Structured Experience 12–1: Negotiation Partners

GOALS

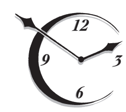
The goals of this experience are to

- Allow participants to interact and learn about each other.
- Gauge their negotiation skills in a learning environment.

MATERIALS

None

TIME



- 5 minutes for introduction and setup of the exercise
- 15 minutes for discussion in pairs
- 10 minutes for debriefing

INSTRUCTIONS

1. Divide participants into pairs. If the number of participants is odd, form one group of three.

2. Tell participants to engage in a 10-minute conversation in which each partner negotiates for an item in the other's possession (for example, a notebook, a pen, or a jacket) for five minutes. During each person's chance to negotiate, the owner of the item may ask clarifying questions and provide short responses, but otherwise should not talk. The owner should concentrate as much as possible on what the negotiator says and should try to notice the tactics of persuasion the negotiator uses. Time the exercise so participants know when to switch roles. In a group of three, the participants should divide the time accordingly so each has a chance to negotiate.

3. At the end of the 10-minute conversation time, allow the partners five minutes to share what each remembers about the persuasion tactics used from the conversations. Provide a time update when two minutes remain.

DEBRIEFING

Ask for a handful of volunteer participants to share some of the more interesting tactics of persuasion they encountered during the activity and what they noticed about their partner's negotiation style. Lead a discussion of how the group performed as negotiators, as well as what it was like to negotiate with little time to prepare. (10 minutes)

Structured Experience 12–2: Negotiation Scenarios

GOALS

The goals of this experience are to

- Reinforce the idea that we negotiate on a regular basis.
- Help participants recognize when they are in a negotiation.
- Get participants in touch with their negotiation style.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Blank paper to take notes
- A flipchart or whiteboard with markers to record participants' scenarios

TIME

- 5 minutes for introduction and setup
- 15 minutes to brainstorm and share negotiation situations
- 10 minutes for debriefing

INSTRUCTIONS

1. Ask participants to take out a sheet of paper and a pen or pencil.
2. Explain that for the next five minutes their task is to think of and write down as many situations as they can in which they negotiated for something in the last week. Provide them with some examples, such as getting their children to eat dinner, setting an appointment date and time, deciding on a movie to see with their families, or getting an estimate for car repairs. (5 minutes)
3. When ready to start the timed portion, ask participants not to say anything for this portion of the exercise.

4. Once the time in silence has passed, ask the participants to walk around the room and compare the negotiation situations they noted with those that fellow participants wrote down to see whether any common characteristics exist. (5 minutes)
5. Ask the participants to return to their seats and share some of their negotiation scenarios with the large group. Chart these on a flipchart or whiteboard for everyone to see. Request that people raise their hands if the situation is one they also noted. (5 minutes)

DEBRIEFING

Lead a discussion in which you ask the group the questions below. The theme for the debriefing is to point out that we negotiate on a regular basis, yet we may not always recognize when we do it. Similarly, it's important to identify situations in which someone negotiates with us in order to have a successful outcome. (10 minutes)

1. How many of you had situations in common with others in the group?
2. For those who did not, were you surprised by this? Why or why not?
3. What are the implications of this exercise about how and when we negotiate?
4. What did you observe about the items you noted during the silent portion of the exercise?
5. When you think about your negotiation situations, how would you assess your typical approach to a negotiation conversation?

Structured Experience 12–3: BATNA Basics

GOALS

The goals of this experience are to

- Enable participants to identify wants versus needs correctly.
- Teach participants the advantages of having a strong BATNA (*B*est *A*lternative *T*o a *N*egotiated *A*greement).
- Reinforce the importance of knowing the other side's needs.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Blank paper for taking notes

TIME

- 5 minutes for introduction and setup
- 5 minutes to record wants and needs for negotiation scenarios
- 5 minutes to record the BATNA for each side in a negotiation
- 10 minutes to share wants, needs, and BATNAs with a partner
- 10 minutes to rewrite and share BATNAs
- 10 minutes for debriefing

INSTRUCTIONS

1. Ask participants to take out a sheet of paper and a pen or pencil.
2. Explain that they will learn to distinguish between a want and a need, using either a current or past work-related negotiation situation. Tell them to take five minutes to think of a negotiation situation they would like to work with and then write down their wants and needs for the negotiation to be successful. When finished with their situation, they should then write down what the other side's wants and needs may be.

3. Once the five-minute period has passed, ask the participants to go through the same process to record their situation and what they think the other side's BATNA could be for the same negotiation situation used in step 2. They should pay particular attention to what their alternatives will be if an agreement cannot be reached, any better arrangements they could make with other parties not currently involved in the negotiation, and any terms of a possible agreement they could change if necessary.
4. When finished, divide the group into pairs. If the number of participants is uneven, form one group of three.
5. Allow approximately 10 minutes for the pairs to share the wants, needs, and BATNAs for their negotiation scenarios with each other and seek feedback as if their partner is their negotiation counterpart. As the "other side," the participants should tell their partner if the wants, needs, and BATNA are accurate or if changes need to be made.
6. When time is up, allow five minutes for the participants to rewrite their BATNA and their "counterpart's" BATNA and another five minutes for everyone to share the new BATNAs with their partner.
7. Begin the debriefing when participants have finished.

DEBRIEFING

Lead the debriefing into a discussion of the possible advantages of a strong BATNA, as well as how important it is to have a good idea of your negotiation counterpart's BATNA and needs. Ask participants to share any troubles they may have had when they identified wants and needs, as well as what insights they have gained about negotiation after this exercise. (10 minutes)

Structured Experience 12–4: Nonverbal Negotiation

GOALS

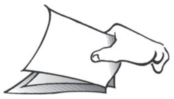
The goals of this structured experience are to

- Illustrate the importance of nonverbal communication in negotiation conversations.
- Explore nonverbal behaviors that occur during negotiation.
- Build relationships among participants.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Blank paper to take notes
- Copies of Handout 12–1: Nonverbal Communication Chart for all participants



- A flipchart or whiteboard with markers to record participants' nonverbal feedback

TIME

- 5 minutes to form groups and for setup
- 15 minutes for small-group discussions
- 10 minutes for groups to share nonverbal feedback
- 15 minutes for debriefing

INSTRUCTIONS

1. Divide participants into groups, each with four or five people. Have them move their chairs so they face each other in a circle, if possible. They will need to have some freedom of movement away from tables for this exercise.

2. In their groups, tell the participants they will have five minutes to brainstorm as many nonverbal communication behaviors as possible (for example, crossing one's arms, rolling one's eyes, and pacing).

3. When time is up, allow 10 minutes for the groups to assign emotions to each nonverbal communication they listed (for example, pacing can indicate nervousness).

4. After 10 minutes, ask the group to choose four or five of the nonverbal behaviors (one for each group member) to act out for the large group. They should select behaviors that could have more than one emotional meaning.

5. When ready, ask the first group to come up to the front of room. When you say "go," each group member should display his or her selected nonverbal behavior. As the group members act out their behaviors, the others in the room should shout out the emotions they see displayed by the nonverbal communication in front of them. Chart the emotions the large group shares. When the first group is done, ask the next group to act out their nonverbal behaviors and the large group to shout out the emotions they see while you chart them. Continue this process until each small group has had a turn. This portion of the activity should take approximately 10 minutes.

6. After each group has had a turn and the emotions are charted, give everyone a copy of Handout 12–1: Nonverbal Communication Chart, and briefly review it before you start the debriefing discussion.

DEBRIEFING

While in their small groups, debrief the participants to compare the list of emotions they helped create in the large-group portion of the exercise with those listed on Handout 12–1. Ask them to also compare the nonverbal behaviors on the handout with the ones they brainstormed in their small groups. Then, use the following questions to help lead the debriefing. When discussion is finished, ask the participants to return to their original seats. (15 minutes)

1. How many nonverbal behaviors and emotions do you see on the handout that are similar to those you brainstormed in your small groups and acted out in front of the large group? How do you explain any matches?

2. Why is it important that we pay attention to nonverbal communication when we negotiate?
3. What happens when we don't pay attention to nonverbal communication in conversations?
4. What did you notice during this exercise about your own nonverbal behavior?
5. What strategies can you use to adapt your behavior to nonverbal feedback you receive during negotiations?

Structured Experience 12–5: Preparation Practice

GOALS

The goals of this experience are to

- Allow participants to prepare for a negotiation conversation.
- Demonstrate the effectiveness of a tool to prepare for negotiation.
- Engage participants to think about aspects of negotiation they may not pay attention to in a typical situation.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Copies of Training Instrument 11–1: Negotiation Conversation Preparation Sheet for all participants

TIME

- 5 minutes for setup
- 10 minutes for participants to complete preparation
- 10 minutes to share preparation sheet with partner
- 5 minutes for debriefing

INSTRUCTIONS

1. Give each participant a copy of Training Instrument 11–1: Negotiation Conversation Preparation Sheet and review the items on the tool.
2. Ask the participants to take out a pen or pencil and to think about either an upcoming work-related negotiation conversation they need to have or one that they are working on as part of a team. If they do not have an upcoming negotiation, ask them to use a recent situation, regardless of the negotiation's actual outcome.
3. Explain that for the next 10 minutes, the participants need to complete the preparation sheet and fill in as much information as they

know (or can at least approximate) for the negotiation counterpart in their negotiation situation.

4. When time is up, ask the participants to find a partner. If the number of participants is uneven, one group of three will work.
5. Allow 10 minutes for the participants to share their preparation sheets with their partners (5 minutes per person) to explain the negotiation situation they are working on and to gauge the effectiveness of their plans, as if their partner were on their negotiation team. Encourage the partner who listens to think about what the other partner says as if the listener were a team member of the speaker. The listener should provide feedback to the speaker, assuming this team member role.
6. After 10 minutes, ask the participants to return to their original seats and begin the debriefing discussion.

DEBRIEFING

Debrief participants on the effectiveness of a tool like the preparation sheet to help them get ready for a negotiation conversation. Ask them their reactions to the feedback they received from their partner, as well as how helpful that portion of the exercise was for them. You may also ask for a handful of volunteers to share the information they wrote on the preparation sheet, providing background information on the situation, to survey the large group on the effectiveness of the individuals' plans. (5 minutes)

Structured Experience 12–6: Brainstorming Best Practices

GOALS

The goals of this experience are to

- Demonstrate the effectiveness of brainstorming as a way to investigate common interests during negotiations.
- Practice brainstorming guidelines.
- Have fun.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Copies of Training Instrument 11-2: Brainstorming Checklist for five to six participants (one for each small group)
- Loose sheets of flipchart paper for small groups (one per group)
- Markers for participants to use in small groups (one per group)

TIME

- 10 minutes for setup and to choose negotiation scenarios
- 20–30 minutes for participants to brainstorm interests in small groups (exact timing is dependent upon group size) and receive feedback
- 5 minutes for debriefing

INSTRUCTIONS

1. Divide participants into groups, each with five to six people. Ask them to gather at a spot around the perimeter of the room and give one marker and one sheet of flipchart paper to each group. The group should affix the chart paper to the wall to use as a writing surface.
2. Ask for each small group to designate an observer who will record some information while the others brainstorm. Provide each observer with a copy of Training Instrument 11–2: Brainstorming Checklist.

3. Ask the participants, in their small groups, to think of a simple negotiation situation around which they would like to brainstorm interests (for example, buying a car, hiring a remodeling contractor, or deciding on a college for their child to attend).

4. Next, they need to divide themselves (as equally as possible) to represent each side in the negotiation (two to three people per side, excluding the observer).

5. Once each group has thought of a scenario and a side, tell them that for the next 15–20 minutes they should engage in a brainstorming session to discover common interests that are important to their side. Someone in the group should write these interests on the flipchart paper, and it is the job of the observer to complete the checklist as the group brainstorms.

6. When time is up (typically, the smaller the overall group size, the less time is needed for brainstorming), ask the observers to share their feedback from the checklist with their respective small groups. Allow 5–10 minutes for this.

7. Once they have received all observer feedback, ask the participants to return to their original seats and start the debriefing discussion.

DEBRIEFING (5 MINUTES)

1. What observations do they have about their group's brainstorming behavior during the exercise?

2. How many interests did they have in common for each side in their small groups? Was this surprising? Why or why not?

3. What is some of the feedback they received from the observer in their small groups? What is the impact of this feedback?

4. What will they do differently, if anything, when they engage in brainstorming activities in the future?

5. How will they personally use brainstorming in negotiations?

Structured Experience 12–7: Out of the Question

GOALS

The goals of this experience are to

- Demonstrate how important it is to ask good questions of a negotiation counterpart to extract useful data.
- Practice writing effective questions.
- Build relationships among participants.

MATERIALS

The materials needed for this structured experience are

- Writing instruments
- Blank paper to take notes
- A flipchart or whiteboard with markers to record participants' questions

TIME

- 5 minutes for setup
- 10 minutes for large-group question brainstorming
- 15 minutes for partner work
- 10 minutes for debriefing

INSTRUCTIONS

1. Tell the participants that, for about 10 minutes, the large group will brainstorm questions they could ask a negotiation counterpart to acquire information that could be helpful in a negotiation. You may either suggest a negotiation scenario for the group to work with, such as negotiating a price to purchase items from a vendor that your company will turn around and sell, or ask the group to suggest a scenario. Ideally, the negotiation situation is one that is applicable to the group.

2. Once a scenario is decided, help the group brainstorm questions they could ask a negotiation counterpart (someone who, presumably, would be a logical choice for the scenario) in an attempt to gain information about the counterpart's needs, interests, and behavioral style, as well as to verify information, build rapport, or check understanding. Write the group's questions on a flipchart or whiteboard. Allow approximately 10 minutes for this portion of the activity.

3. After this brainstorming period, ask the participants to find a partner with whom to work (one group of three will work if the number of learners is uneven).

4. Allow 5 minutes for the participants to brainstorm questions they could ask their partner, as if their partner were their negotiation counterpart, following the same brainstorming process as was done in the large group. Ask the participants to work with a current negotiation situation or one that happened in the past to generate their questions.

5. When time is up, tell the participants that they will each have five minutes to interview each other, using the questions they created. The other person should assume the role of the negotiation counterpart (they should be provided with any necessary background about the scenario their partner selected). After the first five minutes, stop the interview and ask the participants to switch roles.

6. After both partners have completed their interviews, ask the participants to return to their seats and begin the debriefing discussion.

DEBRIEFING (10 MINUTES)

1. What is your reaction to this exercise? How does brainstorming a list of questions prior to your negotiation conversation help you be more effective?

2. What effect did your questions have on the interview? Did you get some good information from your "counterpart?"

3. What did you notice about your own behavior as the person who was interviewed? Did you share more as a result of the questions?

4. What did you notice about your behavior as the interviewer? Did you listen carefully to the responses from your partner?

5. How will you use this questioning technique specifically in your work?

Structured Experience 12–8: A Different Point of View

GOALS

The goals of this experience are to

- Illustrate how consideration of all parties' points of view in a negotiation leads to successful outcomes.
- Enable participants to analyze their own point of view for a negotiation.
- Share strategies for how to uncover others' points of view.

MATERIALS

Materials needed for this structured experience are

- Writing instruments
- Blank paper to take notes
- A flipchart or whiteboard with markers to record participants' point of view data

TIME

- 10 minutes for setup
- 10 minutes for individual work to think about point of view
- 15 minutes to share point of view situations and group feedback
- 10 minutes for debriefing

INSTRUCTIONS

1. Ask participants to take out some paper and a pen or pencil.
2. Tell each participant that, for the next 10 minutes, he or she should think about and write down his or her own point of view and a negotiation counterpart's point of view for a past or future negotiation situation. This can be either a work-related or family-related situation that they would be willing to share with the group. Ask the participants to address the following items for both sides:

Goal of the negotiation	*Personal biases*
Facts of the situation	*Position on issue*
Sources of needed information	*Behavioral styles*
Needs and wants	*Environment*

Note: It may be helpful for the facilitator to walk through an example for the participants, so have a simple negotiation situation prepared ahead of time, such as how to decide on a family vacation destination or discuss with a spouse where to retire.

3. After the 10-minute period, ask for a volunteer to share his or her example with the large group, preferably at the front of the room. As the volunteer speaks, write down on a flipchart or whiteboard the key point of view information he or she provides. When finished, ask the group what feedback they have for the volunteer. Does the volunteer's assessment of point of view seem comprehensive? Is there anything else the group would want to consider in this negotiation situation? Repeat this process with two or three other volunteers as time allows, taking approximately 15 minutes for this portion of the activity.

4. When ready, move on to the debriefing.

DEBRIEFING

Debrief around the idea that often we jump to conclusions when we hear information or interact with someone, and it is important to stop and think about others' points of view in a negotiation situation, as well as our own. Otherwise, it is possible to miss critical information or ignore important data, especially if we are biased toward a particular person or course of action. (10 minutes)

1. Ask participants to share any examples of a time when they may have jumped to conclusions about a negotiation counterpart or when someone they negotiated with made assumptions about them. What was the result?

2. Lead the debriefing into a discussion of what can be done in negotiation situations to avoid incorrect assumptions and how this could affect a successful outcome.

Structured Experience 12–9: Tactics Testing

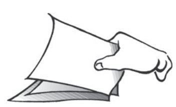
GOALS

The goals of this experience are to

- Demonstrate the power of common negotiation tactics.
- Explore how to use tactics strategically.
- Have fun.

MATERIALS

- Writing instruments
- Candy or other small prizes (optional)



- Copies of Handout 12–2: Common Negotiation Tactics for all participants
- A flipchart or whiteboard with markers to record participants' scores

TIME

- 5 minutes for setup
- 10 minutes for partner work on page 1 of handout
- 10 minutes for comparison of tactics definitions
- 10 minutes to read definitions and scoring
- 5 minutes for debriefing

INSTRUCTIONS

1. Give each participant a copy of page 1 of Handout 12–2: Common Negotiation Tactics. Be sure to provide only the first page, as the second page will be used later in the exercise.

2. Briefly review the items on page 1. Explain that these tactics are some of the many that can be used in negotiation situations, and that they may, in fact, already use some of them or at least have been on the receiving end of many.

3. Ask the participants to find a partner (one group of three works well if the number of learners is uneven).

4. Explain that, for the next 10 minutes, their task with their partner is to create definitions for each of the tactics listed on page 1 of the handout. The definitions do not need to be lengthy; just a sentence or two is fine.

5. When time is up, allow 10 minutes for the pairs to move around the room and compare their definitions with the other participants' definitions. Check to see if they appear to be on track, and ask the participants' definitions to sit down again with their partners.

6. Next, explain that there will now be a competition to see who got the definitions correct. Use page 2 of Handout 12–2, and ask each pair to read each actual definition aloud. After each definition, check to see which pairs got it correct (exact wording is unnecessary) and record a point on a flipchart or whiteboard for those who got it right. Repeat this process for the remaining definitions, taking approximately 10 minutes for this portion of the activity.

   Note: You may also want to provide example situations to share with the group to illustrate each tactic further (or ask the participants to share examples of each).

7. Tally the scores, and provide prizes (optional) to the winning pair(s). A tie may occur, and that is acceptable.

8. After the game is complete, give each participant a copy of page 2 of Handout 12–2 for reference and begin the debriefing discussion.

DEBRIEFING

Discuss what the participants learned about negotiation tactics from this exercise and which tactics, if any, they have encountered during negotiations or they have used. (5 minutes)

1. Were any of the tactics surprising to them? Why or why not?

2. Are there any they will now try? Which ones and why?

Structured Experience 12–10: Beyond the Barriers

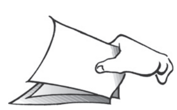
GOALS

The goals for this experience are to

- Provide participants with an opportunity to practice their negotiation skills.
- Illustrate that it is possible to overcome barriers to negotiations.
- Have fun.

MATERIALS

- Writing instruments
- Blank paper to take notes



- Copies of Handout 12–3: Barrier Role-Play Scenarios for all participants

TIME

- 5 minutes for setup and to form groups
- 25 minutes for small-group feedback conversations
- 10 minutes for volunteers to practice in front of large group (optional)
- 5 minutes for debriefing

INSTRUCTIONS

1. Divide participants into groups, each with three people. If necessary to have three per group, the facilitator may need to join a group and participate in the exercise.

2. Hand out copies of Handout 12–3: Barrier Role-Play Scenarios to all participants.

3. Ask participants to review Handout 12–3 with you and explain that there are three different scenarios. Walk them through the scenarios in the handout and format for the exercise. In their groups, they will have three rounds to switch off and play different roles, working through each scenario, one at a time, to practice how to overcome the different barriers encountered in negotiations. One person in their group will be an observer who will provide feedback after each round.

4. Give them a moment to decide who will play each role to start for Scenario A. The person who observes should take some notes on how the participants worked through the barriers and be prepared to provide feedback to the players after each round of the exercise.

5. Allow the participants about two minutes to review the scenario, and decide which roles they will play and which approach they will take for the first round. When ready, begin the exercise by asking the first two characters for Scenario A to start the negotiation conversation. Emphasize that the players should remember to use the tips they learned to overcome negotiation barriers to carry out the role-play conversation.

6. Time the exercise. Give the participants approximately four minutes to have their first feedback conversations. When time is up, ask the observers to share their observations with the players for two to three minutes. Let the participants know they have an additional two minutes to share ideas with their groups, such as how they think they did during the conversation and what it felt like.

7. Ask the groups to move on to Scenario B and rotate characters/observers so there is a new observer for the second round. Repeat the process in step 5 above with Scenario B. Follow the procedure in step 6, and move on to a third round with Scenario C so each participant has been an observer.

8. When ready, ask participants to go back to their original seats.

LARGE-GROUP PRACTICE (OPTIONAL)

1. Ask for two volunteers to do the role-play again for the large group (a pair for each of the three scenarios, which builds on what they learned from their small-group experience). Explain that the first round will now be re-created and you need two people to role-play the first negotiation conversation again (Scenario A), but only for two to three minutes this time. The volunteers should go to the front of the room and begin the role play.

2. When the period of two to three minutes has passed, ask the audience to share what they observed about the negotiation conversation and thank the volunteers for their willingness to participate in front of the group.

3. When ready, ask for two new volunteers to re-create the negotiation conversation in round two (Scenario B) and follow the procedures in step two above. Do the same for the round three negotiation conversation (Scenario C) with two new volunteers.

   Note: The above portion of this structured experience may not be suitable for all groups. The facilitator will need to gauge the personalities in the group and decide whether the large-group practice would be beneficial and enjoyable for the participants.

DEBRIEFING

Ask for a handful of volunteer participants to share their reactions to the exercise. Lead the debriefing into a discussion of how the participants performed as negotiators and the role that barriers played in the activity, how they used the tips to overcome barriers in negotiations during the experience, and whether they found the information they learned to be helpful. (5 minutes)

Structured Experience 12–11: Examining Ethics

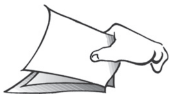
GOALS

The goals for this experience are to

- Enable participants to gauge their ability to analyze ethical issues.
- Demonstrate the effectiveness of considering ethics in negotiations.
- Build relationships among participants.

MATERIALS

Materials needed for this structured experience are



- Writing instruments
- Copies of Handout 12–4: Ethics Case Study for all participants
- A flipchart or whiteboard to record participants' case study questions

TIME

- 10 minutes for setup and to form small groups
- 10 minutes to interview the facilitator
- 20 minutes for case study analysis
- 10 minutes to share case study decision
- 10 minutes for debriefing

INSTRUCTIONS

1. Divide participants into groups, each with four or five people.
2. Give copies of Handout 12–4: Ethics Case Study to all participants.
3. Review the case study with the participants and provide a summary of the negotiation situation in the case. Allow approximately three to five minutes for the participants to read the case study.
4. Next, take 10 minutes for the participants to brainstorm questions about the case and the individuals involved in the scenario. Write these questions on flipchart paper or a whiteboard.

5. After 10 minutes, tell the group that they now have an opportunity to ask you the questions they just brainstormed, as you take on the role of one of the parties in the negotiation (you can choose which character in the scenario to portray before the session). Allow 10 minutes for the interview.

6. When time is up, ask the participants to take approximately 20 minutes to discuss the case study in their small groups. They should decide their ethical stance about the situation in the case and create a supporting argument to explain to the large group why they take this position. Participants should also consider the various points of view in the case and note what these may be, as this will also be information they will share.

7. After 20 minutes (time will vary based on size of large group), allow each small group to share the following with the large group: their ethical decision, their reasons for this decision, and their considerations regarding the points of view of the parties involved in the negotiation case. Others may ask clarifying questions during the small-group presentations as necessary, within the time constraint.

8. Ask the groups to rotate roles so there is a new speaker, listener, and observer. Repeat the process in step 5 above. Follow the procedure in step 6 and move on to a third round so each participant has played each role.

9. When ready, ask participants to go back to their original seats and begin the debriefing.

DEBRIEFING

Debrief the exercise around the concept of how important it is to consider ethics in negotiations, as well as the impact it can have if ethical issues are ignored. (10 minutes)

1. How did the small groups decide which decision to make and which approach to take regarding the case? Was it easy for them to come to a conclusion? Why or why not?

2. Have they been in a negotiation situation where there was some questionable behavior? If so, what was the outcome?

3. How will they now watch for possible ethical issues in future negotiations?

Structured Experience 12–12: What a Success!

GOALS

The goals for this experience are to

- Teach participants to use a tool to develop a negotiation success plan.
- Illustrate the importance of planning next steps for effective negotiations.
- Share plans with others for greater commitment and accountability.

MATERIALS

Materials needed for this structured experience are

- Writing instruments
- Copies of Training Instrument 11–3: Negotiation Success Plan for all participants

TIME

- 10 minutes for setup and explanation of planning tool
- 10 minutes for individual planning
- 15 minutes to share action plans
- 10 minutes for debriefing

INSTRUCTIONS

1. Hand out copies of the Training Instrument 11–3: Negotiation Success Plan to all participants and ask them to take out a pen or pencil.
2. Explain that in a few minutes you will ask them to complete this planning document individually and then share their plan with a partner.
3. Walk the participants through the instrument, and explain the intent to use it as both an accountability and planning tool. Emphasize that with a written document, there is greater commitment to follow through with our plans.

4. Allow up to 10 minutes for the participants to complete the planning instrument. Participants should address a future negotiation situation or one they currently work on as a lead negotiator or a negotiation team member.

5. After 10 minutes, ask the participants to pair up (one group of three is fine if there is an uneven number of learners in the workshop).

6. Give the paired participants up to 15 minutes to share their success plans with each other, and explain that sharing them with other people also leads to greater accountability.

7. When it appears that all participant pairs have finished their negotiation success plans, begin the debriefing discussion.

DEBRIEFING

Ask for a handful of volunteer participants to share their negotiation success plans with the large group. Lead the debriefing into a discussion of the participants' reactions to the exercise, what they perceive as the value of completion of a success plan, and whether they found it helpful to take the time to think about, document, and share steps for successful negotiations. (10 minutes)