MNGT5388
Negotiations and Strategy

Course Outline
Session 4, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS
Lecturer-in-charge: Shaun Simmons
Phone: 0409 122 777
Email: s.simmons@unsw.edu.au
Consultation Times: By appointment.

2. COURSE DETAILS

2.1 Teaching Times and Locations
Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
Negotiations and Strategy introduces you to the theory and practice of negotiation. Topics include basic negotiation strategies, cross cultural negotiation, and negotiating in teams. You will also learn about the impact of power, perception, cognition and emotions on negotiations. Students will have the opportunity to implement the course theories and concepts by participating in negotiation role plays. Students are encouraged to actively use negotiation theory and to reflect upon their own negotiation style and learning.

2.4 Course Aims and Relationship to Other Courses
1. to address the basic concepts and structures of negotiation through a discussion of relevant theory, models of negotiation behaviour and communication strategies;
2. to develop skills in negotiation through practical demonstration of the ideas and concepts presented in the course in various negotiation situations;
3. to give students experience in diagnosing, planning and preparing for negotiations;
4. to give students practical negotiation experience via role plays using different scenarios;
5. to help students develop an understanding of and facility with the particular dynamics of individual, group and constituency negotiations;
6. to encourage increased awareness of the psychological components of negotiation;
7. to improve the critical thinking, writing and speaking skills of students;
8. to encourage greater self-reflection regarding negotiation conflict and its management;
9. to foster the development of planning and teamwork skills.
This course provides a set of general concepts and skills for negotiation and resolving interpersonal and inter-group conflicts as well as developing new, joint initiatives. Students gain the opportunity to work with theory, skills and processes of negotiation relevant to a wide range of contexts: commercial; organisational; community; and public policy. The course will provide an analytical understanding of negotiations, including negotiation planning, strategy and tactics, as well as the development of the practical skills necessary for implementation of this knowledge. Students will gain these practical skills through participation in negotiation workshops. The workshop programme is made up of negotiation role-play exercises that develop in complexity as the course progresses. This course is an elective course with no pre- or co-requisites but is of great relevance to all areas taught within the Australian School of Business as well as in other faculties.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Understand negotiation theory and be able to use it in real life situations
2. Explain the range of choices regarding negotiation strategy and the most appropriate circumstance for using each
3. Diagnose a conflict situation in terms of the positions and underlying interests at stake
4. Develop appropriate plans for different negotiation scenarios
5. Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes
6. Gain an appreciation for individual and cultural differences and be able to diagnose and adjust negotiation strategies accordingly
7. Apply an understanding of the role of principals, agents, constituents, third parties, and audiences in negotiations
8. Be versed in dyadic and multiparty negotiations
9. Apply newly diversified verbal and written communications skills

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
<table>
<thead>
<tr>
<th>Learning Goal 1: Business Management Knowledge</th>
</tr>
</thead>
<tbody>
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<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.</td>
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<th>Learning Goal 2: Critical Thinking</th>
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<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.</td>
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<th>Learning Goal 3: Communication</th>
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<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.</td>
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<th>Learning Goal 4: Teamwork</th>
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<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.</td>
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<th>Learning Goal 5: Responsible Business</th>
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<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.</td>
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<th>Learning Goal 6: Leadership</th>
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<td>Students should be able to consider the social and cultural implications of management practices and of business activities.</td>
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<th>Learning Goal 7: International Perspective</th>
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<tbody>
<tr>
<td>Students should understand the needs of undertaking business within a global context.</td>
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</table>

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<tr>
<th>Learning Goal 8: Risk Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.</td>
</tr>
</tbody>
</table>

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):
<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>Understand negotiation theory and be able to use it in real life situations. Explain the range of choices regarding negotiation strategy and the most appropriate circumstance for using each. Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes. Apply an understanding of the role of principals, agents, constituents, third parties, and audiences in negotiations.</td>
<td>● Mid-session exam  ● Negotiation Plan  ● Self-reflective memo  ● Group assignment</td>
</tr>
<tr>
<td>2 Critical thinking</td>
<td>Diagnose a conflict situation in terms of the positions and underlying interests at stake. Develop appropriate plans for different negotiation scenarios.</td>
<td>● Negotiation Plan  ● Self-reflective memo  ● Group assignment</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Construct written work which is logically and professionally presented. Communicate ideas in a succinct and clear manner.</td>
<td>● Negotiation Plan  ● Self-reflective memo  ● Group assignment  ● Part of tutorial participation mark and negotiation role plays, but not separately assessed</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>● Team negotiation  ● Group assignment</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.</td>
<td>● Part of negotiation role plays, but not specifically assessed</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Plan negotiation strategy and tactics based on the interests of all parties. Influence others through persuasive communication.</td>
<td>Part of negotiation role plays, but not specifically assessed</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Have an appreciation for cultural differences and be able to diagnose and adjust negotiation strategies accordingly.</td>
<td>Focal point of Topic 8 and negotiation role plays with international colleagues, but not specifically assessed</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Identify risks with negotiation plans and develop appropriate mitigation through different negotiation actions and responses.</td>
<td>Part of negotiation role plays, but not specifically assessed</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

In MNGT5388, we take an active learning approach that stresses interactive teaching and learning. We foster this approach through a range of strategies including our intensive use of negotiation simulations (or role play exercises) in workshops. Our lectures are interactive; we look for active student contributions through discussion and questioning that reflects your reading and experience in relation to research-based theory. We have heavily weighted the workshops in favour of experiential learning that encourages you to explore and experiment with theoretical concepts in real-life cases. At the same time, the simulations encourage you to improve your planning, decision-making and communication skills. Our design of assessment tasks reinforces crucial knowledge and skills areas.

All this provides a mix of learning experiences and hands-on engagement. Our design of the course encourages learning-by-doing and for you to actively reflect on your negotiations.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-session exam</td>
<td>25%</td>
<td>1</td>
<td>1</td>
<td>50 minutes</td>
<td>Week 5</td>
</tr>
<tr>
<td>Negotiation Plan</td>
<td>15%</td>
<td>1,2,3,4</td>
<td>1,2,3</td>
<td>1,250 words maximum</td>
<td>Week 6</td>
</tr>
<tr>
<td>Self-reflective memo</td>
<td>15%</td>
<td>2,3,5,6,8,9</td>
<td>1,2,3</td>
<td>1,250 words maximum</td>
<td>Week 7</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>8,9</td>
<td>1,3,8,9</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Group assignment</td>
<td>30%</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3,4,5,6,7,8</td>
<td>2,500 words maximum</td>
<td>Week 12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.1 Mid-session Exam

Weight: 25%
When: Week 5
Duration: 50 minutes

Explanation of the mid-session examination

The examination will test students’ knowledge and understanding of the fundamentals of negotiation discussed in the first four lectures and chapters 1-4 of the textbook. This material forms the foundation of developing the ability to analyse and prepare for a negotiating situation, carry out negotiation exercises and to complete the remaining assessment items.

The exam will be comprised of 25 multiple-choice questions and be of 50 minutes duration.

4.2.2 Negotiation Plan

Weight: 15%
Due: Week 6
Length: 1,250 words maximum
References: Minimum 3 in-text references from course reading list required

Explanation of the written negotiation plan

The negotiation literature identifies the crucial importance of proper planning and preparation for negotiation success. Therefore an assessable planning exercise is included in this course.

You will analyse the assigned negotiation information and use it as a basis for developing a plan that you will use in your negotiation role play. The plan relates to the Job Offer negotiation.

You will submit your plan at the beginning of the seminar in week 6. You should have a second copy or summary to use during the negotiation. This negotiation summary should contain, at a minimum, your BATNA, resistance, opening and target points, and questions to ask and answer. Any summary you prepare will not be submitted for assessment.

Assessment criteria are specified and summarised in the course materials for week 6.

For formatting guidelines: refer to the AGSM formatting guidelines for written assessments. See link below.
4.2.3 Self-reflective memo

Weight: 15%
Due: Week 7
Length: 1,250 words maximum
References: Minimum 3 in-text references from course reading list required

Explanation of the self-reflective memo

In order to complete the learning associated with negotiation planning, a self-reflective memo is included in the assessments and integrated with the plan. Its purpose is also to facilitate personal insight into your negotiating style.

The task is to write a brief, critical evaluation of your involvement in the Job Offer negotiation and use the self-reflective memo to consciously recognise your weaknesses, note your strengths, and observe and learn from those of your opponent.

Assessment criteria are as follows:

- How did the actual negotiations relate to your plans prior to negotiations? How would you have planned this negotiation differently? (3 points)
- Describe what you have learned today about yourself as a negotiator. How did your negotiation style play out in today’s negotiation? (5 points)
- Critically assess your strengths and weaknesses in general and analyse how they affected today’s negotiation; (3 points)
- What will you do differently in the future to improve your negotiation skills? (4 points)

Self-reflective memos will be submitted at the start of the seminar in week 7, which is the week after the actual negotiation upon which it is based.

For formatting guidelines: refer to the AGSM formatting guidelines for written assessments. See link below.

4.2.4 Participation

Weight: 15%

This course is highly interactive and creates an unusually high mutual obligation amongst its students to attend on time and be ready to engage in negotiations, discussions and presentations. If one person does not observe this obligation, more than one person will be directly affected. Participation marks are intended to reward those students who properly and fully engage with all course activities.

For the avoidance of doubt, marks are not awarded for negotiation outcomes such as who ‘wins’ or ‘loses’, or for contributing the most comments or questions. A reliable, complete and satisfactory performance is all that is required for good marks.

Explanation of participation marks.

Students can maximise their marks by being prepared for and appropriately engaging in all negotiation exercises (5 marks), presenting their discussion papers satisfactorily (5 marks) and on-time and full attendance at all seminars along with a fair and informed contribution to class discussions (5 marks).
Lapses on any of these criteria will result in a loss of marks. Absence caused by certified medical or compassionate reasons will be excused.

‘Discussion papers’ refers to the papers included in weekly reading lists which will be allocated to students at the start of session for presentation during seminars on a rotational basis. Each presentation will involve a 5 to 10 minute presentation by individual students on the contents and significance of the paper assigned to them.

4.2.5 Group assignment

Due: Week 12
Weight: 30% of total grade
Length: 2500 words
References: Minimum 6 in-text references from the course reading list required

Explanation of the group assignment

The format of the negotiation in week 11 is ‘team-on-team’. Your lecturer will assign each student to a team ahead of this exercise. The group assignment assessment task will be undertaken by each negotiating team as a group, and be submitted in week 12. The group assignment is designed to critically assess your awareness of your own skills (and awareness of those of your team and your opponents) in planning, implementing and analysing a longer, more complex, team-based negotiation. The analysis will be focused on students’ strategy and performance during the team negotiation in the final weeks of session. The assignment questions will be distributed in week 10, ahead of the team negotiation in week 11.

The group assignment gives you the opportunity to analyse yourself as a negotiator, as well as the impact of negotiating within a team, against a team. Areas that may be in the group assignment include (but are not limited to):

● Preparation: your team’s, and that of the other team
● The progression of events in the negotiation;
● The strategy and tactics adopted by both parties;
● The outcome you achieved and how your outcome compares against your team’s earlier goals and objectives;
● Integration of the analytical tools and theory from the readings;
● Impact of team dynamics on the negotiation
● What you learned from the negotiation, upon reflection.

The most important elements are the integration of theory with your reflections on the negotiation process and a demonstration of critical analysis and self-reflection regarding all the parties to the negotiation. You should not waste words merely retelling events. Be sure to thoroughly justify your analysis using the appropriate literature and to use correct in–text referencing. You must demonstrably use at least 6 references from literature listed on the course reading list within the text of your group assignment.
4.2.6 Word count

Standard word counts apply equally to all students and these limits should be observed for assessments. Students who exceed the word count will be penalised.

What is included in the word count?
- Executive Summary (if any)
- All text including main body references
- Footnotes
- Tables, figures, diagrams and charts (if in text)
- Appendices

What is excluded from the word count?
- Assignment cover sheet and cover page
- Table of contents
- Reference list
- Bibliography

Please note: When assignments are submitted electronically, AGSM MBA Programs has the capacity to check for word count manipulation.

Penalties: Across all courses penalties will be applied consistently. For every 1 per cent over the word limit, a deduction of 1 per cent will be made from the final mark awarded.

Per AGSM Policy:
http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#word

4.3 Presentation and Format Guidelines/Requirements:

Limits to the number of words, time or equivalents are specified above. Please refer to the Policies and procedures section of the AGSM website for details and a template for assignment format.

For guidelines on formatting and presenting your assignment, see
http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

4.4 Assignment Submission Procedure

Assignments are to be submitted in class at the deadline specified. Students must also save and keep available a back-up copy of their assignment as submitted until such time as grades and feedback are returned following marking.
- The negotiation plan is to be submitted in class in hard copy in week 6.
- The self-reflective memo is to be submitted in class in hard copy in week 7.
- The group assignment will be submitted in class in hard copy in week 12.
Extensions for assignments: Work commitments are NOT a justifiable reason for granting of extensions. Extensions for assignments will only be granted in cases of documented illness or family emergency. You will be asked to submit work to date and then will be given additional time to complete the assignment.

4.5 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at: 
http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

<table>
<thead>
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<th>Quality Assurance</th>
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<tr>
<td>The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.</td>
</tr>
</tbody>
</table>

5. COURSE RESOURCES

5.1 Prescribed Text Book


There is a companion volume to the prescribed text. Whilst the above text is the only necessary book to acquire, it is advantageous to have both for further reference. The books are usually offered together in a package at the UNSW bookstore. The details of the companion volume are:


5.2 Course Folder

Binders containing other materials will also be provided.

The binders contain:

- lecture slides
- role play general information
- workshop guidelines
- readings.
6. COURSE EVALUATION AND DEVELOPMENT

Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Other Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; overview</td>
<td>Chapter 1;</td>
<td>Pemberton’s Dilemma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Susskind, L. (2005) Full Engagement: Learning the Most from Negotiation Simulations, Negotiation, August, 3-5.;</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Distributive bargaining</td>
<td>Chapter 2;</td>
<td>Used Car</td>
</tr>
<tr>
<td>Week 3</td>
<td>Integrative negotiation</td>
<td>Chapter 3;</td>
<td>Pakistani Prunes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Lax, D.A. and Sebenius, J.K. (1986) Chapter 7, Managing the Negotiator’s Dilemma IN The Manager as negotiator: bargaining for cooperation and competitive gain;</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Strategy &amp; planning</td>
<td>Chapter 4;</td>
<td>Knight Excalibur</td>
</tr>
<tr>
<td>Week 5</td>
<td>Perception, Cognition, Emotion</td>
<td>Chapter 6;</td>
<td>Mid-session exam</td>
</tr>
<tr>
<td>Seminar</td>
<td>Lecture Topic</td>
<td>Reading</td>
<td>Other Activities</td>
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<tr>
<td>Week 6</td>
<td>Power &amp; influence</td>
<td>Chapters 8 and 9;</td>
<td>Job Offer</td>
</tr>
<tr>
<td>Week 7</td>
<td>Relationships, trust &amp; ethics</td>
<td>Chapters 5 and 10;</td>
<td>Island Cruise</td>
</tr>
</tbody>
</table>
| Week 8    | Individual differences / cross-cultural negotiation | Chapters 14, 15 and 16 (pp. to be advised)  
● …and …Part II, Spring (pp 85-99).  
| Week 9    | Third parties                 | Chapter 19                                                             | Third Party Conflict Resolution |
| Week 10   | Multiple Parties and Teams / Agents, constituencies & audiences | Chapters 11 and 13;                                                   | City of Tamarack planning |
| Week 11   | No Lecture                    |                                                                        | City of Tamarack negotiation |
| Week 12   | Course review                 |                                                                        | Tamarack debrief           |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all UNSW Business School students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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<th>MBA Program Learning Goals and Outcomes</th>
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<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
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Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business
Students should be able to consider the social and cultural implications of management practices and of business activities

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

2. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

3. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

AGSM MBA Programs and UNSW policies
In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:
If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.


1. **Workload**

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

2. **Attendance**

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. 

https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments#class attendance

3. **General Conduct and Behaviour**

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

4. **Keeping Informed**

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.
4. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

and myUNSW

https://student.unsw.edu.au/exams

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.

3. Applications will not be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an AGSM @ UNSW Business School Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.
5. STUDENT RESOURCES AND SUPPORT

UNSW and the Business School provide a wide range of support services for students, including:

- **AGSM @ UNSW Business School Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Red Counter, AGSM Building (G27),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

- **eLearning Support**: For online help using Moodle, follow the links from http://teaching.unsw.edu.au/moodle-students
  
  **For login issues**
  Contact the UNSW IT Service Centre:
  - **Hours**: Monday – Friday, 8am – 8pm
    Saturday – Sunday, 11am – 2pm
  - **Email**: ITServiceCentre@unsw.edu.au
  - **Phone**: (02) 9385 1333 - International: +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments**
  Contact the AGSM @ UNSW Business School Elearning Coordinator:
  - **Hours**: Monday – Friday, 9am – 5pm
  - **Email**: elearning@agsm.edu.au
  - **Phone**: (02) 9931 9541 - International: +61 2 9931 9541

  **For help with technical issues and problems**
  Contact the External TELT Service Centre:
  - **Hours**: Monday – Friday, 7.30am – 9.30pm
    Saturday – Sunday, 8.30am – 4.30pm
  - **Email**: externalteltsupport@unsw.edu.au
  - **Phone**: (02) 9385 3331 - International: +61 2 9385 3331

- **UNSW Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/
  Academic writing, study skills and maths support specifically for UNSW Business School students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, UNSW Business School Building (opposite Student Centre); Phone: (02) 9385 5584;
  Email: edu@unsw.edu.au.
  Consultation online booking: https://booking.online.unsw.edu.au/booking/asb_consultation.login
  Visit us on Facebook: www.facebook.com/educationdevelopmentunit

- **UNSW Learning Centre** (www.lc.unsw.edu.au )
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**:
  http://info.library.unsw.edu.au/web/services/services.html
• **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  
  UNSW Library Annexe (Ground floor)

• **UNSW Counselling and Psychological Services**  
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)  
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.  
  Office: Level 2, Quadrangle East Wing; Phone: (02) 9385 5418

• **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: (02) 9385 4734.