

## Course Specification

|                                 |   |
|---------------------------------|---|
| University                      | Suan Dusit University   |
| Campus/ Faculty/ Field of Study | Business English Program<br>Faculty of Humanities and Social Sciences |

### 1. General Information

#### 1.1 Course title and code

1553123 Business Negotiations

#### 1.2 Credit Hours

3 (3-0-6)/ 3 hours/wk

#### 1.3 Program in which the course is offered and course types (compulsory, elective, etc)

Compulsory

#### 1.4 Name of faculty member responsible for the subject / Name of lecturer

1) Name of lecturer being responsible for the subject: Ms. Janalyn Ramos-Dayrit

2) Name of lecturer: Ms. Janalyn Ramos-Dayrit

#### 1.5 Semester/year at which the course is offered

2nd Semester/3rd year

#### 1.6 Pre-requisites for this course

None

#### 1.7 Co-requisites for this course

None

#### 1.8 Location (indicate room numbers)

Room 1209 Building 1 Suan Dusit University

#### 1.9 Date on which the course is modified

15 August 2018

### 2. Aim and Purpose

#### 2.1 Subject aims

Upon completion of this course students should be able to achieve the following objectives:

1. Practice honesty in accomplishing assignments and develop a lasting academic and professional ethics

2. Enhance knowledge about useful negotiation skills, strategies and approaches, as well as gaining a broad understanding of important concepts used in business negotiations
3. Improve and acquire negotiations skills leading to confidence in negotiations in international business processes and dealing with obstacles and conflicts in business negotiations and resolving conflicts
4. Recognize and understand negotiation styles in order to understand and predict the behavior of individuals, groups and organizations in future business negotiations
5. Get some expert advice and coaching to enhance negotiating skills with the use of information technology and helpful links about business negotiation courses.

## 2.2 Purposes for developing / modifying the course

To enhance knowledge of different negotiation skills by improving the persuasive skills, proper handling of the concerns of others, taking proactive approach to negotiation training, being ready to make mistakes and learn to practice more.

## 3. Course Management

### 3.1 Course description:

Vocabulary and expressions used for negotiations in an international business context; practice business negotiation processes: making opening statements, pitching, problem solving and drawing conclusions.

### 3.2 Teaching Hours per semester

| Lecture/ Practice hours | Additional Teaching Hours | Training/ Fieldwork | Self-study |
|-------------------------|---------------------------|---------------------|------------|
| 45                      | 45                        | -                   | 90         |

### 3.3 Academic advising given to individual students (hours per week)

Students can contact the teacher online through chat on social network applications or through phone calls from 8am until 5pm.

## 4. Development of Student Learning Outcomes

## Teaching Strategies and Assessment

| Learning Outcomes Being Developed  | Teaching Strategies   | Methods of Assessment   | Assessment Week                 | Proportion of Assessment |
|--|---|---|---------------------------------|--------------------------|
| <p>1. Develop self-discipline, punctuality and responsibilities</p> <p>2. Show honesty in the assigned tasks</p> <p>3. Conform to rules and regulations</p> <p>4. Have academic and professional ethics</p>  | <p>1. Take on time attendance, check assignments and give weekly tests</p> <p>2. Check assignments and grade weekly tests thoroughly</p> <p>3. Set guidelines for proper behavior and assign points accordingly</p> <p>4. Explain rules and regulations clearly and ask for justifying inappropriate behavior or action</p> | <p>1. On time attendance in every class</p> <p>2. Regular grading of assignments and tests</p> <p>3. Rubric for guidelines for behavior</p> <p>4. Lecture on rules and regulations and one to one chat with students if necessary</p> | 1-15                            | 10%                      |
| <p>1. Have an understanding of an acquired skill of English in listening, speaking, reading and writing</p> <p>2. Have knowledge in the field of Business English covering vocabulary, grammar and expressions;</p> <p>3. Have basic knowledge of business;</p> <p>4. Have integrated knowledge in other related disciplines</p> | <p>1. Discussions, videos, pair and group work</p> <p>2. Lectures, discussions, pair and group work</p> <p>3. Lectures and videos</p> <p>4. Lectures, videos and power point presentations</p>  | <p>1. Class activities, exercises and interviews</p> <p>2. Weekly individual and group tests and activities</p> <p>3. Class tests and interviews</p> <p>4. Exercises and discussions</p>  | Week 2, 6, 8, 10, 12, 14 and 16 | 50%                      |
| <p>1. Have the ability to search for and integrate up-to-date information and</p>  | <p>1. Class discussions on finding up-to-date information</p>   | <p>1. Interactive talks and eliciting information</p>   | Week 14 and 16                  | 20%                      |

| Learning Outcomes Being Developed   | Teaching Strategies   | Methods of Assessment   | Assessment Week | Proportion of Assessment |
|---|---|---|-----------------|--------------------------|
| <p>new technology;</p> <p><b>2. Think creatively and have the ability to apply knowledge appropriately;</b></p> <p><b>3. Be able to think , analyze and solve problems systematically;</b></p> <p>4. Synthesize original body of knowledge.</p>   | <p>2. Class activities based on situations in real life</p> <p>3. Assign problems using real life simulations</p> <p>4. Lectures, class discussions and exercises</p>   | <p>2. Pair work, group and class exercises</p> <p>3. Assign exercises in pairs and groups</p> <p>4. Elicit information and answers from discussions and exercises</p>   |                 |                          |
| <p><b>1. Have cooperative interpersonal skills and respect for the rights and opinions of others;</b></p> <p><b>2. Communicate effectively</b></p> <p><b>3. Work, and be responsible for the assigned work, duties and roles in the workgroup.</b></p>                                      | <p>1. Have group and class discussions</p> <p>2. Interactive talks in class involving all students</p> <p>3. Group discussions with rotating group leaders</p>  | <p>1. Provide feedback during and after discussions</p> <p>2. Provide opportunity for equal participation and healthy discussions</p> <p>3. Assign points to group leaders and individual members for responsibility and participation in discussions</p> | 1 – 15          | 10%                      |
| <p>1. Be able to use information technology to search for information and present work</p> <p><b>2. Use information technology for communication</b></p> <p>3. Calculate and analyze basic quantitative data</p> <p><b>4. Calculate and process data by using computer applications</b></p> | <p>1. Assign exercises involving researching information on the internet</p> <p>2. Create Facebook and email groups, and use mobile apps</p> <p>3. Assign minor research work</p> <p>4. Assign exercises for finding and presenting information from the internet</p> | <p>1. Individual and group presentations</p> <p>2. Online exercises and assignments</p> <p>3. Monthly Individual presentations</p> <p>4. Weekly individual and group tests</p>  | 1 – 15          | 10%                      |

## 5. Teaching Plan and Evaluation

## 5.1 Teaching Plan

| Week<br>(Hour/s) | Topic / Details                                     | Teaching and Learning Activities /<br>Activities and Tasks   | Instructional Materials  | Assessment and<br>Evaluation<br>(Proportion)   | Lecturer            |
|------------------|---|--|--|--|---------------------|
| 1<br>(3 hrs.)    | Introduction to the course methodology and syllabus | <ul style="list-style-type: none"> <li>- Explain the course syllabus, course overview and objectives</li> <li>- Student and teacher self-introductions</li> <li>- Hand-outs and visual aids.</li> </ul>  | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, textbook in discussing the course syllabus</li> <li>- Let the students participate by giving their views, expectations and comments</li> </ul>  | -Evaluate students about expectation and goals thru participation (10%)  | Jana Ramos - Dayrit |
| 2<br>(3 hrs.)    | Introduction to Business Negotiations               | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>-Introduction to Business Negotiations (The Negotiator, Team vs. Individual negotiations, stages and types of negotiations, effective strategies and approaches)</li> <li>- In-class exercises</li> <li>- Short quiz</li> </ul> | <ul style="list-style-type: none"> <li>-Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students read, analyze and give feedback of the lesson</li> <li>- Initiate in-class exercises and short quiz at the end of the class</li> </ul>                 | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10%)</li> <li>- Evaluate students thru attendance and participation (20%)</li> </ul>          | Jana Ramos - Dayrit |
| 3-4<br>(6 hrs.)  | Elements of Successful Negotiation                  | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>- Discuss the elements of negotiation, preparation, setting goals and limits</li> <li>- In-class exercises</li> <li>- short quiz</li> </ul>   | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students participate in class discussion</li> <li>- Encourage students to give questions and responses before the in-class exercises and short quiz</li> </ul> | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10%)</li> <li>- Evaluate students thru situations in a role play participation and</li> </ul> | Jana Ramos - Dayrit |

|                  |                                       |   |   |  |                           |
|------------------|---------------------------------------|---|---|--|---------------------------|
|                  |                                       |   | - Let students work in group for the presentation   | attendance (20%)   |                           |
| 5-6<br>(6 hrs.)  | Knowing the Market<br>Place           | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>- Discuss how to gather information, playing detective and evaluation info, preparing from the general to specific</li> <li>- In-class exercises</li> <li>- Role play</li> <li>- Short quiz</li> </ul> | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students read the sentences and encourage them to give their views and in doing the in-class exercises</li> <li>- Let students work in group for the role play</li> <li>- A short quiz will be given at the end of class</li> </ul> | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10 %)</li> <li>- Evaluate students thru situations in a role play participation and attendance (20%)</li> </ul> | Jana<br>Ramos -<br>Dayrit |
| 7-8<br>(6 hrs.)  | Conflicts in Business<br>Negotiation  | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>- Discuss overcoming and guidelines for common glitches, dealing with bad negotiating environment</li> <li>- In-class exercises</li> <li>- Presentation</li> <li>- Mid-term</li> </ul>                 | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students participate in class discussion</li> <li>- Encourage students to give questions and responses before the in-class exercises and short quiz</li> <li>- Let students work in group for the presentation</li> </ul>           | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10%)</li> <li>- Evaluate students thru situations in a role play participation and attendance (20%)</li> </ul>  | Jana<br>Ramos -<br>Dayrit |
| 9-10<br>(6 hrs.) | International Business<br>Negotiation | <ul style="list-style-type: none"> <li>- Mid-term Examination</li> <li>- Handouts compilation and visual aids</li> <li>- Explain how to understand culture before negotiating across the globe, listening around the world and overcoming issues</li> </ul>                                   | <ul style="list-style-type: none"> <li>-Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students read, analyze and give feedback of the lesson</li> <li>- Initiate in-class exercises and short quiz at the end of the class</li> </ul>  | <ul style="list-style-type: none"> <li>- Evaluate students thru situations in a role play participation and attendance (20%)</li> <li>- Mid-term exam (20%)</li> </ul>   | Jana<br>Ramos -<br>Dayrit |

|                   |   |  |  |   |                     |
|-------------------|---|--|--|---|---------------------|
|                   |   | <ul style="list-style-type: none"> <li>- In-class exercises</li> <li>- Role play</li> <li>- Short quiz</li> </ul>  | <ul style="list-style-type: none"> <li>- Let students take the mid-term exam</li> </ul>  |   |                     |
| 11-12<br>(6 hrs.) | Telephone and Internet Negotiation        | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>- Discuss and analyze if your negotiating in the call and negotiating via E-mail</li> <li>- In-class exercises</li> <li>- Presentation</li> <li>- Short quiz</li> </ul> | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students read the sentences and encourage them to give their views and in doing the in-class exercises</li> <li>- Let students work in group for the presentation</li> <li>- A short quiz will be given at the end of class</li> </ul> | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10%)</li> <li>- Evaluate students thru group Project (20%)</li> <li>- Evaluate students thru situations in a role play participation and attendance (20%)</li> </ul> | Jana Ramos - Dayrit |
| 13-14<br>(6 hrs.) | Ten Personality Traits of Top Negotiators | <ul style="list-style-type: none"> <li>- Handouts compilation and visual aids</li> <li>- Discuss the ten personality traits of top negotiators</li> <li>- In-class exercises</li> <li>- Presentation</li> <li>- Short Quiz</li> </ul>                          | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the discussion</li> <li>- Let the students participate in class discussion</li> <li>- Encourage students to give questions and responses before the in-class exercises and short quiz</li> <li>- Let students work in group for the presentation</li> </ul>              | <ul style="list-style-type: none"> <li>- Evaluate students thru in-class exercises (book activities) and short quiz (10%)</li> <li>- Evaluate students thru situations in a role play participation and attendance (20%)</li> <li>- Evaluate students thru group Project (20%)</li> </ul> | Jana Ramos - Dayrit |
| 15<br>(3 hrs.)    | Review of topics                          | <ul style="list-style-type: none"> <li>- Review content in all topics covered for the final exam</li> </ul>  | <ul style="list-style-type: none"> <li>- Use the OHP, laptop, video, recording and textbook for the final discussion and</li> </ul>  | <ul style="list-style-type: none"> <li>- Evaluate students thru situations in a role play</li> </ul>  | Jana Ramos -        |

|                  |                   |                      |  |                                    |                        |
|------------------|-------------------|----------------------|--|------------------------------------|------------------------|
|                  |                   | - In-class exercises | review<br>- Initiate question and answer portion to test students readiness<br>- Let students play a game for the in-class exercises | participation and attendance (20%) | Dayrit                 |
| 16<br>(1.5 hrs.) | Final examination | - Final test paper   | -Let students take the final exam  | - Final exam (20%)                 | Jana Ramos -<br>Dayrit |

## 5.2 Assessment and Evaluation

### 1) Assessment

|                              |     |
|------------------------------|-----|
| Attendance and Participation | 20% |
| Group Project                | 20% |
| Quiz and Homework            | 20% |
| Midterm Exam                 | 20% |
| Final Exam                   | 20% |

### 2) Evaluation

Criterion - referenced Assessment

| Scores | Grade |
|--------|-------|
| 90-100 | A     |
| 85-89  | B+    |
| 75-84  | B     |
| 70-74  | C+    |
| 60-69  | C     |
| 55-59  | D+    |
| 50-54  | D     |
| 0-50   | F     |

## 6. Teaching and Learning Resources

### 6.1 Required text

Ramos-Dayrit, J. (2018). *Business Negotiations*. Bangkok: Suan Dusit Graphic Site

### 6.2 Essential references

Simon Sweeney, (2004) *Communicating in Business*. Cambridge: Cambridge University Press.

Roger Barnard & Jeff Cady, (2002). *Business Venture 1*. Oxford: Oxford University Press

Roger Barnard & Jeff Cady, (2009). *Business Venture 2*. Oxford: Oxford University Press

### 6.3 Suggested references

Michael C. Donaldson, (2007). *Negotiating For Dummies®, 2nd Edition*. Retrieved from

<http://zxr.es/Negotiating%20for%20Dummies.pdf>

Phil W., (February 26, 2011). *Vocabulary Lists Negotiation*. Retrieved from <https://www.vocabulary.com/lists/40123>

Teacher Joe, (2005). *Negotiate in English*. Retrieved from <http://teacherjoe.us/BusinessNegotiation.html>

## 7. Course Evaluation and Improvement

### 7.1 Strategies for obtaining student feedback on quality of subject

1. The overall students' satisfactions with learning this course showed moderate level (X=3.25). Considering the aspects, good level of Satisfaction illustrated the facilities and the consultation.

i.e. Online Assessment by the University

### 7.2 Strategies for teaching evaluation

1. Independent feedback from students
2. Assessment of results achieved by students
3. Consultation with students' advisors

### 7.3 Processes for Teaching Improvement

1. Discussions with and feedback from colleagues
2. Classroom research
3. Expand knowledge through online teaching courses
4. Attend seminars and conferences to interact with delegates and attend presentations to improve knowledge on teaching strategies.

#### 7.4 Processes for Verifying Standards of Student Achievement

| Learning Outcomes in<br>Five Domains                            | Assessment  |                  |                                 |          |
|---|-------------|------------------|---------------------------------|----------|
|   | Observation | Class Activities | Quiz, Midterm and<br>Final Exam | Homework |
| Morals and Ethics   | ✓           | ✓                |                                 | ✓        |
| Knowledge   | ✓           |                  | ✓                               | ✓        |
| Cognitive skills  |             | ✓                | ✓                               | ✓        |
| Interpersonal skills and<br>responsibilities                    | ✓           | ✓                |                                 |          |
| Communication<br>Information Technology<br>and Numerical Skills | ✓           | ✓                |                                 | ✓        |

#### 7.5 Action planning for verifying and improving effectiveness of the subject

1. Students' feedback on course – lessons and tests
2. Inclusion of topics (if any) as per suggestions by students
3. Assessment of students' display of language and business skills during class exercises and activities