Course Syllabus Form

1. **College:** Faculty of Business	2. **Department:** Management
3. **Program:** Business Administration	4. Course code: MGT 322
5. **Course title:** Negotiation Skills and Contracting	6. Course credits: 3
7. **Pre-requisites:** NA	8. Lectures Timing & Location: 3:30-5:00 Room 401
9. Course web-page: http://khuzaimaj.weebly.com	10. Course coordinator: Khuzaima Jallad
11. Academic year:	2013/14

12. Semester:	First		Second	X	Summer

13. **Textbook(s)** *(Make sure you have one textbook – resource materials online)*

Conflict Management: A Practical Guide to Developing Negotiation Strategies: International Edition, Barbara A. Budjac Corvette, Ph.D. ISBN-10: 129203999X • ISBN-13: 9781292039992 (PPT presentations available online).

14. **References:** *(Make sure that the references are available in the Library and online)*

A Manager's Guide to Resolving Conflicts in Collaborative Networks, Rosemary O'Leary Distinguished Professor of Public Administration, Lisa Blomgren Bingham Keller-Runden Professor of Public Service, 2007 (available online)

15. **Other resources used** *(e.g. periodicals, software, eLearning, site visits, etc.):*

http://www.negotiations.com/articles/
http://managementhelp.org/interpersonal/conflict.htm
http://www.negotiations.com/definition/
http://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/index.htm

16. **Course description** *(from the catalog)*

This course is designed to focus on negotiations in a variety of business settings. Negotiations could involve individuals, groups, and firms as represented by either of the former categories. By providing important terms, concepts, and jargon tips and tactics for conducting successful negotiations, this course offers a practical understanding of conflict resolution and negotiations in today's competitive work environment.

17. **Course Intended Learning Outcomes:** *(All CILOs must start with an action verb, please use ANNEX I for getting a better understanding of the Action Verbs and Blooms Taxonomy. The mapping of the CILOs with relevance to the PILOs of the program.)*

CILOs	Mapping to PILOs (PILOs in ANNEX 1)													
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o

Outcome																	
1. Identify and explain the theory, processes, and practices of negotiation, conflict resolution, and relationship management.														l	m		o
2. Identify and explain the principles, strategies, and tactics of effective negotiation and professional relationship management.														l	m		o
3. Identify and assess the variables in negotiations.														l	m		o
4. Develop reliable planning techniques.														l	m		o
5. Identify and describe negotiation theories, concepts and procedures to manage negotiations as well as professional relationships.														l	m		o
6. Assess the importance of various factors that influence negotiations, including specific issues in question, different stakeholder positions, interests, relationships, and group dynamics.														l	m		o
7. Develop and execute effective negotiation strategies and strategies for different scenarios.														l	m		o
8. Identify and employ effective communication, problem solving, and influence techniques appropriate to a given situation.														l	m		o
9. Diagnose negotiation problems by applying innovative ideas, solutions and practices														l	m		o
10. Identify characteristics of culture or national identity that negotiators should become familiar with prior to engaging in cross-cultural or international negotiations.														l	m		o
11. Describe the types of political and legal issues that might arise during the course of international negotiations.														l	m		o

18. Course evaluation: *(Formative and summative assessment methods are expected)*

Assessment Type	Details/ Explanation of Assessment in relation to CILOs	Number	Weight	Date(s)
Quizzes	Multiple Choice Questions	1	10 %	1-4 June 2014
Midterms	Multiple Choice, True/False, Matching and Short Essay exam	1	25 %	15-18 June 2014
Assignments	E-discussions, written assignment, oral in class activities	2	20%	8-11 June & 22-25 June 2014
Projects/Case Studies	Written report, oral presentation	1	10%	29 June 2014
Final	Multiple Choice, T/F, Matching, Short Essay, and Essay Questions	1	35%	6-9 July 2014

	assessment				
Total				100%	

19. <u>**Description of Topics Covered**</u> *(The description should be from the textbook used)*

Topic Title (e.g. chapter/experiment title)	*Description*
Chapter1	Defining Negotiation and Its Components
Chapter 2	Personality
Chapter 3	Conflict
Chapter 4	Negotiation Style
Chapter 5	Key Negotiating Temperaments
Chapter 6	Communicating in Negotiation
Chapter 7	A Note on Cultural and Gender Differences
Chapter 8	Interests and Goals in Negotiation
Chapter 9	Understanding the Importance of Perception in Negotiation
Chapter 10	Effects of Power in Negotiation
Chapter 11	Asserting Yourself
Chapter 13	Rules of Negotiation & Common Mistakes
Chapter 14	The Negotiation Process and Preparation
Chapter 15	Alternative Styles, Strategies, & Techniques of Negotiation

20. **Course Weekly Breakdown:**

Week	*Date*	*Topics covered*	*CILOs*	*Teaching Method*	*Assessment*
1	*25-28/5*	*Chapters 1-3*	*l, m, o*	*Lecture*	
2	*1-4/6*	*Chapters 3-6*	*l, m, o*	*Lecture / e-discussions*	*Quiz*
3	*8-11/6*	*Chapters 6-8*	*l, m, o*	*Lecture/ role playing / e-discussions*	*Assignment*
4	*15-18/6*	*Chapters 8-10*	*l, m, o*	*Lecture/ role playing / e-discussions*	*Midterm 1*
5	*22-25/6*	*Chapters 10-13*	*l, m, o*	*Lecture/ role playing / e-discussions*	*Assignment*
6	*29-30/6 – 1-2/7*	*Chapters 13-15*	*l, m, o*	*Lecture/ role playing / e-discussions*	*Project Presentation*
7	*6-9/7*	*Chapter 15 & Revision*	*l, m, o*	*Presentations*	*Project Presentations*
8			*FINAL EXAM*		

Prepared by: Khuzaima El-Jallad

Date: 15 May 2014

Approved by the Program Coordinator on:

Make-Up Work Policies

Given the asynchronous nature of this course, the expectation is that students will be able to meet all deadlines for completing reading assignments, posting essay submissions and discussing group members' submissions. Tardy postings will compromise the quality of group discussions and accordingly are unacceptable. In turn, only extraordinary or emergency circumstances will merit consideration for a deadline extension and will have to be evaluated by the instructor on a case-by-case basis. Also, please e-mail the instructor as soon as possible to explain any anticipated or missed deadlines.

Honor Code

All academic assignments in this course are conducted under the provisions of the TAGUCB Honor Code. In particular, while students will collaborate during group discussions of the material and their work, when it comes to assembling their initial essay responses and taking module exams, students are expected to work independently. The complete Honor Code is available online at: http://www.tagucb.com/page.aspx?page_key=code_of_ethic&lang=en.

Annex I

   a. **Understand the main principles, concepts and theories in business, economics, and management.**
   b. **Understand management functions (planning, organizing leading, and controlling) and organization's major functions (operations, HRM, marketing, finance, and accounting).**
   c. **Understanding theories of strategic management.**
   d. **Implement appropriate human resource management best practices.**
   e. **Apply leadership traits and contingent behaviors to promote communication, ethical behavior, building cohesive team, trust, and quality performance.**
   f. **Assess and develop performance through key performance indicators, qualitative, quantitative measures and feedback mechanism.**
   g. **Analyze different organizational structures, systems, processes and cultures .**
   h. **Apply decision-making and problem solving skills to device initiatives solutions to business problem.**
   i. **Understand, interact, and effectively respond to the effects of globalization.**
   j. **Understand variables affecting, and lead the organizational change process.**
   k. **Comprehend the process of budgeting ant costing.**
   l. **Effectively communicate with people from a diverse background using a variety of formats, techniques, tools and technologies.**
   m. **Apply effective negotiation.**
   n. **Utilize operation, IT, marketing, financial, and accounting information in order to make effective decisions.**
   o. **Use effective oral and written communication, time management, teamwork, and information technologies.**

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effective-ness of writing objectives using Bloom's taxonomy.

Reference: http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html