



UNSW

UNSW Course Outline

AGSM9712 Negotiation Skills (Virtual Weekly) - 2024

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General Course Information

Course Code : AGSM9712

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : AGSM MBA Programs

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Online - Synchronous

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

NOTE: This course was previously identified as MNGT6712.

This course is designed to help students gain a firm understanding of the dynamics of the

negotiation process and an appreciation of their own role as a negotiator. Students have the opportunity to work with the theory, skills and processes of negotiation relevant to a wide range of contexts: commercial, organisational, community and public policy.

Theory topics include power and influence, perceptual processes, intercultural negotiation, and the effects of third parties, multiple parties and teams on negotiation. Skill development includes the ability to analyse and understand negotiation situations, leading to effective planning and choice of strategy and tactics. Students are able to practise those skills by participating in role-play simulations, along with analysis and reflection on the outcomes of those simulations. Students will also learn how to incorporate ethics and responsible management in negotiations.

Course Aims

The aim of this course is to equip students with the knowledge and skills of an effective negotiator. Students will apply theory to practice through experiential learning. They will be introduced to a wide range of situations that require negotiation and will be given an opportunity to decide an approach that best suits the given context.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand negotiation theory and apply it to real-life solutions.	• PLO1 : Business Knowledge
CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to their preparation for a negotiation.	• PLO2 : Problem Solving
CLO3 : Constructively reflect on their own negotiation capabilities and how these might be improved.	• PLO2 : Problem Solving
CLO4 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.	• PLO6 : Global and Cultural Competence
CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.	• PLO5 : Responsible Business Practice
CLO6 : Apply an understanding of the role and effects of third parties, audiences, multiple parties and teams in negotiations.	• PLO4 : Teamwork

Course Learning Outcomes	Assessment Item
CLO1 : Understand negotiation theory and apply it to real-life solutions.	<ul style="list-style-type: none"> • Part A: Negotiation Plan • Part B: Reflection on your performance in the planned negotiation • Group Presentation • Participation
CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to their preparation for a negotiation.	<ul style="list-style-type: none"> • Part A: Negotiation Plan • Part B: Reflection on your performance in the planned negotiation
CLO3 : Constructively reflect on their own negotiation capabilities and how these might be improved.	<ul style="list-style-type: none"> • Part A: Negotiation Plan • Part B: Reflection on your performance in the planned negotiation
CLO4 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.	<ul style="list-style-type: none"> • Part A: Negotiation Plan • Part B: Reflection on your performance in the planned negotiation
CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.	<ul style="list-style-type: none"> • Group Presentation • Participation • Part A: Negotiation Plan • Part B: Reflection on your performance in the planned negotiation
CLO6 : Apply an understanding of the role and effects of third parties, audiences, multiple parties and teams in negotiations.	<ul style="list-style-type: none"> • Group Presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Teaching involves two components: negotiation theory and experiential learning through role-play negotiations. Access to negotiation theory is provided by the Unit materials as well as presentations and discussions during classes.

Students will undertake six negotiations with other students, asynchronously between classes. These negotiations will be debriefed during the weekly classes.

Additional Course Information

Structure

Unit 1 Negotiation Fundamentals: Starting with a working definition of 'negotiation', this is unpacked and situated in business and personal contexts as a social process. We introduce the concepts of interdependence, concessions, differences between parties, other-directedness, the negotiation 'DNA' of 'reciprocal', 'trust', 'information exchange' and 'power' and the three typical phases of negotiation. We also introduce the role of responsible management and sustainability in the negotiation process.

Unit 2 Competition and Cooperation in Negotiation: The two broad strategies of competition and cooperation are outlined, and their respective applicability is explained along with how to diagnose when each should be employed. Positional bargaining is distinguished from interest-based negotiation. This is related to the mixed motive nature of most negotiations, requiring reflection and judgement on which strategies to use through the phases of negotiation.

Unit 3 Strategy and Planning: Starting with research findings on the benefits of planning, a process is outlined for how to put a comprehensive negotiation plan together, in a logical order. The process will cover the analysis of interests, choice of strategy, alignment of tactics, analysis of power, questions for information exchange, bargaining mix and concession planning.

Unit 4 Perception, Cognition, Emotion and Personality: This unit begins the journey through the most salient psychological issues that condition the social process of negotiation at both the conscious and subconscious levels. With reference to perceptual and cognitive biases, screening and shortcuts and including a live demonstration of screening, the flaws in perception and cognition are outlined. Recognition and management of these flaws through detection, process

focus and perception management, especially 'framing', are also discussed. The unit also introduces the role of individual personality characteristics, the effects of emotion on negotiation processes and outcomes and useful methods to manage emotion in negotiation situations.

Unit 5 Power and Influence: The latent concept of 'power' and its active associated concept 'influence' are introduced. Discussion develops around the importance of assessing parties' power at the planning stage with reference to common sources of power in negotiation. Highlights include power from the quality of both parties' alternatives to a negotiated settlement, power relating to group or network position, control of information or resources and contextual power such as allies and influential frames. Students are shown that power is usually dynamic and there are usually sources of power to be tapped into.

Unit 6 Culture and Gender: Students are introduced to the role of societal perceptions, norms and values in negotiation. This unit will discuss the role of societal perceptions of gender and their influence on negotiation processes and outcomes. The unit will also discuss cultural differences in norms and values across societies, including, for example, differences in 'individualism-collectivism' and 'power distance'. Intercultural negotiations will also be covered.

Unit 7 Relationships, Trust and Ethics: Students are introduced to the connection between ethics, reputation, trust and relationships and the importance of this connection, given that most negotiations occur in the context of relationships, both business and personal. This unit includes discussion of the nature and forms of trust and relationships, as well as aspects of reputation along with their effects and relevance on negotiations. Types of ethics, ethics contrasted with morals, ethical dilemmas in negotiations and sources of help for ethical considerations are also covered.

Unit 8 Multiple Parties, Teams and Third Parties: This unit discusses the range and types of negotiation involving more than two parties. This includes third-party assistance in negotiation, focusing on mediation. The unit also discusses the consequences of having multiple parties or teams involved in the negotiation, including the role of agents. The unit goes on to examine useful ways of managing the complexities introduced in multi-party or team negotiations.

Unit 9 Negotiating Responsibly and Sustainably: This is a brief unit to summarise and reflect on the relevance of Responsible Management and Ethics to negotiations generally.

Unit 10 Review and Recap of the Negotiation Journey: This is also a brief unit to introduce good ways to cap off the most important issues in the course, with additional readings that will help in

that process.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Part A: Negotiation Plan Assessment Format: Individual	25%	Due Date: Monday of Week 4 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving
Part B: Reflection on your performance in the planned negotiation Assessment Format: Individual	25%	Due Date: Monday of Week 5 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO5 : Responsible Business Practice
Group Presentation Assessment Format: Group	30%	Due Date: Written summary: Monday of Week 10 by 3pm Sydney time; Presentation: Tuesday of Week 10 (in class)	• PLO1 : Business Knowledge • PLO4 : Teamwork • PLO5 : Responsible Business Practice
Participation Assessment Format: Individual	20%	Due Date: During classes	• PLO1 : Business Knowledge • PLO4 : Teamwork

Assessment Details

Part A: Negotiation Plan

Assessment Overview

This assessment requires students to plan their approach to a role-play negotiation.

Course Learning Outcomes

- CLO1 : Understand negotiation theory and apply it to real-life solutions.
- CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to their preparation for a negotiation.
- CLO3 : Constructively reflect on their own negotiation capabilities and how these might be improved.
- CLO4 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.
- CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

Assessment Length

1,250 words maximum

Part B: Reflection on your performance in the planned negotiation

Assessment Overview

This assessment requires students to reflect on their approach to a role-play negotiation.

Course Learning Outcomes

- CLO1 : Understand negotiation theory and apply it to real-life solutions.
- CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to their preparation for a negotiation.
- CLO3 : Constructively reflect on their own negotiation capabilities and how these might be improved.
- CLO4 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.
- CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

Assessment Length

1,250 words maximum

Group Presentation

Assessment Overview

Students are required to give a presentation in class and submit a written summary of the key points.

Course Learning Outcomes

- CLO1 : Understand negotiation theory and apply it to real-life solutions.
- CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.
- CLO6 : Apply an understanding of the role and effects of third parties, audiences, multiple parties and teams in negotiations.

Assessment Length

15-minute presentation and 1,250-word (maximum) summary

Participation

Assessment Overview

This course is highly interactive in nature and requires students to actively prepare and be ready most weeks to carry out negotiations with their peers ahead of participating in reflective discussions as those negotiations are debriefed. This component of assessment is intended to reward effort in the important experiential side of learning in this course.

Course Learning Outcomes

- CLO1 : Understand negotiation theory and apply it to real-life solutions.
- CLO5 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Unit 1: Negotiation Fundamentals
	Other	Activity: Pemberton's dilemma
	Assessment	Assessment 3: Participation
Week 2 : 19 February - 25 February	Topic	Unit 2: Competition and Cooperation in Negotiation
	Other	Activity: Used Car negotiation; the Postal Service exercise
	Assessment	Assessment 3: Participation
Week 3 : 26 February - 3 March	Topic	Unit 3: Strategy and Planning
	Other	Debrief Knight Excalibur negotiation
	Assessment	Assessment 3: Participation
Week 4 : 4 March - 10 March	Topic	Unit 4: Perception, Cognition, Emotion and Personality
	Other	Job Offer negotiation
	Assessment	Assessment 1 Part A: Negotiation Plan due on Monday by 3pm Sydney time Assessment 3: Participation
Week 5 : 11 March - 17 March	Topic	Unit 5: Power and Influence
	Assessment	Assessment 1 Part B: Reflection on your performance in the planned negotiation due on Monday by 3pm Sydney time Assessment 3: Participation
Week 6 : 18 March - 24 March	Topic	Unit 6: Culture and Gender
	Other	Case study: 500 English Sentences
	Assessment	Assessment 3: Participation
Week 7 : 25 March - 31 March	Topic	Unit 7: Relationships, Trust and Ethics
	Other	Debrief Guardian Angel negotiation
	Assessment	Assessment 3: Participation
Week 8 : 1 April - 7 April	Topic	Unit 8: Multiple Parties, Teams and Third Parties
	Other	Debrief Island Cruise negotiation
	Assessment	Assessment 3: Participation
Week 9 : 8 April - 14 April	Topic	Unit 9: Negotiating Responsibly and Sustainably
	Other	Debrief Bondform negotiation
	Assessment	Assessment 3: Participation
Week 10 : 15 April - 21 April	Topic	Unit 10: Recap and Review of the Negotiation Journey
	Assessment	Assessment 2: Group Presentation Written summary due on Monday by 3pm Sydney time; Presentation due on Tuesday (in class). Assessment 3: Participation

Attendance Requirements

Students must attend scheduled 90-minute online classes in Weeks 1 to 10. There are also other required online asynchronous activities outside of class times.

Course Resources

Prescribed Resources

You have three major resources to help you learn:

1. The course materials, comprising this Course Outline, the Assessment Details and the weekly study units. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities as they arise.
2. Your classes with your facilitator. The facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the classroom.
3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

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 the [BusinessThink website](#).

Course Evaluation and Development

The fully revised course was delivered for the first time in Virtual mode in Term 3 2023 and, at the time of publication of this course outline, student feedback is still pending. The revised course was also run in Intensive mode in both Terms 2 and 3 2023 and we are making some adjustments to the course materials to address feedback received from students. Students have also reported on how they particularly enjoy the negotiations around real-world scenarios.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Shaun Simmonds					No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support page](#). For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/ course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a

- supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
 4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
 5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
 6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
 7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with

feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

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.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.