

# Negotiation Role Play

---

**Tags:** online learning, role play, negotiation, group work

**Method:** fully online

**Competencies:** Negotiation skills, team-building and leadership skills

**Technology:** LMS forums, Adobe Connect for synchronous sessions

---

## DESCRIPTION

An authentic conflict resolution scenario is carried out as a group role play activity via a mix of asynchronous and synchronous interactions followed by an individual reflective paper.

Students chose either one of two management roles (Health and Safety and Operations) and one of two union roles (Union Steward and Health and Safety). Students are provided with backgrounds notes for their respective roles.

### Phase I

In pairs (management roles or union roles), students work asynchronously to consider and adopt appropriate negotiation strategies that they will use in the subsequent synchronous negotiation activity. Each pair submits a structured plan for feedback (teaching team, peers, mentors, etc.)

### Phase II

Negotiations based on authentic scenarios take place in real time. Students work in small groups of 4 (2 representatives from each side) and carry out negotiations in an attempt to come to a resolution.

### Phase III

Students individually submit a reflective paper about their experiences in the negotiation simulation exercise using the course topics and theoretical framework(s) to contextualize their learning.

Students are marked as a group based on their participation in and contributions to the discussions in the role play activity. Students are assessed individually on their written report.

RUBRIC

	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1	0
<b>Preparation Phase (20%)</b>	Provides a very sophisticated reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	Provides an excellent reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	Provides a good reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	Provides a satisfactory reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	Provides some reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	Provides little reflection on: Analysis of the problem, articulation of desired resolution, presentation of supporting arguments, and anticipation of approaches by the other party.	No submission of evidence
<b>Interaction and Resolution Phase (20%)</b>	Presents a very insightful and thorough reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	Presents a thorough reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	Presents a good reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	Presents a satisfactory reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	Presents some reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	Presents limited reflection on: The factors that facilitated or prevented resolution, interaction between partners and groups, decision to resolve or not.	No submission of evidence
<b>Connection to Course Content (20%)</b>	Communicates a very sophisticated understanding of connections between exercise and course content.	Communicates an excellent understanding of connections between exercise and course content.	Communicates a good understanding of connections between exercise and course content.	Communicates a satisfactory understanding of connections between exercise and course content.	Communicates some understanding of connections between exercise and course content.	Communicates little understanding of connections between exercise and course content.	No submission of evidence
<b>Writing Structure (15%)</b>	Quality, organization, and clarity of writing meets a superior standard.	Quality, organization, and clarity of writing meets an excellent standard.	Quality, organization, and clarity of writing meets a good standard.	Quality, organization, and clarity of writing meets a satisfactory standard.	Some evidence of quality, organization, and clarity in writing.	Little evidence of quality, organization, and clarity in writing.	No submission of evidence
<b>Writing Mechanics (10%)</b>	Impeccable spelling, grammar, and punctuation throughout.	Excellent standard of spelling, grammar, and punctuation throughout.	Good standard of spelling, grammar, and punctuation throughout.	Spelling, grammar, and punctuation is satisfactory throughout.	Many errors with spelling, grammar, and punctuation throughout.	Incorrect use of spelling, grammar, and punctuation throughout.	No submission of evidence

<b>Research (10%)</b>	Provides compelling evidence in the form of research as support.	Provides necessary evidence in the form of research as support.	Provides important evidence in the form of research as support.	Provides relevant evidence in the form of research as support.	Provides some evidence in the form of research as support.	Provides little evidence in the form of research as support.	No submission of evidence
<b>References (5%)</b>	All sources cited using an appropriate method of referencing.	Most sources cited using an appropriate method of referencing.	Many sources cited using an appropriate method of referencing.	Some sources cited using an appropriate method of referencing.	Few sources cited using an appropriate method of referencing.	Limited sources cited, with limited to no demonstration of an appropriate method of referencing.	No submission of evidence