

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2022 /2023**

Part I Course Overview

Course Title:	<u>Cross-Cultural Negotiation</u>
Course Code:	<u>MGT6323</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course focuses on negotiation in the global business setting. In addition to providing students with a broad, intellectual understanding of a set of central concepts in negotiation, this course will investigate *issues* that can be particularly troublesome in the global setting, including dispute resolution, ethics that are unique to the international arena; *parties* at the cross-cultural negotiation table; and *culture*, the unique character of a social group, and how culture affects negotiators' interests and priorities and strategies. The course will be a combination of exercises, discussions, and analyses. Research on negotiation as well as experiential learning exercises will be used to accomplish the course objectives.

- 1) To provide cross disciplinary perspectives on the key concepts and theories in negotiation
- 2) To learn to develop a strategic plan for negotiating that takes cultural differences into account.
- 3) To gain a broad, intellectual understanding of a set of central concepts in negotiation as they apply in the cross-cultural context.
- 4) To improve students' analytical abilities for understanding the behavior of individuals, groups, and organizations in competitive situations in cross-cultural settings.
- 5) To develop confidence in students' skills to negotiate beneficial transactions and resolve disputes in same and cross-cultural settings.

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 cross-disciplinary knowledge of appropriate concepts and principles to explain and analyse how different styles, values, strategies, and cultural contexts affect both negotiation processes <i>and</i> outcomes.	30%		✓	
2.	Demonstrate critical thinking ability to analyze how to approach different types of negotiations in different cultural contexts using different strategies and tactics	30%	✓	✓	✓
3.	Demonstrate the ability to effectively and creatively apply appropriate tools and techniques to range of cross-cultural negotiation exercises	20%	✓	✓	✓
4.	Exercise critical thinking, analytical and interpersonal skills in carrying out project work to apply cross disciplinary knowledge to negotiation, especially how to reach win-win agreements for multiple parties in different cultural settings.	20%	✓	✓	✓
		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	
Lectures and presentations	by the professor to communicate factual and "how to" knowledge.	✓	✓	✓		40
Student group presentations	to disseminate knowledge by reporting on the systematic analysis and interpretation of a specific negotiation in a particular cultural context.	✓	✓	✓	✓	10
In-class cases/exercises	to develop intellectual and practical skills that apply basic knowledge in different cultural settings.	✓	✓	✓	✓	35
Discussions in class and off-class preparation for exercises	to provide relevant experience.	✓	✓		✓	15 (of class time)

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		
Continuous Assessment: 65%						
Class Contribution	✓	✓	✓		35%	will test students' ability to apply cross disciplinary theories to a range of cross cultural negotiations and employ critical thinking skills to analyse how to improve negotiation outcomes in different cultural contexts.
Group Project	✓	✓	✓	✓	30%	will test students' research and critical thinking ability to apply class learning to resolve real-world negotiation and employ appropriate tools and techniques to analyse how to effectively and creatively manage negotiation in different cultural contexts; will assess students' ability to process, synthesize and present information effectively as a team.
Examination: 35% (duration: 2 Hours, if applicable)						
Final Examination	✓	✓	✓		35%	will test students' understanding of the cross cultural negotiation and their ability to think critically and analytically in applying class concepts to given business situations in different cultural settings.
					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 (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Group Project		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Class contribution		Strong evidence of class contribution through planning documents, negotiation exercises, and active and insightful class participation. Punctual and nearly full attendance.	Evidence of class contribution through planning documents for negotiation exercises and regular class participation. Punctual and nearly full attendance.	Some evidence of class contribution through class exercises or in-class discussion. Occasional absences and lateness.	No evidence of adequate class contribution through exercises or in-class discussion.
3. Exam		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	Sufficient familiarity with the subject, with some ability to think analytically and to respond to the questions.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Project		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Evidence of learning from the course; understanding of the subject; ability to develop solutions to simple problems.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Class contribution		Strong evidence of class contribution through planning documents, negotiation exercises, and active and insightful class participation. Punctual and nearly full attendance.	Evidence of class contribution through planning documents for negotiation exercises and regular class participation. Punctual and nearly full attendance.	Some evidence of class contribution thorough class exercises and preparation. Regular class attendance with occasional absences and lateness.	Minimum class contribution. Multiple absences and/or late attendance.	No evidence of adequate class contribution through exercises or in-class discussion.
3. Exam		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	Evidence of learning from the course; show some ability to think analytically and to offer adequate responses to the questions.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

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.)

cross-cultural negotiations, the behavioral decision theories of negotiation, the social psychology of negotiation, trust, rational choice decision making, Cognitive biases, competitive mindsets, fixed-sum or fixed pie assumption, distrust and miscommunication, the tragedy of commons, cultural barriers, dynamics of power, Win-lose vs. and win-win negotiations, efficient negotiation solutions, game theory, formal negotiation analysis, power-right-interests model, creativity, agency and third-parties, ethics and deception, team and group negotiations, social dilemmas.

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.	<i>Textbook: Brett, J. M. Negotiating Globally. 2014. San Francisco: Jossey-Bass 3rd edition</i>
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