

Lesson 2.4D

Responding to Conflict: Negotiation Role-play



Rationale

This lesson allows students to practice all of the skills introduced in the toolkit thus far: conflict analysis, conflict styles, active listening, building relationships/trust, identifying wants and needs, and using creative problem solving in one exercise. The scenario is set in Kosovo to get students to think about how these skills can be used in conflicts that range from personal to international settings. However, the conflict could occur anywhere. If you feel that providing background on Kosovo will prove too difficult or time-consuming, you can change the setting to something more familiar to students.

Objectives

1. To improve students' negotiating skills.
2. To apply key negotiation principles and skills in an international conflict setting.

Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance
- ◆ Global Connections

Time: Two class periods if you do all of the preparation in class (one class preparation, one class role-play and discussion); one class period if you have students do their preparation at home and choose not to have them meet in like-role groups.

Materials

- Analyzing a Conflict Worksheet*
- Negotiation Preparation Worksheet*
- Negotiation Note-Taking Worksheet*
- Competing for a UNMIK Contract in Kosovo Scenario Handout*
- Competing for a UNMIK Contract in Kosovo Roles Handout*
- Source for background on conflict in Kosovo:
http://news.bbc.co.uk/2/hi/special_report/1998/kosovo/305008.stm



45 minutes

Part 1

Procedures

I. Essential Question:

How are negotiation skills useful in daily life?

II. Motivation (5 minutes)

1. Ask students to share with a partner one skill they have that makes them an effective negotiator.
2. Ask for volunteers to share their answers with the class.

III. Teacher Directed (25 minutes)

1. Tell students that they will have the opportunity to practice their negotiating skills with a partner in a role-play.
2. Depending on the level of your students' prior knowledge, review the conflict in Kosovo. You may wish to use the *Conflict Analysis Worksheet* to help them analyze the conflict in Kosovo. The negotiation scenario does not have enough detail to allow for a thorough conflict analysis (students can also do this the night before for homework).
3. Distribute the *Competing for a UNMIK Contract in Kosovo Scenario Handout* and review it with the class. Address any questions. (Again, you can distribute the scenario the day before and have students review it for homework in preparation for this lesson.)
4. Remind students of the key elements of negotiation: be prepared (conflict analysis Lesson 2.3), build a relationship and trust (use active listening skills Lesson 2.4b), think about how you want to approach the conflict (what conflict style will you use Lesson 2.2), identify wants and needs (Lesson 2.4c), look for creative solutions (Lesson 2.4c).
5. Divide students into pairs and assign one person in each pair the role of the body repair shop owner and the other the engine repair shop owner. Give students the appropriate role from the *Competing for a UNMIK Contract in Kosovo Roles Handout*.

Note: This role-play based on Kosovo is an example of an interpersonal conflict taking place in a larger conflict.

Alternative: Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two body shop owners and two engine repair shop owners. This allows students to work together in their roles and during the negotiation they can take breaks to discuss strategy among themselves.

IV. Guided Practice (15 minutes)

Preparation: Have the body repair shop owners meet on one side of the room and the engine repair shop owners meet on the other side. Have them work cooperatively to complete the *Negotiation Preparation Worksheet*.

Part 2



45 minutes

Procedures

I. Independent Practice (20 minutes)

Have everyone return to their negotiation pairs (or quads) and begin their negotiation. Give students 20 minutes to negotiate.

II. Discussion (25 minutes)

Lead a whole class conversation using some or all of the following questions:

- ◆ What were some of the results of your negotiations?
- ◆ What strategies/conflict styles did you use?
- ◆ What were some of the challenges you encountered while negotiating?
- ◆ How were you able to get beyond wants to needs?
- ◆ What did you learn from the role-play that will help you in future negotiations?
- ◆ Ask students what they know about the negotiation processes involved in the conflicts they have studied in class? If they have not studied this aspect of the conflict, have them research it.

Extension Activity

Have students research a current international conflict to see what negotiation efforts have been made. Have them report on the processes and share what challenges they see.

Lesson 2.4D WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal...)
3. **ISSUES:** What are the sources of the conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the different parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

Lesson 2.4D WORKSHEET: NEGOTIATION PREPARATION—COMPETING FOR A UNMIK CONTRACT IN KOSOVO

Directions: To prepare for your negotiation, answer the questions below.

What is your goal for the negotiation? What do you want to get out of it?

What are the key issues for you?

What do you want? What are your needs?

What strategy or conflict style will you use as you approach the negotiation?

Lesson 2.4D WORKSHEET: NEGOTIATION NOTE-TAKING SHEET

Directions: While you are negotiating, try to gain the following information.

What does the other party want?

What does the other party need (why do they want what they want)?

What conflict style are they using (competing, accommodating, avoiding, compromising, problem solving)?

What creative ways to solve the problem can you think of? How can you find common ground between their needs and yours?

Lesson 2.4D HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO SCENARIO

Background:

The place is Kosovo. The time is 2002. Terrible road conditions combined with a huge influx of émigrés returning from Eastern Europe after the war have resulted in thousands of abandoned cars scattered all along the highways.

Although the economy is starting to revive, farmers on their way to the market place and others are having trouble picking their way through the twisted hulks. The wrecks are slowing the movement of many actors in the reconstruction efforts. The United Nations Mission in Kosovo (UNMIK) has decided they will issue a contract for clean up. A body repair shop wants and needs this contract as does an engine repair shop. The two shop owners see each other in the UNMIK office when they go to submit their bids for the contract.

Lesson 2.4D HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO ROLES

Body repair shop owner: You are the proprietor of a body repair shop. You have five children and a spouse to support. Because of the war, many cars have been damaged. While you can bang out crushed doors and bent fenders on most of the vehicles, some of the damaged frames are beyond repair and you need the parts from the European manufacturer. You are unable to fill many orders because it is so difficult to get the panels and parts. Your family's needs are mounting.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he enters the waiting room. You wish you could dissuade him/her from bidding on the contract or appeal to him/her because the needs of your family are so great, but you are too proud. You decide you will try to negotiate and drive some kind of bargain with him/her.

Engine repair shop owner: You are the proprietor of an engine overhaul company. Many cars are in need of repair after the war, but it is impossible to find parts. You are only able to fix the engines of a few. You need the new parts from the European manufacturers. You are unable to fill many backorders. You have elderly parents and a family to care for.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars in your vicinity. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he/she enters the waiting room. You wish you could appeal to him/her or dissuade him/her from bidding on the contract because the needs of your family are so great, but you are too proud. You decide to try to negotiate and drive some kind of bargain with him/her.