approaches to negotiation and conflict resolution. You will be required to complete 3 journal entries.

Exams will cover readings, lectures, presentations, discussions, terminology, negotiation strategies, and specific cultural knowledge gained from the course.

Team Cross-Cultural Scenarios is a team-based project to test your ability to analyze a specific situation and produce negotiated solutions.

COURSE SCHEDULE

Class one

Topics covered: Introduction to negotiation and setting the scene

Learning objectives:

- Understanding cultural differences in negotiation styles
- Understand the impact the environment can have on negotiations

Class two

Topics covered: Positional Bargaining and building relationships

Learning objectives:

- Understanding obstacles to efficient negotiation
- Appreciate the long-term impact of positional bargaining on relationships
- Develop an understanding of Principled Negotiation

Reading: GTY Chapter 1

Class three

Topics covered: The impact of culture and communication on the negotiation process

Learning objectives:

- Understand the differences between cultures and how they impact discussions
- Develop a sensitivity for cross-cultural communications

Reading: GTY Chapter 2

Class four

Topics covered: Distributive v Integrative approaches

Learning objectives:

- Understand the differences between alternative negotiation processes

- Assess the effectiveness of multiple approaches on similar situations

Reading: GTY Chapter 3-4

Class five

Topics covered: Objectivity in negotiation

Learning objectives:

- Understanding how to approach difficult conversations
- Develop the ability to create options within negotiation

Reading: GTY Chapters 4-5

Class six

Topics covered: Collaboration and teamwork for success

Learning objectives:

- Learn to work as a team to complete complex challenges

Field trip/activity: Area-01 Simulation

Class seven

Topics covered: Developing your BATNA (Best Alternative to a Negotiated Agreement)

Learning objectives:

- Understanding what you can achieve without a negotiation
- Develop standards for proposed agreements

Reading: GTY Chapter 6

Class eight

Topics covered: Dealing with complexity in negotiations

Learning objectives:

- Understand the options available when deception is being used
- Develop strategies for dealing with intimidating and difficult negotiations

Reading: GTY Chapter 7-8

Class nine

Topics covered: Successful negotiations Case study: The Northern Ireland Peace Agreement

Learning objectives:

- Understand how conflict can be resolved
- Develop an awareness of the importance of mediation

Reading: The Good Friday Agreement- <https://www.bbc.co.uk/news/uk-northern-ireland-61968177>

Class ten

Topics covered: Challenging negotiations: Brexit

Learning objectives:

- Understand the difficulties in negotiating a trade deal to leave the European Union (EU)
- Evaluate the success/failure of the Brexit deal

Reading: To be provided

Class eleven

Topics covered: Failed negotiations: Peace in the Middle-East! Is it achievable?

Learning objectives:

- Understanding the challenges and obstacles to preventing successful outcomes
- Develop sensitivity towards different perspectives
- Discuss solutions to complex situations in a respectful manner

Reading: To be provided

Class twelve

Final Exam

PROFESSIONALISM

We are interested not only in increasing your technical expertise in business. We want to help you become professionals.

Think of “professionalism” as a collection of behaviors that your boss would expect from you in a job. In any job, positive attitude, respect for others, initiative, and responsibility are vital. This course will have the same expectations.

You will be graded on attendance, prompt arrival, active participation in class, and professional conduct in the course, including your body language in class and your email communications. If you are ever unclear as to what would be the professional thing to do in a given situation, please ask. Saying “I didn’t know that was unprofessional” is not a valid excuse.
