



MAN 3442

CRN

International Business Negotiations

Room

Meeting time

Professor Information

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Office: Fleming West 124
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Office Hours

TBD

Required Text and Materials

- All readings will be posted to Canvas
- All exercises will be passed out in class

Course Description

This course is aimed at developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity, and developing counter proposals.

Course Prerequisites and Credit Hours and Class Time Commitments

This class is worth three (3) credit hours.

Prerequisite: Junior standing and either MAN 3025, PSY 1012, ANT 2000, SYG 1000, SYG 2010, or HSA 4124

Course Learning Objectives

This is a skills-based course in which students where students will apply theory and research to exercises, cases, and presentations. Ultimately, this course should enable you to improve your negotiation outcomes, not only by enhancing your bargaining skills, but also by facilitating your ability to recognize opportunities for joint gains and manage interdependent relationships. As a result of taking this course, you will be able to:

1. Diagnose your own negotiation style, including strengths and areas for improvement.
2. Analyze conflict situations and effectively prepare for a variety of negotiations.
3. Improve your ability to negotiate desired outcomes.
4. Provide a functional and practical understanding of how culture impacts individual, group, and organizational behavior and effectiveness
5. Develop a practical understanding of cross-cultural human relations.

To achieve these objectives, the course uses **role-play exercises** (both in and outside of class) with class debriefing and discussions. Because debriefings increase awareness and understanding of your negotiation strengths and weaknesses, **consistent class attendance is critical**. Reading and role-play exercises provide essential background knowledge and must be completed before class. Short lectures and video/audio clips supplement readings and integrate course material, but all classes require extensive student participation. Students will also complete several short experiential homework assignments and regular in-class quizzes to improve their grasp of negotiation concepts.

Grading Scale

In keeping with University policy, the grading scale is: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 83-86.9 = B; 80-82.9 = B-; 77-79.9 = C+; 73-76.9 = C; 70-72.9 = C-; 67-69.9 = D+; 63-66.9 = D; 60-62.9 = D-; 0 – 59.9 = F.

THERE ARE NO COMPUTING DEVICES OF ANY KIND ALLOWED AT ANY TIME.

Evidence shows when college students use laptops, they

- spend 40% of class time using applications unrelated to coursework,
- are more likely to fall off task,
- are less satisfied with their education, and
- learn less conceptual material.

Therefore, no laptops, no tablets.

Course Evaluation Method

Breakdown of Grades

1. Class Participation	15%
2. Quizzes	15%
3. Graded Negotiation Exercises	20%
4. Real negotiation write-ups	10%
5. Team Country presentation	20%
6. Final self-reflection paper	20%

1. **Class Participation.** Research shows that students learn more when they actively participate in discussions. Because debriefing the role-play activities contributes significantly to learning, students are expected to **attend** and **participate actively** during class exercises, discussions, and negotiation debriefings.

One critical component of participation is **attendance**. Students who miss all or some portion of the class not only miss exercises and discussions, they may disrupt exercises and cause other students to miss the opportunity to learn from them. Therefore, **students should be present on time** for **EVERY** scheduled class session.

The other component of class participation involves students' active and enthusiastic participation in class discussions and activities. This component will reflect my evaluation of students' active contributions, for example:

- Was well-prepared for class exercises & discussions
- Participated enthusiastically in discussions, exercises and debriefings
- Volunteered unique insights and ideas to class discussions and debriefings

2. **Quizzes.** Students who are unprepared hinder the learning of others by wasting time reviewing readings and exercises or—worse yet—trying to “wing it” during role-play negotiations. To encourage consistent preparation, I will distribute short quizzes based on the readings at the start of some class sessions. There will be no make-up quizzes for absences or late arrivals, however the lowest score is dropped.

3. **Graded Negotiation Exercises.** Negotiations feel different when the outcomes have real consequences. I will grade a subset of the cases. I have not identified in advance which of the cases I will grade. Prepare for each case as if it is graded. Half of the grade will be based on relative performance within a role (Your performance within a role will be compared with the performance of other students in the same role.) You will earn a score between 7 and 10 based upon your relative performance. For example, if there are 10 buyers, the buyer with the most surplus will earn a 10, while the buyer with the lowest surplus will earn a 7. Failure to reach agreement will result in both parties earning a 7. The other half of the grade will be based on your write-up/ self-reflection. Students who miss a case for any reason will earn a score of 0.

4. **Actual Negotiation Write-ups.** During this course you are required to go out and actually negotiate for something—twice. You can negotiate for anything—dry cleaning services, a taxi bill, a restaurant meal, or a couch. My preference is for you to negotiate in a setting where negotiations are uncommon (e.g., not in a flea market). You can be the buyer or the seller, and although you do not need to complete a transaction to complete the exercise, the good or service that you negotiate for should be something that you would actually buy or sell. (Note: the negotiations should take place after the course starts). In your write-up I will be looking for (and grading) the following:

- (1) Overview: Provide a **brief** overview of the key events.

(2) Analysis: What were the critical factors that affected the negotiation situation and outcomes, and what can you say about these factors in general? How do the concepts and strategies presented in lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style? How successful were you in the use of these concepts and strategies?

(3) Synthesis: What did you learn about yourself and others from this experience? What did you learn about negotiation or conflict from this situation? How does this experience compare to others that you or someone you know have had in comparable circumstances?

A “good” write-up is one that tries to step back from a negotiation, identifies key events and processes, uses readings to help structure the analysis, and is written well. A good paper is generally at least 4 pages long, 12 point font, and double-spaced.

5. **Team Region Report.** As a team, you will present on an assigned region of the globe. After doing appropriate research, present a 20-minute PowerPoint presentation describing business customs and practices in that country. Your task is to prepare a non-native businessperson to act appropriately in business situations (e.g., an office meeting, a negotiation, an interview). You should incorporate lecture material as well as material from the texts into the paper. Students will have the opportunity to complete peer evaluations to identify both high and low contributors. The final peer evaluation is evaluative in that it can affect each team member’s grade. Any student whose peer evaluation average is below a 73% average (i.e. below the passing grade of the course itself) will have his/her grades on the team assignments reduced to 80% of the team score.

6. **Final Self-reflection paper.** Your final assignment for the class is to reflect on how you have grown as a negotiator over the duration of the course. This is a self-assessment paper in which you analyze yourself, including your style and its strengths and weaknesses, based on your experience in the course, the feedback you received, as well as other experiences. This analysis should culminate in an action plan for developing as a negotiator. You could show your growth by completing a third out-of-class negotiation. Or, you could also include a coherent personal “theory of negotiation” that reflects what you believe are the fundamental dynamics and best practices of negotiation as they relate to you. This should not be a simple recapitulation of recommendations offered in the class or readings but rather some personalized version of your own negotiation manual that reflects a meaningful amount of reflection, synthesis, and application. The paper should be 5 pages, 12-point font, and double-spaced.

Procedures for Negotiation Role-Play Exercises

Negotiation process. For each role-play exercise, you will receive confidential role material, a settlement form, and your assigned partner(s) in class. You are responsible for preparing to negotiate with your partner(s). For out-of-class exercises, you will also need to schedule a mutually convenient time to complete the exercise.

During each exercise, you will need to adopt the role provided in your confidential information and try to reach an agreement with the other party. Please note that, as it is impossible to generate role materials that fully address all of the questions you may be asked by your partner(s) during the exercise, you will need to anticipate and research or improvise your responses to their questions. This makes some students feel uncomfortable; however, in real-life negotiations, you are likely to face the same circumstances. There are several class ground rules for the role-play exercises:

- Rule 1:** You may *verbally* communicate whatever information you wish about your character, interests, etc., but **you may NOT disclose or show your confidential role-play sheet (or any point values associated with settlement terms) to your partner(s) before or during** the negotiation. Similarly, students should refrain from viewing or otherwise trying to learn their partners' confidential role information. Doing so vastly reduces the exercises' value and constitutes academic dishonesty.
- Rule 2:** **You are fully responsible for your choices about how to behave** during all negotiations, even though these are "only" role-play exercises. Note that YOU choose how to behave; the role does not "choose" for you. I encourage you to experiment with different styles and tactics, but the decision regarding how to behave *always* rests with you.
- Rule 3:** Because I can't possibly provide you with all of the details that might be requested by your partners, you should **be prepared to embellish** as needed on the details of your role information. However, *you must also be prepared to live with the consequences* of your chosen behavior. Extreme statements that contradict the facts of your role could be regarded as *unethical* by your classmates and may harm your reputation or ability to work effectively with them during subsequent exercises.
- Rule 4:** NO physical violence is permitted at any time, under any circumstance.
- Rule 5:** NO checking the internet at any time during the role play.

Settlement terms. At the end of each negotiation exercise, you will either reach agreement on settlement terms OR decide that no agreement is possible. You will need to complete and submit a **settlement sheet** summarizing your terms or lack of agreement—it is best to complete these jointly to ensure that you both fully understand the terms and/or problems in reaching agreement. Note that I must receive these settlement terms uploaded to expertnegotiator.com by the scheduled due date/time in order to prepare a summary of the outcomes for class debriefing.

Partner reactions. In addition, for each one-on-one negotiation exercise, sometimes you will be asked to complete a **Partner Reaction Checklist** to provide feedback to the other person, and collect a completed Partner Reaction Checklist from them. This checklist (which is available online) documents your feelings about and reactions to them and is designed to help students understand how they are perceived by others during negotiations.

When completing the Partner Reaction Checklist, focus on the behavior of the other party and be as honest as possible. Please also provide comments explaining your ratings: did the other party "miss out" on a better deal because of how they behaved? Did they appear uninterested or unsure of themselves? It helps to use temperate rather than incendiary phrasing when you provide such feedback.

Interpreting your partners' reactions. You will improve your skills most if you seek out honest, negative feedback. Bear in mind that others' reactions represent a thin slice-of-time perception—it's not "all" of who you are. Rather than getting upset, you will learn most by trying to understand *when* and *why* others responded negatively to you. Often, incidental changes such as asking questions, maintaining eye contact, smiling more often, or paraphrasing back the other person's concerns, can result in much more positive reactions to you—and in better settlement terms. Your goal is not to "rack up" lots of positive partner reactions, but rather to understand how and why others respond the way they do to you.

Additional University and College Policies

Missing Exams

There are no make-up exams unless in the case of a documented medical emergency. Students with University-excused absences must make arrangements to complete the exam prior to the exam due date.

Late Assignments

There are no late assignments unless in the case of a documented medical emergency. Students with University-excused absences must make arrangements to complete the exam prior to the exam due date.

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas/>

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I")

grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a “C”. This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university’s Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a “C”. Course syllabi give individualized information about grading as it pertains to the individual classes.

Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor’s own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative: 1) To establish and implement academic standards; 2) To establish and enforce reasonable behavior standards in each class; 3) To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

CLASS SCHEDULE

Date		Assignment (due at the start of class)	
Week 1	Jan. 8	Topic: Negotiation and Value Activity: Ugli Orange	
	Jan. 10	Topic: Negotiation and Value Activity: \$2 game	Reading: “Negotiation Analysis” by Wheeler
Week 2	Jan. 15	Topic: Distributive Negotiations Activity: Used Car Negotiation	Reading: “Selecting a strategy” by Lewicki, Hiam, & Olander
	Jan. 17	Topic: Distributive Negotiations Activity: setting BATNA exercise	Reading: “BATNA basics” by Program on Negotiation (PON)
Week 3	Jan. 22	Topic: Integrative Negotiations Activity: BestBooks/ Paige Turner	Reading: “Negotiating Checklist” by
	Jan. 24	Topic: Integrative Negotiations Activity:	Reading: “Business negotiation” by PON
Week 4	Jan. 29	Topic: Fairness and trust Activity: Pemberton	Assignment: First out-of-class negotiation due to Canvas
	Jan. 31	Topic: Fairness and trust Activity: Fairness exercise	
Week 5	Feb. 5	Topic: Listening Activity: Work conflict	Readings: “Negotiating with Emotion”
	Feb. 7	Topic: Listening Activity: Debrief work conflict exercise	
Week 6	Feb. 12	Topic: Counter-proposals Activity: Sell this item!	Reading: “Power of Talk” by Tannen; “Making Concessions” by Malhotra
	Feb. 14	Topic: Counter-proposals Activity: Island Cruise (by phone)	
Week 7	Feb. 19	Topic: Teams negotiations Activity: Towers Market	Reading: “Global teams that Work”
	Feb. 21	Topic: Teams negotiations, Activity: Coalition bargaining	
Week 8	Feb. 26	Topic: Culture Activity: Galactica SUV exercise	Reading: “Overcoming Cultural Barriers” by PON
	Feb. 28	Topic: Culture Activity: Cultural intelligence scale questionnaire and discussion	
	Mar. 4-8	SPRING BREAK	
Week 9	Mar. 11	Topic: Cultural-self awareness Activity: A Trip to Mintana	Reading: “The complexity of identity” by Tatum
	Mar. 13	Topic: Cultural-self awareness Activity: Identity exercise	
Week 10	Mar. 18	Topic: Negotiating from low power Activity: Toyonda	Assignment: Second out-of-class negotiation due to Canvas

	Mar. 20	Topic: Negotiating from low power Activity: Salary negotiation	Reading: How to Negotiate Salary by PON
Week 11	Mar. 25	Topic: Virtual cross-cultural negotiation Activity: Live8	Reading: “How to Negotiate Online” by McGinn and Wilson; “Risks of email” by Bhappu and Barsness
	Mar. 27	Topic: Virtual cross-cultural negotiation Activity: debrief Live8	
Week 12	Apr. 1	Topic: Multi-national supply chains Activity: Bacchus Case Lewicki	Reading: “Negotiating with Chinese Investors” by Ma, Brett, Wang, and Zhang; “How to Work Across Cultures” by Neeley
	Apr. 3	Topic: Multi-national supply chains Activity: Negotiation videos	
Week 13	Apr. 8	South/Central America Presentations: Latin America Caribbean	
	Apr. 10	Europe Class Presentations: Germanic and Northern Europe Eastern (incl. Russia)	
Week 14	Apr. 15	Asia Class Presentations: Confucian Asia (China, Japan, Korea, etc.) Southern Asia (India, Bangladesh, etc.)	
	Apr. 17	Africa Class Presentations: Northern Africa and Middle East Sub-Saharan Africa	
Week 15	Apr. 22	Topic: Ethics Activity: Split or Steal?	Reading: “How to Negotiate with a Liar” by John; “The Secret to Negotiating...” by Wezowski
	Apr. 24	Final self-reflection paper due at start of class	

- Note: As we progress through the course, it may prove necessary to make adjustments to the schedule. You will be notified in advance of any changes.