

# Subject programme

1. Subject name / subject module: **International negotiations**
2. Lecture language: **English**
3. The location of the subject in study plans:
  - Area or areas of the studies: **International Business**
  - Degree of the studies: **1<sup>st</sup> degree** studies
  - Field or fields (implementation of effects standard): **Economics**
4. Supervision of subject implementation:
  - The Institute / Another unit: **Institute of Economics**
  - The person responsible for the subject: **mgr Lidia Shahbazyan**
  - People cooperating in the development of the programme of the subject:
5. The number of hours and forms<sup>1</sup> of teaching for individual study system and the evaluation method

Teaching activities with the tutor																					
Form of classes	Workshop classes	PWS <sup>2</sup>	ECTS <sup>3</sup>	...	PWS	ECTS	...	PWS	ECTS	...	PWS	ECTS	...	PWS	ECTS	...	PWS	ECTS	ECTS	Total	
																					Mode of study
Full-time studies	20	30																			
Part-time studies			2,0																		2,0
Credit rigor <sup>4</sup>	Graded credit																				

6. Student workload - ECTS credits balance<sup>5</sup>  
 1 ECTS credit corresponds to 25-30 hours of student work needed to achieve the expected learning outcomes including the student's own work

Activity (please specify relevant work for the subject)	Hourly student workload (full-time studies/part-time studies)
classic, situational, brainstorming, exercise-training methods - project, case study, SWOT, laboratory, experiments, observations, discussion - panel, round table, paper	25
demonstration, presentation, drama, simulation	25
informative lecture, problem related lecture, conversation lecture, narrative, description, programmed text;	15
<b>Total student workload</b>	<b>65</b>
<b>ECTS credits</b>	<b>2</b>
* Student's workload related to trainings	20
Student's workload in classes requiring direct participation of academic teachers	45

7. Implementation notes: recommended duration (semesters), recommended admission requirements, relations between the forms of classes<sup>6</sup>: *none*
8. Specific learning outcomes - knowledge, skills and social competence<sup>7</sup>

Specific learning outcomes for the subject		Form <sup>8</sup>	Teaching method <sup>9</sup>	Methods for testing of (checking, assessing) learning outcomes <sup>10</sup>
Outcome symbol <sup>11</sup>	Outcome description <sup>12</sup>			
Knowledge <sup>13</sup> the definition of negotiations, information about the industry, the communication process, verbal and non-verbal communication, the importance of appearance in business and negotiations, manipulation, persuasion, mechanisms of interpersonal influence, strategies of negotiations, members of a negotiation team, who a good negotiator is				
Skills <sup>14</sup> building a strong relationship, ability to communicate properly while negotiations, the importance of tone voice, colours, and other factors in business relations, thinking outside the box, cultural conditions of negotiations, social relations				
K_U05	Able to diagnose and interpret the phenomena of conflict situation	Workshop classes	Seminar, simulation games, case studies	Oral colloquium, tasks on ONTE platform, tasks performance with the audience
K_U07	Know how to analyse the problem connected issues, has the idea on the proper ways to solve them in different cultural contexts	Workshop classes	Case studies, seminars, simulation games, discussion, brain storming	Oral tasks, groups discussion, Oxford debate

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	Has the knowledge on what to put attention on while signing and international contract and has the idea how to negotiate them			
K_U12	Is able to negotiate with and within the group; has the idea on self-presentation, including voice tone, appearance, etc.	Workshop classes	Case studies, discussion, practical negotiations within the group and the discussion afterwards	Oral colloquium
Social competence <sup>15</sup>				
K_K01	Has the idea on the importance on negotiations in business and its practical use	Workshop classes	Brainstorm, simulation games	Oral colloquium

## 9. Assessment rules / criteria for each form of education and individual grades<sup>16</sup>

Participation	Grades	Calculations	To the final grade
Test	bdb (5)	5*50%	2.50
Classroom performance	db, dst, bdb (4,3,5)	Average (4+3+5)/3=4 □ 4*20%	0.80
Homework	ndst, db, dst (2,4,3)	Average (2+3+4)/3=3 □ 3*20%	0.60
Attendance	6 out of 8	Participation of attendance 6/8=0,75*5 □ 3,75*10%	0.375
Final result			

0%-60%	ndst	81%-90%	db
61%-70%	dst	94%-100%	bdb

10. The learning contents with the form of the class activities on which they are carried out
- Name of the group of issues - e.g..... lecture
    - Issue 1, 2 ...
  - Name of the group of issues - e.g..... exercises
    - Issue 1, 2 ...
11. Required teaching aids<sup>17</sup>- no special requirements
12. Literature:
- Basic literature (these items must be in WSG resources):
    - Rządca R. A., Wujec P., 2001, *Negocjacje*, Polskie Wydawnictwo Ekonomiczne, Warszawa.
    - Nęcki Z., 2000, *Negocjacje w biznesie*, Antykwa, Kraków.
    - Cialdini R., 2002, *Wywieranie wpływu na ludzi*, GWP, Gdańsk.
    - Mastenbroek W., 1998, *Negocjowanie*, PWN, Warszawa.
  - Supplementary literature: notation as above n/a
    - Roger Fisher, W. L. Ury, Bruce Patton, 2011. *Getting to Yes: Negotiating Agreement Without Giving In*. Publisher: Penguin Books
  - Internet sources: page address, status of as of: n/a
13. Available educational materials divided into forms of class activities (Author's compilation of didactic materials<sup>18</sup>, e-learning materials, etc.)
- <https://onte.wsg.byd.pl/moodle2.0/course/view.php?id=8159>
14. Teachers implementing particular forms of education

Form of education	Name and surname
1. Workshop classes	Mgr Lidia Shahbazyan
2. ONTE platform tasks and activities	Mgr Lidia Shahbazyan

01.10.2022

Date

*Lidia Shahbazyan*

Signature of the person responsible for the subject

<sup>1</sup> A maximum of 3 forms of class activities for first cycle and second cycle studies or 4 forms of class activities for engineering studies are allowed. Forms of classes in direct contact: *lectures, exercises, laboratory classes, workshop classes, field classes, clinical classes, trainings, language classes, project classes*. Forms of classes in indirect contact: *didactic consultations, training, remote classes*.

<sup>2</sup> PWS: Number of hours, student's individual work. In cases where class activities in indirect contact are assigned to a given class activity in direct contact, the student's individual work hours should be assigned to class activities in direct contact

<sup>3</sup> ECTS: 1 ECTS = 25-30 hours of student workload, i.e. participation in class activities and student's individual work. In cases where class activities in indirect contact are assigned to a given class activity in direct contact, ECTS points should be assigned to class activities in direct contact

<sup>4</sup> Credit rigor - In cases where class activities in indirect contact are assigned to a given class activity in direct contact, the evaluation method should be assigned to class activities in direct contact

<sup>5</sup> Example for a subject conducted in the form of 30 hours of lecture and 30 hours of exercises, which has been assigned 5 ECTS points

Activity (please specify relevant work for the subject)	Hourly student workload (full-time studies/part-time studies)
Participation in lectures	30 h
Participation in exercises*	30 h
Independent study of lectures	15 h
Independent preparation for exercises*	24 h
Participation in consultations*	5 h
Implementation of the project and documentation*	21 h
Preparation for examination	8 h
Participation in the exam	2 h
<b>Total student workload</b>	<b>135 h</b>
<b>ECTS credits</b>	<b>5 ECTS</b>
* Student's workload related to trainings	30+24+5+21=80 h 3 ECTS
Student's workload in classes requiring direct participation of academic teachers	30+30+5+2=67 h 2 ECTS

<sup>6</sup> In the absence of relations or outcomes *none* shall be entered

<sup>7</sup> Number of outcomes should not exceed three for each group.

<sup>8</sup> In accordance with section 5 of subject description.

<sup>9</sup> Choose among: 1. **Expository methods:** informative lecture, problem related lecture, conversation lecture, narrative, description, programmed text; 2. **Inquiry methods:** problem related - classic, situational, brainstorming, exercise-training methods - project, case study, SWOT, laboratory, experiments, observations, field measurements, discussion - panel, round table, scoring, seminar, paper; 3. **Demonstrating methods:** demonstration, presentation, drama, simulation

<sup>10</sup> Each learning outcome must have an assigned verification/evaluation method, e.g:

**Knowledge:** written work, tests, multiple tests, research report, project, oral statements (including substantive contribution to discussions, debates, simulations), interpretation of the text, etc.

**Skills:** participation in discussion and debate, simulation and staging (e.g. the election campaign), analysis of information on a given topic, projects, exhibitions, promoting university or local community, etc., performing tasks individually or in groups, etc.

**Social competence:** tests, self-assessment (oral / written), peer/teacher assessment, observation, portfolios, case studies, etc.

<sup>11</sup> The source of learning outcomes is the matrix of outcomes adopted for fields of study. From there, a teacher should download the symbols of effects applicable to the subject. Learning outcomes do not determine what the lecturer is to provide to students with, but define what knowledge, skills and competence students will be able to demonstrate after completion of the course, and the instructor proves it. It is recommended that a description of each learning outcome begins with a verb in the active side, e.g. Student knows, defines, modifies, organizes ...

<sup>12</sup> Description of effects carried out on the subject elaborates the field of study effects.

<sup>13</sup> Knowledge about: facts, principles and laws of nature, human mind and society, practical - associated with professional experience relating to the social ability to cooperate and communicate with various types of people and experts. Examples of verbs to be used: know, enumerate, define, classify, describe, evaluate, judge, distinguish

<sup>14</sup> Skills: the ability to complete tasks and solve problems specific to the field of learning or professional activity; Practical: the student can do something, to demonstrate, to change, to create; Cognitive: analysis, synthesis, comparison, evaluation.

<sup>15</sup> Social competence: the ability to shape their own development with autonomous and responsible participation in professional and social life, including the ethical context of their conduct; component knowledge and skills, have developed in the course of action. Examples of verbs to use: listen, speak, communicate, solve problems, challenge, propose, revise, verify, choose.

<sup>16</sup> **Recommended rules of grading**

Percentage of each activity in the final evaluation:

The final test (tests)	up to 50%
Tasks performed in the classroom	at least 20%
Homework	at least 20%
Presence	up to 10%

Example calculation of the final grade

Participation	Grades	Calculations	To the final grade
Test	bdb (5)	5*50%	2.50
Classroom performance	db, dst, bdb (4,3,5)	Average (4+3+5)/3=4 □ 4*20%	0.80
Homework	ndst, db, dst (2,4,3)	Average (2+3+4)/3=3 □ 3*20%	0.60
Attendance	6 out of 8	Participation of attendance 6/8=0,75*5 □ 3,75*10%	0.375
Final result			

An example of the scale of assessment using a variant of point assessment:

0%-60%	ndst	81%-90%	db
61%-70%	dst	94%-100%	bdb

<sup>17</sup> Select from: a specialized laboratory, teaching equipment, teaching aids, specialized software (name and version), no special requirements.

<sup>18</sup> Arbitrary set of teaching materials used by the teacher while giving classes.