

School of Marketing and International Business

IBUS 309 ST: NEGOTIATING ACROSS BORDERS

Trimester 1, 2013

COURSE OUTLINE

Names and Contact Details

Course coordinator: Dr. Cheryl Rivers
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Office hours: Monday 1.00 pm – 2:00 pm
Friday 11:30 am – 12:30 pm

Course Administrator: Asako Clear
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School Office opening hours: Monday to Friday 9:00 am – 4:30 pm

Trimester Dates

Monday 4 March – Friday 7 June

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 15 March 2013.
2. The standard last date for withdrawal from this course is Friday 17 May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Lectures: Monday 9.30 am – 11.20 am GBLT3
Tutorials will run from week 3 to week 9.

Course Delivery

The aim of this course is to allow you to develop professional skills of negotiation. The emphasis in this course is *experiential* learning which means you will do an exercise in the class and then we discuss the exercise and make the links to theoretical frameworks. This experiential process gives you a chance to reflect on and learn from what you have done. To engage in this type of learning, you have to be **in** the class. Even with the best intentions, you cannot do the exercises on your own and you cannot reflect on or discuss an experience you haven't had. This approach to learning cannot succeed without your **active participation**. Success in this course requires you to make a commitment to attend classes (all of them!), to read and think carefully, to prepare adequately and to stretch yourself.

Negotiation simulations are a significant learning tool in the course and students will be given confidential role notes to prepare for negotiations. The aim of a simulation is both to maximise your gain from the negotiation and to learn as much as you can from doing the exercise. Because any self-respecting negotiator will use all available information, it is contingent on you to maintain confidentiality of role notes you are given. If role notes are left lying around or open on top of your notebooks, then you can expect that your enterprising classmates may well read them. Your opportunity to participate in a negotiation simulation will be forfeited if role notes are left lying around. Also, you will forfeit your entitlement to participate if you are not in class to collect role notes when they are handed out.

Your participation in the simulations (after thorough preparation!) will directly influence both your own grade and the learning experience of your classmates. If you don't prepare adequately for a negotiation, not only do you miss out on the learning contained within the simulation (and so are unable to write in your reflective journal), the classmate who has been allocated to be your counterpart will also miss out on the experiential component of the course and will have more of a challenge writing their reflective journal.

Your professional reputation and integrity as a negotiator will be formed during the course. Just like the workplace, it will be how you behave, communicate and your appearance that will influence your classmates and me as we form an opinion about whether you are worthy of our respect as a negotiator. It wouldn't be appropriate to suggest guidelines about your appearance – though don't underestimate the power of looking and smelling nice in a negotiation. However, it is appropriate to ask that you show me and your classmates respect by always turning off your mobile phone during class, tutorials and in my office. As one of my esteemed colleagues at Otago University (Associate Professor Ian McAndrew) has noted: "research at a leading university confirms that texting during class is practiced only by the desperately dateless. And that is not a look or reputation you want or have, or that you want me to point out to others. Almost nothing you need to know happens outside of the classroom during the 2 hours we spend together."

Expected Workload

In addition to classroom hours (lectures and tutorials) you should expect to spend about 10 hours per week on independent or group exercises/preparation for the course.

Attendance at classes (including tutorials):	2-3 hours per week
Reading and reviewing:	4-5 hours per week
Meeting with colleagues outside of class:	2-3 hours per week
Individual assignment:	2-3 hours per week

Course Learning Objectives

Students who pass this course should be able to:

1. Analyse negotiations by applying an understanding of the negotiation process and negotiation theory.
2. Apply the main theories of culture to analyse how culture influences the negotiation process and perceptions of issues.
3. Practice more effective negotiation by creating negotiation plans; selecting the appropriate strategy; analysing the needs/ interests of the negotiating parties, maximising leverage through use of appropriate tactics; and analysing the macro and micro negotiation environment.
4. Demonstrate and explain how negotiation reputation is established.

Course Content

Negotiation theory and cultural value theories provide the theoretical framework in this course. Experiential learning of negotiation practices and cross-cultural adaptation is used to develop skills for international business negotiations.

Details of the topics covered in the course appear below. A more detailed description is provided on Blackboard.

<i>Week</i>	<i>Session Topic</i>
Week 1 March 4	Introduction to negotiation. Overview of how course works. <i>The final 20 minutes of each session will be dedicated to students writing their reflecting journal about what they learned and how they might apply in future negotiations.</i>
Week 2 March 11	<i>Prisoner's dilemma simulation</i> <ul style="list-style-type: none"> • Types of negotiation – how to tell the difference <i>Exercise - Your negotiating style (questionnaire)</i> <ul style="list-style-type: none"> • Preparing for Distributive negotiations: BATNAs, range setting Role notes for a next week's simulation will be distributed.
Week 3 March 18	<i>Negotiation simulation</i> Students to submit their planning notes as part of their log book (ongoing assessment) <i>Completion of feedback forms. Give feedback.</i> Students to submit feedback forms as part of their log book (on-going assessment). <ul style="list-style-type: none"> • Integrative Negotiation Planning: needs analysis; obtaining information from the other side
Week 3 Tutorial 1	<i>Exercises on how to obtain information</i>
Week 4 March 25	Assessment Item 1, Negotiation Simulation prepared and conducted in class today. <ul style="list-style-type: none"> • Partners for Assessment Item 1 allocated • Role notes handed out Students have one hour to prepare negotiation plan that will be submitted for Assessment Item 1 <ul style="list-style-type: none"> • Students will negotiate with their counterpart for 45 minutes. <i>No log- book entry time will be given this week.</i>
Week 4 Tutorial 2	Debrief of negotiation done in lecture. <i>Completion of feedback forms. Give feedback. Feedback forms submitted for Assessment Item 1.</i>
Week 5 April 8	Introduction of real-world negotiation – Assessment Item 2 (due week 9) <ul style="list-style-type: none"> • Summary of last week's negotiation • Types of Issues • Discussion of negotiation analysis due in Week 6. • Tactics in negotiation: recognising tactics, responding. • Ethically ambiguous tactics

Week 5 Tutorial 3	<i>Tactic use in negotiation exercise.</i>
Week 6 April 15	<p>Students to submit Analysis part of Assessment Item 1, Negotiation Simulation in lecture and via Turnitin.</p> <p>Culture in Cross-Border Negotiations – hard-core theory!</p> <ul style="list-style-type: none"> • Forces that influence cross-border negotiations (<i>exercises</i>) • The influence of culture on process and issues <ul style="list-style-type: none"> ○ Process- Phases of Negotiation • <i>Schwartz cultural value survey</i> / Understanding cultural values / introduction to theorists • Hofstede Individualism Versus Collectivism <ul style="list-style-type: none"> ○ In-groups & Out-groups; Relationship versus deal focus
Week 6 Tutorial 4	<i>Discussion of real-world negotiation, approval of topics and guided planning for it.</i>
April 22	Mid-trimester Break
Week 7 April 29	<p>Culture in Cross-Border Negotiations – hard-core theory continued</p> <ul style="list-style-type: none"> • Edward Hall’s High/Low Context • View of time • Status differences across cultures / Face • Proxemics and non-verbal communication in negotiation
Week 7 Tutorial 5	Analysis of cross-cultural negotiation problems
Week 8 May 6	<p>Planning for Cross-cultural Negotiation</p> <ul style="list-style-type: none"> • Impact of cultural values on issues • Impact of cultural values on process <p><i>Exercises on planning for cross-cultural negotiation submitted on departure for inclusion in log book</i></p> <p>Guest speaker on negotiating in an overseas market</p>
Week 8 Tutorial 6	<i>Students will be given cross-cultural negotiation simulation role notes and will be allocated a counterpart. You will be required to plan a meeting with your counterpart before lectures next week where you complete the negotiation. In class-planning of negotiation.</i>
Week 9 May 13	<p>Students to submit write-up and analysis of real-world negotiation in class today and via Turnitin.</p> <p>Debrief of cross-cultural negotiation simulation (completed during week)</p> <p>Intergroup Negotiations</p> <ul style="list-style-type: none"> • Culture and teamwork • Negotiation dynamics in teams
Week 9 Tutorial 7	<i>Students will be allocated to teams for a fishbowl negotiation next week. Negotiation planning.</i>
Week 10 May 20	<p><i>Fish bowl class negotiation – final meeting, allocation of negotiation order.</i></p> <p><i>Negotiation simulation</i></p> <p><i>Students allocated to (different) teams (culturally mixed if possible) for a team-on-team negotiation next week. Students must prepare in their teams and come to class ready to commence the negotiation.</i></p>
Week 11 May 27	<p>Students to submit their essay on culture and negotiation in class today and via Turnitin.</p> <p><i>Inter-cultural team negotiation simulation (2 hours)</i></p>
Week 12 June 3	<p>Students to submit final overview for their log book.</p> <ul style="list-style-type: none"> • Debrief of <i>Team Negotiation</i> <p>Overview of course</p>

Readings

Readings will be provided to students (as references or papers on Blackboard).

Materials and Equipment

The lecturer will suggest additional sources of information to help you research your assignments.

Assessment

All the assessments in this course are internal. There is no final examination in the course.

Assessment	Learning Objectives Addressed	Weight	Due Date
1 Planning, analysis and feedback of negotiation simulation 1,000 – 1,500 words	1,3, 4	10%	Negotiation done in week 4 lecture and tutorial. Analysis due Week 6 in class & via Turnitin (4:00 pm Monday 15 th April).
2 Write up of real world negotiation 2,000 – 2,500 words	1,3, 4	20%	Week 9 in lecture & via Turnitin (4:00 pm Monday 13 th May)
3 Essay about influence of culture on negotiation 2,500 – 3,500 words	1,2	30%	Week 11 in lectures & via Turnitin (4:00 pm Monday 27 th May.)
4 Reflective log book and reputation Various exercises 2,500-3,000 words	1, 2,3,4	40%	On-going weekly. Summary reflection due Week 12 in lecture

Further information on these assignments will be provided on Blackboard

Penalties

Late assignment submissions will not be accepted. Exceptions will be made only for special circumstances (bereavement, illness, etc.) where documentation is provided. In other cases, ten marks will be deducted (out of 100) for each day, or part day, that the assignment is late.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must obtain at least 40% for each assessment item.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Additional information will be communicated via Blackboard and students should go to the Blackboard page at least once each week.

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
