MNGT8712
Negotiation Skills

Course Outline
Session 3, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Associate Professor Peter Sheldon
Room 536, Business School Building, West Wing
Phone No: 61 2 9385 7177
Email: p.sheldon@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Cliftons. Level 5 Hutchison House, 10 Harcourt Road, Central, Hong Kong,
Ph: +852 2159 9999

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>25 July</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>26 July</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>27 July</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>28 July</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>30 July</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>31 July</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>1 August</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>8</td>
<td>Sunday</td>
<td>2 August</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
</tbody>
</table>

2.2 Bad Weather Policy
Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

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

2.4 Summary of Course
This course provides a set of generic concepts and skills for negotiating: 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; political and public policy; legal; and industrial relations. This 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 role play exercises which develop in complexity as the course progresses.
2.5 Course Aims and Relationship to Other Courses

The aims for the course are that it will:

1. transmit fundamental negotiation concepts through relevant research-based theory;
2. foster development of negotiation skills through learning-by-doing and critical reflection;
3. give students extensive experience in diagnosing, planning and preparing negotiations;
4. give students guided negotiation experience in role playing different scenarios;
5. foster understanding of and facility with individual, group and constituency negotiations;
6. encourage increased awareness of the psychological components of negotiation;
7. improve students’ research, critical thinking, writing and speaking skills;
8. encourage greater self-reflection regarding conflict and its management;
9. foster students’ development of planning and teamwork skills; and
10. foster creative and lateral thinking.

Relationship of this Course to Other Course Offerings

This course is an elective course within the AGSM Hong Kong MBA. It has no pre- or co-
requisites.

2.6 Student Learning Outcomes

On successful completion of this course, you should be able to:

1. discuss and use negotiation theory relevant to planning and carrying out negotiations;
2. diagnose a negotiation scenario in terms of the parties’ underlying interests;
3. explain choices among negotiation strategies and when it is most appropriate to use each;
4. develop negotiation plans appropriate to different negotiation scenarios;
5. carry out a simple distributive negotiation;
6. undertake an integrative negotiation individually;
7. analyse the role of power in negotiation processes;
8. explain how psychological factors can condition negotiation processes;
9. work with the implications of being involved in constituency-based negotiations;
10. display improved skills in research, critical analysis, self-reflection and problem-solving;
11. show evidence of improved verbal and written communication skills, including persuasion;
12. display improved skills in team-work, and undertake a negotiation as part of a team.

This course also contributes to your development of the following UNSW Business School
Postgraduate Program Learning Goals and Outcomes, which are the qualities, skills and
understandings we want you to have by the completion of your degree (Table 1, below).

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 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’).

For more about the Postgraduate Program Learning Goals etc, see course outline Part B.
### TABLE 1. LEARNING GOALS AND ASSESSMENT TASKS

<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 Business School postgraduate 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>1., 2., 3., 4., 5., 6., 7., 8., 9., 10.</td>
<td>Mid-semester exam; Take-home exam; Negotiation Plan</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 12.</td>
<td>Negotiation Plan; Take-home exam; Active informed participation; Team assessment</td>
</tr>
<tr>
<td>3a Written Communication</td>
<td>1., 3., 4., 5., 6., 7., 8., 9., 11., 12.</td>
<td>Negotiation Plan; Take-home exam; Team assessment</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>7., 8., 9., 11., 12.</td>
<td>Team assessment; Take-home exam; Active informed participation.</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>2., 4., 6., 7., 9., 10.</td>
<td>Take-home exam; Active informed participation.</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>2., 7., 8., 9.</td>
<td>Take-home exam; Team assessment</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

MNGT8712 takes an active, adult-learning approach that stresses interactive teaching and learning. It fosters this approach through a range of strategies including intensive use of negotiation simulations (or role play exercises). Lectures are interactive too; the lecturer seeks active student contributions through discussion and questioning that reflects your reading and experience in relation to research-based theory. The course is heavily weighted 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. Design of assessment tasks reinforces crucial knowledge and skills areas.

All this provides a mix of learning experiences and hands-on engagement that encourages learning-by-doing and for you to actively reflect on your negotiations.
3.2 Learning Activities and Teaching Strategies

3.2.1 Lectures: Where you learn about developing your negotiation skills
The lectures build from the relevant core readings (in the textbook) to set out the course’s main ideas, theories and conceptual frameworks. The lecturer integrates these with materials from a range of sources, including your own prior knowledge and experiences. The expectation is that you will come prepared for each lecture. This means you should have already read and considered the relevant chapter.

3.2.2 Negotiation Simulations: Where you learn to improve your negotiation skills

The simulations (or role-plays) provide you with an interactive environment in which to enhance your learning and your enjoyment of the course. You will engage in a variety of different scenarios that build in complexity and that call for different combinations of knowledge and skills. Therefore, when you read for your lectures, you are also doing fundamental reading for maximising your learning and enjoyment from the simulations.

By actively engaging in role-plays, you will increase your confidence and competence as a negotiator. The more conscientiously you participate, the more you will enjoy and learn. Participation provides you with opportunities to develop your repertoire of negotiation skills as well as giving you a safe and supportive environment in which to explore different ways of negotiating. Finally, they provide you with opportunities to improve generic interpersonal skills through interacting with others, working together in diverse groups, forging learning networks, and learning to understand values and opinions different from your own.

There are two forms of preparation: reading and planning for the role-plays.

The suggested reading combines clear exposition of theory with detailed examples and applications to help ‘set the stage’ for subsequent activities. Negotiation is a field where theory provides powerful tools for action. You are responsible for completing relevant reading.

Planning for the role-plays will vary depending on the nature and complexity of each exercise. For some negotiation role-plays, students will organise all or part of their preparations in class time. For others, you will be required to make more time between class periods to complete tasks. Preparations may involve reading the briefing information provided, planning for a role-play, attending group strategy meetings and performing any required research. Some of the roles are handed out ahead of time.

If you miss a class, we expect you to contact your lecturer-in-charge to find out if roles have been distributed, and to organise receipt of your role. You are NOT to "borrow" anyone else’s role information. If you know you will not be able to attend a particular class, please advise your course coordinator in advance, as absences have an impact on planning each session.

As some role-plays involve active teamwork, we expect you to meet your obligations to your team in and between classes.

We are not interested in ‘common sense’ views that bear little or no connection to what theory and research evidence suggest. You should work continuously from theory bearing in mind that much theory is ‘situational’ or ‘contingent’ in orientation. That is, it prescribes no ‘one best way’ but provides a range of alternatives more or less useful in different situations.
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 (see below).

In particular, you are required to complete the following for assessment:

- attendance at classes. NOTE: UNSW policy is that students must attend at least 80% of scheduled classes. Each Saturdays counts as two class sessions, Sundays for two (longer) ones each, and each weekday evening session counts as one
- effective participation and involvement in role play exercises
- submission of the Negotiation Plan
- attendance at the Mid-session examination
- submission of the Team Assessment
- submission of the Take-home examination

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight (ing) (%)</th>
<th>Learning Outcomes assessed</th>
<th>MBA Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>15</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12</td>
<td>1, 2, 3, 4, 5A, 5B, 6.</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
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<tr>
<td>Mid-session Exam</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>50 minutes</td>
<td>8.15 pm, Tuesday 28 July 2015</td>
</tr>
<tr>
<td>Negotiation Plan</td>
<td>20</td>
<td>1, 2, 3, 4, 6, 7, 10, 11</td>
<td>1, 2, 3, 4, 6</td>
<td>Worksheet plus</td>
<td>7.30 pm Thursday 30 July 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,200 words (max.), 1 in-text reference</td>
<td></td>
</tr>
<tr>
<td>Team Assessment</td>
<td>10</td>
<td>1, 2, 9, 10, 11, 12</td>
<td>1, 2, 3A, 4</td>
<td>900 words (max.), 2 in-text references</td>
<td>7.30 pm (HK time), 10 August 2015 Via email</td>
</tr>
<tr>
<td>Self-reflective Report</td>
<td>30</td>
<td>1, 2, 3, 7, 8, 9, 10, 11</td>
<td>1, 2, 3, 4, 5a, 5b</td>
<td>3,000 words (max.) 5 in-text references</td>
<td>11.30 pm (HK time), 30 August 2015. Via email</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment for the course consists of five components:
Class participation 15%; Team Assessment 10%; Negotiation Plan 20%; Mid-session examination 25%; Self-reflective report 30%.

The assignments and exams are designed to encourage you to apply what you have learned. Students must have a minimum of 80% attendance to pass this course (11 sessions) and must obtain a composite mark of at least 50. It is assumed that everyone has heavy work commitments and such commitments are not considered good reason for missing class.
4.3 Assignment Formats and Explanations

4.3.1 Class participation. Weight: 15%

The marks available for participation reflect two elements. Five (5) marks will be awarded for on-time attendance for 10 of the 12 sessions. On-time attendance is defined as arriving no later than 10 minutes past the start time. There are no partial points awarded. A student will receive either 5 points or 0 points for this portion of the participation mark.

There are also 10 marks for informed participation. This will reflect students’ reading, verbal contributions to discussion of role play exercises and active, constructive involvement in the exercises. For the two team negotiations each student is expected to be the lead negotiator for at least part of one of the two negotiations. The lecturer understands and makes allowances for the fact that for some of you English is not your first language. Verbal style or facility is NOT the most important thing. Willingness to participate, to "play the part" and the ability to use theory to understand negotiation challenges are the central criteria. Please note that the class is conducted in English, and when you negotiate, you are expected to negotiate in English.

4.3.2 Team Assessment. Weight: 10%

Due: 7.30 pm (HK time), 10 August 2015. Length: 900 words. References: 2 different in-text references required. Submission: Via email to p.sheldon@unsw.edu.au

● Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is the student’s obligation to follow-up by contacting the lecturer and re-submit.

The team assessment gives each student the opportunity to rate themselves and their negotiation team with regard to the Tamarack and Island Cruise negotiations in the areas of planning, participation in teamwork, and participation in the negotiation. The lecturer-in-charge will provide you with more information on this ahead of these negotiation.

4.3.3 Negotiation Plan. Weight: 20%

Due: 7.30 pm Thursday 30 July 2015. Length: Worksheet plus explanation of 1,000 words maximum. References: 1 in-text reference required

Explanation of the written negotiation plan

The negotiation literature points strongly to the crucial importance of proper planning and preparation for negotiation effectiveness. Therefore there is one assessable planning exercise 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. This assessment item accounts for 20 per cent of total assessment. The plan relates to the ‘Job Terms’ negotiation scenario.

You must write and submit a negotiation plan immediately prior to doing this negotiation. That document must include two (2) distinct and separate sections:

a) your ‘Worksheet’ (the plan you will use); and
b) your ‘Explanation’ of what you have done in the Worksheet.

There should be very little repetition of the Worksheet in the Explanation and very little explanation in the Worksheet. You must also bring to that class a copy of your Worksheet to use in that negotiation. For your Worksheet, you may use point form or a table (or both) as they may help you think more clearly and quickly at the negotiation table.

We will provide a (marking) evaluation guide to help you complete each plan. You should use these to cover the necessary components for each plan.
The Worksheet
You should be able to actively use your Worksheet (plan) while you are at the negotiation table. Your Worksheet is not included in your word count for the overall Plan document. Nevertheless keep the Worksheet as short, clear and usable as possible.

The idea is that you should be able to actively use your plan while you are at the negotiation table. Therefore, please create a two to three-page summary Worksheet to use while you are negotiating. The evaluation guide clearly explains which items you need to address in your Worksheet and the lecturer-in-charge will mark the Worksheet according to that form. The Worksheet is not included in your word count. Do not explain your choices in the Worksheet. That comes in the Explanation (or Plan rationale).

The Explanation
The word count refers to the Explanation section where you present your thinking and rationale for what you have prepared in your worksheet. The word limits for the plan is generous. You must strictly adhere to them or face a marks penalty.

The Explanation comprises the word count for the plan (1,200 words). The evaluation form also clearly explains which items you need to address in your Explanation and the lecturer-in-charge will mark the Explanation according to that form. In the Explanation, you should explain the choices you made in your Worksheet, not repeat them.

You must hand in both sections as part of your plan. For your Worksheet you may want to use point form or a table (or both) as these options may help you think more clearly and quickly at the negotiation table. Students will be penalised for going over the word limits for the assignment.

Plan format: ● Worksheet with tables, numbers, questions, responses. This is not included in the word count and should be 2 to 3 pages. ● Explanation (Plan rationale): 1.5-double spaced, in 12 point Times New Roman Font. Please include the word count for this section.

4.3.4 Mid-session examination. Weight: 25%
Where: in class. When: Tuesday, 8.15 pm Tuesday 28 July 2015. 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. 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 reading of chapters 1-4 prior to the mid-session exam will certainly assist in raising your achievement level in the exam.
The exam will contain 25 multiple-choice questions and be of 50 minutes duration.

4.3.5 Self-reflective Report: Weight: 30%
When: 11.30 pm (HK time), 30 August 2015. Via email to p.sheldon@unsw.edu.au
Length: 3000 words References: 5 different in-text references required

Explanation of the take-home exam
You will write an **individual Self-reflective Report** analysing your team negotiation in "Island Cruise". The questions for the Self-reflective Report will be available in the final class. You should find the debriefing exercise for Island Cruise very valuable for doing that Report.

The **Self-reflective Report** questions will be drawn from the following areas:

- Preparation: your own, your team’s, and the other team’s
- Progression of events in the negotiation;
- Strategy and tactics adopted by both parties;
- The solution achieved and how you ‘defend’ this against your goals and objectives;
- Integration of analytical tools and theory from the readings;
- What you learned from the negotiation, reflecting upon it.

Most important are: integration of theory with your reflections on the negotiation process; and demonstration of critical analysis and self-reflection regarding all parties to the negotiation. That is, do not waste words merely re-telling events. Be sure to thoroughly justify your analysis using the appropriate literature and to use correct referencing.

The theories you will need to work with will be from **those topics covered in Lectures 5 to 10**. You must demonstrably use at least 5 different in-text references from this course outline in this exam plus a reference list at the end.

The minimum reference count refers to the reference list at the end. These can include **separate** books (including the course textbook) and academic journal articles. Please note: each separate reading (but not chapter) in the textbook counts as a separate reference. This also follows for those students using separate Lewicki et al textbook (counts as one reference) and book of readings (each reading used counts as a separate reference).

- Format: 1.5-double spaced, in 12 point Times Roman Font. Harvard referencing.
- All information including the reference list should be in ONE file and the word count (including tables and figures) should be recorded on the front of the document.

- Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is the student’s obligation to follow-up by contacting the lecturer and re-submit.

### 4.4 Assignment Submission Procedure

You are responsible for submitting all your pieces of assessment on time and via the appropriate procedures.

#### 4.4.1 Negotiation Plan

You should submit your negotiation plan to in class at the time indicated above. If you are not able to attend the class when this assessment item is due, it is your responsibility to make alternative arrangements with the lecturer-in-charge for submission prior to that class.

**Procedure:**

1. **Make a copy of the assignment for safe-keeping.** Unfortunately, papers do get lost. Therefore, make a printed copy of the paper and keep it until your marked paper is returned to you.
2. Hand in your assignment to your lecturer-in-charge.
3. You may not submit assignments by e-mail or by fax.
4.4.2 i. Team Assessment; and ii. Self-reflective Report

**Procedures:**

1. Make and keep a copy of i. your Team Assessment Paper and ii. your Self-reflective Report until you have the results for the course. Unfortunately, assessments do get lost.
2. Email your i. Team Assessment and ii. your Self-reflective Report directly to the lecturer-in-charge, p.sheldon@unsw.edu.au

4.5 Late Submission

Extensions for assignments:

Work commitments are NOT a justifiable reason for granting of extensions. Extensions for assignments will only be granted in cases of family emergency or severe illness. Extensions should be requested prior to the due date. You will be asked to submit work to date and then given additional time to complete the assignment.

Late submission of a negotiation plan will result in a mark of zero (0) unless you have email permission from the lecturer-in-charge. If there are mitigating circumstances, please contact the lecturer-in-charge as soon as possible.

A penalty of 10 per cent per day of the marks available for that assignment will apply for any Team Assessment and Self-reflective Reports received after their due dates.

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**Quality Assurance**

The Business School at UNSW 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 Business School programs. All material used for such processes will be treated as confidential and will not be related to

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5 **COURSE RESOURCES**

The course-specific textbook is


This is an abridged version designed especially for this course. The lecturer-in-charge designed and organised it to get more of the relevant readings for students at a lower price for you.

The book takes relevant chapters (in their entirety) from:

  
and an array of interesting readings selected from:


- And earlier versions of this book of readings.
The lecturer-in-charge therefore strongly recommends that students buy this textbook. It is available through from the AGSM Hong Kong office.

If you wish you can buy the original 7th editions of Lewicki, et al., (2015) Negotiation and Negotiation: Readings. As well, you can still use the previous (6th) edition of the textbook and book of readings but the new course-specific textbook is more useful.

Other recommended texts, listed below, cover parts of the course and provide somewhat different approaches. Subsequent listings of these texts appear in abbreviated form to save space.

- Fells, R. (2012), Effective Negotiation: From research to results, 2nd edn, Cambridge University Press, Melbourne. (The first edition is also useful)
- Thompson, L. (2012), The Mind and Heart of the Negotiator, 5th edn, Pearson, Upper Saddle River NJ. (Earlier editions are also very useful)

Other materials supplied in class will be lecture slides • role play general information • readings • sample plan

Academic journals that cover relevant issues extensively and are available in the UNSW library (many of them electronically) include:

Group Decision and Negotiation; Harvard Business Review; Journal of Conflict Resolution; Negotiation Journal; Organizational Behavior and Human Decision Processes; Research in Organizational Behavior; (MIT) Sloan Management Review.

UNSW Library electronic holdings
Some readings are also available electronically through the Reserve. Students will be expected to demonstrate initiative in locating other reading material relevant to the topics that they have chosen to research.

Use of Library catalogue and the World Wide Web
To identify further research-based articles in refereed academic journals, use:

- the references and bibliographies included with the textbook,
- the course, author and key-word search facilities available in the main library catalogue,
- the e-journal data-bases accessible via the Library Home Page.

The most useful database is 'ABI/INFORM' available via 'Proquest'. It provides abstracts and, in some cases, full texts of articles published in relevant journals, including some not available on campus. In many cases, it is possible to download articles in 'full text' from databases.

5.1a ‘Moodle’
This course uses ‘Moodle’ as its on-line environment. The following information will be available on the Course ‘Moodle’ site at t https://moodle.telt.unsw.edu.au/login/index.php
• The course outline, both this Part A and also Part B;
• Additional material linked to the course outline – such as UNSW and Business School policies and explanations of the course’s approaches to teaching and learning
• All lecture slides;
• Additional information for assessment items;
• Other administrative information;
• Updates and new information relevant to the course

Moodle eLearning support:
To access the Moodle online support site for students, follow the links externalteltsupport@unsw.edu.au.
Additional technical support: Email: itservicecentre@unsw.edu.au; Ph: 61 2 9385 3331

Library information/subject guides etc., including a link to:
http://subjectguides.library.unsw.edu.au/business

6 COURSE EVALUATION AND DEVELOPMENT

Each semester, we seek feedback from students and other stakeholders about the courses we offer in the Business School. In teaching MNGT8712, the lecturer-in-charge uses students’ course-level feedback, quantitative and qualitative, form his other negotiation skills courses – including executive education – to guide monitoring and development of this course. This happens at the end of each semester.

The lecturer-in-charge does not link such change automatically to any one piece of feedback. Instead he reflects on a range of sources including evaluations of student assessment performance and informal student feedback. This ongoing improvement process can affect one or more areas of the course: structure, content, resources, delivery or assessment. Thus, the MNGT8712 course you are doing reflects changes he has made in response to feedback from previous student cohorts and continual monitoring of the performance of students in negotiation simulations and assessment items. For example, he almost wholly re-designed the Job Terms negotiation you will plan for to better equip the parties to negotiate their side.

One way we gather student evaluative feedback is the UNSW Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm).

The lecturer-in-charge also formally researches on the effectiveness of the assessment design he has developed for this course. Please see:


ABOUT THE LECTURER-IN-CHARGE:
Associate Professor Peter Sheldon, School of Management, Business School, UNSW. Peter has been designing and teaching Negotiation Skills courses since 2003, in undergraduate, postgraduate and the AGSM Executive Education programs. He has received the Business School’s “Bill Birkett Award for Sustained Excellence in Teaching” and its “Excellence in Team Teaching Award”. Peter received the UNSW Vice-Chancellor’s Award for Teaching Excellence in 2009. He is also the Academic Director of the AGSM Graduate Certificate in Change Management and researches and publishes widely in the field of employment relations, including studies of different countries and cross-national analyses.

https://www.business.unsw.edu.au/our-people/petersheldon#horizontalTab2

MNGT8712 – Negotiation Skills 11
7  COURSE SCHEDULE and CORE READINGS (text book)

Day 1: Saturday, 25 July (2.00pm – 8.00pm)
- Lecture 1: Introduction to the course and the negotiation field (Chapter 1)
  a. Simulation: Pemberton exercise
- Lecture 2: Distributive bargaining (Chapter 2)
  a. Accel media negotiation

Day 2: Sunday, 26 July (10.00am – 7.00pm)
- Lecture 3: Integrative bargaining (Chapter 3)
  a. Pakistani prunes negotiation
- Lecture 4: Negotiation planning (Chapter 4)
  a. Knight Excalibur negotiation

Day 3: Monday, 27 July (7.00pm – 10:15pm)
- Revision for the mid-term exam
- Lecture 5. Perception and cognition in negotiation (Chapter 6)

Day 4: Tuesday, 28 July (7.00pm – 10:15pm)
- Individual exam revision
- Mid-term exam
- Preparing plans for Job Terms negotiation

Day 5: Thursday, 30 July (7.00pm – 10:15pm)
- Job Terms negotiation (submit negotiation plan)
- Lecture 6: Power and leverage in negotiation (Chapter 7)

Day 6: Friday, 1 August (7.00pm – 10:15pm)
- Lecture 7: Principals and agents; constituencies and representatives (Chapter 8)
  a. Paige Turner negotiation

Day 7: Saturday, 2 August (2.00pm – 8:00pm)
- Lecture 8: Multiple parties and teams in negotiations (Chapter 9)
  a. Town of Tamarack negotiation
- Lecture 9: Individual Differences and negotiations (Chapter 10)

Day 8: Sunday, 3 August (10:00am – 7:00pm)
- Lecture 10: Ethics in negotiation (Chapter 5)
  a. Island Cruise negotiation (part 1)
  b. Island Cruise negotiation (part 2)
- Lecture 11: Course summary and review
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School at UNSW has Program Learning Goals that 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 postgraduate 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 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.

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
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<tr>
<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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<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
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<tr>
<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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<tr>
<td><strong>Learning Goal 3: Communication</strong></td>
</tr>
<tr>
<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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<tr>
<td><strong>Learning Goal 4: Teamwork</strong></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td><strong>Learning Goal 5: Responsible Business</strong></td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
</tbody>
</table>
### 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](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](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](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](http://www.lc.unsw.edu.au/onlib/ref.html)


## 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.

3.1 Workload

The normal expected workload for a course like this but run on a semester basis would be at least ten hours per week studying this course. This time would be made up of reading, research, working on exercises and problems, and attending classes. For MNGT8712, in this condensed format, you will need to make a substantial effort to prepare by reading ahead before the course begins AND to do more in the exam period after the last class. In particular, you should attempt to read the first four chapters of the textbook before classes start.

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.

We strongly encourage you to connect with your Moodle course websites before the first class. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

3.2 Attendance

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

3.3 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

3.4 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://www.ohs.unsw.edu.au/

3.5 Keeping Informed

You should take note of all announcements made in classes 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.

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

5 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students:
• AGSM MBA Hong Kong Office
  Hong Kong students please contact the office directly for immediate support:
  Address:
  Unit 2006, 20/F, Kinwick Centre,
  32 Hollywood Road, Central, Hong Kong,
  Ph: +852 2841 2802,
  E: contact@agsm.com.hk
  Office Hours:
  Mon-Wed, Fri 9:00am – 6:00pm
  Thursday(s) 9:00am – 7:30pm
• 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: 8.00 a.m. to 8.00 p.m.
Saturday and Sunday: 11 a.m. to 2.00 p.m.
Email: ITServiceCentre@unsw.edu.au
Phone:
Internal – extension 51333
External - +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments.

The AGSM eLearning Coordinator
Hours: Monday-Friday, 9.00 a.m. to 5.00 p.m.
Email: elearning@agsm.edu.au
Phone:
Internal - x19541
External - 02 9931 9541
International - +61 2 9931 9541

For help with technical issues and problems.
External TELT Service Centre
Hours:
Monday to Friday: 7.30 a.m. to 9.30 p.m.
Saturday and Sunday: 8.30 a.m. to 4.30 p.m.
Email: externalteletsupport@unsw.edu.au
Phone:
Internal - x53331
External - 02 9385 3331
International - +61 2 9385 3331

- Business School Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support/consultations
  Visit us on Facebook: www.facebook.com/educationdevelopmentunit

See also Business School Learning Support site:
https://www.business.unsw.edu.au/students/resources/learning-support

- 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

- UNSW Counselling and Psychological Services
  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; Ph: +61 2 9385 5418

- Student Equity & Disabilities Unit 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; Ph: +61 2 9385 4734