

# Land of Opportunity

## A Test of Negotiation Skills

**This exercise requires the students to work in groups of 5 and will take a minimum of 90 minutes including 50 minutes preparation, 30 minutes for the negotiation itself and a 10 minute debrief. You can run multiple simulations at a time using the breakout feature in teams.**

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### Learning Aims

- To understand the importance of effectively preparing for a negotiation.
- To demonstrate the importance of building a clear understanding of needs and feelings in negotiation, through effective questioning and listening.
- To show the importance of separating people and personalities from the negotiation.
- To provide the opportunity to practice negotiation and problem solving skills.

### Groups

The simulation involves people working individually representing one of the 4 parties interested in developing the land. Each simulation requires 5 participants, which includes an observer to feedback on how they thought the negotiation went from a neutral perspective. If you cannot divide your class into 5 then you could dispense with the observation role and/or have students work as a pair in the negotiation task.

### Resources

- A map for each group
- A different brief for each party within the group
- A negotiation preparation worksheet for each party
- An observation sheet for the observer





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### Tutor Notes

Land of Opportunity is designed to test negotiation skills and demonstrate the importance of careful preparation and building a thorough understanding of other parties' needs and feelings in order to come to a mutually beneficial solution.

In the simulation, individuals take on the role of a representative from one of the parties interested in developing the land. Each party has particular needs, some of which are likely to bring them into conflict with other parties. Only by working together and separating the people from the problem, will conflict be avoided and a mutually satisfactory solution found.

There is no right answer to the way the map can be divided – the learning comes from the experience of trying to find a solution acceptable to all parties.

### Preparing for the simulation

In preparation for the simulation you should decide on the tutorial session you are going to run it in and divide the class into groups of 5. You might want to allocate some participation marks specifically to this task to ensure attendance.

You will then need to distribute or provide access to briefs 1-4, one for each representative (ensuring each representative has a different brief), along with a negotiation preparation form. Briefs should not be shared with other participants in the negotiation. Learners should be instructed to read the brief and complete the negotiation preparation ahead of the negotiation task. If this is too difficult to organise, then you can run the task without the preparation and discuss how it might have gone differently had they had the opportunity to prepare.

### Introducing the simulation

Explain the group's objective is to divide the land between themselves, paying close attention to their brief in ensuring the needs of the party are fully met. If the brief states something is important to the party, then this need must be met to come to a satisfactory conclusion.

If you have not been able to distribute the briefs prior to the session you should do this now and give the learners time to prepare.

The observer should be instructed to carefully observe the behaviours of the participants and make notes that will facilitate an insightful debrief. The observer should use the observation sheet provided to assist with this.

They now have 30 minutes in which to agree how to divide the land and mark the borders on the map. After 30 minutes end the negotiation and ask each participant to spend a few minutes reflecting on the outcome. The observer from each group should then be invited to feedback on how the negotiation went. Groups can also share their experiences and outcomes from the task with one another.