

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

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|--|------------------------------------|
| Expected Implementation in Academic Year | AY2023-2024 |
| Semester/Trimester/Others (specify approx. Start/End date) | Semester 2 |
| Course Author * Faculty proposing/revising the course | Assoc. Prof. Geraldine Chen |
| Course Author Email | ayfchen@ntu.edu.sg |
| Course Title | Negotiation: Strategy and Practice |
| Course Code | BU5603 |
| Academic Units | 3 |
| Contact Hours | 39 |
| Research Experience Components | |

Course Requisites (if applicable)

| | |
|-----------------------|--|
| Pre-requisites | |
| Co-requisites | |
| Pre-requisite to | |
| Mutually exclusive to | BL9304/BU5303 Negotiation and Dispute Resolution |
| Replacement course to | |
| Remarks (if any) | |

Course Aims

We often prioritize analytical and technical skills and knowledge “to do the job”, to devise solutions for the task at hand. We sometimes forget that we also need the skills to persuade others to agree with or do what we want. In short, we need to negotiate to get what we want.

You will negotiate to ensure that the M&A deal meets your organisational goals. You will negotiate to get a good deal from a vendor for an outsourced service. You may have to negotiate with a photographer over the copyright for your wedding photographs. When there is a leak in your bathroom ceiling, you must negotiate with your neighbour who believes that the leak is nothing to do with them. You will need to negotiate every time you are not able to achieve what you want on your own.

Wherever they occur, negotiations are governed by similar principles. You will learn these principles on this course. You will develop your negotiation skills in a series of simulations that address both deal making and conflict resolution situations. You will develop an understanding of the strategies and tactics for effective negotiation, conflict and relationship management, and learn to negotiate more effectively. Throughout the course, you will be able to continually evaluate your progress - through feedback from your peers, group debriefs and a critical assessment of your experience.

This course is designed to foster learning through doing. You will explore your own approaches, skills, development areas and strengths as a negotiator. Take this opportunity to learn about yourself and how you respond in specific negotiation situations. This course provides a safe and low-risk environment to learn and practise negotiating.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

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| ILO 1 | By the end of this course, you should be able to negotiate effectively in a range of situations. a. Critically Identify parties' interests and goals b. Construct possible negotiation solutions (options) c. Estimate alternatives and leverage. d. Craft objective standards and justifications. e. Identify information gaps and assess how to address them. f. Design appropriate distributive, integrative or mixed motive strategies. |
| ILO 2 | Implement your chosen strategy effectively. |
| ILO 3 | Steer and manage the negotiation process, to achieve the outcomes you want. a. Establish a negotiation climate consistent with your goals. b. Manage information appropriately: what to share, when to share, how to share, how to respond or block; how to frame and how to craft good questions. c. Communicate to persuade, influence, build trust if this is your objective. d. Build rapport: Create and maintain interaction pace and quality through clear messaging, use appropriate justifications, clarify and summarise regularly, adopt targeted questioning and turn taking strategies. e. Anticipate AND manage negative emotions, perceptual distortions and biases. |
| ILO 4 | Comport yourself to be professional and persuasive in a negotiation, deliver effectively: a. Carry yourself professionally: posture, gestures. b. Maintain appropriate eye contact – to signal attention and engagement. c. Project your voice (vocal expressiveness): tone, pace, enunciation – to engage and persuade. d. Adopt appropriate language: vocabulary, choice of words, appropriate salutations and minimal fillers. |

Course Content

The Building Blocks

- Goal setting in negotiation.
- Identifying Interests: the motivations behind negotiating parties' positions and asks.
- Designing Options – negotiation solutions that meet negotiating parties' interests.
- Assessing Leverage: who has power to get what they want, and the sources of that power.
- Ensuring Legitimacy and Fairness - of both substance and process.

Types of Negotiation: Distributive, Integrative, Mixed Motive; Deal Making vs Dispute Resolution.

- Strategies for Claiming Value in negotiation.
- Strategies to Creating Value – where does negotiation value come from?

How to effectively persuasion and influence

- Building Rapport and Trust.
- Communication, Questioning and Framing Strategies
- Influence Strategies.
- Hard Tactics.

Reading and References (if applicable)

Planned Schedule

| Week or Session | Topics or Themes | ILO | Readings | Delivery Mode | Activities |
|-----------------|---|---------|----------|---------------|------------|
| 1 | Introductory experiences: • Managing disagreement and conflict • Were you persuasive? | 1, 2, 3 | | | |
| 2 | • Positions and Interests • Options | 1, 2 | | | |
| 3 | • Leverage: No-Agreement Alternatives • Legitimacy: Objective Standards/Criteria • Distributive Strategies to Claim Value | 1, 2 | | | |
| 4 | • Integrative Strategies to Create Value • Sources of Negotiation Value | 1, 2 | | | |

| Week or Session | Topics or Themes | ILO | Readings | Delivery Mode | Activities |
|-----------------------|---|------|----------|---------------|------------|
| 5 | Managing Information Managing the Interaction • Asking Questions • Giving Responses • Sharing and Blocking • Framing • Relationship Building_ Rapport and Perspective Taking • Trust and Reputation | 2, 3 | | | |
| 6 | Managing Information Managing the Interaction • Asking Questions • Giving Responses • Sharing and Blocking • Framing • Relationship Building_ Rapport and Perspective Taking • Trust and Reputation | 2, 3 | | | |
| 7 | Negotiating Disputes | | | | |
| 8 | Perception and Cognition: Recognising and Understanding Bias | 2, 3 | | | |

| Week or Session | Topics or Themes | ILO | Readings | Delivery Mode | Activities |
|-----------------------|-------------------------|---------|----------|---------------|------------|
| 9 | Strategies of Influence | 1, 2, 3 | | | |
| 10 | Emotions in Negotiation | 1, 2, 3 | | | |
| 11 | Ethics and Deception | 1, 2, 3 | | | |
| 12 | Hardball Tactics | 1, 2, 3 | | | |
| 13 | Multiparty Negotiation | 1, 2, 3 | | | |

Learning and Teaching Approach

| Approach | How does this approach support you in achieving the learning outcomes? |
|--|--|
| Weekly role plays | <p>The heart of the course is hands-on negotiating experience through a series of role plays. You will be assigned partners for each exercise, with the goal of maximizing interaction among classmates. You will learn first by negotiating, and then by stepping back to compare your approach and results with others. You will be able to test your abilities and skills, and to experiment with new approaches. The role plays will cover a range of negotiation contexts and will integrate three perspectives: the analytic, behavioural and contextual. Each role play highlights several negotiation concepts, and these concepts are the building blocks for planning strategy, managing the process, and evaluating the quality of outcomes.</p> |
| Debriefing with your counterparty and providing feedback | <p>Peer feedback on this course is a tool for learning and development. A good part of your learning will come from your peers sharing their assessment of your strategies and behaviours. In negotiation, your counterparty is in the best position to provide feedback on whether your strategies and behaviours were effective or not, and you are the best person to provide similar feedback to your counterparty. Give and receive feedback with this mindset. Provide comments to help your counterparty take action to develop and improve and ask that they do the same for you. Note all comments and use these to refine your negotiation strategy.</p> <p>The quality of your comments and the consistency of your feedback will form part of your grade for class participation and engagement.</p> |
| Class Debriefs | <p>Students are often surprised by other's outcomes. Many wonder "why did I get this outcome?" or "why did the others get such a different outcome?". The sharing of experiences helps everyone to understand why and how different negotiating groups achieved different outcomes. You are expected to share your experiences and contribute your views and perspectives during this segment. The objective is for everyone to get a good sense of the range of possible strategies and perspectives.</p> |
| Reflection on negotiation experience, review of readings | <p>Reflection is critical to the experiential learning process. This is a mental review of events, looking at what happened from different perspectives, and ideally writing your thoughts down. Insight usually comes from a dispassionate appraisal of why certain things happened. You may find the "causes" and "conclusions" you came to immediately at the end of a negotiation look quite different when reflected upon after you have taken a step back a few hours or days later. Developing the ability for critically reflect will help you to continually learn and improve with each negotiation experience, inside and outside the classroom. Reviewing the readings will enable you to link your experience with theory and recommended practice.</p> |

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

| No. | Component | ILO | Related PLO or Accreditation | Weightage | Team/Individual | Rubrics | Level of Understanding |
|-----|---|-------|--|-----------|-----------------|---------|------------------------|
| 1 | Continuous Assessment (CA): Class Participation(Professionalism, Engagement and Contribution) | 1-4 | Professionalism, Engagement and Contribution | 20 | Individual | | |
| 2 | Continuous Assessment (CA): Others(Peer Feedback) | 1 - 4 | Negotiation | 10 | Individual | | |
| 3 | Continuous Assessment (CA): Others(Delivery Effectiveness in Negotiation: Comportment and Presentation (10% one online negotiation)) | 4a-d | Delivery effectiveness | 20 | Individual | | |
| 4 | Continuous Assessment (CA): Test/Quiz() | 1-3 | Negotiation | 15 | Individual | | |
| 5 | Continuous Assessment (CA): Assignment(Learning Journals) | 1-3 | Negotiation | 45 | Individual | | |

Description of Assessment Components (if applicable)

1. Professionalism, Engagement and Contribution (20%). This covers:

a. Punctuality and Professionalism in all respects.

This encompasses punctuality for classes, on time submission of assignments, familiarity with information on the course site – all behaviours expected of business professionals. Participation grades will be given only for presence, engagement and contribution in the registered class.

b. Preparation for the role plays

You are expected to be well-prepared and actively engaged in the negotiation. Just reading your role instructions without thinking through how you will use the information will not be good enough. The role plays have specific learning points which surface when both parties have internalised their instructions and planned their strategies. Insufficient preparation damages the experience for all parties. I have seen this happen time and again: students realise at some point during the negotiation that they have not digested their instructions. It is always a pity when this happens, as the experience cannot be redone. It is a learning opportunity foregone.

Many students who do not prepare well are caught out during the negotiations and end up with suboptimal outcomes. Digest your role information, plan how you will get what you want and come prepared to negotiate.

c. Contribution to the class discussions and debriefs.

During the class debrief, everyone should share their experiences and insights with the rest of the class. You will learn about other groups' experiences, and your peers' views on what worked for

them, what did not and compare them with your own. There are more lessons to be learnt from not reaching agreement or not reaching a good agreement than from a good outcome and a smooth process. Reflecting on the causes of non-agreement or a relatively poor agreement often sheds light on what to do differently in future negotiations. Beyond learning from the experience of others, you are expected to contribute to others' learning by sharing your insights from your own experience.

Many students do not want to share themselves but want to hear others' share. This approach will negatively affect the quality of the debrief and detract from your participation grade.

2. Peer feedback (10%). You will provide comments to your negotiation counterparty regularly. Your comments should cover both strong points and areas for improvement and be crafted to enable your peers to take action. Regular practice providing comments will also hone your ability to assess negotiation strategies and behaviours.

3. Delivery Effectiveness: Comportment and Presentation in Negotiation (10%)

Because negotiation is an interactive process, what we say, how we say it, how we carry ourselves, the impression we give the other party - all have an impact on the negotiating climate and could affect the outcomes that we get. We need to understand and learn how to create the environment that helps us get the result we want. How you carry yourself and present yourself will be assessed in one recorded online negotiation.

4. Learning journals (45%)

Learning will take place when you consciously and consistently reflect on your negotiation experiences. Previous students shared that they found it helpful to write up their own personal critiques after each negotiation, incorporating feedback from counterparties. This critique captures the areas where you felt you "did well" and the areas where you think you can "do differently" or "improve" in future negotiations. Use these personal reflections as input for your learning journals which will be in the format of the Kolb Experiential Learning Cycle.

The first journal (due Week 7) will be 15%. The second journal due Week 13 will be 30%.

5. There will be a quiz to test understanding of concepts (15%)

Formative Feedback

Feedback will be given in a timely manner to enable you to build on your learning from week to week. You will receive feedback on:

1. Your negotiation strategies and behaviours from your negotiation counterparties after each week's role play, both face to face and then through the online peer feedback system on eureka.
2. Your negotiation strategies from peers in the class during the group debriefs. During this segment, you will share your negotiation outcomes and find out the outcomes of other students. This sharing provides big picture information to assess how "successful" you were in your negotiations relative to your classmates.
3. Your learning journals. You will receive detailed feedback on your first journal. You may take these comments into consideration for your subsequent journal or for your reflection in general.
4. Delivery Effectiveness (DE): You will receive feedback on your performance in an online negotiation in Weeks 3 or 4 or 5. You may then use this feedback (together with the feedback from your counterparty) – as guideposts for improvement, and as preparation for the DE assessment later in the semester.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

| Attributes/Competency | Level |
|-----------------------|-------|
|-----------------------|-------|

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Policy (Others, if applicable)

Last Updated Date: 29-05-2024 02:27:43

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