



MAN 3442-001 | CRN xxxxx
Negotiating in a Globalized World
W/ F 12:30 to 1:50 pm
3 credits

Fall 2024
Prof. Deborah Searcy
Office hours: Virtual, by appointment
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Course Description

A skill-based course that focuses on the conduct and impact of negotiations on business relationships, including the role of culture.

Instructional Method

This class is designated as “primarily classroom.” This class will provide live & synchronous content for all class periods, and at least 50% of the original scheduled class meetings shall be in the classroom.

Prerequisites/Corequisites

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.

This class is worth three (3) credit hours.

Course Objectives/Student Learning Outcomes

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.

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** 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. Students will also complete several short experiential homework assignments and regular in-class quizzes to improve their grasp of negotiation concepts.

Required Texts

Assorted role play exercises distributed via email or in class
Additional articles posted to Canvas

Course Grading Scale

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

Course Evaluation Method

Breakdown of Grades

1. Class Attendance & Participation	15%
2. Graded Negotiation Exercises	
a. Planning documents	5%
b. Results of negotiation	20%
3. Real negotiation write-ups (2 at 10%)	20%
4. Quizzes (drop lowest)	15%
5. Team Country presentation	15%
6. Final identity, culture, self-reflection paper	10%

1. **Class Attendance and 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.

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

Students who don't attend and don't participate will not receive passing grades for the class contribution grade. Furthermore, this grade reflects your overall professionalism, including respect for classmates, respect for other's time, preparedness, attention, and ethicality. Mask wearing is expected.

2. **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. There are several components of this grade

- Planning documents: Students are expected to have read their assigned role and completed a brief planning document in Canvas prior to the start of class. Your grade for these planning documents is strictly on completion of the document.
- Results on the actual negotiation: Your grade will be based on relative performance within a role and your thoughtful analysis of the results. Your performance within a role will be compared with the performance of other students in the same role; you will earn a score between 70 and 100 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. In addition, you will be graded on your write-up/ self-reflection.
- If you will miss an in-class negotiation due to a documented reason (such as quarantining for a Covid exposure), you are required to notify me **before the start of class**. If you notify me before class with documentation, you will be allowed to make up the assignment (maximum of **three times**), but you are responsible for finding a classmate negotiation partner. You have three additional days to submit the assignment from the posted due date.

3. **Real Negotiation Write-ups.** During this course you are required to go out and actually negotiate for something—twice. You can negotiate for anything—rent, hours at work, 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 **MUST** take place after the course starts). For one of the negotiations, you may negotiate against a good friend or loved one (e.g. mom, friend, significant other), but at least once you must negotiate against a relative stranger (but negotiating against your boss is ok). 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 **AND** 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 6 pages long, 12 point font, and double-spaced.

4. **Quizzes.** Multiple times during the semester, you will be tested on your knowledge and understanding of the content covered in class lectures and discussions. Each quiz will be timed, and there is a 14-hour testing window as listed below.

If you must miss a quiz due to a University-sanctioned event (e.g. swim meet) or other University-approved reason (e.g. religious holiday) you must take the quiz in advance of the due date. There are no make-up quizzes, but your lowest quiz grade will be dropped.

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 one or more business situations (e.g., an office meeting, a project proposal, a negotiation, a dinner meeting, an interview). 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 73% 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. 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. An A level paper would be at least 7 pages, 12-point font, and double-spaced.

Selected University and College Policies

Missing or Late Assignments/ Exams: There are no missing or late assignments or exams unless in the case of a documented emergency. Students with University-excused absences must make arrangements to complete the assignments prior to the due date.

Policy on the Recording of Lectures: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

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](#).

Accessibility Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require special accommodations to properly execute coursework due to a disability must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880), TDD (561) 297-0358; in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures. Their web site is: <https://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](#).

University Approved Absence 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 action.

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.

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:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior is judged to be disruptive per the Student Code of Conduct.

Date		Topic
Week 1	xx 12:30 xx 12:30	Topic: Negotiation and Value Class meeting: Introduction to Negotiation Before class Deliverable: Read <i>Negotiation Analysis, BATNA Basics</i> Class meeting: Lecture on Negotiation Analysis, BATNA
Week 2	xx 12:30 xx 12:30	Topic: Preparation, BATNA QUIZ on Syllabus, <i>Negotiation Analysis</i> and <i>BATNA Basics</i> articles (Canvas, open 8 am to midnight) Before class Deliverable: Read <i>Blue Coupe</i> role and submit planning document Class meeting: Lecture, Negotiate <i>Blue Coupe</i>
Week 3	xx 12:30 xx 12:30	Topic: Distributive Negotiations Before class Deliverable: Read <i>Buying a House</i> role and submit planning document Class meeting: Negotiate <i>Buying a House</i> Class meeting: Lecture on Distributive Negotiations
Week 4	xx 12:30 xx 12:30	Topic: Integrative Negotiations Before class Deliverable: Read <i>Best Books</i> role and submit planning document Class meeting: Negotiate <i>Best Books</i> Class meeting: Lecture on Integrative Negotiations
Week 5	xx 12:30 xx 12:30	Topic: Teams negotiations Class meeting: Negotiate <i>Towers Market</i> (role distributed in class) Class meeting: Lecture on Teams negotiations
Week 6	xx xx	Topic: Virtual Negotiations (NO CLASSROOM INSTRUCTION THIS WEEK) First out-of-class negotiation due to Canvas (due midnight) Deliverable: Complete <i>Live 8</i> virtual negotiation via e-mail. You must submit the back-and-forth text of email negotiation AND the write-up and analysis by midnight
Week 7	xx 12:30 xx 12:30	Topic: Identity Before class Deliverable: Read “The complexity of identity” by Tatum Class meeting: Live lecture in classroom and Identity exercise Deliverable: submit identity write-up and analysis to Canvas by midnight Before class Deliverable: Read <i>Cross-cultural Negotiations & Hofstede summary</i> Class meeting: lecture
Week 8	xx xx 12:30	Topic: Culture QUIZ on <i>Cross-cultural Negotiations & Hofstede summary</i> articles (open 8 am to midnight) Class meeting: Lecture and in-class activities
Week 9	xx 12:30 xx 12:30	Topic: Culture Class meeting: Lecture and in-class activities Before class Deliverable: read <i>Bacchus</i> role and submit planning document by start of class Class meeting: Negotiate <i>Bacchus</i>
Week 10	xx xx	Topic: Culture (NO CLASSROOM INSTRUCTION THIS WEEK) Before class Deliverable: Second out-of-class negotiation due to Canvas Deliverable: Complete <i>Island Cruise</i> virtual negotiation via telephone call. You must submit an audio file AND the write-up and analysis by midnight
Week 11	xx 12:30 xx 12:30	Topic: Salary Negotiation Before class Deliverable: Read <i>Salary Negotiation</i> , Submit salary planning document Class meeting: Lecture on salary negotiation, practice Class meeting: Lecture
Week 12	xx 12:30 xx 12:30	Topic: Cross-cultural negotiations Team Presentations Latin America (e.g. Brazil, Peru) Caribbean Germanic and Northern Europe (e.g. Germany, Latvia, <i>NOT</i> England/ France/ Spain) NO CLASS FOR PASSOVER AND GOOD FRIDAY

Week 13	Topic: Cross-cultural Negotiations Team Presentations xx 12:30 Eastern Europe (e.g. Russia, Poland, Ukraine <i>NOT</i> Germany / France) Confucian Asia (e.g. China, Japan, Korea) Southern Asia (e.g. India, Bangladesh) xx 12:30 Northern Africa and Middle East (e.g. Morocco, Egypt, Saudi Arabia) Sub-Saharan Africa (e.g. South Africa, Kenya) QUIZ on Country Presentations
Week 14	Topic: Identity and Intercultural Negotiation xx 12:30 Class meeting: Can You Spot a Liar? xx 12:30 Final self-reflection paper due at start of class
Final	Final cumulative QUIZ open 8 am to 11:59 pm xx

- 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