



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**PADM-GP 4105**  
**Cross-Cultural Conflict Management:  
Negotiations & Multi-Cultural Teams**  
**Spring 2022**

**Instructor Information**

- Professor Tuvana Rua
- Email: tr73@nyu.edu
- Office Hours: By appointment.

**Course Information**

1. Class Meeting Times: Saturdays, 2:30pm-4:10pm
2. Class Location: Bldg:194M Room:308 Loc: Washington Square

**Course Prerequisites**

- PADM-GP 4101
- If you haven't taken PADM-GP 4101, please complete the following books prior to the beginning of classes:
  - Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin.
  - Ury, W. (2007). *Getting past no: Negotiating in difficult situations*. Bantam.

**Course Description**

Beyond the basics of conflict management and negotiation lie areas of greater complexity. One such area is the realm of culture. Though culture includes etiquette and behavior, at a deeper level it is about deeply ingrained attitudes and assumptions. Culture impacts how people regard and approach situations – it affects what someone considers to be “conflict” and how it should be handled, and it affects how people think about and engage in negotiation. And, of great importance to people contemplating a career in multi-cultural organizations, it affects how people relate to organizational superiors and subordinates and how they behave in teams. This course will explore these differences and consider the various models scholars have been developing to help us cope with cultural challenges.

The course will utilize multiple simulations throughout the course as well as two case studies, which will have the students think through how to deal with challenging inter-cultural situations. In addition to planning documents for each of the simulations to aid in carrying out the negotiations and a post-negotiation journal to briefly reflect on each of the negotiation exercises, there will be one group presentation and one individual reflection paper due at the completion of the course. This final reflection paper will ask students to apply the lessons of the course and some assignment-specific literature to reflect on the final group negotiation exercise that will take place in class in a fish-bowl format.

## Course and Learning Objectives

At the end of this course, students will:

1. Understand the challenges associated with conducting cultural analysis;
2. Understand their own cultural values, norms and biases
3. Understand basic differences in how various cultures deal with individuals' "core concerns";
4. Become familiar with ways in which cultural variables affect people in their negotiation and conflict management styles;
5. Study the best practices for becoming an effective inter-cultural negotiator;
6. Gain an understanding of cultural variations in regard to strategies used in mediation and the mediator's role and power.

### Learning Assessment Table

<b>Graded Assignments</b>	<b>Course Objective Covered</b>
Pre-course survey	#2
Goal statements	#2
In-class negotiation performance	#1, #2, #3, #4, #5
Class participation and professionalism	All
Post negotiation analyses	All
Team Presentation	#6

## Course Components

### Pre-course survey

Students are required to complete a pre-course survey. The results of the survey, which will be made available individually to each student and will be confidential, will allow each student to understand their own cultural values, norms and biases. This assignment will be graded based on completion only.

## Goal Statements

- **Pre-goal statement:** In light of your survey results and the discussions that will take place in the first class, a 1-2 page preliminary statement of goals for yourself is due on the second day of classes, discussing the goals you will set for yourself in this class. In this assignment, you are to discuss your negotiation strengths and weaknesses that you are aware of, and the goals you want to accomplish this semester. This assignment will be graded based on completion only.
- **Post-goal statement:** A 1-2 page statement of goals for continued improvement of your negotiation skills will be due the last day of classes. You need to review your class notes and your initial goal statement before writing this paper. What percentage of the goals you set have you accomplished? What should you continue to work on? This assignment will be graded based on completion only.

## Simulations

The best way to learn negotiation skills is actually by engaging in negotiation. This is the reason why this class uses simulations as the core of its content. In each class, we will be using a different simulation where culture will take center stage and students will negotiate/mediate/manage conflict taking on strategies utilized in different cultures. To help students internalize everything that will be experienced, constant feedback will be provided. Most exercises require preparation in advance, and some will require you to prepare outside of class as a team, either by phone, e-mail, or in person. Your performance in these negotiations will also be part of your final grade.

## Debriefs

Each simulation will be followed with a debrief where students will reflect on their experiences within that negotiation/mediation exercise taking into account the culture that is being studied that week and in light of the theories that are being covered. Everyone is expected to participate in the debriefings.

## Post-negotiation analyses

To make full use of the negotiation experience you have in class, you are asked to keep a journal of the negotiations that you will engage in class over the course of the semester. These analyses will allow you to better prepare for and respond during subsequent negotiations. You can describe your reactions, perceptions, and significant insights gained from your participation in each of the negotiation exercises. The analysis should not be a detailed report of everything that happened but rather a reflection of what happened in the negotiations and how you can be a better negotiator in a cross-cultural negotiation with the culture in question that week in light of the debriefing discussions we will have in class and the readings you will complete for the week. In short, your journal entries should focus on analysis and insights, addressing the below issues and utilizing the in-class debriefs as well as the relevant readings:

- 1) Who controlled the negotiation and how did they do it?

- 2) What were the critical factors that affected the negotiation situation and outcomes and what can you say about these factors in general?
- 3) How did emotions influence your negotiation?
- 4) How did this experience compare to others that you have had in similar or comparable circumstances?
- 5) What did you learn about yourself from this experience?
- 6) What did you learn about the behavior of others?
- 7) What did you learn about bargaining and conflict from this situation?
- 8) What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?

## Team Presentations

After learning about the dynamics of mediation and influence of culture on the mediation process and conflict management, students in teams of five will be assigned conflict scenarios in different cultures. Each team will create and deliver mini-lectures around these scenarios together with recommendations in light of the cultural values and norms that will have to be taken into account.

## Fish-bowl Exercise

For the last class, students in teams of five will be negotiating a cross-cultural team on team exercise. This exercise, unlike other simulations that will be used, does not represent specific cultures but rather have two fictional cultures. For the purposes of this course, each team will be assigned one of the cultures we will investigate throughout the semester and will prepare for this negotiation in accordance with the norms and values of that culture. We will have two fish-bowl exercises, where each team will utilize the negotiation and conflict management styles of their assigned cultures followed by a class discussion.

## Final Grades

Graded Assignments	Course Objective Covered
Pre-course survey	2.5%
Goal statements	10%
In-class negotiation performance	7.5%
Class participation and professionalism	10%
Post negotiation analysis	45%
Team Presentation	25%

## Course Materials

**Purchase at the Professional Bookstore:**

- IdecisionGames course pack
- Brett, J. M. (2014). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. (NOTE: You must have the 3d edition.)

### **Available on NYU Classes:**

Additional readings will be distributed via NYU Classes.

## Session 1: The Role of Culture in Negotiation and Conflict Management

### **Assignments:**

Complete the online survey

### **In-class:**

5 Tricks

### **Readings:**

#### **Readings for everyone after class:**

- Brett (2014): Chapter 1
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 8.

## Session 2: Culture and Negotiation – Addressing Core Concerns

### **Assignments:**

- Prepare for “Alpha Beta”
- Holtgraves, T. (1997). Styles of language use: Individual and cultural variability in conversational indirectness. *Journal of Personality and Social Psychology*, 73(3), 624.

### **Readings for Everyone after Class:**

- Brett, J., & Okumura, T. (1998). Inter and Intracultural Negotiation: U.S. and Japanese Negotiators. *The Academy of Management Journal*, 41(5), 495-510.
- Adair, W. L., Weingart, L., & Brett, J. (2007). The timing and function of offers in US and Japanese negotiations. *Journal of Applied Psychology*, 92(4), 1056

### **In class:**

Negotiate and Debrief Alpha Beta

## Session 3: Culture and Teams; Culture and Negotiation

### Assignments:

- Submit post-negotiation analysis for Alpha Beta
- Prepare for International Lodging Partners

### Readings:

#### Readings for Everyone before Class:

- Sebenius, J. K. (2002). The hidden challenge of cross-border negotiations. *Harvard Business Review*, 80(3), 76-85.

#### Readings for the Chinese Team before Class:

- Culture specific reading materials will be distributed via NYU Classes (**US teams will complete these readings after class**)

#### Reading for everyone after class:

- Brett, J.M. (2014): Chapters 2 and 3.

### In class:

Negotiate and Debrief International Lodging Partners

## Session 4: Resolving disputes

### Assignments:

- Submit post-negotiation analysis for International Lodging Partners
- Prepare for Paradise Project

### Readings:

#### Readings for Everyone before class:

- Elahee, M., & Brooks, C. M. (2004). Trust and negotiation tactics: perceptions about business-to-business negotiations in Mexico. *Journal of Business & Industrial Marketing*, 19(6), 397-404.
- Félix-Brasdefer, J. C. (2006). Linguistic politeness in Mexico: Refusal strategies among male speakers of Mexican Spanish. *Journal of Pragmatics*, 38(12), 2158-2187.

#### Readings for Everyone after class:

- Brett (2014): Chapter 4

### In class:

Negotiate and Debrief Paradise Project

## Session 5: Resolving conflict and conflict management

### Assignments:

- Submit post-negotiation analysis for Paradise Project

- Teams of five will conduct research regarding values, norms, strategies in regard to the cultures in their assigned scenarios from Culture and Community mediation and prepare a 10 minute mini lecture to educate their classmates in the light of their findings and guide a 10 minute discussion in regard to their conflict at hand, which they will finalize with their recommendation.

**In class:**

Teams present their mini lectures and mediate the class discussion for their assigned scenarios from Culture and Community mediation

**Readings for everyone after class:**

Brett (2014): Chapter 6

Session 6: Ethics across cultures

**Assignments:**

- Prepare for Kirat Housing Development Society in accordance with the provided questions on NYU Classes
- Submit your answers to NYU Classes

**Readings for Everyone before Class**

- Banerjee, S. (2008). Dimensions of Indian culture, core cultural values and marketing implications. *Cross Cultural Management: An International Journal*.
- Kumar, R. (2004). Brahmanical idealism, anarchical individualism, and the dynamics of Indian negotiating behavior. *International Journal of Cross Cultural Management*, 4(1), 39-58.

**Readings after Class for Everyone:**

- Elahee, M. N., Kirby, S. L., & Nasif, E. (2002). National culture, trust, and perceptions about ethical behavior in intra - and cross - cultural negotiations: An analysis of NAFTA countries. *Thunderbird International Business Review*, 44(6), 799-818.
- Kohls, J., & Buller, P. (1994). Resolving cross-cultural ethical conflict: Exploring alternative strategies. *Journal of Business Ethics*, 13(1), 31-38.

Session 7: Bringing it all together

**Assignments:**

Prepare for Bamara Border Dispute. (In teams of five, you will be preparing to negotiate the Bamara Border Dispute. The instructor will confidentially assign each team a country to represent. No team can share their assigned country until the end of the fish-bowl exercise and discussion is completed).

### **In Class:**

Bamara Border Dispute in a two round Fish-Bowl format followed by a class discussion.

## **NYU Classes**

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

## **Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## **NYU's Calendar Policy on Religious Holidays**

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## **Class Policies**

- I will respond to all email communications within 24 hours during the week days and within 48 hours during the weekends. In the unlikely event that you do not hear from me during these time frames, it is possible that I did not see your email, so please e-mail me again. Please make sure to include your name and course number in the subject title of all your emails.
- You can use laptops and other technology in class for the purposes of note taking during the debriefs or for referring to your planning documents during the simulations. However, unless you are utilizing these devices for the aforementioned purposes, please put them away so that you can immerse yourself in the experience and the information exchange that is taking place in class.
- Attendance is mandatory for every class for the following reasons:



- Your classmates depend on your presence as each class is structured around simulations. You missing a class have a direct impact on the people that are relying on your presence to be able to engage in the experiential piece of the course.
- Each class we will be studying a new culture. Any missed class will mean you will miss the material covered for a new culture.
- Tardiness will not be tolerated and you will be counted absent after 5 minutes past class start time unless you email the instructor with a legitimate reason prior to class time due to the following reasons:
  - Your peers depend on your presence to engage in the simulations. Your tardiness will impact their learning experience as well since they will not be able to start the exercise without you being there.
  - We have only 100 minutes for each class. If a team starts the exercise late and finishes later than the scheduled time due to a member's tardiness, the time dedicated to the debrief gets shortened, which impacts everyone's learning experience.
- Late assignments will not be accepted for the following reason:
  - Reflecting on your experiences after each simulation can be best done when the experience is fresh in your mind, therefore it is essential that you complete this exercise before you forget important lessons you learned and before other information overrides what you have previously learned.
- Life happens! If something happens that can potentially impact your performance in class, please let me know before you start missing deadlines. I would be better equipped to help you if you inform me about potential problems in a timely manner. However, if you wait until assignments are already missed, I would be more limited in terms of the options that I can provide to you.
- This course will follow NYU's [incomplete policy](#).
- This course will follow NYU's [course withdrawal policy](#).