

Module Description:

The course is based on the experiential workshops on negotiation conducted at the Program on Negotiation at Harvard Law School and Mediation programs by LEADR in Australia. The theory of negotiation and conflict resolution will be introduced through short debriefs, discussions, and papers. We expect participants to apply and demonstrate the acquired knowledge through classroom role-plays, projects work, and reflections on everyday interactions.

Learning Outcomes:

At the end of the module you should be able to do the following:

- Prepare thoroughly for negotiations
- Negotiate and mediate conflicts more confidently using the principles learnt
- Use the skills learnt (e.g., active listening, reframing, manage difficult people, and turning confrontation into collaboration) to improve the effectiveness of your everyday interactions
- Learn from your everyday experiences through self-reflections
- Think out of the box in planning and executing projects
- Create teams or communities that are able to energize, synergize, and lever on the capabilities of the individuals that are present

Modes of Teaching and Learning:

- Experiential learning through role-plays and team projects
- Theory is mainly introduced through debriefs and discussions.
- Short videos and lectures
- Application of theory and skills in role plays and everyday events
- Reflective learning - reflect on the role plays and everyday events through journaling

Syllabus:

- Self-assessment of your conflict resolutions style and personality
- Managing conflicts in teams
- Principles of negotiations
- Actions of excellent negotiators
- Emotional interests and managing emotion in self and others
- Mediation framework and process
- Difficult conversations
- Coaching as conflict resolution and solution finding

Readings:

- Fisher & Ury. (1981) Getting to Yes. Arrow Books
- Ury. (1991) Getting past No. Century Business
- Lewicki, Saunders, & Minton. (1999) Negotiations. Irwin-McGraw-Hill
- Charlton & Dewdney (1995) The Mediator's Handbook: Skills and Strategies for Practitioners.
- Stone, Patton, & Heen (2010). Difficult Conversations: How to Discuss What Matters Most. Penguin Books
- All the articles and summaries uploaded by your classmates (see item 3 in the assessment section)

Assessment (%):

Tentative Assessment

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| • Individual Annotated Journal & Summary | 40% |
| • Participation in role plays and in class discussions | 10% |
| • Team Project | 40% |
| • Contributions to team (attach to project report) | 10% |

You are allowed to miss only 2 of the 13 lessons. Three marks are subtracted for every additional lesson missed.

Pre-requisite:

Nil

Preclusion:

Nil

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.

Additional guidance is available at:

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online Module on Plagiarism:

<http://emodule.nus.edu.sg/ac/>