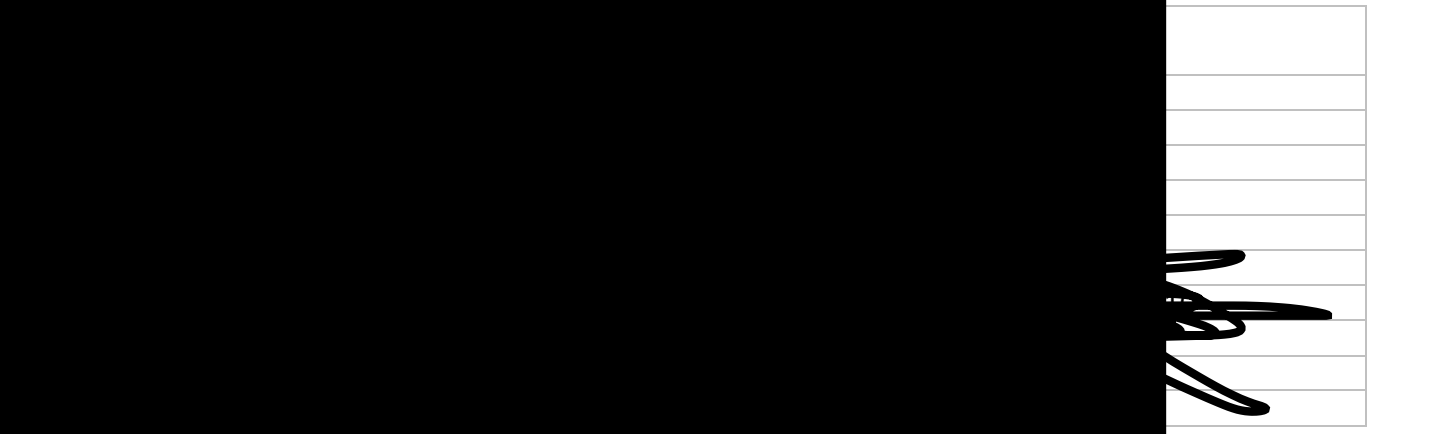




- Explore cultural boundaries that are relevant to your work and to you personally
- Develop individual strategies for negotiating, managing, and leading across cultural boundaries and virtually

Required Texts:

Requejo, W. Hernández and J. L. Graham. Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008
 ISBN-10: 140398493X
 ISBN-13: 978-1403984937

CQ Self-Assessment

Students will be invited to complete a self-assessment (Cultural Intelligence Center's CQ Self-Assessment) prior to the beginning of the first week. This self-assessment is intended to create a baseline for each student, and to inform your focus for your personal learning throughout the course. Each student will be required to pay an estimated \$20 to \$30 to take their self-assessment.

These texts can be purchased from the Bay Path bookstore. Order online at efollett.com (click on the "Find Your Bookstore" link and choose state (MA) and then choose institution. When you get new page, select the "Find Your Textbooks" link and choose program, course number, and section number.

Additional Readings:

Videos (use links to access videos)

Chimamanda Ngozi Adichie: The danger of a single story. TEDGlobal Jul 2009 - 18:49
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Joe Gebbia: How Airbnb designs for trust. TED2016 February 2016 - 15:51
https://www.ted.com/talks/joe_gebbia_how_airbnb_designs_for_trust

David Logan: Tribal Leadership. TEDxUSC March 2009 - 14:41
https://www.ted.com/talks/david_logan_on_tribal_leadership

Sheikha Al Mayassa: Globalizing the local, localizing the global. Filmed December 2010 at TEDWomen 2010, Doha - 10:53
https://www.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global/transcript?language=en

Ernesto Sirolli: Want to help someone? Shut up and listen! TEDxEQChCh. Filmed Sep 2012, Christchurch, New Zealand - 17:09
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen

Jeanne Brett: Secrets of Cross-Cultural Communication. July 31, 2015 - 4:39
https://www.youtube.com/watch?v=kujUs_6qeUI



Articles and Blog Posts

Use links to access articles and blog posts. Free registration to Harvard Business Review may be required to access articles for free.

"Leader Effectiveness and Culture: The GLOBE Study." Center for Creative Leadership, 2013
<http://www.inspireimagineinnovate.com/pdf/globesummary-by-michael-h-hoppe.pdf>

Brett, J., K. Behfar, and M. Kern. "Managing Multicultural Teams." *Harvard Business Review*. November 2006
<http://athena.ecs.csus.edu/~buckley/CSc233/Managing%20Multicultural%20TeamsHarvard%20Business%20Review.pdf>

Cardenas, L. "Overcoming Cultural Barriers in Negotiations and the Importance of Communication in International Business Deals - Negotiating skills and techniques for handling counterparts from different cultural backgrounds during negotiations." *Harvard Law School Blog*, May 14, 2020
<https://www.pon.harvard.edu/daily/international-negotiation-daily/bridging-the-cultural-divide-in-international-business-negotiations/>

Das, S. "Impact of Diversity and Multiculturalism in Corporate Culture". *Entrepreneur India*, July 10, 2018
<https://www.entrepreneur.com/article/316482>

Ebner, N. "Negotiating via (the New) Email". In M. Benoliel (Ed.) *Negotiation Excellence: Successful Deal Making* (2nd ed.). World Scientific Publishing: Singapore. 2013. Accessed at http://online.creighton.edu/sites/crt/files/CRT_negotiation-via-email.pdf

Edmondson, A. "Teamwork on the Fly." *Harvard Business Review*. April 2012
<https://hbr.org/2012/04/teamwork-on-the-fly-2>

Ferrazi, K. "Getting Virtual Teams Right." *Harvard Business Review*, February 2015
<https://hbr.org/2014/12/getting-virtual-teams-right>

Fitzsimmons, S., Vora, D., Martin, L., Raheem, S., Pekerti and A., Lakshman, C. "What Makes You Multicultural". *Harvard Business Review*, December 2019
<https://hbr.org/2019/12/what-makes-you-multicultural>

Goleman, D. "Leadership That Gets Results." *Harvard Business Review*. March 2000
http://www.deltacoach.com/Business_Coaching/PDF_files/Entries/2008/9/16_Leadership_That_Gets_Results_by_Daniel_Goleman_files/HBR%20Leadership%20that%20gets%20results%20by%20D%20Goleman_1.pdf

Gunia, B., J. Brett, and A. Nandkeolyar, "In Global Negotiation, It's All About Trust." *Harvard Business Review*, December 2012
<https://hbr.org/2012/12/in-global-negotiations-its-all-about-trust>



Llopis, G. "Why You Need Cultural Intelligence (And How To Develop It)." Forbes blog, 3/24/2015 10:35AM. Accessed at <http://www.forbes.com/sites/iese/2015/03/24/why-you-need-cultural-intelligence-and-how-to-develop-it/>

Meyer, E. "Navigating the Cultural Minefield." *Harvard Business Review*, May 2014
<https://hbr.org/2014/05/navigating-the-cultural-minefield>

Molinsky, A. "Cultural Differences Are More Complicated than What Country You're From." *Harvard Business Review*, January 2016
<https://hbr.org/2016/01/cultural-differences-are-more-complicated-than-what-country-youre-from>

Nadler, J. and D. Shestowsky, "Negotiation, Information Technology, and the Problem of the Faceless Other, June 2005
https://www.law.northwestern.edu/faculty/fulltime/nadler/Nadler_Shestowsky.pdf

National Geographic. Special Issue on Race. Issue 4 volume 233, April 2018
<https://nationalgeographic.eoncontent.ebscohost.com/1723138#&pageSet=0>

Faceless Other." *Negotiation Theory and Research*, 2006, pp. 145-172
Accessed at http://www.law.northwestern.edu/faculty/fulltime/nadler/Nadler_Shestowsky.pdf

Sebenius, J. "The Hidden Challenge of Cross-Border Negotiations." *Harvard Business Review*, March 2002 <https://hbr.org/2002/03/the-hidden-challenge-of-cross-border-negotiations>

Watkins, M. "What is Organizational Culture? And Why Should We Care?" *Harvard Business Review*, May 2013 <https://hbr.org/2013/05/what-is-organizational-culture>

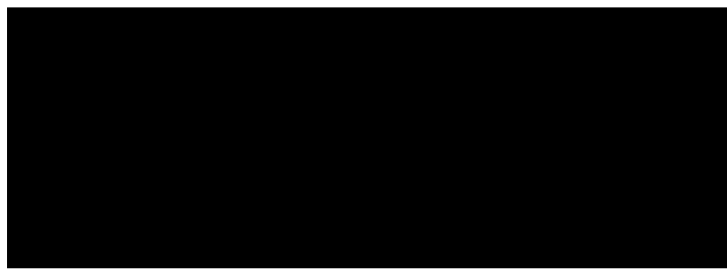
Instructor/Course Policies

Late Work Policy

Late work is discouraged and should be avoided at all costs. This course is offered on an 8- week format with assignments, class discussion sessions and interaction with your professor occurring for the first day of class. The online classrooms for the M.S. in Leadership and Negotiation all require a great deal of interaction between all students and the professor. In a very real sense, the class is co-produced by everyone. Late work will therefore hinder the learning process to a greater or lesser extent. Having said this, the University is aware that you are all adult learners with careers and family obligations. Therefore, if you must submit work that is past the due date you must get approval from the professor ahead of time in order to determine the timing and conditions of a late submission. If you do not, you will lose 5 points per day.

Attendance/Participation Policy

For online courses attendance is measured by student participation in the course. The University's Canvas learning management system will automatically record all student



participation once they have logged on to the class. You should also note the *posting requirement is at least four (4) times per week* for the number of discussion posts students must contribute (a minimum of 2 original posts and 2 responses to classmate's posts). By posting, students are actively attending and participating in class.

Turnitin.com Policy and Process

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

The following statement must be submitted with each paper: "I submit that this paper is entirely my own work and agree that it may be submitted to Turnitin for the purpose of checking for plagiarism and further that it may be maintained on the Turnitin database in order to check for future plagiarism."

Statement on Academic Integrity:

Academic integrity is vital to the learning process and dishonesty will not be tolerated. Any student who commits academic dishonesty will receive a sanction appropriate to the nature and severity of the violation and in accordance with the Policy on Academic Integrity, which appears in detail in the course catalog (available under Academics on Bay Path Connect). *If you are unclear as to what types of behaviors constitute academic dishonesty, talk with the course instructor.* (The entire policy may be found at <http://tinyurl.com/clwhq5u>)

A faculty member who has evidence of a student failing to adhere to the Academic Integrity Policy has a duty to report the conduct to the Office of Academic Affairs, which will maintain records of the allegation and the disposition of the matter. When conduct involving academic dishonesty occurs in the faculty member's class, she or he may elect to attempt to resolve the matter informally, in which case the faculty member may assign the student a grade of "F" for the course and/or for the particular assignment, or grade so much of the assignment that represents the student's own work, or require that the student repeat the assignment or a similar assignment. The faculty member may elect to refer the matter directly to Academic Affairs for disposition by the Standing Committee through a Hearing Board.

Procedures for Students with Disabilities

Any student with an identified disability that may affect her performance in this class who seeks reasonable accommodations should schedule an appointment with the Coordinator of Disability Support Services, Kelsey Poole, at kpoole@baypath.edu, no later than the end of the second week of classes, so that provisions can be made to assure she has an equal opportunity to meet all the requirements of this course.



If you have an identified disability that may affect your performance in this class and you choose to request reasonable accommodations, please schedule an appointment with the Director of Student Academic Support Services so that provisions can be made to assure you have an equal opportunity to meet all the requirements of this course.

Federal Credit Hour

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;

or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

TECHNOLOGY

EXT 099 Introduction to Online Learning Course:

All online students are required to successfully complete EXT 099: Introduction to Online Learning prior to beginning any online course at Bay Path. If you have any questions about this requirement, please contact the Center for Online Learning at online@baypath.edu.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each student must meet the minimum hardware, software, and connectivity computer specifications as outlined by the Information Technology Services department at Bay Path University. The technology requirements document is available in the Student Canvas Tutorial in Canvas.

Communications from the University:

The University provides a free e-mail account to all of our students. Please be sure to check this e-mail account regularly by logging on to the My Bay Path portal at my.baypath.edu. Important campus messages are often sent to this email account.

Be sure to check your Conversations Inbox in Canvas on a regular basis (daily is recommended) as all course-related communication (e-mail from your instructor and other students) will be sent through this module. You can see if you have new messages on your course home page when you first log in. It is also important set your "Notifications Preferences" within your Canvas profile. These notifications will alert you of activity within your Canvas classroom via the method you choose. Remember that Canvas Conversations are not the same as your Bay Path email account. Each must be checked separately.

Technology-Related Issues and Problems

The Bay Path University Technology Support Center (TSC) is always available to assist you with technology related issues that may arise during your courses. The best way to contact them is through the "Tech Support" link in the My Bay Path portal. You can also e-mail your questions or problems to tsc@baypath.edu. You can call the TSC at 413-565-6880 for 24 hours of support services. For a full list of services, visit the website of the My Bay Path portal. Be sure to be as specific as possible when requesting assistance; this will help you receive assistance more quickly.

Online Learning Questions or Issues

The Center for Online and Digital Learning staff is available to answer any of your questions regarding online learning and to provide you with strategies and suggestions for being an effective online learner. For assistance, please email online@baypath.edu or call 413-565-6880.

Methods for Determining Final Grade

Online Student Responsibilities:

1. Be sure that you have read and that you follow the rules of netiquette as presented in the EXT 099.
2. Attendance and presence are required for this class. You are expected to login and post to discussions regularly. Simply saying "hello" or "I agree" is not considered a substantive contribution. You must participate in a discussion to demonstrate your attendance in the class on each day you log in. In order to receive the maximum points available for each week's discussion forum, students must be sure to meet the posting requirements of the professor. *Remember the golden rule for online posting: The quality of comments is more important than the quantity.*
3. All class work including assignments and discussion posts plus all issues, questions, and problems must be dealt with in Canvas. You can feel free to e-mail me at any time. Keep in mind that others will learn from your questions—this is why I prefer that students ask non-personal questions via the Assignment Questions discussion forum.



4. Remember that it's essential to keep open, clear communication within the course. If an issue arises that affects your participation in class, please let me know right away. Also, remember that much of the learning in an online course is collaborative in nature. If you are absent or late with your posts, this will have an impact not only on yourself but on other students as well.

Course Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning outcomes.
2. While the course instructor will not lead the online discussion, the instructor will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course instructor will read and critically assess students' assignments and provide feedback within 7 days of the assignment's due date.
4. The course instructor will respond to all student inquiries within 48 to 72 hours, Monday - Sunday.

Discussion Posting Information:

The **minimum** discussion posting requirements, per week, for this course are as follows:

- **Two original postings** due no later than 11:59pm on Thursday evening (Eastern Time), after that, no original posts will be accepted. Discussion topics from which you may choose will be assigned at the beginning of each module. As in prior classes, an ideal post would be 2 to 3 regular length paragraphs, focusing on one or two core concepts from the readings or subjects we are discussing and would include a practical or concrete example.
- **Two postings as reply** to your peers. The goal is to create a discussion session that robustly and substantially address the issues at hand and engage your classmates and professor in a substantial conversation on the topic. All replies are due no later than 11:59pm on Sunday evening (Eastern Time).
- NOTE: There is a weekly synchronous option that will take the place of some postings. If schedule allows, the class will meet one night a week via telephone or video conference in a synchronous manner for up to 90 minutes to discuss the readings and questions that are coming up. This is an optional session. Students who attend and participate actively in this session will only be required to do **one original post and one reply** to their classmates' postings.

Methods of Evaluation and portion of grade

Participation (20%):



Engagement in each class is a central part of succeeding in this and any course. Part of your grade will be based on your level of interactivity and the quality of your posts (see Discussion Posting Information above). Given the online aspect of the class, students will be required to post questions and comments as proof of their reading the material and grappling with it. The grading matrix below explains how posts will be evaluated and graded. Late postings will receive a 5 points grade deduction for each day past due.

If schedule allows, the class will meet one night a week via telephone or video conference in a synchronous manner for 60 minutes to discuss the readings and questions that are coming up. This is an optional session and there is an incentive to join. Students who attend and participate actively in this session will only be required to do **one original post to the discussion board and one reply to classmates' postings**. If you are unable to attend this session you will be required to do your normal discussion posts.

Cultural Intelligence Self-Assessment (10%)

Students will be invited to complete a self-assessment (Cultural Intelligence Center's CQ Self-Assessment) prior to the beginning of the first week. This self-assessment is intended to create a baseline for each student, and to inform your focus for your personal learning throughout the course. **Students will receive their assessments directly and may choose to keep them confidential**, but will be asked to share observations as one of the required postings for week 1. Students will also need to **verify that they have completed and received their assessment results in week 1.**

Reflection Logs, Reflection Summary Papers and E-portfolios (20%)

REFLECTION LOGS: At the end of each week, students should complete a **one-page entry** summarizing reflections and how you intend to apply them. Emphasis should be on what you found most valuable and why, what you are struggling with, and how you would apply the concepts covered in the readings and discussions in your own work life. Each entry should go into a reflection journal (electronic or paper bound) that will be a culmination of your work over the semester. Please note that **these will not be submitted**, but are intended for the student's ongoing learning and reflection. These will also contribute to the E-portfolio, Reflection Summary papers and the Final Paper (see below). During weeks 3 and 6 students will not be required to complete a reflection log since a reflection summary paper will be due and will take the place of these entries.

REFLECTION SUMMARY PAPERS: At the **end of weeks 3 and 6**, students will submit a 2-3-page, double-spaced paper summarizing your reflections and learning to date. This may take the place of your weekly reflections log for those weeks. Your grade will be based on an average of these three papers.

E-PORTFOLIO: In your student welcome packet you read about the graduation requirement of an E-portfolio. In this, and every class you take, you will be required to complete a toolbox template. In general, the purpose of the E-portfolio is to help you capture your learning over the course of the degree program. At the end of each class, you will be required to fill in the template to capture your learning from this specific class and make connections to other classes as well. You will also be required to





upload two artifacts -- valuable assignments, reflections, or discussion posts -- that were very instructive to you. Once you have uploaded the template and your two artifacts to your E-portfolio you will be given your final grade. **Although the E-portfolio will not be graded, if you do not submit this you will not receive a grade for the course.** The completed template and artifacts are due by the end of week 8. Since you have been working on your reflection logs throughout the course it will help you to complete the template.

Negotiation Simulation and Reflections (20%)

In **week 3**, students will work together to prepare for and conduct a multicultural negotiation simulation (role play TBD). The simulation will focus on a multicultural context. In pairs, students will have an opportunity to prepare for and negotiate the case.

In **week 4**, each pair will work together to prepare a 2-3 page paper, summarizing their outcomes. Your grade will be based on the analysis of the negotiation as it was conducted, including observations and lessons learned. Each student will submit the team's paper.

Final Paper (30%)

The Final Paper (5-7 pages in length, excluding appendices, double-spaced) will synthesize students' learning in the multicultural context of their choosing (either a current work context or an area of personal interest the student chooses to explore). Students should make references to course readings and discussions, as well as their weekly reflection logs.

Students will submit their topics by the end of week 3. Guidance for selecting topics will be provided through Canvas.

Methods of Instruction

The following methods of instruction will be utilized in this course:

1. Class lectures and discussions incorporating assigned readings
2. Role playing activities
3. Written and oral assignments
4. Readings, blog posts, videos, and other online tools

General Criteria for Grading

To receive the maximum possible for each assignment the following are necessary components:

1. Each submission has been proof read, has no errors or omissions, and is well written from a grammatical and structural perspective;
2. Proper citation and referencing is included;
3. Follows the directions given with the assignment and does not omit any component;
4. Assignment demonstrates learning from the class, knowledge of the subject, has supporting research as needed, and is creative in its application.

Evaluation of Student Learning



At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be computed for each of the above items based on the percentage earned. Your percentage total is then converted to a letter grade according to the following scale:

Letter Grade Equivalent:	Percentage Earned:	Grade Point:
A	95-100	4.00
A-	90-94	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C	70-79	2.00
F	Below 70	0.00
I	None	0.00
W	None	0.00

Tutoring Services

Online tutoring services are available through Smarthinking. To access the site, go to the Bay Path Connect portal and click on the “Online Tutoring” button on the top left of the page. Live, real-time tutoring is available in many subjects and there is also a writing service that allows you to submit a paper and receive feedback within 24 hours. Please visit the site and plan ahead if you wish to utilize this service as real-time tutoring hours vary by subject. Any technology issues relating to the use of Smarthinking should be sent to ITS at ITS@baypath.edu; all other questions on tutoring should be directed to Jemi Kuberski at 413-565-1772 or jkuberski@baypath.edu

Types of Assignments

See Section: Methods of Evaluation and portion of grade

Course Outline

All readings have been selected to provide a broad overview, while managing the time commitment. Students are encouraged to pursue further research, based on interest, and to apply their own work contexts and personal scenarios to readings, discussions, and assignments. **All links for articles, blog posts and videos are listed starting on page 2 of the syllabus.**

Week #1: Introduction and overview

Student Learning Objectives:

- Overview

Required Readings:

Introduction and Ch. 1 in William Hernández Requejo and John L. Graham. Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008



Llopis, G. "Why You Need Cultural Intelligence (And How To Develop It)." Forbes blog, 3/24/2015 10:35AM.

Fitzsimmons, S., Vora, D., Martin, L., Raheem, S., Pekerti and A., Lakshman, C. "What Makes You Multicultural". *Harvard Business Review*, December 2019

Watkins, M. "What is Organizational Culture? And Why Should We Care?" *Harvard Business Review*, May 2013

National Geographic. Special Issue on Race. Issue 4 volume 233, April 2018 (select one article)

Chimamanda Ngozi Adichie: The danger of a single story. TEDGlobal Jul 2009
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Assignments for Week 1:

1. Reflections log (for personal reference)
2. Verify completion of Cultural Intelligence Center's CQ Self-Assessment online:
<http://www.culturalq.com/tmpl/assessments/assessments.php> (invitations with links will be sent directly to each student-see canvas Introductory Module for specific details)
3. Canvas discussions and postings (at least one reflecting on CQ Self-Assessment)

Due:

Verified completion of CQ Assessment (results received) by 11:59pm ET Wednesday night

Original postings by 11:59pm ET Thursday night

CQ Assessment reflections – graded discussion by 11:59pm ET Friday night

Reply postings to your classmates by 11:59pm ET Sunday night.

Week #2: The Role of Culture

Definitions

Common challenges and opportunities

Culture typing

Key cultural variables

Readings and videos (post class):

Ch 2-3 in Requejo, W. Hernández and J. L. Graham. Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008

Meyer, E. "Navigating the Cultural Minefield." *Harvard Business Review*, May 2014

[at least skim] Adair, W., Brett, J., Lempereur, A., Okumura, T., Shikhirev, P., Tinsley, C., & Lytle, A. "Culture and negotiation strategy." *Negotiation Journal*, 20 no.1 (2004), pp. 87-111.

Molinsky, A. "Cultural Differences Are More Complicated than What Country You're From." *Harvard Business Review*, January 2016



Sheikha Al Mayassa: Globalizing the local, localizing the global. Filmed December 2010 at TEDWomen 2010, Doha

https://www.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global/transcript?language=en

Other assignments:

1. Reflections log (for personal reference)
2. From the list provided at www.leadershipcrossroads.com/nib_dld.asp, select, download, and read one of the 50 country profiles (your “country X”). Please be sure to select a country where you currently (or intend to) negotiate and/or lead others.
3. Canvas discussions – one posting to focus on reflections from assignment above:
 - What surprises you most about country X?
 - What would you need to do to effectively prepare yourself to negotiate with someone/a team from country X?

Due:

Original postings by 11:59pm ET Thursday night

Country X assignment from profiles – graded discussion by 11:59pm ET Saturday night

Reply postings to your classmates by 11:59pm ET Sunday night

Week #3: Negotiating and Collaborating Virtually

Readings and videos (post class):

Ch 4-5 in Requejo, W. Hernández and J. L. Graham Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008

Ebner, N. (2013). “Negotiating via (the New) Email”. In M. Benoliel (Ed.) *Negotiation Excellence: Successful Deal Making* (2nd ed.). World Scientific Publishing: Singapore.

Accessed at http://online.creighton.edu/sites/crt/files/CRT_negotiation-via-email.pdf

Other assignments:

1. Reflections Summary Paper (2-3 pages)
2. Canvas discussions
3. Submit for approval final paper topic – exploration of negotiation or leadership challenge in multicultural context
4. Prepare for and conduct Multicultural Negotiation Simulation (TBD)

Due:

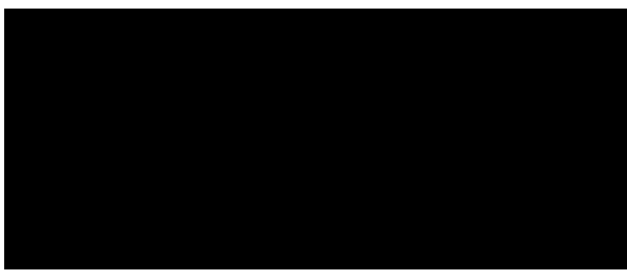
Original postings by 11:59pm ET Thursday night

Reflections Summary Paper due by 11:59pm ET Thursday night

Final Paper topic submission by 11:59pm ET Friday night

Reply postings to your classmates by 11:59pm ET Sunday night

Multicultural Negotiation Simulation completed by 11:59pm ET Saturday night



Week #4: Interpersonal Relationships

Power and hierarchy

Trust

Role of relationship in professional interaction

Readings and videos (post class):

Ch 6 in Requejo, W. Hernández and J. L. Graham Global Negotiation: The New Rules.
Palgrave MacMillan. March 4, 2008

Gunia, B., J. Brett, and A. Nandkeolyar, "In Global Negotiation, It's All About Trust." *Harvard Business Review*, December 2012

Joe Gebbia: How Airbnb designs for trust. TED2016. Filmed February 2016, Vancouver, Canada

https://www.ted.com/talks/joe_gebbia_how_airbnb_designs_for_trust

Ernesto Sirolli: Want to help someone? Shut up and listen! TEDxEQChCh. Filmed Sep 2012, Christchurch, New Zealand

https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen

Other assignments:

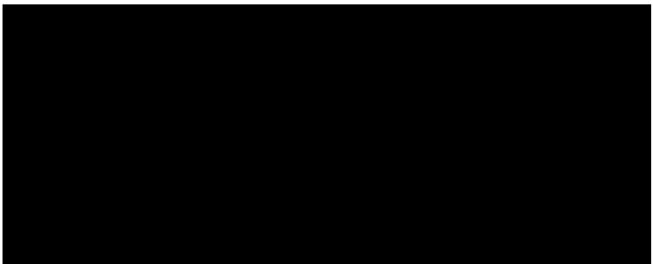
1. Reflections log (for personal reference)
2. Multicultural Negotiation Simulation (TBD) debrief summary (2-3 pages, with partner)
3. Canvas discussions

Due:

Original postings by 11:59pm ET Thursday night

Multicultural Neg. Simulation debrief summary (with partner) due by 11:59pm ET Thursday night

Reply postings to your classmates by 11:59pm ET Sunday night



Week #5: Communication

High vs. low-context
Giving and receiving feedback
Adjusting to different communication styles and norms
Dealing with language barriers
Managing disagreements/conflicts
Decision-making

Readings and videos (post class):

Ch 7-8 in Requejo, W. Hernández and J. L. Graham Global Negotiation: The New Rules.
Palgrave MacMillan. March 4, 2008

Sebenius, J. "The Hidden Challenge of Cross-Border Negotiations." *Harvard Business Review*,
March 2002

Nadler, J. and D. Shestowsky, "Negotiation, Information Technology, and the Problem of the
Faceless Other." *Negotiation Theory and Research*, 2006, pp. 145-172
Accessed at http://www.law.northwestern.edu/faculty/fulltime/nadler/Nadler_Shestowsky.pdf

Cardenas, L. "Overcoming Cultural Barriers in Negotiations and the Importance of
Communication in International Business Deals - Negotiating skills and techniques for handling
counterparts from different cultural backgrounds during negotiations." *Harvard Law School Blog*,
May 14, 2020

Jeanne Brett: Secrets of Cross-Cultural Communication. July 31, 2015 - 4:39
https://www.youtube.com/watch?v=kujUs_6qeUI

Other assignments:

1. Reflections log (for personal reference)
2. Canvas discussions

Due:

Original postings by 11:59pm ET Thursday night

Reply postings to your classmates by 11:59pm ET Sunday night

Week #6: Working Together

Structuring and leading teams
Managing time and schedules
Meeting norms and patterns
Diversity and Inclusion



Readings and videos (post class):

Ch 10-12 in Requejo, W. Hernández and J. L. Graham Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008 (Indian, Mexican, Chinese negotiation styles)

Edmondson, A. "Teamwork on the Fly." *Harvard Business Review*. April 2012

Das, S. "Impact of Diversity and Multiculturalism in Corporate Culture". *Entrepreneur India*, July 10, 2018

Ferrazi, K. "Getting Virtual Teams Right." *Harvard Business Review*, February 2015

David Logan: Tribal Leadership. TEDxUSC. Filmed March 2009, Los Angeles, CA
https://www.ted.com/talks/david_logan_on_tribal_leadership

Other assignments:

1. Reflections Summary Paper (2-3 pages)
2. Canvas discussions

Due:

Original postings by 11:59pm ET Thursday night
Reflections Summary Paper due by 11:59pm ET Thursday night
Reply postings to your classmates by 11:59pm ET Sunday night

Week #7: Management and Leadership in a Multicultural World

Global leadership styles
Adapting your own leadership style

Readings and videos (post class):

Goleman, D. "Leadership That Gets Results." *Harvard Business Review*. March 2000

"Leader Effectiveness and Culture: The GLOBE Study." Center for Creative Leadership, 2013
<http://www.ccl.org/leadership/pdf/assessments/GlobeStudy.pdf>

Brett, J., K. Behfar, and M. Kern. "Managing Multicultural Teams." *Harvard Business Review*. November 2006

Other assignments:

1. Reflections log (for personal reference)
2. Canvas discussions

Due:

Original postings by 11:59pm ET Thursday night
Reply postings to your classmates by 11:59pm ET Sunday night

Week #8: Putting it all togetherReadings and videos (post class):

Ch 13 in Requejo, W. Hernández and J. L. Graham. Global Negotiation: The New Rules. Palgrave MacMillan. March 4, 2008, pp. 233-252

Other assignments:

1. Reflections log (for personal reference)
2. Canvas discussions
3. Final Paper
4. E-portfolio (completed course learning template and two artifacts to be uploaded to Pathbright and link to be sent via email for confirmation of completion)

Due:

Original postings by 11:59pm ET Thursday night
Final Papers by 11:59pm ET Thursday night
Reply postings to your classmates by 11:59pm ET Saturday night for week 8 only
Send E-portfolio link via email by 11:59pm ET Saturday night

RUBRICS
Grading Rubric for

Discussion questions
Promptness, Initiative, and Participation
Delivery and Expression

Relevance		Consistently posts topics related to discussion topic; cites additional references related to topic.
Learning Significant and Individual Reflection		Posts incorporate assigned readings and demonstrate excellent grasp of material. Regularly delivers information that is thoughtful, insightful, and demonstrates individual reflection.

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The writer's purpose is clearly evident to the reader.

The document is clearly directed to a specific, well defined audience or audiences. All features of the document are adapted to the audience(s).

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Portfolio

N/A

Disclaimer

The professor reserves the right to remove or alter any portion of this portfolio at his/her discretion and without notice. This portfolio is not to be distributed outside of the BPU via BPU email and is for internal use only. It is not to be used for any other purpose.