



INTERNATIONAL BUSINESS NEGOTIATIONS

BUSI 3706A
WINTER 2026

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TA:
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Modality: In Person, although it may be possible
that 1-2 sessions be delivered online.
Class Times: Thursdays 8:35 am – 11:25 am

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Pre-requisites: Second-year standing, and BUSI 2701 or BUSI 2702 (with a grade of C- or higher in each).

Precludes: None

Course Calendar Description

Introduction to theory and practice of negotiation in the international business context. Analysis of techniques of conflict resolution and improving ways to reach agreements.

Course Description:

The explosion of international business activities has had a marked impact on our lifestyles, income, and economic environments. Companies are forced to seek international trade and investment opportunities in distant markets. Doing business overseas is, however, still considered to be a difficult task. Often we hear stories about unsuccessful encounters between

business executives from different cultures mainly because they cannot communicate and negotiate effectively with each other.

Treating negotiations as a technique that can be learned and adapted to international business relations, this course deals with three main inter-related themes:

- 1) Conflict resolution
- 2) The cross-cultural communication and management of cultural differences in international business deals
- 3) Business negotiation skills and tactics.

Drop Course Policy

The deadline for academic withdrawal follows the dates prescribed by Carleton University:
<https://calendar.carleton.ca/academicyear/>

The deadline to drop this course with full fee adjustment is January 31st, 2026. The last day to withdraw from full fall courses is March 15th, 2026.

Learning Outcomes: The key learning objective of this course is to familiarize participants with problems in cross-cultural communication and negotiations. This course will encompass both theoretical and practical aspects of negotiations. Having completed this course, the participants will acquire skills to handle international business negotiations more efficiently. Students will also get the chance to experience ‘live’ negotiations first hand through case studies and role play.

By the end of this course unit, students should:

1. Be able to analyze problems and issues in cross-cultural communications, particularly in an international business context.
2. Be able to understand why conflicts arise and how these can be managed.
3. Gain an insight into the critical skills required to handle business negotiations in an international context.
4. Be able to identify and critically evaluate ethical issues surrounding business negotiations in a managerial environment.
5. Be able to critically analyze and handle issues and problems related to international business negotiations.

Reading(s)/Textbook(s)/Required Materials

- Mandatory: Lewicki, R. J., Barry, B., Saunders, D. M., and Tasa, K. (2020). Essentials of Negotiation (Fourth Canadian Edition). McGraw-Hill Ryerson.

Current price at McGraw-Hill website CA\$ \$99.99.

There are no restrictions that would prevent students from using a second-hand copy of the textbook and/or learning material.

Methods of Evaluation

1. Two in-person Tests (50%)

These tests will help consolidate the knowledge that you acquire during the course. The format will be multiple choice and short essay questions.

2. “Understanding Business Negotiation” project (UBNP) (Written report 10%; Presentation 10%)

The purpose of this project is to gain a better understanding of business negotiations by writing a short essay that will enable students to (a) focus on a subject of their choice within the broad field; (b) learn about the chosen topic by drawing information from several cognate disciplines so that they can broaden the perspective offered by the assigned text, and (c) learn about business negotiations. The specific requirements are:

- a) Students will handle the assignment on a team basis (team size: 5-6 students).
- b) The title of each team’s paper will be “Negotiations and XYZ” where “xyz” will stand for the specific topic you chose. Sample focus areas for defining “xyz” may be found in Appendix A. Topic selections must be pre-cleared with the professor.
- c) A maximum of two groups can be assigned to each topic.
- d) Content: Within the chosen topic, the focus will be on explaining the type of relation between business negotiations and the specific subject you chose. Theoretical explanations, as well as real examples, are welcomed. Please write the essay following the APA style (letter-size paper, 2.5 cm margins all-round, Times-Roman 12, Arial 11, or equivalent font).
- e) Each team must submit an essay summarizing its research on the chosen topic. The report must be submitted in the corresponding Dropbox in Brightspace. The written report must be no longer than ten (10) pages (single space) plus appendices and references. It must be based on a bibliography containing a minimum of two (2) articles from academic journals per team member. Of the total number of articles included, up to one-half may be drawn from those in Appendix A; the remainder must be identified by the team members based on a literature search. The presentation by the group should not be longer than 15 minutes.
- f) Please see Appendix A for suggested sources for this assignment.
- g) Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties.
- h) All assignments are typically marked and returned to students one week after submission.
- i) Supplemental and grade raising examinations are not available in this course.
- j) Deadline extensions will not be granted, late assignments will not be accepted.
- k) The above evaluation plan may have to be changed if changing class conditions warrant.

3. Class Participation (10%)

Class Participation is the classroom equivalent of professionals' participation in meetings. It is an essential part of success in this course and is a specific assignment, not an option. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. In other words, occasional non substantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in-class and overall effort throughout the term. To participate, one must be in class; so, while there is no specific requirement for attendance, it also affects the CP evaluation.

4. Workshops on negotiation (20%).

For weeks 2, 4, 6 & 9 you are required to attend class sessions. In these sessions you will have the chance to apply the knowledge acquired in the previous sessions by participating in a role-playing assignment.

These activities will be assessed in terms of a brief written report (each will be worth between 4% - 6% of your final mark).

In these sessions you will receive the brief report format to be used.

Important Notes on Assignments and Evaluation

- a. All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 1-page submission for an assignment with a 5-page limit will be judged as insufficient), but do not exceed it. Material beyond the stated limit will not be read, and the remaining submission will be judged on its merits. For fairness and comparability, all written work must be submitted typed, single-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12.
- b. In addition to content, all written work will be graded for grammar, spelling, writing style, organization, and presentation of the material.
- c. Cheating, plagiarism, and other offences are unacceptable and can have severe penalties.
- d. All assignments are typically marked and returned to class one week after submission.
- e. Supplemental and grade-raising examinations are not available on this course.
- f. Deadline extensions will not be granted, late assignments will not be accepted, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- g. The above evaluation plan may have to be changed if changing class conditions so warrant.

Deferred Test Dates:

Missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).

The ONLY date for the Test 1 deferral will be held on Monday, February 23rd at 7:15 am in NI

4030. For the Test 2, will be held on Monday, March 30th, at 7:15 am in NI 4030.

No other deferral options will be considered.

Preparation and Participation:

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the course's overall progress as the term unfolds and with any specific changes announced in Brightspace.

Course Schedule

Session	Date	Theme	Text chapter	Assignments*
1	08.01.26	Course introduction and overview The nature of negotiations	1	Form teams Select topic
2	15.01.26	Distributive and Integrative negotiation	2 - 3	Live Workshop
3	22.01.26	Planning & Strategy Perception, Cognition, and Emotion	4	
4	29.01.26	Planning & Strategy Perception, Cognition, and Emotion	5-6	Live Workshop
5	05.02.26	Test 1	1 - 6	Test 1
6	12.02.26	Communication Process and outcomes Negotiation Power and Persuasion	7-8	Live Workshop
7	26.02.26	Disputes and third-party help Ethics in negotiation	9-10	
8	05.03.26	Multiparty and Team negotiation Managing Difficult Negotiations	11-12	
9	12.03.26	International and Cross-cultural negotiation & Best practices	13	Live Workshop
10	19.03.26	Test 2	7-13	Test 2
11	26.03.26	Group Presentations		Hand-in Written Reports and presentations
12	02.04.26	Salary negotiation		

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes,

including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at academicadvising@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

APPENDIX “A”

International Business Negotiations – BUSI 3706

SAMPLE SOURCES FOR THE UICP (UPDATED DECEMBER 2024)

(The course textbook contain numerous other references to additional relevant sources in their bibliography lists.)

Articles in Peer-reviewed Academic Journals

(All journals cited are available online via the Carleton University library.)

Negotiation and Personality

- Al-Khatib, J. a., Vollmers, S. M., & Liu, Y. (2007). Business-to-business negotiating in China: the role of morality. *Journal of Business & Industrial Marketing*, 22(2), 84–96.
- Amistad, C., Dunlop, P. D., Ng, R., Anglim, J., Fells, R., & Back, M. (2018). Personality and integrative negotiations: A HEXACO investigation of actor, partner, and Actor–Partner interaction effects on objective and subjective outcomes. *European Journal of Personality*, 32(4), 427–442.
- Bakaç, C., & Kehr, H. M. (2023). Getting to the bargaining table: The role of explicit motives and traits in negotiation initiation. *Personality and Individual Differences*, 205, 112099–
- Bertram, S., & Sharma, R. R. (2024). Does it pay to be angry in intercultural negotiations: depends on the power and personality orientation of the counterpart. *Cross Cultural & Strategic Management*, 31(4), 708–724.
- Brooks, A. W., & Schweitzer, M. E. (2011). Can Nervous Nelly negotiate? How anxiety causes negotiators to make low first offers, exit early, and earn less profit. *Organizational Behavior and Human Decision Processes*, 115(1), 43–54.
- De Pauw, A.-S., Venter, D., & Neethling, K. (2011). The Effect of Negotiator Creativity on Negotiation Outcomes in a Bilateral Negotiation. *Creativity Research Journal*, 23(1), 42–50.
- Celik, P., Storme, M., & Myszkowski, N. (2022). Individual Differences in Within-Person Variability in Personality Positively Predict Economic Gains and Satisfaction in Negotiations. *Group Decision and Negotiation*, 31(3), 683–702.
- Elfenbein, H. A., Curhan, J. R., Eisenkraft, N., Shirako, A., & Baccaro, L. (2008). Are Some Negotiators Better Than Others? Individual Differences in Bargaining Outcomes. *Journal of research in personality*, 42(6), 1463–1475.
- Kleef, G. A. Van. (2008). What Other ’ s Disappointment May Do to Selfish People : Emotion and Social Value Orientation in a Negotiation Context. *Personality and Social Psychology Bulletin*, 34(8), 1084–1095.
- Le, D. Q., & Jang, D. (2023). Individual Differences and Situational Constraint Predict Information Search in Negotiation Planning. *Group Decision and Negotiation*, 32(3), 667–699.
- Ma, Z. (2008). Personality and negotiation revisited: toward a cognitive model of dyadic negotiation. *Management Research News*, 31(10), 774–790.
- Ma, Z., & Jaeger, A. M. (2010). A comparative study of the influence of assertiveness on negotiation outcomes in Canada and China. *Cross Cultural Management: An International Journal*, 17(4), 333–346.
- Malhotra, D., & Bazerman, M. H. (2008). Psychological Influence in Negotiation: An Introduction Long Overdue. *Journal of Management*, 34(3), 509–531.
- McCannon, B. C., & Stevens, J. (2017). Role of personality style on bargaining outcomes. *International Journal of Social Economics*, 44(9), 1166–1196.

- Sharma, S., Elfenbein, H. A., Foster, J., & Bottom, W. P. (2018). Predicting negotiation performance from personality traits: A field study across multiple occupations. *Human Performance*, 31(3), 145-164.
- Wilson, K. S., DeRue, D. S., Matta, F. K., Howe, M., & Conlon, D. E. (2016). Personality similarity in negotiations: Testing the dyadic effects of similarity in interpersonal traits and the use of emotional displays on negotiation outcomes. *The Journal of Applied Psychology*, 101(10), 1405-1421.

Negotiation and Emotions

- Clempner, J. B. (2020). Shaping Emotions in Negotiation: a Nash Bargaining Solution. *Cognitive Computation*, 12(4), 720–735.
- Druckman, D., & Olekalns, M. (2008). Emotions in negotiation. *Group Decision and Negotiation*, 17(1), 1-11.
- Elfenbein, H. A., Foo, M. D., & White, J. (2007). Reading your counterpart: The benefit of emotion recognition accuracy for effectiveness in negotiation. *Journal of Nonverbal Behavior*, 31(4), 205-223.
- Filipowicz, A., Barsade, S., & Melwani, S. (2011). Understanding emotional transitions: The interpersonal consequences of changing emotions in negotiations. *Journal of Personality and Social Psychology*, 101(3), 541-556.
- Hine, M. J., Murphy, S. A., Weber, M., & Kersten, G. (2009). The role of emotion and language in dyadic e-negotiations. *Group Decision and Negotiation*, 18(3), 193-211.
- Kang, P., & Schweitzer, M. E. (2022). Emotional Deception in Negotiation. *Organizational Behavior and Human Decision Processes*, 173, 104193-.
- Kopelman, S., Rosette, A. S., & Thompson, L. (2006). The three faces of eve: Strategic displays of positive, negative, and neutral emotions in negotiations. *Organizational Behavior and Human Decision Processes*, 99(1), 81-101.
- Laubert, C., & Parlamis, J. (2019). Are you angry (happy, sad) or Aren't you? emotion detection difficulty in e-mail negotiation. *Group Decision and Negotiation*, 28(2), 377-413.
- Marchi, S., Targi, N., Liston, P. M., & Parlangeli, O. (2020). The possible role of empathy and emotions in virtual negotiation. *Ergonomics*, 63(3), 263–273.
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- Olekalns, M., & Druckman, D. (2014). With feeling: How emotions shape negotiation. *Negotiation Journal*, 30(4), 455-478.
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- Ramirez-Marin, J. Y., Barragan Diaz, A., & Guzman, F. A. (2022). When anger and happiness generate concessions: investigating counterpart's culture and negotiation intentions. *The International Journal of Conflict Management*, 33(1), 111–131.
- Shao, B., Wang, L., Cheng, D., & Doucet, L. (2015). Anger suppression in negotiations: The roles of attentional focus and anger source. *Journal of Business and Psychology*, 30(4), 747-758.
- Sharma, S., Elfenbein, H. A., Sinha, R., & Bottom, W. P. (2020). The Effects of Emotional Expressions in Negotiation: A Meta-Analysis and Future Directions for Research. *Human Performance*, 33(4), 331–353.
- Sinaceur, M., Kopelman, S., Vasiljevic, D., & Haag, C. (2015). Weep and get more: When and why sadness expression is effective in negotiations. *The Journal of Applied Psychology*, 100(6), 1847-1871.
- Steinel, W., Kleef, G. A. v., & Harinck, F. (2008). Are you talking to me?! separating the people from the problem when expressing emotions in negotiation. *Journal of Experimental Social Psychology* [H.W.Wilson - SSA], 44(2), 362.
- Van Kleef, G. A., De Dreu, C. K. W., Pietroni, D., & Manstead, A. S. R. (2006). Power and emotion in negotiation: Power moderates the interpersonal effects of anger and happiness on concession making. *European Journal of Social Psychology*, 36(4), 557-581.
- Kleef, v., G.A., Pietroni, D., Rubaltelli, E., & Rumiati, R. (2009). When happiness pays in negotiation: The interpersonal effects of "exit option" ; directed emotions. *Mind & Society*, 8(1), 77-92.

Negotiation and Culture

- Aslani, S., Ramirez-Marin, J., Brett, J., Yao, J., Semnani-Azad, Z., Zhang, Z., . . . Adair, W. (2016). Dignity, face, and honor cultures: A study of negotiation strategy and outcomes in three cultures. *Journal of Organizational Behavior*, 37(8), 1178-1201.
- Bertram, S., & Sharma, R. R. (2024). Does it pay to be angry in intercultural negotiations: depends on the power and personality orientation of the counterpart. *Cross Cultural & Strategic Management*, 31(4), 708–724.
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- Triandis et al. (2001). *International Journal of Cross Cultural Management*. *International Journal of Cross Cultural Management*, 1(1), 73–90.
- Uzo, U., & Adigwe, J. O. (2016). Cultural norms and cultural agents in buyer-seller negotiation processes and outcomes. *Journal of Personal Selling & Sales Management*, 36(2), 126-143.
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- Weiss, S. E. (2003). Teaching the cultural aspects of negotiation: a range of experiential techniques. *Journal of Management Education*, 27(1), 96–121.

Negotiation & Ethics

- Al-Khatib, J. a., Malshe, A., Sailors, J. J., & Iii, I. C. (2011). The impact of deceitful tendencies, relativism and opportunism on negotiation tactics: a comparative study of US and Belgian managers. *European Journal of Marketing*, 45(1/2), 133–152.
- Al-Khatib, J. a., Vollmers, S. M., & Liu, Y. (2007). Business-to-business negotiating in China: the role of morality. *Journal of Business & Industrial Marketing*, 22(2), 84–96.
- Banai, M., Stefanidis, A., Shetach, A., & Özbek, M. F. (2014). Attitudes toward ethically questionable negotiation tactics: A two-country study. *Journal of Business Ethics*, 123(4), 669-685.
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