



**Department of Political Science
Faculty of Social Studies
Masaryk University
Joštova 10, Brno Czech republic**

Syllabus for the course „*Cross-cultural negotiation*”

Lecturers:

PhDr. Věra Stojarová, PhD

Organization of the course

The course is aimed at the students enrolled in the Political Science programme. The course is valued with 7 credits. The course consists of 4 seminar sessions while the pivotal point in the course play the simulations.

Contents and objectives

The students will be confronted with the series of case studies. Negotiating is a comprehensive training tool for executives, officials and others engaged in cross-cultural negotiation. The students will learn on selected case show and with whom it is appropriate to negotiate any given issue across cultures. The negotiation will also open an opportunity to deeply understand selected cross-cultural conflicts. Coexistence draws from numerous cases to illustrate what countries can do after violent ethnic conflict subsides to rebuild society.

1. Provide accurate historical and background information on the conflict and peacemaking efforts, and provide opportunities for students to engage with this history in a direct and realistic context
2. Stimulate and motivate student learning through active participation, as well as reading, writing, class discussion, and other forms of analysis and expression
3. Build students' negotiation and conflict management skills by asking them to take on the roles of participants seeking to resolve a conflict through negotiation, with support and feedback as they prepare, conduct, and debrief the role play
4. Challenge students to find the links between the conflict presented in the role play and the conflict resolution steps presented in the Workable Peace Framework, and to apply them to other conflicts in history and in their own lives

Grading:

Your final grade will be based on:

- Drafting the papers - max. 16 points
- Taking part in the simulations – max. 16 points
- Test – max 18 points

Therefore 4 points per paper and 4 per ACTIVE participation.

Final classification will be made following these grades on the scale:

- A. 50 - 45 points
- B. 44 - 41points
- C. 40 - 38 points
- D. 37 - 35 points
- E. 34 - 32 points
- F. 31 and less points

Students will pass the course, if he/she reaches 32 points out of 50 maximum.

Organisation of the course:

Students have to prepare for each seminar while drafting a paper. The paper MUST be inserted into respective folder into the information system PRIOR the session. Later papers will NOT be accepted. The presence of active students is during seminars obligatory.

Papers

The paper should have approx. 5 pages (max. 5) outlining history of the conflict. Avoid copy and paste, use as many sources as you can and your own words. The last paper should reflect the readings available in the information system focused on the theory and the students experience in the course. Upload the paper into the information system to the respective folder (see date).

Course Structure:

Cross-cultural negotiation is designed as a simple and effective way to introduce students to the workings of a crisis/security forum in cross-cultural environment. Everyone who participates represents, alone or in a small group, representative of disputed party making the negotiation as realistic as possible. The delegate represents the opinions of the disputed party that he/she is representing and not his/her own. The students are obliged to draft a position paper before the seminar. The aim is to try to create an agreement with the other groups in which you are better off than you would be if you tried to meet your needs unilaterally (without an agreement). The materials used in the course have been obtained from Harvard Law School – Programme on Negotiation.

Bloc A

3.3. 2017 9:45- 15:00 **Room 35**

Topic: Religion and Nationalism in Northern Ireland

Reading: Workable Peace. Religion and Nationalism in Northern Ireland. Harvard Law School. Programme on Negotiation. (10 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097075/historical_background_n_ireland.pdf

Holloway, D. Understanding the Northern Ireland Conflict. Summary and Overview of the conflict and its origins. The community dialogue, critical issues series, volume three. 2005. (28 pages)

<https://is.muni.cz/auth/dok/rfmgr.pl>

Wolff, S. Conflict management in Northern Ireland. In: International Journal on Multicultural Societies, Vol. 4, No.1., UNESCO 2002. (30 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097075/conflict_management_in_northern_ireland.pdf

Archick, Kristin. Northern Ireland. The Peace Process. Congressional Research Service 2015. (26 pages)

Bloc B

10.3.2017 9:45- 15:00 **Room 41**

Topic: Indigenous rights in Guatemala

Workable Peace. Indigenous Rights and Environment in Guatemala. Harvard Law School. Programme on Negotiation. (12 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097076/historical_background_guatemala.pdf

Plant, R. Indigenous Peoples and Poverty Reduction: A case study of Guatemala. 1998. (34 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097076/guatemala-indigenous_1_.pdf

Inter-American Commission on Human Rights. Situation of HR in Guatemala: Diversity, Inequality and Exclusion. 2015. (220 pp)

Bloc C

31.3. 2017 9:45- 15:00, **room 41**

Topic: Water on the West Bank

Reading: Water on the West Bank. Harvard Law School. Programme on Negotiation. (8 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097077/general_instructions_izrael.pdf

Beinin, J. –Hajjar, L. Palestine, Israel and the Arab-Israeli conflict. Primer. MERIP 2014 (16 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097077/Primer_on_Palestine-Israel_MERIP_February2014_final_1_.pdf

History of the Israeli-Palestinian conflict. POV 2001. (10 pages)

https://is.muni.cz/auth/el/1423/jaro2016/POL587/um/um/um/47097077/history_izraeli-pal_conflict.pdf

Wolf, Aaron and Ross, John. The Impact of Scarce Water Resources on the Arab-Israeli Conflict. (40 pages)

State of Israel. The Issue of Water between Israelis and Palestinians. 2009. (38 pages).

Bloc D

21.4. 2017 9:45- 15:00, **room 41**

Topic n. 1: workshop Four Value Orientation facilitated by Janet J. Foerster, M.Ed. and Schuyler Foerster, D.Phil. 9:45-13:00. Handout 4 pages.

Topic n. 2: Workshop Bafa Bafa simulation game facilitated by Janet J. Foerster 13:00-15:00.

Reading: Summary of a book Managing Across Cultures – Susan C. Schneider and Jean-Louis Barsoux (50 pp).

Trompenaars, Frans. A new Framework for managing change across cultures. Journal of Change Management 2003. (16 pp)

**Fons Trompenaars and Charles HampdenTurner.
Riding the Waves of Culture. (60 pp).**

Information to the Four Value Orientation:

Purpose:

In addition to understanding the important substantive issues and the national interests of those with whom one is negotiating, successful negotiators are attuned to the personalities both within their own teams and on the team with whom one is negotiating. This is an exercise designed to give students an appreciation for different personality types and communication styles so, as negotiators, they can build their own teams and deal effectively with those on the other team.

Objectives:

1. To become aware of one's own preferences for taking in information and reaching conclusions.
2. To discover one's own individual and team problem solving styles.
3. To recognize the communication and problem solving styles of other negotiators.

Background to the Four-Value Orientation:

The Four-Value Orientation self-assessment instrument is used in a variety of settings from small businesses to large multi-national organizations. It has been used in corporate, educational, governmental, and medical organizations since 1979. In all of its uses with individuals and groups, the Four-Value Orientation helps people become aware of their preferences and how these preferences affect their approach to work. Within a negotiating team, the Four-Value assessment can help reduce unproductive interpersonal conflict. Team members can assess the strengths and weaknesses of their group in a non-judgmental way. The Four-Value Orientation can also be a valuable resource to help build one's ability to recognize the goals, norms, and culture of another negotiating team.

Because it presents the importance of different approaches, the Four-Value Orientation fosters openness and trust within the team and a better relationship between negotiators. Within a team, when all orientations on the team feel valued for their unique gifts, a spirit of cooperation develops and productivity is enhanced. In a negotiation context, appreciating the different orientations that exist can facilitate confidence-building and better communications between those negotiating with each other.

Applying the Four-Value Orientation Exercise to a Course on Cross-Cultural Negotiations:

Following the students' work in various conflict negotiation simulations, we propose using a Four-Value Orientation exercise to draw out from the students their experiences during their negotiations and highlight the role of different cultural orientations and communication styles in determining success in their negotiations.

To accomplish this, we propose, in the final session of the course (perhaps in the afternoon of the last day, for 90 minutes) the following program:

Sky Foerster will briefly highlight from his own negotiation experiences the importance of individual personalities and political position in shaping strategies for and outcomes of international negotiations in conflict situations. (10 minutes)

Janet Foerster will then lead the Four-Value Orientation exercise, as follows:

- ✓ Overview the exercise and explain the Four-Value Orientation questionnaire (10 minutes)
- ✓ Distribute the questionnaire and scoring sheet, which the students then fill out and score. (15 minutes)
- ✓ Explain (with PowerPoint) the significance of the different Value orientations. (10 minutes)
- ✓ Lead discussion with students about what their scores on the questionnaire mean. (10 minutes)
- ✓ Administer final application exercise, in which students work in pairs to apply their individual Value orientations. (15 minutes)
- ✓ Facilitated discussion with all students on how an understanding of their own and others' Value orientations might have changed their negotiation strategies and negotiation outcomes. (30 minutes)

We have a short handout (4 pages) on cross-cultural negotiation skills that can be distributed to students before the last day. We will also distribute during the exercise a handout including the questionnaire, guidelines for using the Value Orientation exercise, and an explanation of each of the Value orientations.

