

ELECTRONIC ASSIGNMENT COVERSHEET



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Tutor	Renae Desai

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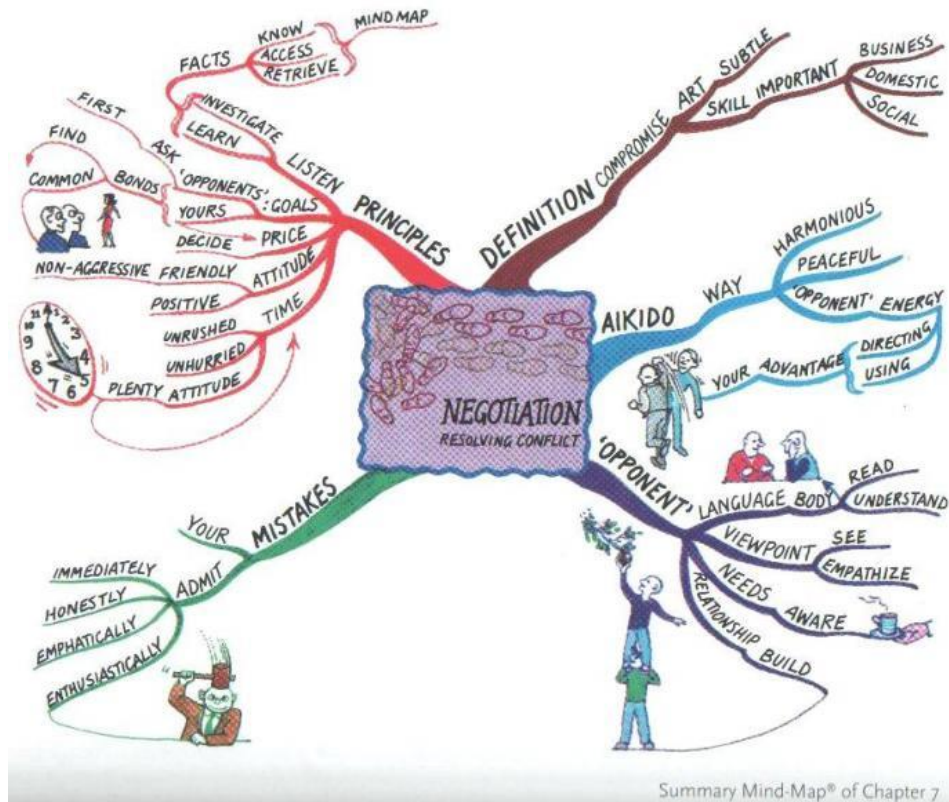
Optional Comments to Tutor:

- ✚ Topic 2 – it generalizes 'organizations' hence a broad scope is undertaken. It is concise, direct, and comprised entirely of my own knowledge asides from headings.
- ✚ Topic 3 – Redone the way I believe you want me to portray.

Essay 1a:

A synthesis of selected tutorial questions.

Q. Learning journey over the course of the semester.



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Day & Time of Tutorial: Wednesday, 10:30

Lecturer Name: Renae Desai

Due Date: 19th March 2012

Word Count: 1959 (1982)

Declaration: "I certify that I can provide a copy of the attached assignment if required" -
 "I certify that the attached assignment is my own work and that all material drawn from other sources has been fully acknowledged"

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1.0 TOPIC 1

Question 1: *How do you define 'publics'? Identify all the publics associated with a current national issue.*

Publics can be defined by communities of people at large, in organized or unorganized groups that have an indirect or direct link with an organized structure (ie: investors, employees, customers, students, media, etc...). Publics emerge around issues and hence may be dynamic (Biddiscombe, 2012). Publics are essentially groups and/or individuals affected/impacted by/on organizations (Biddiscombe, 2012).

Kevin Rudd (as a topic of news and issue)

Publics may be exemplified around all those that directly associate with him in cabinet. As an ex-foreign minister all entities in direct liaison with him, or incumbent to political decision doings can be categorized as fitting inside the scope of publics. Even those that have sheer interest on him (ie: students), or voters, can also be categorized in fitting in the scope of publics.

Kevin Rudd partook in many diplomatic duties whilst in cabinet such as going on state visits to other countries and hosting foreign world leaders. This position warranted Mr. Rudd a seat in parliament that is definitely the best travelled in cabinet. During his stay as foreign

minister Mr. Rudd played a number of influential roles that had an impact on publics abroad. The Afghanistan people had a direct influence based on Rudd's marked stance of the country being a centre for terrorist activity. The Australian Defense Force (ADF) had a direct impact influenced by Rudd's decision during both the Afghanistan and the Iraq war whilst supporting UN operations (another public). In 2008 indigenous Australians had a formal apology for the stolen generations also by Mr. Rudd. These decisions could have impact towards these segmented groups for up to twenty years.

Kevin Rudd's public scope dwells further if you are to examine his political career and role. We can refer to Rudd as a source, or in organizational terms an entity. Upon his election to office he also partook in political decisions that impacted the whole nation of Australia. His five point plan to combat inflation, his rebate towards insulation, export and consumer spending measures, stimulatory spending packages affected consumer groups from all walks of life within Australian soil.

During his role as foreign minister Rudd had the capability to extend his scope to many countries with various issues, to name some:

- Egyptian revolution
- Libyan civil war
- Earthquake and environmental disasters in Japan

Newspapers worldwide captured some of the issues faced by Mr. Rudd and exposed such matters to audiences worldwide. Minority groups, such as protesters, took to the streets nationwide in order to protest some of the issues combated during Rudd's campaign. In conclusion it can be seen that a role of foreign minister or prime minister is probably one of the best versed in public scope.

Publics can hence be viewed as groups with shared relationships or linkages to the organization or source (Moffitt, 1992). A public can be easily identifiable through linkages to the organization or it may pertain to individuals who share a relationship to the source who may come at random (Moffitt, 1992).

Words: 490 (498)

2.0 TOPIC 2

Question 1: Why does conflict occur in organizations?

The reasons for conflict can be further categorized through Berteig (2005) and Gatlin, Wysocki & Kepner, (2008) combined work below.

Reasons for conflict

Lack of clarity – A failure to express one's idea and thoughts over a particular issue or problem may escalate a project to conflict. Entities may come from a different language background or culture thus exacerbating the problem further. Sometimes clarity is sacrificed in order to save time in a given project, it is up to a group or mediator to establish rules on the level of clarity required before it is to eventuate.

- ❖ Conflicting perceptions – it is said that entities, in this type of conflict, may see the same problem in entirely different ways. It is up to them to clarify their viewpoints in a clear and concise manner to escalate past the problem of conflict.

Position focus – This occurs when the entities involved have already decided on their own decision and stand put to their views without giving credence to each other's opinion. A number of issues arise from this phenomenon and it can be said that such conflicts need mediation through a third party in order to settle their differences.

The parties in such cases fail to discuss the problem to those very issues they are addressing.

- ❖ Conflicting needs – Resources are limited in some cases and the needs of separate entities create conflict. Often these demands are put but if each entities' needs were contrasted through a rational economical perspective then maybe conflict can be avoided.
- ❖ Conflicting goals – often both entities may have a common purpose and hence have different roles to play to achieve that same purpose. However, the goals of each incumbent party may completely differ and thus, like a doctor to a receptionist, both needs may be in conflict if a third factor becomes present (ie: a patient cancels an appointment which is deemed crucial for their health – the receptionist has no idea of the urgency until the doctor confronts her about it).
- ❖ Conflicting roles – this can occur when an entity is required to perform a duty that is outside the mandates of his/her job requirement. Conflicts of this nature may eventuate into power struggles between parties as one entity may lack credibility in the issue.

Different values – this occurs when parties fail to articulate the values they hold as part of the discussion. Values give credence to actions and imposes a determining factor in all dealings and failure to

address them openly, if not already made aware, may lead to conflict in discussion resolutions.

- ❖ Conflicting styles – because individuals differ, conflicting styles, personality, and work practices may bear a strong relevance to dealings between organizations/entities. It is often a better scenario if individuals are in tune with their own personality or organizational culture so as to consciously undertake dealings as a preemptive move to conflict.

Unpredictable policies – this is a matter of education and awareness of the companies' own policies prior to the undertaking of any dealings so as to avoid future conflict due to improper conduct.

Words: 499 (510)

3.0 TOPIC 3

Question 1: *What individual skills and competencies are useful in conflict resolution situations?*

Our class partook in a case scenario in which four collective groups had to agree on a suitable outcome for over allocation of lodging candidates at 'Mudrock' University. As a preparatory procedure each department was briefed on the problem that had ensued before negotiations and conflict took place. During intergroup discussions it was important to convey listening competencies in order to distinguish between interests and positions. When groups interacted it was important to display a competency to differentiate among types of issues and to match responses to issues. The department I was involved in, 'The Guild', quickly established a competency in explaining our department's needs and expectation to the university counsel division. This facilitated further proceedings for the university counsel as they were able to hear a voice in representation to the student's afflicted during the scenario. The university counsel was able to gain a competency from our meeting so as to elicit interests from key student groups as participants were aware that the Guild was backing up procedures.

During my dealings with the village representatives it became clear to me that they implemented skills such as knowing their own BATNA ahead of time. I proceeded on brainstorming for feasible solutions with the village representatives and thus I had to strongly listen and

ascertain facts. Skills in identifying issues, interests and commonalities had to be worked upon in order to understand the nature of the problem further from all angles.

During our dealings it was important to convey cooperative expectations and hence also have the competency to model cooperative behaviors. We accomplished this by ascertaining our own BATNA very early and not openly divulging the Guild's assets directly but informing them instead that some financial aid could be obtained from our department. Our department quickly utilized our skills to establish objective criteria centering on the university counsel for assistance. Our negotiation procedures were not erratic, and instead we utilized a strategy of sending emissaries to each afflicted group in order to obtain as much information as possible before setting an agenda for formal negotiation.

It was ascertained early, within this class example, that competencies that were most useful in conflict situations revolved around the ability to be open to creative solutions. I advised that additional bunker beds could be placed in the large two-bedroom occupied rooms in order to accommodate the student surplus. The university counsel then displayed competency in creating a pool of possible solutions.

Having had represented the guild body our group had a bit of conflict on how much to challenge the university counsel as really we ought

be working proactively with them. The village representatives resorted to tactics of asking 'how' and 'what' questions to the university counsel which further delved in our ability to deal with difficult people. The village representatives were not negotiating cooperatively and we never ascertained their WATNA. It was up to us and the university counsel to develop a competency to 'act' as if the other party was negotiating collaboratively in order to pursue further the agenda at 'Mudrock University'.

Words: 509 (509)

See 'Appendix I' for the student guild's stance on the conflict.

See 'Appendix II' for a miscellaneous list on skills and competencies.

4.0 TOPIC 4

Question 2: *What processes, stages and outcomes are appropriate in negotiation?*

This critical evaluation utilizes the example in 'Getting Started – what every negotiator should know before the negotiation begins [ECMS]' – under the heading, 'when negotiations go bad' (Anonymous, n.d.).

When most bargaining interactions take place three things primarily come to life in relation to negotiation strategy. According to Craver (2012) these are:

1. *Their planned opening positions.*

In this case study a representative of a football player had a set position stating the following mandates: \$385,000 one year contract guaranteed, and a second year renewal at \$525,000 guaranteed.

The wealthy business man had no opening position and was just going with the flow of the negotiation in a very fortuitous manner.

2. *Their bargaining objectives.*

The representative had the objective on securing what was best for his client's future and monetary issues had a big say in it.

The wealthy business man had no set position except for an inner desire to ensure the wellbeing of the client and his fans.

3. *Their bottom lines.*

The representative was at complete mercy to whatever deal he could secure for his client. The wealthy business man understood the nature of the swindle and perceived it to be an arrogant demand for a crippled football player. His sole bottom remark was 'no'.

It can be argued that the representative lacked judgment as to when to close the deal. It may be argued that the representative divulged of his bottom line too slow and in small steps. The wealthy business man was obviously someone with higher stature in life and his own self pride may have clouded his decision as he did not want to be disrespected in his own business by a petty player close to his retirement days. The representative did not seem to know his opponent, had he understood the business man's personal stance prior to commencement of procedures then maybe he could have secured a reasonable contract very early in the negotiation procedure.

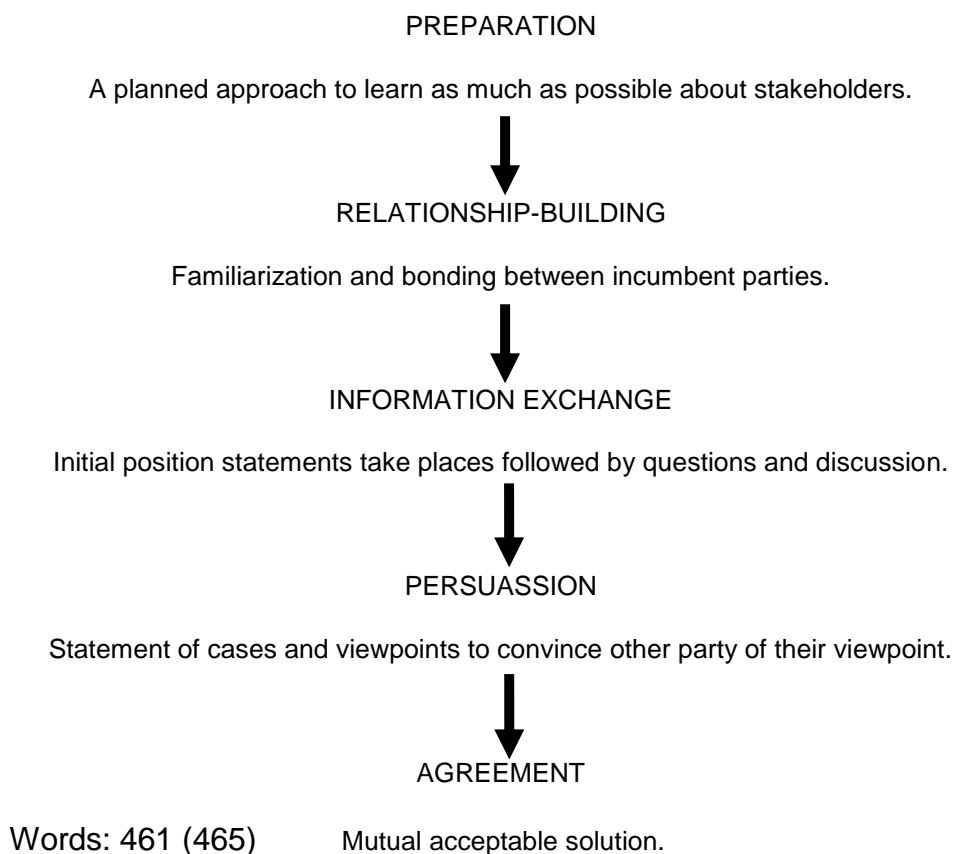
CONCESSION IN NEGOTIATION:

Professor Jeffrey Hartje, as cited in Craver (p.304, 2012), suggests that a concession ought to emerge in a four-part process.

- (1) "A well reasoned, carefully justified relinquishment of a previous position.
- (2) The arrival at a new bargaining point to which negotiator is committed for reasons of principle, fairness, cost, precedent, logic, client direction, lack of authority, and so forth.
- (3) An extraction, on the basis of the spirit of compromise and good faith bargaining, of a counter concession with a willingness to entertain further discussion.
- (4) Any concession and a new commitment point should be articulated in the language of the parties' needs or interests rather than some mechanical position or posture." (Craver, 2012).

It is thus important to begin a negotiation cooperatively this as an unnecessary competitive and aggressive beginning to a negotiation may in fact impede in the exchange of communication during the negotiation process (Axelrod, n.d.). A cooperative start may be accomplished by relenting and giving up some ground that is affordable to lose. If a competitive counter-offer ensues it is important to match such an offer with a preferably equally competitive one in order to maximize self interest. If the response is cooperative it is still important to match the move as this may entail a quick optimum win-win scenario that facilitates closure of the deal.

The six stage negotiation process, as mentioned by Craver (2012) can be simplified by the following categorization:



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APPENDIX I:

Board Room Statement (Student Guild)

The Mudrock guild has a proud tradition of representing the concerns and attending to the needs of all the students that study here. As a student built and funded association, our ability to change the current situation resides in our ability to communicate the ideas and concerns that have been communicated to us by the parents groups and village representatives with whom we have been in close contact.

Our role in the solution to this issue will be as concerned mediator and facilitator of useful communication.

I want to advise all concerned parties that several solutions to this problem are being considered and that at this stage there are many options on the table.

We fully understand the urgency of this matter and want to advise all parent parties that we feel very strongly that a measure of compromise and understanding of other parties situations is paramount. We strongly urge those in a position to compromise to consider this when meeting to discuss the situation.

We also wish to stress the importance of the University management finding a solution quickly and considering financial support for those students affected. Something that the guild may be in position to contribute to...

APPENDIX II:

Abilities (competencies)

- “Ability to listen
- Ability to distinguish between interests and positions
- Ability to elicit interests from others
- Ability to convey cooperative expectations
- Ability to model cooperative behaviors
- Ability to state and explain one's own needs and expectations
- Ability to be open to creative solutions
- Ability to create a pool of possible solutions
- Ability to integrate options for solutions
- Ability to negatively reinforce unnecessary competition
- Ability to forgive and permit others to save face
- Ability to differentiate among types of issues and to match responses to issues
- Ability to set criteria for solutions
- Ability to deal with difficult people
- Ability to analyze the problem from the other’s perspective
- Ability to check perceptions without unilaterally acting on one’s own beliefs
- Ability to differentiate emotional from substantive issues
- Ability to adapt to the style of other disputants
- Ability to act "as if" the other party is negotiating collaboratively” (McCorkle, 2002).

Tactics (skills)

- “Listen in order to defuse emotion
- Listen for facts
- Paraphrase and validate emotions
- Paraphrase substantive content
- Ask "How" and "What" questions
- Make "I" statements
- Know one's own BATNA
- State needs clearly
- Ignore positions and negative attacks
- Identify interests
- Reframe statements into mutually solvable issues
- Identify issues
- Identify commonalities
- Establish objective criteria for solutions
- Establish ground rules for negotiation
- Set the agenda for formal negotiation
- Brainstorm or use other strategies to generate options”

(McCorkle, 2002).

APPENDIX III:

Alternative question relating to conflict:

Conflict resolution is often achieved through a negotiation and mediation process. Twain (1998) stresses the following key process as a key process to handling conflict situations:

1. Preparation

Our class partook in a case scenario in which four collective groups had to agree on a suitable outcome for over allocation of lodging candidates at 'Mudrock' University. As a preparatory procedure each department was briefed on the problem that had ensued before negotiations and conflict took place. The following groups were established:

- University Counsel
- Student Guild
- Village Representation
- International students
- Domestic students

This step was essential because had all the representatives been gathered around to work on the incumbent issue without private analysis it can be said that constructive conflict may never had ensued. It was important for each division to ascertain the reality

of the situation from their own perspectives so that the best interests of their division were being looked after as well. It would be a utopian argument to assume that all correspondents would come across a mutual integrative solution without analyzing the scope of operations within their own division.

2. Confrontation

Once preliminary analysis of the issue had been completed it was important to send emissaries to each of the other stakeholder departments. This initial burst of confrontation had the primary purpose of ascertaining the liabilities and the extent in which the corresponding bodies were able and willing to assist.

This confrontation step made use of BATNAS but most groups averted talks about the full extent of leniency they were able to project in order to mitigate the issue. This stage was more about finding out what other groups had to offer and also of ascertaining the extent of their liability to the crisis in question.

3. Listening

During this stage it became evident of some institutions WATNAS and given this leeway other groups were also able to divulge the extent of assistance that they were able to provide under realistic terms. Some groups, like the university counsel, refused to budge way of any funds and were rather unreceptive to the idea to seek compromises at this stage. The student guild positioned

itself as a role of mediator between all groups and assumed a role of intermediary between many of the discussions. I, for instance, listened to the argument coming from the student village and relayed messages to the university counsel with assurance of some monetary support from our group if it were indeed necessary through the usage of student loans.

4. Collaboration

During this stage all representatives gathered in a news board room to discuss the matters in deep. The university counsel initiated proceedings and presented its arguments from its limited viewpoint. Some last minute issues arose in regards to afflicted students and solutions were devised in collaboration of the student guild and the village representatives. The village representatives were pretty much stern on their viewpoint but in the end had to be talked down. There was very little collaboration from the village representatives but the international students seemed satisfied that their needs would be addressed first.

Words: 514 (516)