

《国际商务谈判（双语）》本科课程教学大纲

一、课程基本信息

课程名称	国际商务谈判（双语）				
	International Business Negotiation (Bilingual)				
课程代码	1060004	课程学分		2	
课程学时	32	理论学时	32	实践学时	0
开课学院	Business School	适用专业与年级		Department of Business Administration Junior	
课程类别与性质	Professional Foundation Optional Course	考核方式		Without Exam	
选用教材	《International Business Negotiation》 BAI Yuan ISBN: 978-7-300-30477-9 Publisher: China Renmin University Press Edition: 6 th edition, April, 2022			是否为 马工程教材	No
先修课程	Management 1060019 (3)				
课程简介	<p>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.</p>				

选课建议与学习要求	Mandatory course for junior students majoring in business administration; Optional course for sophomore, junior and senior students who have studied economics, management, etc.		
大纲编写人	朱慧	制/修订时间	January, 2024
专业负责人	子林	审定时间	March, 2024
学院负责人	尹卫华	批准时间	March, 2024

二、课程目标与毕业要求

(一) 课程目标

类型	序号	内容
知识目标	1	Have a good command of the contents and methods of business negotiation, and understand the relevant legal provisions of business negotiation.
技能目标	2	Grasp the procedures and skills of business negotiation, business negotiation strategies and related skills.
	3	Be familiar with project risk and project procurement; be able to fully discuss the feasibility of the plan and complete a written report in the simulation negotiation.
	4	Use written or oral form to express one's own views and communicate effectively; be able to present the results of group negotiation.
素养目标 (含课程思政目标)	5	Listen to others' opinions, respect their perspectives, and analyze their needs; participate in discussions and simulated negotiations.
	6	The students should possess both physical and mental well-being, enabling them to effectively cope with the demands of academic studies and personal life. This will enable their active participation in classroom instruction and facilitate their acquisition of theoretical knowledge in negotiation.

(二) 课程支撑的毕业要求

<p>LO1 Morality and cultivation: support the leadership of the CPC, strengthen ideals and beliefs, consciously cultivate and actively promote the core socialist values, strengthen political identity, foster family and country feelings, abide by laws and regulations, inherit Lei Feng's spirit, practice the four terms school motto of "gratitude, return, love, responsibility", actively serve others, serve the society, be honest and responsible, love and work.</p> <p>④ Integrity and responsibility, honesty in character, keeping promises, diligence and hard work, striving for excellence, and the courage to take responsibility.</p>
<p>LO2 Professional competence: possess humanities literacy, possess theoretical knowledge and practical skills in a certain job or profession.</p> <p>⑥ Project management skills. Be familiar with project scope, project time, project cost, project quality, project personnel, project communication, project risk, project procurement, project integration management, etc.</p>
<p>LO3 Expression and communication: understand the opinions of others, respect their values, and be able to effectively communicate in written or oral form on different occasions.</p>

- ① Listen to others' opinions, respect their perspectives, and analyze their needs.
- ② Use written or oral form to express one's own views and communicate effectively.

(三) 毕业要求与课程目标的关系

毕业要求	指标点	支撑度	课程目标	对指标点的贡献度
LO1	④	M	6. The students should possess both physical and mental well-being, enabling them to effectively cope with the demands of academic studies and personal life. This will enable their active participation in classroom instruction and facilitate their acquisition of theoretical knowledge in negotiation.	100%
LO2	⑥	L	1. Have a good command of the contents and methods of business negotiation, and understand the relevant legal provisions of business negotiation.	30%
			2. Grasp the procedures and skills of business negotiation, business negotiation strategies and related skills.	30%
			3. Be familiar with project risk and project procurement; be able to fully discuss the feasibility of the plan and complete a written report in the simulation negotiation.	40%
LO3	①	H	4. Use written or oral form to express one's own views and communicate effectively; be able to present the results of group negotiation.	60%
			5. Listen to others' opinions, respect their perspectives, and analyze their needs; participate in discussions and simulated negotiations.	40%
LO3	②	H	4. Use written or oral form to express one's own views and communicate effectively; be able to present the results of group negotiation.	50%
			5. Listen to others' opinions, respect their perspectives, and analyze their needs; participate in discussions and simulated negotiations.	50%

三、课程内容与教学设计

(一) 各教学单元预期学习成果与教学内容

Unit 1 Negotiation Motives and Key Terminology Theory hour: 3 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: 3 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: 3 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: 3 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: 3 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?

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: 4

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?

(二) 教学单元对课程目标的支撑关系

课程目标 教学单元	1	2	3	4	5	6
Unit 1: Negotiation Motives and Key Terminology	√			√	√	√
Unit 2: Negotiation Procedure and Structure	√	√	√			
Unit 3: Negotiation Lubrication	√	√	√			
Unit 4: Win-win Concept	√	√		√	√	√
Unit 5: Collaborative Principled Negotiation	√	√	√	√	√	√
Unit 6: Law of Interest Distribution		√			√	
Unit 7: Negotiating Power and Related Factors		√	√		√	
Unit 8: Law of Trust	√				√	

Unit 9: Personal Styles vs. Negotiation Modes		√			√	√
Unit 10: Game Theory and Negotiation Application	√				√	√

(三) 课程教学方法与学时分配

教学单元	教与学方式	考核方式	学时分配		
			理论	实践	小计
Unit 1: Negotiation Motives and Key Terminology	Group Discussion In-class Teaching	Class Participation; Self-evaluation Report.	3	0	3
Unit 2: Negotiation Procedure and Structure	Case Analysis In-class Teaching	Self-evaluation Report; Group Presentation.	3	0	3
Unit 3: Negotiation Lubrication	Case Study Lecture	Class Participation; Group Presentation.	3	0	3
Unit 4: Win-win Concept	Team Practice In-class Teaching	Class Participation; Self-evaluation Report.	3	0	3
Unit 5: Collaborative Principled Negotiation	Group Discussion In-class Teaching	Self-evaluation Report; Group Presentation.	3	0	3
Unit 6: Law of Interest Distribution	Situational Teaching	Class Participation; Case Report.	6	0	6
Unit 7: Negotiating Power and Related Factors	Case Study In-class Teaching	Self-evaluation Report; Group Presentation.	2	0	2
Unit 8: Law of Trust	Situational Teaching	Class Participation; Group Presentation.	3	0	3
Unit 9: Personal Styles vs. Negotiation Modes	Case Analysis Group Discussion	Self-evaluation Report; Group Presentation.	2	0	2
Unit 10: Game Theory and Negotiation	Team Discussion In-class Teaching	Class Participation; Group	4	0	4

Application		Presentation.			
合计			32	0	32

四、课程思政教学设计

Teaching Content	Ideological and Political Education in the Curriculum
Overview of Business Negotiation (The meaning of negotiation, the basic characteristics of business negotiation, the types of business negotiation, the basic principles of business negotiation)	Core values of socialism, patriotism education, honesty education, legal awareness education, moral awareness education, international perspective, correct understanding of the world and China's development trend, correct understanding of Chinese characteristics and international comparison, correct understanding of the responsibility of the times and historical mission.
Quality of Business Negotiators (Strong political quality, good professional ethics, reasonable knowledge structure, good interpersonal skills, good psychological quality, good appearance)	Business regulations, political literacy, professional ethics, social morality, appearance, compliance with laws and regulations, integrity in public service, loyalty to the country, strong career spirit, enterprising spirit, and sense of responsibility.
Business Negotiation Psychology (Practical skills in personality and negotiation, temperament and negotiation, ability and negotiation, and business negotiation psychology)	A sound personality, good psychological qualities, honesty and friendliness, and moral cultivation.
Preparation for Business Negotiations (Organizing negotiators, collecting information and materials, developing negotiation plans, simulating negotiations)	"A good start is half the battle", "A decisive victory can be achieved thousands of miles away within the strategic curtain", "When everything is anticipated, it stands; if not anticipated, it is abandoned".
The Beginning of Business Negotiations	Create a good atmosphere of cooperation, pay attention to etiquette, and be honest and friendly.
Consultation in Business Negotiations	Values, patriotism, craftsmanship spirit, ideological and political education, humanistic literacy, learning to communicate and cooperate, and being proactive.

Signing of Business Negotiations	Socialist core values, fairness, integrity, and friendliness.
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五、课程考核

总评构成	占比	考核方式	课程目标						合计
			1	2	3	4	5	6	
X1	50%	Group Presentation	20	20		40	20		100
X2	20%	Case Report	10	10	40	10	20	10	100
X3	20%	Self-evaluation Report	30	20				50	100
X4	10%	Class Participation					50	50	100

评价标准细则（选填）

考核项目	课程目标	考核要求	评价标准			
			优 100-90	良 89-75	中 74-60	不及格 59-0
1						
X1						
X2						
X3						

六、其他需要说明的问题

None.