

International Negotiation

Section 1

Instructor/Title	Mark Tracy
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【Course Outline / Description】

Changes in society, the global economy, and ways people work have made negotiating skills more important than ever. The challenges are legion: dealing with history's most diverse work force, doing business with customers who tell you how to run your business, negotiating with foreign counterparts—and more. These are not just issues of corporate concern; they are also of increasing importance to your personal success.

By participating in this course you will come to recognize the pervasiveness and importance of negotiation. You will acquire a new repertoire of negotiating skills. You will develop a systematic and positive approach to negotiating with colleagues, bosses, clients, other stakeholders, and external groups of all kinds—in ways that equip you to deal also with all kinds of conditions and circumstances.

Section 2

【Course Objectives/Goals/Learning Outcomes】

This course is designed for students. Therefore, "students" are the subject of the following sentences.

Students can do:

Students can explain:

One objective of the course will be to explore the major concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and intergroup conflict and its resolution. A second objective will be to help students develop the sophistication to analyze bargaining and conflict relationships, and to learn (through class discussion and self-assessment) about their own individual "bargaining styles."

My interest is to have students in the course who are committed to both goals. That is, I would prefer to accept students who are committed to the intellectual analysis of bargaining problems (even, perhaps when the applicability of those ideas is not readily clear). I would also want the student to be committed to actively participating in the simulations, willing to have others constructively critique his/her behavior, and willing to try to learn from the feedback as well as the behavior of others in the course. I believe that a dual commitment to these two goals will provide the motivation to effectively maximize student learning. My goal for the course is to help the student effectively integrate the experiential and intellectual learning components. I do not consider this an easy task.

The course is designed to be relevant to the broad spectrum of bargaining "problems" that are traditionally faced by the manager. Thus, the content is not restricted to students interested in human resources or industrial relations. Students pursuing careers in sales, marketing, merger and acquisition, banking, purchasing, real estate, entrepreneurship and other areas that require skill in negotiation and persuasion should find the course useful and relevant.

2018 Fall Semester

Section 3

【Class Schedule/Class Environment, Literature and Materials】

See Rapport

【Textbooks/Reading Materials】

Section 4

【Learning Assessments/Grading Rubric】

Final Exam 10%

Quizzes 50%

Negotiation 20%

Writing 20%