



LOYOLA
UNIVERSITY
CHICAGO

Preparing people to lead extraordinary lives

International Cross-Cultural Negotiation and Communication Skills LAW 258 Rome - Summer 2022

Professor Teresa Frisbie
tfrisbie@luc.edu

Professor Rae Kyritsi
raekyritsi@gmail.com

JFRC (office hours TBA)

Course Logistics

- The syllabus and course materials for this course are maintained on Sakai
- This course will meet in person.
- **Day and Time:** Monday-Thursday 10:30 to noon Rome time.
- **Date and Time of Final Examination:**

There is no traditional final exam. There is a Final Paper.

Required Materials

1. Resources in Sakai
2. Course Web Page: Sakai
3. Culture and/or conflict style inventory instruments – links will be provided

Course Description

This course will introduce students to practical cross-cultural negotiation and communication skills useful in international settings. The course will address the work of Geert Hofstede and the 6D cultural dimensions model as well as the writings of Edward T. Hall regarding high and low context communicators. Learning objectives include:

- Understand basic interest-based negotiation theory;
- Apply negotiation techniques to engage in a problem-solving conversation;
- Identify culture clusters based on the Hofstede 6d Model;
- Understand personal cultural preferences in comparison to a country of interest; and
- Use appropriate questions to gather information

- Employ listening skills and other communication strategies to increase understanding and obtain results that meet client needs and interests.

Students will learn through assigned readings, simulated negotiations, feedback, and guest speaker(s).

Student Learning Outcomes

Loyola University of Chicago School of Law has carefully developed its academic program and classes so that its students achieve a specific set of educational goals, objectives, and student learning outcomes. This class will serve many of those goals, objectives, and outcomes. In particular, students in this class will become equipped with essential lawyering skills in the area

LAW: Students will understand the law of ethics for attorneys in a negotiation.

SKILLS: Students will develop the following specific and fundamental lawyering skills:

- Demonstrate the ability to express yourself orally as appropriate to the negotiation setting
- Demonstrate the ability to work effectively with others in the negotiation setting through persuasive yet empathetic communication

See the class modules below for specific learning objectives.

Assessments of Student Learning

Your final grade (Pass/No Pass) will be calculated based on:

40% Final Paper

60% Class Participation

No Final Exam

Engaged and Prepared Class Participation: Class preparation and participation is an essential part of the law school experience, as well as a good introduction to the realities of legal practice in which you will often be asked to deliver an opinion orally. Consequently, we may call on

students randomly to respond to questions concerning the reading, or hypotheticals presented in class. This questioning is intended to aid you in improving oral communication skills. We also encourage you to listen respectfully to the questions and comments of your classmates. Our discussions will focus on the most essential and important aspects of the assigned materials. You are responsible for completing all of the assigned readings, regardless of whether they are directly discussed in class.

Absence Policy

Students who are ill or have other unforeseen circumstances should seek an excused absence from the instructor. The Law School's absence policy specifies that regular and punctual class attendance, as determined by the instructor and the Dean, is required in all courses. Excessive or tardy absences, even if all or some of them are considered excused, violate this requirement. Students who violate the absence policy are subject to various sanctions, including a grade reduction, withdrawal from the course, additional remedial work, withholding of the final exam or a final grade which results in the grade of WF (withdraw failing) or other appropriate sanctions in the discretion of the instructor or the Dean.

Office Hours

We want to be as available to you as possible. Please feel free to contact us at tfrisbie@luc.edu or raekyritsi@gmail.com if you would like to ask a question about the class material. If you would like to meet with us, please e-mail us with some available times so that we can coordinate a mutually acceptable time.

Technology Expectations

This course will require the use of technology. Students are required to use technology to access course content, to complete and submit assignments and to communicate with the instructor and other students. The use of all video recordings will be in keeping with the University Privacy Statement shown below.

You are expected to use Loyola's email system to communicate electronically with your instructor and peers in the class.

Your Loyola ID and password are your main resources for accessing Loyola systems. The Password Self-Service systems allows students, faculty, and staff on the University network to reset their own network password quickly and independently. Go to:

<http://www.luc.edu/its/services/password-self-service.shtml>

to learn more and to manage your password.

All students are required to utilize Zoom to access live-recorded course lectures. In addition, you may need to access course materials provided through the University-supported learning

management system, Sakai. It is expected that students will access and submit assignments and other coursework via the designated learning management system or as otherwise directed.

The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: <http://www.luc.edu/its/helpdesk/>

In Rome see Dean Giselle for more help

How to Access Zoom

1. Getting Started with Zoom:

- o You may be required to use Zoom in this course, so take the time to familiarize yourself with it by thoroughly reading all of the materials and the step-by-step instructions provided to you and accessible on the Loyola Law webpage [here](#).
- o You will access your Zoom meeting space in one of two ways:
 1. Log in via the app after you have followed the instructions to initially download, install, and login. Then enter the meeting number provided by your instructor at the time set for the meeting.
 2. Copy and paste the URL (or click on the web link) provided by your instructor at the time specified for the meeting. Launch the app (after initially downloading, installing, and logging in), and you will enter the meeting immediately.
- o You may choose to use Zoom on your mobile device (phone or tablet).

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Attending Class on Zoom

Log on to the Zoom link assigned to your class at the time your course is regularly scheduled, preferably 5 minutes ahead of schedule to avoid technical difficulty. The Zoom system automatically tracks attendance for the instructor. Your attendance is recognized by the credentials you use to sign on. If you access Zoom through Loyola University Chicago using your Loyola credentials, then the system will recognize you by name. If you join the class using your phone, then your instructor will need to have your phone number in order to associate your attendance with the number. If you are unable to logon to your Zoom class at the start time, then please email your instructor as soon as possible and reach out for technical support for assistance logging on.

Class Recordings

In both in-person and online classes, software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class. All recordings will become unavailable to students in the class when the course has concluded.

Commitment to Antiracism

As you learn about negotiation, cultural differences, the human brain and the stress response, you will become aware of how the human brain takes shortcuts and sometimes uses unhelpful biases such as racial bias. As you learn to negotiate and pay attention to what is happening in your body and brain, the hope is that you will be able to decouple reflexive reactions from conscious and unconscious triggers and be more aware and deliberate and less biased in your interactions with other people. As you continue through law school and into the practice of law, using tools to listen to and respect others should help you become a more effective and ethical advocate in standing up for fairness and racial justice.

This approach to understanding a lawyer's role in negotiation is also consistent with the Law School's Mission Statement, which is copied below:

Loyola University Chicago School of Law is a student-focused law center inspired by the Jesuit tradition of academic excellence, intellectual openness, and service to others.

OUR MISSION IS:

to educate students to be responsible and compassionate lawyers, judges, and law-related leaders in an increasingly diverse and interdependent world.

to prepare graduates who will be ethical advocates for justice and equity, who will lead efforts to dismantle the legal, economic, political, and social structures that generate and sustain racism and all forms of oppression, and who will advance a rule of law that promotes social justice.

and to contribute to a deeper understanding of law, legal institutions, and systems of oppression through a commitment to transformation, intersectionality, and anti-subordination in our teaching, research, scholarship, and public service.

Our Inclusive Classroom

Loyola University Chicago School of Law is a responsible and respectful, professional learning community. Students should be open to the ideas and viewpoints expressed by others in the class and be willing to engage in a conversation that challenges those viewpoints and ideas without personal attacks or demeaning comments. Law school classroom discussions often involve difficult and controversial topics. In our learning community, students feel comfortable sharing their different perspectives and experiences with each other, knowing that their classmates will respect those perspectives and experiences. If students foresee that a particular topic that we will be discussing is likely to retrigger in them a traumatic experience, they should let us know, and we can discuss whether an excused absence from that particular class discussion would be appropriate.

Microaggressions: Microaggressions are small yet very hurtful statements that one can make intentionally or unintentionally. These can come out as stereotypes, sarcastic or culturally insensitive comments, body language, backhanded compliments or teasing, to name a few.

Microaggressions can harm the person on the receiving end even if there was no bad intention. In our class, we will all try to be kind and respectful towards each other. Our diversity is our strength and microaggressions do not belong here. If you experience and or witness an instance of microaggression, please contact us so that together we can address the situation, and hopefully use it as an opportunity to educate and grow.

Pronouns: Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. Our goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Keeping the Lines of Communication Open: Even with the best of intentions, there may be times when class discussions do not embody the inclusivity and anti-racism to which we aspire. Please feel free to reach out to us or the Law School's Office of Diversity, Equity and Inclusion if you wish to further discuss anything that occurs in our classroom.

Diversity Statement

It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to

present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Code of Conduct

The Loyola University Chicago School of Law Code of Conduct shall govern all aspects of this class. See, <https://www.luc.edu/law/currentstudents/schooloflawpolicies>

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Supportive Services for Students

During the semester, if you find that health problems, life stressors or emotional difficulties are interfering with your academic or personal success, and you are therefore finding it difficult to cope or to complete your academic work, please consider contacting the Wellness Center. Healthcare services, crisis intervention, time-limited individual counseling, and group therapies are free of charge and strictly confidential, having nothing to do with your educational records. You can make an appointment online using the links provided at <https://luc.edu/wellness/about/hours/>. You may also call 773-508-2530 for counseling appointments or 773-508-8883 to speak with a nurse about medical concerns. More information is available at <http://www.luc.edu/wellness>. If your medical or mental health condition requires ongoing academic accommodations, please register with Student Accessibility Services [<https://www.luc.edu/sac/>].

Accommodations for Students with Disabilities

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Registration can be done online. <https://www.luc.edu/sac/registerwithsac/>

All information will remain confidential. For more information or further assistance, please call 773.508.3700 or email SAC@luc.edu.

Responsible Campus Partner As an instructor, I am considered a Responsible Campus Partner (“RCP”) <https://www.luc.edu/equity/policyprocedure/responsiblecampuspartnerreportingobligation/> under Loyola’s Comprehensive Policy and Equitable Resolution Procedures for Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While our goal is for you to

be able to share information related to your life experiences through discussion and written work, we want to be transparent that as a RCP we are required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, intimate partner/domestic violence, and/or stalking) to the University's Title IX Coordinator.

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

Land Acknowledgement

The Loyola community occupies the ancestral homelands of the people of [the Council of Three Fires](#). This Council was an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations.

SEE Schedule Below **Note that Readings/Prep and Exercise are due/completed on the corresponding day.

Our Assessments

1. You are expected to engage in exercises and negotiation simulations.
2. You will write a final paper (no more than 5 pages) demonstrating an understanding of basic concepts covered in the course.
3. Always see Sakai Assignments for details.

Our Schedule of Subjects and Assigned Materials

ALWAYS CHECK SAKAI FOR ASSIGNMENTS AS THE SYLLABUS SCHEDULE MAY BE MODIFIED

Class 1 (Monday, June 6)

Topics: Cultural Intelligence and Hofstede Six Dimensions of National Culture

Objectives: Analyze outcomes and review Hofstede Six Dimensions Instrument

Assignment

- Read: Syllabus
 - Take Hofstede instrument at [Culture Compass™ - Hofstede Insights \(hofstede-insights.com\)](http://CultureCompass.com) (46 questions) Watch your email for the code)
-

Class 2 (Tuesday, June 7)

Topics: High and Low Context Communication and Salacuse Ten Factors

Objectives: Continued analysis and review of cross-cultural dialogue skills

Assignments

- Read: Frisbie, Understanding Values Important in Cross-Cultural Negotiations, Mediation (See Sakai Resources)
 - Read: PON blog *How do international cultural differences impact the way we build trust in a negotiation? Here's what research says.* (See Sakai Resources)
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Class 3 (Wednesday, June 8)

Topics: Default Conflict Styles and Interest-based Negotiation

Objectives: Analyze individual conflict approaches and establish vocabulary

Assignments

- Take TKI instrument
- Listen: The Golden Rule Radiolab episode <https://www.wnystudios.org/podcasts/radiolab/segments/golden-rule>

Class 4 (Thursday, June 9)

Topics: Skills for Negotiation and Communication Listening Skills and Emotions in Negotiation

Objectives: Introduction of skills, including practice and analysis

Assignments

- Read: Negotiation Simplified, Ch. 1 and Stories of negotiation from Ch. 6 (Victor do Prado story, 146-153; Amb. David Huebner story, 155-158)
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Class 5 (Monday, June 13)

Topics: Guest Speaker Claudia Caluori

Objectives: Hear real-world advice for cross-cultural discourse

Assignments

- Read: Negotiation Simplified, Ch. 3 with special focus on the lists of questions
-

Class 6 (Tuesday, June 14)

Topics: Skills for Negotiation and Communication

Objectives: Continued introduction of skills, including practice and analysis

Assignments

- Read: Stories of negotiation from Negotiation Simplified, Ch. 6 (3 stories) (Prof. James Schein story, 170-176; Tom Manning story, pp. 158-164; Valerie White story, 183-191)
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Class 7 (Wednesday, June 15)

Topics: Negotiation Simulation

Objectives: Apply skills studied in a real-life scenario

Assignments

- Prepare for negotiation
-

Class 8 (Thursday, June 16)

Topics: Ethics in Negotiation Stress Response in Negotiation/ Decision Science

Objectives: Review ethical and stress impacts to negotiation and communication

Assignments

- Frisbie, Raising Emotional Intelligence (Self-Distancing article) (See Sakai Resources)
-

Final Paper – See Sakai