CROSS-CULTURAL NEGOTIATIONS & GLOBAL BUSINESS  GBM 427 (CRN 21580)  
CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SPRING, 2007

General Information

Meeting Dates & Times:  TH., 5 P.M. TO 6:50 P.M.
Location:   Markstein 308
Professor:   Martin J. Gannon
Office:    343 Markstein Hall
Office Phone:   760-750-4233
Email:    mgannon@csusm.edu
Office Hours:   Tu. & Th. 3 P.M. to 4 P.M. or by appointment or after class

Texts and Materials


Additional Materials:  Will be available as handouts.

Course Description

This course utilizes skill-building exercises and assessment tools to help students learn how to improve their negotiating and conflict management skills. The intent is to help students learn to achieve win-win solutions to individual, team, and organizational problems. Topics to be addressed include: factors influencing decision making, distributive and integrative bargaining, power and influence, communication and persuasion, ethics in negotiation, breakdowns and difficult negotiations, mediating conflicts, and international negotiations.

Learning Objectives

After successfully completing the course, students should be able to:

• Understand the negotiation process, bargaining strategies and tactics, and their effects.
• Diagnose your own strengths and areas for improvement in various negotiation areas.
• Analyze situations and effectively prepare for a variety of negotiation situations (improve their analytical skills).
• Develop and implement a plan for improving your own negotiation skills.
• Obtain feedback from others on improving your negotiation skills.
• Improve upon the negotiation situations you experience in everyday life.
Course Schedule

The course schedule is provided as a guideline and is subject to slight changes. Necessary revisions will be announced in class with as much advance notice as possible. Be sure to read the syllabus carefully. You are responsible for all assignments listed on the syllabus and any alterations to this schedule of events. It is your responsibility to check with the professor regarding changes to the schedule in the unlikely event that you are absent.

Individual Assignments

Grades for the course will be based on the following aspects (each is described in more detail in the following sections):

- Journal Entry 20%
- Out-of-Class Negotiation project 20%
- Team Case Analysis 25%
- Collecting No's - Report 10%
- Two Examinations (12.5% each) 25%

However, as noted below, your final grade average is reduced by 1.5% for any unexcused absence or failure to prepare for class in advance. E.g., if your final average is 90 but you have four unexcused absences, your final grade in the distribution is 84.

Attendance and Class Participation

Your class participation grade will be determined by your attendance, active participation in class sessions, developmental feedback given by your peers during the class, your roles as observers and negotiators, and completing the assigned readings. The Professor will ask questions about these readings.

- **Attendance.** The class relies heavily on participation by students. Students will be actively involved in experiential exercises and negotiation activities. Attendance and insightful participation are critical for indicating student mastery of the material. **You must be present and on-time every time we meet.** Being late inconveniences the entire class and may cause classes to run over the allotted time period. If, for a legitimate reason, you find that you will be late to class or will have to miss class, you should phone or email me prior to the class period. You are responsible for finding someone else who can assume your role for that class period. You are also responsible for training them on your role.

- **Participation in Class Meetings.** You are expected to prepare in advance for each class session by reading and studying the assigned material. All assignments must be completed prior to the start of class. **When you are given a role for the following class, your role play assignment must be read in advance.** You will not have time during class to read your assignment. It will be assumed that you are ready to participate in your role as the start of the class period.
As aspiring young professionals, you have excellent ideas and are strongly encouraged to offer your views. You should feel free (and be prepared) to provide your comments, ask thoughtful questions, and share your own work-related experiences with the class. Students can learn a tremendous amount from each other. As such, you should take on the role of educating your peers. As a class member, you are responsible for helping to create a positive learning environment. The use of “killer phrases” (e.g., “that will never work”, “that is a dumb idea”) and non-supportive nonverbal gestures (e.g., not looking at people when they speak, etc.) are discouraged. Students are encouraged to practice effective communication skills with all members of the class (e.g., carefully listening to others, not interrupting others, etc).

Standards for evaluating your participation include the following:
- Showed evidence of thorough preparation of negotiation exercises (as a role player or observer)
- Actively sought and accepted feedback from others
- Volunteered unique insights during negotiation class briefings (did not simply dominate class discussions without adding value)
- Volunteered for any public class exercises
- Offered ideas that expanded the scope of class discussions and built on others’ contributions (provided contributions were valued by peers)
- Participated enthusiastically in class discussions
- Provided valuable feedback (specific, constructive) to classmates
- Showed that he or she read the assigned readings when the Professor asks questions

- **Role Playing Exercises.** Students will be expected to participate in a variety of roles during the class sessions. They may serve as role players in negotiation exercises or as observers. All roles are critical to the learning process. You should be actively and enthusiastically involved in all roles you are assigned. You are expected to keep your role confidential until the exercise has been conducted. You are not to look at the role of the other party even if you have access to it. In addition, remember that sometimes negotiation situations may be uncomfortable or frustrating for you, whether you are an observer or a negotiator. This is a learning experience so try to learn from the situation and make improvements. Your enrollment in this class signifies your acceptance of this fact and your commitment to take the negotiation exercises seriously in order to learn as much as possible from them.

**Journal Entry (worth 15% of final course grade)**

In order to increase your understanding of the negotiation process and your negotiation skills, a journal entry is required. Such self-evaluations are useful for enhancing your analytical skills and planning skills since you are asked to analyze your reactions, behaviors, and outcomes from various negotiations, and to plan how to improve. Journal entries are confidential documents between students and the professor. You should not look at any other students’ journals without their permission.
This journal entry should summarize your experience for the course on negotiations. It should be a collective statement of what you have learned about yourself and how you have changed as a negotiator during the course. Page length can vary, approximately 5-12 pages. You should address the following questions:

- What was your typical approach to negotiations before taking this class? Use your accumulated experience and insights to analyze your former approach. (1/2 to 1 page)
- How would you characterize your approach to negotiations at the end of the semester? What (if anything) has changed? What new insights and skills (if any) have you gained about how to handle conflict? (1 to 2 pages)
- What are your two greatest strengths as a negotiator? How did these strengths help you in negotiations you conducted this semester? Under which situations do you feel most competent as a bargainer? (1 to 2 pages)
- Do others regard you as a “good bargainer”? Are you viewed as one who gives in too easily, holds out too long, or knows when to make tradeoffs? How do you see yourself in regard to being a “good bargainer”? (1 – 2 pages)
- What one or two areas for improvement do you see that remain(s)? In what situations do you feel least competent as a bargainer? What obstacles will you encounter in making improvements? (1 – 2 pages)
- What steps (if any) will you take to address your areas for improvement as you embark on your professional career? Be specific by listing some goals and plans for the next six months (2 – 3 pages)
- Identify and incorporate your metaphor of negotiation into your journal entry, both before the class started and after taking the class. If there was a change in your metaphor, please describe why. If not, also describe why not.

Out-of-Class Negotiation Project (worth 20% of final course grade)

Each student must complete an out-of-class negotiation project that is worth 20% of the final grade for the course. The instructions are given on an attached page to this syllabus. You cannot negotiate with the professor.

Team Case Analysis (worth 25% of final course grade)

You should choose a team of 3-4 members to work with for this project. As a team you will complete a written case analysis that is worth 25% of the final grade for the course. In order to complete this project, you should describe a work-related negotiation situation that is based on either someone in your team’s own experience (e.g., a firm they have worked with) or else you can use current literature (e.g., Business Week, Fortune, Wall Street Journal, etc.) to describe a negotiation event in the press (e.g., union and management discussions, mergers and acquisitions, international negotiations, etc). For this event, you should write up a paper that is approximately 8-15 pages long.

You should include the following. If you cannot include a particular feature below, you should give a brief reason why it is not possible to do so:
• Background of the situation (history of the organization; companies and players/individuals involved) (1-2 pages)
• Presentation of the major issues to be resolved or arbitrated, etc) (1-2 pages)
• Negotiation strategies and tactics that were used by the key players or sides (1-2 pages)
• Your team’s assessment of the strategies and tactics that were used (1 – 2 pages)
• Your team’s recommendations for strategies and tactics that should have been used (2 – 3 pages)
• Your team’s recommendations for what should be done in the future. Be specific about your recommendations. Include a timeline and pros and cons for your suggestions. (2-4 pages)
• Reference list with all citations for your work, including any internet sources.
• Peer ratings for all team members.
• Your team should also develop its own peer appraisal form that can be used to provide feedback to all individuals on your team. Each person on the team should assist in developing the form and should agree to the form in its entirety. One question that all teams should add to their forms is a measure of Team Viability (rate each member on a 5 pt scale; 1=not at all, 2=slightly, 3=moderately, 4=probably, 5=definitely) on the degree to which they would want to continue working with each individual on the team in the future. Each person should turn in their peer ratings for every other member of the team individually when the team project is turned in.

Accommodations

All known student disabilities and religious holidays will be accommodated. If you have a documented condition (e.g., learning or physical disability, pregnancy, etc) or a religious holiday that requires accommodation, please see me early in the semester so that we can determine appropriate actions.
Out-of-Class Negotiations Project

You need to conduct ONE out-of-class negotiation where the outcomes are real. You will be required to write up a brief report (5-8 pages) summary of your experience. I will ask some students to describe their experiences in class after reading the reports.

1. First, locate a person (they can be a classmate or not) who can serve as your partner. This should be someone you trust and whose opinion you respect.

2. Next, identify a personal, professional, or academic situation in which you have a real interest in negotiating an agreement. This could be a purchase (e.g., a car, airline tickets, clothing, computer equipment, supplies, etc), it could be a work-related problem (e.g., negotiating time off for your job, negotiating a change in your job duties), a family issue (e.g., negotiating with your fiancee how many people to invite to your wedding, negotiating vacations in your household, etc) a customer-service complaint you want resolved, or even a conflict you have with a neighbor, family member, or another student (e.g., a team member who is not doing their fair share of the work, a family member who is not doing their chores).

3. Develop a plan for negotiating in that situation. That is, write out what you plan to do, what obstacles you anticipate, how you expect to deal with the obstacles, what your goals are, etc. Show your plan to your partner and have them critique it. Be sure to consider such essential concepts as BATNA, reservation points, trip wire, and bottom line.

4. Take your partner with you when you conduct the negotiation or have them listen on the phone for a phone negotiation. Partners will serve ONLY as observers. They are NOT ALLOWED to participate in the negotiation. Their role is only to observe the negotiation process so that later they can provide you with feedback.

5. Conduct your negotiation with the other person and try to reach a satisfactory resolution of the problem.

6. After the negotiation, the partner/observer should provide verbal and written feedback summarizing their impressions of your actions. They should give you their written assessment which should be about 1 page (assessing your strengths and areas for improvement as a negotiator).

7. You should type up your own assessment of the negotiation with your own personal experiences. This should be about 5-8 pages and should address the following issues:
   - A brief description of the background and situation (what were you trying to accomplish in the negotiation and why?) (1/2 to 1 page)
   - How did you prepare for the negotiation? What obstacles did you anticipate and how did you plan to deal with them? (1/2 - 1 page)
   - A summary of how the negotiation progressed and what outcomes were achieved. (2 pages)
   - What insights did you gain from your partner and his/her observations? How similar was it to your own feedback (1-2 pages)
   - A summary of what you learned from the experience and what you will do in future similar negotiations.(1-2 pages)

8. Attach your partner’s written comments to yours and turn in the full report.
ASSIGNMENTS, DUE DATES, AND SCHEDULES 1/15/07 Subject to Change

Jan. 25  Introduction


Feb. 8   Complete and self-score the Thomas-Kilmann survey and the survey on p. 50 of the textbook before the class. Used car exercise in class. Read Ch. 3 of textbook after completing the Thomas/Kilmann survey and completing the survey on p. 50. Pass out roles for “salary negotiation exercise.”

Feb. 15  Textbook, Chs. 4-5. Salary negotiation exercise in class. Pass out roles for “Knights Engine/Excalibor” exercise. Hand in “collecting nos” report, which cannot be more than 5 pages in length, double spaced, 12-point type. You should use a summary table or tables. Be sure to complete Parts A, B and C of the exercise.


March 1  First Exam, Chs. 1-6 and class materials. Performance appraisal exercise in class. Hand out Alpha Beta Roles in class.

March 8  Textbook, Ch. 7. Hand in “out of class negotiations report.” Alpha-Beta exercise in class.


March 22  Ch. 10-12. Each team works independently on its group case report.

March 30  Spring Break.
April 5  **Second Exam, Chs. 7-12 and class materials.** Responsible for book and material covered in class. Short essays. Some choice provided, e.g., 10 of 13.

April 12  **Team case reports are due.** The power game in class. No preparation necessary.

April 19  **Team case reports are discussed in class.** Each team may want to prepare a very small number of Powerpoint slides, but this is not necessary. Roles for Elmwood Hospital District are given out in class.

April 26  Elmwood Hospital District exercise in class (tentative). **Journal entry is due.**

May 3  Journal entry is discussed in class. Videos. Exercise to be determined. Class summary.

May 10  What have we learned in this course? Come prepared with thoughts and comments. Summing up.