MODULE ON NEGOTIATION
ADB CAREC

DESCRIPTION AND OBJECTIVES

This course has multiple objectives. Overall, it is designed to give participants a look into the fundamental practices that enhance negotiation skill before, during, and even after negotiations. These practices can be divided into two sets of skills: art and science. While lessons about the art of negotiation can be applied to many people, much about it is personal, building on an individual's self-awareness, instinct, ability to better read and understand others, and other aspects of personality and experience. In this module, we examine and develop each participant's art of negotiation through participating in simulated negotiation role-plays and other exercises, and by discussing what we've learned through those experiences as well as in real life settings.

On the other hand, science includes the aspects of negotiation practice which can be generalized across many different settings and which can be applied by any person. Having a systematic way diagnose the negotiation situation and determine what issues should be negotiated and with what parties is crucial. The science of negotiation provides frameworks that guide preparation before a meeting and guide what strategies a skilled negotiator will implement before and during the negotiation. When negotiations are more complex, as is often the case in public policy situations, the science of negotiation can help the wise negotiator chart a way forward through a dizzying array of issues and parties. In this module, we explore some fundamental concepts and frameworks and test them in the simulated negotiations and exercises.

SPECIFIC GOALS

❑ Increase each participant's awareness of their particular negotiation styles, including both its strengths and the aspects that can benefit most from improvement.
❑ Increase each participant's awareness of, and ability to avoid, the traps that can turn a potentially beneficial negotiation into a frustrating failure.
❑ Provide analytical frameworks that will help participants prepare for and perform better in negotiations and transform adversarial ones into cooperative problem-solving efforts in which all parties can gain.
❑ Introduce the participants to the different kinds of intricacies of multi-party negotiation, and provide some basic analytical tools for managing that complexity.

TEACHING TOOLS

The module is designed to produce a safe, interactive, and reflective learning environment in which participants can test out new concepts and skills in a low-risk environment. The philosophy of this course is that participants should experiment with innovative ideas and techniques that they might otherwise forgo in higher-risk work environments. We use

negotiation simulations so that ideas and tools can be tested in hands-on, close-to-real situations. Small group discussions are used to explore the lessons from those experiences, clarify theory. Other exercises are used to highlight particular lessons about group interactions.

The specific teaching tools used were:

❑ **<u>Yan and Zhang</u>**: This negotiation simulation revolves around a negotiation that starts off as a property transaction. If the participants spend time learning more about each other in terms of interests, concerns, resources, and other information, then the deal that they can put together can be significantly more valuable than the simple property transaction they had imagined. The purpose of this simulation is to highlight the importance of listening, learning about each other, and the potential benefits that can come from getting more information about interests and generating more creative options to meeting their varied interests.

❑ **<u>Black Dog</u>**: This negotiation simulation revolves around a political negotiation among multiple countries, multilateral organizations, and government agencies from the United States. The main purpose of this simulation was to (a) highlight many of the complexities of negotiating in a multiparty situation, (b) emphasize, experiment with, and develop a deeper understanding of coalitional dynamics, and (c) to show the challenges and habits that often make multi-party negotiations difficult and to introduce briefly some ways of preparing more effective strategies.

READINGS FOR THIS WORKSHOP

❑ Watkins, Michael (2000). *Negotiation Analysis: A Synthesis*. Harvard Business School.

BOOKS TO HAVE ON YOUR SHELF

When you want to design, convene, and facilitate a consensus building process:

❑ Stone, D., B. Patton, et al. *Difficult Conversations: How to Discuss What Matters Most*. New York, Penguin Books, 1999.

❑ Susskind, L. and J. L. Cruikshank. *Breaking Robert's Rules: The New Way to Run Your Meeting, Build Consensus, and Get Results*. Oxford: Oxford University Press, 2006.

❑ Susskind, Lawrence, and Patrick Field. *Dealing with an Angry Public: The Mutual Gains Approach to Resolving Disputes*. New York: Free Press, 1996.

SCHEDULE

Trust and Communications/Negotiation Analysis		
9.00-12.30	Lecture	Introduction to the course
	Exercise	Introducing the 7 Elements Framework
	Exercise	Negotiation Simulation: *Yan and Zhang*
	Exercise	Debrief *Yan and Zhang*
12:30-13:30	**Lunch**	
13.30-17.00	Exercise	Arm Wrestling Game
	Lecture	Introduction to Multi-Party Negotiation
	Exercise	Negotiation Simulation: *Black Dog*
	Exercise	Debrief *Black Dog*
	Lecture	Wrap Up