

Session name: What is negotiation?					
Duration: 120 min					
Hours/ Time	Topic/ Activity	Method and description of activity flow	Training materials needed (e.g. Handouts, PPTs, Video, etc.)	Materials needed	Lead trainer
30 min	Exploring Negotiation	<p>The Quotes are printed and put on the walls in different places around the room. Participants go around and stay near the quote that best defines, for them, the essence of negotiation. The trainer reinforces the fact that this is just an exploration of different views; there is no right or wrong answer. Once everyone has found their place, the trainer invites at least one person from each quote to speak and illustrate their choice.</p> <p>Quotes: Robert Estabrook: <i>He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat.</i> Chester L. Karrass: <i>In business you don't get what you deserve, you get what you negotiate.</i> J. Paul Getty: <i>My father said: "You must never try to make all the money that's in a deal. Let the other fellow make some money too, because if you have a reputation for always making all the money, you won't have many deals."</i> Joseph Joubert: <i>Never cut what you can untie.</i> Henry Boyle: <i>The most important trip you may take in life is meeting people half way.</i> Karl Albrecht: <i>Start out with an ideal and end up with a deal.</i></p> <p>Note: Other quotes can be selected and added as per choice of the trainer in order to include contextual aspects and increase relevance for participants (e.g: authors from the cultural space or from the business sector). A maximum of 10 quotes is recommended.</p>	Printed quotes (1 quote/ page)		1 trainer
15 min	What is negotiation?	<p>Definition and overview of negotiation and linking the definition to the quotes explored and ideas participants have expressed</p> <p>Note: A short video to illustrate the definition could support the input.</p>	PPT with definition/ Definition written on a flipchart	Screen, Laptop, projector Flipchart, markers	1 trainer
75 min	Simulation of negotiation	<p>The trainers will prepare a negotiation simulation in advance: participants will be divided in pairs (or groups of four to six, as it is more relevant for the real work context of the participants) in which they will actually perform a negotiation (1-o-1, or 2 on each side). In the role-description the trainers will include all the necessary information on who the two parties are and what they are negotiating. The context and roles should be relevant to the types of negotiations that represent the topic of the training course.</p> <p>Note: The trainer can choose to include an observer or group who will observe the dynamic, techniques and unfolding of the negotiation. In this case, a handout will also be prepared for the observers including some guiding questions: What are the people's behaviors during the negotiation? What are the consequences of these behaviors? How is their verbal and nonverbal communication? Is the negotiation structured? Etc.</p> <ul style="list-style-type: none"> ● Introduction to the task: 10 min (Make sure to remind people that this is an exercise and a learning experience, there will be no evaluation of their performance, just learning opportunities) ● Preparation for the negotiation: 15 min ● Negotiation: 20 min ● Discussion: 30 min ○ Guiding questions: How was the negotiation? Do people feel satisfied with the result? What happened within the negotiation? What was surprising? What was difficult? What are they most proud of from what they have done? What would they do differently? How? What would be the impact? How does the negotiation reflect the real-life situations? What can they learn from this simulation? ○ If you have observers, ask them to share what they have observed. Remind them to avoid evaluations (this was good/bad) and focus on behaviors (when someone did x, y happened). <p>Note: Keep in mind that, as you introduce different concepts in the following sessions on negotiation, you will always refer back to this negotiating experience. This is the common experiential starting point for all concepts that will be further introduced.</p>	Designed simulation with handouts for participants (2 parties of the simulation, guidelines for observers)	A room that allows for working in small groups.	2 trainers would be ideal in order to monitor the activity, answer questions , provide support

Commented [1]: Hyperlink to section Simulations and Role-plays

20 min	Break	During the break people will most likely continue to speak about their experience of negotiation, share real-life contexts and challenges. This is exactly what you are aiming for, as it is part of the learning process and of the creation of the learning environment.			
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