MNGT5388
Negotiations and Strategy

Course Outline
Session 4, 2017

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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Course Coordinator and Facilitator: Shaun Simmons
Phone: Number will be provided to students in class
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 six (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

This course aims to:

1. address the basic concepts and structures of negotiation through a discussion of relevant theory, models of negotiation behaviour and communication strategies
2. enable students to develop skills in negotiation through practical demonstration of the ideas and concepts presented in the course in various negotiation situations
3. give students experience in diagnosing, planning and preparing for negotiations
4. give students practical negotiation experience via role plays using different scenarios
5. help students develop an understanding of and facility with the particular dynamics of individual, group and constituency negotiations
6. encourage increased awareness of the psychological components of negotiation
7. improve the critical thinking, writing and speaking skills of students
8. encourage greater self-reflection regarding negotiation conflict and its management
9. 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 simulations. The simulation program 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 UNSW Business School as well as in other faculties.

2.5 Course 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. construct written work that is logically and professionally presented
9. communicate ideas in a succinct and clear manner
10. work collaboratively to complete a task
11. influence others through persuasive communication
12. identify risks with negotiation plans and develop appropriate mitigation through different negotiation actions and responses.

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 UNSW Business School. 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’).
### MBA Program Learning Goals and Outcomes

**Learning Goal 1: Business Management Knowledge**
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.

**Learning Goal 2: Critical Thinking**
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

**Learning Goal 3: Communication**
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.

**Learning Goal 4: Teamwork**
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.

**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.

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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 seminars and other activities):
## Program Learning Goals and Outcomes

This course helps you to achieve the following MBA Program Learning Goals:

### Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-book quizzes</td>
</tr>
<tr>
<td>Negotiation plan</td>
</tr>
<tr>
<td>Self-reflective memo</td>
</tr>
<tr>
<td>Team assignment</td>
</tr>
</tbody>
</table>

### Course Assessment Items

This learning outcome will be assessed in the following items:

<table>
<thead>
<tr>
<th>1</th>
<th>Business Management Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diagnose a conflict situation in terms of the positions and underlying interests at stake. Develop appropriate plans for different negotiation scenarios.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Construct written work which is logically and professionally presented. Communicate ideas in a succinct and clear manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work collaboratively to complete a task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Responsible Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Influence others through persuasive communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>International Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gain an appreciation for individual and cultural differences and be able to diagnose and adjust negotiation strategies accordingly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>Risk Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify risks with negotiation plans and develop appropriate mitigation through different negotiation actions and responses.</td>
</tr>
</tbody>
</table>

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**Course Outline**
3. LEARNING AND TEACHING ACTIVITIES

An active learning approach is taken in MNGT5388 that stresses interactive teaching and learning. This approach is fostered through a range of strategies, particularly the intensive use of negotiation simulations (or role-play exercises) in seminars. Seminars are interactive and encourage active student contributions through discussion and questioning that reflects your reading and experience in relation to research-based theory. Seminars are heavily weighted in favour of experiential learning that encourages students to explore and experiment with theoretical concepts in real-life cases. At the same time, the simulations encourage students to improve their planning, decision-making and communication skills. The design of assessment tasks reinforces crucial knowledge and skills areas.

All this provides a mix of learning experiences and hands-on engagement. The design of the course encourages learning by doing and active reflection on negotiation experiences.

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>Program Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-book quizzes</td>
<td>24%</td>
<td>1 through 7</td>
<td>1,2</td>
<td>2 pages each</td>
<td>Weeks 2 to 10</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 5</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 6</td>
</tr>
<tr>
<td>Team assignment</td>
<td>30%</td>
<td>1 through 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>Participation</td>
<td>16%</td>
<td>8,9</td>
<td>1,3,8</td>
<td>N/A</td>
<td></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 Open-book quizzes

Weight: 24%
When: Weeks 2 through 10
Length: About 300 to 500 words each

Explanation of open-book quizzes

The open-book quizzes will confirm the extent of your engagement with course theory through a set of short-answer questions for each topic covered in Weeks 2 through 10 (nine quizzes in all). The eight best scores will contribute a possible three marks each to the final assessment (up to 24 marks in total) on the following basis:

- satisfactory submission, demonstrating adequate or better engagement with theory: 3 marks
- unsatisfactory/late submissions will receive a mark of zero.

Receiving a mark of zero on more than two occasions would be deemed an unsatisfactory attempt for this assessment item and would require remedial action (which would be subject to the Course Coordinator and Facilitator’s discretion in each case) in order to pass the course.

You should submit answers to each quiz online via Turnitin prior to each weekly seminar, i.e. the deadline is the seminar starting time in each relevant week.

4.2.2 Negotiation Plan

Weight: 15%
Due: Week 5
Length: 1,250 words maximum
References: Minimum three in-text references from the 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 the basis for developing a plan that will be used in the negotiation role play. The plan relates to the Job Offer negotiation, in Week 5.

Plans will be submitted via Turnitin no later than the beginning of the seminar in Week 5. It is also to be submitted in hard copy in class at the Week 5 seminar. You should have a copy or summary to use during the negotiation. Your summary should contain, at a minimum, the BATNA (best alternative to a negotiated agreement), resistance, opening and target points, and questions to ask and answer. Any summaries prepared will not be submitted for assessment.

Assessment criteria are specified and summarised in the course materials for Week 5.
4.2.3 Self-reflective memo

Weight: 15%
Due: Week 6
Length: 1,250 words maximum
References: Minimum three in-text references from the 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 negotiating strengths and weaknesses 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 via Turnitin no later than the start of the seminar in Week 6, which is the week after the actual negotiation upon which it is based. It is also to be submitted in hard copy in class at the Week 6 seminar.

For formatting guidelines: see below.

4.2.4 Participation

Weight: 16%

This course is highly interactive and creates an unusually high mutual obligation among its students to attend on time and be ready to engage in negotiations and discussions. 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, on time and full attendance at all seminars and a fair and informed contribution to class discussions. Absence caused by certified medical or compassionate reasons will be excused.

4.2.5 Group assignment

Due: Week 12
Weight: 30% of total grade
Length: 2,500 words maximum
References: Minimum six 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’. Students will be assigned, by the Course Coordinator and Facilitator 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 via Turnitin no later than the starting time of the Week 12 seminar. It is also to be submitted in hard copy in class at the Week 12 seminar.

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 correct in-text referencing. You must use at least six references from literature listed on the course reading list within the text of your group assignment.
4.3 Assignment Preparation and Submission

Unless otherwise stipulated in the specific details for each of your assignments, please prepare and submit your assignments in accordance with the following.

Assignment length

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

Any text (including appendices) that goes beyond the word count will not be read in grading the assignment.

Assignment format

For consistency across all assignments, students are required to supply assignments in a standard format, which is detailed below. Assignments should always be submitted in Word format.

<table>
<thead>
<tr>
<th>Headings</th>
<th>Body text</th>
<th>Page setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Font: Times New Roman&lt;br&gt;• Font size: 12 points&lt;br&gt;• Line spacing: Double&lt;br&gt;• Text style: Bold</td>
<td>• Font: Times New Roman&lt;br&gt;• Font size: 12 point&lt;br&gt;• Line spacing: Double&lt;br&gt;• Text style: Normal</td>
<td>• Top: 2.54 cm&lt;br&gt;• Bottom: 2.54 cm&lt;br&gt;• Left: 3.17 cm&lt;br&gt;• Right: 3.17 cm&lt;br&gt;• Header: 1.25 cm&lt;br&gt;• Footer: 1.25 cm</td>
</tr>
</tbody>
</table>

Note: The left and right margins are wider than the default margins in Word.

Paragraph breaks

First line indent: 1.27cm

Diagrams and tables

Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the assignment. Diagrams and tables must:

• be formatted with single line spacing
• be formatted with a minimum font size of 8 points
• be positioned vertically in between paragraphs.
Assignment file name

Please use the following naming convention for each assignment.
z9999999_surname_[XXXX1111]_17s4_Ass1

where:
z9999999 is your student ID – please insert your surname
XXXX1111 is the course code
17s4 is the session name (2017, Session 4)
Ass1 is the Assignment number (Ass2 for Assignment 2)

Assignment submission

1. You must submit your assignment through your online classroom as per the instructions in your LMS User Manual.

2. Assignment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the ‘Assessments’ section in your Moodle course site.

3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: https://student.unsw.edu.au/plagiarism

4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).

5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your Facilitator or AGSM Student Experience.

6. Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

7. You will be advised of your mark by your Facilitator within 14 days of assignment submission date.

8. Please keep a copy of your assignment.

Quality Assurance

The UNSW BUSINESS SCHOOL 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 UNSW BUSINESS SCHOOL programs. All material used for such processes will be treated as confidential.
5. COURSE RESOURCES

5.1 Prescribed Textbook


A tailored version of this text will be available for students to purchase and download electronically. Details of how to do this will be available on the course website.

5.2 Course Materials

Other course materials will be provided to students in the course website in Moodle. These materials will include:

- some class slides
- open-book quizzes
- topic summaries
- role-play general information
- workshop guidelines
- readings outside of the textbook.

6. OTHER RESOURCES

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business, go to http://www.businessthink.unsw.edu.au.

7. COURSE EVALUATION AND DEVELOPMENT

Feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. Feedback is generally collected in Weeks 3 or 4, and subsequently communicated to students. Significant changes to courses and programs within the Program based on formal end-of-Session feedback are communicated to subsequent cohorts of students.
# 8. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Seminar</th>
<th>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;                                                                                                                                  • Susskind, L 2005, Full engagement: Learning the most from negotiation simulations, negotiation, August, pp. 3-5.   • Bazerman, H 2005, ‘Putting negotiation training to work’, Negotiation, September, pp. 1–5.</td>
<td>Pemberton’s Dilemma</td>
</tr>
<tr>
<td>Week 3</td>
<td>Integrative negotiation</td>
<td>Chapter 3;                                                                                                                                  • Lax, D A &amp; Sebenius, J K 1986, Chapter 7, ‘Managing the negotiator’s dilemma’ in The manager as negotiator: Bargaining for cooperation and competitive gain; • Fisher, R, Ury, W &amp; Patton, B 1997, Chapter 1, ‘Don’t bargain over positions’ in Getting to yes: Negotiating an agreement without giving in.</td>
<td>The Postal Service</td>
</tr>
<tr>
<td>Week 5</td>
<td>Perception, cognition, emotion</td>
<td>Chapter 6;                                                                                                                                  • Bazerman, M H &amp; Neale, M 1992, Chapter 13 ‘Fairness, emotion and rationality in negotiations’ in Negotiating rationally. • Ury, W 1992, Step one. Don’t react: Go to the balcony. Getting past no: Negotiating with difficult people.</td>
<td>Job Offer</td>
</tr>
<tr>
<td>Seminar</td>
<td>Topic</td>
<td>Reading</td>
<td>Other Activities</td>
</tr>
<tr>
<td>-----------</td>
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</tbody>
</table>
| Week 6    | Power and influence          | Chapters 8 and 9;  
| Week 7    | Relationships, trust and ethics | Chapters 5 and 10;  
• Thompson, L L 2005, Chapter 6, ‘Establishing trust and building a relationship’ in *The Mind and heart of the negotiator*, 3rd edn.  
• Malhotra, D 2004, ‘Smart alternatives to lying in negotiation. Negotiation decision-making and communication strategies that deliver results’ | Island Cruise             |
| 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  
| Week 10   | Multiple parties and teams   | Chapter 13  
| Week 11   | No new topic                 |                                                                                                                                         | City of Tamarack negotiation |
| Week 12   | Course review                |                                                                                                                                         | City of Tamarack debrief  |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. 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: https://student.unsw.edu.au/plagiarism 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:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see:
https://student.unsw.edu.au/referencing

For the UNSW Business School Harvard Referencing Guide, see:

2. 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:

https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.

Information and policies on these topics can be found in the ‘A-Z Student Guide’:
https://student.unsw.edu.au/guide

See, especially, information on ‘Attendance and Absence’, ‘Assessment Information’, ‘Examinations’, ‘Workload’ and policies such as ‘Occupational Health and Safety’.

2.1 Workload

It is expected that you will spend at least 10 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.
2.2 Attendance

Your regular and punctual attendance at 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/agsm/students/student-enrolment-information#attendance-participation

2.3 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://student.unsw.edu.au/guide

2.4 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://safety.unsw.edu.au/

2.5 Keeping Informed

You should take note of all announcements made in class or on the course website. From time to time, the University will send important announcements to your university email 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.

3. STUDENT RESOURCES AND SUPPORT

eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:
UNSW IT Service Centre
Hours: Monday to Friday: 8.00am – 8.00pm
Saturday and Sunday: 11.00am – 2.00pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments:
The AGSM eLearning Coordinator
Hours: Monday to Friday: 9.00am – 5.00pm
Email: elearning@agsm.edu.au
For help with technical issues and problems:

External TELT Support

Hours: Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm

Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
External: 02 9385 3331
International: +61 2 9385 3331

Administrative support

Student Experience
If you have any administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Tel: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

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

- **Business School Education Development Unit (EDU)***
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides 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](http://info.library.unsw.edu.au/web/services/services.html)

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides 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: +61 2 9385 4734;
  Email: seadu@unsw.edu.au