



# MGSM884

## Negotiation: Theory and Practice

Term 2 Hong Kong 2019

*Department of Management*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Lecturer

Filip Hron

[filip.hron@mgsm.edu.au](mailto:filip.hron@mgsm.edu.au)

Credit points

4

Prerequisites

MGSM870 or MGNT606 or (admission to GradCertMgtPostMBA or MAMed or MASurg or DAdvSurg or DAdvMed or GradDipSpSurg or GradDipSpMed or GradCertClinLship)

Corequisites

Co-badged status

Unit description

Negotiation involves influencing how people think, perceive, feel and behave. We apply these skills in every interaction, whether in the business environment, with our family, or in the world of international politics. The path to improving our negotiation performance involves adopting a mindset conducive for negotiations, learning theories, and developing skill in executing the right behaviour at the right time. This subject will increase students' awareness of the complex dynamics in human interaction and decision-making. The subject will draw on multiple disciplines in order to provide students with key theories and frameworks for managing that complexity in a wide range of different contexts. Students will also build practical skill in preparing for, conducting, and reviewing negotiations.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.

Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.

Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.

Deconstruct and evaluate negotiation outcomes and processes by applying a multi-disciplinary framework to aid a holistic negotiation debrief.

Apply a sophisticated stakeholder mapping process to fully identify and realize the potential value, risks and likely consequences for all parties in the ecosystem of concurrent and sequential negotiation processes that surround the manifest negotiation issues.

Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

## General Assessment Information

### SUBMISSION FOR ALL ASSESSMENTS:

Submission for the assessments will be via soft copy in iLearn, via turnitin submission, unless instructed otherwise.

Further submission instructions/details will be sent via announcement in iLearn during the duration of the unit.

Late submission without prior approval may attract a penalty of 10% of the total possible mark per day (including weekends and public holidays). Assignments submitted 10 days late (or more) will not be accepted.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Group Work</u>	25%	No	16th June
<u>Essay</u>	50%	No	30th June
<u>Learning Journal</u>	25%	No	7th July

### Group Work

Due: **16th June**

Weighting: **25%**

#### Team Debrief

Question

The major simulation provided your team with ample opportunity to apply a range of insights covered in this course. You had the opportunity to prepare, conduct and review as a team. Preparation took place both individually and as a team. You negotiated internally within the team and externally with the counter party. And the comprehensive review process shed light on what happened behind the scenes; what people perceived what they thought, how they felt, and the intent behind their actions. In this report syndicate teams must write a formal debrief (one per team) about their team's approach to negotiation and draw out the key lessons for the team. You will be assessed on your ability to apply the insights covered in class, to diagnose and identify the key repeatable process lessons that will inform your future strategies. The focus is on what your team, not the counter party, needs to do differently to improve outcomes. The paper should contain academic references and a reference list

### **Marking Criteria**

- Critical Reflection: 40%
- Analysis, diagnosis of negotiation scenarios and application of concepts/frameworks: 40%
- Structure, style, research and referencing: 20%

*Assessment of Individual performance in Group Work will be based on the Group member contribution statement / Peer Evaluation subject to the final decision of the lecturer*

*Please ensure all group members' **full names**, the **unit code** (MGSM884), unit name (Negotiation: Theory & Practice), **lecturer** (Hron), as well as the **topic presented** is clearly visible on your presentation front page.*

On successful completion you will be able to:

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
- Deconstruct and evaluate negotiation outcomes and processes by applying a multi-disciplinary framework to aid a holistic negotiation debrief.
- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

## Essay

Due: **30th June**

Weighting: **50%**

**Students are to write a 2,500 word case analysis as follows:**

Develop a case study of a recent negotiation you were involved in, observed as a stakeholder or supporter, or that you have studied from recent events or even from history (provide a short introduction describing the negotiation at the start of your paper). Your paper should then set up an analytical framework or apply a theory that explains some element of negotiation and use that framework to analyse the case. This paper asks you to 'test' or apply the framework or theory in what is to be an analytical case analysis. Your paper should build to convincing and well-drawn conclusions about both the framework/theory and the case. Sample frameworks will be highlighted in class.

### Marking Criteria

- Case study: 10%
- Analysis, diagnosis of case and framework: 30%
- Appropriate use and application of negotiation framework: 20%
- Structure: 10%
- Style: 20%
- Research, references: 10%

*Note: If your assignment refers to commercially sensitive negotiations all company and individual names should be anonymised (changed to pseudonyms) to protect anonymity, especially important due to the use of Turnitin software submissions.*

*Please ensure all participants **full names**, the **unit code** (MGSM884), unit name (Negotiation: Theory & Practice), **lecturer** (Hron), is clearly visible on your assignments.*

On successful completion you will be able to:

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
- Deconstruct and evaluate negotiation outcomes and processes by applying a multi-

disciplinary framework to aid a holistic negotiation debrief.

- Apply a sophisticated stakeholder mapping process to fully identify and realize the potential value, risks and likely consequences for all parties in the ecosystem of concurrent and sequential negotiation processes that surround the manifest negotiation issues.
- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

## Learning Journal

Due: **7th July**

Weighting: **25%**

Students will receive a mark based on their class participation and also on the submission of a learning journal toward the end of the term. Class participation will be based on lecturer observations during class and also during the course simulations (including the students' contribution to the learning of other members of their syndicate group and of the class in general. Note this is based on quality of input – not simply on quantity).

The Learning Journal should be developed throughout the entire term. Students are advised to take notes of any “aha moments” for the journal when they occur during the lectures, exercises, class discussions, feedback sessions as well as in interactions outside of class. For the assignment submission students should hand in a summary of that journal that focuses on answering the following questions:

1. “What have I learnt about myself as a negotiator during the term?” This assignment should be a thoughtful reflection on how you have improved as a negotiator. You will be assessed on whether the marker believes you have developed the learning journal through the semester, on the sources you have drawn upon, and on the level of self-awareness that you demonstrate.
2. “In what areas do I need to improve my skills and how to I plan to continue improving as a negotiator?” You will be assessed based on the marker believes that the action plan is likely to make you a better negotiator, and whether you are likely to commit to following through on the plan.

The paper should contain academic references and a reference list.

### Marking Criteria

- Critical Reflection: 50%
- Analysis of plan to apply learning: 30%
- Supporting evidence, structure, style, research and referencing: 20%

Please ensure your **full name**, **student number**, **unit code** (MGSM884), **unit name** (Negotiation: Theory & Practice), and **lecturer** (Hron) is clearly visible on your assignment.

On successful completion you will be able to:

- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
- Apply a sophisticated stakeholder mapping process to fully identify and realize the potential value, risks and likely consequences for all parties in the ecosystem of concurrent and sequential negotiation processes that surround the manifest negotiation issues.
- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

## Delivery and Resources

Students are encouraged to enrol in and undertake an online pre-work unit 'Negotiation and Conflict Resolution' available for free at the Open Universities Australia website Open2Study: <https://www.open2study.com/courses/negotiation-and-conflict-resolution>.

The unit comprises 40 short videos (4hours in total) divided into 4 modules and comes with additional "tests" to assess your recall of the topics. This unit and readings from the course textbooks will provide students with an excellent introduction to key topics in this unit.

Note that the Open2Study course does not follow the MGSM schedule and is not always available at the same time as the scheduled MGSM course.

### Required reading

For block 1, lectures 1-5:

- Thompson. L. (2009) "Preparation: What to Do Before Negotiation" in *The Mind and Heart of the Negotiator*, 4th ed., Pearson Education International, Chapter 2
- Fisher, R., Ury, W., & Patton, W. (1991) "Focus on Interests, Not Positions" in *Getting to Yes Negotiating Agreement without Giving In*, 2nd ed., Penguin, New York, Chapter 3
- Sebenius, J.K. (2001) "Six Habits of Merely Effective Negotiators", *Harvard Business Review*, April, pp. 87-95.
- Watkins, M. (1999) "Negotiating in a Complex World", *Negotiation Journal* 15(3), pp.



245-270.

- Keiser, T. C. (1988). "Negotiating with a Customer You Can't Afford to Lose", Harvard Business Review, November-December, pp. 30-34.
- Stone, D., Patton, B., & Heen, S. (1999). Sort Out the Three Conversations in Difficult Conversations, Penguin Books, London, Chapter 1.
- Fisher, R. (1981) "Preventing nuclear war", The Bulletin of the Atomic Scientists, pp. 11-17.
- Neale, M. A., & Bazerman, M. H. (1985) "The Effects of Framing and Negotiator Overconfidence on Bargaining Behaviours and Outcomes", Academy of Management Journal, 28 (1), pp. 34-49
- Cialdini, RB. (2001) "Harnessing the Science of Persuasion", Harvard Business Review, October, pp. 72-79

For block 2, lectures 6-10:

- Heys, A. (2007). "Time to Talk; Companies must foster knowledge-sharing to develop negotiation skills", Business Review Weekly March 1-7, p. 56.
- McKenna P. J. & Maister D. H. (2002). "Tackle the Prima Donnas; Resolve Interpersonal Conflicts in First Among Equals: How to Manage a Group of Professionals", The Free Press, New York, Chapters 9 & 17.
- Olekalns, M. (1998). "Negotiating with Australia: The Individualist Among Us" in Leung K., & Tjosvold, D., Conflict Management in the Asia Pacific, John Wiley and Sons, Chapter 10
- Movius, H., Matsuura, M., Yan, Y., Kim, DY. (2006) "Tailoring the Mutual Gains Approach for Negotiations with Partners in Japan, China and Korea", Negotiation Journal, October, pp. 389-435
- Salacuse, J. W. (2004). "Negotiating: The top ten ways that culture can affect your negotiation", Ivey Business Journal, September/October, 69(1), pp. 1-6.
- Ertel, D. (1999). "Turning Negotiation into a Corporate Capability", Harvard Business Review, May-June, pp. 55-70.

### Recommended reading

This subject does not have a required textbook. For background reading or further reading, students are encouraged to consult some of the following books:

- **Hron, F., York, S., Blažek, L.** (2013), Negotiation Evolved: Increase rapport, trust, value, understanding, agreement, commitment and satisfaction, Negotiation Evolved Trust, Sydney **ISBN:** 9780992341206



- **Fisher, R., Ury, W., Patton, B.** (2011), Getting to Yes: Negotiating Agreement Without Giving In, Penguin Books, 2<sup>nd</sup> ed **ISBN:**9780143118756
- **Ury, W.** (1993), Getting Past No: Negotiating in Difficult Situations, Bantam **ISBN:** 978-0553371314
- **Lax, DA., Sebenius, JK.** (2006), 3-d Negotiation: Powerful Tools to Change the Game in Your Most Important Deals, Harvard Business Review Press **ISBN:** 9781591397991
- **Fisher, R., Brown, S.** (1989), Getting Together: Building Relationships As We Negotiate, Penguin Books **ISBN:** 9780140126389
- **Fisher, R., Shapiro, D.** (2007) Building Agreement: Using Emotions as you Negotiate, Random House **ISBN:** 9781905211081
- **Kohn, A.** (1993), No Contest: The Case Against Competition, Houghton Mifflin, 2nd ed **ISBN:** 9780395631256
- **Cialdini, RB.** (2006), Influence: The Psychology of Persuasion, Harper Business, Revised ed **ISBN:** 9780061241895
- **Thompson, LL.** (2014), The Mind and heart of the Negotiator, Pearsons, 6th ed **ISBN:** 9780133571776
- **Lewicki, RJ, Barry, B.** (2014), Negotiation, McGraw-Hill Education, 7th ed **ISBN:** 978-0078029448
- **Fells, R.** (2016), Effective Negotiation: From Research to Results, Cambridge University Press, 3rd ed **ISBN:** 9781107578647

## **WHERE TO PURCHASE TEXTBOOKS IF YOU WISH TO BUY?**

### **The Coop Bookshop**

The Coop Bookshop is our main retailer for textbooks and other related academic material. For information on textbook prices and online ordering, please refer to The Co-Op Bookshop webpage at <http://www.coop.com.au>

**Disclaimer:** MGSM does not take responsibility for the stock levels of required textbooks from preferred retail outlets and other book retailers. While we advise our preferred book retail outlet, The Co-op Bookshop, of our maximum expected number of students purchasing specific required text each term, The Co-op Bookshop and other book retailers will make their own judgement in regards to their physical holding stock levels. To prevent disappointment if a textbook is out-of-stock, we highly advise students to order their textbooks as early as possible, or if the required textbook is currently out-of-stock, place an order with the book retailer as soon as possible so that these book retailers can monitor demand and supply, and adjust their stock orders accordingly

### **MGSM iLearn**

The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MGSM>

## Unit Schedule

Students are NOT permitted to record (audio/video) lectures

Students are required to attend all classes:

**9am - 5pm, 24 - 26th May, 31st May, 1 - 2nd June**

The unit will be presented as follows:

Session	Day	Topic
1		Day1: Complexity in Negotiation
2		Day 2: The Seven Elements of Negotiation
3		Day 2: Traditional Strategies
4		Day 3: Managing Relationships in Negotiation
5		Day 3: Creating Value in Negotiation
6		Day 4: Persuasion, Rationality and Cognitive Biases
7		Day 5: Simulation
8		Day 5: Simulation Debriefing
9		Day 6: Managing Difficult Behaviours and Emotions
10		Day 6: Special Interest Topics in Negotiation

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
- Deconstruct and evaluate negotiation outcomes and processes by applying a multi-disciplinary framework to aid a holistic negotiation debrief.
- Apply a sophisticated stakeholder mapping process to fully identify and realize the potential value, risks and likely consequences for all parties in the ecosystem of concurrent and sequential negotiation processes that surround the manifest negotiation issues.
- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

#### Assessment tasks

- Group Work

- Essay
- Learning Journal

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
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- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

### Assessment tasks

- Group Work
- Essay
- Learning Journal

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
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- Define success in a manner that captures all aspects of value in a negotiation to increase value creation, reduce inequality in distribution of that value, and ultimately ensure greater sustainability of the negotiation process and of outcomes.

### **Assessment tasks**

- Group Work
- Essay
- Learning Journal

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals,

strategies, tactics and behaviours based on an informed assessment of risks and rewards.

- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
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## **Assessment tasks**

- Group Work
- Essay
- Learning Journal

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias



impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.

- Deconstruct and evaluate negotiation outcomes and processes by applying a multi-disciplinary framework to aid a holistic negotiation debrief.
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## **Assessment tasks**

- Group Work
- Essay
- Learning Journal

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Diagnose complex negotiation scenarios to determine appropriate negotiation goals, strategies, tactics and behaviours based on an informed assessment of risks and rewards.
- Apply sophisticated problem-solving and collaboration skills in business and workplace negotiations to enable value creation.
- Critically reflect on how assumptions, values, cognitive heuristics and cultural bias impact on negotiation sub processes such as decision making, goal setting and evaluating negotiated outcomes. Students will learn how to adapt their own negotiation behaviours when working in international and inter/intra-organisational cultures.
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## Assessment tasks

- Group Work
- Essay
- Learning Journal

## Changes from Previous Offering

Updated the block breakdown to 5+5 sessions in Hong Kong (vs 6+4 sessions for North Ryde)

## Alignment with MGSM's mission-driven attributes

**Leadership:** The unit develops leadership skills to enable decision making in collegial environments where there is pressure to meet financial targets and competing priorities. It promotes creative problem-solving and collaboration skills.

**Global mindset:** The unit encourages reflection on the different cultural assumptions brought to a negotiation by those from different cultures, promoting more professional and culturally appropriate behaviours when doing business internationally or working in teams inter-culturally.

**Citizenship:** The unit gives consideration to a wide range of stakeholder perspectives and drivers, assisting me to consider how negotiators can incorporate the wider perspectives of others into negotiation strategies and outcomes and assess negotiation outcomes from a balanced perspective factoring in measures of performance beyond financial metrics.

**Creating sustainable value:** The unit encouraged me to reflect on the impact of different negotiation styles and approaches on long term relationships.

## Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance

Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

## Content Disclaimer

These unit materials and the content of this unit are provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

## Changes since First Published

Date	Description
25/03/2019	Updated "unit schedule" to reflect the 6 day schedule in HK.