

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester B in 2016/2017**

Part I Course Overview

Course Title: High Performance Collaborations

Course Code: MGT6209

Course Duration: One Semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) MGT5204 Organizational Behavior

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to:

- provide students with the concepts of collaborative activities with parties both internal and external to the organization;
- provide students with concepts of team building, negotiation, and conflict resolution as tools to build and manage collaborations in business settings;
- develop students' ability to identify and analyze contextual factors which will influence collaborative activities;
- equip students with the team building, negotiation, and conflict resolution behavioral skills associated with collaborative activities;
- develop students' abilities to achieve successful outcomes in collaborative activities with parties both internal and external to the organization.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate an understanding and mastery of the key academic and theoretical literature underpinning collaborative activities with parties both internal and external to the organization.		√	√	
2.	Master the key behavioral and interpersonal skills needed for success in collaborative activities.		√	√	
3.	Demonstrate the ability to analyze a situation involving negotiation or conflict and to identify key factors which would influence collaborative processes and outcomes.			√	√
4.	Demonstrate the ability to apply the appropriate analytical and behavioral skills needed to bring about the desired outcome to a problem requiring collaborative action.			√	√
		100%			

- A1: *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
- A2: *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
- A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
<u>Readings.</u>	Students read from a list of articles, selected to discuss both theoretical and practical aspects of collaboration, team building, negotiation, and conflict resolution.	X						
<u>Lecture.</u>	Short lectures are used to explain key concepts and examples, concentrating upon the logic and rationale of collaboration, team building, negotiation, and conflict resolution practices.	X						
<u>Discussion/ practice exercises.</u>	Students engage in individual and group exercise in the class. These exercises are designed to stimulate student thinking on the principles and practices of collaboration, team building, negotiation, and conflict resolution. The instructor will guide the discussions based upon the conceptual frameworks in negotiation and conflict resolution.	X	X	X	X			
<u>Simulation exercises.</u>	Simulation exercises are used in certain weeks to enhance the mastery of actual behavioral skills needed in collaboration, team building, negotiation, and conflict resolution. Students will prepare their positions ahead of time, and will be assessed upon both their application of skills and the results obtained.	X	X	X	X			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100%</u>								
Contribution to <u>discussions and exercises</u> in class.	X	X	X	X			20%	
<u>Group project and presentation</u> on a collaborative activity case. Students will form teams to research on a team building, negotiation situation, or conflict resolution case. They will present in class and submit a written report on their analysis and findings.	X	X	X	X			40%	
<u>Self-reflective writings.</u> Following the major simulation exercises, students will provide self-reflective writings, critiquing their own performance, providing a statement of what they have learned from the exercise, detailing areas where they need to improve their performance, and outlining steps that they would take to overcome those limitations.	X	X	X	X			40%	
Examination: <u>0</u> % (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. ASSESSING AND GRADING CLASS PARTICIPATION	A. Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is frequently prepared for class with assignments and required class materials.	Student is occasionally prepared for class with assignments and required class materials.	Student is seldom prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.
	B. Engagement	Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each class.	Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.	Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.	Student seldom contributes to class by offering ideas and/or asking questions.	Student almost never contributes to class by offering ideas and/or asking questions.
2. ASSESSING AND GRADING TEAM PROJECT		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. Extensive use of specific examples to support points.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter. Quite a number of good examples to back up points.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. A few examples to back up points.	Limited familiarity with the subject matter to enable student to progress; Very limited examples to back up points. Little structure and coherence in the report.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. No specific examples to back up points. Unstructured report.

<p>3. ASSESSING ANALYTICAL ABILITIES (PRESENTATION)</p>		<p>Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard resources/ references / concepts, stating a point of view in one's own voice. Suitably impresses with critical analysis in the judgment of the marker.</p>	<p>As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.</p>	<p>Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.</p>	<p>Presents enough to describe what the issues are about. Some relevant points, however only re-describes the factual elements in a wooden manner, mainly pro and con. Uses a few mainstream references and applies correct concepts.</p>	<p>Presentation shows little evidence of any planning or rehearsal. Very little evidence of concepts and skills learnt from the course. No research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and unstructured.</p>
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<p>4. ABILITY TO LEARN THROUGH SELF-REFLECTION</p>		<p>Interesting and suitably complex account of analysis/solution of self-behaviors and insights, demonstrating original contribution, going well beyond standard resources/ references / concepts, critically evaluating strengths and weakness in one's own voice. Suitably impresses with critical analysis and self-reflection, and with specific and actionable suggestions on how to improve future performance.</p>	<p>As in C, but also shows new and original insights. Most/all relevant points drawn from prevalent models, conceptual frameworks, and self-behaviors and insights. Uses appropriate structure to identify strengths and weaknesses with convincing arguments and discussion, and with suitable actionable suggestions on how to overcome the identified weaknesses.</p>	<p>Describes activities and feelings, refers to specific incidents from simulations. More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in engaging in self-reflection and critical analysis.</p>	<p>Presents enough to describe what the issues are about. Some relevant points, however only re-describes the factual elements in a wooden manner, mainly pro and con. Uses a few mainstream references and applies correct concepts.</p>	<p>Little description of relevant issues; irrelevant use of literature; reflection is superficial.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Negotiation planning, distributive negotiation, integrative negotiation, negotiation power, trust and relationship, multi-party negotiation, intercultural negotiation, conflict management, third-party intervention, diversity in teams, communication in teams, facilitating team effectiveness, team decision making, team creativity.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Thompson, L. (2014). The mind and heart of the negotiator (6th Ed). Pearson.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Brett, J. M. (2014). <u>Negotiating globally: How to negotiate deals, resolve disputes, and make decisions.</u> (3rd Ed.) USA: John Wiley & Sons.
Early, C. P. & Mosakowski, E. (2000). Creating hybrid team cultures: An empirical test of transnational team functioning. <u>Academy of Management Journal</u> , 43(1), 26-49.
Gruenfeld, D., Thomas-Hunt, M. C., & Kim, P. (1998). Cognitive flexibility, communication strategy, and integrative complexity in groups: Public versus private reactions to majority and minority status. <u>Journal of Experimental Social Psychology</u> , 34(2), 202-226.
Hastie, E. & Kameda, T. (2005). The robust beauty of majority rules in group decisions. <u>Psychological Review</u> , 112, 494-508.
Joshi, A. & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. <u>Academy of Management Journal</u> , 52(3), 599-627.
Leung, K. & Tjosvold, D. (1998). <u>Conflict Management in the Asia Pacific: Assumptions and Approaches in Diverse Cultures.</u> Singapore: Wiley.
Simons, T. K., Pelled, L. H., & Smith, K. A. (1999). Making use of difference: Diversity, debate, and decision comprehensiveness in top management teams. <u>Academy of Management Journal</u> , 42(6), 662-673.
Thompson, L. (2013). <u>Making the team</u> (5th Ed). Pearson.
Van Knippenberg, D. & Schippers, M. C. (2007). Work Group Diversity. <u>Annual Review of Psychology</u> , 58, 515-541.
Weingart, L. R. & De Dreu, C. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. <u>Journal of Applied Psychology</u> , 88, 741-749.