

# Lesson 2.8

## Negotiation Role-play



### Rationale

This lesson allows students to practice all of the skills introduced in the toolkit thus far in one exercise: conflict analysis, conflict styles, active listening, building relationships/trust, identifying wants and needs, and using creative problem solving. 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 a realistic setting.

### Standards

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

**Time:** 90 minutes if all preparation is done in class; 50 minutes if preparation is done for homework the night before.

### Materials

- Analyzing a Conflict Worksheet*
- Competing for a UNMIK Contract in Kosovo—Scenario Handout*
- Competing for a UNMIK Contract in Kosovo—Roles Handout*
- Negotiation Preparation Worksheet*
- Source for background on conflict in Kosovo:  
[http://news.bbc.co.uk/2/hi/special\\_report/1998/kosovo/305008.stm](http://news.bbc.co.uk/2/hi/special_report/1998/kosovo/305008.stm).



90 minutes

**Note:** If you think researching the Kosovo background is too cumbersome for your class, you can change the context. The actual negotiation dynamics could take place in any postconflict environment, so you can switch to a context familiar to students.

### Extension Activity

Have students research international conflicts (past and present) and describe the negotiation processes. Who was involved in the negotiation? How long did it take place? What were the results? Did the negotiation process result in lasting peace? Examples include Northern Ireland; Aceh, Indonesia; Kashmir; Arab-Israeli conflict; Sudan; Balkans, etc.

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

## Procedures

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
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. (If time is a concern, have students research the conflict in Kosovo for homework the night before).
3. Distribute the *Competing for a UNMIK Contract in Kosovo—Scenario Handout* and review it with the class. Address any questions. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, look for creative solutions.
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. Distribute roles from *Competing for a UNMIK Contract in Kosovo—Roles Handout*.

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

6. 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. Distribute the *Negotiation Preparation Worksheet* and have students work cooperatively in their role groups to complete it.
7. Have everyone return to their negotiation pairs and begin their negotiation. Give students 20 minutes to negotiate.
8. Lead a whole class conversation using some or all of the following questions:
  - ◆ What were some of the results of your negotiations?
  - ◆ What strategies did you use?
  - ◆ What were some of the challenges you encountered while negotiating?
  - ◆ How were you able to get beyond positions to interests?
  - ◆ What did you learn from the role-play that will help you in future negotiations?

### Assessment:

Completed worksheets and small group/whole class conversations

## Lesson 2.8 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 2.8 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 2.8 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. When he/she comes to sit down next to you, you decide you will try to negotiate and drive some kind of bargain with him/her.

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**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. When he/she comes to sit down next to you, you decide to try to negotiate and drive some kind of bargain with him/her.

## Lesson 2.8 WORKSHEET: NEGOTIATION PREPARATION

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

What is your objective in the negotiation?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the negotiation? How might the other side react if you approach the negotiation in this way, and how will you respond?