

MNO2711Y: Strategic Influence – Negotiation, Communication, and Leadership
 AY24/25 SEM 2 – AY25/26 SEM 1

Instructors:

Sam Yam, PhD

bizyk@nus.edu.sg

Ningxin Wang, PhD

nwang@nus.edu.sg

Noriko Tan, PhD

norikotan@nus.edu.sg

COURSE OVERVIEW

In our increasingly complex and interconnected world, the abilities to negotiate effectively, make informed decisions, communicate persuasively, and lead with impact are crucial across all fields and professions. This course equips students with essential skills to excel in these areas, offering a comprehensive understanding of how to navigate challenging situations, influence others, and achieve desired outcomes in both personal and professional contexts. The competencies developed here will enhance student’s ability to collaborate, solve problems, and lead with impact, regardless of your chosen career path.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Apply effective negotiation strategies and decision-making frameworks to achieve mutually beneficial outcomes.
- Create and deliver clear, persuasive communications that effectively influence and engage diverse audiences.
- Understand and be able to apply the four frames of leadership (i.e., structural, human resource, political, and symbolic) in your thinking and behavior as a leader
- Become more aware of the unconscious and unspoken aspects of leadership that are often more powerful than frameworks and models

ASSESSMENT

Assessment Components	Weightage
Class Participation	20%
Individual Assessment	30%
Group Project	50%

COURSE MATERIALS

There is no recommended textbook for this course. Assigned readings are available through the online NUS library portal, as well as on Canvas.

MODE OF TEACHING AND LEARNING

We will learn through a combination of tools, self-assessment inventories, readings, and discussions. You will also work with a group on various tasks throughout the semester. We run this course like a workshop, giving students plenty of chances to talk and practice. For everyone to learn well, we need to make sure everyone feels comfortable sharing their thoughts. Therefore, pay attention when others speak, and when it’s your turn, be polite and considerate.

Our goal is to create an atmosphere where everyone can learn together by encouraging participation, creative thinking, and open discussion.

COURSE SCHEDULE

	Session	Topics and Readings
AY24-25 SEM 2	1	Scientific Thinking and Introduction to Negotiation <ul style="list-style-type: none"> Thompson, Leigh L. (2012) "Negotiation Essentials" Chapter 1 in <i>The Mind and Heart of the Negotiator</i> (5th ed.). Boston: Pearson https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters
	2	Two-Party Negotiations <ul style="list-style-type: none"> Thompson, L. T. Preparation: What to do before negotiation. Chapter 2 In <i>The Mind and Heart of the Negotiator</i>.
	3	Principal-Agent Negotiations <ul style="list-style-type: none"> Rubin, J. Z., & Sander, F. E. (1988). When should we use agents? Direct vs. representative negotiation. <i>Negotiation Journal</i>, 4(4), 395-401. Football Transfer Case Preparation
	4	Principles of Communication & Verbal Communication <ul style="list-style-type: none"> Murfett, U. M., & Yew, D. (2014). <i>Communication strategies for the global workplace</i>. Chapters 1, 2. Pearson Education South Asia Pte Limited. Munter, M., & Hamilton, L. (2014). Speaking: Verbal structure. In M. Munter & L. Hamilton (Eds.). <i>Guide to managerial communication</i> (pp. 89-109). Edinburgh Gate: Pearson Education.
	5	Non-verbal Communication <ul style="list-style-type: none"> McGonigal, K. (2016). Engage: How anxiety helps you rise to the challenge. Chapter 4 in <i>The Upside of Stress</i>. NY: New York, Penguin.
	6	Persuasion <ul style="list-style-type: none"> Denning, S. (2004). Telling tales. <i>Harvard Business Review</i>, May, 122-129.
AY25-26 SEM 1	7	Leadership and the Four Frames Thinking <ul style="list-style-type: none"> Bolman, L. G., & Deal, T. E. (2014). How great leaders think: The art of reframing. John Wiley & Sons, Chapter 1 Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. <i>Harvard Business Review</i>, 85(11), 100. Frisch, B. (2008). When teams can't decide. <i>Harvard Business Review</i>, 86(11), 121-126.
	8	Mentoring and Coaching <ul style="list-style-type: none"> Ibarra, H., & Scoular, A. (2019). The leader as coach. <i>Harvard Business Review</i>, 97(6), 110-119. Milner, J., & Milner, T. (2018). Most managers don't know how to coach people. But they can learn. <i>Harvard Business Review</i>, 2-5.
	9	Positive Political Skills and Networking <ul style="list-style-type: none"> Block, P. (2016). The empowered manager: Positive political skills at work. John Wiley & Sons.
	10	Symbols, Rituals, and Culture <ul style="list-style-type: none"> Ruimin, Z. (2007). Raising Haiier. <i>Harvard Business Review</i>, 85(2), 141 Deshpandé, R., & Raina, A. (2011). The ordinary heroes of the Taj. <i>Harvard Business Review</i>, 89(12), 119-123.
	11	Emotional Intelligence and Different Leadership Styles <ul style="list-style-type: none"> Goleman, Daniel. "Leadership That Gets Results." <i>Harvard Business Review</i>, vol. 78, no. 2, Mar. 2000, p. 78. Goleman, D. (1998). What makes a leader? <i>Harvard Business Review</i>, 93, 102

	12	<p>Values and Ethical Leadership</p> <ul style="list-style-type: none"> • G Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. Online readings in Psychology and Culture, 2(1), 11. • Woodward, I., & Shaffakat, S. (2016). Understanding values for insightfully aware leadership.
--	----	---

ACADEMIC HONESTY

Academic integrity and honesty are 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. 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.

NUS Policy on AI

The following are always improper uses of AI tools:

- Generating an output and presenting it as your own work or idea.
- Generating an output, paraphrasing it, and then presenting the output as your own work or idea.
- Processing an original source not created by yourself to plagiarize it (e.g., using an AI paraphrasing tool to disguise someone else's original work, or even the output of an AI tool, and then presenting the final output as your own work or idea).

All of the above violate NUS policies on academic honesty and anyone found to have done any of them will be dealt with accordingly. If you completed any work with the aid of an AI tool, you should always acknowledge the use. Using the outputs of an AI tool without proper acknowledgement is equivalent to lifting or paraphrasing a paragraph from a source without citation and attracts the same sanctions.