UNSW Course Outline

MNGT5388 Negotiation Skills (Full-time - Virtual Weekly, Session 3, Kensington) - 2024

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General Course Information

Course Code : MNGT5388
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : AGSM MBA Programs
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
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 MNGT5388 Negotiations and Strategy

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 situations.	• PLO1 : Business Knowledge
CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to your preparation for a negotiation.	• PLO2 : Problem Solving
CLO3 : Apply negotiation skills individually as well as in groups to successfully resolve conflicts	
CLO4 : Constructively reflect on your own negotiation capabilities and how these might be improved	
CLO5 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.	• PLO6 : Global and Cultural Competence
CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.	• PLO5 : Responsible Business Practice
CLO7 : 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 situations.	• Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection • Assessment 2: Group Presentation • Assessment 3: Participation
CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to your preparation for a negotiation.	• Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection
CLO3 : Apply negotiation skills individually as well as in groups to successfully resolve conflicts	• Assessment 2: Group Presentation • Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection
CLO4 : Constructively reflect on your own negotiation capabilities and how these might be improved	• Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection
CLO5 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.	• Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection
CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.	• Assessment 3: Participation • Assessment 2: Group Presentation • Assessment 1 Part A: Negotiation Plan • Assessment 1 Part B: Reflection
CLO7 : Apply an understanding of the role and effects of third parties, audiences, multiple parties and teams in negotiations.	• Assessment 2: Group Presentation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching involves two components: negotiation theory and experiential learning through role-play negotiations.

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 'reciprocation', '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
Assessment 1 Part A: Negotiation Plan Assessment Format: Individual	25%	Due Date: Wednesday of Week 4 by 3pm Sydney time	• PLO1 : Business Knowledge
Assessment 1 Part B: Reflection Assessment Format: Individual	25%	Due Date: Wednesday of Week 5 by 3pm Sydney time	• PLO1 : Business Knowledge
Assessment 2: Group Presentation Assessment Format: Group	30%	Due Date: Written summary: by 9am on Thursday of Week 11; Presentation in class on Thursday of Week 11	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
Assessment 3: Participation Assessment Format: Individual	20%	Due Date: During all classes	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice

Assessment Details
Assessment 1 Part A: Negotiation Plan

Assessment Overview

Students are required to plan their approach to a role-play negotiation.

Course Learning Outcomes

- CLO1 : Understand negotiation theory and apply it to real-life situations.
- CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to your preparation for a negotiation.
- CLO3 : Apply negotiation skills individually as well as in groups to successfully resolve conflicts
- CLO4 : Constructively reflect on your own negotiation capabilities and how these might be improved
- CLO5 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.
- CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

Assessment Length

1,250 words (maximum)

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Assessment 1 Part B: Reflection

<u>Assessment Overview</u>

Students are required to reflect on their approach to a role-play negotiation.

<u>Course Learning Outcomes</u>

- CLO1 : Understand negotiation theory and apply it to real-life situations.
- CLO2 : Develop appropriate plans for different negotiation scenarios based on a strategic approach to your preparation for a negotiation.
- CLO3 : Apply negotiation skills individually as well as in groups to successfully resolve conflicts
- CLO4 : Constructively reflect on your own negotiation capabilities and how these might be improved
- CLO5 : Understand the impact of gender, personality and cross-cultural factors on the management of negotiations.
- CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

<u>Assessment Length</u>

1,250 words (maximum)

<u>Generative AI Permission Level</u>

Assistance with Attribution

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Assessment 2: Group Presentation

<u>Assessment Overview</u>

Students will 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 situations.
- CLO3 : Apply negotiation skills individually as well as in groups to successfully resolve conflicts
- CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.
- CLO7 : 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

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

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Assessment 3: 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 situations.
- CLO6 : Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.

Assessment Length

N/A

Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.
For more information on Generative AI and permitted use please see here.

General Assessment Information

Grading Basis

Standard

Requirements to pass course

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50 out of 100 to pass the course.

Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	Unit 1: Negotiation Fundamentals
	Assessment	Assessment 3: Participation
Week 2 : 16 September - 22 September	Topic	Unit 2: Competition and Cooperation in Negotiation
	Assessment	Assessment 3: Participation
Week 3 : 23 September - 29 September	Topic	Unit 3: Strategy and Planning
	Assessment	Assessment 3: Participation
Week 4 : 30 September - 6 October	Topic	Unit 4: Perception, Cognition, Emotion and Personality
	Assessment	Assessment 1 Part A: Negotiation Plan due on Wednesday by 3pm Sydney time Assessment 3: Participation
Week 5 : 7 October - 13 October	Topic	Unit 5: Power and Influence
	Assessment	Assessment 1 Part B: Reflection due on Wednesday by 3pm Sydney time Assessment 3: Participation
Week 6 : 14 October - 20 October	Other	Global Network Week/Independent Study Week
Week 7 : 21 October - 27 October	Topic	Unit 6: Culture and Gender
	Assessment	Assessment 3: Participation
Week 8 : 28 October - 3 November	Topic	Unit 7: Relationships, Trust and Ethics
	Assessment	Assessment 3: Participation
Week 9 : 4 November - 10 November	Topic	Unit 8: Multiple Parties, Teams and Third Parties
	Assessment	Assessment 3: Participation
Week 10 : 11 November - 17 November	Topic	Unit 9: Negotiating Responsibly and Sustainably
	Assessment	Assessment 3: Participation
Week 11 : 18 November - 24 November	Topic	Unit 10: Recap and Review of the Negotiation Journey
	Assessment	Assessment 2: Written summary to be submitted in Moodle by 9am Sydney time on Thursday Assessment 2: Group Presentation in virtual weekly class on Thursday Assessment 3: Participation

Attendance Requirements

Students must attend the scheduled in-person three-hour facilitated class discussions.

General Schedule Information

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 class 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 class.

3. Your co-participants. Your colleagues in the class 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

Feedback on the course is formally gathered through the myExperience surveys at the end of term. In the most recent survey, students strongly endorsed the interactive role-play negotiations included in course activities and also indicated dissatisfaction with the textbook used.

The interactive role-play negotiations will remain a core part the course and the textbook has been replaced by the new weekly Unit Materials to which all students will have access.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator	Noa Sheer					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 Policies and Guidelines 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 Policies and Guidelines page. For PG Research PLOs, including MPDBS, please refer to UNSW HDR learning outcomes.

Academic Honesty and Plagarism

As a student at UNSW you are expected to display academic integrity in your work and interactions. Where a student breaches the UNSW Code of Conduct with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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

SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW Current Students page.

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. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. 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. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW Current Students page.

LATE SUBMISSION PENALTIES

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. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submited.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment 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.