This unit examines the process of reaching agreement through negotiation. Students develop an understanding of negotiation through practical exploration of competition and co-operation, strategic choice, the dynamics of phases and the processes of interaction. The emphasis is on developing a considered strategic approach which has application in business and other contexts. A high degree of participation is required.
**Contact details**

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Ray Fells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:rfells@gsm.uwa.edu.au">rfells@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 2933</td>
</tr>
<tr>
<td>Fax:</td>
<td>6488 1072</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

**Your lecturer**

Professor Ray Fells has taught the negotiation unit for a number of years. His background is in industrial relations where he worked as an adviser and conciliator. He has taught a range of workplace-related subjects and has published widely on topics ranging from an oral history of the Pilbara iron ore industry to the use of strategy and language in negotiation. He has taught negotiation on the MBA program at the Judge Institute, Cambridge University and the International Business Negotiation unit in the AISAM program. He provides skills development programs for organisations and acts as a mediator.

**INTRODUCTION**

We negotiate more than we realise - not only in the formal settings of joint venture negotiations or enterprise bargaining but also in budget meetings, when developing planning schedules, with customers or with other managers or staff.

Negotiation is a key skill in the business context and you can make positive contribution through negotiating well. There are any number of ‘how to’ negotiate books, most of which assume that the person you are negotiating with has not read the same book! This unit will provide a different approach which will help you understand the negotiation process and develop your skills. The subject matter of the unit will have application in a wide variety of business and other contexts.

**The goal of the unit**

The aim is to develop your understanding of the dynamics of the process of negotiation. This will be achieved through an exploration of the theories of negotiation and the exercise of various negotiating techniques. One of the central themes will be an examination of the nature of cooperation in negotiation. This unit builds upon the interactions skills introduced in the Organisational Behaviour unit but the task of negotiation is embedded in most management activities - in the development of strategic plans, the raising of capital, the pursuit of sales, dealing with regulatory authorities and so on. This unit therefore complements what is taught in most of the other discipline areas and so contributes to the overall integration and implementation of your management knowledge.

**Learning outcomes**

On completion of this unit, you should:

- know the central models or frameworks for understanding the negotiation process
- understand and be able to distinguish the core strategies in negotiation which are associated with these models
- be aware of the individual behavioural skills involved in face to face negotiation, including cross-cultural perspectives
- have enhanced your own skill level and
- be able to critically examine the literature on the subject of negotiation
**TEACHING AND LEARNING RESPONSIBILITIES**

**Teaching and learning strategies**

The course will involve a high degree of participation by students, in the presentation of seminar papers, in discussions and through involvement in the skill-building exercises. Additional subject material will be provided by the lecturer during the seminars. Most seminars will involve experiential exercises to reinforce the teaching material and to give students the opportunity to develop their inter-personal and negotiating skills. Students will be required to submit written work as part of these exercises. Video and television equipment may be used to aid the learning process.

Please note that in order to gain the maximum value from the practical exercises, the classes on some days may extend beyond the scheduled finishing time.

The approach to learning which underpins the structure of this unit is shown in the following diagram:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Processes</th>
<th>Learning</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>other students’</td>
<td>feedback</td>
<td>identification</td>
<td>behavioural</td>
</tr>
<tr>
<td>experiences</td>
<td></td>
<td>of own approach</td>
<td>learning &amp; application</td>
</tr>
<tr>
<td>own experiences</td>
<td>reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(work, role plays etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>research</td>
<td>reading</td>
<td>cognitive understanding</td>
<td>academic</td>
</tr>
<tr>
<td>(principles of</td>
<td>lectures &amp;</td>
<td></td>
<td>learning &amp; assessment</td>
</tr>
<tr>
<td>good practice)</td>
<td>discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You are encouraged to take a reflective approach to your negotiation; one of the characteristics of better negotiators is that they take time out to think about what they have done and how it might be improved next time.

**Personal learning objectives**

Students take this unit for a number of reasons ranging from it being the only one which fits the timetable to a clear realisation that it is a brilliant unit. Seriously, most people enrol because they want to know how to negotiate better, and I trust that attending the unit helps you achieve this general objective. However, it is useful to be more specific in what you want to learn. If there are some particular aspects of negotiation which you wish to find out more about please list them below and also please review the content of the unit as the course progresses to ensure that your personal learning objectives are being met.

I particularly want to learn about:
Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at:

Use of student feedback

Typically students find this unit enjoyable and instructive (which is gratifying for the lecturer!) but we are always looking for ways to improve the unit. The focus is strongly on the behavioural aspects of negotiation - what happens at the table - but we have been developing case study materials to strengthen the broader business application of negotiation strategy.

Most student feedback relates to assessment. Although having a component of assessment for actual performance in class exercises is initially attractive most students eventually conclude that it is hard for this form of assessment to be conducted fairly and so the consensus has been not to include it.

This unit has been designed for the summer school with a greater emphasis on the cross cultural aspects of negotiation; it will explore this topic in a critical yet constructive way, drawing on rather than replicating what may have been learned in other units.

Even though this class will be over a compressed timeframe rather than over 12 weeks there is still opportunity for the later session topics to be modified should the class want to give more emphasis to particular topics. So ongoing feedback is welcome.

TEXTBOOKS AND RESOURCES

Textbook


The book should be purchased as it will serve as a standard reference book.

Supplementary readings for Negotiation Behaviour MGMT8647 are available for purchase from the Co-op bookshop. Alternatively they are available electronically through the library catalogue:


A reference list of books and articles appears at the end of this unit outline.

Additional resources and reading material

A number of key readings have been compiled to supplement the text. They provide a range of approaches to the key aspects of negotiation. The book of readings also includes two Case Studies and some Notes on Negotiation. This book of readings can be purchased from the Co-Op bookshop. One copy will be made available in the Library Reserve Collection and also on the online library catalogue http://catalogue.library.uwa.edu.au/search~/r?SEARCH=mgmt8647
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Thespian exercise</td>
<td>40%</td>
<td>In class, 20th January</td>
</tr>
<tr>
<td>Major written assignment</td>
<td>60%</td>
<td>10th February</td>
</tr>
</tbody>
</table>

There will be no exam.

The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system as shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Higher Distinction</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Distinction</td>
</tr>
<tr>
<td>CR</td>
<td>60-69%</td>
<td>Credit Pass</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Pass</td>
</tr>
<tr>
<td>N+</td>
<td>45-49%</td>
<td>Fail</td>
</tr>
<tr>
<td>N</td>
<td>0-44%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment 1: The Thespian Exercise

This assessment task focuses on the practical application of the theory of negotiation.

Description

Working in a small group you are to develop a negotiating scenario which the Russell Crowes and Cate Blanchards amongst you then act out. The aim will be to realistically demonstrate a particular aspect of negotiation theory and practice. The group presentation will also include a class discussion, with a handout prepared by the group.

The scenario should be a reconstruction of a negotiation (or part thereof) that one of your group has been involved in. This may be a work-related negotiation or one of the class exercises. You should consult with the lecturer to ensure that your topic and approach is appropriate.

You will also be required to conduct a discussion with the class to explore the chosen aspect of negotiation further and prepare a three page summary as an aide memoire for your fellow students which addresses the underlying theory and research (in preference to anecdotal material), and the application of it in practice. Forty minutes will be set aside for each group’s presentation (ie the negotiating scenario and the class discussion).

It should be some fun but the main aim is to get you to think about negotiation behaviour by getting you to demonstrate it and explain it to someone else.

Assessment criteria

Following the presentation and discussion your efforts will be according to the following criteria:

Criterion one

• to what extent did the scenario and handout relate the central models or frameworks for understanding the negotiation process to the topic?

Criterion two

• to what extent did the scenario and handout identify and present practical applications in a way in which the audience could learn something useful for their future negotiations?

Each group will be ranked by the remainder of the class according to the two criteria above. This ranking will be taken into account by the lecturer when the marks for the Thespian exercise are awarded.

Note: The marks awarded to the group for the presentation and handout will be awarded equally to all members of the group unless the group itself requests an agreed different allocation of the total marks awarded.

In addition (though not as part of the final assessment) the remainder of the class will be asked to consider the extent to which the careers of Russell Crowe and Cate Blanchard under threat from the acting prowess of the group, with Oscar type accolades being awarded.

not at all - 0; Russell and Cate should quit now - 10
Assessment 2: Major written assignment

The major written assignment is an opportunity for you to demonstrate a practical understanding of the strategic and behavioural aspects of negotiation.

Description

Write an essay on intercultural negotiation by responding to one of the two following observations:

Either
If the Chinese mindset is so strongly influenced by Sun Tse and the Art of War, what use are problem solving approaches?

or
If there are cultural differences, why is Fisher and Ury’s principled approach being taught everywhere? Is it a case of the Macdonaldisation of negotiation?

You may seek the approval of the lecturer to write an essay on another comparable aspect of international negotiation.

Assessment criteria

Criterion one
• to what extent does the analysis and discussion in the essay rely upon the negotiation literature to identify and explain the key elements in intercultural negotiation?

Criterion two
• to what extent does the assignment reach clear practical conclusions, based on the assignment’s earlier content?

Word limit: 2,500 words

Assessment advice

I offer the following advice, based on my past experience of marking assignments. Please take note of my advice to avoid disappointment.

Assignments which rely on dot points or single sentence paragraphs will NOT be well received. This style of presentation is appropriate in a number of situations but it does not help the writer demonstrate a depth of understanding or analysis. It is therefore viewed as being inconsistent with the learning approach of this Masters level unit.

Further, having just 5 or 6 references does not really convey the impression of comprehensive background reading (nor does drawing lots of references from the text). Direct quotes from an article or book must be referenced to the specific page; this should also be done when you draw upon a reference for a specific point. Inaccurate or improper referencing merely shows the writer is not taking the assignment seriously.

You will find that an assignment with headings generally has a better structure, develops points more fully and is less repetitive than an one with few or no headings. Finally, since I’m not an executive, I don’t need an executive summary.
Submission of assignments

The major written assignment should be handed into the office by the due date; a standard cover sheet should be used and a receipt will be issued.

Assignments should also be submitted by email to rfells@gsm.uwa.edu.au by the due date. Pay careful attention to the section on Acknowledgements and plagiarism in this unit outline as assignments may be tested for the authenticity of authorship.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned through the GSM reception.

It is the intention that the marked assignments will be returned within two weeks of submission.

ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct
Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at
# UNIT STRUCTURE and SEMINAR TOPICS

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1       | Thursday, 12th January AM (8.30-12.30) | **INTRODUCTION**  
What is negotiation?  
Some characteristics of negotiation  
Initial self-reflections  
The Petrol Pricing Game  
The article by Deutsch (1990) provides an interesting overview of the subject while Sebenius (2001) takes a different approach. Other useful reviews can be found in the introductory chapters in most textbooks on negotiation, eg Lewicki et al (2003) chapter 1. |
| 2       | Thursday, 12th January PM (1.15-4.15) | **COMPETITION AND COOPERATION**  
An introduction to some negotiation dynamics  
Negotiation exercise: Arak and Barkan at war?  
**SOWING THE SEEDS OF CULTURAL DISCONTENT IN NEGOTIATION?**  
Exploring the extent to which negotiation might be different in different cultures  
How can we analyse whether cultural context makes a difference?  
| 3       | Friday, 13th January AM | **BEING STRATEGIC IN NEGOTIATION**  
Exploring the strategic choices  
Exercise: Not in my back yard  
**NEGOTIATING COMPETITIVELY**  
What does it mean to compete in a negotiation?  
| 4       | Friday, 13th January PM | **NEGOTIATING COMPETITIVELY**  
Implementing the competitive model of negotiation  
Negotiation exercise: The Bondform negotiations  
**COMPETING COOPERATIVELY**  
What does it mean to cooperate in a negotiation?  
Exploring the problem solving models of negotiation  
The interest based models  
Crossing the Nullarbor  
Negotiation exercises: Wholesale Retail Trading, Road Rage  
<p>| 5       | Wednesday 18th January AM |  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Wednesday, 18th January 1.15-5.15pm</th>
<th>Company visit</th>
</tr>
</thead>
</table>
| 7 | Thursday, 19th January AM        | MANAGING THE NEGOTIATION  
Case study analysis: two international joint venture negotiations  
These two cases provide insights into the way negotiations unfold. One reached agreement, the other did not but it can be argued that both negotiations were successful. Through group discussion we will analyse the cases and identify key learning points about the nature and conduct of negotiation. |
|   | Thursday, 19th January PM        | MANAGING THE PROCESS  
The notion of phases in negotiation  
Integration of the competitive and co-operative models  
There are many process models of negotiation but it was Douglas (1957) who introduced the notion of phases; Putnam (1990) and Brett et al (1998) both consider the interaction between competitive and cooperative behaviour while Olekans et al (2003) explore the transitions between phases (cf Green and Wheeler, 2004).  
NEGOTIATION BEHAVIOUR  
Combining the issue, process and behavioural dimensions  
Negotiation exercise: The Bookdeal negotiation  
Revisiting the question of the cultural context  
Rackman and Carlisle (1978) provide insights into effective negotiation behaviours (cf Sebenius, 2001). |
| 8 | Friday, 20th January AM         | THE THESPIAN EXERCISE |
|   | Friday, 20th January PM         | MEDIATION  
Managing the process of negotiation  
Mediation (negotiation managed by a third party) is very process oriented and Boule (1996) provides a structured interest-based approach. Wade (1994) provides a tactical perspective.  
Exercise: The Rortnest mediation  
Exercise: Property Development in Joondoo |
|   |                                    | FINAL REVIEW |

**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students whose attendance at MBA units that has been unsatisfactory will not be granted a pass grade. Given the intensive mode of teaching for the Summer program, absence without prior permission from the lecturer is classified as unsatisfactory.

**Taping of Lectures**

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.
FINAL PERSONAL REVIEW

Of all the many brilliant and wonderful and insightful and useful things which I have learned about negotiation this seminar, what one thing has helped me understand what negotiation is really all about and what one thing am I going to do as a result?
REFERENCE LIST
‡ in the book of readings and also in the electronic reserve, Reid Library, whole or in part which can be accessed at CygNet On-Line at http://catalogue.library.uwa.edu.au/search~r?SEARCH=mgmt8647

Some of these texts and articles may look a little old. They are included either because they are established classics or because although the research was conducted sometime ago no one has improved upon them.

The length of the reference list reflects the breadth of approaches which have been taken in examining the topic of negotiation and should provide rich insights for your understanding of negotiation and for your assignments.

MODELS OF NEGOTIATION: Primary sources and related reading
NEGOTIATION: General readings

NEGOTIATION BEHAVIOUR: Selected Experimental Research


REVIEWS of Research in Negotiation.


Also, several volumes of Research on Negotiation in Organisations Greenwich, Conn., JAI Press, usually edited by Bazerman, Lewicki and Sheppard (though the principal editor changes each edition)

MEDIATION: Some useful sources


