



NEGOTIATION

General data

Course code:	
ECTS credits:	6
Type of the course:	B1
Semester:	Spring
Course restrictions:	<i>None</i>
Course leader (with availabilities):	<i>Ever Bedoya ever.bedoya@pte.hu Room B243</i>
Further lecturer(s) (with availabilities):	

1. Description and aims

The lesson provides students with a general overview of the negotiation strategy. Students will be able to comprehend the meaning of negotiation and three relevant pillars: people, problem, and process. Also, they will be approached with critical negotiation tools and strategies and how to be ready for a negotiation. During the negotiation process, students will understand how to create value for their negotiating points and overcome deadlocks. Finally, as potential negotiators, students will know the steps to discuss and get a power balance during negotiations. Students will understand the importance of cultural differences and how they impact negotiations. They will explore verbal and non-verbal communication differences and their impacts on negotiation. Similarly, students will get familiar with strategies when challenging different culture negotiators

2. Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, students should be able to:

1. Understand the concepts, vocabulary, and strategies to face different negotiation scenarios in a real context (PILO 1)
2. Know a variety of tools to design, bargain, and concede in negotiations in local or international contexts (PILO 2)
3. Face diverse types of negotiation cases in different environments by using their analytical and critical thinking skills in local and international organizational contexts (PILO 4,5).
4. Lead complex negotiation issues as a party member, or mediator, to successfully solve conflicts in domestic and global, on-site and online work environments (PILO 6).
5. Understand the ethical approach and best practices when leading a negotiation in both domestic and multicultural business- and professional settings (PILO7).



(The remarks in brackets express each CILO's connection to the Program's Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction to the course. Setting the rules to play! Arrangement of the Assessment agreement. Pre-course assessment to ponder on the level of the student's negotiation background.
2. Types of negotiation.
3. Choosing the right strategy to negotiate. Discussion case
4. Understanding BATNA, WATNA, and ZOPA. *Practical reviewing exercise*
5. **Exam 1**
6. *How to prepare for a successful negotiation.* Practical Simulation exercise
7. Negotiation: Ethical practice and Best practices. Discussion case
8. Resources to add value to the negotiation. Role Play Exercise
9. **Spring break!**
10. Negotiating with different cultures *Practical reviewing exercise*
11. **Exam 2**
12. Win-Win negotiation and Concessions. Role play case SALLY SOPRANO I - Confidential Instructions for Lyric Opera's Business Manager (Harvard, 19829
13. Emotions matter at negotiation (Make Your Emotions Work for You in Negotiations, 2014) (Managing Your Emotions During a Negotiation, 2021)
14. **RPG presentations**

4. Learning and teaching strategy, methodology

The course will follow a seminar-like theoretical methodology with negotiation exercises based on role-play games, simulations, and contests. As some topics were taught in an introductory way in the Advanced Communications for Leaders Course, the current course begins with advanced topics on the strategies and types of negotiations. As the focus of the course has a high degree of interactive student participation in the classes, it will be possible for them to improve their level of critical and systemic thinking.

5. Assessment

Formative assessment elements: Class participation is 20%

Summative assessment elements: 2 exams are 50% (25% each), Role Play Game (RPG) 30%.

For the Role play game, Students will make up 4 or 5-member teams, and each team will be assigned a negotiation problem. The task consists of two parts:

Part 1 (15%): The group must present a Role Play Game where they must explain the context of the case in detail to the whole class. In this exercise, team members must successfully negotiate and solve the problem, demonstrating that they have been able to combine the knowledge acquired in class with their critical thinking skills.

Part 2 (15%): The team must complete a written report (5 pages max.) to answer in detail the following questions in relation to the development of their negotiation problem:
What type of negotiation did both parties choose? Why did they choose it?



Explain the BATNA and WATNA analysis of the negotiation case for both parties.
 What steps did they follow to get a successful negotiation?
 Regarding ethics and best practices, how can you demonstrate them?
 What resources did each party use to add value to the negotiation?
 Was it a Win-Win negotiation? Explain why? What concession strategy did each party employ?

Individual Assessment	70%	Group Assessment	30%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Exam 1	25%	In Person	Individual/written	No	Yes	1,2,
Exam 2	25%	In Person	Individual/written	No	Yes	1,2
RPG	30%	In Person	Group/Written/Oral	No	Yes	4,5, 6,7
Class part.	20%	In person	Individual/Group/Oral	No	Yes	4,5,6,7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential
 - Cordell, A., 2019. The Negotiation Handbook. 2 ed. London: Routledge Taylor & Francis Group.
 - Davies, M., 2021. The Practical Negotiation Handbook. 2 ed. London: Kogan Page Limited.
 - Khan, M. & Ebner, M., 2019. The Palgrave Handbook of Cross-Cultural Business Negotiation. 1 ed. Gewerbestrasse: Palgrave Macmillan.
 - Lewicki, R., Saunders, D. & Barry, B., 2023. Negotiation. 9 ed. New York: McGraw-Hill Education.

- Recommended
 - Menkel-Meadow, C., 2022. Negotiation: A Very Short Introduction. 1 ed. Oxford: Oxford University Press.
 - Pellerin, G., 2021. Managing Your Emotions During a Negotiation During a Negotiation. Boston: HBR.
 - PON, 2012. BATNA Basics: Boost Your Power at the Bargaining Table. Cambridge: Harvard University.
 - PON, 2019. Overcome Cultural Barriers with Negotiation Training. Cambridge: Harvard University.
 - PON, 2019. Top 10 International Business Negotiation Case Studies. Cambridge: Harvard University
 - Harvard University, 2012. BATNA Basics: Boost Your Power at the Bargaining Table. [Online].
 - Harvard University, 2014. Negotiation strategies and negotiation techniques to help you become a better negotiator. [Online].



7. Further information

International aspects embedded with the course.
All textbooks and literature resources are published in English by international publishing houses, cases and exercises are about international companies.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course.
Ethics and best practices in negotiations are topics explained and practiced in class and evaluated in the RPG.
Connections to the world of practice of the course
All cases and exercises are based on real-life situations. WOP guest lecturers are invited.