

**AD13311I – Negotiation and conflict management techniques**  
**Learning notes**

**Topic 1.**

Learning notes **for in-person class:**

- Guide the students to understand that this is not a black and white issue. Conflict is not always good or bad.

Learning notes **for online class:**

- Guide the students to understand that this is not a black and white issue. Conflict is not always good or bad.

**Topic 2.**

Learning notes **for in-person class:**

- Be careful to make sure the discussions are a productive conversation, and that they are not used by the students to vent problems with other students or the school.

Learning notes **for online class:**

- You can use Blackboard tools to encourage online discussion.

**Topic 3.**

Learning notes **for in-person class:**

- Be careful to make sure the discussions are a productive conversation, and that they are not used by the students to vent problems with other students or the school.

Learning notes **for online class:**

- You can use Blackboard tools to encourage online discussion.

**Topic 4.**

Learning notes **for in-person class:**

- Find a way to make the connection between this topic and past and future topics.

Learning notes **for online class:**

- For the second activity, you can create a web based class poll, instead of interviewing outsiders.

**Topic 5.**

Learning notes **for in-person class:**

- Find a way to make the transition from a focus on conflict resolution to a more general view of negotiation.

Learning notes **for online class:**

- For activity 1, you can set up a webcast for the presenter.
- For activity 2, ask the student to play the game with a friend and write about his/her impressions.

**Topic 6.**

Learning notes **for in-person class:**

- Let the students use their creativity.

Learning notes **for online class:**

- Let the students use their creativity.

**Topic 7.**Learning notes **for in-person class:**

- It is very important that the students know these concepts really well. They will come back again and again in the next topics. Give as many real world examples as possible.
- Smart students will form coalitions and make interim trades so that by the final round they are seated with friends in exactly the spot they want, and there should be a big jump from the initial score to the score after three rounds of trades.
- The students may be surprised to see how much value can be created by trading on differences in preference for items that appear at first to be fungible.

Learning notes **for online class:**

- Encourage students to communicate with each other on web chats.

**Topic 8.**Learning notes **for in-person class:**

- Encourage open discussion.
- Connect the three steps described in this topic with Leonard Greenhalgh's model.
- Give many real world examples.

Learning notes **for online class:**

- Propose a problem to brainstorm ideas about the negotiation.
- Encourage communication between students on web forums.
- Connect the three steps described in this topic with Leonard Greenhalgh's model.
- Give many real world examples.

**Topic 9.**Learning notes **for in-person class:**

- The key to this activity is to encourage the students to use what they have learned in this module and use it in real negotiations. They students should be able to identify negotiation states, types of negotiations, positions, interest, strategies, and other concepts.
- The two types of negotiation described in this chapter can be considered a summary of concepts covered before in the class. Make sure you make that connection.

Learning notes **for online class:**

- The key to this activity is to encourage the students to use what they have learned in this module and use it in real negotiations. They students should be able to identify negotiation states, types of negotiations, positions, interest, strategies, and other concepts.
- The two types of negotiation described in this chapter can be considered a summary of concepts covered before in the class. Make sure you make that connection.

**Topic 10.**Learning notes **for in-person class:**

- Do not give away the document before or during the game. Use it to guide the students through the game. You can give them a copy of the file after they finish playing the game.
- This is the time when everything comes together. Help the student to understand how all the negotiation concepts covered in this module are connected to each other. Give a lot of real world examples.

Learning notes **for online class:**

- If there is time, ask participants to think of a controversial public issue (such as drug legalization) about which there might be some common ground. Would recognizing common ground help move debate on this issue forward?
- Point out that sometimes the parties in a negotiation can use shared interests to guide the bargaining process.
- Encourage the students to communicate with each other through an online forum.

**Topic 11.**

Learning notes **for in-person class:**

- This is the implementation phase of the class. The student should discuss and practice with a solid conceptual foundation by now.
- This is one of the hardest and most important parts of the class. The student should practice what has been learned in the class. Most people are uncomfortable when asked to role-play. Make sure the students take this activity seriously.
- The goals of exercise 11 is that the students learn that not all useful negotiation tactics and necessarily ethical. Lead the discussion to this conclusion.

Learning notes **for online class:**

- Instead of the classroom activity, encourage online communication with a different example.

**Topic 12.**

Learning notes **for in-person class:**

- Encourage the students to pick different skills, so all skills are discussed in activity 12.
- This is one of the hardest and most important parts of the class. The student should practice what has been learned in the class. Most people are uncomfortable when asked to role-play. Make sure the students take this activity seriously in the activity 12.
- Help the students to understand how other disciplines such as leadership and active listening can enhance our understanding of negotiation. If possible, also create situations where students can engage in mock negotiations, so they can put in practice what they learn in the class.

Learning notes **for online class:**

- Help the students to understand how other disciplines such as leadership and active listening can enhance our understanding of negotiation. If possible, also create situations where students can engage in mock negotiations, so they can put in practice what they learn in the class.
- Encourage students to communicate with each other on web chats.

**Topic 13.**

Learning notes **for in-person class:**

- Again, make sure the student understand that persuasion is a negotiation skill that can be learned through practice. Provide examples when possible.
- If possible, also create situations where students can engage in mock negotiations, so they can put in practice what they learn in the class.
- Divide the class in groups of three to four students. Each group should write a short answer to the following questions for activity 13.

- On the black/whiteboard, make four columns with the following titles: Intensify own good, intensify other's bad, downplay own bad, and downplay other's good. During the discussion, write down the student's answers in the appropriate columns.

Learning notes **for online class:**

- Encourage communication between students on web forums.
- This is one of the hardest and most important parts of the class. The student should practice what has been learned in the class. Most people are uncomfortable when asked to role-play. Make sure the students take this activity 13 seriously.

#### **Topic 14.**

Learning notes **for in-person class:**

- While international negotiation are more complex that ordinary situations, the principles of negotiation still apply. Lead the students to understand that difference.
- The activity 14 should be fun. Encourage the students to be creative and unique.

Learning notes **for online class:**

- While international negotiation are more complex that ordinary situations, the principles of negotiation still apply. Lead the students to understand that difference.
- The activity 14 should be fun. Encourage the students to be creative and unique.
- Encourage student discussion though a web forum.

#### **Topic 15.**

Learning notes **for in-person class:**

- In activity 15 lead you students to realize that negotiation is not just a skill they can use for their advantage. As educated people, we have the opportunity and obligation to make a difference for the benefit of all.

Learning notes **for online class:**

- Encourage the students to communicate with each other through an online forum.