

NEGOTIATION SKILLS

COURSE OUTLINE AND SYLLABUS

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Course hours: 114

1. Course Description

- a. **Title of a Course:** Negotiation Skills
- b. **Pre-requisites**

To successfully complete this course students are expected to have basic communication skills. Upper-intermediate English level or higher is required.

- c. **Course Type:** elective
- d. **Abstract**

The course is aimed at developing analytical and communication skills that are necessary for successful business negotiations. The negotiation is described as a complex three-stage process which consists of preparation, negotiating, and post-negotiation implementation and evaluation. The course combines both theoretical knowledge of leading negotiation scholars and practical experience through learning by doing. The students will be engaged in business games, trainings, group discussions and creative tasks.

2. Learning Objectives

Upon completion of this course, the students will be expected to:

- Define the stages and elements of the negotiation process
- Develop the skills and techniques of a successful negotiator
- Identify optimal win-win solutions in negotiations and make profitable deals
- Differentiate negotiation styles and mental models, analyze their own and their partner's behavior in negotiations
- Learn to counter manipulation and psychological pressure in negotiations

3. Learning Outcomes

Students successfully completing the course will be able to:

- Describe the actions taken on different stages of negotiations; appreciate and explain the importance of pre-negotiation and post-negotiation phases
- List the roles and functions in negotiation teams; demonstrate the skills of organizing and managing negotiation teams
- Formulate and apply the instruments of negotiation strategy and tactics
- Identify the zone of possible agreement (ZOPA) in negotiations
- Explain the functions of the best alternative to a negotiated agreement (BATNA); recognize and use BATNA in negotiations
- Distinguish positions from interests in negotiations; discover interests of the other side in negotiations; create interest maps
- Identify different negotiation scenarios
- Differentiate methods of dealing with conflict according to K. Thomas and R. Kilmann; choose the suitable model as the situation requires
- Differentiate negotiation mental models according to L. Thompson; identify and change the partner's mental model
- Describe negotiation styles in different cultures; adjust negotiation tactics to cultural differences

- Explain the role of the media and external interest groups in negotiations; prepare PR and media relations plans to support the negotiation process
- Formulate objective and subjective trust-building factors; apply trust-building methods in negotiations
- Perform persuasive speech techniques
- Use the methods and algorithms of revealing and countering manipulation
- Formulate and apply psychological principles of successful negotiations
- Practice methods of transactional analysis for establishing constructive dialogue

4. Course Plan

#	Topic	Total hours	In-class work			Out-of-class individual work
			Lectures	Seminars	Practice	
1	Introduction. What is negotiation?	12	2			10
2	Preparing the negotiations	20	2	4		14
3	In the room: the actual negotiation stage	20	2	4		14
4	Negotiation strategies	20	4	2		14
5	Countering manipulation and psychological press	20		4		16
6	Post-negotiation stage	10	2	2		6
7	Special negotiation cases	12		4		8
	Total:	114	12	20		82

Topic # 1. Introduction. What is negotiation?

- Definition
- Negotiation vs other social interactions
- Aspects of negotiation research and practice
- Aspects of negotiation

Topic # 2. Preparing the negotiations

- Goal-setting: identifying your goals, options and criteria of success
- Identifying your BATNA (best alternative to a negotiated agreement) and ZOPA (zone of possible agreement)
- Assessing the other side, red-teaming
- Learning about catalysts and barriers of successful collaboration
- Designing a negotiation plan
- Creating a negotiation team

Topic # 3. In the room: the actual negotiation stage

- 3 phases of actual negotiations: initial phase, exploratory phase and finalization

- Rational and emotional elements of trust, cultural and psychological differences of trusting people
- Tactics for promoting a constructive negotiation climate
- Positions and interests in negotiations
- 4 negotiation scenarios: win-win, win-lose, lose-win, lose-lose
- The Thomas-Kilmann Conflict Mode Instrument in negotiations
- Leigh Thompson's 5 negotiation mental models
- Negotiation styles
- Persuasion techniques
- Instruments of negotiations
- The role of outside actors in negotiations: the media and interest groups
- Finalization: overcoming impasse
- Reaching an agreement, types of agreements

Topic # 4. Negotiation strategies

- Positional bargaining
- Principled negotiations by Roger Fisher and William Ury
- Mixed negotiating by Willem Mastenbroek
- 3-D Negotiation by David Lax and James Sebenius

Interim assessment: colloquium

Topic # 5. Countering manipulation and psychological press

- The methods and algorithms of revealing and countering manipulation
- Transactional analysis in negotiations

Topic # 6. Post-negotiation stage

- Implementation and compliance
- Post-negotiation assessment and evaluation

Topic # 7. Special negotiation cases

- International and cross-cultural negotiations
- Crisis negotiations

Final assessment: exam

5. Reading List

a. Required

- Berghoff, E. A. et al. (2007). **The International Negotiations Handbook. Success through Preparation, Strategy, and Planning.** PILPG and Baker & McKenzie.
Online access:
http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Your%20Business/Featured%20Services/bk_internationalnegotiationshandbook_12.pdf
- Fisher, R., Ury, W. (2012). **Getting to Yes.** Business Books
Russian editions:
 - Фишер Р., Юри У. **Путь к согласию, или переговоры без поражения.** М.: 1992
 - Фишер, Р., Юри У. **Переговоры без поражения: Гарвардский метод.** М.: Эксмо, 2007
- Jensen, K. (2013). **The Trust Factor: Negotiating in SMARTnership.** Palgrave Macmillan.
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=89465>

- Lax, D. A., and Sebenius, J. K. (2006). **3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals**. Harvard Business Press.
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=40523>
- Lewis, R. D. (2006). **When Cultures Collide: Leading Across Cultures**. Boston: Nicholas Brealey International.
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=13710>
- Lyons, C. (2009). **I Win, You Win: The Essential Guide to Principled Negotiation**. A&C Black Business Information and Development.
Online access:
<http://site.ebrary.com/lib/hselibrary/detail.action?docID=10196642&p00=negotiation>
- Mastenbroek, W. (1999). **Negotiating as Emotion Management // Theory, Culture & Society**. Vol. 16 (4). P. 49-73.
Online access:
<http://proxylibrary.hse.ru:3383/content/16/4/49.full.pdf+html>
- Tracy, B. (2013). **Negotiation**. AMACOM.
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=54339>

b. **Optional**

- Лебедева М. М. **Технология ведения переговоров**. М.: Аспект Пресс, 2010.
- Adair, W. L. & Brett, J. M. (2005). **The Negotiation Dance: Time, Culture and Behavioral Sequence in Negotiation // Organization Science**, 16 (1).
- Barge, J. K. (2009). **Negotiation Theory**. In: Littlejohn, S. W., and Foss, K. A. (eds.). *Encyclopedia of Communication Theory*. SAGE Publications.
- Berne, E. (1961). **Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry**. New York: Grove Press
Russian edition: Берн Э. Трансактный анализ в психотерапии. М.: Академический проект, 2001.
- Boven, L. van and Thompson, L. (2003). **Look into the Mind of the Negotiator: Mental Models in Negotiation // Group Processes & Intergroup Relations**, Vol. 6 (4), p. 387 – 404.
Online access: <http://proxylibrary.hse.ru:3635/content/6/4/387.full.pdf+html>
- Carr, A. (1969). **Business as a Game**. Signet.
- Cohen, S. (2002). **Negotiating Skills for Managers**. McGraw-Hill.
- Craver, C. B. (2012). **The Benefits to Be Derived from Post-Negotiation Assessments**. GW Law Faculty Publications & Other Works. Paper 464.
Online access: http://scholarship.law.gwu.edu/faculty_publications/464
- Fisher, R. and Shapiro, D. (2005). **Beyond Reason**. Penguin Books.
- Gelfand, M. J., and Brett, J. M., eds. (2004). **The Handbook of Negotiation and Culture**. Stanford University Press.
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=10333>
- Gilboa, E. (2001). **Diplomacy in the Media Age: Three Models of Uses and Effects // Diplomacy and Statecraft**, Vol. 12, No. 2. P. 1-28.
Online access:
<http://www.tandfonline.com/doi/pdf/10.1080/09592290108406201>
- Hall E. **Beyond Culture**. N. Y.: Anchor Books, 1976.
- Mastenbroek, W. (1989). **Negotiate**. Oxford: Blackwell Publishing
Russian edition: Мастенбрук В. **Переговоры**. Калуга: Калужский Институт социологии, 1993
- Mastenbroek, W. (2012). **Negotiating as Emotion Management**. ManagementSite Network.

- Rosenthal, U., 't Hart, P. and Kouzmin, A. (1991). **The Bureaupolitics of Crisis Management** // Public Administration, No. 69, p. 211-233.
- Sally, D., and O'Connor, K. (2004). **Team Negotiations** // Marquette Law Review, Vol. 87, Issue 4. P. 883-892.
- Shostrom, E. (1979). **Man, the Manipulator: The Inner Journey from Manipulation to Actualization**. New York: Bantam Books
Russian edition: Шостром Э. **Человек - манипулятор. Внутреннее путешествие от манипуляции к актуализации**. К.: PSYLIB, 2003
- Starkey, B., Boyer, M. A. and Wilkenfeld, J. (2010). **International Negotiation in a Complex World**. Rowman & Littlefield Publishers
- Stewart, I. and Joines, V. **TA Today: A New Introduction to Transactional Analysis**. Nottingham and Chapel Hill: Life Space Publishing, 1987
Russian edition: Стюарт Я., Джойнс В. **Современный транзактный анализ**. С.-Петербург: Социально-психологический центр, 1996
- Thomas, K. and Kilmann, R. (1974). **The Thomas-Kilmann Conflict Mode Instrument**. Tuxedo Park, N.Y.: Xicom, Inc.
- Thompson, L., and Loewenstein, J. (2003). **Mental Models of Negotiations; Descriptive, Prescriptive and Paradigmatic Implications**. In: Hogg, M. A., and Cooper, J. (eds.). SAGE Handbook of Social Psychology. London: Sage. P. 494-511.
- Thompson, L. (2015). **The Mind and Heart of the Negotiator**. Pearson Education Limited.
- Thompson, L. (2013). **The Truth about Negotiations**. New Jersey: Pearson Education, Inc.
- Thompson, L. Wang, J., and Gunia, B. (2010). Negotiation // Annual Review of Psychology, 2010. No. 61, p. 491-515
- Ury, W. (1991). **Getting Past No: Negotiating With Difficult People**. New York: Bantam Books
Russian edition: Юри У. **Преодолевая "нет", или Переговоры с трудными людьми**. М.: "Наука", 1993
- Ury, W. (2007). **The Power of a Positive No**. Hodder & Stoughton.
- Van Santen, W., Jonker, C. and Wijngaards, N. (2009). **Crisis Decision Making Through a Shared Integrative Negotiation Mental Model** // Landgren, Jonas and Jul, Susanne. (eds.). Proceedings of the 6th International ISCRAM Conference - Gothenburg, Sweden
Online access:
http://www.iscramlive.org/ISCRAM2009/papers/Contributions/215_Crisis%20Decision%20Making%20Through%20a%20Shared_van%20Santen2009.pdf
- Wilson, E., and Thompson, L. (2014). **Creativity and Negotiation Research: the Integrative Potential** // International Journal of Conflict Management, Vol. 25, Issue 4, p. 359 – 386
- Young, M. & Schlie, E. (2011). **The Rhythm of the Deal: Negotiation as a Dance** // Negotiation Journal, 27 (2).

6. Grading System

Grades in this course will be determined by the following criteria:

Project	Scale	Value
Out-of-class work	0-10 points	0,2 of the interim assessment grade
In-class participation and	0-10	0,4 of the interim assessment grade

activities	points	
Colloquium	0-10 points	0,4 of the interim assessment grade

Total value of the interim assessment:
0,4 of the final assessment grade

Final exam	0-10 points	0,6 of the final assessment grade
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Rounding of grades: upwards (in favor of a student)

GRADING SCALE

Students will earn their grade for this class based on the following system:

Total value	Grade
8-10 points	Excellent
6-7 points	Good
4-5 points	Satisfactory
1-3 points	Unsatisfactory

Formula of the final assessment grade:

$$G_{final} = 0,4 * G_{interim} + 0,6 * G_{exam}$$

Formula of the interim assessment grade:

$$G_{interim} = 0,4 * G_{formative} + 0,4 * G_{in-class} + 0,2 * G_{out-of-class}$$

Formula of the formative assessment grade:

$$G_{formative} = 1 * G_{colloquium}$$

7. Guidelines for Knowledge Assessment

Students' grade for the course depends on in-class participation and activities, out-of-class work, colloquium and final written exam.

Interim knowledge assessment form is **colloquium** which is in-class oral questions and answers. If a student is absent on the date of the colloquium he or she is given zero points for this assessment.

In-class participation and activities include discussions, exercises, sharing personal reflections and experiences. Students get grades for every seminar then total grade for the in-class participation is counted. If a student is physically present most time of the seminar, attentive and willing to participate in all activities he or she gets excellent mark for the seminar. A student who is absent gets zero mark for the seminar.

Out-of-class work includes in-home preparation of reports, presentations and other creative assignments. A student can make a report on a particular subject and present it in class. The topics of out-of-class assignments are given before the seminar when the presentation is due. A student who is willing to present at the next seminar should inform the course instructor. Postponing the presentation is possible if the student is absent or not prepared but 1 point will be deducted from the grade. If a student does not present in class he or she may send his or her written assignment to the instructor but 3 points will be deducted from the grade. Each student prepares one out-of-class assignment.

Final assessment will be held in form of a written in-class answer to an examination question.

Sample colloquium questions:

1. How can you define negotiation? What are the main characteristics of negotiation as a social interaction? How does it differ from other social interactions like fighting (competing) and cooperating (accommodating)? Can you give any examples of other social interactions? May negotiation include characteristics of other social interactions? Can a social interaction look like negotiation by form but be another kind of social interaction by substance? Can you give any examples?
2. What are the stages and phases of a negotiation process? Describe briefly the activities on each of these stages and phases.
3. Do you think it is important to prepare before negotiations? Enumerate and describe briefly the preparation activities.
4. Describe in detail the analytical part of preparation which includes identifying your goals, options and criteria of success, analyzing issues and alternatives.
5. Describe in detail the analytical part of preparation which includes assessing the other side. What is important to find out about the other party before negotiations? How is it possible to do it? Which instruments and sources of information would you use?
6. What is BATNA and what are its functions in negotiations? What are the ways to identify your BATNA? How to research the other party's presumable BATNA? How to speak about your BATNA in negotiations?
7. What functions exist in negotiation teams? What are the advantages and risks of team negotiations?
8. According to Roger Fisher and William Ury, what are the main disadvantages of positional bargaining? Do you agree with their critical remarks?
 - If you agree, can you give an example (either cited by W. Fisher and W. Ury, or your own) when positional bargaining was ineffective?
 - If you don't agree with the authors, can you cite an example when positional bargaining was effective?
9. What are the 4 principles of the negotiation strategy described by Roger Fisher and William Ury? Name and describe them briefly. Do you find these principles effective? Explain why. Which of them do you find the most useful and why?
10. Describe the principle of separating people from the problem by Roger Fisher and William Ury. Do you find it useful and why? Do you find it sometimes difficult and why? Which tactics can be used to separate individuals from issues? Can you give a short example of a negotiation situation (either real or imagined) when this principle helped to make progress?
11. Which are the most common "people problems" (human-factor problems) in negotiations, according to Roger Fisher and William Ury? What tactics are used to

- overcome these problems? Did you come across any of these problems in your life and how do you usually manage them?
12. Describe the principle of focusing on interests, not positions by Roger Fisher and William Ury. Do you find it useful and why? Do you find it sometimes difficult and why? How is it possible to identify interests and talk about interests in negotiation? Can you give a short example of a negotiation situation (either real or imagined) when this principle helped to make progress?
 13. Describe the principle of inventing options for mutual gain by Roger Fisher and William Ury. Do you find it useful and why? Do you find it sometimes difficult and why? What tactics and instruments are proposed by the authors to multiply options in negotiations? Can you give a short example of a negotiation situation (either real or imagined) when this principle helped to make progress?
 14. Describe the principle of using objective criteria in negotiation by Roger Fisher and William Ury. Do you find it useful and why? Do you find it sometimes difficult and why? What are the characteristics of objective criteria? Which kinds of objective criteria can you enumerate?
 15. Describe briefly the strategy of mixed negotiating by Willem Mastenbroek. What are the 4 core activities and negotiator's dilemmas? How does a negotiator need to deal with these 4 dilemmas to perform effectively according to Willem Mastenbroek's recommendations? What are the general tactics of mixed negotiating? Why does this strategy require emotion management? Do you find this strategy useful? Do you agree with the way Willem Mastenbroek advises to deal with the 4 dilemmas?
 16. What kinds of activities are used by a negotiator to obtain substantial results, according to Willem Mastenbroek? Describe the dilemma a negotiator faces relating to these activities? How do you usually solve this dilemma in negotiations? Describe different tactics used by negotiators to achieve substantial results, according to Willem Mastenbroek? Do you find these tactics effective and why?
 17. What kind of activities are used by a negotiator to influence the balance of power, according to Willem Mastenbroek? Is balance of power important in negotiations and why? Describe the dilemma a negotiator faces relating to these activities? How do you usually solve this dilemma in negotiations? Describe different tactics used by negotiators to influence the balance of power. Do you find these tactics effective and why?
 18. What kind of activities are used by a negotiator to promote a constructive climate, according to Willem Mastenbroek? Is constructive climate important in negotiations and why? Describe the dilemma a negotiator faces relating to these activities? How do you usually solve this dilemma in negotiations? Describe different tactics used by negotiators to promote a constructive climate (possibly not only the tactics presented by Willem Mastenbroek). Do you find these tactics effective and why?
 19. What kind of activities are used by a negotiator to obtain flexibility, according to Willem Mastenbroek? Is flexibility important in negotiations and why? Describe the dilemma a negotiator faces relating to these activities? How do you usually solve this dilemma in negotiations? Describe different tactics used by negotiators to obtain flexibility (possibly not only the tactics presented by Willem Mastenbroek). Do you find these tactics effective and why?
 20. What are the 8 negotiation styles classified by Willem Mastenbroek? Which factors can help to make assumptions about the other party's negotiation style? Willem Mastenbroek advises to mix negotiation styles for successful negotiations. Do you find it difficult? What competences do you think are required in order to have a flexible negotiation style?

21. What is the difference between positions and interests in negotiation? How does Willem Mastenbroek describe the tactics of presenting your position in negotiation? What types of interests exist? Whose interests are important in negotiations? Describe instruments and tactics of exploring and discussing interests.
22. Describe the problem of trust in negotiation. What are the factors of trust? What are the ways of building and repairing trust? What factors of trust are important for you? According to Willem Mastenbroek, to what extent should we trust the counterparty in negotiations?
23. What are the 5 core personal concerns in negotiation, according to Roger Fisher and Daniel Shapiro? Enumerate and describe them briefly. In your opinion, is it necessary to take these concerns into account during negotiations? Do you (or will you) address these core concerns of people you negotiate with and why? Which of these core concerns do you find the most important and why?
24. What are the tactics of expressing appreciation to people you negotiate with, according to Roger Fisher and Daniel Shapiro? Do you find them useful? Why do you think some people avoid expressing appreciation to people they don't agree or have conflicting interests with? Can you give a short example of a situation (either real or imagined) when expressing appreciation to the counterparty helped the negotiation to progress?
25. What are the tactics of finding and building affiliation with people you negotiate with, according to Roger Fisher and Daniel Shapiro? Do you find them useful? Can you give a short example of a situation (either real or imagined) when building affiliation helped the negotiation to progress? Are there any risks of building affiliation to the other side in negotiations? How is it possible to avoid these risks?
26. What do Roger Fisher and Daniel Shapiro understand by respecting autonomy in negotiation? Why is autonomy important to people? Whose autonomy should be considered in negotiation? What are the tactical activities to show respect for their autonomy without risk to lose your own?
27. What are the tactics of showing respect to the status of your counterparty in negotiations, according to Roger Fisher and Daniel Shapiro? Are there any risks of showing respect to the other's status in negotiation? How is it possible to avoid these risks?
28. How can we meet our own and our counterparty's core concern with having a role that is personally fulfilling during negotiations, according to Roger Fisher and Daniel Shapiro? What kind of conventional roles and temporary negotiation roles do people play? Why do you think this core concern is important? How would people behave and feel if they don't find their role fulfilling and why? What is your own temporary negotiation role that you find fulfilling?
29. What is the meaning of saving face in negotiations? Why is it important for some negotiators to save their face? Why and in which situations a negotiator should bother about saving face of the other side? What are the tactics which may help to save the face of your counterparty?
30. Describe the 4 possible negotiation scenarios depending on the outcome for each party. Which are the factors that influence the negotiation scenario? What is your opinion on this classification?
31. Describe briefly styles of behavior in a conflict of interest by Kenneth Thomas and Ralph Kilmann. Which styles of behavior are more typical for you? Do you think it is more effective to choose one style or combine different styles?
32. Describe in detail avoiding style of behavior as a reaction to conflicting interests, according to Kenneth Thomas and Ralph Kilmann. In which situations avoiding may be reasonable? What are the risks of avoiding?

33. Describe in detail accommodating style of behavior as a reaction to conflicting interests, according to Kenneth Thomas and Ralph Kilmann. In which situations accommodating may be reasonable? What are the risks of accommodating?
34. Describe in detail competing style of behavior as a reaction to conflicting interests, according to Kenneth Thomas and Ralph Kilmann. In which situations competing may be reasonable? What are the risks of competing?
35. Describe in detail compromising style of behavior as a reaction to conflicting interests, according to Kenneth Thomas and Ralph Kilmann. In which situations compromising may be reasonable? What are the risks of compromising?
36. Describe in detail collaborating style of behavior as a reaction to conflicting interests, according to Kenneth Thomas and Ralph Kilmann. In which situations collaborating may be reasonable? What are the risks of collaborating?
37. Which negotiation strategy, tactics and instruments do you find the most effective? Which of them do you use (or will you use) in practice and why?

Sample examination questions:

1. Roger Fisher and William Ury: their contribution to negotiation theory and practice.
2. Willem Mastenbroek: his contribution to negotiation theory and practice.
3. David Lax and James Sebenius: their contribution to negotiation theory and practice.
4. Stages and phases of the negotiation process.
5. Preparing to negotiation: importance, preparation activities.
6. BATNA.
7. Negotiation teams.
8. Positions and interests in negotiations.
9. The problem of trust in negotiations.
10. Styles of behavior in a conflict of interest by Kenneth Thomas and Ralph Kilmann. Their role in negotiations.
11. Negotiation mental models by Leigh Thompson.
12. Negotiation styles by Willem Mastenbroek.
13. Persuasion and persuasive communication.
14. Detecting and countering manipulation in negotiation.
15. Use of transactional analysis and the ego-state models in negotiation.
16. Principled negotiations.
17. Positional bargaining.
18. Win-win and win-lose negotiations.
19. Basic negotiation skills and competences.
20. 3-D Negotiation strategy.
21. Making concessions in negotiations.
22. Overcoming impasse in negotiations.
23. Tactics of exploring and searching for alternatives in negotiations.
24. Definition and characteristics of negotiation, its differences from other social interactions.
25. Separating people from the problem in negotiations.
26. Objective criteria in negotiations.
27. 4 core activities and negotiator's dilemmas by Willem Mastenbroek.
28. Tactics of obtaining substantial results by Willem Mastenbroek.
29. Tactics of influencing the balance of power by Willem Mastenbroek.
30. Promoting constructive climate during negotiations.
31. Tactics of obtaining flexibility, according to Willem Mastenbroek.

32. 5 core personal concerns in negotiation, according to Roger Fisher and Daniel Shapiro.
33. Saving face of the other side in negotiations.
34. 3-D Barriers Audit in negotiations.
35. The instrument of backward mapping in strategic negotiations by David Lax and James Sebenius.
36. Value-creating deals and the importance of “social contract” in negotiations.
37. Types of emotional manipulators and manipulative tactics in negotiations.
38. Types of agreements in negotiations.
39. Implementation and evaluation of the negotiation results.
40. Goals, criteria of success and breaking points in negotiations.
41. Assessment of the other side in negotiations.
42. Types of interests, their role in negotiations. Interest maps.
43. Integrative negotiations: tactics of broadening options for mutual gain.
44. Compromise in negotiations.
45. Negotiation plan.
46. Psychological competencies and skills of an effective negotiator.
47. Communicative competencies and skills of an effective negotiator.
48. Analytical competencies and skills of an effective negotiator.
49. Strategic thinking in negotiation practice.
50. Creative thinking in negotiation practice.

8. Methods of Instruction

The course includes both theory and practice. Students will be engaged in various in-class training activities: simulations of negotiations, business games, case studies, group discussions and creative tasks.

9. Special Equipment and Software Support

- Computer with power point and video software support
- Projector
- Loudspeakers
- Flip chart and markers
- Blackboard