

Segment: Integrative v. Distributive Bargaining

Lesson Title: Lesson 3: Orange Exercise

Grade Band: 6-12

Approximate Time to Complete: 20 minutes

Objectives: Students will be able to identify “integrative bargaining” where there is no clear winner.

Materials/Set up:

- PowerPoint slides or images (attached) for the Orange Exercise Common Ground Venn Diagram , Lesson 8, “Common Ground”

Resources:

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (50:27-56:15)
- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (2:10-2:20) (Optional)

Overview

Often people negotiate by arguing for positions (what they want). I want the car, you can't have the car. Another method of negotiating is to explore interests (what people need). For example, when someone says they want a car, maybe their interest is transportation or independence. In this activity students develop the concept of integrative bargaining, where a party seeks to understand the interests of the other party as a tool to crafting proposed agreements. The exercise includes paired work and group discussion. In this lesson students are paired and engage in a brief negotiation which builds on the experience of Segment 10: Integrative v. Distributive Bargaining, lessons #1 and #2.

Instructional Plan

1. Pair the students as before and ask them to decide between them who will be Person A and who will be Person B.

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2. Provide the following facts to the class. “Both of you (person A and person B) have been asked by their mothers to go to the store and buy an orange. When you arrive at the store at the same time there is only one orange. The shopkeeper will sell it to either one of you, but he won’t have an argument in his store. You have to come to your own agreement. There are no other stores open nearby. There are no other oranges.”
3. Tell the students that they each will receive confidential information.
4. Show the private instructions to the A’s: Your mother has asked to go to the store to buy an orange. She is making a special chocolate cake for her co-worker’s birthday and needs the skin for the orange zest.
5. Show the private instructions to the B’s: Your mother has asked you to go to the store to buy an orange. She is making a special bedtime fruit smoothie which requires the fresh juice of a whole orange.
6. Instruct the students to negotiate with their partner. Allow 5 minutes for the negotiation.
7. Gather everyone’s attention and poll each group about the negotiation experience.
8. Ask some of the following questions:
 - a) What skills did you use? (Teacher note: some possible skills include listening, using I-messages, stating positions, asking questions)
 - b) Did you ask any questions, if so what questions?
 - c) Did you make any arguments, what arguments/statements did you make?
 - d) Did you take a competitive or distributive bargaining approach? If you took a competitive approach all that happens is you and your partner argued about the orange. The negotiation becomes distributive and one person gets the orange and one person doesn’t. Or you compromise and each get half of the orange Did you take a cooperative or integrative bargaining approach? If you took an interest-based approach then the parties sought to identify the other party’s interest in the subject of the negotiation. You explore the purpose and reason for obtaining the orange. In this negotiation, each party could be satisfied entirely if the information about their underlying interests was shared.

9. Ask, “Was anyone reluctant to share why they wanted the orange?” Acknowledge that there can be risks in revealing your negotiation information, and there may be risks in holding on to it. Teacher note: At this point you may choose to show Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (2:10-2:20) as an introduction to a discussion about the costs and benefits of disclosing negotiation information. Possible benefits: the other party can accommodate your interests better if they know them, strategically disclosing information can help you understand the other side’s willingness to negotiate, disclosing your interests may save time and move the process along. Possible risks: a competitive bargaining opponent may seek to take advantage of your willingness offer information or concessions without reciprocating, or view the disclosure as a sign of weakness in your position.
10. Ask, “How might the negotiation have been different if the conversation started with the negotiators describing their interest? (My mother is making a _____). She wanted me to help her with this errand. She’s using the orange for _____), rather than their position (I want the orange.).
11. Tell students, “Both distributive and integrative bargaining is important. No one bargaining style is effective all of the time. James Baker was viewed as an expert negotiator because he adjusted his negotiation styles.” Show Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (50:27-56:15). Tell students to watch for the type of bargaining that was used. In this segment, the Berlin Wall, which divided East and West Berlin, falls. Many people in the US celebrated. The fall of the Berlin Wall had always been what the US wanted. However, Baker and the President refused to celebrate the fall of the wall. Why? Were they taking a position-based (distributive bargaining) approach or an interest-based (integrative bargaining) approach? What was the interest they were thinking of?

Teacher note: In this segment James Baker demonstrates an integrative bargaining approaching through the types of questions he asks of Schevardnadze, e.g. “What are your hopes and fears?” These were open-ended questions designed to create a strong relationship between the two of them and develop an understanding for interest-based negotiation. When the Berlin Wall fell, Bush and Baker agreed on their interest as having a long-term, positive relationship with the U.S.S.R., as there were additional challenges they had to face in the future. Bush was perceived as “off-guard” and weak by many Americans for his muted response to the fall of the Berlin Wall. Students may discuss whether this strategic choice was successful.

Extending the Lesson

Distribute the blank Common Ground Venn Diagram to students. Describe in one paragraph a conflict either in the school or the community, or find an article describing a disagreement or controversy over an issue. Ask the students to list the interests of both sides in the circles, listing their common interests in the overlapping area. Then have the students propose three solutions which take into account their common interests.

The assignment can be tailored to focus on a particular subject being studied in class.

Negotiation Instructions

- All “As” put your head down and don’t peek
- All “Bs” look up at the screen

Instructions to the Bs

Your mother says, “Go to the store. Bring me an orange. You come home without an orange and you will be in trouble.”

SWITCH!

- All As look up at screen
- All Bs put your head down and don't peek!

Instructions to the As

Your mother says, “Go to the store. Bring me an orange. You come home without an orange and you will be in trouble.”

Negotiation Time!

You meet at the corner grocery store – the only store in town.

This is the only orange left in the store; and in the whole town.



Negotiate over this orange.

Let's Try Again

- “A’s” look at screen
- “B’s” put your head down and don’t peek

Instructions to the As

Your mother says, “Go to the store and bring me an orange. Family is coming over tomorrow, I’m going to peel the orange and cut up the pulp for a fruit salad. Bring me an orange or you’ll be in trouble.”



Switch!

- A's head down
- B's look at screen

Instructions to the Bs

Your mother says, “Go to the store, bring me an orange. Family is coming over tomorrow. I’m going to peel the orange and grate the peel to flavor some orange bread I’m making. Bring me an orange or you’re in trouble.”

Negotiation Time, Again!

You meet at the corner grocery store – the only store in town.

This is the only orange left in the store; and in the whole town.



Negotiate over this orange.