



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI 3706 A
International Business Negotiation
Winter 2021

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Modality: Online (lecture sessions will be asynchronous)
Online (Office hours and workshops will be synchronous)

Class meets: Thursday 8.35 – 11.25 am
Location: CULearn
Office hours: By appointment

I. INTRODUCTION

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.

II. LEARNING OBJECTIVES

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 a role play.

By the end of this course unit, students should:

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

II. COURSE CALENDAR DESCRIPTION & PREREQUISITES

Introduction to theory and practice of negotiation in the international business context. Analysis of techniques of conflict resolution and improving ways to reach agreements. Second-year standing and BUSI 2701 or BUSI 2702 with a grade of C- or higher in each.

III. READING MATERIALS

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

IV. METHOD AND EVALUATION

1. Two 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 20%; Video 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: 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 and the video presentation must be submitted in the corresponding dropbox in CULearn. 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 video presentation by the group should not be longer than 15 minutes, and it must be prepared in mp4 format.
- 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, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- k) The above evaluation plan may have to be changed if changing class conditions so warrant.

4. Business Negotiation Exercises (20%).

This activity consists of four negotiation exercises that you will have to perform in the workshops scheduled during office hours during the term. For these exercises, you will be assigned in pairs to negotiate which results must be reported to the professor. For each negotiation, every couple of students must jointly submit the results achieved in the corresponding dropbox in CULearn.

V. CLASS SCHEDULE

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

Session	Date	Theme	Text chapter	Assignments*
1	14.01.21	Course introduction and overview The nature of negotiations	1	Form teams Select topic
2	21.01.21	Distributive and Integrative negotiation	2 - 3	Live Workshop at office hours
3	28.01.21	Planning & Strategy Perception, Cognition, and Emotion	4	
4	04.02.21	Planning & Strategy Perception, Cognition, and Emotion	5-6	Live Workshop at office hours
5	11.02.21	Test 1	1 - 6	Test 1
6	25.02.21	Communication Process and outcomes Negotiation Power and Persuasion	7-8	
7	04.03.21	Disputes and third-party help Ethics in negotiation	9-10	Live Workshop at office hours
8	11.03.21	Multiparty and Team negotiation Managing Difficult Negotiations	11-12	
9	18.03.21	International and Cross-cultural negotiation & Best practices	13	Live Workshop at office hours
10	25.03.21	Test 2	7-13	Test 2
11	01.04.21	Group Presentations		Hand-in Written Reports and video presentations
12	08.04.21	Salary negotiation		

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, follower-ship 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.

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

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

Pregnancy 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

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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

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 hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your e-mails, we need to see your full name, CU ID, and the e-mail must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all e-mail 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/>
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APPENDIX “A” International Business Negotiations – BUSI 3706

SAMPLE SOURCES FOR THE UICP (UPDATED DECEMBER 2019)

(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.
- 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.
- 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.
- 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.
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- 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

- 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.
- 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.
- Methasani, R., Gaspar, J. P., & Barry, B. (2017). Feeling and deceiving: A review and theoretical model of emotions and deception in negotiation. *Negotiation and Conflict Management Research*, 10(3), 158-178.
- Morris, M. W., & Keltner, D. (2000). How emotions work: The social functions of emotional expression in negotiations. *Research in Organizational Behavior*, 22, 1-50.
- Olekalns, M., & Druckman, D. (2014). With feeling: How emotions shape negotiation. *Negotiation Journal*, 30(4), 455-478.
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- 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.

- Brett, J. M. (2000). Culture and Negotiation. *International Journal of Psychology*, 35(2), 97–104.
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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.
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Negotiation and China

- Chuah, S., Hoffmann, R., & Larner, J. (2014). Chinese values and negotiation behaviour: A bargaining experiment. *International Business Review*, 23(6), 1203–1211.
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- Ma, Zhenzhong, & 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.
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Negotiation and Gender

- Bear, J. B., & Babcock, L. (2012). Negotiation topic as a moderator of gender differences in negotiation. *Psychological science*, 23(7), 743–4.

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