

Team Training Session 2: Teacher Notes

Role play and negotiation

Checklist:

- Get students to work in pairs for the cafe activity
 - Give one person from each pair Dr Jones notes and the other person Cardoza's notes (Supp. Handout)
 - Get students to have a go at negotiating
- 10 minutes

- Discuss info on negotiation. get the students to discuss what they could improve in their negotiation
 - Give students another 5 minutes to negotiate coconut scenario again
- 10 minutes

- Get students to discuss what they learnt and how they think it might help their group.
 - Get students to write some of this down in a 1 minute paper (paragraph).
 - **Remind the students about the negotiating contribution worksheet.**
- 6-8 minutes

NOTE: I adapted the negotiation activity from <https://www.chegg.com/homework-help/questions-and-answers/conflict-negotiation-conflict-negotiation-happen-suggest-solution-problem-q39532855> first for the University of Queensland (Supp handout #1 here) and recently for University of Nottingham (Supp handout #2 here and the one provided as the student handout).

Information

This activity is aimed at teaching the students some techniques in negotiation. Students first try the negotiation activity and become familiar with the conflict scenario. Then a discussion about techniques for successful negotiation should start the student thinking about how to solve the scenario. By then re-enacting the negotiation activity students have the opportunity to practice what they are learning. Lastly reflection on what they have learnt helps them to think towards specific situations in their own groups working on the video assignment. The activity also acts as another ice-breaker for the students and most seemed to enjoy the activity last year.

Part 1

The first part of Team Training Session 2 is focused around a negotiation scenario.

Get the students to work in pairs.

Give one person in each pair Cardoza's Facts and the other person Dr Jones's facts.

Give them a few minutes to read their handouts and then get them to negotiate the solution to the problem. **Give them just a few minutes to try for themselves (they do not need to solve it in their first attempt).**

Part 2:

Point them to the negotiation summary sheet and point out that the best way to negotiate situations is to:

- 1) Separate person from problem - don't get too emotional...target the problem to be overcome, not the people (or their backgrounds), (eg. if you don't like what the company did in the past, or if you've only heard bad things about researchers, you need to go about negotiating with a fresh start keep it specifically on the question, not on opinions).
- 2) Discuss the interests or goals to be achieved, covering as much detail as possible (eg. in their groups that might mean discussing that their interests are to get the inputs of everyone in the group in order to get the best possible marks, the interests of the other person may be to get another assignment finished)
- 3) Develop options (in the example in 2 that might mean that one option for the group is to discuss the activities and deadlines that are still to be done and perhaps give person 2 the option of which activity fits their assignment load best. The more options that are discussed the better the possible outcome).
- 4) When a decision is reached, this should be written into the meeting minutes in an objective way. (This means not writing "person 2 will try to be less lazy" but writing Person 2 has another assignment due and has agreed to work on a different activity (be specific) for the video as it fits better with their other deadlines).

Give the students another 5 minutes to re-try the coconut scenario using these 4 dot points.

Part 3:

Get students to discuss what they could improve in their negotiation skills. You can prompt them with questions like:

- Have they previously tried to negotiate but became emotional/heated about the discussion?
- When you had a successful negotiation in your group, did it fit with these 4 rules? Describe why it was successful.
- Have you ever had a discussion with someone only to realise that you were both misunderstanding each other?

Ask students if they learnt anything from the activity.

When students have discussed the activity, give them the blank page and get them to spend a minute (literally, it only needs to be short) writing what they learnt from the session and how it relates to their groups. This can be anonymous, so no need for them to put their names on the page. This will be collected for us to see if the students got the point. If you take a quick look at them, it may point out groups that may already be having problems.

Remind the students that towards the end of the assignment they will need to negotiate with their team members how much work they each did towards the assignment. (they can see the worksheet that they will need to fill out in Microsoft Teams)

Supp. handout #1

(UQ example)

Dr Jones's Facts

You are Dr Alex Jones, a biological research scientist employed by the University of Queensland. You have recently discovered that the rare frog, Tiddalick is not affected by the fungus. You have discovered that a single compound, fungifiter (a gene product) is responsible for the resistance and can be spread by mosquitos. It is hoped that it will be possible to spread the fungifiter to other species of frog and hence confer Chytrid resistance and prevent widespread extinctions. This could save hundreds of frog species. Unfortunately the Tiddalick frog only lives along a single creek at Mt Nebo, Queensland and its population is very sensitive and cannot be kept in captivity.

You've demonstrated that the compound can cross into similar species of frog and does confer the resistance to the fungus without secondary complications. The Environmental Protection Agency has approved the introduction of this gene product into a large number of parasites which can then be released into the field to infect other frogs.

Unfortunately, this summer has proven to be particularly cool and wet and the Chytrid fungus is spreading much faster than expected. You have not yet been able to synthetically produce the resistant compound in the lab and are still relying on the rare Tiddalick frog to produce the compound.

You have recently been informed that Stacey Cardoza, in big business in Brisbane, is planning to build a coffee shop on the land where the main population of the Tiddalick frog lives. If you could preserve the lower portion of the property you would be able to save the Tiddalick frog and hundreds of other species and also continue your research into the synthetic production of the gene product.

S. Cardoza is in big business in Brisbane working for a large development company. Although S. Cardoza is building the coffee shop independently of the development company, you are deeply concerned about the coffee shop. Last year the development company pushed through a development on sensitive salt marsh land and rumours suggest they paid the local council a lot of money to approve the development. Since then several rare fish species that were known to breed in the area have declined significantly. Consequently, you can't trust them any farther than you can throw them, including Cardoza.

You've been authorised by The University of Queensland to approach Cardoza to preserve the land on which the Tiddalick frog resides.

(UQ example)**Stacey Cardoza's Facts**

You are Stacey Cardoza. You work for a development company in Brisbane. Independently of the company, you have decided to build a coffee shop at Mt Nebo. You enjoy spending your weekends in the rainforest. Last year your company put a development on the salt marshes which make up the breeding grounds of many fish species and rumour has it that there was a lot of money exchanged with the local council to get the approval. Although this was not your project, you were very unhappy that there did not appear to be enough environmental impact studies done before the development commenced and you feel guilty about being involved in the company that did this. To alleviate part of this guilt you plan to build a coffee shop in the rainforest to help educate other members of the general public about the local ecosystems.

The block you have purchased includes a higher section, closer to the road where you plan to build a coffee shop and lower section with a creek running through it.

You have put in a lot of planning to minimise the impact on the local environment and the Environmental Protection Agency has given you the go-ahead to begin construction.

Recently you found out from local businesses that The University of Queensland do a lot of work in the area. One of the local businesses also had a bad experience with a professor from a different university. The professor demanded that the local business spend a lot of money building a refuge for a local mammal species. The locals were very upset that the researcher had just demanded they spend the money without any discussion about the project and they rightfully refused to cooperate.

Some of the locals have just informed you that a researcher, Dr Jones at The University of Queensland working on frogs wants to block your coffee shop from being built. You are very near the end of planning and ready to begin construction and this worries you very much. You have invested a lot of your own money in the project and don't want to see any ego-driven scientists block what you know will ultimately be a good thing for the natural environment through educating the general public. What's the point in making the general public agree to protecting natural areas if they can never appreciate what they are protecting?!

Because of the bad experience the locals have had with scientists in the area, you don't trust this Dr Jones any further than you can throw her/him!

You've decided to approach Dr Jones to prevent her/him from blocking your educational coffee shop.

**Team training session 2: Supp. handout #1
(UoN example)**

Jones's Facts

You are Dr Alex Jones, a biological research scientist employed by the University of Nottingham. You have recently discovered that the rare plant, *Malus snorkeliana* is not affected by flooding. The plant is a relative of commercial apples. You have discovered that a single compound, floodfiter (a gene product) is responsible for the resistance. It is hoped that it will be possible to spread the floodfiter to other species of apple and hence confer flood resistance and improve food security. Unfortunately *M. snorkeliana* only lives along a single creek in Sherwood Forest, UK and its population is very sensitive and cannot be propagated.

You've demonstrated that the compound can cross into similar species of plant and does confer flooding resistance without secondary complications. You have approval to cross this gene (and it's product) into a large number of apple varieties which can then be released to farmers. Unfortunately, this season has proven to be particularly wet and the commercial apples are under major threat. You have not yet been able to cross enough apples with *M. snorkeliana* and you are still relying on the isolated grove of trees for crossing.

You have recently been informed that Stacey Cardoza, in big business in Nottingham, is planning to build a coffee shop on the land where the main population of *M. snorkeliana* lives. If you could preserve the lower portion of the property you would be able to save the rare species and hundreds of other species and continue your research into apple crosses containing the floodfiter gene product.

S. Cardoza is in big business in Nottingham working for a large development company. Although S. Cardoza is building the coffee shop independently of the development company, you are deeply concerned about the coffee shop. Last year the development company pushed through a development on sensitive salt marsh land and rumours suggest they paid the local council a lot of money to approve the development. Since then several rare fish species that were known to breed in the area have declined significantly. Consequently, you can't trust them any farther than you can throw them, including Cardoza.

You've been authorised by The University of Nottingham to approach Cardoza to preserve the land on which *M. snorkeliana* grows.

(UoN example)

Stacey Cardoza's Facts

You are Stacey Cardoza. You work for a development company in Nottingham. Independently of the company, you have decided to build a coffee shop in Sherwood Forest. You enjoy spending your weekends in the forest. Last year your company put a development on the salt marshes which make up the breeding grounds of many fish species and rumour has it that there was a lot of money exchanged with the local council to get the approval. Although this was not your project, you were very unhappy that there did not appear to be enough environmental impact studies done before the development commenced and you feel guilty about being involved in the company that did this. To alleviate part of this guilt you plan to build a coffee shop in the forest to help educate other members of the general public about the local ecosystems.

The block you have purchased includes a higher section, closer to the road where you plan to build a coffee shop and lower section with a stream running through it. You have put in a lot of planning to minimise the impact on the local environment and the Environmental Protection Agency has given you the go-ahead to begin construction.

Recently you found out from local businesses that The University of Nottingham do a lot of work in the area. One of the local businesses also had a bad experience with a professor from an interstate university. The professor demanded that the local business spend a lot of money building a refuge for a local mammal species. The locals were very upset that the researcher had just demanded they spend the money without any discussion about the project and they rightfully refused to cooperate.

Some of the locals have just informed you that a researcher, Dr Jones at The University of Nottingham working on trees wants to block your coffee shop from being built. You are very near the end of planning and ready to begin construction and this worries you very much. You have invested a lot of your own money in the project and don't want to see any ego-driven scientists block what you know will ultimately be a good thing for the natural environment through educating the general public. What's the point in making the general public agree to protecting natural areas if they can never appreciate what they are protecting?!

Because of the bad experience the locals have had with scientists in the area, you don't trust this Dr Jones any further than you can throw her/him!

You've decided to approach Dr Jones to prevent her/him from blocking your educational coffee shop.

Team Training Session 2

Negotiation – some tips for your groups!

As you progress with the video assignment you will begin to experience situations of conflict. This is normal in any situation where you work with other people. Some of these conflict situations are relatively easy to overcome just by a quick discussion while others may require good research and many discussions (and yes sometimes they may feel like you are hitting your head against a brick wall!!...it happens to all of us occasionally). Learning some basic skills in negotiation can really help you manage team discussions and will give you a competitive edge when working in professional teams.

No-one is ever automatically good at negotiating. It takes practice. But there are a few things you can try to remember which might help you.

The first is that when you try to discuss a difference of opinion, try to stay on topic and not get too emotionally involved. This is very difficult, but if you walk into a discussion with a smile and casual mannerisms rather than scowling and with your arms crossed, it can make a big difference to the outcome of the discussions.

Secondly, try to look at what each person is interested in...be specific (there is an example below). What exactly do they want to achieve (such as filming footage at the coast) and what specifically do they need to achieve that (someone with a car, someone to go with them, borrow the camera at appropriate time etc).

Third, brainstorm all possible options that will allow you and everyone else to achieve their interests. The more options the better. Include everything, no matter how unlikely or unusual. Once this process begins it is often possible to find creative solutions that make everyone happy.

Lastly decide on a solution and write a “contract”. For the video assignment (and in future team projects) you can write in your meeting minutes that “regarding conflict X, solution Y was decided on which involves Joe Blob doing A and John Smith doing B”. Make this specific (and non-personal) and if you think it helpful, get everyone in the group to sign the meeting minutes.

Below are some more detailed notes on negotiation which you may find helpful as semester progresses.

Negotiation - summary

The information given here is a guide to negotiating using a method developed at the Harvard Negotiation Project called principled negotiations and has been taken from the book "Getting to yes". This method can be used in virtually any negotiation. Issues are decided upon by their merits and the goal is a win-win for both sides. The four steps of a principled negotiation are:

1. "Separate the people from the problem"
2. "Focus on interests, not positions"
3. "Invent options for mutual gain"
4. "Insist on using objective criteria"

In principled negotiations, take the view that you and all the other participants are problem solvers rather than adversaries.

Step 1: Separate the people from the problem

- Avoid letting emotions take over
- Build a working relationship by facing the problem not the people

Think of the people you negotiate with on a regular basis. Generally, the better we know someone, the easier it is to face a negotiation together. We tend to view people we don't know with more suspicion: just what is "Bob" up to? Take time to get to know the other party before the negotiation begins.

Think of the negotiation as a means to solving a problem and the people on the other side as partners helping to find a solution. Ideally both parties will come out of a negotiation feeling they have a fair agreement from which both sides can benefit.

If the negotiation feels like a situation of "you versus them" try:

1. "Raise the issue with [the other side] explicitly...'Let's look together at the problem of how to satisfy our collective interests'."
2. "Sit on the same side of the table...Try to structure the negotiation as a side-by-side activity in which the two of you - with your different interests and perceptions, and your emotional involvement - jointly face a common task."

Step 2: Focus on Interests, Not Positions

Here is an example: Roland needs coconuts to diffuse the toxic gas in the bombs but Jones needs the coconuts to cure a terrible disease. You as a third party can ask “what part of the coconut or how much of each coconut does each person need”? Jones needs the milk and Roland needs shell. The interests of Jones and Roland is to cure disease and diffuse the bombs using the milk or the shell of all the available coconuts. The positions of each person is to obtain all the available coconuts.

More often than not, by focusing on **interests**, a creative solution can be found.

It is most important to discuss all the details and reasons for each interest so that options can be discussed that cover these details (the fact that one person needed the milk and the other needed the shell rather than that both just needed the coconuts).

Step 3: Invent Options for Mutual Gain

There are four steps to generating options:

1. Separate inventing from deciding. Like in any brainstorming session, don't judge the ideas people bring forward, just get them on the board.
2. Broaden the options on the table rather than look for a single answer. Remember the men at the library? The only option they saw was opening or closing the window in the room they were both sitting in. In fact, there are many options: borrow a sweater, open a window in another room, move to a different spot, etc.
3. Search for mutual gain. In a negotiation, both sides can be worse off and both sides can gain. Principled negotiations are not about "I win" and "you lose".
4. Invent ways of making the other party's decisions easy. Since a successful negotiation requires both parties to agree, make it easy for the other side to choose. This is where putting yourself in the other person's shoes can be very valuable. What might prevent "Bob" from agreeing? Can you do anything to change those things?

Step 4: Insist on Using Objective Criteria

Negotiations are not battles of will. There is no winner and you don't need to push your position until the other backs down. The goal is to "produce wise agreements amicably and efficiently".

Once objective criteria have been developed, they need to be discussed with the other side.

1. "Frame each issue as a joint search for objective criteria."
2. "Use reason and be open to reason" as to which standards are most appropriate and how they should be applied.
3. "Never yield to pressure", only to principle.

Sometimes the other party just won't play:

In a principled negotiation, you don't want to play games with the other party and you don't want them playing games with you. In this situation try:

1. Concentrate on the merits: talk about interests, options and criteria
2. Focus on what the other party may do: try and identify the other party's interests and the principles underlying their position
3. Focus on what a third party can do: bring in a third party to assist if steps 1 and 2 aren't successful

Three final points

1. "You knew it all the time." Much of what goes into a principled negotiation is common sense.
2. "Learn from doing." You won't become a better negotiator unless you get out there and practise.
3. Winning: "The first thing you are trying to win is a better way to negotiate - a way that avoids your having to choose between the satisfactions of getting what you deserve and of being decent. You can have both."

References:

Fisher, R. and Ury, W. (1991) *Getting to Yes: Negotiating Agreement without Giving in*. Penguin Group. ISBN: 9780140157352