City University of Hong Kong Course Syllabus

offered by Department of Management with effect from Semester \underline{A} 2022 / 2023

Part I Course Overv	iew
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		ery-eni lum rel	
		applicable)		g outco	
		appricasie)		tick	
			approp		
			Al	A2	A3
1.	Demonstrate an understanding and mastery of the key				
	academic and theoretical literature underpinning		-1	.1	
	collaborative activities with parties both internal and		√	√	
	external to the organization.				
2.	Master the key behavioral and interpersonal skills		V	V	
	needed for success in collaborative activities.		V	V	
3.	Demonstrate the ability to analyze a situation				
	involving negotiation or conflict and to identify key			اما	ا
	factors which would influence collaborative processes			V	V
	and outcomes.				
4.	Demonstrate the ability to apply the appropriate				
	analytical and behavioral skills needed to bring about			V	ا
	the desired outcome to a problem requiring			N.	V
	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	CIL	O No.					Hours/week
	1	1	2	3	4	5	6	(if applicable)
Readings.	Students read from a list of reference books, selected to discuss both theoretical and practical aspects of collaboration, team building, negotiation, and conflict resolution.	X						
Lecture.	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						
Discussion/ practice exercises.	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			
Simulation exercises.	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	CII	LO N	o.				Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Contribution to <u>discussions</u> and exercises in class.	X	X	X	X			20%	
Group project and presentation 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%	
Self-reflective writings. Students will provide self-reflective writings, critically reviewing their past performance in negotiation, conflict resolution, teamwork, etc., providing a statement of what they have	X	X	X	X			40%	
learned from the lectures and exercises, detailing areas where they need to improve, and outlining steps that they would take to overcome those limitations. Examination: 0 % (duration:	if	f appl	icabl	a)				
Examination. <u>0</u> /0 (duration.	, 11	аррі						
							1000/	

100%

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

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

3. ASSESSING	I	Interesting and suitably	As in C, but also shows	Presentation describes	Presentation shows little
ANALYTICAL	c	complex account of	logical progression and	topic, refers to what is	evidence of any
ABILITIES	a	analysis/solution	possibly new and	proposed to be done.	planning or rehearsal.
(PRESENTATION)	d	demonstrating original	original insights.	Some relevant points	Very little evidence of
	c	contribution, going well	Most/all relevant points	drawn from prevalent	concepts and skills
	b	beyond standard	drawn from prevalent	models or conceptual	learnt from the course.
	re	resources/ references /	models or conceptual	frameworks. Evidence	No research and analysis
	c	concepts, stating a point	frameworks, uses	of grasp of issues but	done on the topic. Lack
	o	of view in one's own	appropriate structure to	has some difficulty in	of creativity and the
	v	voice. Suitably	resolve issues with	finding resolution or	delivery is incoherent,
	iı	mpresses with critical	convincing arguments	engaging in critical	and unstructured.
	a	analysis in the judgment	and discussion.	analysis.	
	О	of the marker.			

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4. ABILITY TO	Interesting	and suitably	As in C, but also shows	Describes activities and	Little description of
LEARN	complex ac	ecount of	new and original	feelings. Some relevant	relevant issues;
THROUGH SELF-	analysis/so	lution of self-	insights. Most/all	points drawn from	irrelevant use of
REFLECTION	behaviors a	and insights,	relevant points drawn	prevalent models or	literature; reflection is
	demonstrat	ing original	from prevalent models,	conceptual frameworks.	superficial.
	contributio	n, going well	conceptual frameworks,	Evidence of grasp of	
	beyond star	ndard	and self-behaviors and	issues but has some	
	resources/	references /	insights. Uses	difficulty in finding	
	concepts, c	ritically	appropriate structure to	resolution or engaging in	
	evaluating	strengths and	identify strengths and	critical analysis.	
	weakness i	n one's own	weaknesses with		
	voice. Suita	ably	convincing arguments		
	impresses v	with critical	and discussion, and with		
	analysis an	d self-	suitable actionable		
	reflection,	and with	suggestions on how to		
	specific and	d actionable	overcome the identified		
	suggestions	s on how to	weaknesses.		
	improve fu	ture			
	performano	ce.			

Applicable to students admitted before Semester A 2022/23

CA+, A, A-) CB+, B, B-) CC+, C, C-) CD CF	
AND GRADING CLASS PARTICIPATION always prepared for class with assignments and required class materials. Student always contributes meaningfully in class by offering ideas and/or asking questions in almost each materials. Student seldom assignments meaningfull questions. meaningfull questions. meaningfull questions. meaningful questions. frequently prepared for class with assignments with assignments with assignments with assignments and required class with assignments and required class materials. prepared for class with assignments and required class materials. Student seldom contributes with assignments and required class materials. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or with assignments and required class materials. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or with assignments and required class materials. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or with assignments and required class materials. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or with assignments and required class materials. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or with assignments and required class materials. suitable with assignments and required class materials. Student seldom contributes with assignments and required class materials. suitable with assignments and required class with assignments and required cla	
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PARTICIPATION assignments and required class and required class and required class materials. B. Engagement Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each with assignments and required class and required class materials. With assignments and required class and required class materials. Student Student Student occasionally contributes makes contributes of class by offering ideas and/or asking and/or asking questions. Student seldom contributes to class by offering ideas and/or asking questions. Student seldom contributes to class by offering ideas and/or asking questions. seemingly useful/suitable ideas and/or in almost each	
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meaningfully in class by offering ideas and/or asking questions in almost each suitably in class by offering ideas offering ideas and/or asking seemingly useful/suitable ideas and/or asking questions.	butes
class by offering by offering ideas ideas and/or asking questions asking questions asking questions asking questions. class by offering ideas offering seemingly seemingly useful/suitable in almost each questions.	
ideas and/or and/or asking seemingly questions. asking questions meaningful useful/suitable in almost each questions.	as
asking questions meaningful useful/suitable in almost each questions.	g
in almost each questions. ideas and/or	
in almost each questions. ideas and/or	
class. asking meaningful	
questions.	
2. ASSESSING Strong evidence of Evidence of grasp Student who is Limited Little evidence of Evidence o	ice of
AND GRADING original thinking; of subject, some profiting from the familiarity with familiarity with	vith
TEAM PROJECT good organization, evidence of university the subject matter the subject	natter;
capacity to critical capacity experience; to enable student weakness in	
analyze and analytical understanding of to progress; Very critical and	
synthesize; ability; reasonable the subject; ability limited examples analytical sl	cills:
superior grasp of understanding of to develop to back up points. limited or	,
subject matter; issues; evidence of solutions to simple Little structure irrelevant us	se of
evidence of familiarity with problems in the and coherence in literature. N	
extensive the subject matter. material. A few the report. specific exa	
knowledge base. Quite a number of examples to back to back up p	
Extensive use of good examples to up points. Unstructure	
specific examples back up points.	
to support points.	

3. ASSESSING	Interesting and	As in C, but also	Presentation	Presents enough	Presentation
ANALYTICAL	suitably complex account of	shows logical	describes topic, refers to what is	to describe what	chowe little
ABILITIES	analysis/solution	progression and	proposed to be	the issues are	planning or
(PRESENTATION)	demonstrating original	possibly new and	done. More relevant	about. Some	rehearsal. Very
	contribution, going well beyond standard resources/ references /	original insights. Most/all relevant	points drawn from prevalent models or conceptual	i icicvani donns.	little evidence of concepts and skills learnt from the
	concepts, stating a	points drawn from	frameworks,	re-describes the	course. No
	point of view in one's own voice. Suitably impresses with critical analysis in the judgment of the marker.	prevalent models or conceptual frameworks, uses appropriate	evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.	in a wooden manner, mainly pro and con.	research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and
	marker.	structure to resolve issues with convincing arguments and discussion.	anarysis.	Uses a few mainstream references and applies correct concepts.	unstructured.

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4. ABILITY TO	Interesting and	As in C, but also	Describes activities	Presents enough	Little description
LEARN THROUGH	suitably complex	shows new and	and feelings, refers	to describe what	of relevant issues;
SELF-REFLECTION	account of	original insights.	to specific incidents	the issues are	irrelevant use of
	analysis/solution of	Most/all relevant	from simulations.	about. Some	literature;
	self-behaviors and	points drawn from	More relevant	relevant points,	reflection is
	insights,	prevalent models,	points drawn from	however only	superficial.
	demonstrating original	conceptual	prevalent models or	re-describes the	
	contribution, going	frameworks, and	conceptual	factual elements	
	well beyond standard	self-behaviors and	frameworks,	in a wooden	
	resources/ references /	insights. Uses	evidence of grasp	manner, mainly	
	concepts, critically	appropriate	of issues but has	pro and con.	
	evaluating strengths	structure to	some difficulty in	Uses a few	
	and weakness in one's	identify strengths	engaging in self-	mainstream	
	own voice. Suitably	and weaknesses	reflection and	references and	
	impresses with critical	with convincing	critical analysis.	applies correct	
	analysis and self-	arguments and		concepts.	
	reflection, and with	discussion, and			
	specific and	with suitable			
	actionable suggestions	actionable			
	on how to improve	suggestions on			
	future performance.	how to overcome			
		the identified			
		weaknesses.			

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, integrative negotiation, trust and relationship, conflict resolution strategies, conflict management, third-party intervention, diversity in teams, communication in teams, team building and development, facilitating team effectiveness, team decision making, team creativity and innovation.

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.	Thompson L. (2018). <i>Making the team: A guide for managers</i> (6th Ed). Pearson	

2.2 Additional Readings

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

1.	Thompson, L. (2015). The mind and heart of the negotiator (6th Ed). Pearson.
2.	Fisher, R., Ury, W. L., & Patton, B. (2011). <i>Getting to yes: Negotiating agreement without giving in</i> . Penguin
3.	Shapiro, D. (2017). Negotiating the nonnegotiable: How to resolve your most emotionally charged conflicts. Penguin.
4.	Lencioni, P. (2002). The five dysfunctions of a team: A leadership Fable. Jossey-Bass.
5.	Maxwell, J. C. (2004). The 17 indisputable laws of teamwork: Embrace them and empower your team. Thomas Nelson.
6.	Katzenbach, J. R., & Smith, D. K. (2015). The wisdom of teams: Creating the high-performance organization. Harvard Business Review Press.