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Instructional Design Plan  
Hybrid/Online Course Fellowship

Developing a Hybrid Course

**Course: Mediation and Negotiation**

Instructional Needs Analysis  
PUBPOL 507A Mediation and Negotiation

Project Resources

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| ROLE | NAME |
| Instructional Designer | Neria Sebastien |
| Subject Matter Expert (SME) | *Instructor Name Withheld* |
| Trainer | Neria Sebastien |

Organizational Description

The Evans School of Public Policy offers graduate programs equipping students with leadership skills to analyze complex policy issues. Training skilled negotiators and mediators aligns with developing students’ abilities to navigate multifaceted public challenges.

Desired Outcomes

Enhance students’ competencies in interest-based negotiation and mediation to resolve disputes through tailored processes considering contextual factors. Boost skills by applying communication techniques for successful outcomes.

Performance Analysis

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| BEHAVIOR ANALYSIS |  |
| Current Behavior | Future Desired Behavior |
| * Struggle differentiating interests vs. positions. * Limited ability to design aligned negotiation processes. * Overreliance on ineffective communication tactics. | * Distinguish interests from positions. * **Create customized negotiation processes.** * **Implement 3-5 effective communication techniques.** |

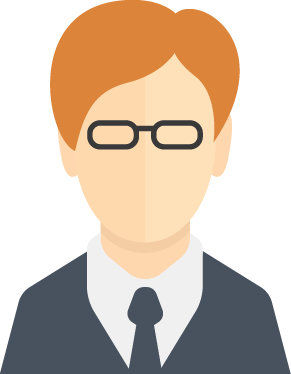
Instructional Design Plan

Training Goals & Objectives

Equip students with essential skills and knowledge to serve as effective negotiators and mediators in future public policy roles by teaching interest-based approaches, communication techniques, and process customization.

Audience Analysis

**PRIMARY AUDIENCE:** Public Policy Graduate Students



Description

* Age: 25 - 35
* Gender: 60 % Female, 40% Male
* Job role: Current graduate students aiming for government, non-profit, or think tank careers.
* Technical skills: Medium - advanced critical thinking but limited negotiation tactics
* Learner preferences: Discussion-based sessions with real-world application
* Attitude towards training: Eager to gain a competitive edge in the job market.

**SECONDARY AUDIENCE:** Working Policy Professionals in Certificate Program

Description

* Age: 30-50 years old
* Gender: 55% Female, 45% Male
* Job role: Policy analysts, legislative aides, city managers
* Technical skills: Medium – understand systemic contexts.
* Learner preferences: Credentialing programs to advance career.
* Attitude towards training: Hope to improve policymaking capacity.

Storyboard Design

**I. Course Information:**

* Course Title: PUBPOL 507A: Mediation and Negotiation
* Course Description (Bulletin):

Mediation and Negotiation is a comprehensive course that equips students with the essential skills and knowledge for effective conflict resolution. Through interactive discussions, simulated exercises, and practical application, students develop expertise in distinguishing interests from positions and applying an interest-based approach. They learn to design tailored negotiation processes considering unique issues, personalities, and circumstances. The course emphasizes communication skills by exploring verbal and non-verbal techniques and decoding others' styles. By the end, students are prepared to mediate disputes and negotiate agreements in diverse professional and personal contexts.

**II. Backward Design Steps:**

1. Identify Desired Outcomes:

* **Course-level Goals:** What should students be able to do by the end of this course?
* **Course-level Outcomes:** What should students be able to do by the end of the course?

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| **Course-level Goal** | **Course-level Outcome** | **Module-level Outcomes** |
| This course aims to enable students to negotiate and/or mediate the resolution of conflicts by designing and implementing an “interest-based” negotiation process. | LO1 Demonstrate the ability to differentiate between interests and positions, and effectively apply an interest-based approach to conflict resolution in professional and personal contexts. | Define interests and explain how interests facilitate reaching common ground.  Articulate the differences between interests and positions given examples.  Describe position-based bargaining and demonstrate that it quickly reaches a stalemate.  Demonstrate the importance of prioritizing interests before entering a negotiation.  Apply an interest-based approach in a simulated one-on-one negotiation. |
| LO2 Create customized negotiation processes that are specifically designed to address the distinctive aspects of conflicts, including issues, personalities, and circumstances, resulting in a higher likelihood of successful outcomes. | Identify unique issues, personalities, and circumstances of conflicts.  Understand the four main stages of negotiation (assess, convene, negotiate, and implement) and identify the mechanics of each one.  Analyze key factors (such as common language) that contribute to successful negotiation.  Design a negotiation process to address a given conflict situations putting to practice the negotiation stages (assess, convene, negotiate, and implement). |
| LO3 Enhance your personal communication style by refining and implementing 3-5 communication techniques and develop the skill to accurately interpret and analyze the communication style and techniques employed by individuals with whom you engage in negotiations. | Practice effective non-verbal and 3 – 5 communication techniques for negotiations.  Explore and understand the importance of symbols and interpreting body language.  Analyze and interpret communication styles used by people in negotiations.  Evaluate progress of a negotiation according to enhancements of communication between parties. |

1. **Determine Assessment Evidence:**

* **Performance Tasks:** What tasks will allow students to demonstrate their mastery of the course-level outcomes?
* **Formative Assessments:** How will you monitor students' progress and provide feedback during learning?
* **Summative Assessments:** What assessments will you use to evaluate students' mastery at the end of the course or module?

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| **Course-level Outcomes** | **Assessments** |
| LO1 Demonstrate the ability to differentiate between interests and positions and effectively apply an interest-based approach to conflict resolution in professional and personal contexts. | Midterm Paper 1  Midterm Paper 2  In-class Simulated Negotiation Exercise & Debriefing |
| LO2 Create customized negotiation processes that are specifically designed to address the distinctive aspects of conflicts, including issues, personalities, and circumstances, resulting in a higher likelihood of successful outcomes. | Midterm Paper 1  Midterm Paper 2  In-class Simulated Negotiation Exercise & Debriefing |
| LO3 Enhance your personal communication style by refining and implementing 3-5 communication techniques and develop the skill to accurately interpret and analyze the communication style and techniques employed by individuals with whom you engage in negotiations. | In-class Simulated Negotiation Exercise & Debriefing |

1. **Plan Learning Experiences and Instruction:**

A. **Online Component:**

* + **Content Presentation:** How will you present the material? (e.g., readings, video lectures, podcasts)

1. Virtual simulation exercise
2. Pre-recorded lectures
3. Readings before every class
4. Multimedia (Videos)
5. Student reflections
   * **Student Activities:** What activities will students complete online? (e.g., discussion boards, quizzes, group projects)
6. Group discussion board (full, small)
7. Simulated Negotiation (small group)
8. Demonstrations
   * **Technology Tools:** What technology tools will be used? (e.g., learning management system, video conferencing software)

B. **Face-to-Face Component:**

* + **Content Presentation:** How will you present the material in person? (e.g., lectures, demonstrations, guest speakers)

1. In-class simulations
2. In-class demonstrations
3. Lectures
4. Readings/Cases before every class
5. Multimedia (Videos)
6. Student reflections
   * **Student Activities:** What activities will students complete in person? (e.g., labs, group discussions, hands-on projects)
7. Group discussion (full, small)
8. Individual Papers
9. Simulated Negotiation (small group)
10. Demonstrations

**IV. Other Course Components:**

1. **Accessibility and Inclusion:** How will you ensure that the course is accessible to all students? What accommodations will be made for students with specific learning needs?

* Multi-modal (mixed media)
* Accessible Readings and Captioned videos
* Cases include issues related to DEI issues.

1. **Communication:** How will you facilitate communication and interaction in the course? What are your expectations for student participation?

* Introductory Video (instructor developed)