



**The University of Hong Kong
Faculty of Business and Economics**

BUSI2811: Negotiation and Conflict Resolution

Syllabus

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I. Purpose

Conflict and Negotiation are two common and integrated forms of business interaction. Disagreement in ideas and goals, scarcity of resources, and incompatibility in personality are typical causes of conflicts at work. Negotiation is the most predominant forms of communication in resolving conflictual ideas, goals, and offerings (as in business transactions and disputes). Individuals are involved in various forms of negotiation with superiors, sub-ordinates, customers, clients, team members, friends and family members on a daily basis. Effective negotiation and conflict resolution skills increase task efficiency, joint gain, and enhance business relationship, whereas a lack of those skills results in leaving money and opportunities at the table.

The negotiation and conflict resolution class aims at complementing students' academic study in the business related disciplines, as well as increasing their confidence and competence in the professional and personal life.

II. COURSE DESCRIPTION AND OBJECTIVES

This course provides a systematic introduction of concepts, theories and practices, with a focus on equipping students with toolkits of handling conflict and negotiation. The course content is composed of two intimately related parts. The beginning part introduces the nature and types of conflict, conflict escalation, and conflict resolution styles. The rest of the class sessions discuss the characteristics of interest-based negotiation and negotiation strategies. Specifically, students will learn the building blocks of negotiation, the differences between value-claiming and value-creating negotiation strategies, and related topics in trust building, cultural difference in negotiation, emotions, power, persuasion, third party intervention, negotiation ethics, etc. To enhance students' effectiveness in writing and presenting, which is a necessary skill of negotiation practice as well as for the quality of course assignments, students will learn how to write negotiation planning, how to write reflection essay, and presentation skills throughout the semester.

Teaching and learning tools include lectures, class readings, case studies, class discussions, negotiation simulations, presentations, and so on.

Students in this class are expected to be prepared for class discussions regarding readings, cases and negotiation simulations, sharing comments, answering and asking questions, and participating in class

activities. Full and active participation is critical for achieving the optimal learning outcome.

III. COURSE MATERIALS:

1) Required textbook:

Thompson, L. L. (2021). *The mind and heart of the negotiator*. Upper Saddle River: Prentice Hall.

2) Cases and negotiation simulation materials come from ACRC, Harvard Business Review, and Kellogg Business School DRRC negotiation exercise materials. **Each student will need to pay HK\$25 for each DRRC negotiation simulation assigned in class. Approximately 5 DRRC simulations will be used throughout the semester. Cash payment will be collected from each student by the instructor at the end of the semester.**

3) Recommended readings:

Brett, J. M. (2001). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. San Francisco: Jossey-Bass.

Fisher, R., Ury, W.L., & Patton, B. (1991). *Getting to Yes: Negotiating an Agreement without Giving in*. Boston: Houghton Mifflin.

Malhotra, D. (2016). *Negotiating the impossible: How to break deadlocks and resolve ugly conflicts (without money or muscle)*. Berrett-Koehler Publishers.

Pruitt, D., Rubin, J., & Kim, S. H. (2004). *Social conflict: Escalation, stalemate, and settlement*. McGraw-Hill.

Raiffa, H. (1982). *The art and science of negotiation*. Cambridge: Harvard University Press.

IV. INTENDED COURSE LEARNING OUTCOMES (CLOs)

Through applying and integrating knowledge acquired from the above teaching and learning tools, students are expected to achieve the following **Learning Outcomes**:

CLO1. Be familiar with the basic concepts, theories and practices of negotiation and conflict resolution.

CLO2. Understand the mechanism of creating values and achieving integrative negotiation outcomes.

CLO3. Know how to systematically prepare, execute and reflect a negotiation with strategic information collection and exchange, as in written and oral communication forms.

CLO4. Understand the importance of and the ability of using verbal and nonverbal communication in conflict and negotiation contexts.

CLO5. Use effective negotiation strategies, both in written and oral forms, to achieve goals without jeopardizing relationships.

CLO6. A global outlook with comfort and competence in handling conflicts with employers, colleagues, customer, business partners, and clients from different cultural/country backgrounds.

V. ALIGNMENTS OF INTENDED FACULTY LEARNING GOALS & COURSE LEARNING OUTCOMES

Faculty Learning Goals	CLOs
1. Acquisition and internalization of knowledge and skills in key functional areas	1, 2, 3, 4, 5, & 6
2. Application and integration of business knowledge	2, 3, 4, & 5
3. Inculcating professionalism	2, 3, & 5
4. Developing global outlook	6
5. Mastering communication skills	2 & 6
6. Cultivating leadership	2, 3, 4, 5 & 6

VI. ASSESSMENT

Mid-Term Exam	40%
Negotiation Simulation Planning (Group) (WL)	20%
Negotiation Reflection (WL)	20%
Class Participation (Including case sharing exercise) (OL: Presentation of negotiation cases)	20%
Total	100%

1. Mid-Term. One mid-term in-class closed-book exam will be held for the purpose of assessing your knowledge obtained in class. The exam contains multiple choices and short answer questions. The exam is worth 40% of your course grade.

Focus: CLO1

2. Negotiation planning. For this assignment, you will make a systematic planning with a group of student on a negotiation task, conduct the negotiation, and analyze the performance of each party after the negotiation. This is a group paper. Pre-negotiation planning will be turned in for grading whereas post-negotiation analysis will be conducted as a class activity. The pre-negotiation planning needs to demonstrate, in addition to your understanding of the negotiation concepts and the ability to plan the implementation of the negotiation strategies, you will need to demonstrate your written literacy. A session on how to write negotiation planning will be conducted to facilitate your writing. Please see the assignment rubrics for the detailed criteria for assessment of content and writing literacy. This assignment is worth 20% of your course grade.

Focus: CLO2, 3, 4, 5, & 6

3. Negotiation reflection. You will conduct many different types of negotiations this semester. At the end of the semester, you will need to do reflect on your negotiation performance and submit a written retrospection. For this assignment, summarize your strength and weakness, and analyze your negotiation simulation experience based on the concepts and strategies learned in class. You will learn how to write a reflection essay in class to facilitate your completion of the assignment. Your writing needs to demonstrate your understanding of the concepts and strategies, your reflection on your experience, as well as your written literacy. Please see the grading rubrics for the specific criteria. The written report is worth 20% of your course grade.

Focus: CLO3, 4, 5, & 6

4. Class participation. All class members are expected to read the materials (readings or cases) assigned for each class meeting. Participants need to contribute to the class discussion throughout the term. Share with the class your ideas, viewpoints, and experiences. Ask and answer questions. Present results of cases analysis.

The quality and quantity of your discussion participation throughout the term is worth 20% of your course grade.

Negotiation Case Presentation. This exercise is for the purpose of enriching class members' repertoire of negotiation knowledge by researching on and learning from real conflict or negotiation cases. You need to work in a group of 4 students to report and analyze the history, current status, key parties, major problems, strategies used, and important milestones of the negotiation case. Use different media or formats of your choice to present the case to the class and make key points based on your learning of the topics in a 15-20 minutes period at a time slot that you sign up. For this assignment, you will receive a session of presentation skill training to enhance the effectiveness of your presentation. This exercise counts 8% of course grade, and is included in your participation points.

Focus: CLO1, 2, 3, 4, 5, & 6

Please note: Detailed instructions for assignments will be distributed in class on the days when these tasks are assigned.

VII. COURSE GRADING CRITERIA

Grade	Course Grade Descriptor
A+, A, A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate and synthesise of all negotiation topics as reflected in oral and written forms.
B+, B, B-	Strong evidence of ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate and synthesise of all negotiation topics as reflected in oral and written form.
C+, C, C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course, as reflected in oral and written forms, at low levels of learning; such as describe and apply, but not at high levels of learning such as evaluate and synthesise.
D+, D	Evidence of basic familiarity with the negotiation topics covered.
F	Little evidence of basic familiarity with the subject.

Grading Scale for Final Course Grade:

97-100%	A+	77-79.99%	C+
93-96.99%	A	73-76.99%	C
90-92.99%	A-	70-72.99%	C-

87-89.99%	B+	67-69.99%	D+
83-86.99%	B	63-66.99%	D
80-82.99%	B-	60-62.99%	D-
		0-59.99%	F

VIII. STUDY LOAD

Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1. Interactive lectures	39	32.5%
T&L2. Group project, case analysis and homework	40	33.3%
T&L3. Self study	41	34.2%
Total	120	100%

IX. COURSE POLICIES AND PROCEDURES

Attendance: Attendance and participation are vital if you are to do well in this course and enhance your effective business communication skills. Students who miss THREE classes without legitimate documentations will receive a warning letter from the faculty. Not meeting attendance requirement may result in a failure for this course.

Four legitimate excuses for missing class: illness, religious observance, participation in University activities at the request of the University authorities, or compelling circumstances beyond the student's control. Written documentations will not be accepted after the 7th calendar day after the due day, at which time the lateness/absence will be considered unexcused. In the case of an emergency, you are responsible for contacting your instructor as soon as possible.

Late Assignment Policy: For any written assignment, for every calendar day that the assignment is late, 20% of the assignment grade (e.g., lose 6 points for a 30-point assignment) will be deducted. Except for document-supported illness or other emergencies, any student expecting to miss a course deadline must have the approval from instructor *prior to* the assignment due date. Failure to turn in an assignment on time without explicit exemption by the instructor may result in a grade of ZERO for the assignment. Make up exam will only be granted to those students with legitimate excuses deemed by the instructor with supporting evidence.

Academic Integrity: plagiarism in assigned work will result in a score of zero in that assignment, and a potential failure of the entire course. Academic dishonesty includes, but is not limited to: quoting scholarly materials without acknowledgement; and turning in work completed by another person but represented to be your own.

Accommodations for Students with Disabilities: Appropriate academic accommodations will be provided to students with documented disabilities. Please provide the official documentation by the end of the second week of class. Academic accommodations will not be provided without official documentation.

Tentative Schedule

ANY NECESSARY CHANGES WILL BE ANNOUNCED AND A REVISED SCHEDULE DISTRIBUTED

DATE	TOPICS	READINGS* and ASSIGNMENTS
WEEK 1		
	Course introduction; Overview of topics in negotiation and conflict resolution.	Syllabus Read: Thompson Cp. 1
WEEK 2		
	Conflict management styles: Cooperative and competitive styles. Activity: Cases discussion and analysis on conflict management styles (OL).	<i>Negotiation Simulation 1</i>
WEEK 3		
	Building blocks of negotiation. Activity: Negotiation simulation (planning, simulation, and debriefing) (OL & WL)	<i>Negotiation Simulation 2</i>
WEEK 4		
	Distributive negotiations – Strategies, hardball tactics, and cognitive biases. Activity: Negotiation planning practice for simulation (WL); Activity: Negotiation simulation and debriefing (OL)	<i>Negotiation Simulation 3</i> Read: Thompson Cp. 2 & 3
WEEK 6		
	Distributive negotiation –Fair division; Integrative negotiation. Activity: Class exercise on fair division and negotiation simulation on integrative negotiation strategy - planning and negotiation (WL/OL)	<i>Negotiation Simulation 4</i> Read: Thompson Cp. 4

	Special session on how to conduct presentation (for negotiation case sharing) (OL);	
WEEK 8		
	Integrative negotiation; Negotiation process. Activity: Negotiation simulation on group negotiation (OL) Special session on how to write negotiation planning (WL);	<i>Negotiation Simulation 5</i>
WEEK 9		
	Negotiation simulation; Assessing negotiation outcomes – Quantitative outcome and Subjective value; Activity: Negotiation planning and simulation (on quantifying negotiation terms) (WL/OL); Special session on how to write reflection (WL);	<i>Negotiation Simulation 6</i> <i>Assign Pre-Negotiation Planning</i> Read: Thompson Cp. 5, 6 & 11 Negotiation case sharing 1 & 2 (Assessing OL)
WEEK 10		
	Mid-Term Exam. Cross-cultural negotiation.	Additional readings
WEEK 11		
	Cross-cultural negotiation simulation and Outcome analysis. Activity: Negotiation simulation on “Negotiating in China” (OL); Result report and reflection on the simulation (WL)	Pre-Negotiation Planning Due (Assessing WL) <i>Negotiation Simulation 7</i> Negotiation case sharing 3 & 4
WEEK 12		
	Emotion, Persuasion and trust Activity: Interactive gram (OL)	<i>Negotiation Simulation 8</i> Read: Thompson Cp. 7, 8 & 12 Negotiation case sharing 5 & 6 (Assessing OL)
WEEK 13		

	<p>Negotiation in the virtual world;</p> <p>Third party – mediation and arbitration;</p> <p>Negotiation ethics</p> <p>Activity: Class discussion and debate on negotiation ethics (OL)</p>	<p>Read: Thompson Cp. 10, Append. 1 & 2</p> <p>Negotiation case sharing 7 & 8 (Assessing OL)</p>
		<p><i>Negotiation Reflection due two weeks after the last day of class (Assessing WL).</i></p>

Negotiation Planning
(“How Universal – Negotiation in China” Exercise)

I. Negotiation Planning

Due date:

Points: 100 (20% of course grade)

Page limit: Double-spaced 3-4 pages (1 inch margin on each side, 12-point Times New Roman Font), **plus** the worksheet for quantifying negotiation terms.

Instruction:

In this assignment, you need to work with your group members to take the role of either Chinese government or Universal Studios. Please read the negotiation simulation materials (including the background case posted on Moodle) carefully, come up with a plan with your teammates for the negotiation. Specifically, your plan needs to include the following content:

1. During preparation, read the role instruction carefully, and understand the priority of each issue for your team.
 - a. You need to practice quantifying the importance of each issue and give each issue a weight reflecting its importance/priority. Weights for each issue should add up to 1.0.
 - b. For each issue (e.g., ownership structure), determine how valuable each level of offer (e.g., 100% ownership? 80%? 50%? Etc.) is to your side. You may assign up to 100 points to each level of offer (e.g., 100 for a 90% ownership, and 70 to 51% ownership...); If two alternatives are valued equally high, you could assign the same amount of value points. Do not assign more than 100 points to a level of offer for each issue. The sum of the values for the offers of any one issue will be greater than 100, normally.
2. In the main text of your planning sheet:
 - a. Provide a table that shows weights and values of each issue and offer terms.
 - b. Determine your target: Identify a package deal as your target and compute the value of the package by multiplying weights by values for desired offer term in each issue you'd like to include in the target package, and add the product up across the issues. Example way of computation:
$$\text{Weight}_1 \times \text{Value}_{1b} \text{ (for offer term b in issue 1)} + W_2 \times V_{2a} + W_3 \times V_{3c} + W_4 \times V_{4b} \dots$$
 - c. Identify multiple packages as multi-issue proposals for the target, and compute the value to you for each package (the value for each package should be more or less equivalent).
 - d. For reservation price (RP), decide the corresponding terms for the issues involved and compute the value for the RP using the same equation as for computing the target. Note: This will be arbitrary, as you do not have information about a BATNA.
 - e. Estimate the weight and values for each issue and terms for your negotiation counterparty, as well as the reservation price for your negotiation counterparty.

- f. Determine your opening offer and if you want to open first and how.
- g. Determine a concession plan – When, What, and How? How would you facilitate the other party to concede?
- h. Summarize the interest and concerns behind your positions for each issue.
- i. Estimate the interest and concerns the other party may have for each issue.
- j. How would you go about being integrative?
- k. Discuss whether you want to use cooperative or competitive strategies.
- l. Decide on the intra-team communication plan (e.g., the role of each negotiator and communication signals/methods/channels).

Other relevant items you may want to discuss in your plan:

- m. What could be some barriers (psychological, structure, and/or tactful barriers) you might encounter during the negotiation and how would you deal with these barriers?
- n. Any concern/plan for dealing with process, emotion, and trust building?

Negotiation Planning Grading Rubrics:

Grade Level	Rubrics
A+ A A-	<p><u>Content:</u> Demonstrates evidence of a thorough understanding of the topic; systematic planning on negotiation building blocks and strategies; clear positions and research (where necessary).</p> <p><u>Organization and Language:</u> All arguments are logical and coherent; writing is always very clear, concise and easy to follow; Appropriate use of phrases and grammatical structures; follows the correct font and line spacing requirements. (WL)</p>
B+ B B-	<p><u>Content:</u> Demonstrates evidence of adequate grasp of the topic; mostly systematic planning on negotiation building blocks and strategies; mostly clear positions and proper research.</p> <p><u>Organization and Language:</u> Arguments are mostly logical and coherent; writing is mostly clear, concise and easy to follow; Mostly appropriate use of phrases and grammatical structures; follows the correct font and line spacing requirements. (WL)</p>
C+ C C-	<p><u>Content:</u> Demonstrates evidence of a reasonable grasp of the topic; basic planning on negotiation building blocks and strategies; mostly unclear positions; insufficient research.</p> <p><u>Organization and Language:</u> Arguments lacks logical linkage; consistent errors in drafting; writing is mostly unclear or hard to follow; Lack of appropriate use of phrases and grammatical structures; fails to follow the correct font and line spacing requirements. (WL)</p>
D+ D	<p><u>Content:</u> Demonstrates evidence of being able to assemble the bare minimum of information; lack of systematic planning on negotiation building blocks and strategies; little evidence of critical thinking or research.</p> <p><u>Organization and Language:</u> Arguments are illogical or incoherent in general; writing is unclear or hard to follow; inappropriate use of phrases and grammatical structures; fails to follow the correct font and line spacing requirements. (WL)</p>
F	<p><u>Content:</u> Demonstrates evidence of poor knowledge or understanding of the topic, lack of coherence and organization in drafting, and the planning is largely irrelevant. Work fails to reach degree level.</p> <p><u>Organization and Language:</u> Significant rafting errors; writing is confusing; incorrect use of phrases and grammatical structures; fails to follow the correct font and line spacing requirements. (WL)</p>

Assignment: Individual Negotiation Retrospection

Due Date:

Points: 20 points (20% of course grade)

Instruction:

Please reflect on your negotiation style and performance in the negotiation simulations you participated in this class and/or various negotiation tasks/situations you've experienced at school/work/in life. Use the concepts and strategies learned in class to analyze your negotiation style and behaviors. You may choose to focus on one or two of the negotiation situations in which your behaviors were most typical of your negotiation styles.

Your retrospection needs to discuss your overall strength and weakness as a negotiator, and how you would do differently if you were to negotiate again in the future. Use specific examples to elaborate how well you did in the negotiations/simulations you selected for the discussion, particularly in terms of using distributive and integrative strategies, handling communication, dealing with trust, coping with difficult conversations and emotions, use of persuasive skills, cultural differences, etc.

Format:

This is an individual assignment. Please make your negotiation retrospection an essay format.

The page limit is two single-spaced A4 size pages with a font size of Times New Roman 12" and page margin of 1".

Grading Criteria:

Grading is based on the following criteria:

- 1) The depth and thoroughness of your analysis of your negotiation behaviors;
- 2) Incorporation of concepts/strategies discussed in class in your analysis;
- 3) Correct understanding of communication and negotiation concepts/theories as demonstrated in your analysis;
- 4) Clarity and conciseness of writing;
- 5) Logical argument and coherence in organization of ideas.

Please the specific grading rubrics on the next page.

Individual Negotiation Retrospection Grading Rubrics

Grade Level	Rubrics
A+ A A-	<p><u>Content:</u> Demonstrates evidence of superb analytical and critical abilities as well as a thorough grasp of the topic from analysis, practice and reflection; very clear positions and relevant analysis of negotiation experience.</p> <p><u>Organization and Language:</u> All arguments are logical and coherent; writing is always very clear, concise and easy to follow; appropriate use of phrases and grammatical structures to show reflection; follows the correct font and line spacing requirements. (WL)</p>
B+ B B-	<p><u>Content:</u> Demonstrates evidence of critical and analytical thinking but not necessarily thorough in the understanding of the topic; mostly clear positions and relevant analysis of negotiation experience.</p> <p><u>Organization and Language:</u> Arguments are mostly logical and coherent; writing is mostly clear, concise and easy to follow; mostly appropriate use of phrases and grammatical structures to show reflection; follows the correct font and line spacing requirements. (WL)</p>
C+ C C-	<p><u>Content:</u> Demonstrates evidence of a reasonable grasp of the topic but little evidence of critical thinking; mostly unclear positions; lack of relevant analysis of negotiation experience.</p> <p><u>Organization and Language:</u> Arguments lacks some logical linkage and the reflection is not very coherent; consistent errors in drafting; writing is mostly unclear or hard to follow; lacks of appropriate use of phrases and grammatical structures to show reflection; fails to follow the correct font and line spacing requirements. (WL)</p>
D+ D	<p><u>Content:</u> Demonstrates evidence of being able to assemble the bare minimum of information; Position is unclear; Little evidence of critical thinking; poor or lacks of relevant analysis of negotiation experience.</p> <p><u>Organization and Language:</u> Arguments are illogical or incoherent in general; writing is unclear or hard to follow; inappropriate use of phrases and grammatical structures to show reflection; fails to follow the correct font and line spacing requirements. (WL)</p>
F	<p><u>Content:</u> Demonstrates evidence of poor knowledge and understanding of the subject, and reflection is largely irrelevant. Work fails to reach degree level.</p> <p><u>Organization and Language:</u> Significant rafting errors; writing is confusing; incorrect use of phrases and grammatical structures to show reflection; fails to follow the correct font and line spacing requirements. (WL)</p>

Negotiation Case Sharing

(Counted toward class participation)

Points: 40 points (8% of course grade).

Instruction:

You will need to work in a group of classmates to conduct research and sharing on a conflict/negotiation case. The aim of this class activity is for 1) showing your understanding of negotiation topics and application of the analysis to a negotiation case, and 2) enriching class members' repertoire of negotiation knowledge by learning from the real cases.

What needs to be included:

You need to research and report on the history and nature of the conflict, key parties, major problems and events, current status (if applies), negotiation/conflict resolution strategies used, important milestones of the negotiation case. Analyze the negotiation with concepts, topics, and theories learned in class. And discuss the key takeaways you've learned from this case.

You may select a case of one of the following four types:

- 1) One or a series of negotiations for a business transaction or dispute (focusing on the negotiation process and strategies). Examples: Negotiation between Groupon and Google; Apple and book publisher's price-fixing negotiation; United Nation negotiation on the Law of the sea.
- 2) One major international/intergroup conflict (or one important episode of the conflict). Examples: Sino-British negotiation over the sovereignty of Hong Kong; Israeli-Palestinian conflict; Northern Island conflict.
Or
- 3) One famous negotiator with sufficient historical impact who has a reputation of a typical negotiation style, for example, Tommy Koh (Diplomat of Singapore); Lemuel Boulware (former Vice President of GE). Describe their negotiation style and use their negotiation examples to demonstrate your point. Or
- 4) A negotiation experience you have participated.

Requirements:

1. Your sharing needs to be 10 to 12 minutes long followed by a Q-and-A.
2. Powerpoint slides are needed as visual display of the presentation. Submit the slides electronically to grxxi@hku.hk, before your sharing.
3. You may use different forms of presentation to enrich your sharing. Role-play to demonstrate one key point is fine but it cannot exceed 3 minutes of your presentation time. Likewise, video demonstration and interaction with audience, are also fine to be included, although majority of the time needs to be dedicated to verbal presentation and analysis.
4. List your references on the last page of your ppt slides. No written summary needs to be submitted other than the ppt slides.

Rubrics for Assessing Negotiation Case Sharing Presentation (OL)

Group: _____

Category	Specific Items	Ratings
Structure (8 points)	Overall Coherence (2) <ul style="list-style-type: none"> ■ The presentation fulfills the task requirements. ■ The presentation is within the time limit. 	
	Attention-getter (2) <ul style="list-style-type: none"> ■ Use of proper tool to build emotional bond with audience and draw connection to the central idea 	
	Theme and overview (1) <ul style="list-style-type: none"> ■ Provides the central idea and an overview which clearly introduces the structure 	
	Conclusion (2) <ul style="list-style-type: none"> ■ Clearly summarizes the main ideas and recap the central idea. 	
	Transitions (1) <ul style="list-style-type: none"> ■ The use of internal summery, forecast or signpost 	
Content, Organization, and Persuasiveness (17 points)	Appropriate explanation of negotiation case (12): <ul style="list-style-type: none"> ■ Clear explanation of the background, key parties, milestones, and strategies of the negotiation (6) ■ Show correct understanding of negotiation concepts and strategies (6) 	
	Build credibility (2): <ul style="list-style-type: none"> ■ Show familiarity of the material ■ Orally quote external sources of high credibility ■ Show honesty and sensitivity to audience needs 	
	Logical argument (3): <ul style="list-style-type: none"> ■ Adopt Minto-Pyramid ■ Free of reasoning fallacies 	
Delivery (10 points)	Vocal delivery (5): <ul style="list-style-type: none"> ■ Dynamic and active tone ■ Appropriate pitch ■ Enunciation ■ Vocal variety ■ Control of meaningless utterance, e.g., “Uhs”, “you know”? ■ Appropriate speed and pace ■ Present with enthusiasm 	
	Build connection (3): <ul style="list-style-type: none"> ■ Natural gestures and proper posture ■ Appropriate eye contact building connection with audience 	
	Appropriate use of visual aids? (2) <ul style="list-style-type: none"> ■ Content logical, relevant, clear and concise 	

	<ul style="list-style-type: none"> ■ Original/reused images & graphics suitably selected, and explain and reinforce key points during the presentation. 	
Q-and-A (5 points)	<ul style="list-style-type: none"> ■ Concise and relevant answer ■ Proper and effective Q-and-A strategies 	
Total Score (40):		