



# Course Specification (Bachelor)

**Course Title: Negotiation and Counseling** 

Course Code: HRMT 342

**Program: Bachelor in Business Administration** 

**Department: Business and Marketing** 

**College: College of Business** 

**Institution: Jazan University** 

**Version**: Course Specification Version Number

**Last Revision Date**: *Pick Revision Date*.





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A. G	A. General information about the course:				
1. C	ourse Identificat	ion			
1. 0	Credit hours: (3	)			
2. 0	Course type				
A.	☐ University	□ College	□ Department	□ Track	□ Others
В.	⊠ Required		□ Electi	ve	
3. L	evel/year at wh	ich this course is	s offered: ( 9 <sup>th</sup> le	evel/3 <sup>rd</sup> year)	
4. 0	4. Course general Description:				
	This course focuses on the different aspects of negotiation and counseling and opportunity to the students to develop the required skills in this field.				•
5. F	5. Pre-requirements for this course (if any):				
N/A	N/A				
6. 0	6. Co-requisites for this course (if any):				

#### 7. Course Main Objective(s):

Course Main Objective

N/A

- 1. To inculcate the understanding about the process of negotiation and counseling
- 2. To develop skills of negotiation and counselling among the students
- 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	33	100%
2	E-learning		
	Hybrid		
3	<ul> <li>Traditional classroom</li> </ul>		
	<ul><li>E-learning</li></ul>		
4	Distance learning		





# **3. Contact Hours** (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		33

# B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and under	standing		
1.1	Understand complex theory and practice of negotiation in particular and conflict resolution in general.	K1	<ul> <li>Lectures</li> <li>Group</li> <li>discussions</li> <li>Individual</li> <li>and collaborative</li> <li>activities</li> <li>Pair and</li> <li>group</li> <li>discussions</li> </ul>	<ul> <li>Midter</li> <li>ms</li> <li>Final</li> <li>exam</li> <li>Quizzes</li> <li>Class</li> <li>participation</li> <li>Assignm</li> <li>ents</li> </ul>
1.2	Understand the range of choices regarding negotiation strategy and the most appropriate circumstances for using each.	K2	<ul> <li>Lectures</li> <li>Group</li> <li>discussions</li> <li>Individual</li> <li>and collaborative</li> <li>activities</li> <li>Pair and</li> <li>group</li> <li>discussions</li> </ul>	<ul> <li>Midter</li> <li>ms</li> <li>Final</li> <li>exam</li> <li>Quizzes</li> <li>Class</li> <li>participation</li> <li>Assignm</li> <li>ents</li> </ul>
1.3	Apply an understanding of the role of principals,	К3	<ul><li>Lectures</li><li>Group</li><li>discussions</li></ul>	<ul><li>Midter</li><li>ms</li><li>Final</li><li>exam</li></ul>



Code	Course Learning Outcomes agents and third parties in negotiations.	Code of PLOs aligned with program	Teaching Strategies Individual and collaborative activities Pair and group discussions	Assessment Methods Quizzes Class participation Assignm ents
2.0	Skills			
2.1	Demonstrate the appropriate negotiation skills and techniques to run a business organization.	S3	<ul> <li>Lectures</li> <li>Group         discussions</li> <li>Individual         and         collaborative         activities</li> <li>Pair and         group         discussions</li> </ul>	<ul> <li>Midterms</li> <li>Final exam</li> <li>Individual         Assignments     </li> <li>Group         Assignment     </li> </ul>
2.2	Develop Information technology and written communication skills	S2	<ul> <li>Lectures</li> <li>Group discussions</li> <li>Individual and collaborative activities</li> <li>Pair and group discussions</li> </ul>	<ul> <li>Midterms</li> <li>Final exam</li> <li>Individual         Assignment     </li> <li>Group         Assignment     </li> </ul>
3.0	Values, autonomy, and	d responsibility		
3.1	Explain how power, emotion relationships and ethical considerations can condition negotiation processes.	V1	<ul> <li>Individual problem-solving activities</li> <li>Pair and group discussions and activities</li> </ul>	<ul> <li>Class</li> <li>participation</li> <li>Observat</li> <li>ion</li> <li>Individua</li> <li>I Assignments</li> <li>Group</li> <li>Assignment</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Gain an appreciation for individual and cultural differences and be able to diagnose and adjust negotiation strategies accordingly.	V2	<ul> <li>Individual problem-solving activities</li> <li>Pair and group discussions and activities</li> </ul>	<ul> <li>Class         <ul> <li>participation</li> <li>Observation</li> </ul> </li> <li>Individual Assignments</li> <li>Group Assignment</li> </ul>
•••				

#### **C.** Course Content

No	List of Topics	Contact Hours
1.	UNIT - 1 Introduction to Negotiation: Negotiation – Meaning – Definition -Importance.	3
2.	UNIT - 1 Introduction to Negotiation: Principled Negotiation, functional contents of Negotiation, developing a Strategy.	3
3.	UNIT - 1 Introduction to Negotiation: Bargaining, Closing, points to be remembered in negotiation process,	3
4.	UNIT - 2 Process & Strategy of Negotiation: Negotiation Process – Issues, Preparation for Negotiation.	3
5.	UNIT - 2 Process & Strategy of Negotiation: Negotiation Strategy and Planning, Approaches to Negotiation – Distributive Bargaining – Integrative Negotiation.	3
6.	UNIT - 2 Process & Strategy of Negotiation: Negotiation Process – Issues, Preparation for Negotiation, Negotiation Strategy and Planning,	3
7.	UNIT - 3 Negotiation Sub-Processes: Moods, Emotion and Negotiation – Positive & Negative Emotions and Moods.	3
8.	UNIT - 3 Negotiation Sub-Processes: Purpose, Component & Advantages of Emotions, Communication in Negotiation.	3
9.	UNIT-3 Negotiation Sub-Processes: Advantages of Emotions, Communication in Negotiation. Role of communication – Key aspects of communication.	3
10.	UNIT - 4 Counseling: Counseling – Meaning – Definition – Nature – Functions – Goals – Need – Causes – Levels. Counselor – Meaning – Functions- Counseling Process - Approaches to Counseling, Evaluation of Counseling.	3
11.	Revision of Final Exam (All 4 Units)	3
	Total	33



#### **D. Students Assessment Activities**

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Class participation, Assignments	1 - 10th	10%
2.	Quiz 1, 2	9 - 10th	10%
3.	Midterm	Week 5 & 6	30%
4.	Final exam	Week 12 & 13	50%

<sup>\*</sup>Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

#### **E. Learning Resources and Facilities**

# **1. References and Learning Resources**

Essential References	Negotiation: communication for diverse setting by Micheal
	L.Spangle and Myra Isenhart, sage south asia edition 2011
Supportive References	Counseling and guidance ,Tata McGraw Hill,2nd edition2001 Negotiation and counseling (B.D singh) IMT,Ghaziabad
Electronic Materials	
Other Learning Materials	Saundary and barry- negotiation ,Tata Mc Graw Hill, 5th edition2000

#### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms to facilitate student engagement ,collaboration and connection between lecturer and student with:  Movable tables and chairs conductive to group discussion and group work.  Good lighting control.
Technology equipment (projector, smart board, software)	<ul> <li>Smart classroom equipment including data show.</li> <li>Instructor station with Tablet PC-like technology.</li> <li>Multiple electronic display surfaces (LCD projectors, etc.).</li> <li>Reliable network connectivity.</li> <li>Laptop connection for instructor and student hook ups.</li> </ul>



Items	Resources
	Electrical Outlets.
Other equipment (depending on the nature of the specialty)	

# F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Indirect
Effectiveness of	Program Leader, External	Direct
Students assessment	evaluator	
Quality of learning resources	Instructor, Students	Indirect
The extent to which CLOs have been achieved	Quality Committee	Direct
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods (Direct, Indirect)** 

#### **G. Specification Approval**

COUNCIL /COMMITTEE	SCIENTIFIC COMMITTEE OF THE DEPARTMENT OF MANAGEMENT AND MARKETING
REFERENCE NO.	2ND MEETING, ACADEMIC YEAR 2025, SUBJECT NO.3
DATE	12-09-2024

