

## INTERNATIONAL NEGOTIATIONS

<b>Course code</b>	<i>MNG 173</i>
<b>Compulsory in the programmes</b>	<i>International Business and Communication, Business Management and Marketing,</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits</b>	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 106 individual work hours)</i>
<b>Course coordinator</b>	<i>Tobias Grünfelder (head of course) and Dominykas Karpovic</i>
<b>Prerequisites</b>	<i>None</i>
<b>Language of instruction</b>	<i>English</i>

### THE AIM OF THE COURSE:

Professional success and management of organizations, in any context, require agreement and collaboration with other people. While this is true for any type of transaction anywhere, it is even truer when the people who interact in order to reach an agreement are from different cultures. Because of globalization, the ability of reaching agreements, effectively collaborate, and resolve conflicts within a multicultural context, is more and more needed today. Organizations of any industry and sector, today, are increasingly embracing diversity in all aspects and this requires cultural intelligence, sensitivity, communication and negotiations skills to reach synergy and mutually beneficial outcomes. Success in diverse and dynamic environments partly depends on how well each of us knows how to negotiate. These negotiations are very peculiar because they include more variables and may entail complex cross-cultural dynamics. International negotiations, indeed, require a different series of frameworks that have to be mastered to work successfully across cultures. Negotiating internationally requires intercultural awareness, effective cross-cultural communication skills, and specific techniques. Some of the concepts covered in this course are: basic principles of international negotiations, negotiation styles, cultural differences, values and etiquettes, conflict analysis and resolution, transcultural leadership and management.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives	Assessment methods	Teaching methods
CLO1. Introduce students to the core concepts of cross-cultural communication and negotiations in international contexts.	BLO1.1. BLO2.1.	Final exam, coursework/ presentation	Lecture
CLO2. Discuss and analyse issues related to international negotiation situations, causes and effects.	BLO2.1. BLO4.1.	Final exam	Lecture and Seminar

CLO3. Assess and analyse cross-cultural negotiations situations, problems and solutions.	BLO1.2. BLO2.1. BLO4.1. BLO4.2	Final exam, Coursework/ presentation	Seminar
CLO4. Develop a set of effective cross cultural communication skills, and specific techniques for international negotiations and conflict resolution.	BLO1.1. BLO2.1. BLO3.2	Final exam, Coursework/ presentation	Lecture and Seminar
CLO5. Understand cross-cultural communication and negotiation as a key element in the set of required soft skills needed in international cooperation	BLO1.1. BLO2.1.	Final exam, Coursework/ presentation	Lecture and Seminar
CLO6. Apply critical thinking and problem-solving skills in a changing environment	BLO1.2. BLO2.1. BLO4.2. BLO4.2.	Final exam, coursework/ presentation, final exam	Lecture and Seminar
CLO7. Demonstrate knowledge and ability to evaluate and assess international negotiation theoretical concepts, strategies and techniques to be applied in real-life scenarios	BLO1.2. BLO2.1. BLO4.1. BLO4.2.	Final exam, coursework/ presentation, final exam	Seminar

## ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

## COURSE OUTLINE

Topic	In-class hours	Readings
<b>Session 1:</b> <i>Tobias Grünfelder</i>  <b>Presentation of course aims and assignments</b> Time schedule, final exam, case studies, etc. <b>Introduction to the topics: Culture, Negotiation and Cooperation</b>	4	

<b>Session 2:</b> <i>Tobias Grünfelder</i>  <b>The Concept of Culture</b> Metaphors of Culture, Nature and Nurture, Cultural Values <b>Negotiation fundamentals:</b> personal profile, individual culture and values. <b>Verbal and non-verbal aspects cross-cultural communication</b> R. Lewis cultural categories. E.T Hall Etiquette, protocol, mannerism	4	Fang, T. (2005) Lewis, R. Ch. 1-2 Bratt, J. Ch 1 Lewis, R., Ch 3-4
<b>Session 3:</b> <i>Tobias Grünfelder</i>  <b>Culture Related Business and Negotiation Styles</b> Hofstede, Trompenaars, Gesteland Dignity, Face, and Honor Norms	4	Bennett, M. (2016) Gesteland, R. (2004). Parts I-III Bratt, J. Ch 2
<b>Session 4:</b> <i>Dominykas Karpovic</i>  <b>Conflict transformation</b> by Peaceful means (the Transcend method)	4	J. Galtung (2000)
<b>Session 5:</b> <i>Dominykas Karpovic</i>  <b>Sustainability in Negotiations</b> Sustainable Development Goals and their relationship to negotiation process, The essence of sustainability and what role it plays in negotiation process	4	TBA
<b>Midterms / Break</b>		
<b>Session 6:</b> <i>Tobias Grünfelder and Prof. Dr. Josef Wieland</i>  <b>Compliance and Integrity Management</b>	4	TBA
<b>Session 7: Transcultural Leadership Summit</b> <i>Tobias Grünfelder</i>	4	TBA Online
<b>Session 8: Transcultural Leadership Summit</b> <i>Tobias Grünfelder</i>	4	TBA Online
<b>Session 9:</b> <i>Tobias Grünfelder</i>  <b>Negotiation subprocesses</b>	4	Brett, J. Ch 3

Power, framing, emotions Culture and Strategy for Negotiating Deals Reciprocal questioning and offering (Q&A; S&O)  <b>Position Based Negotiations vs Interest Based Negotiations</b> Different Strategies in Negotiations		
<b>Session 10:</b>  <b>Case Study</b> Presentation + Q&A	4	TBA
<b>Session 11:</b> <i>Tobias Grünfelder</i>  <b>Transcultural Leadership and Negotiation</b> <ul style="list-style-type: none"> <li>- Transcultural Learning Model</li> <li>- Persuasion and ethics</li> </ul> <b>Negotiation subprocesses</b> <ul style="list-style-type: none"> <li>- BATNA</li> <li>- Persuasion and ethics</li> <li>- Ethics across culture</li> </ul>	4	Wieland, J. (2019): Gesteland, R. (2004). Parts II, 9-10 Abramson & Moran, Ch. 4-9
<b>Session 12:</b> <i>Tobias Grünfelder</i>  <b>Developing Negotiation Competences III</b> <ul style="list-style-type: none"> <li>- Argumentation development</li> <li>- Strategic Communication</li> <li>- Objection Handling</li> <li>- Dealing with difficult negotiators</li> <li>- Closing techniques</li> </ul> <b>Wrap-up session</b> Strategies for successful negotiations Habits of effective negotiators	4	TBA
	<b>Total: 48 hours</b>	
CONSULTATIONS	6	
FINAL EXAM	2	

#### FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 30%</i>	
Group presentation of a case study	30
<i>Individual Components 70%</i>	

Final Exam	40
Reflection Paper & Participation	30
<b>Total:</b>	100

## DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

The lecturer reserves the right to choose the form of the exam. Details about the structure of the exam and the grading policy will be presented on the first day of the lectures and will be published online.

The presentations will take place during the seminars. Students will be asked to present/ oppose on a given topic. Details about the presentation scope and the grading policy will be presented on the first day of the lectures and will be published online.

1. The **final exam** will account for **40%** of the final grade and will cover the topics covered from Session 1 to 12.
3. The **practical case** (presentation) will account for **30%** of the final grade. It will be a case study in the field of international negotiation.
4. The **reflection paper** and the **class performance** will count for **30%** and is key to this class. This includes simulations, presentations and **active participation** in class and **writing a reflection paper**. Seminar grades will be published after completing the course.

## RETAKE POLICY

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures and case-discussion topics discussed in class during the course. Students who receive a non-passing final grade can have a re-take exam, which will constitute 40% of the final grade and will include material of the whole course. Participation and Practical Case cannot be re-taken, but will be counted into the final grade, as graded before. Acquired scores from all assignments will be summed up and the final (cumulative) grade will be given. The lecturer reserves the right to choose the form of the exam.

## ADDITIONAL REMARKS

Attendance and participation in the lectures and seminars are not obligatory, however strongly recommended. Studying solely from slides/ course book is not considered to be a sufficient preparation for the exam.

### Regarding final group presentations:

- The number of groups and members will vary according to final enrolment in this course.
- Preliminary, there will be 8 groups of 4/5 students in each seminar group.
- Cases will be assigned by lottery during the first two weeks.
- Final case presentations will take place during the last 2 weeks during seminars. The presentation submission schedule may vary and will be announced in the first weeks.
- Specific rules apply for in-class/online presentations.
  - a. Presentations can neither be re-scheduled nor retaken
  - b. In case of serious reasons, individual students may be allowed to switch with another student. Students are responsible for arranging the changes and must inform the lecturer at least 2 weeks in advance.

Due to the dynamic nature of the content of the course, additional material can be assigned during the course. In case of unforeseen events the schedule will be adapted.

Readings are selected from books available in ISM library. When older editions are also available for free and legal download the links will be provided.

Lecture slides are the intellectual property of teaching instructor and there is no obligation to upload them for immediate access of students. Taking screenshots/photos of the screen during lectures is not allowed without written consent of the lecturer.

## REQUIRED READINGS

### Obligatory readings:

1. Lewis, R. (2006): *When cultures collide*. Leading across cultures. Nicholas Brealey International. Boston, MA 02116 USA.
2. Abramson, N. R., & Moran, R. T. (2017): *Managing Cultural Differences: Global Leadership for the 21st Century*. Routledge.
3. Jeanne M. Brett (2014): *Negotiating Globally*, Jossey-Bass, A Wiley Bran.
4. Bennett, M. (2016): *The Value of Cultural Diversity: Rhetoric and Reality*, IDR-Institute.
5. Barmeyer C. & Franklin P. (2017): *Intercultural Management - A Case-Based Approach to Achieving Complementarity and Synergy*. 1st ed. 2017.
6. Fang, T. (2005): From "onion" to "ocean": paradox and change in national cultures, *International Studies of Management and Organization*, Vol. 35 No. 4, pp. 71-90
7. Wieland, J. (2019): Transculturality as a Leadership Style – A Relational Approach, in: Wieland, J. / Baumann Montecinos, J. (eds.) *Transcultural Leadership and Transcultural Competence*, Marburg: Metropolis, 21-41.

### ADDITIONAL READINGS

8. Ury, W. (2008). *Getting Past No*. Chapters 1-3.
9. Rigault, Didier (2005). *International Business Agreements*. Chapters 1.1.1-1.1.4, 2.1.1 and 2.18-2.23
10. Rody, Raymond C. (2002). *International Business Negotiations: Strategies, Tactics, Practices*. Introduction and Chapters 1-2
11. Salacuse, Jeswald W. (2003). *The Global Negotiator*. Chapters: 2,3, 6,7 and 13.
12. Shapiro, Ronald M. (2001), *The power of nice: how to negotiate so everyone wins – especially you!* Chapter 8

Further literature will be announced in the course.

**NOTE: Reading for assignment cases (final presentation in groups) will be assigned to specific to students later during the first two weeks.**

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing, Finance,*

*Industrial Technology Management*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about cross-cultural communication aspects, cultural intelligence and international conflict resolutions through negotiations
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper