

SCHEME OF WORK



COURSE TITLE: An Introduction to Negotiation Skills
COURSE OUTLINE: A course designed to help learners recognise and use negotiation skills
DURATION: 1.5 hrs
AIMS: To introduce employees to negotiation skills & to enable them to apply strategies in order to negotiate successfully.
LEVEL: 2

Health and Safety Issues	Equal Opportunities Issues
The tutor should ensure that all learners are aware of health and safety issues.	The tutor should ensure that learners have appropriate equipment should they have any specific disabilities.

Obj. No.	VOCATIONAL SKILLS OBJECTIVES
VS1	To identify the individual speaking & listening skills required to negotiate successfully.
Obj. No.	ESSENTIAL SKILLS OBJECTIVES (CURRICULUM SUB-SECTIONS COVERED)
ES1	Speaking & Listening (SLlr, SLd,)
ES2	Speaking & Listening (SLc)

Session No.	Topic Covered	Objective covered
1	<ul style="list-style-type: none"> <li data-bbox="450 475 1256 512">• Group discussion - respecting the turn taking of others. <li data-bbox="450 639 965 676">• Group activity on negotiation skills <li data-bbox="450 804 1061 841">• Check understanding of negotiation skills. <li data-bbox="450 971 792 1008">• Negotiation Scenario. 	<p data-bbox="1592 475 1715 512">VS1/ES1</p> <p data-bbox="1592 639 1715 676">VS1/ES2</p> <p data-bbox="1592 804 1715 841">VS1/ES1</p> <p data-bbox="1592 971 1715 1008">VS1/ES1</p>

STEP-UP SESSION PLANNER

COURSE TITLE: An Introduction to Negotiation Skills
LESSON No.: 1
DURATION: 1.5 hrs
AIMS: To introduce employees to negotiation skills and to enable them to apply strategies in order to negotiate successfully.

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
VS1	To identify the individual speaking & listening skills required to negotiate successfully.	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES1	Respond to detailed or extended questions, respond to criticism or criticise constructively.	SLlr/L2.3, 2.4
Es1	Make relevant contributions to discussions. Speak clearly & confidently.	SLd/L2.1,2.3, 2.4
Es2	Make requests & ask questions to obtain detailed info. Present info and ideas in a logical sequence.	SLc/L2.1, 2.2, 2.4

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
10 mins	Introduction	Welcome learners to course. Housekeeping to include fire procedures. Icebreaker. Enrolment.	Refer to Tutor Notes throughout. Enrolment forms			
10 mins	Aims & Objectives	Aims & objectives of the course.	Write these on a flip chart			
15 mins	Negotiation Skills	<u>Task 1</u> Group task - split group into 2 groups. Both groups have items for a new office. Learners have to negotiate with the other group a vital piece of equipment	Flip-charts/whiteboards.	Observation Questioning	Learndirect offer various courses including negotiation skills. See www.learndirect.co.uk	ES1 VS1

		missing to make their office functional.				
10 mins	Negotiation Skills	<u>Task 2</u> Check understanding of negotiation skills with activity. Discuss answers.	Handout 2	Completed sheet. Observation Questioning		ES1 VS1
30 mins	Negotiation Scenario	<u>Task 3</u> Give out handout. Ask students to role play scenario. Feedback to group at the end.	Handout 3	Peer assessment		ES1 VS1
15 mins	Be a Lifelong Learner	Next Steps completion of Lifelong Learner proforma. Evaluation Questions & Answers	Handout 4 & 5 (Evaluation forms -This task is only completed if it their last course.)		Refer learners to other sources of information eg, Link2Learn, local colleges etc.	

Tutor Evaluation:

(strengths, weaknesses, changes, improvements)

Student progress:



An Introduction to Negotiation Skills

Tutor Notes

Tutor to welcome learners to the course. Go through housekeeping procedures to include fire precautions. Icebreaker - students to introduce themselves and give one fact about themselves that no-one else would know. Students to complete enrolment forms. Tutor to introduce the aims and objectives of the course taken from the Scheme of Work.

Tutor to split group into 2 groups. Each group is given Handout 1 (a) and (b) which is the equipment they have in a new office. Unfortunately there is one vital piece of equipment missing off each list and the other group have 2 of that item on their list. **As a group they must negotiate with the other group to receive the missing item.** The first task is to nominate a spokesperson and then agree some initial questions to ask the other group. Advise the group this should be a '**WIN, WIN**' situation.

Tutor then to give out Handout 2, and learners working in pairs check their understanding of negotiation skills by answering questions. Tutor to discuss the answers with the group and give out a copy of Handout 2 answers for their information.

Tutor to give the students Handout 3 and discuss the task. In pairs students to role play scenario in turn. At the end of the role play session bring the group back together to discuss the outcomes.

At the end of the course give out Handouts 4 (Next Steps)(**this should only be included if they have completed all the courses**) and 5 (Record of Achievement) for students to read and complete. Give any further advice on local learning opportunities as requested.

Handout Evaluation forms and collect when completed.

Take any further questions.

Handout No 1

THE BASIC CONCEPT OF NEGOTIATION

An overview of Negotiation Skills

- ❖ Negotiation is a game
- ❖ Negotiation is a process where parties move from their original positions, making concessions to one another to reach agreement
- ❖ Negotiation takes place in an arena. This arena provides an area where both parties' positions overlap, and there is room for agreement
- ❖ Negotiation takes place over a number of phases. These are:-

Preparation/Planning - this is crucial for a successful outcome. If you can't prepare, DON'T negotiate. To prepare to should collect information about the other party's position. To plan to need to set objectives for you and estimate those of the other party.

Opening - it is important to establish a rapport with the other side. Your initial proposals should be aimed high and you should try to get the other party to make their proposals first.

Exploring - this involves getting as much information as you can about the other party's position. Try to avoid revealing too much about your own position. Always use listening techniques to ensure you know exactly what is being said. Taking notes is very useful to support this.

Testing - this allows you to discover the negotiation arena. This is carried out by testing each other's position with proposals and counter-proposals. Your proposal should give you a flexible package and include several areas where negotiation is possible. Signals from the other side may indicate where movement may be possible. When the other side makes a proposal, try to explore it in more detail. Watch out for the signals and test how firm it is.

Bargaining - this is one element of negotiation. If you start to bargain without going through the other phases you will not bargain effectively. When you receive a proposal make sure you fully understand the implications. You could be in for a nasty shock! Concessions are traded in negotiation but make sure you do not make a concession without getting something in return.

Close - You must resist the temptation to give in for the sake of agreement. Always summarise your understanding of the agreement and make sure it is written down as soon as possible.

- ❖ Negotiation should have a win - win outcome. This provides both parties with a satisfactory result. Despite this, you are still looking for the best deal your side can get!

Handout 2

Negotiation Skills

Let's check your understanding of negotiation:

Here are 4 questions please choose which answer you think is correct.

Question 1

Choose one of the following circumstances where you would NOT negotiate.

- a) Giving a piece of work to a member of your team
- b) When you are agreeing a project deadline
- c) When you are specifying a piece of work for a potential customer
- d) When you are deciding where to go out for an evening with a friend

Question 2

Your house is for sale. You have advertised it for £160,000 but would be willing to accept £135,000. You have a potential buyer who has offered £125,000 but, unknown to you, would be willing to go to £145,000.

What is the negotiation arena?

- a) The range between £120,000 and £160,000
- b) The range between £135,000 and £145,000
- c) The range between £130,000 and £160,000
- d) The range between £120,000 and £145,000

Question 3

Why is win - win the outcome you are looking for in any negotiation?

- a) An agreement will not be possible if one side loses
- b) Both sides will have achieved their ideal outcome
- c) Both sides will be committed to any agreement made

Question 4

In which phase of the negotiation process will you trade concessions?

- a) Planning and preparation
- b) Opening
- c) Exploring
- d) Testing
- e) Bargaining
- f) Closing

Handout 2 - Answers

Negotiation Skills

Question 1

Answer A - You have the authority to insist the work is completed. It doesn't mean however that the team member will not try to negotiate.

Question 2

Answer B - This is the area where agreement is possible and it represents the negotiation arena.

Question 3

Answer C - Both parties get a good deal and are happy with the result therefore they will be committed to the outcome.

Question 4

Answer E - Concessions are always traded during the bargaining procedure.

Handout 3

Negotiation Skills

You are a member of the Territorial Army and normally go away to camp each year for 3 days, but this year you are not going. This time is given by your employer as a concession and does not come out of your holiday entitlement.

You require 3 days holiday but you only have 1 day left of your allocation for the year.

You need to negotiate this time with your Line Manager. How are you going to do it?

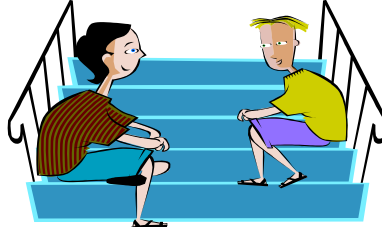
Things to bear in mind are: -

- Preparation
- Set clear objectives
- Identify the other person's needs
- Empathise with the other person's point of view
- Time Management
- Avoid confrontation - remain calm
- Most importantly - win/win situation - both parties gaining

Write down your ideas for the above points then with a partner role play how you would get to a win/win situation.

Handout 4 - Introduction to Negotiation Skills

So, What's Next For You?



A Guide to Next Steps in Study

Congratulations, you have nearly finished your course. If you have enjoyed it, don't stop now. Why not think about other courses that you could join? There are all sorts of courses out there, so there's bound to be one for you. Choose from:

- Courses for fun such as crafts or sport
- Courses for work such as NVQs, which are mostly carried out in the workplace
- Higher level courses in maths or English such as the national tests, key skills or GCSEs
- Learndirect courses in a whole bunch of subjects, which you learn about using the computer
- Family Learning which will help you to support your child with their reading and maths.

There are all sorts of ways to find out more about what is out there:

- Talk to your tutor
- Ask to see a list of courses offered - most colleges have a brochure
- When you have decided on the course you think you would like to take, ask to see a course description to make sure you have made the right choice
- Book an appointment with someone to talk about your options - your tutor will tell you how
- Phone link2learn on 01329 227559. There are all sorts of ways they can help you. They will chat to you on the phone about what is out there, or arrange for someone to sit with you to talk through your options.
- Go to www.essu.org

We hope this helps you to find out more about your options. Why not complete the form below to help you plan your learning?

Handout 5

NAME:

SECTION 1

Use the box below to list the courses you have already attended since leaving school. Don't forget to include the course you are on now.

Course	Date Attended	Qualification

SECTION 2

Use column 1 below to list the further skills you would like to develop. For example, you may like to improve your word processing skills or your spelling. Now think about a course, which would help you to develop that skill. Your tutor can help you here, or you may even like an interview with our information and advice expert. When you have decided on the course, fill out the details in column 2. In column 3 give details of your plans. Are you going to enrol on the course? If so when? How much will it cost? Where is it?

1: Skills required	2: Course to address skills needs	3: Actions