

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester B 2020/21**

Part I Course Overview

Course Title:	Cross-Cultural Negotiations
Course Code:	CB4301
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	MGT4314 Negotiation
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims

1. to introduce students to fundamental concepts and frameworks of negotiation;
2. to provide platforms for students to explore the situational contingencies of the negotiation concepts and frameworks. Students will practise and apply the negotiation frameworks in a broad variety of situations, such single-issue, multi-issue, dyadic, multi-person, team, cross-cultural, deal-making, dispute resolution settings. These practices will enhance students' practical negotiation skills; and
3. to expose students to culturally different negotiators and hence assess the relevance of culture in negotiation.

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.	to introduce students to fundamental concepts and frameworks of negotiation;	40%	✓	✓	✓
2.	to provide platforms for students to explore the situational contingencies of the negotiation concepts and frameworks. Students will practise and apply the negotiation frameworks in a broad variety of situations, such single-issue, multi-issue, dyadic, multi-person, team, cross-cultural, deal-making, dispute resolution settings. These practices will enhance students' practical negotiation skills.	30%	✓	✓	
3.	to expose students to culturally different negotiators and hence assess the relevance of culture in negotiation.	30%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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				
In-class negotiation simulations/planning	The class is highly interactive, with simulated negotiations held several times throughout the course. You will acquire substantial experience negotiating with your classmates on business-related topics. You can practise the principles and concepts of negotiation in class, a safe and protected environment. Feedback on your negotiation will be provided.	✓	✓					1
Class discussions	You will discuss simulated and videotaped negotiations, current news, cases, scenarios, and self-discovery learning tools etc. to facilitate analysis and application of negotiation principles.		✓	✓				1/2
Quiz, case studies and analysis of negotiations	You will be tested about your understanding of the negotiation theory together with your ability to think critically and analytically in applying class concepts to given business situations.	✓	✓	✓				1
Presentation and Written Report	You will research on some negotiation skills and apply them in real-life context. You will reflect on the experiences and hence critically analyse the effectiveness of the skill application process. Your discovery will be presented verbally to the class and also in a written report.	✓	✓	✓				1/2

This class is a favourite among business students, especially those who have interests and concerns about the role of culture in their interactions with people from different cultural background. This class has a mix of students from different cultural backgrounds. Thus you will hear first-hand sharing of experiences in cross-cultural encounters.

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		
Continuous Assessment: 100%					
<p>Planning document/negotiation exercises</p> <p>The planning document is essential to your negotiation preparation as well learning of various concepts and frameworks. In the planning document, you will be required to prepare for each of your negotiation exercise in an analytical and systematic manner.</p>	✓	✓	✓	25%	
<p>In-class discussion</p> <p>With the interactive nature of this course, class participation is expected in all weeks. You are expected to participate in the simulated negotiation exercises, discuss your experience in these exercises with the class and integrate what you have learn from the textbook and other reference materials into the learning in class. The seminar is a platform to facilitate your learning through participation, clarification and application of what you have read from the readings in class.</p>	✓	✓	✓	10%	
<p>Quiz</p> <p>One comprehensive quiz will be administered to assess your knowledge and skills regarding all the topics covered throughout the course.</p>	✓		✓	35%	
<p>Group Research Project</p> <p>Group written report (20%) & Group presentation (10%)</p> <p>This assignment challenges you to apply some course frameworks and tactics to a real-life negotiation or conflict. You work as a team of 4-5 members. Your team discusses and decides what kind of negotiation and negotiation target(s) to be involved, preferably cross-cultural in nature but not limited to it. The negotiation does not need to be a success – often, you can learn as much from negotiations that fail as from those that succeed. All the team members have to individually carry out the negotiation by themselves. The whole idea for this exercise is to help you learn how to prepare for a meaningful negotiation and try out the planned strategies outside the classroom setting. After all members have completed the negotiation, the team meets again, consolidate, compare and analyze the results on the process and outcomes of the negotiations. You then aggregate and reflect collectively your experiences, and write up a group report on what have happened based on the frameworks and knowledge you have learnt in class. You will</p>	✓	✓	✓	30%	

share your analysis and experiences of your group negotiation project to the class.					
Examination: 0% (duration: _____, if applicable)					
* <i>The weightings should add up to 100%.</i>				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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Planning documents/negotiation exercises , Quiz, Group Research Project	Assess students' ability to apply negotiation skill and theory to a range of business issues and case analyses and employ critical thinking skills to analyse how to improve decision making in different contexts.	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.	Sufficient familiarity with the subject matter to enable the student to progress. Very limited examples to back up points.	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.
In-class discussion	Punctuality; preparation; engagement; behavior	Student is almost always punctual and attends full-time; Student is almost always prepared for class with assignments and required class materials; Student almost always contributes to class by offering ideas and asking questions more	Student is frequently punctual and attends full-time; Student is frequently prepared for class with assignments and required class materials; Student frequently contributes to class by offering ideas and asking questions once per	Student is occasionally late to class and leaves early; Student is occasionally prepared for class with assignments and required class materials; Student occasionally contributes to class by offering ideas and asking questions;	Student is often late to class and leaves early; Student is rarely prepared for class with assignments and required class materials; Student contributes little to class by offering ideas and asking questions. Student often displays disruptive behavior during class.	Student is almost always late to class and leaves early; Student is almost never prepared for class with assignments and required class materials. Student almost never contributes to class by offering ideas and asking questions. Student almost always displays disruptive

		<p>than once per class.</p> <p>Student almost always displays facilitative behavior during class.</p>	<p>class.</p> <p>Student frequently displays facilitative behavior during class.</p>	<p>Student occasionally displays disruptive behavior during class.</p>		<p>behavior during class.</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.)

single-issue, multi-issue, dyadic, multi-person, team, culture, cross-cultural, deal-making, dispute resolution, social dilemma, role of government

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.)

1.	Brett, J. M. (2014). <u>Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions</u> . (3 rd Ed.) John Wiley & Sons, Inc. USA.
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2.2 Additional/Optional Readings

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

1.	Fisher, R. & Ury, W. (1991). <u>Getting to Yes: Negotiating Agreement Without Giving In</u> . Penguin Books. USA.
2.	Gelfand, M. & Brett, J. (2004.) <u>The Handbook of Negotiation and Culture</u> . The Stanford Books.
3.	Neale, M. A. & Bazerman, M. H. (1991.) Harvard Business School Publishing Corporation. <u>Cognition and Rationality in Negotiation- Improving Negotiating Performance</u> . The Free Press.
4	Thompson L. (2008). <u>The Mind and Heart of the Negotiator</u> . (3 rd Ed.) Prentice Hall. USA.
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