

City University of Hong Kong

**Information on a Course
offered by Department of Management
with effect from Semester B in 2010/2011**

Part I

Course Title:	High Performance Collaborations
Course Code:	MGT6209
Course Duration:	One Semester
No. of Credit Units:	3
Level:	P6
Medium of Instruction:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	MGT5204 Organizational Behavior
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II

Course Aims:

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..

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
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.	--

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

Total Hours: Seminar 39

ILO No	TLAs	Hours/week (if applicable)
1	<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.	
1	<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	
1-4	<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.	
1-4	<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	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Coursework: 100%

ILO	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1-4	Contribution to <u>discussions</u> and exercises in class.	20%	
1-4	<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.	40%	
1-4	<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.	40%	

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

ASSESSING AND GRADING CLASS PARTICIPATION

Criteria	A. Preparation	B. Engagement
Marginal D 1.0	Student is almost never prepared for class with assignments and required class materials.	Student almost never contributes to class by offering ideas and/or asking questions.
Adequate C- 1.7 C 2.0 C+ 2.3	Student is occasionally prepared for class with assignments and required class materials.	Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.
Good B- 2.7 B 3.0 B+ 3.3	Student is frequently prepared for class with assignments and required class materials.	Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.
Excellent A- 3.7 A 4.0 A+ 4.3	Student is almost always prepared for class with assignments and required class materials.	Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each class.

ASSESSING AND GRADING TEAM PROJECT

Marginal D 1.0	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.
Adequate C- 1.7 C 2.0 C+ 2.3	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.
Good B- 2.7 B 3.0 B+ 3.3	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.
Excellent A- 3.7 A 4.0 A+ 4.3	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.

ASSESSING ANALYTICAL ABILITIES (PRESENTATION)

Marginal D 1.0	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.
Adequate C- 1.7 C 2.0 C+ 2.3	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.
Good B- 2.7 B 3.0 B+ 3.3	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.
Excellent A- 3.7 A 4.0 A+ 4.3	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.

ABILITY TO LEARN THROUGH SELF-REFLECTION

Marginal D 1.0	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.
Adequate C- 1.7 C 2.0 C+ 2.3	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.
Good B- 2.7 B 3.0 B+ 3.3	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.
Excellent A- 3.7 A 4.0 A+ 4.3	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-relection, and with specific and actionable suggestions on how to improve future performance.

Part III

Keyword Syllabus:

Reference Texts

Acuff, F.L. (1997), How to Negotiate Anything with Anyone Anywhere Around the World, AMACOM: New York

Borisoff, D and Victor, D.A. (1989) Conflict Management: A Communication Skills Approach, Prentice Hall: New Jersey

Brett, J.B and Okumura, T. (1998), "Inter- and Intracultural Negotiation: US and Japanese Negotiators" Academy of Management Journal, Vol 41 No 5 pp495-510

Chaney, L.H and Martin, J.S (2000) Intercultural Business Communication

Fleming, P., (1997), Negotiating the Better Deal, International Thompson Publishing: London.

Hodgson, J (1994) Thinking on Your Feet in Negotiations, Pitman Publishing: London.

Katzenbach, J.R. and Smoth, D. B. (1999). The Wisdom of Teams: Creating the High-Performance Organization. New York: Harper Business.

LaFasto, F.M.J. (2001). When teams work best: 6,000 team members and leaders tell what it takes to succeed. Thousand Oaks, CA: Sage.

Lam, M.L.L. (2000) Working With Chinese Expatriates in Business Negotiations: Portraits, Issues and Applications, Quorum:Westport.

Leung, K. and Tjosvold, D. (1998) Conflict Management in the Asia Pacific: Assumptions and Approaches in Diverse Cultures, Wiley: Singapore.

Lewicki, R.J., Saunders, DM. and Minton, JW,; (1999) Negotiation, Third Edition, Irwin: Illinois

Samover, L., and Porter, R., Eds. (1997) Intercultural Communication: A Reader, 8th Edition, Wadsworth: Belmont.

Samover, L., and Porter, R., and Stefani, L.A. (1998) Communication between Cultures, Wadsworth: Belmont.

Schwarz, R.M. (1994). The skilled facilitator: Practical wisdom for developing effective groups. San Francisco: Jossey-Bass.

Triandis, H.C., Brislin, R., and Hui C.H. (1988), "Cross-Cultural Training Across the Individualism-Collectivism Divide," International Journal of Intercultural Relations, 12, 269-89.

Tung, Rosalie L., (1988), "Towards a Conceptual Paradigm of International Business Negotiations," in Advances in International Comparative Management, Vol.3, 203-19.

Weiss, S., (1994) "Negotiating with 'Romans' Part I" Sloan Management Review, Winter, pp51-61.

Weiss, S., (1994) "Negotiating with 'Romans' Part II" Sloan Management Review, Winter, pp85-99.