

PATVIRTINTA  
Vilniaus universiteto Kauno fakulteto tarybos  
2025 m. kovo 12 d. nutarimu  
Nr. (1.15 E) 620000-TPN-9



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Intercultural Negotiations Management</b> (Tarpkultūrinių derybų valdymas)	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> assoc. prof. dr. Audronė Rimkutė <b>Other:</b>	Institute of Social Sciences and Applied Informatics, Kaunas Faculty, Vilnius University, Kaunas, Muitinės str. 8

Study cycle	Type of the course unit
First	General university studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face / remotely (on-line)	Spring semester/Autumn semester	English

Requisites	
<b>Prerequisites:</b>	<b>Co-requisites (if relevant):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit		
This course aims to provide knowledge about the negotiation process, features and management and develop the ability to apply this knowledge in practice; as well as develop an understanding of intercultural differences and the ability to apply it in communication during negotiations.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will understand and be able to describe the communicative aspects of the negotiation process and will be able to apply them in case studies.	Interactive lecture, discussion, case study, problem-based learning, collaborative learning, group (team) project.	Test of open-ended and closed questions, assessment of case study according to criteria, assessment of group project (negotiation plan) according to criteria.
Students will know the dimensions of intercultural differences, be able to recognize them and apply in the analysis of communication cases.		
Students will know and be able to describe the course of the negotiation		

process, negotiation strategies, styles and tactics.		
Students will be able to develop a negotiation plan taking into account cross-cultural differences and different scenarios based on different negotiation strategies, styles and tactics.		
Students will be able to work in a team to create a joint project and present it to an audience.		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. The concept of negotiation. Overview of the negotiation process: planning, preparation, executing, closing, post negotiation activities.	2		2				4	6	Introduction to seminars assignments and accomplishing methods, drawing up a presentations schedule.
2. Culture in negotiation. Five elements of culture and their role in negotiation.	2						2	6	Selection of intercultural negotiation case study
3. Dimensions of cultural differences. E. T. Hall low and high context cultures. Richard Lewis classification of cultures. Cultural differences between rich and developing countries according to Hoffstede and Minkov.	2		2				4	2	Description of the cultural characteristics of the selected case
4. Negotiations as a communication process: verbal and nonverbal communication.	2						2	6	Description of the cultural characteristics of the selected case
5. Negotiations as a communication process: listening. 7c of communication.	2		2				4	2	Creation of the communicative part of the selected case
6. Psychology of negotiation: transactional analysis of communication.	2						2	6	Analysis of the communicative part of the selected case from an intercultural perspective
7. Psychology of negotiation: manipulation. Reasons for manipulation. Types of manipulation.	2		2				4	2	Presentation of the prepared case study

Ways to recognize and resist manipulation.									
<b>8. Midterm test</b>	2						2	10	<b>Preparation for midterm test</b>
9. Planning the negotiation: setting goals and determining positions. Differences of negotiating among two, three or more different parties.	2		2				4	6	Choosing a case for a negotiation plan
10. Planning the negotiation: sources of power. The concept of BATNA.	2						2	2	Analysis of negotiation goals, wants, and needs, discussion of negotiation power
11. Planning the negotiation: creating a strategy. The Harvard negotiation project.	2		2				4	6	Information gathering about the other negotiating side, determination of its needs
12. Planning the negotiation: choice of tactics. Tactical orientation continuum. Variants of cooperative strategy (win-win) tactics. Confrontational tactics and their counter-tactics. Tactics during the different stages of negotiations.	2						2	2	Development of negotiation scenarios based on different strategies. Choosing a negotiation strategy.
13. Conducting the process of live negotiation: stages and approaches.	2		2				4	6	Preparation of negotiation scenarios based on different negotiation styles. Choice of a style.
14. Closing negotiation. Decision making. Termination of negotiations and withdrawal. Evaluation of negotiations.	2						2	2	Preparation of negotiation scenarios based on different tactics. Choice of tactics.
15. Approval and implementation of negotiation agreements.	2		2				4	6	Preparation of negotiation close and evaluation of negotiation.
16. Negotiating as a team. Factors of team effectiveness. Team composition and processes.	2						2	2	Presentation of the negotiation plan.
Exam								10	Preparation for the final test
<b>Total</b>	32		16				48	82	

Assessment strategy	Weight %	Deadline	Assessment criteria
Case study (individual work)	20%	According to seminars schedule published on Moodle	Students must complete a case of intercultural negotiations analysis applying lecture materials and scientific literature (detailed explanation of the assignment is published in Moodle). The completed analysis must be uploaded to Moodle VMA (word.doc), presented and defended in the class (.ppt)

			<p>during seminars according to the schedule. The case studies without presentation are not evaluated (0).  Assessment criteria (according to Bloom's taxonomy):  1) completeness of the case description (description of facts, understanding)  2) correctness of concepts and theory application (application, analysis)  3) logic of generalizations (synthesis);  4) clarity and logic of reasoning and answering questions when presenting the work (evaluation).  Works that fully meet all the specified criteria are evaluated with 10 points. Works that fully meet the first and second criteria and only partially meet the third or fourth criteria are evaluated with 9 points.  Works that fully meet the first and second criteria and only partially meet the third and fourth criteria are evaluated with 8 points. Works that fully meet the first and second criteria, but do not fully meet the third or fourth criteria, are evaluated with 7 points. Works that fully meet the first criterion, partially meet the second criterion, and completely do not meet the third and fourth criteria are evaluated with 6 points. Works that at least partially meet the first and second criteria and do not fully meet the third and fourth criteria are evaluated with 5 points. Works that only partially meet the first criterion or do not meet any criterion are evaluated with 1-4 points.</p>
Negotiation plan (group work)	20%	According to seminars schedule published on Moodle	<p>Students must prepare a negotiation plan adapted to a specific case (detailed explanation of the assignment is published in Moodle). The prepared plan must be uploaded to Moodle VMA (word.doc), presented and defended in the class (.ppt) during seminars according to the schedule. The prepared plan without presentation is not evaluated (0).  Assessment criteria:  1) consistency of the plan - facts described without contradiction (understanding);  2) completeness of the plan – all structural parts are included; they are described in a comprehensive manner (application of a theory);  3) reasonableness of the plan - the planned actions are based on theory (analysis, synthesis);  4) clarity and logic of reasoning and answers to questions when presenting the work (evaluation).  Works that fully meet all the specified criteria are evaluated with 10 points. Works that fully meet the first and second criteria and only partially meet the third or fourth criteria are evaluated with 9 points. Works that fully meet the first and second criteria, but only partially meet the third and fourth criteria, are evaluated with 8 points. Works that fully meet the first and second criteria, but do not fully meet the third or fourth criteria, are evaluated with 7 points. Works that fully meet the first and partially the second criteria, and that do not fully meet the third and fourth criteria, are evaluated with 6 points. Works that at least partially meet the first and second criteria and do not fully meet the third and</p>

			<p>fourth criteria are evaluated with 5 points. Works that only partially meet the first criterion or do not meet any criterion are evaluated with 1-4 points.</p> <p>The work assessment is the same for all members of the group.</p>
Midterm test	25%	8 <sup>th</sup> week of semester	<p>Midterm test takes place in a computer classroom by answering written questions in Moodle from the first part of the course. During it, students answer 5 open-type and 20 closed-type questions from the material of the first part of the course. Assessment criteria of the answers to the open-ended questions:</p> <p>10 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed, generalized knowledge and the ability of critical thinking are demonstrated.</p> <p>9 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed, generalized knowledge is demonstrated.</p> <p>8 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed.</p> <p>7 points - the questions are answered clearly, but incompletely, however, the most important things are listed.</p> <p>6 points - the questions are answered unclearly or incompletely, some important aspects are not mentioned.</p> <p>5 points - the questions are answered unclearly or incompletely, only one or several important aspects are mentioned.</p> <p>4-1 - the questions are not answered.</p> <p>The weight of the assessment of the 5 open-ended questions in the overall test assessment is 50 percent.</p> <p>The part of the test with 20 closed-ended questions are evaluated according to the number of correct answers.</p> <p>100–94,6 percent correct answers - 10 (excellent)</p> <p>94,5–84,6 percent. correct answers - 9 (very good)</p> <p>84,5–74,6 percent. correct answers - 8 (good)</p> <p>74,5–64,6 percent. correct answers - 7 (average)</p> <p>64,5–54,6 percent. correct answers - 6 (satisfactory)</p> <p>54,5–44,6 percent. correct answers - 5 (weak)</p> <p>44,5–0 correct answers - 4 (unsatisfactory)</p> <p>The weight of this part in the overall test assessment is 50 percent.</p>
Final test	25%	Exam session	<p>Final test takes place in a computer classroom by answering written questions in Moodle from the second part of the course. During it, students answer 5 open-type and 20 closed-type questions from the material of the second part of the course. Assessment criteria of the answers to the open-ended questions:</p> <p>10 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed, generalized knowledge and the ability of critical thinking are demonstrated.</p> <p>9 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed, generalized knowledge is demonstrated.</p>

			<p>8 points - the questions are answered clearly, completely and in detail, the essence of the questions is revealed.</p> <p>7 points - the questions are answered clearly, but incompletely, however, the most important things are listed.</p> <p>6 points - the questions are answered unclearly or incompletely, some important aspects are not mentioned.</p> <p>5 points - the questions are answered unclearly or incompletely, only one or several important aspects are mentioned.</p> <p>4-1 - the questions are not answered.</p> <p>The weight of the assessment of the 5 open-ended questions in the overall test assessment is 50 percent.</p> <p>The part of the test with 20 closed-ended questions are evaluated according to the number of correct answers.</p> <p>100–94,6 percent correct answers - 10 (excellent)</p> <p>94,5–84,6 percent correct answers - 9 (very good)</p> <p>84,5–74,6 percent correct answers - 8 (good)</p> <p>74,5–64,6 percent correct answers - 7 (average)</p> <p>64,5–54,6 percent correct answers - 6 (satisfactory)</p> <p>54,5–44,6 percent correct answers - 5 (weak)</p> <p>44,5–0 correct answers - 4 (unsatisfactory)</p> <p>The weight of this part in the overall test assessment is 50 percent.</p>
Activity during the seminars	10%	Each seminar	Active participation in seminar discussions: asking questions, replicating, discussing the strengths and weaknesses of colleagues' work. Active participation during one seminar is evaluated with 1-2 points.
The final grade of the course is rounded half up.			
<b>The assessment strategy for an external exam</b>	<b>Weight, %</b>	<b>Deadline</b>	<b>Assessment criteria</b>
Test from the material of the whole course material 2 practical assignments	60 %  40%	By agreement	<p>The test consists of 40 closed and 10 open questions from the whole course material. Its assessment criteria are the same as studying in a full-time way.</p> <p>Both assignments must be completed individually.</p> <p>The evaluation criteria are the same as studying in a full-time way.</p>
<b>Rules for the use of generative artificial intelligence (AI) models when studying this subject</b>			
<p>Students are permitted to use AI for the following purposes:</p> <ul style="list-style-type: none"> <li>• Creating visualizations required for completing the assignments;</li> <li>• Correcting the language of assignment texts;</li> <li>• Searching for additional literature.</li> </ul> <p>However, AI is strictly prohibited from being used to generate or interpret the final text of the assignment, it must be authentic and written self-reliantly.</p> <p>Disclosure of AI Usage:</p> <p>In the introduction of their work, students must explicitly state which AI tools they utilized and how they applied them to complete the assignment.</p> <p>Any AI-generated components of the assignment (e.g., data visualizations) must be clearly identified, specifying the AI tool used. For further details, please refer to the <a href="#"><i>Dirbtinio intelekto naudojimo Vilniaus universitete gaires</i></a>, approved by the university senate on June 18, 2024, resolution No. SPN-54).</p>			

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Christopher W. Moore, Peter W. Woodrow	2014	<i>Handbook of Global and Multicultural Negotiation</i>		Jossey-Bass a Willey Imprint
Hofstede, G.	2015	National Differences in Communication Styles. In: <i>Culture's Software: Communication Styles</i>		Cambridge Scholars Publishing
Ting Toomey, S., Dorjee, T.	2019	Navigating intercultural and intergroup communication with mindfulness. In: <i>Communicating across cultures</i> , 135-267.		New York: The Guilford Press
Gosselin, T.	2007	<i>Practical negotiating. Tools, tactics, and techniques.</i>		New jersey: John Wiley and Sons, Inc.
Fisher, R. Ury W. L., Patton, B.	2011	Getting to Yes: Negotiating Agreement Without Giving In		Penguin Books
<b>Recommended reading</b>				
DeVito, Joseph. A.	2016	<i>The interpersonal communication book</i>		England: Pearson
Fells, R.	2012	<i>Effective negotiation</i>		New York: Cambridge university press
Hall, E. T.	1989	<i>Beyond Culture</i>		Anchor Books
Hofstede, G.	2001	<i>Culture's consequences: comparing values, behaviors, institutions, and organizations across nations</i>		Thousand Oaks, California: Sage Publications
Hilligsøe, S., Jakobsen, H.S.	2010	<i>Negotiation. The art of reaching agreement.</i>		Academia
Lewis, R.D. Lewis, R.D.	2002	<i>Kultūry sandūra When cultures collide</i>		Vilnius: Alma Litera Nicholas Bradley International
Lewicki, R. J., Barry, B., & Saunders, D. M.	2021	<i>Negotiation: Readings, Exercises, and Cases.</i>		McGraw-Hill Education
Mažeikienė A., Peleckis K.	2011	<i>Verslo derybos.</i>		Vilnius: Technika
Minkov, M. Hofstede, G.	2013	<i>Cross-cultural analysis: the science and art of comparing the world's modern societies and their cultures</i>		Sage Publications