Unit Outline*

MGMT 8647

Negotiation Behaviour

D1-OFF (QT1) 2012

Singapore

Professor Ray Fells

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

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 a 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!

Unit content
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 that you 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. Another will be to consider how we recognize 'good' negotiation.

This unit builds upon the interpersonal 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:

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<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>Assessment Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Have both a conceptual and a practical understanding of the dynamics of the negotiation process</td>
<td>1, 3</td>
</tr>
<tr>
<td>2</td>
<td>Be able to adopt an analytical, strategic approach to negotiation</td>
<td>1, 3</td>
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<td>3</td>
<td>Appreciate the skills needed to actively manage a negotiation effectively in an individual and group context</td>
<td>1, 4</td>
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<td>4</td>
<td>Be aware of the individual behavioural skills involved in face to face negotiation, including cross-cultural perspectives</td>
<td>2</td>
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<td>5</td>
<td>Have enhanced your own skill level through practice and reflection</td>
<td>3, 4</td>
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<tr>
<td>6</td>
<td>Be able to critically examine the literature on the subject of negotiation</td>
<td>1, 3</td>
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Educational principles and graduate attributes
In this unit you will be encouraged

- to develop an analytical approach to the practical problems faced when trying to resolve an issue through negotiation
- to develop skills at a personal and collective level to manage a negotiation effectively
- to apply knowledge and skills to diverse situations, including in a cross-cultural context
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
The unit 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 each class. Each session there will be experiential exercises to reinforce the teaching material and to give students the opportunity to develop their inter-personal and negotiating skills.

It is anticipated that students will participate fully in the exercises and other activities and that they will work within the parameters set for the exercises as each exercise had been designed to focus on particular aspects of negotiation. Further, it is expected that students will encourage the participation of others in the exercises and activities. To gain the maximum benefit from the exercises, students should seek to neither control nor ‘hide’.

When reviewing exercises and while giving (and receiving) feedback, the fundamental purpose is to assist others in the class to gain greater understanding of the negotiation process and see how they might improve their own negotiation behaviour.

Students should note that there will be an emphasis on self-reflection as a key element in the learning process. Your major assignment in this Negotiation Behaviour class requires you to reflect upon your learning experience during the unit. This is not an academic exercise for the purposes of getting a mark in the unit – reflection is a key skill in negotiation. By reviewing the way you conduct your negotiations you can explore how you might improve next time.

Teaching and learning evaluation
You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance
Participation in class, whether listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
**CONTACT DETAILS**

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Professor Ray Fells</td>
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<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:ray.fells@uwa.edu.au">ray.fells@uwa.edu.au</a></td>
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<tr>
<td><strong>Phone:</strong></td>
<td>(61) 8 6488 3980</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>(61) 8 6488 1072</td>
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<tr>
<td><strong>Block 1</strong></td>
<td></td>
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<tr>
<td>Sunday, 8 January 9.00am – 6.00pm</td>
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<tr>
<td>Monday, 9 January 7.00pm – 10.00pm</td>
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<td>Tuesday, 10 January 7.00pm – 10.00pm</td>
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| **Block 2**               |                      |
| Sunday, 12 February 9.00am – 6.00pm |
| Monday, 13 February 7.00pm – 10.00pm |
| Tuesday, 14 February 7.00pm – 10.00pm |

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<th>Lecture Venue:</th>
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<th>Tutor</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Elizabeth Cardoza</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:evcardoza@hotmail.com">evcardoza@hotmail.com</a></td>
</tr>
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<td><strong>Phone:</strong></td>
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<td>PSB Academy</td>
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TEXTBOOK(S) AND RESOURCES

Unit website
There will be a Learning Management System (LMS) site for this unit. It will be used to post additional material and as a means of communicating with students during the trimester. The site can be found at https://www.lms.uwa.edu.au/login.php. To access LMS you will need to enter a username and password. The username is your student number and the password is your Pheme password.

Recommended/required text(s)

Additional resources and reading material
A number of useful articles and book chapters will be available in the electronic reserve, Reid Library. They can be accessed at CygNet On-Line at http://cmo.library.uwa.edu.au/r1ms. These readings have been selected because they explore one or more key aspects of negotiation, either in terms of theory and research or practical application.

There are many books and articles on negotiation and many websites too. The textbook provides a comprehensive reference list but a selection is provided below. Students are strongly advised to read and rely on research-based publications - books and journal articles - rather than the websites of consultancies or individuals.


INTRODUCTION
Why isn't negotiation more straightforward?
This session will overview some of the key characteristics of negotiation.

The session will also involve some initial self-reflections and creativity. Some of the links that hold a negotiation together: reciprocity, trust, ethics will be considered. The DNA of negotiation will be explored more fully in the first tutorial.

Pre-reading:
Deutsch (1990); Fells (2010) chapters 1; Sebenius (2001)
The articles by Deutsch (1990) and Sebenius (2001) are indicative of the two main approaches taken by writers on negotiation.

Pre-task:
What are my negotiations like? This exercise can be found on the LMS site. This will help you relate the subject material which we will cover in this unit to your own negotiation experiences.

Negotiation exercise:
Arak and Barkan at War?

Additional reading:
Watkins (1999) provides other insightful perspectives. Fells (2000) provides an overview. Other useful reviews can be found in the introductory chapters of most textbooks on negotiation.

Negotiation exercise:
Arak and Barkan at War?

THE TASKS – DIFFERENTIATION AND EXPLORATION
How do I manage the more corporate elements in a negotiation?
This afternoon session will examine the problem solving and interest based models of negotiation.


Pre-reading:
Fisher and Ury (1981)

Pre-task:
Familiarisation of the background information for the Island Queen negotiations

Negotiation exercise:
The Island Queen negotiations

Subsequent reading:
Monday 9 January 2012, 7.00pm – 10.00pm

BEING STRATEGIC IN NEGOTIATION
Should I stand firm or give some ground?
The session will focus on the practical aspects of preparing for a negotiation.


Pre-reading and task:
The Healthcare case and questions

Exercise:
The Healthcare case

Subsequent reading:
Students will be expected to read Fells (2010) chapter 3 to consolidate their understanding of the notion of strategic choice in negotiation.

Tuesday 10 January 2012, 7.00pm – 10.00pm

THE TASKS – EXCHANGE AND THE END-GAME
How do I manage the more competitive elements in a negotiation?
This session will consider the logic of the competitive model of negotiation and examine how the end-game of a negotiation might be managed effectively.


Pre-task:
Familiarisation of the background information for The Bondform negotiations

Negotiation exercise:
The Bondform negotiations

Subsequent reading:
Fells (2010) chapter 8
THE ESSENCE OF NEGOTIATION
What’s its DNA?
Purpose: consolidate the learning from the first block teaching.

Main focus:
Review of the key elements of negotiation (chapters 1 and 2) relating them to the students’ own experiences in negotiation.

Topics for discussion:
Let’s set aside our biases and approach this rationally!
Does personality matter?
Does gender matter?
Is being emotional bad for your negotiation’s health?
Can I negotiate with someone I cannot trust?
If I have more power, do you have less?
Can something be fair without being right?
Is there such a thing as a truly ‘win-win’ agreement?

Class group tasks:
Prepare examples where information exchange/reciprocity is important.
Do your own experiences indicate whether the rules of tit-for-tat (Box 2.3) of any use at all?
How might they be improved?

Pre-reading:
Fells (2010) chapters 1 and 2

Pre-tasks:
Making sense of myself as a negotiator
Review of one of my negotiations – as per Fells (2010) Appendix 2
TUTORIAL TWO
Monday 6 February 2012, 7.00pm – 10.00pm

THE TASKS – DIFFERENTATION, EXPLORATION and EXCHANGE
How do I manage the more cooperate and also the competitive elements in a negotiation?

Purpose:
Consolidate the learning from the first block teaching.

Main focus:
Review of negotiation tasks (chapters 6, 7, 8)

Discussion topic:
Reflect on the negotiations you have done so far and compare what happened with the summaries at the end of chapters 6, 7 and 8. What can you learn about negotiation? about yourself as a negotiator?

Case study:
The Tanker Refit Negotiations: Resolving a major contract dispute

Identify all the negotiations relating to this case; envisage how they might be characterised and consider the factors that would have lead to the negotiations being conducted in that way.

What are the advantages, and risks, in extensively preparing for a negotiation?

What does this case suggest about how to manage an agenda effectively?

For agreement to be reached the parties normally have to shift away from their opening positions and lower – or change, perhaps even raise – their expectations about what the best outcome for them might be. What causes negotiators to change their mind? How might you use this understanding of how people change their minds to get an opposing negotiator to change his or her mind?

Pre-reading:
Fells (2010) chapters 6, 7 and 8
The Tanker Refit Negotiations: Resolving a major contract dispute
BLOCK TEACHING TWO

Sunday 12 February 2012, 9.00am – 6.00pm

NEGOTIATION IN PRACTICE
Group presentations

Assessment:
Group Project 1 (see page 17)

THE PROCESS OF NEGOTIATION
Can I just go with the flow?
This session will explore the dynamics of the process of negotiation and how the process might be managed effectively.

There are many process models of negotiation but it was Douglas (1957) who introduced the notion of phases; Putnam (1990) and Brett et al (1998a) both consider the interaction between competitive and cooperative behaviour (see also Adair and Brett, 2005) while Olekalns et al (2003) explore the transitions between phases (cf Green and Wheeler, 2004).

Creating a negotiation script
This session will consider the importance of a negotiation script and imagery in managing the negotiation process and will Crossing the Nullabor and other images of negotiation. Students groups will develop their own negotiation scripts.

Pre-reading
Fells (2010) chapter 5

MANAGING THE PROCESS OF NEGOTIATION
This afternoon session will focus two practical aspects of managing negotiations - managing the intra-organisational complexity, and managing the pattern of verbal interaction between negotiators.

Negotiating on behalf of others
Most negotiators are representing others, such as their department or their company, rather than negotiating just for themselves. This adds a layer of complexity to the process. Cutcher-Gershenfeld and Watkins (1999) shows some of the dilemmas faced by negotiators in these situations.

Pre-reading:
Fells (2010) chapter 9

Looking more closely at patterns of interaction
Rackman and Carlisle (1978) provide insights into effective negotiation behaviours (cf Sebenius, 2001). Wade’s (1994) mediation techniques are also relevant to negotiation.

Pre-reading:
Fells (2010) chapter 4

Exercise:
The Bookdeal Negotiations
Monday 13 February 2012, 7.00pm – 10.00pm

GUITARS OR BANQUETS. NEGOTIATING SOMEWHERE ELSE

Do cultural differences change the essence of negotiation?
This session will explore some of the broad ways that the cultural context might have an impact on how people negotiate.


Pre-reading:
Sebenius (2002)

Subsequent reading:
Brett (2010), Brett et al (1998a); Brett and Gelfand (2006); Fells (2010) chapter 10

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Tuesday 14 February 2012, 7.00pm – 10.00pm

BECOMING GOOD NEGOTIATORS

This final session will identify some key principles to negotiate effectively.

Pre-reading
The Airline Case; The Telco Case; Fells (2010) Appendix 8

Managing complex negotiations
A final major negotiation exercise and review
TUTORIAL THREE  
Monday 27 February 2012, 7.00pm – 10.00pm

NEGOTIATING IN A CROSS CULTURAL CONTEXT  
Do cultural differences change the essence of negotiation?

Purpose:  
Consolidate the learning from the second block teaching,

Main focus:  
Review of cross-cultural negotiations (chapter 10)

Assessment:  
Group Project 2 (see page 18)

Discussion topics:  
If the Chinese mindset is so strongly influenced by Sun Tzu and the Art of War, what use are problem-solving approaches?  
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?  
Why is it that we have to change our approach when we go overseas but negotiators from other countries don’t change their approach when they come to our country?

Class group tasks:  
Drawing on practical experience,  
(i) discuss the usefulness of the framework developed by Brett and Gelfand (2006) (also in Fells, 2009, Table 10.5) and give practical examples of each element in the table  
(ii) provide examples of high and low context communication (Table 10.2)

Pre-reading:  
Fells (2010) chapter 10  
Brett and Gelfand (2006)

TUTORIAL FOUR  
Monday 5 March 2012, 7.00pm – 10.00pm

MANAGING THE PROCESS OF NEGOTIATION  
Managing difficulties in negotiation

Purpose:  
Consolidate the learning from the second block teaching,

Main focus:  
Review of managing the process (chapters 4 and 5)

Negotiation exercise:  
Mediation at Transport Incorporated – managing the process

Review of the unit:  
So what? And what next?  
Review of learning (final assignment) and developing an action plan

Pre-reading:  
Fells (2010) chapters 4 and 5
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 provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Very important assignment 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. Since I am not an executive I don’t need an executive summary.

Further, having just five or six 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. The reference list in this unit outline provides an example to follow.

Consider whether you would be prepared to hand your assignment to your employer to show the quality of your work.

Assessment mechanism summary
As a subject for study, negotiation does not lend itself to being ‘compartmentalised’ into discrete elements and so the assignments are not precisely targeted at specific learning outcomes though each does have a particular focus.

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<tr>
<th>Item</th>
<th>Weight</th>
<th>Due Date</th>
<th>Relates to Outcomes</th>
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<tbody>
<tr>
<td>Assessment 1: Group Project 1: The practical application of negotiation research</td>
<td>20%</td>
<td>12 February</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Assessment 2: Group project 2: compiling a cross-cultural profile</td>
<td>10%</td>
<td>1 March</td>
<td>3, 4</td>
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<tr>
<td>Assessment 3: Individual research assignment and reflection</td>
<td>50%</td>
<td>13 March</td>
<td>1, 3, 4, 6</td>
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<tr>
<td>Assessment 4: Tutorial contribution</td>
<td>20%</td>
<td>N/A</td>
<td>2, 5</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

**Assessment 1: The practical application of negotiation research (20%)**

This assignment will provide you with the opportunity to demonstrate a practical understanding of negotiation. It will be worth 20% of the total marks for the unit.

**Description**

There are two possible ways to approach this task:

1. **Review an actual negotiation.**
   This might be a negotiation that has been reported in the media or on the internet. If this is not possible, then one of the case studies may be used. The negotiation should be described and analysed using one or more of the concepts, models and frameworks presented in this unit, or found from the research literature.
   There should be a short presentation to the class describing and analysing the negotiation and, if appropriate, making recommendations as to how the negotiations could have been improved. The group should be prepared to lead a short class discussion on their presentation.
   The group will also be required to submit a hard copy version of their presentation, which will include a full description and analysis of the negotiation and refer to any research that the group had undertaken in analysing the case.

2. **Create a short role-play.**
   The role-play should focus on a specific aspect of negotiation. For example, the role-play might demonstrate ineffective and effective ways of exchanging information, or how to handle a deadlock, or how to manage concession making. The chosen topic should relate to one or more of the concepts, models and frameworks presented in this unit, or found from the research literature.
   The class presentation will include an introduction that outlines the aspect of negotiation that will be demonstrated. Following the role-play, the group should be prepared to lead a short class discussion on their presentation.
   The group will also be required to submit a hard copy version of their presentation, which will include review of the chosen aspect of negotiation and refer to any research that the group had undertaken in preparing the role-play.

**Assessment Criteria**

In assessing this assignment, the lecturer will consider the following:

- How clearly does the presentation present a key aspects or issues of negotiation?
- How insightful and relevant are the implications that are drawn from the presentation?

The presentations will take place in class on Saturday, 12th February. The hard copy version must be given to the lecturer prior to the presentation.
Assessment 2: Group project to compile a cross-cultural profile (10%) 

This assignment will provide you with an opportunity to analyse the cross-cultural literature and relate it to negotiation in a practical way. It will be worth a total of 10% of the total marks for the unit.

During the second block teaching period we will attempt to develop some ‘cultural profiles’, the purpose being to give practical advice to people from elsewhere who find they have to negotiate with people from that particular culture. What do they need to know in order to negotiate effectively?

Description
Each group will be expected to develop a cross-cultural negotiation profile for a country of the group’s choice (to be determined in class). A power point template will be provided. Your group’s power point profile should be supplemented by a page of written notes. (References should be provided of any useful resources.)

Each group will present their profiles in the tutorial and lead a discussion. The profiles will be collated into a resource for all students.

Fells (2010) chapter 10 and Appendix 9 will be useful resources but students are expected to draw on other sources too.

Assessment Criteria
In assessing this assignment, the tutor will consider the following:

- How well does the profile integrate values and other characteristics with negotiation models, strategies and practice?

- How appropriate, and how clear, are the recommendations?

The presentations will be made in Tutorial Three and in addition, the power point and accompanying notes should be provided in both hard copy and electronic form to the tutor and an electronic copy to the lecturer.
Assessment 3: An individual research assignment and reflection (50%)

This assignment will enable you to develop your reflection skills by considering the behavioural skills that you have become aware of during the course of the unit. It will be worth 50% of the total marks for the unit.

Description
Your assignment should be a personal reflection around the two following elements:

(i) a review of some of the research literature on a particular aspect of negotiation (such as an aspect of negotiation's DNA)

(ii) a reflection on your own approach to negotiation that shows how your understanding of the topic researched in part (i) above - and other aspects of negotiation that seem important to you - have influenced your understanding of what you need to do to improve your own approach to negotiations you will be involved in in the future. What will you now do differently and why?

You can draw on your negotiation experiences in class and from other contexts but your reflection should be analytical, not merely descriptive.

I anticipate that those students who have made the effort throughout the term to reflect upon their learning will write better assignments and so get better marks.

Assessment Criteria
Each student’s journal will be different and it is not my intention to constrain or inhibit your learning journey by prescribing a format or setting guidelines. Therefore there are no precise assessment criteria. However, in reading about what you believe you have learned I am quite likely to be thinking to myself about questions such as these:

• What evidence is there here that this student has actually learned something? And that they are likely to do something different as a result?

• Rather than draw just from the textbook, or from the readings, has the student gone on a learning journey through the literature and found something really insightful and worked out how it can be applied in their own context? Please note: this is the most important aspect of the assignment.

• Is the analysis reasonable? And is there some justification for the practical implications which are suggested?

Refer also to the general advice given at the start of this section on Assessments.

There is no word limit to this reflection but 2,500 words should suffice with approximately half of the assignment devoted to each of the two elements of the task.

Submission:
This assignment may be submitted in hard copy to PSB or by email to ray.fells@uwa.edu.au. If submitting by email the subject title must be: NegB Singapore: student family name. The assignment should also include an Assignment Cover Sheet. The deadline for submitting assignments is midnight (Singapore time), 13 March 2012.

Assessment 4: Tutorial contribution (20%)
The tutorials provide an opportunity for you to consolidate your learning through reading, through sharing experiences and through critical discussion. The tutor will award marks (up to 20%) to reflect the quality of your contribution to the tutorial activities.
Submission of Assignments
Please see individual assessment components for submission instructions. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities

Appeals against academic assessment
The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).