

CB4301: CROSS-CULTURAL NEGOTIATIONS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Cross-Cultural Negotiations

Subject Code

CB - College of Business (CB)

Course Number

4301

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

MGT4314 Negotiation

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the fundamental concepts and frameworks of negotiation.	40	x	x	x
2	Discuss 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	x	x	
3	Examine culturally different negotiators and hence assess the relevance of culture in negotiation.	30	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	In-class negotiation simulations/planning	The class is highly interactive, with simulated negotiations held several times throughout the course. Students will acquire substantial experience negotiating with your classmates on business-related topics. Students will practise the principles and concepts of negotiation in class, a safe and protected environment. Feedback on your negotiation will be provided.	1, 2 1
2	Class discussions	Students will discuss simulated and videotaped negotiations, current news, cases, scenarios, and self-discovery learning tools etc. to facilitate analysis and application of negotiation principles.	2, 3 1/2
3	Case studies and analysis of negotiations	Students will gain the understanding of the negotiation theory together with the ability to think critically and analytically in applying class concepts to given business situations.	1, 2, 3 1
4	Presentation and Written Report	Students will gain research on some negotiation skills and apply them in real-life context. Students will reflect on the experiences and hence critically analyse the effectiveness of the skill application process. The discovery will be presented verbally to the class and also in a written report.	1, 2, 3 1/2

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Planning document/ negotiation exercises - 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.	1, 2, 3	25
2	In-class discussion - 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.	1, 2, 3	10
3	Quiz - One comprehensive quiz will be administered to assess your knowledge and skills regarding all the topics covered throughout the course.	1, 3	35

4	Group Research Project : Group written report (20%) & Group presentation (10%) - 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 share your analysis and experiences of your group negotiation project to the class.	1, 2, 3	30	
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Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Planning documents/negotiation exercises , Quiz, Group Research Project

Criterion

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.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress. Very limited examples to back up points.

Failure (F)

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.

Assessment Task

In-class discussion

Criterion

Punctuality; preparation; engagement; behavior

Excellent (A+, A, A-)

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 than once per class. Student almost always displays facilitative behavior during class.

Good (B+, B, B-)

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 class. Student frequently displays facilitative behavior during class.

Fair (C+, C, C-)

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 occasionally displays disruptive behavior during class.

Marginal (D)

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.

Failure (F)

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 behavior during class.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
1	Brett, J. M. (2014). Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions. (3rd Ed.) John Wiley & Sons, Inc. USA.

Additional Readings

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