Course Overview and Objectives

Global trade and industry have become increasingly complex and prevalent in all business activities. The purpose of this course is to help you effectively negotiate and make deals in a cross-cultural context. Furthermore, we will investigate issues that can be particularly troublesome when negotiating in the global setting. These include: culture (the unique character of a social group) and how it affects negotiators’ interests and priorities and strategies, what to do when a government is at the table, how to structure international business deals, and ethics.

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their outcomes. Negotiating across cultures adds significant complexity to the process of negotiation. Not every culture negotiates from the same strategic perspective. The objectives of this course are as follows:

• To develop cross-cultural capabilities that will allow you to more effectively interact with individuals, groups, and organizations from different cultural backgrounds.

• To improve your ability to structure international deals in their multiple forms (e.g., wholly-owned subsidiaries, joint ventures, mergers and acquisitions, outsourcing and offshoring).

• To understand the role government and local community in working across cultures.

Format

The course is built around a series of negotiation exercises, cases, and debriefings. Almost all exercises require preparation in advance. Some exercises require students to prepare outside of class as a team. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings.

The negotiation exercises involve role-playing. Role-playing is not acting. You will receive a packet of information you need to negotiate a scenario. In preparation, you will decide how to combine the information given with effective negotiation strategies to reach your target outcome. Then you will meet with the other parties (played by other students) and negotiate the case. In some exercises you may be assigned the role of
another culture. In other words, the information you receive will include information on how someone from the culture you represent would approach the situation. While none of us can fully turn our culture on and off or “play” another culture, such perspective-taking exercises are effective tools for learning how people in other cultures negotiate and what you might encounter at a cross-cultural negotiation table.

In the debriefings, we will share the results of our negotiations and discuss strategies that worked and strategies that didn’t. This course offers you an opportunity you won’t find in real world negotiations: to see the other side’s outcome and the outcomes of others in your same role. The debriefings provide a unique environment for us to delve into what happened at the negotiation table and why it happened. Consequently, you should not agree to any deal you are not willing to share with the rest of the class.

**Negotiation Exercise Code of Conduct**

- You are expected to be prepared and on time for all negotiation exercises (see the attendance policy under **class participation**).
- You may not show your confidential role instructions to the other parties, though you are free to discuss anything you wish.
- You may not make up facts or information that materially change the power distribution of the exercise.
- It is not appropriate to discuss cases with people outside of class.
- Class discussion stays in class.

**Course Materials**

All readings, cases, and exercises will be in your course packet.

**Course Requirements & Grading**

I. **Attendance.** Students are expected to participate in all negotiation exercises and class discussions. If you miss an exercise/discussion you not only deny yourself the learning experience, but you also negatively affect the learning experience of those with whom you are scheduled to negotiate. **Consequently, failure to participate in a negotiation exercise (or arrange for someone to take your place) will result in a reduction of one half letter grade (e.g. A to A-). **You may only use a proxy ONCE or miss a session once during the module without receiving a grade reduction.** If you will not be able to participate in a session, I should be notified (by email) at least one day in advance of class.

II. **Participation/Professionalism** (20% of your grade). Class participation is a very important part of the learning process in this course. You will be evaluated on the quality of your contributions and insights. Quality comments build on previous points to move the discussion forward. In debriefing exercises, your effort should be to induce general principles from the experiences and outcomes of a number of different groups and move beyond the “I feel” syndrome. While your participation grade is subjective, it will not be random or arbitrary. Included in this participation grade is a category called professionalism. You can be docked up to half of your
participation grade for not treating this class like you would any typical business situation. This includes, being late to class, making inappropriate comments, etc.

III. Peer Feedback Memos (20% total) Learning requires both feedback and an opportunity to practice. After each of the negotiations (except Bob Chen and David Shorter), you will provide written feedback to your counterpart. In about one double-spaced page, note a couple of things that your counterpart did very well and a couple of things that s/he should work on in subsequent negotiations. Be specific and constructive. Provide a copy of the feedback to both your counterpart and to me. Note that in some cases, you may be negotiating with multiple partners. You should provide feedback to one person/team per negotiation exercise. Your feedback recipient will evaluate the quality (i.e., usefulness) of your feedback. The evaluations provided by all of your recipients across exercises will be aggregated to provide a feedback grade for you. Here are some sample questions you may answer:

A. Generally, what things did your partner do well during the negotiation? What things does your partner need to work on?
B. What strategies/tactics did you use during the negotiation? What were your partner’s reactions to them? What strategies did your partner use? How did you react?
C. What was the critical incident that led to an agreement/impasse? Why?
D. If you were to do the negotiation again, what would you change? What would you like your partner to change? Why?

IV. Debriefing Papers. (25% of your grade). Two debriefing papers (3pgs, 12 pt, double-space) are due during the quarter. The papers should analyze the process and outcome of the negotiation. They are not a permanent record of each detail of what happened. Rather, a debriefing (reflection) paper must address the following:

A. How did the actual process and outcome of the negotiation compare to the predictions of the various writing on negotiation?
B. What did you learn about negotiation from the simulation?

You then may choose to answer two of the following:

C. What surprised you about your behavior? The behavior of your opponents?
D. What did you learn about yourself? About others?
E. If you had the chance to do this negotiation over, what would you do differently?

On the due dates, you should submit a copy of your debriefing paper to each of the individuals who were involved in your negotiation, as well as one copy to me. This provides additional useful peer feedback. Since I cannot observe every negotiation and give individual feedback, this role is left for you to play with one another. The debriefing paper is a confidential communication between you, the other class members involved in your negotiations, and me. You should be specific in identifying others’ behaviors when it will help in making the feedback process more educational. My focus on grading will be:
1. Your ability to integrate information from the readings and class discussions into lessons learned from participating in the negotiation exercises;
2. Evidence of insight, analysis and reflective thinking about your negotiation experience.

V. Capstone Exercise (25% of your grade). There will be a case analysis (GlobO in Russia) that will be completed by the members of your negotiating team. The case analysis will provide you with the opportunity to integrate the concepts you have learned in class and to apply these ideas to a real world negotiation.

Information regarding the final case analysis will be distributed later in the module. Grading will be based on a final group paper, team member contribution, and the outcomes of the negotiation.

VI. Quizzes (10% of your grade). There will be two short quizzes taken throughout the module. They will cover the reading materials and will be a combination of multiple-choice, true-false, and short answer.

Disability Services:
http://ods.osu.edu/faculty_syllabus.asp
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall.

Academic Misconduct:
http://oaa.osu.edu/coam/faq.html#academicmisconductstatement
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
Course Schedule

PART I: CROSS-CULTURAL CAPABILITIES

April 2: Global Identity and Ethics

**Session 1: Identity**

*Go over syllabus*

No Case: Setting a framework for our discussions

Reading: Thomas Friedman, “It’s a Flat World, After All” *The New York Times Magazine*, April 3, 2005


Assignment Questions:
1. Who do you most agree with? Why?
2. How does our global and local identity influence how we negotiate?

**Session 2: Ethics**

Case: The Parable of the Sadhu (1997). HBC. (*in class hand out*)


Assignment Questions
1. What actually happened in the case?
2. Who or what was to blame for the problem?

April 9: Global Mindset

**Session 3: Cross-Cultural Understanding**

Case: Silvio Napoli at Schindler India (A) (2004). HBC.


Assignment Questions:
1. Was Silvio the right choice for general manager of Schinder’s India operations?
2. As Luc Bonnard how would you evaluate Silvio’s first seven months as general manager of the Indian company? What advice would you offer?
3. What advice would you give to Silvio regarding his decision on the nonstandard glass wall elevator that has been ordered?

Session 4: Cross-Cultural Communication


Assignment Questions:
1. Taking the perspective of either David Shorter or Bob Chen, explain the situation as of the end of the case. That is, what are the causes for developments up to now?
2. Prepare to play the role of either Shorter or Chen in their upcoming meeting
   a. What is the outcome you desire from the meeting?
   b. What will you do and say to help this come about?
   c. What assumptions do you have about the other person’s motives and his likely responses to your plan for the meeting?

April 16: Start Capstone Case (Meet on your own)

Go through GlobO Russia material and discuss as a group:

Assignment Question:
1. What is the identity, ethics, and culture of communication of the two parties involved in this discussion?

*As a group, write-up a two-page summary of your understanding of the case and tie it into the readings and discussions we’ve had thus far*

April 23: Global Collaboration

Session 7: Cross-Cultural Collaboration
*Due: 2-page capstone write-up*


Assignment Questions:
1. How should Browning proceed from here?
2. How can Merrill Lynch Research best serve its clients in the current environment?
3. How can they prepare for opportunities ahead?

**Session 8: Getting Personal**

Assignment Questions:
1. How can people share information more effectively across borders?
2. Are there any forms of communication that are universal?

Read After Class: Brett, Chapter 1
Prepare: Cartoon

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**PART II: DEAL MAKING AND STRUCTURING**

**April 30: Integrative Negotiations**

**Session 9: Simulation**
In-Class: Negotiate “Cartoon”

**Session 10: Debrief**
In-Class: Debrief “Cartoon”

Read After Class: Brett, Chapter 2
Prepare: Olin Life in China

**May 7: Wholly-Owned Subsidiaries**

**Session 10 & 11: Simulation**
*Due: 1st Debriefing Paper—Cartoon*

In Class: Olin Life in China (China)

Read After Class: Launching a World-Class Joint Venture

**May 14: Joint Ventures**

**Session 13: Debrief**
In Class Debrief: Olin Life in China

**Session 14: Case Discussion**
In Class Video Case: Forging the International Partnership
Assignment Questions:
1. What were the positions, interests and priorities of the two companies?
2. How do you know who should be your partners?
3. What is important when setting up a joint venture?
4. What is the optimal ownership split?

Prepare: Jeneryn in India

May 21: Outsourcing and Offshoring

Session 15 & 16: Simulation
   In Class: Jeneryn in India (India)
   Prepare: GlobO in Russia

May 28: Private-Public Partnerships

Session 17: Debrief
   *Due: 2\textsuperscript{nd} Debriefing Paper—Jeneryn in India*

   Debrief: Jeneryn in India

Session 18: Simulation
   In Class: GlobO in Russia

June 4: Private-Public Partnerships

Session 19 & 20: Government Interests
   Debrief: GlobO in Russia
   
   *Due: Final Group Paper—GlobO in Russia*

** I reserve the right to make changes to the exercises and/or topics as needed