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| Negotiation Skills | | | |
| Activity description | | | |
| This interactive session aims to help young people understand the skill of negotiation and how this can be used to produce effective outcomes in the world of work. The objective is for students to negotiate the best deal for their company when presenting a pitch to an employer, with key focus areas being the ability to influence and persuade, to listen and process information and adaptability and flexibility. As negotiation is a top skill for an individual to master in their career, this is a valuable quality for the students to develop at this early stage.  This session is to be delivered to KS3 students.  In order for the concepts to be explored fully, the session length is recommended to be **1 hour 15 mins,** however it can be condensed to 1 hour if needed. | | | |
| **Facilities Required from School** | | | |
| * School classroom * School Hall | | | |
| Role of the Teacher | | | |
| * The teacher is responsible for implementing the school’s behaviour management policy. * The facilitator will not be a trained teacher and is not responsible for behaviour management. | | | |
| Safeguarding | | | |
| * Each session to have a CYT facilitator that has a DBS check. * 1 CYT Staff members will have to be present * The industry volunteer must have signed volunteer code of conduct * Confirm with the teacher their guidelines for group work * YP Code of Conduct must be sent to the schools prior to the session delivery. * The Code of Conduct must be read out at the beginning of the session. | | | |
| Learning Objectives: | | | |
| Learners will be able to…   * **Plan & Persuade** – How to formulate their proposition in line with their main aim and how they can influence the employer to meet their team’s needs * **Actively listen** – Carefully considering what propositions the employer is putting forward and whether this benefits their team. * **Consider another perspective** – Carefully considering what the employer’s goals are and if there is any benefit for them in their team’s proposition. * **Manage Expectations** – Making a decision based on what the best outcome is for their team – which sometimes means walking away | | | |
| Industry Volunteer Role | | | |
| The ideal volunteer will be someone with a business background where negotiation is key in their day to day role or in merchant supplies who can adequately advise students on the main task.  Volunteers will begin by introducing themselves to the group, providing information about their current role and career path. | | | |
| Resource Checklist | | | |
| * PPT * Evaluation form (Student, Influencer and Volunteer) * Volunteer Code of Conduct (prior to the session) * Supplier List * Client profile sheet | | | |
| (Slide Time)  **Total Time** | Tutor/Industry Participant Activity | Learner Activity | Resources |
| *(1 min)*  **1 min** | **Slide 1**  CYT staff introduce themselves and the session, briefly welcome the volunteers, explaining that we will be hearing from them in more detail later. Reiterate Code of Conduct | Listen and Observe | PPT |
| (1 min)  **2 mins** | **Slide 2**  CYT Facilitator to provide an overview of session aims and objective. | Listen and Observe | PPT |
| (5 mins)  **7 mins** | **Slide 3-4**  **All about Me**  Volunteer to read through their ‘All About Me’ slide  Once they have finished, explained that they will be on hand for the duration of the session to answer any questions that may arise | Listen and Observe | PPT |
| (2 mins)  **9 mins** | **Slide 5**  **Define the concept – What is Negotiation?**  A question CYT Facilitator can ask learners directly to gather their initial ideas about what this means | Learners give verbal contribution | PPT, pens, paper |
| (5 mins)  **14 mins** | **Slide 6**  **Reflection: Give an example of when you have demonstrated negotiation skills**  CYT Facilitator to provide examples to help young people with their thinking eg you may have negotiated with your parents to allow you to attend the cinema in exchange for promising them that you will ensure all homework is completed beforehand.   * How did it feel when you did this? * Could anything have gone better? * What were you trying to be mindful of? | This is where learner self-reflection ultimately begins.  Once they have give their reflections, CYT facilitator can ask follow up questions: | PPT, pens, paper |
| 2 mins  **16 mins** | **Slides 7-9**  **All about perspective – small mini activity**  CYT Facilitator will use 3 optical illusion images to illustrate how to look at things from another perspective (show 2 images and ask the class what they see) | Reflection and writing | PPT |
| 3 mins  **19 mins** | **Slide 10**  **Different styles of negotiation**  CYT Facilitator to outline how a negotiation can take place in different forms with varying outcomes. The form chosen will often be determined by the relationship between the two parties | Listen and Observe | PPT |
| 3 mins  **22 mins** | **Slide 11**  **Small mini activity cont.**  CYT Facilitator to show video example of a business negotiation. | Listen, observe and identify some key negotiation tactics used eg persuasive language, body language, active listening) | PPT |
| 5 mins  **27 mins** | **Slide 12**  **Role Play**  Students will then be given different scenarios to act out in pairs. CYT facilitator can ask students briefly how they found the task. If students and staff feel comfortable, bring one student up to the board and have a negotiation role play with a member of CYT in front of the class (e.g., CYT to act as a student who wants to go to the cinema and student to act as the parent- to make it more interesting!) so that all students get a better understanding of negotiation. | Putting into practice the scenarios that have been given | Paper (with scenarios outlined) |
| (1 min)  28 mins | **Slide 13**  **Question: What negotiation style would be best to use with suppliers?**  This serves as a soft introduction to the main task | Reflect and provide verbal feedback | PPT |
| (2 mins)  **30 mins** | **Slide 14**  **Effective negotiation with suppliers**  Key considerations:  Planning – What is your main aim? You need to be specific about what it is you are asking for  Persuasion – How are you going to convince the other person to meet your needs?  Active listening – What propositions are they putting forward? Is there any benefit for you?  Considering another perspective – What are the other person’s goals? Is there any benefit for them? | Listen and Observe | PPT |
| (1 min)  **31 mins** | **Slide 15**  **The Main Task**  In groups of 4 the students will discuss, plan and draft a pitch to the supplier which relates to their client’s needs. | Listen and observe | PPT |
| (15 mins)  **46 mins** | **Slide 16-17**  **Priorities (STAR Technique) & Key things to consider**  CYT Facilitator to introduce the STAR technique as a backdrop to considering the below:  -Delivery Timeframe  -Material Pricing  -Material Quality  -Payment Terms | Move into groups of 3-4 | Client profiles, Supplier info list |
| (4 mins)    **50 mins** | **Slide 18**    **Feedback** |  | PPT |
| (4 mins)  **54 mins** | **Slide 19**  **Feedback** |  | PPT |
| (7 mins)  **6 mins** | **Slide 20**  **Evaluation forms**  CYT Facilitator to hand out evaluations for learners to complete. Ensure to leave enough time for this final step. |  | Evaluation forms, pens |