

MGMT 3721 NEGOTIATION SKILLS

Course Outline Semester 1, 2017

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Position	Name	Email	Room	Phone	Consultation
Lecturer-in-charge and tutor	Mr Julian EHRLICH	j.ehrlich@unsw.edu.au	Level 5 West School of Business	0404 877 460	By appointment
Tutor	Ms Noa SHEER	n.sheer@unsw.edu.au	Level 5 West School of Business	0410 632 216	By appointment
Tutor	Mr Matt DALLAS	m.dallas@unsw.edu.au	Level 5 West School of Business	0448 117 803	By appointment

1.1 Communication with Staff

Please note, this is not a distance-learning course. Therefore, email is not an appropriate medium for discussing course content with your tutor or the lecturers. If you require more detailed advice or clarification about course content and academic questions, please consult the lecturer-in-charge or your tutor in person or by telephone at a time convenient for both parties.

Please remember, the short time immediately before or after lecture is not for individual consultation sessions. Please raise questions of general interest in class or workshops so that all may benefit. If your question concerns you alone, please use the consultation times or other contact mechanisms. For all assessment questions, academic content and course-specific administrative questions, please contact your tutor directly.

All students are expected to use email responsibly and respectfully.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 and extend to Week 12 inclusive			
First	Monday	12 – 1pm	Electrical Eng. G25 (map G-17)
Second	Thursday	5 – 6pm	Macauley Theatre (map E-15)

Tutorials (workshops) start in Week 2 and extend to Week 13 inclusive			
M10A	Monday 10 - 12	Squarehouse 218	Noa SHEER
M13A	Monday 13 -15	Squarehouse 207	Noa SHEER
M14A	Monday 14-16	BUS 215	Matt DALLAS
T13A	Tuesday 13 - 15	BUS 107	Julian EHRLICH
T15A	Tuesday 15 - 17	BUS 219	Julian EHRLICH
W09A	Wednesday 9 - 11	BUS 118	Julian EHRLICH
W11A	Wednesday 11-13	BUS 118	Julian EHRLICH
W13B	Wednesday 13-15	BUS 219	Matt DALLAS
H09A	Thursday 9 - 11	BUS 114	Matt DALLAS
H12A	Thursday 12 – 14	BUS 118	Matt DALLAS
H14A	Thursday 14 – 16	BUS 107	Julian EHRLICH

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 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 workshops (tutorials). The workshop program is made up of negotiation role play exercises which develop in complexity as the course progresses.

2.4 Course Aims and Relationship to Other Courses

Our 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 with no pre- or co-requisites but is of great relevance to all areas taught within the Business School and in other faculties.

2.5 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 Undergraduate 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 undergraduate 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 re. the Undergraduate Program Learning Goals etc, see course outline Part B.

TABLE 1. LEARNING GOALS AND ASSESSMENT TASKS

THIS COURSE HELPS YOU TO ACHIEVE THE FOLLOWING LEARNING GOALS FOR ALL BUSINESS SCHOOL UNDERGRADUATE COURSEWORK	ON SUCCESSFUL COMPLETION OF THIS COURSE YOU SHOULD BE ABLE TO:	THIS LEARNING OUTCOME WILL BE ASSESSED IN THE FOLLOWING ASSESSMENT ITEM/S.
UNSW BUSINESS SCHOOL UNDERGRADUATE PROGRAM LEARNING GOALS AND OUTCOMES	COURSE STUDENT LEARNING OUTCOMES (No.s)	COURSE ASSESSMENT
1. Knowledge	1., 2., 3., 4., 5., 6., 7., 8., 9., 10.	Online Concepts Tests (four of); Weekly mini-plans; Plans 1, 2, and 3; Take-home exam.
2. Critical thinking and problem solving	1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 12.	Plans 1, 2 and 3; Take-home exam; Active informed participation.
3a. Written Communication	1., 3., 4., 5., 6., 7., 8., 9., 11., 12.	Weekly mini-plans; formal Plans (1, 2 and 3; Take-home exam.
3b. Oral Communication	1., 2., 3., 5., 6., 8., 9., 10., 11., 12.	Active informed participation.
4. Teamwork and leadership	7., 8., 9., 11., 12.	Plan 3; Take-home exam; Active informed participation.
5a. Ethical, environmental and sustainability responsibility	2., 7., 9., 10.	Plan 3; Take-home exam. Active informed participation.
5b. Social and cultural awareness	2., 4., 6., 7., 9., 10.	Plan 3; Take-home exam. Active informed participation.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

In MGMT3721, we take an active, adult-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 (tutorials) 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.

3.2 Learning Activities and Teaching Strategies

3.2.1 The Role of Lectures: Where you learn about developing your negotiation skills

The lectures build from the relevant core readings (in the textbook) to set out the main ideas, theories and conceptual frameworks for the course. Lectures include interactive learning processes and will synthesise materials from a range of sources, including your own prior knowledge and experiences. We expect you to come to and be prepared for each lecture. This means you should have read and considered the relevant chapter.

From a time management perspective, this means you will need to allocate approximately three hours per week for basic reading. If you need any assistance in managing your time you will find the Business School's Education Development Unit (EDU) a useful resource.

3.2.2 The Role of Workshops: Where you learn to develop your negotiation skills

The weekly workshops provide you with an interactive environment in which to enhance your learning and your enjoyment of the course. Each week's workshop involves a negotiation exercise. Over the session, 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 workshops.

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

There are two forms of preparation: reading and preparation 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.**

Preparation 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 complete tasks between class periods. Preparations may involve reading the briefing information provided, planning for a role-play, attending group strategy meetings and performing any required research. Most of the roles are handed out ahead of time.

If you miss a workshop, we expect to contact your tutor 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 workshop session, please advise your tutor in advance, as absences have an impact on the tutor's planning for 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 workshops. **NOTE:** UNSW policy is that students attend at least 80% of scheduled workshop classes. This means **ten** (10) workshops during the Session.
- effective workshop participation and involvement in role play exercises
- submission of the 3 negotiation plans
- attendance at the mid-session examination
- submission of the take-home examination

4.2 Assessment Details

Table 2 provides a summary of the assessment tasks, requirements and marks allocated and submission dates. Detailed explanations of the assignment exercises then follow.

TABLE 2. ASSESSMENT DETAILS

Assessment Item	Length**	Weighting	Dates and Deadlines
Concepts Tests x 4	Online 5 minutes each	Total 10%	Due before Workshops 3, 4, 5, and 6
Negotiation Plans (x3)		Total 50%	
1) Used Car	450 - 500 words Minimum 1 reference	10%	Due before Workshop in Week 4. Upload to Turn-It-In via Moodle. Your tutor may require a paper copy.
2) Job Terms	800 - 1,000 words Minimum 2 references	15%	Due before Workshop in Week 7. Upload to Turn-It-In via Moodle. Your tutor may require a paper copy.
3) Newtown	1,200 - 1,500 words Minimum 3 references	25%	Due before Workshop in Week 10. Upload to Turn-It-In via Moodle. Your tutor may require a paper copy.
Take-home Examination	1,600 – 2,000 words Minimum 5 references	25%	Details distributed in Lecture 12. Due online ONLY to Turn-it-in (via Moodle) by 5pm on Friday 10 June
Active, informed participation		15%	Ongoing. Includes preparation for weekly negotiations and active contribution to in-class debriefs of the weekly negotiations.

4.2.1 Assessment design

We have designed the assessment to help you to maximise your learning opportunities. The assessment items cover and apply all the main knowledge and skills areas in the course and, in particular, provide you with an opportunity to:

- synthesise and integrate core concepts raised in the readings, lectures and workshops;
- practise, display and improve your planning and preparation for negotiations;
- develop your oral and written skills in evaluating and conveying arguments and issues;
- improve your influencing skills in different scenarios;
- reflect on and evaluate your own work in planning for and carrying out a negotiation;
- develop your teamwork communication, decision-making and negotiation skills;

4.3 Assignment Format

4.3.1 Explanation of concepts tests (10 per cent)

There are four tests of basic concepts together totalling 10 per cent. The questions will be drawn from the first four chapters of the text book: one test for each chapter. Each test consists of 10 multiple choice questions and should take approximately 10 minutes to complete. The tests should be completed before Workshops, 2, 3, 4 and 5. Access to the quizzes is via Moodle.

4.3.2 Explanation of three (3) written negotiation plans (10%, 15% and 25%).

You will analyse the assigned information to develop plans that you will use for your subsequent negotiations. These assessment items account, in total, for 50 per cent of total assessment. The three plans relate to the Used Car (10 per cent), Job Terms (15 per cent) and Newtown School Dispute (25 per cent) negotiations.

If you miss a workshop where we hand out your role brief you must contact your tutor to organise receipt of your role. You are NOT to "borrow" anyone else's role information as that could imbalance the class and prevent you from having experience of negotiation. If you know you will not be able to attend a particular workshop session, please advise your tutor in advance, as absences have an impact on the tutor's planning for each session. As well, absences count (negatively) towards participation marks.

You must write and upload to Turn-it-in (and possibly hand in to your tutor) **a negotiation plan** prior to doing each of these role-plays. That document must include **two (2) distinct and separate sections**:

- a) your **'worksheet' (the plan you will use)**; and
- b) your **'explanation'** of your choices in the worksheet.

WORKSHEET: Be sure to have a spare copy for use in class. The Worksheet:

- a summary of the key points of your negotiation plan.
- has little or no explanation because that makes the Worksheet difficult to use in more complex negotiations
- is as brief as possible and may use point form, tables, or any other layout that helps you navigate the contents quickly and easily during negotiation
- is NOT included in the word count

EXPLANATION: The Explanation:

- provides the background and detail underlying the key points of your negotiation plan - how you devised the critical aspects of your plan shown in the Worksheet.
- should have very little repetition of the worksheet – it is a summary of the key points of your negotiation plan

- is subject to word count limits which indicate the level of detail required. Be sure to stay within the word count limits or suffer mark penalties.
- Should have **references**
 - In-text references complying with Harvard standard for business writing supported by a list of references at the end of the paper (in alphabetical order by author surname)
 - Which can include **separate** books (e.g. 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).
 - Plan 1 requires a minimum of ONE reference
 - Plan 2 requires a minimum of TWO references
 - Plan 3 requires a minimum of THREE references
 - **The minimum number of references must all come from this course outline.**

We will provide a planning guide and a (marking) evaluation guide to help you complete each plan. You should use these to cover the necessary components for each plan.

To further help you, we will provide you with useful readings via the course Moodle site.

4.3.3. Explanation of the take-home exam (25 per cent)

You will write an **individual final take-home exam** to document and analyse your team negotiation that runs over weeks 10 to 12 ('Newtown School Dispute'). The exam question will be available in the week 12 lecture and you should find the Week 13 workshop debriefing exercise for this negotiation very valuable.

The final exam questions will be drawn from the following areas based on the negotiation:

- 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 and readings for Weeks 7 to 11**. You must demonstrably use at least 5 references from this course outline in this exam.

Please find further explanation and suggestions for preparing the Take-home exam on the Course Moodle website, including explanation of presentation and format.

4.4 Assignment Submission Procedure

4.4.1 Negotiation Plans

You are responsible for submitting all your pieces of assessment on time and via the appropriate procedures. You should submit your three negotiation plans by upload into the Turn-it-in system prior to the workshop in the week as indicated in section 4.2 Assessment details (Table 2).

At the discretion of your tutor **you may be required to submit a paper copy in class**. If a paper copy is also required it is **your** responsibility to make alternative arrangements with your tutor for submission prior to that class.

Procedure:

1. **PRINT TWO copies** of your work
 - a. The first is for use in class activities.
 - b. The second is for **submission to your tutor** (unless instructed otherwise)
 - i. Cover sheet with EXPLANATION word count
 - ii. Number every page
 - iii. Student number and name on every page
2. **ELECTRONIC - Submit an electronic copy** via the Turn-It-In link on the Course website on or prior to your due date (as per Section 4.2 above). When submitting your assignment on the course website you are required to declare your work is original, and has not been submitted previously for assessment.
3. **NO EMAIL. NO FAX.** You may not submit assignments by e-mail or by fax.

Late submission of a plan will result in a mark of zero (0). If there are mitigating circumstances, please contact your tutor or the lecturer-in-charge as soon as possible.

4.4.2 Final take-home exam

Procedure:

1. **ELECTRONIC** - Submit an electronic copy via the Turn-It-In link on the Course website on or prior to your due date (as per Section 4.2 above). When submitting your assignment on the course website you are required to declare your work is original, and has not been submitted previously for assessment.
2. **PRINTED –**
 - a. Complete and attach a copy of the School of Management cover sheet, including the word count
 - b. Submit your exam directly into School of Management assignment boxes located on Level 5, West Wing or on the Ground Floor, on the northern entrance to the West Wing, Business School Building.

A penalty of 10 per cent per day of the marks available for that assignment will apply for any final take-home exam papers received after the due date.

4.5 Late Submission

The lecturer-in-charge will only grant extensions on medical or compassionate grounds under extreme circumstances. Requests for extensions must be made in writing to the lecturer-in-charge or tutor prior to the due date. Medical certificates or other evidence supporting your claim must be attached and must contain information that justifies the extension sought.

Quality Assurance

The 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 Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

The course-specific textbook is

- Sheldon, P. (compiler) (2015) *MGMT 3721 Negotiation Skills for UNSW*, McGraw-Hill.

This is an abridged version designed especially for this course. The lecture-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:

- Lewicki, Roy J., Saunders, David M. and Barry, Bruce (2015) *Negotiation, 7th Edition*, McGraw-Hill/Irwin, New York;

and an array of interesting readings selected from:

- Lewicki, Roy J., Barry, Bruce and Saunders, David M. (2015) *Negotiation: Readings, exercise and cases, 7th Edition*, McGraw-Hill/Irwin, New York.
- And earlier versions of this book of readings.

The lecturer-in-charge therefore strongly recommends that students buy this textbook.

It is available through UNSW Bookshop. There will also be copies in the UNSW Library.

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 cover parts of the course and provide somewhat different approaches. These are listed below. Most of those out of print are on open reserve in the library. 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)
- Fisher, R., Ury, W. and Patton, B. (1991), *Getting to Yes: Negotiating an agreement without giving in, 2nd edn*, Random House, London.
- Kolb, D.M. and Williams, J. (2003), *Everyday Negotiation: Navigating the Hidden Agendas in Bargaining*, Jossey-Bass, San Francisco.
- Lax, D.A. and Sebenius, J.K. (1986), *The Manager as Negotiator: Bargaining for Co-operation*, Free Press, New York.
- Thompson, L. (2012), *The Mind and Heart of the Negotiator, 5th edn*, Pearson, Upper Saddle River NJ. (Earlier editions are also very useful)
- Ury, W. (1991), *Getting past No: Negotiating with difficult people*, Business Books, London.
- Walton, R. and McKersie, R. (1965), *A Behavioral Theory of Labor Negotiations*, McGraw-Hill, New York,

Academic journals that cover relevant issues extensively and are available in the UNSW library (many of them also 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.

References in Library Open Reserve

To the extent possible under prevailing copyright law, copies of listed workshop readings have been placed in the Library Open Reserve. Some readings are also available electronically through the Reserve. These listings are selective rather than exhaustive. 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 keyword search facilities available in the main library catalogue,
- the ejournal databases 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.

For additional details on relevant information resources available on campus, see the following publication: *Information Literacy Workbook for Organisation and Management*, Business School, UNSW.

5.1a 'Moodle'

This course uses 'Moodle' as its on-line environment. The following information will be available on the Course 'Moodle' site at <https://moodle.telt.unsw.edu.au/login/index.php>

- The course outline;
- 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 (posted after each lecture is delivered);
- Additional information for assessment items;
- Other administrative information;
- Updates and new information relevant to the course
- Links to the four online quizzes
- Links to upload written assessment submissions to Turn-it-in

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: 9385 3331

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

COURSE EVALUATION AND DEVELOPMENT

Each semester, we seek feedback from students and other stakeholders about the courses we offer in the Business School. The MGMT3721 teaching team uses students' course-level feedback, quantitative and qualitative, to guide our monitoring and development of the course. This happens at the end of each semester. It also occurs on a weekly basis as we gather to reflect on what we have witnessed in workshops. We use these experiences to modify our approaches, for example, by emphasising a particular point in lectures, modifying how we run workshops, or our focus in debriefings.

We do not link change automatically to any one piece of feedback. Instead we reflect on a range of sources including our 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 MGMT3721 course you are doing reflects changes we have made in response to feedback from previous student cohorts and our constant monitoring of the performance of students in negotiation simulations and assessment items. For example, we now provide more guidance on how to prepare negotiation plans, particularly the more complex Plans 2 and 3. Finally, we have re-written some of the guidelines for the simulations to better equip particular parties to negotiate their side.

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered.

We also formally research on the effectiveness of the assessment design we have developed for this course. Please see:

Peter Sheldon, Julian Ehrlich and Janis Wardrop, (2012) 'Enhancing Student Learning in Negotiation Skills: Using Authentic and In-Authentic Assessment Tasks' Refereed Paper, European Business Research Conference Proceedings, Rome August 16, 2012. Available at SSRN: <http://ssrn.com/abstract=2130994>

COURSE SCHEDULE

Table 3. LECTURE and WORKSHOP SCHEDULE

Week	Monday	Lecture Topic Lectures weeks 1-12 Monday 12-1pm Electrical Engineering G25 REPEAT: Thursday 5-6pm Macauley Theatre	Workshop Exercise
1	27 Feb	1. Introduction to course and overview	No workshops
2	6 Mar	2. Distributive negotiation: Strategy & tactics	1. Pemberton's Dilemma
3	13 Mar	3. Integrative negotiation: Strategy & tactics	2. Accel/GTechnica
4	20 Mar	4. Negotiation: strategy and planning	3. Used Car (Plan 1 due)
5	27 Mar	5. Review of planning process and documentation	4. Pakistani Prunes
6	3 Apr	6. Perception & cognition	5. Knight/Excalibur
7	18 Apr	7. Finding and using negotiation power and influence	6. Job Terms (Plan 2 due)
Mid-semester break (Public Holidays: Good Friday 14 April / Easter Monday 17 March)			
8	24 Apr	8. Agents, constituencies and audiences	7. Paige Turner/Best Books Public Holiday on 25 March will affect TUESDAY classes this week. Special arrangements will be announced in previous Tuesday tutorials.
9	1 May	9. Multiple parties and teams	8. Twin Lakes/Town of Tamarack
10	8 May	10. Individual differences	9. Newtown School Dispute (I) (Plan 3 due)
11	15 May	11. Ethics and negotiation	10. Newtown School Dispute (II)
12	22 May	12. Recap and Review (Last lecture)	11. Newtown School Dispute (III)
13	29 May	No lecture	12. De-briefing Newtown (IV)

7.1 Course Schedule: Weekly reading program

Prescribed Readings

NB Required readings are noted (*) for each lecture topic. These come entirely from the new course-specific textbook. Their authors are: Lewicki, Roy J., Saunders, David M. and Barry, Bruce.

- Good readings for your Plans (1, 2 and 3).

Lecture 1 Introduction to Course and Negotiating

* Sheldon (comp.) (2015) *MGMT 3721 Negotiation Skills for UNSW*, ch.1.

Ury, W.L, Brett, J.M. and Goldberg. S.B. (2015) 'Three Approaches to Resolving Disputes', Reading 11 in Sheldon, (comp.), *MGMT 3721 Negotiation Skills for UNSW*.

Lecture 2 Distributive Bargaining: Strategy and Tactics

* Sheldon, (comp.) (2015) *MGMT 3721 Negotiation Skills for UNSW*, ch 2.

Fisher, Ury. and Patton (1991) *Getting to Yes*, ch. 1

Lax and Sebenius (1986) *The Manager as Negotiator*, chs 1 and 6.

Dawson, R. (2007) 'Secrets of Power Negotiating', Reading 1.8 in Lewicki *et al.* (eds), *Negotiation: Readings*: 98-108.

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Lecture 5 Review of planning process and documentation

Lecture 6 Perception and Cognition

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Lecture 8 Agencies, Constituencies and Audiences

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Lecture 11 Ethics in Negotiation

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Lecture 12 Recap and Review

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