



Boundary Harmonization

Training-for-Trainers Program

The Government of Liberia

U.S. Agency for International Development

(Land Governance Support Activity)

and

Tetra Tech

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Welcome and Introductions



T- 4 - T Course Overview

- Roles you will play in the course – participant, trainer, observer and coach for your peers
- Course objectives
 - Training participants in the material – the ‘*what*’
 - Training participants in *how* to train the material
 - Reinforcing effective presentation skills
 - Setting trainees (you) up for success

Setting You Up for Success...How?

- Time for practice
- Peer coaching
- Less is more - focus on course anchors and key components
- Acknowledging that there is not one right way to teach Boundary Harmonization procedures
- Asking the right questions to the group
- Mining your own experiences to illustrate theories, concepts, strategies and tactics
- Tips and best practices to help you prepare



Agenda Review – Day I

- T4T course overview/context setting
- Training philosophy and design
- Overview of trainees' agenda for the Boundary Harmonization training program
- Beginning the program – how to conduct welcome and introductions
 - Practice trainer introductions
- Effective presentation skills
- Lunch
- Teaching the introduction to negotiation
- Prepare and practice exercise on negotiation
- Teaching the introduction to Boundary Harmonization
- Homework

Training Philosophy and Design

Exercise and presentation to explore individual learning styles and appropriate teaching procedures



Training Philosophy and Design

How people learn new information and skills

- What do people most remember about training programs and why?
- How people learn: conceptual base, vision, self-discovery, practice, contextualizing, procedures, tactics, strategies (audio, visual, learning by doing)?



Overview of Trainees' Agenda for the Boundary Harmonization Workshop

- Design, structure and rationale



Beginning the Program

■ Objectives

- Welcome and introductions of trainers and participants
- Tone setting & creating comfort for participants
- Begin to think about negotiation, agreement making and dispute resolution
- Clarify participants' expectations

■ Materials

- Two flipcharts on easels or posted at the front of the training room

Beginning the Program (cont.)

■ Mechanics

- Welcome participants
- Trainers introduce themselves using strategies for empowerment
- Participant introductions in pairs (4-5 minutes per person)
 1. Who they are, where they live and what they do, and an expectation for the training
 2. Description of an issue problem that was negotiated, or have it written on a flip-chart

“Think of an issue (ideally involving land) that you were involved in or know a lot about, that was successfully resolved using negotiation. What is one thing that the people who were involved did that helped them reach an agreement?”

Beginning the Program (cont.)

■ Mechanics (cont.)

- Ask each person to briefly introduce his/her partner – name, where live, what they do. Hold off talking about strategies
- Identify successful strategies by asking several people to describe the example of negotiation they shared with their partner
- Record strategies on a flip-chart headed – “*Strategies that Worked/Helped*”. Post it in a prominent place
- Ask participants to brainstorm their expectations for the training programme and record them on a flip-chart. Post it in a prominent place.
- Clarify what will and will not be covered in the course
- Transition to course objectives and the agenda review

Beginning the Program (cont.)

Tips

1. When asking about what worked/helped, ask several people (4 – 5 at most) for brief descriptions of the negotiations and summarize key ideas. Encourage brevity and emphasize major learnings. Be prepared to gently encourage people to be briefer if they are going on and on.
2. Clarify what will and will not be covered in the programme. Affirm that many of participants' expectations will be addressed.

Trainer Introductions: Exercise and Presentation

Practice trainer introductions in pairs

1. Form pairs. Think silently for a few minutes about how you will introduce yourself that will be culturally appropriate and empowering to individuals, families or community teams involved in Boundary Harmonization. Take three minutes to practice your introduction in front of your partner.
2. After three minutes, obtain feedback (liked, found hard/difficulties, do differently in the future) and switch roles

Conducting the Agenda Review

■ Objectives

- Explain the design, structure and rational for the programme agenda and component parts

■ Materials

- Handout of agenda for participants and agenda written on flipchart

■ Mechanics

- Start with course overview. Explain that the programme will:
 - build on participants' knowledge and skills concerning land issues, negotiation and dispute resolution
 - explore cases and opportunities for collaboration to reach agreements on boundaries
 - highlight factors that contribute to successful agreement-making
 - offer a range of negotiation approaches and procedures, and
 - discuss strategies to improve their performance as boundary negotiators



Conducting the Agenda Review

■ Mechanics (cont.)

- Conduct agenda review – day 1 in detail; but only key themes/highlights for remaining days, as people can't remember so much information
- Logic and rationale for each day – based on modules, uses a building block approach, balances lecture with interactive activities

■ Tips

- Understanding the logic for the agenda and modules prepares future trainers to explain them to participants
- Present a general overview of the whole course with more detail for the first day and less detail for later days

Teaching the Introduction to Negotiation

■ Objectives

- Understand negotiation – an unassisted process for reaching agreements and resolving disputes
- Clarify positional and interest-based negotiation attitudes, behaviors and strategies
- Build participants' negotiation skills

■ Materials

- Flipcharts
- Power points (optional)
- Triangle of Satisfaction drawn on a flipchart
- Negotiation simulation



Teaching the Introduction to Negotiation

■ Mechanics

- Ask participants to identify words they associate with negotiation. Record them on a flipchart
- Use the words to develop a definition of negotiation. For example:
 - **“A relationship establishing and problem-solving process in which two or more people or groups discuss their views, educate each other about their needs and interests and reach a joint decision that satisfactorily meets them”** (Other definitions are acceptable too)
- Ask participants to think of two times when they have considered using negotiation – one when they decided to negotiate and the other when they decided not to. Aske them to share the reasons for their choices.
- Record responses on a flip-chart

Teaching the Introduction to Negotiation

■ Mechanics - Introduction

- Explain that generally, the basis for successful negotiations depends on:
 - The willingness of the parties to communicate/talk
 - Some shared issues, needs and interests, or at least some that are not mutually exclusive
 - Effective negotiation procedures
 - Structural conditions that support agreement making (e.g., right time, resources to trade, physical proximity of parties, etc.)
- Explain that participants will now have an opportunity to engage in a negotiation. They will be given a simulation with two parties and allowed a period of time to talk and see if they can reach an agreement.

Teaching the Introduction to Negotiation

■ Mechanics-Setting up the Role Play

- Explain that participants should play their roles as assigned to them. Encourage them to not go beyond the role given to them.
- It takes no skill to reach an impasse in negotiations, encourage playing roles hard enough to make it interesting, but not so hard that progress toward agreement is impossible.
- Divide the group into pairs, give roles to each person.
- Allow several minutes for participants to read it. (Alternatively, read the roles to individual role-players.)



Teaching the Introduction to Negotiation

■ Mechanics-Conducting the the Role Play

- Walk around the room and listen to simulation groups to identify negotiation approaches and strategies used
- Give participants a 1 minute warning before the end of the simulation or round of negotiations (This creates time pressure to settle)
- If using a simulation with multiple rounds, ask participants to stop negotiations, and do subsequent rounds
- Convene the whole group, and debrief the simulation

Teaching the Introduction to Negotiation

- **Mechanics - Debriefing the the Role Play**
 - First ask all negotiators:
 - How was the experience of negotiating an agreement?
 - How did you establish and build a trusting and open relationship?
 - How did you deal with relationship problems?
 - Then shift the debrief to a focus on the positional-negotiation approach and strategies

Teaching the Introduction to Negotiation

- **Mechanics - Debriefing the the Role Play – Positional-based**
 - Ask parties that you observed using this approach, how they negotiated and reached an agreement
 - Then explain that **one** approach to negotiation and related strategies is ***position-based***. It focuses on parties proposing *positions* – preferred solutions that meet the parties interests (but not necessarily those of the other party) – until they reach an agreement or compromise.
 - This process involves specific kinds of attitudes, behaviors and strategies. Elicit them from the group or present them.

Teaching the Introduction to Negotiation:

- **Mechanics - Debriefing the the Role Play – Positional-based**
 - Shift to analysis of the *process*, which usually involves an initial high or low position, counter positions and parties reaching a compromise
 - Draw a diagram of positional negotiation showing targets, bargaining ranges, etc.
 - Explain that the process often results in a compromise when parties either happen upon or develop and propose a mutually acceptable position

Teaching the Introduction to Negotiation

- **Mechanics - Debriefing the the Role Play – Interest-based**
 - Explain that another approach to negotiation and related strategies is *interest-based*. It focuses on establishing and building positive relationships and identifying and finding solutions that meet parties' individual needs and interests
 - Explain what interests are and review the three kinds (psychological/relationship, procedural & substantive) using the Triangle of Satisfaction Diagram drawn on a flipchart
 - Ask what parties' interests in the simulation were, and identify the three kinds

Teaching the Introduction to Negotiation

- **Mechanics - Debriefing the the Role Play – Interest-based**
 - Ask participants who used a more interest-based negotiation approach how they reached an agreement
 - How they engaged their partner to use it?
 - How identified each other's interests?
 - Which specific strategies did they use to move towards agreement?
 - Problems encountered?
 - How did they overcome them?

Teaching the Introduction to Negotiation

- **Mechanics - Debriefing the the Role Play – Interest-based**
 - Explain that successful interest-based negotiations, along with structural factors, requires different attitudes and behaviors than the positional approach
 - Review common attitudes of interest-based negotiators or elicit them from the group

Teaching the Introduction to Negotiation

- Make sure you have covered most of the terms related to positional and interest-based negotiation in the first section of the training manual.



Conducting an Overview of Boundary Harmonization

■ Objectives

- To identify information about Liberian land laws and procedures for boundary harmonization

■ Materials

- Flip-charts or 5 x 8 cards Masking tape
- Marking pens
- Wall or multiple flip-charts on which to post cards

■ Mechanics

- This is an interactive speech to explain what land and boundaries are
 - Hard and soft boundaries
 - Why they are important (A brainstorm with trainer filling in more information)

Conducting an Overview of Boundary Harmonization

- **Define Terms**
 - Identification (delimitation)
 - Marking (demarcation)
- **Define Contexts**
 - internal or external boundaries
- **Provide Information on:**
 - The draft Land Rights Bill
 - The process for securing legal rights to community Land



Effective Presentation Skills and Developing Your Training Style

Objectives

- Improve your effectiveness as a trainer in front of groups
- Identify effective platform skills.
- Gain tips for calming down “butterflies.”
- Explore a framework for managing presentation content.
- Develop strategies for dealing with “alligators”—people, situations, or structural limitations that can threaten your success.
- Share tips, best practices, and tricks of the trade for your presentation skills tool box.



Effective Presentation Skills and Developing Your Training Style

What is *glossophobia*?

How is a trainer like a duck?

?



Effective Presentation Skills and Developing Your Training Style

Tips for sizing up your audience

- Who is your audience?
- How many people?
- Gender or age?
- What do they know about your subject? Are they literate?
- What do they expect from you?
- What do they have that you want?
- What are their learning needs? What helps them process information? What will be persuasive to them?
- How will you keep them engaged?



Effective Presentation Skills and Developing Your Training Style

Polished Platform Skills: Creating a Great Impression

- Nerves



- Body language (posture, stance, movement, clothing, gestures, proximity to your audience)
- Eye contact
- Voice
- Language



Effective Presentation Skills and Developing Your Training Style

Five “Trainer” Competencies

1. Platform skills
2. Ability to organize and manage content
3. Skill in using a variety of presentation methods, including interactive presentations
4. Ability to create and use visual aids
5. Managing alligators (difficult people, situations or structures)

Effective Presentation Skills and Developing Your Training Style

Overcoming nerves

- Managing butterflies

Delivering your presentation with style

- Body Language
 - Posture
 - Stance
 - Movement
 - Clothing
 - Hands/Gestures
 - Proximity to your audience
 - Eye contact
- Voice
- Language



Effective Presentation Skills and Developing Your Training Style

Getting Organized...Managing Presentation Content

- Organize your speech into a beginning, middle, and end
- Beginning
 - Purpose - inform, persuade, entertain
 - Objective –know, do, understand or decide
 - Hook your audience
 - Attention getter **WIIFM** = What's In It For Me.
 - Consider the form: a question (“How many of you will...?”), identification of a problem (“Have you ever been in a situation where...?”), visualization (“Wouldn’t it be nice if...?”), an expansion on prior course learnings
 - Give the big picture – process and outcome to let participants know what you will do to help the achieve WIIFM



Effective Presentation Skills and Developing Your Training Style

Getting Organized...Managing Presentation Content

■ Middle

- List and develop each main point - *What*
- Decide on appropriate method/technique - *How*
 - Story/examples, exercise, demonstration, question, visualization, activity, role play, game, skills practice, large or small group discussion
- Consider time – must say, should say, could say

■ End

- Summarize
- Check for comprehension
- Check for buy-in
- Check for application
- End on an energized, upbeat note



Effective Presentation Skills and Developing Your Training Style

Managing Presentation Content

Topic:

Learning objective:

WIIFM (What's in it for me):

Points (What)

- 1.
- 2.
- 3.

Method (How)

Time

Summary:

Effective Presentation Skills and Developing Your Training Style

Dealing with “Crocodiles”

– working with difficult people, situations or structures

- Think of a time you have experienced, or perhaps been an alligator
- Example? Crocodile management strategy?



Effective Presentation Skills and Developing Your Training Style

“Crocodile ” Management Strategies

1. Prevention
2. Indirect intervention
3. Direct intervention
4. Addressing the cause not the behavior



Effective Presentation Skills and Developing Your Training Style

Principles for Managing “Crocodiles”

1. Play the “Whoosh” game -
□ minimize the emotional impact
2. Choose to be centered
3. Rather than resist the other person’s force, turn it into an opportunity
4. Accept the behavior as a need being expressed



Effective Presentation Skills and Developing Your Training Style

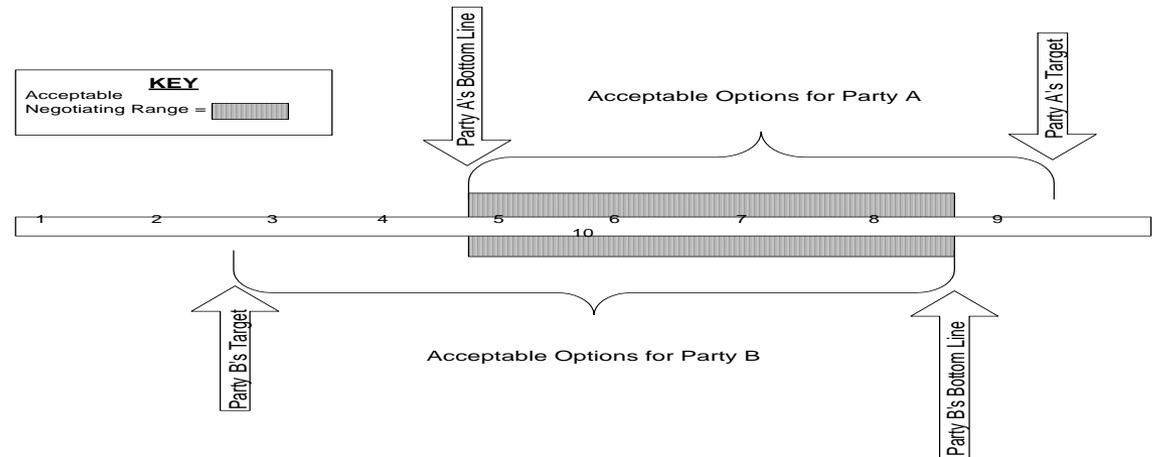
Summary: Reflection on things you want to try the next time you make a presentation

Platform Skills  <i>Things I want to remember</i>	Managing Content  <i>Things I want to remember</i>	Managing "Alligators"  <i>Things I want to remember</i>
1.		
2.		
3.		
4.		

Setting up Exercises and Presentations and Teaching the Introduction to Negotiation

■ Objectives

- Practice setting up or debriefing the 'Introduction to Negotiation'



■ Materials

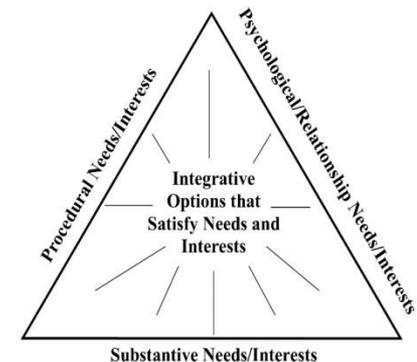
- Simulation
- Instructions
- Appropriate number of cards or post-its
- Flip-charts on:
 - Positional Negotiation Process
 - Triangle of Satisfaction

Setting up Exercises and Presentations and Teaching the Introduction to Negotiation (Cont.)

■ Mechanics

- Form pairs.
- Take allocated time to prepare your presentation of the set up of the session.
- In pairs, each makes a 10 minute presentations and receives 5 minutes of feedback on either the set-up or debrief of the exercise.

Figure 2: Triangle of Satisfaction



■ Plenary debrief

Teaching the Stages of Negotiation

■ Objectives

- Present general approach for stages of interest-based negotiation with some detail about each one
- Prepare participants to engage in interest-based negotiation simulation

■ Materials

- Flip-charts and/or cards with negotiation stages written on them
- Simulation for demonstration (optional)

■ Mechanics

- Do a demonstration (possibly contrasting positional vs. interest-based negotiation) and/or speech
- Present the concepts of creating vs. claiming value, review interests, generation of multiple options, and the concept of integrative (vs. distributive) solutions. Present the stages written on flip-chart or revealed on cards

Public Recording and using Flip-charts

Guidelines for Public Recording

- Pre-tape flip-charts
- Record even if people cannot read (Shows respect, affirms and captures what they say?)
- Don't worry about spelling (do pre-empt)
- Write letters at least 1 ½ inches high
- Use **dark colors** so they can be seen
- Alternate different colors (to separate ideas)
- Avoid **red** or light colors (**yellow**) for text (cannot be seen)

Public Recording and using Flip-charts

- Use **red**, underlines, asterisks (*) or stars ★ to I.D. important points
- Abbreviate or use shorter words for long sentences so that it does not take too long to record.....
- Use picture for an idea 
- Write down what your co-trainer says
- Circle  key ideas or agreements
- Capture what people say, and verify
- Post charts where they can be seen

Homework

Select one of the topics listed below. Prepare a 15 minute interactive presentation for tomorrow

- Positional Negotiation – What it is, attitudes and general procedures
- How positional negotiation works – Targets, opening, positions, offers/counter offers, bargaining range, etc.
- Interest-based negotiation – What it is, attitudes and procedures
- The Triangle of Satisfaction – The three types of needs and interests
- Compare and contrast positional and interest-based negotiation
- The Context for Boundary Harmonization: The Liberia Land Policy, Land Rights Act and Procedures for Community Land Recognition
- The Stages of Negotiation

Agenda Review – Day II

- Agenda Review and Preview
- Participant Presentations
- Teaching Communications
- Applying Interest-Based Negotiation in the Context of Boundary Harmonization
- Conducting Successful Negotiations between Communities to Harmonize Boundaries
- Teaching about Negotiation Preparation
- Teaching Types of Negotiation Meetings and Participants
- How to Observe and Debrief Simulations
- Homework assignments



Participant Presentations

- **Objectives**
 - Provide an opportunity to practice making a presentation or exercise
 - Demonstrate understanding of some aspect of negotiation
- **Materials**
 - Flipcharts with information on negotiation
- **Mechanics**
 - In small groups of 3, each participant prepares and makes a presentation on a topic selected on Day I , has 15 minutes for presentation and receives 5 minutes of feedback

Teaching Communication Skills: Active Listening, Framing and Reframing and asking Questions

■ Objectives

- To focus on communication skills for negotiators
- To develop attitudes that promote effective listening
- To introduce the “active listening” technique
- To deal with strong feelings so that parties can engage in effective problem solving
- To learn how to identify interests from positions
- To learn how to identify key needs, interests or concerns layered in toxic or value-laden language and reframe them
- To learn about joint-problem statements with joint interests
- To learn effective questioning techniques

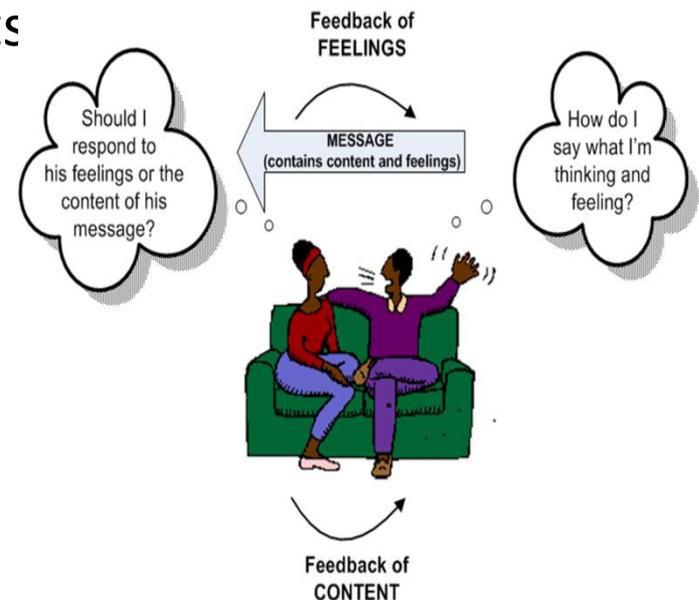
■ Materials

- Flipcharts
- Prepared active listening and reframing statements

Communication Skills-Active Listening

■ Mechanics – Active Listening

- Ask participants to brainstorm attitudes and behaviors that promote good listening and give examples. Record points on chart
- Highlight the key to good listening is being *open* to hearing what someone has to say and being *sincere*
- Explain communication has two parts: content and feelings and the role of emotions in conflicts
- Introduce active listening as a strategy for responding to feelings and explore what active listening (does)...the benefits.
- Provide an example.



Communication Skills-Active Listening

■ Mechanics – Active Listening, cont.

- Introduce steps of active listening
- Conduct ‘active listening’ practice exercise – participants form small groups and trainer reads a series of statements.
- *You took my land, occupied it illegally and now won’t give it back! You must return my land.*
- After each statement, ask participants to identify the feeling and to put it into the form of an active listening statement...”You are very upset (emotion) about (event or situation) the loss of your land and feel it was taken and is being held unfairly.
- End with a discussion of when to use/not use Active Listening – When: You want to encourage talking, need more information or clarification. When not: When you don’t want a feelings focus, people want a response or in an emergency.

Communication Skills – Active Listening Tips

■ Getting started

- Story
- Reflection exercise – in small groups, ask people to talk about a time they were very upset or had to deal with someone who was upset. What did the listener do that was helpful? Debrief and record a list of points
- Quick role play with your co-trainer. Ask participants to look for examples of effective and ineffective listening and debrief the group. Make demo entertaining.
- Give copy of statements to each person and have them written up on power point or flip charts (optional)

Communication Skills - Active Listening Tips

■ Conducting the practice exercise

- Break exercise into small steps
 1. Trainer demonstrates the exercise first - read a statement, identify the feeling, put the feeling into an AL statement.
 2. Read the next statement – ask participants to identify the feeling and elicit response. Ask group to put feeling into an AL statement.
 3. Read the next statement. Ask people in small groups to write down the feeling and write down the AL statement.
 4. Go from table to table and get responses.
- What to do if people respond incorrectly

■ Listen for skepticism...”Isn’t active listening patronizing or manipulative?” ... Remind people of the need to be genuine.

■ Feeling words

- Frustrated, furious, angry, upset, worried, delighted, afraid, disappointed, discouraged

Communication Skills-Framing and Reframing

■ Objectives

- To learn how to identify interests from positions
- To learn how to identify key concerns that are layered in toxic or value-laden language so that both parties can hear the concerns in a more constructive way

■ Materials

- Flip charts/power points
- Handout – reframing statements (optional)

■ Mechanics

- Introduce the activity – a presentation and small group exercise in how to frame problems or issues in a constructive way – from positions or with toxic language to interests and positive framing

Communication Skills-Framing and Reframing

- Introduce framing and reframing with focus on *content*
- Introduce principles of framing – Similar meaning, productive description
- Introduce types of framing with examples
 - Position to interests
 - Removal of toxicity
 - Specific to more general
 - General to more specific
- Have participants practice by hearing and responding to prepared statements that require a “reframe”
- Introduce concept of joint-problem statement. Draw diagram.
- Present interests of two parties and have participants state joint-problem statements

Communication Skills: Asking Questions

■ Objectives

- To explain the value and use of several types of questions
- To understand the difference between closed and open-ended questions
- To practice asking productive questions and a “cross-examination”



■ Materials

- List with types and examples of questions on a flip chart
 - Closed (Can only be answered with “yes” or “no”)
 - Open-ended (Allows person being questioned to respond the way they want) *“What is important for you?”*
 - Probing (Gets more information) *“Can you say more about that?”*
 - Clarifying (Gets more explanation) *“I’m a bit confused. Can you clarify this?”*

Communication Skills: Asking Questions

- Interest identification and confirming (Identifies and confirms what people want “*So what you need is X, is that right?*”
- Agreement confirming (Recognizes agreements) “*Do we agree on...?*”

■ Mechanics

- Discuss the value of questions and explain the various types
- Ask participants to work in pairs to ask and answer questions. I.D. what worked and didn't work.



Communication Skills-Framing and Reframing

■ Tips

- This is one of the most difficult units of the entire course and one of the most important. Don't get discouraged if people don't "get it" right away. Keep looping back to this skill over the course of the workshop.
- Use the orange story to help people understand the difference between interests and positions.
- Presentation must be accompanied by examples so participants can understand the complex skills involved .
- Model active listening , reframing and questioning
- Participants need to hear enough examples for them to get the concept.
- If people don't get it and active listen, reframe or ask questions in a way that is a problem, find a way correct their understanding, and at the same time keep them from losing face.
- If participants reframe, but do so in the negative, ask them to "turn it around" and state it in positive terms.
- Remember to emphasize the connection between reframing and identifying hidden interests .

Applying Interest-Based Negotiation in the Context of Boundary Harmonization

■ Objectives

- Learning about claiming and creating value, identifying needs and interests, option generation and development of integrative solutions, and reaching agreement

■ Materials

- Each of the key topics listed above written on a flipchart

■ Mechanics

- This is essentially a short speech, with illustrations
 - Discuss the difference between claiming and creating value
 - Review 3 kinds of interests (Psychological/relationship, procedural and substantive)
 - Framing a joint-problem
 - Discuss option generation – brainstorming, elaboration, links-and trades, etc.
 - Discuss procedures to identify, build and recognize agreement

Conducting Successful Negotiations between Communities to Harmonize Boundaries

■ Objectives

- To present and discuss: Team selection and formation, roles and responsibilities, mandates, community mapping and pre-negotiation coordination with neighboring communities

■ Materials

- Flip-chart with above topics on it with some details for each

■ Mechanics

- **This is an interactive presentation to elicit and present ideas on Teams:**
 - Teams – Ask: What is a team? Why one is needed? What makes a good/bad team? How might teams be selected?
 - Team roles and responsibilities – Spokespersons (solo and facilitative), team members, experts, recorder
 - Other participants – Witnesses and observers
 - Community mapping – Discussion of the process and potential stages



Conducting Successful Negotiations between Communities to Harmonize Boundaries

- **Mandates** – Review rigid and flexible, where mandates come from, and what to do if mandate needs to be revised
- **Pre-negotiation coordination with neighboring communities** – Ask participants what they think teams need to do to prepare to coordinate with other negotiators. Fill in by describing information on the list of preparatory activities in trainees' manual.



Teaching about Negotiation Preparation

■ Objectives

- Present negotiation preparation activities
- Prepare participants to participate in a simulation

■ Materials

- List of preparation activities in manual on flip-chart
- Situation Assessment/Conflict Analysis Charts

■ Mechanics

- Elicit from the group and make a presentation on preparation activities
- Apply activities to prepare for participation in a negotiation simulation

Teaching Types of Negotiation Meetings

■ Objectives

- Present the range of kinds of negotiation meetings, participants in each and when they may be needed and used

■ Materials

- Several flip charts taped
- together with a “table” drawn on them
- Packet of 5 x 8 in. index cards
- Tape “balls” to stick cards on the flip-charts



Teaching Types of Negotiation Meetings

■ Mechanics

- To prepare, review the various kinds of negotiation meetings presented in the training manual, who participates in them and why they are needed or used
- With training participants present each kind of negotiation meeting put appropriate cards on charts and lead a discussion on topics related to each – who should/could be involved, why needed, how to initiate – in the following sequence:
 - ***In-team*** – Review roles of types of spokesperson (solo or facilitative, decision-maker, experts, recorder and how they may make decisions (consensus, voting (not common) or by a decision maker)
 - ***Bi-lateral*** – Formal between-team negotiations
 - ***Constituent meetings*** – Consultation with who provided mandate
 - ***Hierarchical meetings*** – If superiors are involved who are not directly involved in negotiations

Teaching Types of Negotiation Meetings

- ***Vested interest*** or ***conciliatory meetings*** – Former for personal gain/ latter for benefit of team or constituents
- ***Sidebar*** – Private meetings between leaders
- ***Mixed interest groups*** – Small groups with members of each team established to address a specific issue or problem
- ***External party meetings*** – Talks with potentially affected or concerned parties who are not directly involved in negotiations
- ***Multilateral meetings*** – When more than two parties are involved

How to Observe and Debrief Simulations

■ Objectives

- To learn how to observe and debrief exercises and negotiation simulations

■ Materials

- Negotiation Observer Instructions

■ Mechanics

- **Sit in and observe the negotiation. Watch for attitudes, approaches, procedures, strategies and tactics that either helped or created barrier to progress and agreement-making**

Homework

Select one of the topics below and prepare a 15 minute interactive presentation that you will make tomorrow

- In relation to Who Owns this Land? Simulation – Claiming and creating value, understanding interests, generating multiple options developing integrative solutions and reaching agreements
- Introduction to teams, team roles and responsibilities, selection and formation
- Community mapping
- Pre-negotiation coordination with neighboring communities
- Negotiation preparation
- Types of negotiations in meetings

Agenda Review – Day III

- Agenda Review and Preview
- Participant Presentations
- Negotiation Simulation Set-up and Debrief Practice
- Teaching Strategies for Reaching Agreements on Boundary Issues and Resolving Disputes
- Promoting Compliance and Third-Party Assistance
- Feedback and Debrief of Workshop and thinking about future Training Programs



Participant Presentations

- **Objectives**

- Provide an opportunity to practice making a presentation or exercise
- Demonstrate understanding of some aspect of negotiation

- **Materials**

- Flipcharts with information on negotiation

- **Mechanics**

- In small groups of 3, each participant prepares a presentation on a topic selected that day before, makes a 15 minute presentation and receives 5 minutes of feedback

Teaching Strategies for Reaching Agreements on Boundary Issues and Resolving Disputes

■ Objectives

- To help participants to think about strategies and options to respond to issues they want to negotiate and how to overcome barriers to agreement

■ Materials

- Handout on Issues that may Cause Boundary Disputes and Strategies to Address Them

■ Mechanics

- Trainer should ask participants to identify potential boundary issues where they believe there will be difficulty in reaching agreement, or presents some to the group
- Trainees are asked to work in small groups for 10 minutes to develop multiple strategies to address the issue or overcome a deadlock
- Trainer leads whole group report-back session to hear from small groups
- If time allows, a second round on other issues can be presented.
- Group input can be augmented by passing out the handout on Issues that may Cause Boundary Disputes



Promoting Compliance and Third-Party Assistance to reach Agreements or Resolve Disputes

Objectives

- To understand things negotiators can do that will promote follow-through and compliance with agreements
- To understand three broad forms of assistance negotiators can seek to help negotiate agreements, and specific procedures in each
 - Help to reach voluntary agreements
 - Advice on potential settlements and agreements
 - Third-party non-binding or binding decision-making

Materials

- Training manual section on Compliance and Third-party Assistance
- Headings on the three forms of assistance and procedures in each, written on a flip-chart

Mechanics

- This section of the training program is a brief speech followed by questions and answers



Conducting and Debriefing Exercises and Simulations

■ Objectives

- To apply what they have learned about negotiation
- To help participants understand how to particular approaches, strategies and tactics affected the outcome of talks
- To elicit learnings from participants regarding what worked/did not work in negotiations
- To learn how to better prepare for future negotiations

Materials

- Physical space and set up for the simulation
- Stages of negotiation in the manual
- Handout: “Tips for Coaching Negotiation Simulations”
Negotiations“
- Roleplay/simulation

Conducting and Debriefing Exercises and Simulations (Cont.)

■ Mechanics

- Think about and make arrangement for logistics – space, simulations how roles will be assigned and handed out, reading process and time, etc.
- Explain purpose of the exercise and link to training concepts
- Provide clear instructions
- Prepare participants for the roles – e.g., address fears or dislikes of role playing
- Remain available for participants' questions
- Keep exercise on track and stop it when people have learned enough, completed the task or time is up

Conducting and Debriefing Exercises and Simulations (Cont.)

■ Tips for giving instructions

- Figure out logistics – how many groups, who gets what information, etc. otherwise the training will feel chaotic.
- Poor instructions can result in failure of an exercise or simulation
- Signal you are going to give instructions, and explain 3 times
- Don't have movement into groups at the same time you are giving instructions
- Give both verbal and written instructions if exercise is complex
- Put instructions up on flip chart or power point
- Components of instructions
 - What to do
 - How long
 - Why
 - Report back focus
 - Outputs required
- For negotiation simulations, clarify it is not important whether trainees reach an agreement. What is important is the process and the learning experience.
- Provide instructions for role players – don't "eat" the other negotiator or, alternatively, sit passively
- Practice giving instructions before the session

Conducting and Debriefing Exercises and Simulations (Cont.)

- **Debriefing exercises – types of questions to ask**
 - Questions that elicit information
 - Questions that promote analysis
 - Questions that encourage debate or deeper thinking
 - Questions that extract generalizable lessons and applications to participants lives/work
 - Questions that probe feelings
 - Questions that bring attention to the steps, stages and especially points of change or shift in the dynamics of the exercise
 - Questions regarding outcomes, solutions and agreements reached and satisfaction with them

Conducting and Debriefing Exercises and Simulations (Cont.)

■ Debriefing an exercise/simulation in plenary – Sample questions

Focus more on the process, not on the substance. Ask:

1. So those of you who just played the role(s) of negotiator, what was the experience like for you?
2. What do you think you did well, what worked for you and what worked for the parties?
3. What did the other party do that was helpful to you?
4. What did each of you do that built relationship, enable you to feel more comfortable, be more cooperative, or be more willing to settle?
5. What was hard for you in your role as a negotiator? What did you try to overcome this difficulty?
6. What might you do differently the next time you negotiate or in the future? In general? To respond to specific issues?
7. What would have been or would be helpful to you if you were a party in a real case of this type?
8. What are the “take-aways”, lessons learned or key insights that you have gained by participation in this simulation or by playing the role that you did?

Feedback on the Training Program

Feedback/ Evaluation Questions : + , -- , and

- What were important learnings?
- What was useful (emotionally, substantively, procedurally), and why?
- What did you like, and why?
- What was not useful, and why”
- What would you drop?
- What would you modify or change?
- What would you add?
- Other suggestions for improvement?



Designing Training Programs

■ Steps

- Clarify general and specific goals and purposes of the training program.
- Define what “success would look like”. (For example, what would participants have learned about be able to do?)
- Is participation voluntary or required? If the latter, how will the participants be positively engaged and committed to participate?
- Clarify the length of the training program (such as part of a day, day or multiple days), and times for beginning, ending, lunch and breaks. (If necessary, program may be broken into parts.)
- Clarify the number of people who will participate in the training program, and consider how this will impact design.
- Identify key ideas, attitudes, behaviors, approaches, procedures, strategies, tactics, skills etc. participants need to learn.

Designing Training Programs

- Consider possible approaches and procedures to teach each of the ideas, attitudes, approaches, procedures, strategies, tactics and skills participants want or need to learn
- Consider the time required for each activity and teaching method.
- Decide how to sequence teaching the above ideas, attitudes, approaches, etc. using a building-block approach – each section/activity of the program provides the foundation for the next one. Consider how to alternative exercises, speeches, discussions, small group work, simulations etc.
- Allocate time for each activity with time allocated for each one.
- Don't forget time for introductions, agenda reviews/previews and evaluation of the program.

Graduation!

