

【国际商务谈判（双语）】

【International Business Negotiation (Bilingual Course)】 Syllabus

1. Basic Information**Course Code:** 【1060004】**Course Credits:** 【2】**Major:** 【Business Administration】**Characteristic of The Course:** 【Optional Courses】**School:** Department of Business Administration, Business School**Teaching Materials and Textbooks:****Textbook** 【International Business Negotiation, BAI Yuan, China Renmin University Press, 2019】**Bibliography**

【International Business Negotiations: Theory and Practice, Pervez N.Ghauri, Ursula F.Ott and Hussain G.Rammal, Edward Elgar Publishing Ltd, 2020】

【Private Dispute Resolution in International Business: Negotiation, Mediation, Arbitration, Klaus Peter Berger, Kluwer Law International, 2015】

【Roleplays for International Business and Negotiations, Piotr Jednaszewski, CreateSpace Independent Publishing Platform, 2014】

Online Learning Website URL:**Preface Course:** 【Management】**2. Course Description**

This course is a summary of rational knowledge on negotiation related issues, learning the main bargaining and negotiation psychology, as well as conflicts between people and groups. It introduces good negotiation methods, which is a completely independent learning channel for those who want to feel the art of negotiation. This course systematically and comprehensively introduces the basic theories, basic knowledge and basic skills of business negotiation. It elaborates on a large number of latest cases in the field of business negotiation, paying equal attention to theory and practice. This course fully reflects the development characteristics and trends in the field of business negotiation. Through case study, students can understand and apply negotiation strategies, skills and art. Students will initially have the ability to solve general problems with business negotiation knowledge, they also will have a certain analysis ability and problem-solving ability for various situations in the negotiation, to improve their own quality to a certain extent, and to have a certain practical ability in foreign exchanges.

3. Suggestion for Choice of the Course

This course is suitable for students majoring in business administration, international trade, engineering management and other business-related majors to study or take an elective course. It is suitable for students in grades 1-3. As the course is bilingual, the requirements for English proficiency are relatively high. Students studying this course should complete college English learning and have certain English reading ability and dialogue ability.

4. The Correlation of Curriculum and Graduation Requirements

Graduation Requirements	Relation
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LO11: Understand the viewpoints and needs of others, can clearly express their own work ideas and working methods, and can communicate written, oral, and artwork on construction management on different occasions.	●
LO21: Collect, analysis, discuss and practice data of new knowledge, new processes, new technologies, new materials in the field of construction management, complete the autonomous learning and application of knowledge according to job needs and social needs.	
LO31: Have basic engineering knowledge	
LO32: Ability of design project economics and technical solutions.	
LO33: Ability of construction management capabilities	
LO34: Ability to use modern tools for construction management	
LO35: Pay attention to construction safety, cultural heritage and social development.	
LO36: Environmental protection awareness and sustainable development concept.	
LO41: obey the discipline, keep the faith and keep the responsibility; adapt to the change of the environment, have the ability to resist setbacks and stress. ("responsibility" is one of the contents of our school motto)	●
LO51: maintain good cooperation with the group and become an active member in the group; be good at bringing forth new ideas from innovative thinking and using knowledge and practice.	
LO61: has a certain information literacy, good at collecting information, and can use information technology to solve problems in the work.	●
LO71: willing to serve others, serve enterprises, serve the society, be enthusiastic, loving and grateful, (gratitude, reward and love) is one of our school motto.	●
LO81: it has the basic ability to express communication and cross -cultural understanding in foreign languages, and has the awareness of international competition and cooperation.	●

LO=Learning Outcomes

5. Course Objectives / Course Expected Learning Outcomes

No.	Course Expected Learning Outcomes	Course Objectives (Detailed Expected Learning Outcomes)	Teaching and Learning Methods	Assessment Methods
1	LO112	Proficient in English and Chinese business negotiation. Express professional	Bilingual Lecture. Seminar. Students are required to discuss,	Group presentation

		views to all involved in the negotiation clearly by using English.	communicate and answer questions in English. Group learning.	
3	LO413	Comply with business ethics standards, fulfill the negotiation work conscientiously.	Lecture. Seminar. Group work. Case study.	Group presentation. Class participation. Final exam.
4	LO613	Able to use sources to collect information.	Lecture. Seminar. Software Application.	Project scheduled plan. Class participation.
5	LO714	Ability to apply the concept of sustainability to business partners or third parties.	Lecture. Seminar. Case analysis.	Group presentation. Class participation. Final exam.
6	LO811	Be able to read English literature in international business negotiation. Discuss and answer questions in professional English.	Lecture. Seminar. Case analysis. Self-study.	Group presentation. Class participation.

6. Course Content

Unit 1 Negotiation Motives and Key Terminology

Theory hour: 2 Practice hour: 0

Teaching Content:

- 1.1 Negotiations
- 1.2 Conflicts
- 1.3 Stakes

Knowledge Requirements:

- Knowledge: the fundamental causes of conflicts.
 Analysis: the basic approaches to the settlements of the conflicts.
 Synthesis: define negotiations, conflicts and stakes.
 Evaluation: the reason people negotiate.

Ability Requirements:

- Students will know what are the fundamental causes of conflicts.
 Students will analyze the basic approaches to the settlements of the conflicts.
 Students will be able to define negotiations, conflicts and stakes defined.
 Students will be able to evaluate why do people negotiate.

Teaching Emphasis:

- What are the fundamental causes of conflicts?
 What are the basic approaches to the settlements of the conflicts?
 How are negotiations, conflicts and stakes defined?
 Why do people negotiate?

Unit 2 Negotiation Procedure and Structure

Theory hour: 2 Practice hour: 0

Teaching Content:

- 2.1 Negotiation Procedure
- 2.2 General Structure of Negotiations
- 2.3 Structure of Business Negotiations

Knowledge Requirements:

Knowledge: the major steps of a negotiation.

Application: the key points a negotiator has to consider during the negotiation.

Comprehension: to conduct business negotiation.

Ability Requirements:

Students will know the major steps of a negotiation.

Students will be able to apply the key points a negotiator has to consider during the negotiation.

Students will understand how to conduct business negotiation.

Teaching Emphasis:

What are the major steps of a negotiation?

What are the key points a negotiator has to consider during the negotiation?

How is a business negotiation conducted?

Unit 3 Negotiation Lubrication**Theory hour: 2 Practice hour: 0****Teaching Content:**

3.1 Target Decision

3.2 Collecting Information

3.3 Staffing Negotiation Teams

3.4 Choice of Negotiation Venues

Knowledge Requirements:

Application: preparatory work that negotiators have to do.

Synthesis: targets to be set for a successful negotiation.

Comprehension: information's importance in a negotiation.

Knowledge: a negotiating team's composition.

Analysis: the choice of negotiation venues affect results of negotiations.

Ability Requirements:

Students will be able to do preparatory work that negotiators have to do.

Students will synthesize to set targets for a successful negotiation.

Students will understand how important information is in a negotiation.

Students will know a negotiating team's composition.

Students will be able to analyze the choice of negotiation venues affect results of negotiations.

Teaching Emphasis:

What preparatory work do negotiators have to do?

What targets are to be set for a successful negotiation?

Why is information so important in a negotiation?

What is a negotiating team composed of?

How will the choice of negotiation venues affect results of negotiations?

Unit 4 Win-win Concept**Theory hour: 2 Practice hour: 0****Teaching Content:**

4.1 Traditional Concept

4.2 Introduction of Win-win Concept—a Revolution in Negotiation Field

4.3 How Can Both Sides Win

Knowledge Requirements:

Comprehension: win-win concept is a revolution in negotiation field.

Knowledge: traditional negotiation's procedure and its effect on negotiation.

Evaluation: the way both sides achieve win-win result.

Ability Requirements:

Students will understand the reason why win-win concept is a revolution in negotiation field.

Students will Know traditional negotiation's procedure and its effect on negotiation.

Students will be able to evaluate the way both sides achieve win-win result.

Teaching Emphasis:

Why is win-win concept a revolution in negotiation field?

What are traditional negotiation procedure and its effect on negotiation?

How can both sides achieve win-win result?

Unit 5 Collaborative Principled Negotiation

Theory hour: 2 Practice hour: 0

Teaching Content:

5.1 Collaborative Principled Negotiation and Its Four Components

5.2 Separate the People from the Problem

5.3 Focus on Interests But Not Positions

5.4 Invent Options for Mutual Gain

5.5 Introduce Objective Criteria

Knowledge Requirements:

Synthesis: collaborative principled negotiation theory's composition.

Evaluation: the concepts that collaborative principled negotiation theory suggest.

Evaluation: collaborative principled negotiation theory provides a guiding line to successful negotiations.

Ability Requirements:

Students will synthesize collaborative principled negotiation theory's composition.

Students will be able to evaluate the concepts that collaborative principled negotiation theory suggest.

Students will be able to evaluate how collaborative principled negotiation theory provides a guiding line to successful negotiations.

Teaching Emphasis:

How many parts does collaborative principled negotiation theory consist of?

What concepts does collaborative principled negotiation theory suggest?

Why can we say that collaborative principled negotiation theory provides a guiding line to successful negotiations?

Unit 6 Law of Interest Distribution

Theory hour: 6 Practice hour: 0

Teaching Content:

6.1 Needs Theory

6.2 Application of the Needs Theory in Negotiation

6.3 Three Levels of Interests at the Domestic Level

6.4 Law of Two-level Games

Knowledge Requirements:

Comprehension: levels of interests involved in domestic negotiations.

Comprehension: the way different levels of interests affect the results of negotiations.

Knowledge: two levels of interests referred to in the Two Level Game.

Evaluation: the well coordinated domestic interests have impacts on the result of an international negotiation.

Ability Requirements:

Students will understand levels of interests involved in domestic negotiations.

Students will understand the way different levels of interests affect the results of negotiations.

Students will know two levels of interests referred to in the Two Level Game.

Students will be able to evaluate how the well coordinated domestic interests have impacts on the result of an international negotiation.

Teaching Emphasis:

How many levels of interests are involved in domestic negotiations?

How do different levels of interests affect the results of negotiations?
What are two levels of interests referred to in the Two Level Game?
What impact do the well coordinated domestic interests have on the result of an international negotiation?

Unit 7 Negotiating Power and Related Factors **Theory hour: 2 Practice hour: 0**

Teaching Content:

- 7.1 Negotiating Power and Sources of Negotiating Power
- 7.2 Factors Causing the Changes of Negotiating Power
- 7.3 Application of Power Tactics
- 7.4 Estimating Negotiating Power

Knowledge Requirements:

Knowledge: negotiating power's definition.

Comprehension: negotiating power comes from where.

Analysis: factors can bring changes to a negotiator's power.

Evaluation: the way negotiators make use of the influencing factors to enhance their negotiating power?

Ability Requirements:

Students will know negotiating power's definition.

Students will understand where does negotiating power come from.

Students will be able to analyze the factors bring changes to a negotiator's power.

Students will be able to evaluate the way negotiators make use of the influencing factors to enhance their negotiating power.

Teaching Emphasis:

What is negotiating power?

Where does negotiating power come from?

What factors can bring changes to a negotiator's power?

How can negotiators make use of the influencing factors to enhance their negotiating power?

Unit 8 Law of Trust **Theory hour: 2 Practice hour: 0**

Teaching Content:

- 8.1 Trust and Its Interpretation
- 8.2 Determinants Affecting the Trust Level
- 8.3 Determinants Affecting a Person's Trustful or Mistrustful Behavior
- 8.4 Effects of Trust
- 8.5 Suggestions of Enhancing Mutual Trust

Knowledge Requirements:

Comprehension: definition of trust.

Application: a person trusts or is trusted will be determined by what.

Analysis : a person's trust behavior is influenced by many elements.

Evaluation: trust or mistrust has impacts on the results of negotiations.

Ability Requirements:

Students will understand the definition of trust.

Students will understand what will determine that a person trusts or is trusted.

Students will be able to analyze what elements have influence on a person's trust behavior.

Students will be able to evaluate how trust or mistrust has impacts on the results of negotiations.

Teaching Emphasis:

What does trust consist of?

What will determine that a person trusts or is trusted?

What elements have decisive impacts on a person's trust behavior?

What influences does trust or mistrust bring about to the results of negotiations?

Unit 9 Personal Styles vs. Negotiation Modes

Theory hour: 2 Practice hour: 0

Teaching Content:

- 9.1 Negotiators' Personal Styles
- 9.2 Negotiators' Personal Styles and AC Model
- 9.3 Personal Styles vs. Negotiation Modes
- 9.4 Application of Personality Tests

Knowledge Requirements:

Application: negotiators' personal styles.

Synthesis: the way personal styles of negotiators influence negotiation activities.

Analysis: cultural environment plays a role in shaping negotiators' personalities.

Ability Requirements:

Students will be able to analyze negotiators' personal styles.

Students will be able to synthesize the way personal styles of negotiators influence negotiation activities.

Students will be able to analyze how cultural environment plays a role in shaping negotiators' personalities.

Teaching Emphasis:

What kinds of personal styles do negotiators have?

How will the personal styles of negotiators influence negotiation activities?

How does cultural environment play a role in shaping negotiators' personalities?

Unit 10 Game Theory and Negotiation Application

Theory hour: 2 Practice hour: 0

Teaching Content:

- 10.1 Game Theory, Its Assumptions and Rules
- 10.2 Consequences and the Matrix Display
- 10.3 The Prisoner's Dilemma
- 10.4 Direct Determinants of the Coordination Goal

Knowledge Requirements:

Comprehension: game theory and its basic assumptions.

Comprehension: the games are played in which way.

Analysis: prisoner's dilemma.

Analysis: the way game theory applied in negotiation.

Ability Requirements:

Students will understand game theory and its basic assumptions.

Students will understand the games are played in which way.

Students will be able to analyze prisoner's dilemma.

Students will be able to analyze the way game theory applied in negotiation.

Teaching Emphasis:

What are game theory and its basic assumptions?

How are the games played?

What does "prisoner's dilemma" tell us?

How is game theory applied in negotiation?

Unit 11 Distributive Negotiations vs. Integrative Negotiations
hour: 0

Theory hour: 6 Practice

Teaching Content:

- 11.1 Distributive Negotiations
- 11.2 Price Negotiation and Negotiation Zone

11.3 Integrative Negotiations

Knowledge Requirements:

Comprehension: distributive negotiation and its major properties.

Comprehension: distributive negotiations happen most frequently under what circumstances.

Application: cost structure analysis and its application in negotiation.

Comprehension: negotiation price zone.

Analysis: the zone of possible agreement.

Comprehension: integrative negotiation and its major principles.

Ability Requirements:

Students will understand distributive negotiation and its major properties.

Students will understand distributive negotiations happen most frequently under what circumstances.

Students will be able to apply cost structure analysis and its application in negotiation.

Students will understand negotiation price zone.

Students will be able to analyze the zone of possible agreement.

Students will understand integrative negotiation and its major principles.

Teaching Emphasis:

What is distributive negotiation? What is its major properties?

Where do distributive negotiations happen most frequently?

How is cost structure analysis made? How is it applied to negotiation?

What is negotiation price zone?

What is the zone of possible agreement?

What is integrative negotiation and its major principles?

7. In-Class Experiment and Basic Requirements

No.	Name of Experiment	Main Content of the Experiment	Experiment Hours	Experiment Type	Notes

8. Grading Policy

Grading Computation	Exams and Assignments	Percentage	No. of the Learning Outcomes evaluated
X1	Class Participation	10%	L0112/L0811
X2	Business Negotiation Plan	35%	L0613/L0714
X3	Group Presentation	30%	L0112/ L0714
X4	In-class Exam	30%	L0413/L0811

Instructor:

Dean's signature:

Time: Feb 12, 2023

Time: Feb 12, 2023