Course Outline

Part I

Programme Title	:	4-year & 5-year FT Undergraduate Programmes/ PT BEd Programmes
Programme QF Level	:	5
Course Title	:	Effective Negotiation and Positive Conflict Management: Secrets of Successful Teamwork 有效的談判和正面的衝突管理：成功團隊合作的秘訣
Course Code	:	GEK1015
Department	:	Psychology
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI / CMI
Course Level	:	1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   In this course, we will explore how different personal and interpersonal factors can influence the processes of communication, negotiation, teamwork, group decisions, conflicts and conflict resolution styles in various contexts, such as at school, work, families, and relationships. With psychological concepts and principles, students will acquire knowledge and skills in understanding and analyzing how personal factors possess certain strengths and challenges in communication style, negotiation style and conflict resolution styles and their respective resolution. Students are expected to increase their social intelligence by recognizing the positive potentials in individual differences to constructively build mutual understanding, negotiate, resolve conflict situations, gain confidence in teamwork, and make group decisions.

2. **Course Intended Learning Outcomes (CILOs)**

   Upon completion of this course, students will be able to:

   $CILO_1$: Describe the major concepts and principles of communication, negotiation and conflict management;

   $CILO_2$: Identify and evaluate the major strategies in negotiation and conflict resolution ethically in teamwork;

   $CILO_3$: Evaluate challenging relationships and conflict situations related to educational and life experiences;

   $CILO_4$: Apply practical and constructive strategies in negotiation and resolve conflicts in teamwork settings;

   $CILO_5$: Reflect on their styles of negotiation and conflict management to pave way for improvement.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to negotiation, conflict management and successful teamwork	$CILO_{1,2}$	Lecture, video demonstration, case study, in-class games, group discussions
Negotiation styles and personal reflection	$CILO_{1,2,5}$	Lecture, psychological self-assessment, case study, group discussion
Team decision-making Social intelligence Role of gender and culture in teamwork	$CILO_{1-3}$	Lecture, role-play, group discussion, psychological self-assessment, online session and activity
Negotiation and conflict resolution in the Chinese culture	$CILO_{4,5}$	Lecture, talk and sharing by guest speaker from a local mediation and arbitration agency
Conciliation and mediation	$CILO_{3,4}$	Lecture, role-play, group discussion

Negotiating with difficult people	CILO$_{3,4}$	Lecture, psychological self-assessment, case study
Fostering positive relationships, effective communication in teamwork	CILO$_{4,5}$	Lecture, group discussion, case study, role-play, video demonstration, online session and online activity

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. **Reflective paper** Students are required to reflect and evaluate a personal conflict experience. Evaluation should be in 1,200 words for the EMI class and 1,920 Chinese characters for the CMI class, with justification of course concepts and theories: (i) the factors and behaviors that instigated and sustained the conflict; (ii) how it should have been dealt with to pave for future improvements.	40%	CILO$_{1-5}$
b. **Group presentation** Students in a group are required to choose a topic from a list of course content and conduct an in-depth analysis on that topic. The analysis will be presented in an oral presentation (supplemented with a PowerPoint) to give new insights and/or interpretations on how various factors may affect people positively and negatively in communication style, negotiation style and/or conflict resolution style, with the support of different cases or scenarios, and make constructive suggestions.	40%	CILO$_{1-5}$
c. **Participation in class activities** Real-life cases, scenarios and ethical dilemmas will be presented during lectures and online modules throughout the course where students are required to give responses by applying, reflecting and evaluating on the concepts learned.	20%	CILO$_{1-5}$

5. **Required Text(s)**

Fujishin, R. (2013). *Creating effective groups: The art of small group communication* (3rd ed.). Rawman and Littlefield Publishing Group Inc.

Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary conflict resolution* (4th ed.). Polity Press.

周談輝、周玉娥（2015）：《人際關係與溝通(第四版)》，新北市，全華圖書。

6. **Recommended Readings**

Bercovitch, J. (2019). *Social conflicts and third parties: Strategies of conflict resolution.* Routledge.

Cha, J., Kim, Y., Lee, J. Y. & Bachrach, D. G. (2015). Transformational leadership and inter-team collaboration: Exploring the mediating role of teamwork quality and moderating role of team size. *Group & Organization Management, 40*(6), 715-743.

Dato, S., & Nieken. P. (2014). Gender differences in competition and sabotage. *Journal of Economic Behavior and Organization*, 100, 64-80.

Fox, S. (2019). Addressing the influence of groupthink during ideation concerned with new applications of technology in society. *Technology in Society*, *57*, 86-94.

Harris, T. E., & Sherblom, J. C. (2018). *Small group and team communication*. Waveland Press.

Hills, L. (2014). Overcoming the ten most common barriers to effective team communication. *Podiatry Management*, *33*(3), 141-148.

Joel, S., Spielmann, S., & Macdonald, G. (2017). Motivated Use of Numerical Anchors for Judgments Relevant to the Self. *Personality and Social Psychology Bulletin*, *43*(7), 972-985.

Liu, J., Liang, C. T., Nguyen, D., & Melo, K. (2019). A qualitative study of intergenerational cultural conflicts among second-generation Chinese Americans and Taiwanese Americans. *Asian American Journal of Psychology*, *10*(1), 47-57.

Mazei J, Hüffmeier J, Freund P, Stuhlmacher A, Bilke L, & Hertel G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin*, *141*(1), 85-104.

Meng, Y., Yu, H., Ma, Z., & Yang, Z. (2018). The impact of young Chinese employees' notions of work on conflict management styles. *International Journal of Conflict Management, 29*(3), 306-326.

Moore, C. W. (2014). *The mediation process: Practical strategies of resolving conflicts* (4th ed.). Jossey-Bass.

Perrone-McGovern, K., Oliveira-Silva, P., Simon-Dack, S., Lefdahl-Davis, E., Adams, D., McConnell, J., Howell, D., Hess, R., Davis, A., & Gonçalves, Ó. (2014). Effects of empathy and conflict resolution strategies on psychophysiological arousal and satisfaction in romantic relationships. *Applied Psychophysiology & Biofeedback, 39*(1), 19-25.

Sproten, A. N., Diener, C., Fiebach, C. J., & Schwieren, C. (2018). Decision making and age: Factors influencing decision making under uncertainty. *Journal of Behavioral and Experimental Economics*, *76*, 43-54.

Tosun, F., & Dilmac, B. (2015). Predictor relationships between values held by married

individuals, resilience and conflict resolution styles: A model suggestion. *Educational Sciences: Theory & Practice, 15*(4)*,* 849-857.

Trötschel R, Loschelder D, Höhne B, & Majer J. (2015). Procedural frames in negotiations: How offering my resources versus requesting yours impacts perception, behavior, and outcomes. *Journal of Personality and Social Psychology, 108*(3)*,* 417-435.

Wang, K., Wu, W., Zhong, H., & Cheng, J. (2017). Gender differences in performance for young adults in cognitive tasks under emotional conflict. *Neuroscience letters*, *661*, 77-83.

Zhao, Z. J., Chen, H. H., & Li, K. W. (2020). Management of Interpersonal Conflict in Negotiation with Chinese: A Perceived Face Threat Perspective. *Group Decision and Negotiation*, *29*(1), 75-102.

李志鸿（2016）：同理心及其在人际关系中的作用，《时代教育》，13，189-189。

李政汉、杨国春、南威治、李琦、刘勋 （2018）：冲突解决过程中认知控制的注意调节机制，《心理科学进展》，26（6），966-974。

李怡慧、Panteli, N.（2015）：嚴慄的夥伴：虛擬溝通中被隱藏的衝突，《中山管理評論》，23（1），185-224。

何文澤、葉光輝、呂婕、Sundararajan, K. W.（2017）：適當表達：親子衝突中的情緒精鍊，《本土心理學研究》，48，57-119。

姚怡平（譯）（2020）：《練習自在面對衝突：從意見表達到溝通談判，不受情緒操控，輕鬆駕馭衝突、主導結果》，台北市，采實文化。（Burke. R.W., 2017）。

田立法、张光磊、席枫、张淑敏、赵丹（2018）：团队冲突，冲突缓解，凝聚力与团队绩效：一个纵向研究，《科技进步与对策》，14，113-121。

楊序琴、魏燕茹、邵祥東（2015）：《管理溝通實務》，台北市，元華文創。

吳秀碧（2019）：《團體諮商與治療：一個嶄新的人際-心理動力模式》，台北市，五南圖書出版股份有限公司。

吳淑禎（2018）：生涯韌力：大學青年的生涯逆境知覺及其因應策略之研究，《教育科學研究期刊》，63（3）， 197-230。

鄭佩芬（2014）：《人際關係與溝通技巧（第二版）》，新北市，揚智文化事業股份有限公司。

7. Related Web Resources

ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/
www.businesstrainingworks.com
www.edcc.edu/counseling/documents/Conflict.pdf
www.notredameonline.com/resources/negotiations/conflict-resolution-training

8. Related Journals

Ecology & Society
Group & Organization Management
Journal of Individual Differences
Journal of Personality and Social Psychology
Podiatry Management
Psychological Bulletin

9. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism.   For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89).   Students should familiarize themselves with the Policy.

10. **Others**

Nil