Conflict and Negotiation are two common and integrated forms of business interaction. Disagreement in ideas and proposals, scarcity of resources, and incompatibility in personality are typical causes of conflicts at work and negotiation is the most predominant forms of communication in resolving conflictual ideas, goals, and offerings (as in business transactions and disputes). Individuals are involved in various forms of negotiation with superiors, subordinates, customers, clients, team members, friends and family members on a daily basis. Effective negotiation and conflict resolution skills tremendously increase task efficiency, joint gain, and business relationship, whereas a lack of those skills results in leaving money and opportunities at the table.

Negotiation as a class has been offered both at the undergraduate level and the postgraduate level in most of the leading business schools worldwide, such as Harvard Business School, Wharton Business School of the University of Pennsylvania, Robert R. Smith Business School of the University of Maryland, and in the region, such as HKUST. As one of the top business programs in Asia, offering a negotiation and conflict resolution class to our undergraduate and postgraduate student complements their academic study in the Business related disciplines as well as increases their competitiveness in the professional life.

II. COURSE DESCRIPTION AND OBJECTIVES

This course aims at providing a systematic introduction of concepts, theories and practices, with a focus on equipping students with toolkits of handling conflict and negotiation. The course content is composed of two intimately related parts. The beginning part introduces the nature and types of conflict, mechanism of conflict escalation and de-escalation, and conflict resolution styles. The rest of the class sessions discuss the characteristics of interest-based negotiation and negotiation
strategies. Specifically, students will learn strategies to avoid various cognitive biases in conflict situations and negotiation, the building blocks of negotiation, the difference of distributive versus value-creating negotiation approaches, the strategies of achieving integrative outcomes, building trust and controlling emotions, utilizing power and persuasion, the importance of non-verbal communication in gaining information and ethics. Some topics will also be covered in the context of cross-cultural negotiation and computer-mediated negotiation to cater to the need of today’s international business environment.

Teaching and learning tools used to achieve better learning outcomes include lectures, class readings, case studies, class discussions, role playing and negotiation simulations, presentations, as well as various types of assessment.

Students in this class are expected to be prepared for class discussions regarding readings, cases and negotiation simulations; ask questions and participate in class activities. A successful learning experience depends on contributions from both the instructor and the students. Full and active participation is critical for achieving the optimal learning outcome.

III. COURSE MATERIALS:

1) Required textbook:


2) Cases and Negotiation simulation materials comes from ACRC, Harvard Business Review, and Kellogg Business School DRRC negotiation exercise materials. Materials will be distributed in class or uploaded on the course website.

3) Recommended readings:


IV. INTENDED COURSE LEARNING OUTCOMES (CLOs)

Through applying and integrating knowledge acquired from the above teaching and learning tools, students are expected to achieve the following *Learning Outcomes*: 


CLO1. Be familiar with the basic concepts, theories and practices of negotiation and conflict resolution.
CLO2. Understand the mechanism of creating values and achieving integrative negotiation outcomes.
CLO3. Know how to systematically prepare a negotiation with proper and strategic information collection regarding self, other(s), and negotiation situations.
CLO4. Understand the importance of and the ability of using communication and information exchange in conflict and negotiation contexts.
CLO5. Be equipped with the toolkits of negotiation strategies that result in achieving goals without jeopardizing relationships.
CLO6. A global outlook with comfort and competence in handling conflicts with employers, colleagues, customer, business partners, and clients from different cultural/country backgrounds.

V. ALIGNMENTS OF INTENDED PROGRAM & COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquisition and internalization of knowledge and skills in key functional areas</td>
<td>1, 2, 3, 4, 5, &amp; 6</td>
</tr>
<tr>
<td>2. Application and integration of business knowledge</td>
<td>2, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>3. Inculcating professionalism and leadership</td>
<td>2, 3, &amp; 5</td>
</tr>
<tr>
<td>4. Developing global outlook</td>
<td>6</td>
</tr>
<tr>
<td>5. Mastering communication skills</td>
<td>2 &amp; 6</td>
</tr>
</tbody>
</table>

VI. ASSESSMENT

- Mid-Term Quiz 20%
- Negotiation Simulation Planning and Analysis (Group) 30%
- Individual Negotiation Retrospection 20%
- Individual Negotiation Retrospection Presentation 10%
- Class Participation (Including Negotiation Case Sharing) 20%
- Total 100%

1. **Mid-Term.** One Mid-Term in-class close-book quiz will be held for the purpose of assessment for your knowledge learned in class. The quiz contains multiple choices and short answer questions, which takes about 45 minutes to finish. The quiz in worth 20% of your course grade.

   **Focus:** CLO1

2. **Negotiation planning and post negotiation analysis.** In this class, you will provide a systematic planning with a group of student on a negotiation task, conduct the negotiation, and analyze the performance of each party. This is a group paper. Pre-negotiation planning will be turned in separately from post negotiation analysis. This assignment is worth 30% of your course grade, with
pre-negotiation planning 15% and post-negotiation analysis 15%.

Focus: CLO2, 3, 4, 5, & 6

3 & 4. Individual negotiation retrospection. You will conduct many negotiations under various business contexts, such as job negotiation in which you negotiate with a potential employer on employment terms or transactional negotiation with one of your potential business partner. At the end of the semester, you will need to do retrospection on your negotiation performance. Summarize your strength and weakness as based on the concepts and strategies learned in class. You need to submit a written retrospection and do a presentation in class. The written report is worth 20% and presentation is worth 10% of your course grade.

Focus: CLO3, 4, 5, & 6

5. Class participation. All class members are expected to read the materials (readings or cases) assigned for each class meeting. Participants need to contribute to the class discussion throughout the term. Share with the class your ideas, viewpoints, and experiences. Ask and answer questions. Present results of cases analysis.

Negotiation Case Sharing: Starting Feb. 10, at the beginning of every class meeting, two class members will share with the class a negotiation case. This assignment is for the purpose of enriching class members’ repertoire of negotiation knowledge by learning from the real cases. You need to report on the history, current status, key parties, major problems, strategies used, and important milestones of the negotiation case. Present the case to the class in a five minutes period.

The quality and quantity of your discussion participation throughout the term is worth 20% of your course grade.

Focus: CLO1, 2, 3, 4, 5 & 6

Please note: Detailed instructions for assignments will be distributed in class on the days when these tasks are assigned.

### VII. COURSE GRADING CRITERIA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Grade Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate and synthesis.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Strong evidence of ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate and synthesis.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning; such as describe and apply, but not at high levels of learning such as evaluate and synthesis.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Evidence of basic familiarity with the subject.</td>
</tr>
<tr>
<td>F</td>
<td>Little evidence of basic familiarity with the subject.</td>
</tr>
</tbody>
</table>
Grading Scale for Final Course Grade:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93-96.99%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99%</td>
<td>B-</td>
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<tr>
<td>77-79.99%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.99%</td>
<td>C</td>
</tr>
<tr>
<td>70-72.99%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.99%</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99%</td>
<td>D-</td>
</tr>
<tr>
<td>0-59.99%</td>
<td>F</td>
</tr>
</tbody>
</table>

VIII. STUDY LOAD

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected Contact hour</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Interactive lectures</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>T&amp;L2. Group project, case analysis and homework</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>T&amp;L3. Self study</td>
<td>34</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

IX. COURSE POLICIES AND PROCEDURES

Attendance: Attendance and participation are vital if you are to do well in this course and enhance your effective business communication skills. Students who miss THREE classes without legitimate documentations will receive a warning letter from the faculty. Not meeting attendance requirement may result in a failure for this course.

Four legitimate excuses for missing class: illness, religious observance, participation in University activities at the request of the University authorities, or compelling circumstances beyond the student’s control. Written documentations will not be accepted after the 7th calendar day after the due day, at which time the lateness/absence will be considered unexcused. In the case of an emergency, you are responsible for contacting your instructor as soon as possible.

Late Assignment Policy: Because presentation is conducted in front of the whole class, there will be no make-up presentations. All presentations need to be conducted at their scheduled time slot. For the formal business report, for every calendar day that the assignment is late, 20% of the assignment grade (e.g., lose 6 points for a 30-point assignment) will be deducted. Except for illness or other emergencies, any student expecting to miss a course deadline must have the approval from instructor prior to the assignment due date. Failure to turn in an assignment on time without explicit exemption by the instructor may result in a grade of ZERO for the assignment.

Academic Integrity: plagiarism in assigned work will result in a score of zero in that assignment, and a potential failure of the entire course. Academic dishonesty includes, but is not limited to:
quoting scholarly materials without acknowledgement; and turning in work completed by another person but represented to be your own.

**Accommodations for Students with Disabilities:** Appropriate academic accommodations will be provided to students with documented disabilities. Please provide the official documentation by the end of the second week of class. Academic accommodations will not be provided without official documentation.

### Tentative Schedule

*ANY NECESSARY CHANGES WILL BE ANNOUNCED AND A REVISED SCHEDULE DISTRIBUTED*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS* and ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 20 &amp; 23</td>
<td>Course introduction; Overview of topics in negotiation and conflict resolution.</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Specific Readings TBA</td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Conflict escalation and de-escalation; Conflict management styles: Cooperative and competitive styles; Building blocks of negotiation.</td>
<td>Negotiation Simulation 1: Buyer-Seller Negotiation</td>
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<tr>
<td>WEEK 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 3 &amp; 6</td>
<td>Chinese New Year Break</td>
<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 10 &amp; 13</td>
<td>Distributive negotiations</td>
<td>Negotiation Simulation 2: Coffee Contract</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>WEEK 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 17 &amp; 20</td>
<td>Distributive negotiations; Fair Division</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>WEEK 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 24 &amp; 27</td>
<td>Integrative negotiations</td>
<td>Negotiation Simulation 3: Commodity Broker</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Mar. 3</td>
<td>Integrative negotiations</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>WEEK 8</td>
<td>Mar. 10 &amp; 13</td>
<td><strong>Reading Week (No Class)</strong></td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Mar. 17 &amp; 20</td>
<td><strong>Mid-Term Quiz on March 17;</strong>&lt;br&gt;Cross-Cultural Difference in Negotiation</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Mar. 24 &amp; 27</td>
<td>Cross-Cultural Difference in Negotiation</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Mar. 31 &amp; Apr. 3</td>
<td>“How Universal” – Negotiation Simulation;&lt;br&gt;Trust, Power and Persuasion in Negotiation</td>
</tr>
<tr>
<td>WEEK 12</td>
<td>Apr. 7 &amp; 10</td>
<td>Negotiation Ethics; Third Party – Mediation and Arbitration;</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Apr. 14</td>
<td>Job Negotiation.</td>
</tr>
<tr>
<td></td>
<td>Apr. 17</td>
<td><strong>Negotiation Retrospection Presentation</strong></td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Apr. 24</td>
<td><strong>Negotiation Retrospection Presentation</strong></td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Apr. 28</td>
<td><strong>Negotiation Retrospection Presentation</strong></td>
</tr>
</tbody>
</table>