



1. General Information

Course Subject	BUSI
Course Number	2811
Course Title	Negotiation and Conflict Resolution
Academic Years	2025-2026
Grading Method	Letter

2. Instructors

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Subclasses: 1A

4. Course Description

Course Description	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.
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5. Course Objectives

1. 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.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

6. Faculty Learning Goals
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
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. Development of global and intercultural competencies, with comfort and competence in handling conflicts with various stakeholders from different cultural/country backgrounds.	✓			✓	✓	✓

8. Course Teaching and Learning Activities		
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	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Mid-Term Exam	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.	40%	1,2,3
A2. Negotiation Case Presentation (OL)	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 about 4 students to report and analyse the history, current status, key parties, major problems, strategies used, and important milestones of the	20%	2,3,4,5,6

9. Assessment Methods

	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-minute 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 20% of course grade.		
A3. Negotiation Reflection (WL/COIL)	You will conduct many different types of negotiations this semester. In the second half of the semester, you will have experience learning and negotiating with students from the OTH Regensburg University in Germany (COIL). At the end of the semester, you will need to reflect on your negotiation performance and submit a written retrospection. For this assignment, summarize your strength and weakness, and analyse your negotiation simulation experience based on the concepts and strategies learned in class. The simulations conducted with students from OTH Regensburg University must be included in your analysis, although other simulations can be cited as well to enrich your analysis. 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.	20%	3,4,5,6
A4. 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.	20%	1,2,3,4,5,6

Assessment Rubrics

A3. Negotiation Reflection (WL/COIL)	
A+,A,A-	<p>Content: 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>Organization and Language: 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>Content: 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>Organization and Language:</p>

Assessment Rubrics	
	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)
C+,C,C-	<p>Content: 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>Organization and Language: 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>Content: 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>Organization and Language: 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>Content: Demonstrates evidence of poor knowledge and understanding of the subject, and reflection is largely irrelevant. Work fails to reach degree level.</p> <p>Organization and Language: 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>

10. Course Grade Descriptors	
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.

11. Course Content and Tentative Teaching Schedule			
Topic/ Session	Content	Readings	Assignments
1	Course introduction; Overview of topics in negotiation and conflict resolution.	Syllabus Read: Thompson Cp. 1	
2	Conflict escalation, stalemate,		Negotiation Simulation 1

11. Course Content and Tentative Teaching Schedule

	and de-escalation; Conflict management styles: Cooperative and competitive styles.		
3	Building blocks of negotiation.		Negotiation Simulation 2
4	Building blocks of negotiation; Distributive negotiations – Strategies; hardball tactics.	Thompson Cp. 2 & 3	Negotiation Simulation 3
5	Distributive negotiation – Fair division; cognitive biases; Integrative negotiation.	Thompson Cp. 4	Negotiation Simulation 4
6	Integrative negotiation;		Negotiation Simulation 5
7	Reading Week – No Class.		
8	Assessing negotiation outcomes – Quantitative outcome and Subjective value;	Thompson Cp. 5, 6 & 11	Negotiation Simulation 6 Negotiation case sharing 1 & 2
9	Mid-Term Exam Negotiation process; Third party – mediation and arbitration.	Additional readings	
10	Power, right, and interest.		Negotiation Simulation 7 (COIL) Negotiation case sharing 3 & 4
11	Cross-cultural negotiation; Negotiation simulation 8 (pairs/COIL) and debriefing.		Negotiation case sharing 5 & 6
12	Negotiation simulation 9 (Group/COIL)	Thompson Cp. 7, 8 & 12	
13	Negotiation in the virtual world; Emotion, Trust & Ethics. Debriefing of negotiation simulation 9 (COIL)	Thompson Cp. 10, Append. 1 & 2	Negotiation case sharing 7 & 8
			Negotiation Reflection Due on Dec. 13 by 23:59 on Moodle.

12. Required/Recommended Readings & Online Materials

Reading	<p>Brett, J. M. (2001). Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries. San Francisco: Jossey-Bass.</p> <p>Fisher, R., Ury, W.L., & Patton, B. (1991). Getting to Yes: Negotiating an Agreement without Giving in. Boston: Houghton Mifflin.</p> <p>Malhotra, D. (2016). Negotiating the impossible: How to break deadlocks and resolve ugly conflicts (without money or muscle). Berrett-Koehler Publishers.</p> <p>Pruitt, D., Rubin, J., & Kim, S. H. (2004). Social conflict: Escalation, stalemate, and settlement. McGraw-Hill.</p> <p>Raiffa, H. (1982). The art and science of negotiation. Cambridge: Harvard University Press.</p> <p>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.</p>
Textbook	Thompson, L. L. (2021). The mind and heart of the negotiator. Upper Saddle River: Prentice Hall.

13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

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.