



**Subject:** Negotiation and Persuading Skills – BCOXX14316

**Type of course:** Skill Enhancement Courses (SEC)

**Prerequisite:**

Students must have a basic understanding of communication skills, conflict resolution and decision making process.

**Rationale:**

The course equips students with essential Negotiation and Persuasion skills to effectively navigate and influence business decisions and relationships.

**Teaching and Examination Scheme:**

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P		C	SEE	CCE	
			MSE			ALA	
2	0	0	2	50	20	30	100

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

2 Credits \* 25 Marks = 50 Marks (each credit carries 25 Marks)

SEE 50 Marks will be converted in to 25 Marks

CCE 50 Marks will be converted in to 25 Marks

It is compulsory to pass in each individual component.



**Course Content:**

Sr. No	Course content	Hrs	% Weightage
1	<b>Introduction to Negotiation</b> <ul style="list-style-type: none"> <li>• Definition, importance, and scope</li> <li>• Types of Negotiation</li> <li>• Negotiation Process</li> <li>• Key Negotiation Skills</li> <li>• Negotiation Styles</li> </ul>	14	25
2	<b>Persuasion Techniques in Negotiation</b> <ul style="list-style-type: none"> <li>• Definition and significance in negotiation</li> <li>• Principles of Persuasion</li> <li>• Persuasive Communication</li> <li>• Psychology of Persuasion</li> <li>• Ethical Issues in Persuasion</li> </ul>	13	25
3	<b>Advanced Negotiation Strategies</b> <ul style="list-style-type: none"> <li>• BATNA, ZOPA anchoring, and concession strategies</li> <li>• Cross-Cultural Negotiation</li> <li>• Power Dynamics in Negotiation</li> <li>• Multi-Party Negotiation</li> <li>• Conflict Management</li> </ul>	16	25
4	<b>Negotiation in Business Contexts</b> <ul style="list-style-type: none"> <li>• Sales negotiations, labor negotiations, mergers and acquisitions, and stakeholder negotiations</li> <li>• Technology in Negotiation: The role of digital tools, online negotiation platforms, and virtual negotiations</li> <li>• Negotiation Ethics and Legal Considerations</li> </ul>	17	25

**Continuous Assessment:**

Sr. no	Active Learning Activities	Marks
1	<b>Persuasion Pitch :</b> Students create a persuasive pitch on a given topic (e.g., convincing a company to adopt a new policy) which include persuasive techniques and submit the PPT on GMIU Web Portal.	10



2	<b>Negotiation Strategy Analysis:</b> Students will be given a case study or video of a negotiation. Students analyze the strategies used, identify strengths and weaknesses, and suggest improvements prepare a PDF report on GMIU Web Portal.	10
3	<b>Persuasion Strategy Development:</b> Students need to select a real-world issue or product and develop a comprehensive persuasion strategy to address it (e.g., promoting a new product to a specific target audience). They present their strategy, including tactics, messages, and expected outcomes and upload the PDF report on GMIU Web Portal.	10
Total		30

**Suggested Specification table with Marks (Theory): 50**

Distribution of Theory Marks (Revised Bloom’s Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	40%	30%	10%	20%	0%	0%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcome:**

After learning the course, the students should be able to:	
CO1	Understand of basic negotiation concepts, types, and styles.
CO2	Execute persuasion principles ethically in negotiation settings.
CO3	Gain Proficiency in handling advanced negotiation scenarios and conflict resolution.
CO4	Apply negotiation skills in real-world business contexts.



### **Instructional Method:**

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction. Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses. The internal evaluation will be done on the basis of Active Learning Assignment.

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

### **Reference Books:**

- [1] Fisher, R., Ury, W., & Patton, B. (2011). Getting to Yes: Negotiating Agreement Without Giving In.
- [2] Cialdini, R. B. (2006). Influence: The Psychology of Persuasion.
- [3] Lewicki, R. J., Saunders, D. M., & Barry, B. (2015). Negotiation.

