
NEGOTIATION SKILLS IN THE ABS ARENA

Intensive training course for national and international specialists and managers

Arusha, Tanzania

May 16 -18, 2007 (Course 1)

May, 21 – 23, 2007 (Course 2)



REPORT

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for Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH

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List of Participants

1. Context and Objectives of the Training

Complex community negotiation processes in the field of sustainable development, environmental protection or resource conservation involve working with many different partners, interest groups and funding bodies, and requires constructive negotiating skills. Stakeholders must be able to spotlight topics, represent their interests, develop workable solutions and at the same time maintain good relations with the negotiating parties.

The training course is based on the “Harvard methodology” which is since more than 20 years the world’s leading negotiating concept being used both in the political arena and in bilateral and multilateral negotiating situations in everyday and professional life.

The training course aimed at enabling the participants to find constructive and sustainable solutions to both bilateral negotiating situations and complex group negotiations in the environmental/biodiversity arena.

2. Programme and Working Steps

Both courses (May 16-18 and 21-23) followed the same structure of working steps:

Day 1

Introduction

- ▶ Presentation of the participants including the specific areas where they need and apply negotiation skills in everyday professional life.
- ▶ “What is my personal negotiation style?” Establishment of an individual profile using a psychological questionnaire.
- ▶ Background and conceptual roots of the HARVARD methodology: Prisoners’ Dilemma, strategic interdependence and win-win approaches. Examples of non-constructive approaches (win-loose).

Basics of the HARVARD methodology

- ▶ Avoiding position fightings – and how to make the “cake” bigger for all.

- ▶ Input: Analysis of interests and creation of a win-win situation
- ▶ Bi-lateral negotiation exercise

Introduction of a complex ABS simulation scenario

- ▶ Introduction of the basic scenario
- ▶ Formation of 4 stakeholder groups (the negotiation partners)
- ▶ Analysis of interests and first meeting of the negotiation partners
- ▶ Feedback from the trainer

Day 2

- ▶ Input: Developing options and how to use them in negotiations
- ▶ Input: The functions and tools of the chairperson/moderator
- ▶ Second meeting of the negotiation partners
- ▶ Feedback from the trainer
- ▶ Informal negotiations between the stakeholder groups
- ▶ Input: Next-best Alternative (NBA) and “dirty tricks”

Day 3

- ▶ Third meeting of the negotiation partners
- ▶ Feedback from the trainer and processing of results
- ▶ Assessment of the HARVARD methodology: Strengths, Weaknesses, Chances.
- ▶ How to “make your point” in negotiations: the 5-sentence technique. Individual exercises with the “hot chair”.
- ▶ Evaluation of the course.

3. Comparison of Course 1 and 2

Although both groups were almost equally satisfied with the content and the methodology of the course, the group dynamic showed quite different developments in course 1 and 2. From the perspective of the trainer, the first group was much more active, easier to motivate and more energetic than the second group. It also assimilated the complexity of the scenario of the simulation game easier than the second group which had obviously difficulties to “digest” the given information and transfer it into strategic decisions and behaviour.

One explanation for these differences refers to the different “mixture” of personalities in these groups: The second group contained a considerably higher amount of elderly persons, persons (mainly from communities and NGOs) which were rather “shy” and persons from francophone countries reluctant to express themselves in English.

4. Evaluation

At the end of both courses, the participants were invited to state their degree of agreement according to certain statements about the course. The results of this quantitative evaluation are shown below:

Evaluation Course 1

	++	+	+/-	-
I learned useful things for my work	12	2		
The learning methodology supported my learning process	11	3		
The group dynamic was good	12	2		
I feel encouraged to apply HARVARD in my everyday life	12	2		
I would recommend this course to colleagues	13	1		

Evaluation Course 2

	++	+	+/-	-
I learned useful things for my work	15			
The learning methodology supported my learning process	14	1		
The group dynamic was good	14	1		
I feel encouraged to apply HARVARD in my everyday life	13	2		
I would recommend this course to colleagues	15			

Apart from this quite encouraging result many participants expressed their great interest in offering more of these courses especially for community-based groups. This included the need to train local trainers in this methodology and didactics.

From the perspective of the trainer, most of the participants seem to have benefited considerably from the training. None of them knew before any methodology of how to negotiate, and the simple structure of the HARVARD approach will help them to remember at least some of the basic rules when they come into they will have handele a concrete negotiation situation.

5. Recommendations

- ▶ The scenario for the complex simulation game should be simplified, or at least made available in a more complex and a simpler version.
- ▶ The training of regional trainers seems to be the necessary next step. There are two models of how to realize such a ToT:
 - A group of 4-5 experienced trainers attends the course as “normal” participants and gets afterwards a 2 days-

“upgrading course” about teaching methods, detailed didactic planning and more information about the HARVARD methodology.

- The second model seems to be more effective: After having participated in the training course, the future trainers have to conduct immediately their “own” training course, while the expatriate “master trainer” is coaching them and gives feedback. This approach creates a positive stress for the future trainers and allows the “master trainer” to assess the talents and capabilities of the new trainers through a life situation.
- ▶ The course design and the “mixture” of participants should be more differentiated. Especially, the participants from the communities stay shy and silent in the presence of experienced negotiators, academic teachers, “experts”, etc. A special version of this course should be developed for this target group.
- ▶ The participants wanted to have at least half a day off to enjoy a little bit the place and the nearby city. Travelling to another country doesn’t mean for them just to spend 3 days in a classroom and fly back again...

Annex

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