

For this course, you will need reliable and frequent access to a computer and to the Internet, as well as any additional technology and resource requirements spelled out below.

Your Web browser must have JavaScript enabled for you to access your courses properly within Canvas. In addition, Canvas will display popups with information, so popup blockers may need to be disabled. If you need technical support for any of the above, please contact the Help Desk using the contact information below.

## **911 Cellular: Emergency Warning System for Texas A&M University – Central Texas**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [ <https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management> ] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

*(statement updated Spring 2018)*

## **COURSE INFORMATION**

### **Course Objective**

This course is targeted for persons of all backgrounds and majors who wish to increase their personal and professional effectiveness in reaching agreement for mutual advantage.

The course will cover such topics as distributive negotiation, integrative negotiation, biases and pitfalls in negotiation, building trust, developing a negotiation style, power, persuasion, ethics, creativity and problem solving. The course will be evenly split between theoretical lecture/discussion and practical application / skill development, including in-class role plays and practice “on the street.”

Practice negotiations will cover a broad array of structures (two-party, multi-party, single-issue, multi-issue, iterated, principal-agent, cross-cultural, etc.) and will include a broad assortment of contexts such as consumer purchases, salary negotiations, real estate negotiations (including purchasing a house), negotiating a vendor contract, and negotiating the sale of a business.

## Student Learning Outcomes, or SLOs (i.e., outcomes specific to this course):

Upon successful completion of this course, students will be able to:

1. Explain the importance and prevalence of negotiation as a professional and personal skill
2. Identify and describe the most common myths and traps of negotiating, why they occur, and why training and practice are essential to avoid/overcome them and to improve negotiating skills
3. Define and describe the constitutive elements and structure of distributive negotiating, recognize and explain when it is most appropriate, and effectively engage in it
4. Define and describe the constitutive elements and structure of integrative negotiating, recognize and explain when it is most appropriate, and effectively engage in it
5. Analyze and accurately assess the quality of negotiated outcomes
6. Describe the importance of preparing for negotiation, know the procedure one should follow to effectively prepare for negotiation, and demonstrate effective preparation techniques
7. Diagnose and describe one's own negotiating style, describe the pros and cons of this style, and explain how this knowledge can be used to improve one's negotiating outcomes
8. Describe the basic psychology, economics and ethics of negotiation, including the role of power, influence, and trust
9. Articulate the importance of, and demonstrate the use of creativity and problem solving in achieving high-quality negotiated outcomes
10. Describe the impact of communication media (especially email) in negotiation
11. Describe elements of national culture that affect negotiations, and apply this knowledge within a simulated cross-cultural negotiation
12. "Take the music beyond where you found it": expand your own negotiation knowledge and practice by integrating additional print sources of negotiation knowledge not included in this syllabus.

## General Learning Outcomes, or GLOs (i.e., outcomes NOT specific to this course)

By engaging in this course in pursuit of the above SLOs, students will also develop in each of the following general cognitive and practical skill areas:

- A. **Analogical thinking.** Analogical thinking involves the application of terms and conceptual models to specific—and especially new—contexts.
- B. **Analytical thinking.** Analytical thinking involves the careful consideration of data in an attempt to answer diagnostic-type questions such as, "What is happening here?" "How do these facts all relate to each other?" and "What does it all mean?" Analytical thinking is the bedrock of decision-making: it is only after engaging in analytic thinking that one should begin to ask the questions, "is this good or bad?" and "what should I do?"