

Student Learning Plan

Unit 2: Leadership Theory and Application

Negotiating [U2C4L3]



Why this is important:

Negotiation is a way of life. You are involved in it every day, whether you negotiate with your parents on how late you can stay out or with your friends on which movie to see on Friday night. There are many important elements to the negotiating process. In this learning plan you will examine strategies for helping to achieve win/win solutions for a variety of situations.



What you will learn to do:

(Competency)

Negotiate a win/win solution for a given situation

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques

Treat self and others with respect

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by negotiating a win/win solution for a situation you are personally involved in

Your performance will be successful when:

- you identify the issue or problem that requires resolution
- you recognize team members' various points of views and communication styles as Winning Colors
- you outline what points of the problem require some positional bargaining
- you summarize how the solution was negotiated as win/win



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Explain how trust and betrayal affects relationships
- b. Discuss the effects of competition and collaboration in relationships
- c. Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations
- d. Define key words: negotiation, principled negotiation



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

2 Negotiating [U2C4L3]

- ____ 1. PREVIEW the Student Learning Plan including the competency, learning objectives, linked core abilities, performance standards, learning activities and assessment activities. THINK ABOUT situations in your life that required negotiation skills. VIEW Visual 1: Blue/Green Game Instructions. PARTICIPATE in the game as instructed. RECOGNIZE the need for negotiation skills as you work with others on the game. [Work with a team of 3-6 cadets] RECORD responses to the reflection questions in your Cadet Notebook. [Work independently]
- ____ 2. [SELF-PACED OPTION] THINK ABOUT what the word “negotiate” means to you. WRITE down your own definition of the word. PROVIDE EXAMPLES of 1 or 2 situations you were in that required negotiating skills. INCLUDE your definition, examples and responses to the reflection questions in your Cadet Notebook.
- ____ 3. IDENTIFY any behaviors that were present during the Inquire Phase activity. FOCUS on such issues as (a) the trust that developed between paired trios (b) effects of the betrayal of trust (c) effects that competition versus collaboration (win-lose, win-win strategies) had on the total resources amassed (d) the team decision-making process or (e) the application of these experiences to the cadets’ home/school situations. DEFINE what a Win/Win Negotiation looks like PRESENT your ideas of negotiation to others in the class. GATHER INFORMATION by reading Section 3: Negotiating in Chapter 4 of the student text. [Work independently, with a partner or in a small group] REVIEW the list of ways to keep focused on principles of win/win centered negotiations described in the student text. Again, THINK ABOUT the Inquire Phase activity and how negotiating skills were necessary for a win/win situation. CREATE a Multi-Flow Map showing how a more effective negotiating skill or strategy can create a win/win situation. [Work in a small team] COMPLETE the section review and reflection questions and include the answers into your Cadet Notebook. [Work independently] Option: Work through “insights” section on the Decision-Making Skill Enhancement of Success Profiler CD.
- ____ 4. [SELF-PACED OPTION] DEFINE what a Win/Win Negotiation looks like using a Circle Map.
READ Section 3: Negotiating in Chapter 4 of the student text and ANSWER the section review questions. INCLUDE responses to the reflection questions and section review into your Cadet Notebook.
- ____ 5. PARTICIPATE in creating a class Win/Win Negotiating Checklist with skills, behaviors, and attitudes necessary when making a team decision. [Work with a large group] PRACTICE win/win negotiations with assigned scenarios or case studies. [Work in a team of 3-6 cadets] RECORD responses to the reflection questions in their Cadet Notebook. [Work independently]
- ____ 6. [SELF-PACED OPTION] READ a case study provided in the student text and write out how you would negotiate a win/win situation. RECORD responses to the reflection questions in your Cadet Notebook.
- ____ 7. BRAINSTORM some current situations in life, at home, or in school that require negotiating skills. [Work with a large group] SELECT a situation to negotiate and build a Flow Map to chart the steps and skills used to achieve a win/win solution. SHARE and DISCUSS situations, skills, and processes for negotiating the solution. [Work with a partner] OBTAIN the Negotiating Assessment Task. INCLUDE your Flow Map and responses to the reflection questions in your Cadet Notebook. [Work independently]
- ____ 8. [SELF-PACED OPTION] CONSIDER a situation that would have had a win/win solution had it been negotiated more effectively. WRITE a short summary of the existing situation and its outcome. CREATE a Flow Map illustrating an alternate course of action noting the steps and skills used to reach a win/win solution to the problem. INCLUDE your summary, Flow Map and responses to reflection questions into your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Negotiating Assessment Task. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for evaluation. CONSIDER adding your graded assessment to your Cadet Portfolio.
- ____ 2. [SELF-PACED OPTION] Same as above.