

Course Information			
Code:	MKA5126	Course:	NEGOCIACIÓN Y LIDERAZGO COMERCIAL
Coordination Area / Program:	FAC. CC.EE. INTERNATIONAL BUSINESS		Mode: Presencial
Credits: 04	Teaching hours: 64	Autonomous Learning Hours: 84	
Period: 2018-01	Start date and end of period: del 15/03/2018 al 01/07/2018		
Career: INTERNATIONAL BUSINESS			

Detail of Teaching hours							
Sum: 64	Theory: 56	Practice: 0	Laboratory: 0	Evaluation Theory: 04	Evaluation Practice: 0	Reinforcement Theory: 04	Reinforcement Practice: 0

Course Pre-requisites		
Code	Course - Credits	Career
	> 120 Créditos.	INTERNATIONAL BUSINESS

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
FERNANDEZ CASTRO, JORGE GIOVANNI	jfernandez@usil.edu.pe	LUNES A VIERNES DE 8AMA 5PM	FACULTAD CIENCIAS EMPRESARIALES

Instructors
You can check the timetables for each teacher in their INFOSIL in the <i>Classes Development Teachers</i> option <i>Teachers</i> .

Course Overview
The objective is to provide students with the necessary knowledge, tools and practical experience, to learn important technical aspects of negotiation and be able to lead negotiations in both, a personal and work environment.

Course Competencies	
<b>Professional Competency</b>	CP3 Apply leadership and managerial staff as part of their professional work and puts into practice negotiation techniques "win - win" seeking to establish long-term relationships, demonstrating ethical behavior consistently.
<b>Level of Professional Competency</b>	N3 Apply staff and managerial leadership as part of their professional work and puts into practice negotiation techniques "win - win" seeking to establish long-term relationships , demonstrating ethical behavior consistently.
<b>USIL General Competencies</b>	1.- Comprehensive communication: Communicates in a relevant, clear and effective way in oral, written or gestural form, making appropriate use of information and communication technologies for personal and professional performance. 2.- Bilingual communication: Develops in English using the four language skills: listening, reading comprehension, oral production and written production, with dexterity and fluency for personal, academic and professional performance. 5.- Human Development: Apply their self-knowledge, favoring their autonomy and social commitment to intervene as an active agent in the construction of the person who aspires to be and transform their global environment.

Course Learning Outcomes		
General Learning Outcomes	No.	Specific Learning Outcomes
Provide an understanding about the world of negotiations and its phases. Additionally, acknowledge our personal characteristics to be able to successfully adapt to any negotiation process.	1.1.	Understand the reasons and objectives of a negotiation in various contexts.
	1.2.	Analyse and acknowledge our personality and the personality of our counterparts, and understand how each has an impact on negotiations.
	1.3	Understand the different phases of a negotiation and how to prepare for each phase.
Increase our negotiation competences and the ability to implement our learnings within the various contexts of our daily lives, at an international level.	2.1.	Understand the different communication styles, verbal and non-verbal, in the context of negotiations.
	2.2.	Know the value of actively listening during a negotiation process, and understand its impact on relations.
	2.3.	Know the various norms and methods that different cultures use, their communication styles, and impact on negotiations.
Improve negotiating skills when dealing with different groups of interest.	3.1.	Understand the various strategies and tactics in the world of negotiations, and how these can be identified.
	3.2.	Develop strategies to build and strengthen long-term relationship with other interested parts.
	3.2.	Understand the importance of ethics within a negotiation.

Activity Scheduling

Ses	Sem	(hrs)	Type	Contents	Learning Activities	Resources
<b>Unidad Nº 1: Provide an understanding about the world of negotiations and its phases.</b>						
Specific Outcome: 1.1., 1.2, 1.3						
1	1	4	AP	- Introduction to negotiations. - Type of negotiations (general context).	- Introductory video. - Introduction to the world of negotiations and the importance of such. - Simulation. - Type of negotiations.	- Video. - Course introduction and rules. - Class exercise. - In-class debate.
1	1	6	AA	- Introduction to negotiations. - Type of negotiations (general context).	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
2	2	4	AP	- Phases in the negotiation process.	Reviews negotiation phases, including: - Preparation - Information exchange - Negotiation - Closing and compromise - Follow-up	- Case presentations. - Complementary material presentation. - In-class debate.
2	2	6	AA	- Phases in the negotiation process.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
3	3	4	AP	Negotiating tactics and strategies.	Best alternative to a negotiated agreement (BATNA). - Worst alternative to a negotiated agreement (WATNA). - Starting point and limits. - Zone of possible agreements (ZOPA).	- Case presentations. - Complementary material presentation. - In-class debate.
3	3	6	AA	- Negotiating tactics and strategies.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
4	4	4	AP	- List of errors	List of errors, including: a. Deficient planning b. Negotiation without value-added c. Not paying attention or actively listening d. Assumption that all negotiations will be the same e. Believe that my offer is the best one (lack of objectivity) f. Poor management of negotiating points g. Give way too fast	- Case presentations. - Complementary material presentation. - In-class debate.
4	4	6	AA	- List of errors	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
5	5	4	AP	- Dirty games and how to evade them.	- Negotiating tactics (about structure, crowning, and external actions). - Communication tactics during a negotiation.	- Case presentations. - Complementary material presentation. - In-class debate.
5	5	6	AA	- Dirty games and how to evade them.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
Basic and Supplemental References Required Reading: 1. FISHER, R. & URY, W. (2011). Getting to YES: Negotiation Agreement without giving in (3 <sup>rd</sup> ed.). Saner, R (2008). The Expert Negotiator (3rd ed.). Leiden/Boston, Martinus Nijhoff Publishers. EBRARY. Videos, Alain Lempereur, in PPTs						
<b>Unidad Nº 2: Increase our negotiation competences and the ability to implement our learnings within the various contexts of our daily lives, at an international level.</b>						
Specific Outcome: 2.1., 2.2, 2.3.						
6	6	4	AP	- Verbal and non-verbal communication.	a. Body and verbal language. b. Posture and non-verbal signs. c. Understanding of your counterpart.	- Case presentations. - Complementary material presentation. - In-class debate.
6	6	6	AA	- Verbal and non-verbal communication.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
7	7	4	AP	- Understanding of the different personalities and the different leadership styles.	- Survey and questions about styles and personalities regarding leadership among students. - Discussion about how strengths are used as assets.	- Case presentations. - Complementary material presentation. - In-class debate.
7	7	6	AA	- Understanding of the different personalities and the different leadership styles.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
7	7	2	AV	Review	Use weblinks to recycle and review	USIL Virtual Campus
8	8	4	AP	- The importance of empathy and active listening.	- Empathy and active listening in the information exchange phase, among other phases.	- Case presentations. - Complementary material presentation. - In-class debate.
8	8	6	AA	-The importance of empathy and active listening.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
					a. Punctual negotiations vs. Long-term relations.	- Case presentations.

9	9	4	AP	- Generating trust and building relationships.	b. When to use long-term relations. c. Tactics to generate commitment and trust.	- Complementary material presentation. - In-class debate.
9	9	6	AA	- Generating trust and building relationships.	d. Follow-up methods - Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
10	10	4	AP	- Strengthening relations in the world of negotiations (Role Play).	a. theoretical overview of the importance of managing relations in the field of negotiations and in the workplace. b. Role play based on different situations negotiations.	- Exhibition of cases applied to the session. - Exhibition of clear text. - Debate in class.
10	10	6	AA	- Strengthening relations in the world of negotiations (Role Play).	a. theoretical overview of the importance of managing relations in the field of negotiations and in the workplace. b. Role play based on different situations negotiations.	- Exhibition of cases applied to the session. - Exhibition of clear text. - Debate in class.

Basic and Supplemental References Required Reading: 1. McKay, M. & David, M. (2009). Messages: Communication Skills Book (3rd ed.). USA, New Harbinger Publications 2. Ivey, A., Ivey, M., & Zalaquett, C. (2009). Intentional Interviewing and Counseling. Facilitating Client Development in a Multicultural Society. Brooks/Cole: Cengage Learning 3. <http://www.humanmetrics.com/cgi-win/JTypes2.asp>. Thompson, L. (2005). The Mind and Heart of the Negotiator (

### Unidad N° 3: Improve negotiating skills when dealing with different groups of interest.

Specific Outcome: 3.1,3.2, 3.3

11	11	4	AP	- Ethics.	a. Example of ethical dilemmas. b. Ethical principles to consider in every negotiation.	- Case presentations. - Complementary material presentation. - In-class debate.
11	11	6	AA	- Ethics.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
12	12	4	AP	- Global negotiations.	a. The importance of understanding the cultural orientations and signs in the negotiations. b. Styles of negotiations across cultures and norms.	- Exhibition of cases applied to the session. - Exhibition of clear text. - Debate in class.
12	12	6	AA	- Global negotiations.	a. The importance of understanding the cultural orientations and signs in the negotiations. b. Styles of negotiations across cultures and norms.	- Exhibition of cases applied to the session. - Exhibition of clear text. - Debate in class.
13	13	4	AP	- Case study #1 and #2.	- Case #1: Negotiation in the oil fields of Kazakhstan. - Case #2 - Negotiation in Peru/Ecuador - national borders.	- Case presentations. - Complementary material presentation. - In-class debate.
13	13	6	AA	- Case study #1 and #2.	- Reads and analyzes cases and/or class exercises. - Employs complementary reading material found at virtual library.	- Volunteer team presents in class the complementary reading material. - Personal notes.
14	14	4	AP	Final project presentations. - Evaluation and comments regarding final project.	- Review and open forum.	- Case presentations. - Complementary material presentation. - In-class debate.
14	14	6	AA	- Review	- Review of final project presentations	- Video. - Web.
14	14	2	AV	Review	Use weblinks to recycle and review	USIL Virtual Campus

Basic and Supplemental References Required Reading: 1. Steers, R., Sanchez c., Nardon L. (2013). Management Across Cultures (2nd ed.) (pp 223-258). New York, USA, Cambridge University Press..

### Methodology

A dynamic and participatory methodology is used by combining theory with practical cases, discussion, debates and exercises in addition to the final project.

### Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>65%</b>			
<b>Promedio 1</b>	<b>35%</b>			
Actividad 01	60%		14ta	No
Actividad 02	40%		14ta	No
<b>Promedio de Prácticas</b>	<b>30%</b>			
Práctica 1			3ra	No
Práctica 2			6ta	No
Práctica 3			10ma	No
Práctica 4			13ra	No
<b>Trabajo</b>	<b>35%</b>		14ta	No
<b>Examen Parcial</b>	<b>20%</b>			
<b>Examen Final</b>	<b>15%</b>			

## General Guidelines

### Title III: Attendance

**Article 11:** Attendance to theory lessons, practice lessons, lab sessions and workshops is regulated in each course's syllabus.

**Article 12:** The student will be able to do the follow –up of their attendance record in Infosil. In case he notices an irregularity, there is a three-day deadline (working days) to ask for an official revision of it.

### Title V: Evaluation process

**Article 23:** The student who does not take one or more exams of the Ongoing Evaluation will be able to ask for a make-up exam of only one of them only if the syllabus allows it.

The Academic Calendar indicates the deadline for requesting a make-up exam, the date to pay for it, the fee and the dates when it will be administered. This exam will be about all the topics developed in the syllabus and will replace the exam the student did not take.

**Article 24:** The student who fails to sit for either Mid- term or Final exam on the scheduled date provided in the academic calendar, will be able to take a make- up exam. This grade will replace the exam the student did not take. The student will have 2 (two) days following the day he/she was absent to request the make- up evaluation through Plataforma Institucional. The corresponding fee must be paid in order to process the request.

**Article 25:** The exams have to be taken personally and in-campus or in the branches authorized by the Academic Vice-Presidency. In case that branch is not the regular one where students have their lessons, they will be previously informed. Exams taken through the Virtual Campus are an exception to this article

Midterm, final and make-up exams of the e-learning mode will be administered in-campus, in the classrooms assigned by the university

## Course Specific Rules

### Attendance Policy

Total Percentage Absences Permitted	30%
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The students who reaches or exceeds the total percentage absences permitted for the course, defined by the total of effective hours, will not be able to take the final exam or the equivalent evaluation defined by the course coordination and therefore will get zero (00) as the score.

### Basic and Supplemental References Required Reading

#### Basic References:

[1] Fisher, R. (2011). *Getting to yes : negotiating agreement without giving in* (3a ed.). New York: Penguin.

[2] Fernández, S. (2010). *Técnicas de negociación : habilidades para negociar con éxito* (1a ed.). Bogotá: Ediciones de la U.

#### Supplemental References Required Reading:

[3] Lempereur, A. (2010). *The first move* Hoboken: Wiley. Recuperado de <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/detail.action?docID=480442>

[4] Comejo, E. (2011). *Negociaciones de calidad: teoría y casos* Lima: Editorial San Marcos.

[5] Saner, R. (2012). *Expert negotiator* The Netherlands: Martinus Nijhoff Publishers . Recuperado de <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/reader.action?docID=280793>

[6] Hornickel, J. (2013). *Negotiating Success* New Jersey: Wiley. Recuperado de <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/detail.action?docID=1562635>

### References Supplementary Reading non-binding

[1] Thomas, D. (2009). *Cultural intelligence : living and working globally* (2a ed.). San Francisco, CA: Berrett-Koehler Publishers.

[2] Forsyth, P. (2009). *Negotiation skills for rookies* Singapore: Marshall Cavendish. Recuperado de <https://ebookcentral.proquest.com/lib/bibliosil-ebooks/reader.action?docID=3017186>

[3] McKay, M. (2009). *Messages : the communication skills book* Oakland, CA: New Harbinger Publications.

[4] Morrison, T. (1994). *Kiss, bow, or shake hands : how to do business in sixty countries* Holbrook, Mass: Adams Media.

#### Approved by:

FERNANDEZ CASTRO, JORGE GIOVANNI

Date: 16/03/2018

#### Validated by:

Office of Curriculum Development

Date: 16/03/2018