

**NANYANG TECHNOLOGICAL UNIVERSITY  
NANYANG BUSINESS SCHOOL  
AB5601/BU5603  
NEGOTIATION: STRATEGY AND PRACTICE**

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<b>Academic Year</b>	: 2023/2024	<b>Semester</b>	: 2
<b>Course Coordinator</b>	: Assoc Prof Geraldine Chen		
<b>Exclusion</b>	: Mutually exclusive with BL9304/BU5303		
<b>No. of AUs</b>	: 4 (AB5601) / 3 (BU5603)		
<b>Contact Hours</b>	: 39 hours		
<b>Please note</b>	: Please carefully review Section H: Course Policies and Student Responsibilities before you confirm your registration for AB5601/BU5603.		

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**A) Course Aims**

We often prioritize analytical and technical skills and knowledge “to do the job”, to devise solutions for the task at hand. We sometimes forget that we also need the skills to persuade others to agree with or do what we want. In short, we need to negotiate to get what we want.

You will negotiate to ensure that the M&A deal meets your organisational goals. You will negotiate to get a good deal from a vendor for an outsourced service. You may have to negotiate with a photographer over the copyright for your wedding photographs. When there is a leak in your bathroom ceiling, you must negotiate with your neighbour who believes that the leak is nothing to do with them. You will need to negotiate every time you are not able to achieve what you want on your own.

Wherever they occur, negotiations are governed by similar principles. You will learn these principles on this course. You will develop your negotiation skills in a series of simulations that address both deal making and conflict resolution situations. You will develop an understanding of the strategies and tactics for effective negotiation, conflict and relationship management, and learn to negotiate more effectively. Throughout the course, you will be able to continually evaluate your progress - through feedback from your peers, group debriefs and a critical assessment of your experience.

This course is designed to foster learning through doing. You will explore your own approaches, skills, development areas and strengths as a negotiator. Take this opportunity to learn about yourself and how you respond in specific negotiation situations. This course provides a safe and low-risk environment to learn and practise negotiating.

**B) Intended Learning Outcomes (ILO)/Objectives**

1. By the end of this course, you should be able to negotiate effectively in a range of situations.
  - a. Critically Identify parties’ interests and goals
  - b. Construct possible negotiation solutions (options)
  - c. Estimate alternatives and leverage.
  - d. Craft objective standards and justifications.
  - e. Identify information gaps and assess how to address them.
  - f. Design appropriate distributive, integrative or mixed motive strategies.

2. Implement your chosen strategy effectively.
3. Steer and manage the negotiation process, to achieve the outcomes you want.
  - a. Establish a negotiation climate consistent with your goals.
  - b. Manage information appropriately: what to share, when to share, how to share, how to respond or block; how to frame and how to craft good questions.
  - c. Communicate to persuade, influence, build trust if this is your objective.
  - d. Build rapport: Create and maintain interaction pace and quality through clear messaging, use appropriate justifications, clarify and summarise regularly, adopt targeted questioning and turn taking strategies.
  - e. Anticipate AND manage negative emotions, perceptual distortions and biases.
4. Comport yourself to be professional and persuasive in a negotiation, deliver effectively:
  - a. Carry yourself professionally: posture, gestures.
  - b. Maintain appropriate eye contact – to signal attention and engagement.
  - c. Project your voice (vocal expressiveness): tone, pace, enunciation – to engage and persuade.
  - d. Adopt appropriate language: vocabulary, choice of words, appropriate salutations and minimal fillers.

**C) Course Content**

The Building Blocks

- Goal setting in negotiation.
- Identifying Interests: the motivations behind negotiating parties’ positions and asks.
- Designing Options – negotiation solutions that meet negotiating parties’ interests.
- Assessing Leverage: who has power to get what they want, and the sources of that power.
- Ensuring Legitimacy and Fairness - of both substance and process.

Types of Negotiation: Distributive, Integrative, Mixed Motive; Deal Making vs Dispute Resolution.

- Strategies for Claiming Value in negotiation.
- Strategies to Creating Value – where does negotiation value come from?

How to effectively persuasion and influence

- Building Rapport and Trust.
- Communication, Questioning and Framing Strategies
- Influence Strategies.
- Hard Tactics.

**D) Assessment \*All individual assessments\***

Component	Course LO Tested	Learning Goals	Weightage	Assessment Rubrics (attach rubrics in appendix)
1. Professionalism, Engagement and Contribution	1-4	Professionalism, Engagement and Contribution	20%	Rubric 1 (Appendix 1)
2. Peer Feedback	1-4	Negotiation	10%	Rubric 2 (Appendix 2 and 2.1)

3. Delivery Effectiveness in Negotiation: Comportment and Presentation	4a-d	Delivery effectiveness	10% one online negotiation	Rubric 3 (Appendix 3)
4. Quiz	1-3	Negotiation	15%	
5. Learning Journals	1-3	Negotiation	45%	Rubric 4 (Appendix 4)
Total			100%	

**1. Professionalism, Engagement and Contribution (20%).** This covers:

**a. Punctuality and Professionalism in all respects.**

This encompasses punctuality for classes, on time submission of assignments, familiarity with information on the course site – all behaviours expected of business professionals. Participation grades will be given only for presence, engagement and contribution in the registered class.

**b. Preparation for the role plays**

You are expected to be well-prepared and actively engaged in the negotiation. Just reading your role instructions without thinking through how you will use the information will not be good enough. The role plays have specific learning points which surface when both parties have internalised their instructions and planned their strategies. Insufficient preparation damages the experience for all parties. I have seen this happen time and again: students realise at some point during the negotiation that they have not digested their instructions. It is always a pity when this happens, as the experience cannot be redone. It is a learning opportunity foregone.

Many students who do not prepare well are caught out during the negotiations and end up with suboptimal outcomes. Digest your role information, plan how you will get what you want and come prepared to negotiate.

**c. Contribution to the class discussions and debriefs.**

During the class debrief, everyone should share their experiences and insights with the rest of the class. You will learn about other groups' experiences, and your peers' views on what worked for them, what did not and compare them with your own. There are more lessons to be learnt from not reaching agreement or not reaching a good agreement than from a good outcome and a smooth process. Reflecting on the causes of non-agreement or a relatively poor agreement often sheds light on what to do differently in future negotiations. Beyond learning from the experience of others, you are expected to contribute to others' learning by sharing your insights from your own experience.

Many students do not want to share themselves but want to hear others' share. This approach will negatively affect the quality of the debrief and detract from your participation grade.

**2. Peer feedback (10%).** You will provide comments to your negotiation counterparty regularly. Your comments should cover both strong points and areas for improvement and be crafted to enable your peers to take action. Regular practice providing comments will also hone your ability to assess negotiation strategies and behaviours.

**3. Delivery Effectiveness: Comportment and Presentation in Negotiation (10%)**

Because negotiation is an interactive process, what we say, how we say it, how we carry ourselves, the impression we give the other party - all have an impact on the negotiating climate and could affect the outcomes that we get. We need to understand and learn how to create the environment that helps us get the result we want. How you carry yourself and present yourself will be assessed in one recorded online negotiation.

#### 4. Learning journals (45%)

Learning will take place when you consciously and consistently reflect on your negotiation experiences. Previous students shared that they found it helpful to write up their own personal critiques after each negotiation, incorporating feedback from counterparties. This critique captures the areas where you felt you “did well” and the areas where you think you can “do differently” or “improve” in future negotiations. Use these personal reflections as input for your learning journals which will be in the format of the Kolb Experiential Learning Cycle.

The first journal (due Week 7) will be 15%. The second journal due Week 13 will be 30%.

#### 5. There will be a quiz to test understanding of concepts (15%).

##### E) Learning and Teaching approach

This will be a ***predominantly face to face course with 1-2 sessions on Zoom***. Many believe that face to face negotiation is necessary for ensuring good outcomes. Nevertheless, the proliferation of online interaction makes it imperative to be effective when negotiating virtually.

##### Weekly role plays

The heart of the course is hands-on negotiating experience through a series of role plays. You will be assigned partners for each exercise, with the goal of maximizing interaction among classmates. You will learn first by negotiating, and then by stepping back to compare your approach and results with others. You will be able to test your abilities and skills, and to experiment with new approaches.

The role plays will cover a range of negotiation contexts and will integrate three perspectives: the analytic, behavioural and contextual. Each role play highlights several negotiation concepts, and these concepts are the building blocks for planning strategy, managing the process, and evaluating the quality of outcomes.

##### Debriefing with your counterparty and providing feedback

Peer feedback on this course is a tool for learning and development. A good part of your learning will come from your peers sharing their assessment of your strategies and behaviours. In negotiation, your counterparty is in the best position to provide feedback on whether your strategies and behaviours were effective or not, and you are the best person to provide similar feedback to your counterparty. Give and receive feedback with this mindset. Provide comments to help your counterparty take action to develop and improve and ask that they do the same for you. Note all comments and use these to refine your negotiation strategy.

The quality of your comments and the consistency of your feedback will form part of your grade for class participation and engagement.

##### Class Debriefs

Students are often surprised by other's outcomes. Many wonder "why did I get this outcome?" or "why did the others get such a different outcome?". The sharing of experiences helps everyone to understand why and how different negotiating groups achieved different outcomes. You are expected to share your experiences and contribute your views and perspectives during this segment. The objective is for everyone to get a good sense of the range of possible strategies and perspectives.

#### Reflection on negotiation experience, review of readings

Reflection is critical to the experiential learning process. This is a mental review of events, looking at what happened from different perspectives, and ideally writing your thoughts down. Insight usually comes from a dispassionate appraisal of why certain things happened. You may find the "causes" and "conclusions" you came to immediately at the end of a negotiation look quite different when reflected upon after you have taken a step back a few hours or days later. Developing the ability for critically reflect will help you to continually learn and improve with each negotiation experience, inside and outside the classroom. Reviewing the readings will enable you to link your experience with theory and recommended practice.

#### **F) Formative Feedback**

Feedback will be given in a timely manner to enable you to build on your learning from week to week. You will receive feedback on:

1. Your negotiation strategies and behaviours from your negotiation counterparties after each week's role play, both face to face and then through the online peer feedback system on eureka.
2. Your negotiation strategies from peers in the class during the group debriefs. During this segment, you will share your negotiation outcomes and find out the outcomes of other students. This sharing provides big picture information to assess how "successful" you were in your negotiations relative to your classmates.
3. Your learning journals. You will receive detailed feedback on your first journal. You may take these comments into consideration for your subsequent journal or for your reflection in general.
4. Delivery Effectiveness (DE): You will receive feedback on your performance in an online negotiation in Weeks 3 or 4 or 5. You may then use this feedback (together with the feedback from your counterparty) – as guideposts for improvement, and as preparation for the DE assessment later in the semester.

#### **G) Readings and Role Plays**

1. Class slides and recorded seminars – these will be posted in the course site.
2. **Proprietary materials that require payment.** These are the role plays from *Harvard, Kellogg* and *Negotiation and Team Resources*. The cost of payable cases will be borne by all enrolled students and should cost no more than SGD\$50 each.
3. Readings are posted on "Course Reserves" on the course site. **Do not do the readings before class.** More impactful learning can occur when you experience the various concepts and theories during a negotiation before reading about them. Review the readings after you have completed the role play and debriefed with your partner.

#### **H) Course Policies and Student Responsibilities**

##### Class attendance and responsibility to classmates

Attendance in your registered class is expected for all teaching weeks. Non-attendance will affect your learning and your grade in three ways:

- a. If you are not in class, your participation grade for that class will be zero.
- b. Each week, you will be assigned a particular role for the negotiation. If you do not attend class, your counterpart will be unable to participate in a negotiation. If you are less than properly prepared, you will negatively impact your counterpart's learning, as well as your own.
- c. Negotiation is a skill honed through practice and reflection.
  - i. If you are not present in class for the negotiation role plays, debriefs and feedback, you will not experience first-hand, the impact of various strategies and behaviours on the negotiation process and outcome.
  - ii. The quality of your learning journals, which are the records of your learning from the role plays, debriefs and feedback, will be correspondingly diminished.

**To ensure the best outcome for yourself, please make sure you can commit 100% to the course before registering.**

### Confidentiality of Role Instructions

For each negotiation, you will receive a set of confidential instructions. You should not show your confidential role instructions to the other side. Sharing these course materials could be considered a violation of academic integrity because it would be giving someone an unfair advantage in the class (or in future classes). Note also that class discussions are confidential and should not be shared with students who are not from that class.

While you are free to tell the other side whatever you would like about your confidential information, you cannot make up facts that materially change the power distribution of the negotiation. For example, you cannot say that your family has just bought the company with which you are currently negotiating for a job, or that you have a specific negotiation alternative that is not stated in your instructions. When negotiating in real life, your bargaining power may not be what you would like it to be; students should thus learn to manage effectively in a range of contexts.

### Respectful and Professional Engagement

There is a public goods component to this class, which means that each student benefits from other's participation. Respectful engagement involves many different behaviours, including coming to class on time and staying until the end, using personal technology appropriately and in a way that is not distracting to others, listening and responding appropriately during discussions, and not speaking while others are speaking.

#### **I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating.

If you are uncertain of the definitions of any of these terms, please refer to this website for more information. <https://entuedu.sharepoint.com/sites/Student/dept/ctlp/SitePages/Academic-Integrity.aspx>

**J) Generative AI and Academic Integrity**

You may use generative AI tools for assignments in this course. However, there are risks from the use of such tools such as inaccuracies, outdated information and the potential for diminished learning as a result of overreliance on this technology. (Just think how good your mental arithmetic is if you use calculators for the simplest computations).

If you have followed recent reports on generative AI, you will know that this technology can “hallucinate” – it can manufacture information as present them as fact. <https://www.bbc.com/news/world-us-canada-65735769>

On this course, you are not allowed to cite generative AI as direct sources of information for your work. You must cite the actual source of that information. It is your responsibility to verify the accuracy of AI generated content by cross referencing it with credible sources. It is your responsibility to ensure that the sources for the theories and concepts you cite in your journals exist and all information, concepts and theories are explained accurately.

You must furnish a declaration at the end of your submission that acknowledges your use of AI tools:

*“I declare that I used <name of generative AI tool> in drafting this journal”.*

Generative AI detection tools will be used to check for plagiarism. If your journal contains “hallucinated” material or if you are found to have used generative AI returns verbatim in your course assignments, you will be subject to disciplinary action and will likely suffer damage to your credibility and reputation.

**K) Course Instructor**

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc. Prof. Geraldine Chen	S3-01C-77	67904647	<a href="mailto:ayfchen@ntu.edu.sg">ayfchen@ntu.edu.sg</a>	By Appointment

**L) Planned Weekly Schedule (Tentative)**

Teaching Week	Topics	ILO
1	Introductory experiences: <ul style="list-style-type: none"> <li>Managing disagreement and conflict</li> <li>Were you persuasive?</li> </ul>	1, 2, 3
2	<ul style="list-style-type: none"> <li>Positions and Interests</li> <li>Options</li> </ul>	1, 2
3	<ul style="list-style-type: none"> <li>Leverage: No-Agreement Alternatives</li> <li>Legitimacy: Objective Standards/Criteria</li> <li>Distributive Strategies to Claim Value</li> </ul>	1, 2
4	<ul style="list-style-type: none"> <li>Integrative Strategies to Create Value</li> <li>Sources of Negotiation Value</li> </ul>	1, 2
5, 6	Managing Information Managing the Interaction <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Giving Responses</li> </ul>	2, 3

	<ul style="list-style-type: none"> <li>• Sharing and Blocking</li> <li>• Framing</li> <li>• Relationship Building _ Rapport and Perspective Taking</li> <li>• Trust and Reputation</li> </ul>	
7	Negotiating Disputes	
<b>RECESS WEEK</b>		
8	Perception and Cognition: Recognising and Understanding Bias	2, 3
9	Strategies of Influence	1, 2, 3
10	Emotions in Negotiation	1, 2, 3
11	Ethics and Deception	1, 2, 3
12	Hardball Tactics	1, 2, 3
13	Multiparty Negotiation	1, 2, 3

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**APPENDIX 1**

**Rubric for Professionalism, Engagement and Contribution**

<p><b>NEGOTIATION RUBRIC 1</b> <b>Professionalism, Engagement and Contribution</b></p>			
<b>Trait/Behaviour</b>	<b>Performance Levels</b>		
	<b>Scant</b>		<b>Well-developed</b>

<p><u>Professionalism</u></p> <ul style="list-style-type: none"> <li>• Attends classes.</li> <li>• Informs in advance when unable to attend.</li> <li>• Is Punctual</li> <li>• Gives attention in class.</li> <li>• Provides evidence of having prepared for the week’s exercises and role plays.</li> <li>• Responds to emails and instructions for class.</li> </ul>			
<p><u>Engagement and Contribution</u></p> <ul style="list-style-type: none"> <li>• Shares experiences during class debriefs.</li> <li>• Contributes own views on the topic at hand.</li> <li>• Builds on views and comments of peers.</li> <li>• Expands the scope of discussion by asking relevant fresh questions or thoughtful reframing of issues.</li> <li>• Contributes to the learning of the class.</li> </ul>			

**APPENDIX 2**  
**Rubric for peer feedback**

<b>NEGOTIATION RUBRIC 2</b> <b>Peer Feedback</b>			
<b>Trait/Behaviour</b>	<b>Performance levels</b>		
	<b>Scant</b>		<b>Well -developed</b>
Describes the specific strategy/words/behaviour of interest.	Few specifics; uses labels without explanation.		Describes the specific words/ action
Describes how the strategy/words/ behaviour of interest was or were <u>perceived by</u> counterparty (yourself).	Does not set out perception and impact of the action described		Explains how that action was interpreted and the impact this had.
Makes specific recommendations/ action steps.	No or not actionable recommendations		Suggests actionable recommendations.

The giving and receiving of feedback are key parts of the learning of this course. The aims are:

- *To help you learn and enable you to help your counterparties learn and be aware of how behaviours and actions have an impact on the negotiation process and outcome.*

**Your objective should be to provide comments that are helpful to your counterparty.**

- You should be analytical in your approach.

One sentence comments without any explanation are generally not helpful – as these will not give the recipient sufficient information on the impact of what they said/did/did not say or do.

E.g. “Always tried to find the middle ground throughout the negotiation”.

Why was this a good thing? What impact did this have on the negotiation?

- On the other hand, long and wordy paragraphs may make it hard for your reader to figure out your main points (and risk losing their interest in your comments altogether).
- If the negotiation had tense and tough moments, you may wish to wait a couple of days before providing your feedback. Your perspective of what was effective or not may change.
- Whether or not something was effective is not the same as you liking what was said/done! You may not like it simply because the strategy worked – on you!
- Occasionally you may find yourself giving the same types of comments for your counterparties. Take this in your stride.

**APPENDIX 3**

**Rubric for Effectiveness in Delivery to Persuade and Influence, Comportment and Presentation during Negotiation.**

<b>NEGOTIATION RUBRIC 3</b>			
<b>Delivery Effectiveness will be assessed via ONE online negotiation which will be recorded on ZOOM</b>			
<b>Trait/Behaviour</b>	<b>Performance Levels</b>		
	<b>Scant</b>		<b>Well-developed</b>
<b>Demonstrates preparation; internalization of own information</b>			
<ul style="list-style-type: none"> <li>• Able to articulate own requirements and justifications without referring to instructions.</li> <li>• Able to deliver responses smoothly without referring to instructions.</li> </ul>	Stumbles over own information, appears unclear about own requirements, apparent lack of preparation for counterparty questions.		Responses and behaviours demonstrate preparation, anticipation of questions; Information, questions and responses are delivered smoothly and confidently.
<b>Adopts a professional stance</b>			
Adopts appropriate postures, gestures, facial expressions.	Poor posture, gestures and expressions that distracts or detracts from import of message.		Upright/forward posture. Gestures help to reinforce message and promote interaction.
Adopts professional language and speech: Pleasantries, Salutations, Word choice, Fillers	Little attention to word choice, inappropriate salutations e.g., “you guys”; many fillers in speech: “ya”, “uhm”, “right” etc.		Considered word choice, appropriate salutations, no or few verbal fillers.
<b>Demonstrates engagement</b>			

Maintains appropriate eye contact	Seldom looks at camera; looking elsewhere or referring to notes.		Good eye contact (looks at the camera), which helps to convey engagement and promote interaction.
Manages Vocal Expression: Tone, Pace, Enunciation	Flat tone; tonality indicates reciting from notes. pace of speech is too fast; words are swallowed.		Tone conveys interest, listening and engagement, pace is appropriate for understanding, words are clearly enunciated.
Practises active listening	Little evidence of giving attention to counterparty; misses questions or information.		Clarifies or paraphrases information to confirm, regular stocktake of discussion.
<b>Frames messages to persuade</b>			
Probes for interests. Identifies and addresses information gaps and blocks, clarifies ambiguities.	Little probing, asks few questions, accepts shared information as is.		Asks questions to drive at interests, clarifies ambiguities, triangulates when blocked, attempts to address gaps in information.
Demonstrates understanding of counterparty perspective, frames messages to persuade.	Little framing; messaging does not address counterparty perspective.		Frames messages that demonstrate understanding of counterparty perspective.

**APPENDIX 4**  
**Rubric for Learning and Development Journals**

<b>Negotiation Rubric 4</b> <b>Learning and Development (L&amp;D) Journals</b> <b>Individual Written Assignments are due on morning of class in Teaching Weeks 7 and 13.</b>			
		Performance Levels	
Trait	Scant	Satisfactory	Well Developed
<p><u>Concrete experience</u></p> <p>Provides a clear, objective description of the experience.</p> <p>Provides a subjective description of thoughts, feelings and perceptions during the experience.</p> <p>Provides appropriate detail to cover all stages of the learning cycle.</p>	<p>Describes only the objective or the subjective aspects of the experience.</p> <p>Provides only commentary, with little or no specifics.</p>	<p>Describes both the objective and subjective components with acceptable levels of detail.</p> <p>Provides information to cover all stages of the learning cycle.</p>	<p>Provides a detailed description of the objective component, and a thoughtful account of the subjective component.</p> <p>Provides sufficient information to cover all stages of the learning cycle.</p>
<p><u>Reflective Observation</u></p> <p>Analyses the behaviours and the responses of all the parties and tries to explain why they acted as they did.</p> <p>Looks at the experience from the view of all the negotiating parties.</p> <p>Evaluates own perspective and assumptions to explain own behaviours and strategies.</p>	<p>Does not examine own behaviours, assumptions or perceptions, nor is there any analysis from the perspective of the other parties.</p> <p>Sensemaking is not coherent.</p>	<p>Looks at the experience from own point of view as well as the other party's, and presents some analysis of behaviours, assumptions and perceptions of all parties.</p> <p>Shows some ability to make sense of what happened.</p>	<p>Presents an insightful analysis of the assumptions, perceptions and behaviours from the perspective of all parties.</p> <p>Shows ability to sense make; generates good insights.</p>
<p><u>Abstract Conceptualisation</u></p> <p>Defines and explains 1 negotiation theory or concept that relates to the experience.</p> <p>Analyses the experience in relation to the theory/concept.</p>	<p>No concept is explained; theory/concept is stated but not explained.</p> <p>Does not link the described experience to the theory/concept.</p>	<p>Refers to at least 1 theory/concept that relates to the experience.</p> <p>Adequately links the theory/concept to the described experience.</p>	<p>Clearly defines and explains at least 1 concept/theory that relates to the experience.</p> <p>Uses the lessons from the theory to design</p>

<p>Theory/concept is correctly referenced.</p>			<p>future approaches and action steps.</p>
<p><u>Active Experimentation</u> Summarises the lessons learnt from the experience. Describes 3 specific action steps for the experience that student will carry out to be more effective. Action steps set are linked to the described experience and concept presented under <u>Abstract Conceptualisation</u></p>	<p>Does not summarise the lessons learnt. Does not state action steps. Action steps are not linked to the described experience or the concept under <u>Abstract Conceptualisation</u></p>	<p>Summarises the lessons learnt adequately. Action steps are stated but with not enough specifics. Action steps relate to class negotiations only and do not translate well for real life negotiations.</p>	<p>Summarises the lessons learnt well. Action steps described are specific and insightful. Action steps are clearly linked to the described experience and the concept under <u>Abstract Conceptualisation</u></p>
<p><u>Integration, Synthesis and Writing</u> Able to coherently integrate all sections of the cycle. Uses acceptable style, with good command of language and grammar.</p>	<p>Arguments are poorly organized, do not flow well, and are hard to follow. Themes are not clear. Many grammatical and spelling errors, poor sentence structure or paragraphing.</p>	<p>Arguments are generally well organized, flow logically, and are easy to follow. Themes are clear. A few spelling errors, generally appropriate grammar, sentence structure &amp; paragraphing.</p>	<p>Arguments are cogent and coherent, flow logically and are easy to follow. Themes are clear. No spelling, grammar and sentence structure errors, with appropriate paragraphing.</p>