



## NEGOTIATION MANAGEMENT TRAINING

### SEQUENCES

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## TRAINING SEQUENCES: WORKSHOP 1 (BASIC TRAINING)

<u>Step</u>	<u>Goal</u>	<u>Content</u>	<u>Design</u>
1. Introduction			
a. Presentation round	Get to know one another / Start creating a good and productive group dynamics		Short presentation by the trainer
b. Didactic objectives	Clarifying the purpose of the workshop		
c. Working principles	Ensure efficiency / Create a good learning environment / Build trust (confidentiality)	Suggested list of ground rules	Short presentation by trainer / Feedback from participants
d. Influencing: differences between telling, convincing, and negotiating	Get into the topic + consciously perceive negotiating as a daily routine		The participants draw a "sociogram" of their daily interaction on a pre-formatted sheet of paper and figure out which influencing techniques they use, when and why
e. Individual expectations	Ensure purposive learning / Allow the trainer to check once or twice during the workshop the level of training effectiveness	Questions <sup>1</sup> / Answers	Participants write down their expectations on Post-Its and stick these up on a pin wall

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<sup>1</sup> What should you have done, learned, trained by the end of the workshop to think that the time investment was truly worthwhile? / If you can do, learn, train everything you have just listed, which differences should you notice when negotiating after the workshop? Which questions would you like to address during the workshop?

<u>Step</u>	<u>Goal</u>	<u>Content</u>	<u>Design</u>
2. Underlying mechanisms	<p>a) Stress that when negotiating, the «how» (process) is as important as the «what» (content).</p> <p>b) Let participants discover and understand the mechanisms that explain what happens during a negotiation</p> <p>c) Let participants realize that negotiating is a process that they can manage in a structured way</p> <p>d) Show the differences between principled negotiation and traditional, distributive bargaining</p>	<p>Seven elements of a negotiation process:</p> <ol style="list-style-type: none"> <li>1. Organization</li> <li>2. Working relationship</li> <li>3. Perceptions</li> <li>4. Motives</li> <li>5. Creating value</li> <li>6. Claiming value</li> <li>7. Unilateral moves</li> </ol>	<p>Mixture of short theoretical inputs from the trainer and interactive exercises among the participants</p>

<u>Step</u>	<u>Goal</u>	<u>Content</u>	<u>Design</u>
3. Role-plays (several during the workshop)	<ul style="list-style-type: none"> <li>• Move from theory (understanding the mechanisms) to practice (experiencing the mechanisms)</li> <li>• Demonstrating how the mechanisms work in "real" life</li> <li>• Making visible the difference that often exists between intent and impact</li> <li>• Practicing / experimenting</li> <li>• Getting feedback / Reviewing one's own negotiating style</li> </ul>	<p>Different role-plays:</p> <ul style="list-style-type: none"> <li>• 1 vs. 1</li> <li>• 2 vs. 2</li> <li>• team vs. team</li> </ul> <p>We use role-plays developed by the Harvard Negotiation Project, and role-plays that we have developed ourselves.</p> <p>We can write custom-made role-plays reflecting a negotiation situation that is relevant for the participants.</p> <p>We can also construct on the spot a role-playing exercise based on a real case described by the participants.</p> <p>As an option, we can use an innovative online Tool that allows participants to measure their negotiation abilities: Added Insight for Training.</p>	<ul style="list-style-type: none"> <li>a) Short description of the case by the trainer</li> <li>b) Distribution of the roles</li> <li>c) Reading the written, general, and role-specific information regarding the case</li> <li>d) Preparing the negotiation (while using a check-list or an online tool: <a href="http://www.meeting-ahead.com">www.meeting-ahead.com</a>)</li> <li>e) Conducting the negotiation</li> <li>f) Debriefing and video analysis</li> </ul> <p>Role-playing is arguably the most important element of the workshop. This is where learning really occurs</p> <p>As several pairs or teams of participants negotiate exactly the same case at the same time but in different rooms, and invariably reach different results, it is then possible to discuss and recognize what explains the differences (demonstration of the mechanisms at work)</p>

<u>Step</u>	<u>Goal</u>	<u>Content</u>	<u>Design</u>
4. Exercises	Address specific issues and/or develop a skill	<p>For instance, exercises on:</p> <ul style="list-style-type: none"> <li>• how to start a negotiation (how to proceed during the first 5 minutes)</li> <li>• how to ask good questions</li> <li>• how to neutralize toxic statements</li> <li>• etc.</li> </ul>	Depends upon the exercise
5. Group work	Address specific issues	<p>For instance:</p> <ul style="list-style-type: none"> <li>• planning a strategy for a real negotiation described by a participant</li> <li>• drawing a list of lessons learned after a role-play exercise or a training sequence</li> <li>• brainstorming on one particular issue or question</li> </ul>	Depends upon the task

Remark: we select exercises or group work sessions on a situational basis, depending upon the participant's learning priorities and the observations that we make while the course is in progress.

## TRAINING SEQUENCES: WORKSHOP 2 (FOLLOW-UP)

<u>Step</u>	<u>Goal</u>	<u>Content</u>	<u>Design</u>
1. Introduction	Collect real-life stories	Inventory of experiences made since the workshop	The trainer asks participants what they have consciously tried to implement while negotiating after the workshop, what worked well and which difficulties they faced
2. Organization of the day	Ensure effective and productive learning		Based on those real-life stories, the trainer suggests a working program
3. Practical work	Consolidate what has been learned during the workshop and expand the repertoire of skills and tools	Different kind of exercises or group work sessions (e.g.: structured analysis of real cases, role-play simulations, role-reversal simulations, preparation of upcoming negotiations, etc.) and additional tools (e.g.: Currently Perceived Choice)	Depending on the inputs given by the participants

Remark: we select exercises or group work sessions on a situational basis, depending upon the real-life stories described by the participants and their learning priorities as they arise from those stories.