

Negotiation Skills (2024)

Course title:

Negotiation Skills

Staff responsible for the course:

Miss Claire Roturier

Lecturers:

First Name + Name
Karyn Elizabeth Suárez

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

1. Understand the principles and stages of the negotiation process, emphasizing the role of emotional intelligence in conflict resolution.
2. Apply effective negotiation strategies to achieve win-win outcomes and foster lasting relationships.
3. Develop strong communication skills, including active listening, assertiveness, and persuasive speaking.
4. Identify, prioritize, and strategize based on interests and objectives in negotiation scenarios.
5. Create value through collaborative problem-solving in negotiations.
6. Address obstacles like cognitive biases, ethical dilemmas, and power dynamics.
7. Adapt negotiation approaches to different personalities and situational demands.
8. Reflect on personal negotiation styles for continuous improvement.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

1. **Communication Skills:** A foundation in effective communication, including listening and speaking skills, is essential for understanding and conveying messages in negotiation.
2. **Understanding of Conflict Resolution:** A grasp of conflict resolution principles can help students navigate and manage conflicts constructively during negotiations.
3. **Problem-Solving:** Problem-solving skills are essential for finding creative solutions and creating value in negotiation scenarios.
4. **Basic Emotional Intelligence:** A fundamental understanding of emotional intelligence is valuable for recognizing and managing emotions during negotiations.

5. **Adaptability:** The capacity to adapt to different negotiation styles and personalities is valuable in diverse negotiation contexts.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

Week 1: Foundations of Negotiation

Introduction to Negotiation

- What is Negotiation?
- Key Elements of the Negotiation Process.
- The Role of Emotional Intelligence in Negotiation.

Stages of Negotiation

- Preparation and Thorough Planning.
- Effective Communication Strategies.
- Clarification of Objectives and BATNA.
- Strategies for Win-Win Outcomes.

Practical Application

- Negotiation Simulations: Preparing and Discussing Scenarios.

Advanced Strategies

- Building Rapport Through Empathy and Active Listening.
- Identifying Interests and Priorities.
- Flexibility and Creativity in Negotiation.

Group Activities

- Collaborative Problem-Solving Exercises.
- Creating Value in Group Negotiations.

Week 2: Mastering Negotiation Skills

Effective Communication

- The Significance of Effective Communication.
- Non-Verbal Communication.
- Utilizing the Mirroring Effect.
- Developing Tactical Empathy.

Value-Based Negotiation

- Creating Value in Negotiation.
- Considering Interests and Needs.
- Achieving Mutually Beneficial Agreements.

Conflict Resolution and Closure

- Techniques for Closing a Negotiation.
- Conflict Resolution During Negotiation.
- Reflection on Negotiation in Job Interviews.

Real-World Application & Course Conclusion

- Practical Cases and Negotiation Simulations.
- Individual and Group Feedback and Analysis.
- Final Thoughts and Key Takeaways.
- Evaluation of Learning and Course Concepts.
- Individual and Group Feedback.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	30	
- <i>Tutorials</i>		
- <i>Coaching</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>	1	
- <i>E-learning</i>	2	
- <i>Research</i>		
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>	3	

- Individual Projects	2	
- Personal work	3	
Total working time for the student	41 hours	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- X Case Study
- E-Learning and/or Self-learning
- X Interactive courses
- X Presentations
- X Projects
- Research
- Seminars
- Tutorials
- Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

Throughout the course, students will actively participate in case studies, role-playing simulations, group activities, and discussions. Participation will be assessed based on engagement, contribution, and the application of negotiation concepts in practical exercises and cases. Students will receive ongoing feedback to aid their skill development.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment (CONT): class participation, attendance, case studies, role plays, feedback, presentations	ongoing	ongoing	20%
	Mid-term exam (MIDT)			
	Participation (PARTN)			
	MCQ: (2 quizzes 10% each)	20-30 min	2	20%
<u>Final exam</u>	Oral final exam (ORAL)			
	Written final exam (ENDT)			
<u>Others</u>	Case study (CASE)	ongoing	ongoing	
	Group Project (GPROJ)	2	1	60%
	Individual Project (IPROJ)			
	Written assignment (WRITTEN)			
	Exercises (EXERC)			
Total				100%

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :
- "Getting to Yes: Negotiating Agreement Without Giving In" by Roger Fisher, William Ury, and Bruce Patton.
Never Split the Difference: Negotiating As If Your Life Depended On It" by Chris Voss.
"Bargaining for Advantage: Negotiation Strategies for Reasonable People" by G. Richard Shell.
"Difficult Conversations: How to Discuss What Matters Most" by Douglas Stone, Bruce Patton, and Sheila Heen.

Reviews :

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL
Harvard Program on Negotiation (PON)	https://www.pon.harvard.edu/
Negotiation Experts	https://www.negotiations.com/
Ted Talks on Negotiation	https://www.ted.com/topics/negotiation
Negotiation 360	https://www.negotiation-360.com/