



## **SYLLABUS**

# **CROSS CULTURAL NEGOTIATION**

**Instructor: Imran Butt**

[imranacademics@googlemail.com](mailto:imranacademics@googlemail.com)

**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)**

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 you 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.

---