

Module Design and Teaching Skills in Bilingual Education of Negotiation

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Abstract—the bilingual education of negotiation has taken more and more Chinese educators' attention. This paper, according to the practice and teaching experiences in Tianjin Institute of Urban Construction, presented how to structure a course and which teaching skills can be used in the process of the negotiation bilingual education. The four challenges were listed and discussed in the end of the paper, included: the complexity of instructor's role, the integration of teaching skills, English level of students, and participation attitude of students in the course.

Keywords—negotiation; bilingual education; multidisciplinary ; role-plays; simulations

I. INTRODUCTION

With development of globalization, skills and methods of the negotiation has become indispensable in the communication between countries. In China, the study of negotiation is taken concern in recent years, because many negotiators lack communication skill so as to confront with difficulties in related issues. For higher education institutes (HEI), how to educate students with international negotiation skill and knowledge is an important issue, therefore, it is very necessary to offer bilingual education of negotiation by HEI.

However, in education methods and module design, there is a great difference between western countries and China. Chinese students don't like to join the instruction process actively, but western students do. Therefore, in Chinese class, there is a little communication between instructors and students. Actually, mutual communication is very important in the studying process of negotiation skills, which creates student's ability of innovation and decision making.

This paper, based on the bilingual education practice of negotiation offered by Tianjin Institute of urban construction, provides a module design and presents a series of teaching skills of the bilingual education of negotiation. And a furthering discussion is made from four aspects, including the complexity of instructor's role, the integration of teaching skills, English level of students, and participation attitude of students in the course.

II. STRUCTURING THE COURSE

A. Multidisciplinary resources integration

Comparing with some doctoral-level instruction which may wish to teach only theory and research, the undergraduate level generally wants to structure a course that is designed to improve the student's negotiating behavior, offering a blend of theory and skill practice, improving students to recognize the relation between theoretical principles and actual behavior[1].

Most academic courses emphasize only one perspective and theory, but negotiation is no exception. There is a large volume of material available on the negotiation process, and knowledge from many different perspectives, such as psychology, economics, communications, sociology, law, and political science [2]. Roy J. Lewicki made a conclusion about the knowledge and perspective involving the negotiation in the following table.

TABLE I. THE KNOWLEDGE AND PERSPECTIVE INVOLVING NEGOTIATIONS

The knowledge and perspective involving negotiations
a) The dynamics of interpersonal and inter-group conflict;
b) An overview of the negotiation process;
c) The economic structure of negotiation, and some exposure to game-theoretic models;
d) The basics of competitive, distributive, win-lose negotiation;
e) The basics of collaborative, integrative, win-win negotiation;
f) Negotiator ethics;
g) The use of power, and negotiating in unequal power relations;
h) Communication and perception dynamics;
i) Multiparty negotiations, including negotiating coalitions, and negotiations within groups and teams
j) The nature of negotiations across national cultures;
k) Individual differences in personality and gender as they affect negotiations;
l) Approaches for resolving unproductive negotiations, including the use of third parties.

Considering the interdisciplinary of the module, the instruction involved various knowledge and perspective,

besides the textbook, many instruction chapters are based on the references book so as to make the instruction colorful, logical and consistent with the requirement of teaching program. As a result, the outline of the teaching program is listed following:

TABLE II. THE OUTLINE OF TEACHING PROGRAM

The outline of teaching program
Chapter one: the nature of negotiation
Chapter two: the basic theory of negotiation
Chapter three: negotiation: Strategy and planning
Chapter four: negotiation: opening session
Chapter five: negotiation: bargaining
Chapter six: negotiation: settlement
Chapter seven: perception, cognition, and emotion
Chapter eight: communication
Chapter nine: international and cross-cultural negotiation
Chapter ten: etiquette of negotiation

For making students understand the content of negotiation better, the instructors introduce a series of theory from psychology, management, sociology, and economics, including: need theory, game theory in Chapter 2, strategic management model in Chapter 3, consumer buying decision making theory in Chapter 5, perception and emotion theory in Chapter 7, cross-culture knowledge and etiquette in Chapter 9 and 10.

B. Bilingual instruction

Because of the bilingual module, English would play an important role in the instruction process. However, students are not from the English major, which means instructors should take concern about their English presentation, and utilize simple words to make sure everyone make a sense.

Meanwhile, instruction should consider to use picture shows, case studies, audio, PowerPoint, which make the instruction more vividly and easier to understand by students. Besides, it is also necessary that students should make a preview and preparation of information and knowledge of the module.

C. Text book choice

A successful textbook is critical to help students to catch the points of instruction better. There three methods to choose a textbook in this situation, including:

1) English version textbooks from foreign countries

These textbooks have characteristics with large information, various cases and being logical [3]. Meanwhile, these textbooks can provide a good environment of English language so as to help students to practice their English. However, large information and English words also affect student's understanding of knowledge. And the content of these textbooks are usually inconsistent with the teaching program of Chinese universities.

2) Doing-self Bilingual textbooks

Because these textbooks are edited by Chinese negotiation instructors, the content is consistent with the teaching program of Chinese universities. Meanwhile, the

language is easier to understand by Chinese students. However, the edit of textbook is a hard work, which requires instructors to understand the content and outline of the negotiation very well, and have a excellent English level.

3) Foreign English version textbooks adapting by Chinese authors

Considering the advantage and disadvantage of the English version textbook from foreign countries, many Chinese instructors try to adapt textbooks, keeping the colorful and logical nature of western textbooks, and cutting down contents which are inconsistent with Chinese teaching requirement.

Based on the instruction and practice of several years, the authors of this paper choose the third textbook, getting three English version textbooks which are published in the world and adapted by Chinese authors. Considering the student's English level, the authors then invited English instructors to review and choose one from the three books to make sure that the chosen book is easier to be understood than the others. Meanwhile, several references book are also provided for students, including some Chinese version of negotiation and academic books from other areas such as economics, management, and psychology.

III. TEACHING SKILLS OF NEGOTIATION BILINGUAL EDUCATION

A. Integration between theory instruction and case study

Different learning groups need to receive varying exposure to different components of the learning module. For understand students, it is more comfortable with theory and abstraction, and more able to work with conceptual models that may not have ready application [2]. Meanwhile, case analysis can be used to compensate their lack of working practice and experience.

Negotiation case studies are another major learning vehicle for undergraduate. Cases expose students to the negotiating behavior of others, encouraging examination of behavior in the context in which it occurs [4]. Cases can be discussed in class or may be given as examinations to test student's ability of theoretical analysis and application. Meanwhile, videos are also good case material, presenting students opportunities to observe verbal and nonverbal behavior as well as negotiation techniques. However, it is difficult for instructors to get quality case-oriented films and videos. For doing so, the authors in this paper, based on the collection and selection of useful materials, present a series of case studies and videos. Some of them come from press, such as effective negotiation offered by Oxford university press; the others are taken from the film. Although it is hard to find a film focus on a successful negotiation, much scenario may involve a negotiation. As a result, the authors edit some films, and "create" many negotiation films. Base on the film and videos, students would present a group report or make a discussion about the scenery of the film, which promotes students join the study environment, and not just be audiences.

B. Role-plays and simulations

Another important skill for introducing actual negotiating behavior in instructions is through role-playing and simulations. Based on the review of the situation, Roy J. Lewicki made a conclusion on the utilization of role-playing and simulations. He (2012) pointed that some instructors used role-plays and simulations at the beginning of a course, and others use them in the middle or later parts of the course. For the first one, instructors hope to acquaint students with the behavior before the theory is set up; for the latter one, instructors try to illustrate key principles and theory, and tell students how they works [5]. Besides, some instructors use role-playing and simulations throughout the course, beginning with simple scenarios, and then more complex with the course progresses.

The authors in this paper use the third one, because this method can begin with simple scenarios which make students have a outline and impression, and the next role-playing and simulations would integrate with the theory and information presented by the instructors so as to promote student's understanding.

Role-playing and simulations can be conducted during class time, or set up at the end of a class and finished by students on their own. In the module organization, the authors in this paper use the two methods. In-class role-playing and simulations help instructors to describe the theory and knowledge, monitor student behavior closely, and make a communication with students. After-class role-playing and simulations is also necessary. By the end of the class, instructors give one week for students, and ask them to prepare a group work to simulate a business negotiation. The scenario of the negotiation is designed by instructors, such as: real estate company A want to buy cements and steels form Company B. The presentation would be scored, and be part of student's final score.

C. Grading

Several instructors have experimented with grading students on their negotiating behaviour [5]. Some instructors grade students based on the result, for example, instructors present various settlement packages with different score point, and assign grades based on the points the students get. Another instructors grade students based on the negotiation process. According to the skills and theory utilization presented by students, instructors give a score.

The authors of this paper integrate the above two methods, grade students based on their written report, simulation process, and role-playing, testing them from the progress and result. The testing standard is listed following.

TABLE III. SCORE STANDARD

	Item	Score
standard	Written report (50%)	a) <i>structure and logic</i> (10%) b) <i>content analysis</i> (10%) c) <i>theory and skills utilization</i> (10%) d) <i>specification and norm</i> (10%) e) <i>treaty wording</i> (10%)
	Simulation process (30%)	f) <i>preview and preparation</i> (5%) g) <i>division of labour</i> (5%) h) <i>skills</i> (10%) i) <i>result of negotiation</i> (5%) j) <i>group presentation</i> (5%)
	Playing role (20%)	k) <i>individual English presentation</i> (5%) l) <i>individual contribution</i> (5%) m) <i>reaching role requirement</i> (10%)

D. Simple words

One of the important thing in the bilingual education of negotiation is how to use English in the instructing process. Based on instruction of several years, the authors in this paper believe that simple is very evitable. In the instructing process, students need to read, listen, speak and write by English in most of time, however, the students is not from the English major, the "big words" can not be accepted by students, and complex communication by English is also a hard work for students, therefore, simple words are very important for students to understand what instructor say. For many complex scenario, instructors should use Chinese for explanation. Besides, instructors can play short English music and video for students, which put students in the English context, and have an opportunity to relax.

IV. DISCUSSION

In the process of negotiation bilingual education, the authors of this paper analyze and integrate a series of the teaching skill, but several unique challenges and problems can not be avoided by instructors, including the complexity of instructor's role, the integration of teaching skills, English level of students, and participation attitude of students in the course.

A. Multiple Instructor Roles

Comparing with the traditional academic course, instructors should play multiple roles in the negotiation bilingual education. On one hand, instructors must continue to act as formal educators; on the other hands, instructors have to take responsibilities as classroom managers, referees, mediators and counselors. It sounds that these roles and accompanying responsibilities can be distncted and explicit, however, as the matter of fact, they are frequently vague or in direct conflict [2]. How to balance the different roles and achieve the transfer among the roles is a hard work for instructors.

Therefore, the authors believe that instructors should understand their roles clearly in every minutes, and especially being as educators, which is the first role of instructors. Other roles serve for the first role. Instructors should change their roles based on being as educators.

B. Integration of teaching skills in bilingual education

The bilingual education has become an important direction in the reform of higher education. Comparing with natural science, human and cultural science has more individual characteristics. The negotiation, based on its nature, need to integrate different teaching skills, including case analysis, theory instruction, video studies, simulation, role-playing, group discussion and individual presentation. Therefore, instructors should recognize how to integrate the different methods to maximize the performance of the module. Teaching experience and familiar of module structure would be very necessary in this process. Meanwhile, student's preparation and preview are also important, which would promote the efficiency of the teaching process.

C. Different English level of students

Comparing with Chinese education, English level is an important factor affecting the level of bilingual education. However, students are usually not from the English major, which means their English level may be significant different. As a result, students have different understand level for the instruction contents. Teaching program can not reach all students' requirement. Some students want more, but others fall behind. One of solutions is to design and offer different teaching program for students with different English level. For example, instructors can divide students into two groups, students in group A have better English level than that in B, which means instructors can provide more information and knowledge for group A, and module progress would be accelerated.

D. Participation attitude of students in the course

The different education model leads to different learning attitude of students. In China, students would like to keep silence in the class, and they don't like to join the discussion, present their opinion, finish group reports, or ask questions.

How to encourage students play important roles in the instruction process is a great challenger.

The authors believe that first of all is to look for and stimulate student's interest, altering student's examination orientation thinking, convincing them to take interest in the negotiation so as to make them believe that they can learn some interesting and important things from the module. Besides, different teaching skills such as, case analysis, video, and simulations are also important tools to attract student's attention.

V. CONCLUSION

In recent years, the bilingual education of negotiation takes much concern in instructors. This paper, based on several years of instruction experiences, sets up a module structure, lists a series of teaching skills, and discusses the future challenge in the design and organization of the module structure. In China, the bilingual education of negotiation has achieved a great development, but there is a long way to go in future.

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