Unit Outline*

MGMT8647

Negotiation Behaviour

MBA

Trimester 3, 2011

Crawley

Asst/Professor Sandra Kiffin-Petersen

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

"Let us never negotiate out of fear. But let us never fear
to negotiate." ~ John F. Kennedy

Managers negotiate at work everyday. They may negotiate with their bosses, colleagues and subordinates, as well as with suppliers, customers and government officials. Negotiation is therefore an essential skill for every manager. This unit provides senior managers with the opportunity to develop their negotiation skills experientially and to understand the various approaches to negotiation. Emphasis is placed on the use of negotiation exercises and role-playing, and on students developing their understanding of their own negotiation style through self-assessments. The course is designed to be relevant to a variety of negotiation situations that a manager may face.

Unit content

This unit examines the resolution of issues of difference by negotiation. It focuses on the strategic and behavioural aspects of the negotiation process which are appropriate in a wide range of business contexts. The unit requires a high degree of participation by students.

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.

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 and have enhanced your own skill level
- be able to critically examine the literature and apply it to the practice of negotiation
- be able to effectively negotiate more constructive agreements

Educational principles and graduate attributes

In this unit, you will be provided with the opportunity to:

- Critically analyse practical problems and decide on the most effective approach to resolving the issue through negotiation
- Develop more effective negotiation skills by participating in negotiation role-plays and reflecting on your experiences during those simulations
- Apply knowledge and skills of negotiation to diverse situations, including cross-cultural contexts
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
This course is structured around an experiential approach to learning and the development of interpersonal and negotiation skills. A high degree of participation is expected from students in order to maximise their learning from the course. Based on Kolb’s experiential learning cycle there are two main ways students can learn about negotiation, through direct experiences of negotiation during class time and in their workplaces; and through the comprehension of the theory and practice of negotiation by reading the literature on the subject and participating in class discussions. The actual topics covered and the exercises may change as the trimester progresses, depending on the particular interests of the group.

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.

"Information is a negotiator's greatest weapon."
~ Victor Kiam, CEO of Remington

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 it be 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>
<th>Assistant Professor Sandra Kiffin-Petersen</th>
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</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:sandra.kiffin-petersen@uwa.edu.au">sandra.kiffin-petersen@uwa.edu.au</a></td>
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<tr>
<td>Phone:</td>
<td>08 6488 3070</td>
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<tr>
<td>Consultation hours:</td>
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<td>Lecture times:</td>
<td>7th October 9:00am - 5:00pm</td>
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<td>8th October 9:00am – 5:00pm</td>
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<td>11th November 9:00am – 5:00pm</td>
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<td>12th November 9:00am - 5:00pm</td>
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<tr>
<td>Lecture venue:</td>
<td>BUSN:242 9:00am – 5:00pm (Main Lecture Room)</td>
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<tr>
<td></td>
<td>BUSN:260, BUSN:261, BUSN:262 (Extra Rooms)</td>
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</table>

Your Lecturer

Sandra Kiffin-Petersen joined the UWA Business School in 2001. She lectures on the Organisational Behaviour and Negotiation MBA units. After completing her MBA in 1992, Sandra worked as a private consultant before becoming a lecturer and pursuing further studies. Sandra has a PhD in Organisational Behaviour from the University of Western Australia. Her research interests include negotiation skills training, emotions in the workplace, work team effectiveness and trust within organisations. She has presented papers at conferences in the UK, United States and in Australia. Sandra regularly conducts workshops on Building High Performance Work Teams and performs Negotiation skills training in industry.

Sandra has been nominated numerous times for various Teaching Awards including Innovation in Teaching (2006), Excellence in Supervision (2006), Pearson Education ANZAM Management Educator of the Year Award (2005) and Excellence in Teaching (2003, 2008, 2010). In 2004 and 2009 Sandra received Business School Excellence in Teaching Awards. She was also a nominee for the Australian Learning and Teaching Council Awards in 2009. Sandra is a member of the Australian and New Zealand Academy of Management (ANZAM) and the Academy of Management (USA).

Sandra completed the 2-day Harvard Program on Negotiation course in 2009 with Professor Guhan Subramanian and is currently undertaking additional training in mediation and negotiation to obtain National Mediation Accreditation.
TEXTBOOK(S) AND RESOURCES

Unit website

http://www.webct.uwa.edu.au

Recommended/required text(s)


The textbook by Professor Ray Fells of the UWA Business School is also a useful resource:


Additional resources and reading material

A number of important articles and book chapters are available on the WebCT site. They will also be available in the electronic reserve, Reid Library. They can be accessed through CygNet On-Line at http://cmo.library.uwa.edu.au/.

The readings have been selected because they explore one or more key aspects of negotiation, either in terms of theory and research or practical application. Additional references are provided below and for further research, the text book also provides references to accompany each chapter.

Reference list

INTRODUCTION
Getting started: What is negotiation?
Some characteristics of negotiation
Personal bargaining style assessment

Pre-reading
Lewicki et al. (2010) ch 1; Deutsch (1990); Shell (2001); Sebenius (2001)
The articles by Deutsch (1990) and Sebenius (2001) are indicative of the two main approaches taken by writers on negotiation.

Self-assessment: Bargaining Styles

Additional reading

DISTRIBUTIVE BARGAINING
Exploring the essence of competitiveness in negotiation and claiming value
The importance of the BATNA, anchoring and the mid-point rule

Negotiation exercise: Petrol Pricing
(BUSN:260, BUSN:261, BUSN:262 after 1:00pm)

Pre-reading
Lewicki et al. (2010) ch 2;
Rio Tinto: Takeover Fears and Price Negotiations with China case study

Case study: Rio Tinto: Takeover Fears and Price Negotiations with China

Additional reading
See also chapter 4 of Rubin, Pruitt and Kim (1994) on contentious tactics and Watkins (2001); Lewicki et al. (2010) chapters 7 and 8 cover various aspects of power and influence during negotiations.
Class 2 – morning session
Saturday 8th October

INTEGRATIVE NEGOTIATION
Exploring what it means to cooperate during negotiations
The negotiator’s dilemma: The tension between claiming and creating value

Pre-reading
Lewicki et al. (2010) ch 3;

Negotiation exercise: The Book Deal

Additional reading

Class 2 – afternoon session

INTEREST-BASED APPROACHES TO NEGOTIATION
How do I manage the more cooperate elements in a negotiation?
Exploring the problem solving and interest based models of negotiation

Pre-reading
Lewicki et al. (2010) ch 3;
Background information for The Island Queen negotiations

Negotiation exercise: The Island Queen negotiations

Additional reading
Class 3 – morning session
Friday 21st October

CROSS-CULTURAL NEGOTIATIONS
Do cultural differences change the essence of negotiation?
Different approaches to assessing the impact of culture on negotiation

Pre-reading
Lewicki et al. (2010) ch 16; Sebenius (2002)
Negotiation in China: How Universal? Read case study and answer questions

Negotiation exercise: Negotiation in China: How Universal? Case questions:

1. What are the major differences between American and Chinese negotiation styles? Australian?
2. What are the major potential misunderstandings that may occur in verbal communication between American and Chinese negotiators? Australian?
3. What are the major potential misunderstandings that may occur in non-verbal communication between American and Chinese negotiators? Australian?
4. What are some possible recommendations for foreigners carrying out negotiations in China?

Additional reading

Class 3 – afternoon session

STRATEGIC CHOICE AND THE PROCESS OF NEGOTIATION
Understanding the flow of negotiations: Stages and phases

Pre-reading
Lewicki et al. (2010) ch 4; Background Information Euro Technologies Inc.

Negotiation exercise: Euro Technologies Inc.
(BUSN:260, BUSN:261, BUSN:262 after 1:00pm)

Additional reading
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 Olekans et al (2003) explore the transitions between phases (cf Green and Wheeler, 2004). Fell’s (1998) case study.
Class 4 – morning session
Friday 11th November

MANAGING THE PROCESS OF NEGOTIATION
The 'nuts and bolts' of negotiation: Communication, emotions and cognitive biases in negotiation
Looking more closely at the language of negotiation
What does active listening sound like?

Negotiating on behalf of others: The effect of constituencies on the process of negotiation
What do I do when there is an impasse?

A further opportunity to practice your negotiating skills…

Pre-reading
Lewicki et al. (2010) chs 5, 6 and 10;
Lewicki et al. (2010) chs 17 and 18;
Salary negotiation background information

Skills exercise: Active listening and questioning techniques

Negotiation exercise: The Salary Negotiation

Additional reading
Rackman and Carlisle (1978) provide insights into effective negotiation behaviours (cf Sebenius, 2001). Wade’s (1994) mediation techniques are also relevant to negotiation. Fells (2010) chapter 9 provides insight into negotiating on behalf of others.

Class 4 – afternoon session

ETHICS IN NEGOTIATION
What does it mean to be ethical in negotiations and why does it matter?

Pre-reading
Lewicki et al. (2010) ch 9;

Negotiation exercise: Bullard Houses

Self-assessment: SINS questionnaire and ethics cases
MEDIATION
A mediation perspective on negotiation
Mediation (negotiation managed by a third party) is very process oriented and so provides insights into how to manage a negotiation effectively.

Pre-reading
Lewicki et al. (2010) ch 19

Exercise: Lever Corporation

Video case: Mediation in Action: Resolving a Complex Business Dispute

Additional reading:

INTGRATION AND REVIEW

Group project: group presentations and discussion of Google and the Government of China case

Epilogue: The outcome of the negotiation between Google and the Government of China will be shared with you following our discussion of the case. We will also examine recent events in this ongoing negotiation!

Pre-reading
Lewicki et al. (2010) ch 20

Review of the unit
So what? And what next?
Development of action plan
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 in the expectation that your negotiation behaviour will then improve. The focus of assessment will be on analysis and reflection; your actual negotiation behaviour in the various exercises will not be assessed directly but you will be expected to reflect upon your experiences as part of the learning and assessment process. 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.

Important assessment advice

Negotiation may seem like an ‘easy’ unit because of its practical approach. However, students need to be aware that this is a Masters level course and the grading of papers will be commensurate with that level of study. In order not to be disappointed with your grade it is important to remember that an academic approach to all assessments is expected. This means, that you will need to draw on a wide range of academic and practitioner articles to support your conclusions. Wide range of reading is not conveyed by five or six articles, nor does drawing only on references already provided to you in the unit outline. The adoption of an appropriate writing style (i.e. no dot points) and presentation of your paper (i.e. Harvard referencing) is also expected if you wish to receive a high grade.

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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<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Assignment 1: Group Project</td>
<td>30%</td>
<td>Wednesday 9th November 5pm By Uniprint</td>
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<tr>
<td>Assignment 2: Individual Self-Reflection</td>
<td>20%</td>
<td>Wednesday 16th November 5pm By Uniprint</td>
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<tr>
<td>Assignment 3: Individual Research Paper</td>
<td>50%</td>
<td>Monday 21st November 5pm By Uniprint</td>
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</table>

Students failing to attempt any assessment task will receive a grade of FC (“Failed Component”) for the unit.

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 3: 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: Group project on cross-cultural negotiations (30%)

This assignment will provide you with an opportunity to apply your learning throughout the course to a real world cross-cultural negotiation in a practical way.

Description
You will need to form groups of 4-5 students. At the beginning of the week the course commences (i.e. 3rd October) a case study entitled “Google and the Government of China: A Case Study in Cross-Cultural Negotiations” will be made available to you in webct with questions. The questions should be used as a guide in analysing the case study using relevant negotiation concepts and framework learned during the course. You are not however, limited to these questions in your analysis of the case. Rather, you are encouraged to be wide ranging in your analysis and draw on any material your group considers most relevant to the case study. The following reference in closed reserve may be helpful initially:


In addition, in the final class (Class 5) each group will be asked to give their analysis and recommendations to the remainder of the class during a ten minute presentation. (Your written submission will be handed in prior to this class). The class will then have a general discussion about this interesting case and your recommendations.

Assessment Criteria
In assessing your group assignment I will consider the following:

- How well have you applied the negotiation frameworks and concepts to understanding the parties and the context of the case?
- To what extent have you integrated your learning on cross-cultural negotiations in your analysis of this case study?
- How appropriate, and how clear, are your recommendations to the Google negotiators as to how they should prepare for and carry out their negotiations with the Government of China?
- What general principles in relation to preparing for negotiation can we draw from this case?

There is a limit of six pages A4 (Size 12 font, 1 1/2 spaced and 2.5cm margins) for the written part of this assessment including figures and tables (excluding reference list).
Assessment 2: Individual Self-Reflection (20%)

The purpose of this assessment is to focus on your own and the group’s experience of negotiation behavior when negotiating for constituencies.

Description

This assignment focuses on your analysis of individual and group negotiation behaviour.

On Friday 11th November you will participate in a group negotiation exercise called the Salary Negotiation. For this assignment you will be required to reflect upon that negotiation and your own participation in it. As part of the review process you should:

• Write up your impressions and reflections immediately after the negotiation has concluded; and
• Arrange with others in the group to review what happened during the negotiation; you are encouraged to share your own impressions and reflections with others in the group to enhance your own understanding of the events and also to assist others in their appreciation of their participation in the negotiation

You are required to write up your experience of the Salary Negotiation under the four headings below based on Kolb’s learning cycle. Please keep the description of the actual experience to an absolute minimum; write only what is necessary for an analysis of the negotiation itself as this section will receive no marks. Avoid generalities such as 'the negotiations were cooperative', instead concentrate on analysing the detail of strategy and behaviour. References to research should be used to show how you apply research to practice and to support your analysis and conclusions. The active experimentation section should discuss what you might now do in other negotiations, not simply in a re-run of the negotiation being reviewed.

Please note: you will not be assessed according to the outcome you or your group achieved in the negotiation.

Individually write up your experience of the negotiation under these four headings:

• Concrete experience: What happened? What were the results?

• Reflective observation: Personal reflection(s) about the negotiation.
  o on the process - what was helpful and what was not helpful?
  o on performance - how well did we do?
  o what were your thoughts and feelings about the negotiation?
  o how did you prepare for the negotiation?

• Abstract conceptualisation: Relationship between the negotiation observed and experienced and the theories and frameworks of negotiation studied.
  o what does it tell us about the process of negotiation?
  o how does it relate to your previous experiences?
  o how does it relate to the research literature?

• Active experimentation: Relationship between this learning and other situations you might encounter in the future.
  o what should you try next time you negotiate? Why?
  o what other situations might your learning apply to?

There is a limit of four pages A4 (Size 12 font, 1 1/2 spaced and 2.5cm margins) for this assessment including figures and tables (excluding reference list).
## Assessment Criteria

Your paper will be assessed according to the general criteria and also take into account the extent to which you demonstrate the following:

<table>
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<tr>
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<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tr>
<td>1. <strong>Concrete experience: What happened? (no marks)</strong></td>
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<td>▪ succinct description of key dynamics in the negotiation</td>
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<td>2. <strong>Reflective observation: So what? (20%)</strong></td>
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<td>▪ identification of helpful/unhelpful behaviours</td>
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<td>▪ awareness of own and others’ negotiating style</td>
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<td>▪ awareness of own thoughts, feelings and behaviour, others</td>
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<td>3. <strong>Abstract conceptualization: So what? (40%)</strong></td>
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<td>▪ relationship of theory to practice</td>
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<td>▪ analysis of behaviours and processes</td>
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<td>4. <strong>Active experimentation: Now what? (30%)</strong></td>
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<td>▪ new ways of thinking/behaving</td>
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<td>▪ application to other situations</td>
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<td>▪ development of action plan</td>
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<td>5. <strong>Presentation and structure (10%)</strong></td>
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<td>▪ organisation and structure</td>
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<td>▪ grammar, spelling and punctuation</td>
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<td>▪ Harvard referenced</td>
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Assessment 3: Individual Research Paper (50%)

The purpose of this assessment is to assess your ability to:

- research relevant literature on a particular aspect of negotiation and apply that knowledge to negotiate constructive agreements
- locate and utilize a range of information sources to research a negotiation issue.

Select one of the following topics.

1. How do emotions influence negotiations? What strategies would you suggest for dealing with emotions at the bargaining table?
2. What strategies are not effective when it comes to ‘creating value’? What strategies are effective? Of the effective strategies, which are most useful when dealing with cooperative negotiations, and which are most useful when dealing with competitive negotiators?
3. What persuasion tactics can a negotiator employ in negotiation? How can the negotiator defend himself or herself if the opponent is attempting to use these same tactics? Do you consider all of these tactics ethical? Why or why not?

Whatever topic you choose it should be presented in essay style and include the dot points listed below. Ensure that your opinions and assertions are substantiated with evidence from readings, literature, models, and other forms of literature.

For each topic, students should include the following:

- **Introduction.** An introduction to the topic and a discussion of why it is worthy of study. Key concepts/terms should also be defined in the introduction so that the reader is clear about what the essay is going to discuss. The main thrust of your argument or the position that you will take on the issue should also be clearly stated here.
- **Discussion of issues relevant to the questions.** In answering the questions you should draw on relevant literature to support your conclusions. It is important that your arguments are supported by evidence either obtained through your research or examples from your experience. You should avoid armchair speculations or unsubstantiated claims.
- **Conclusion.** A summary or conclusion that brings together the major points in the main body of the essay and is consistent with what was stated in the introduction. The conclusion should not introduce new ideas or lines of thought that have not previously been discussed in the main body of the essay.
- **References.** The in-text references and list should be in accordance with the Harvard Style and include only those references referred to in the body of the essay. References that you have read during the course of your research but do not cite in your essay should not be included.
- **Writing Style.** You are expected to adopt a writing style that is appropriate to academic writing. Direct quotes should be used sparingly and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.
- **Professional Presentation.** All written assignments must be word-processed or typewritten, one and half-spaced and use a 12-point font. The assignment should be stapled in the top left hand corner or bound along the left margin.

A marking guide is included below and you must address these points while researching and writing the assignment. Please attach a copy of the marking guide to your essay.

There is a limit of five pages A4 (Size 12 font, 1 1/2 spaced and 2.5cm margins) for this assessment including figures and tables (excluding reference list).
**Assessment Criteria**

In assessing your individual assignment I will consider the following:

<table>
<thead>
<tr>
<th>ASPECT OF ESSAY</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tr>
<td><strong>1. Introduction (15%)</strong></td>
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<td>• definition of key terms</td>
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<td>• stimulate interest</td>
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<td><strong>2. Discussion of Issues (65%)</strong></td>
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<tr>
<td>• knowledge and understanding of relevant negotiation frameworks</td>
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<td>• critical examination of the literature (rather than descriptive)</td>
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<td>• ability to apply negotiation frameworks and concepts practically</td>
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<td>• development of logical and well supported arguments</td>
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<td>• evidence of wide reading from academic sources</td>
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<td><strong>3. Conclusion (10%)</strong></td>
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<td>• sound understanding of topic</td>
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<td><strong>4. Presentation (10%)</strong></td>
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<td>• clarity of expression (grammar, spelling &amp; punctuation)</td>
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<td>• organisation &amp; structure</td>
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Final Exam

There will be no final exam in this unit.

Submission of assignments

Submit your assignment in an electronic format by going to the Uniprint web site www.uniprint.uwa.edu.au, then click on “Student Assignments” and follow the instructions.

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).