



NEGOTIATING STRATEGIC CHANGE

March 28th – 30th, 2017

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Overview

The *Transforming Leadership: Women, Men, Power and Potential* is a multi-stakeholder dialogue process where we engage everyone in creating a safe learning environment to explore one another's perspectives, to look at leadership challenges in new ways, to reflect, and to be inspired.

The Berlin Lab (March 28-30, 2017) and the Tokyo Lab (August 29-31, 2017) provide an opportunity to delve deeper into the 'how' of change processes and explore how the exercise of leadership addresses conflicting agendas of multi-stakeholder groups whose support is critical to the success of reform.

'Negotiating Strategic Change' is an approach for building capacity of leaders, reformers, change agents to proactively engage multi-stakeholder groups in confronting constraints to collective action through the use of an integrated methodology: the discipline of strategic communication and the practical application of conflict management and negotiation principles and techniques.

Negotiation techniques emphasize key concepts often overlooked in more traditional, 'deal-based' negotiation training. It complements the mobilization and coalition-building framework central to the discipline of strategic communication in two significant aspects. First, negotiation focuses on the three-step process of 'inviting, convening, and facilitating,' aimed at helping stakeholders who are affected by the development problem/issue to use the negotiation process both 'away from the table' as well as 'at the table' to secure a durable agreement. Second, this negotiation approach emphasizes the value of recognizing that actors operate at different levels of interaction. A negotiation can take place between individuals. Or individuals with groups or formal organizations.

On the other hand, the conceptual framework for mobilization and coalition-building underscores the value of having a deep understanding of stakeholder motivations, attitudes, perceptions, that are sustained by a set of incentives embedded in social norms and the political economy context. When these stakeholder motivations lead to behaviors that undermine the public good, reformers within government, the private sector, civil society will need to band together and champion change in what people know and do. Change interventions succeed when people affected by change recognize that the 'benefits' of change outweigh the 'costs' of adopting new attitudes and behaviors. Stakeholder analysis is done at the more granular, and 'actor-centric' level. Actors and their behaviors are analyzed, in the context of a specific problem or decision-situation.

The intertexture of these two disciplines – strategic communication and negotiation – deepens the leader’s understanding of the motivations of actors/stakeholders at the center of the conflict and hones their skill of creating the ‘space’ to co-create options that can lead to a durable agreement.

The multi-stakeholder dialogue process is highly interactive. Using short negotiation exercises, simulations, role plays, lab participants learn the concepts and apply these in real time using real world scenarios.

The key objectives of the lab are:

- To engage critically with the challenges of transforming power relations and leadership
- To enable participants to enrich existing projects and develop new change projects in their own institution or country
- To enhance personal leadership skills in using strategic communication and negotiation approaches to build support for change
- To link lessons learned at the lab with the global discourse on gender diversity in leadership.

Day 1, Session 1

Why Engage Stakeholders?

Leaders, reformers and change agents readily agree that they need to engage stakeholders to seek their support for change. However, reformers and change agents hardly reflect on the reasons why engaging stakeholders in the change process is critical. A tick-box mentality results in the use of stakeholder engagement as a means to disseminate information about the reform, or persuade stakeholders that reforms benefit them. Stakeholder engagement is equated with advocacy and information campaigns to increase people's information about the reform. Such efforts provide sub-optimal results, which are often fleeting and non-sustainable. Effective stakeholder engagement needs to be designed to increase understanding of the stakeholder's perspective on the change initiative. The identification of reform goals, change processes, and intended results should be the product of dialogue and negotiation between change agents and stakeholders. This implies that the goal of stakeholder engagement is to assess the willingness to share power – between change agents and the stakeholders these reforms are meant to benefit.



Group Work

Why engage with the stakeholders?

Benefits

Negative consequences of not engaging with stakeholders

Difficulties anticipated in engaging with stakeholders

Plenary Discussion

Wrap Up

Day 1, Session 2

Identifying and Analyzing Stakeholders

No multi-stakeholder engagement means weak stakeholder support. Gone are the days when change interventions can be designed by a team of technical experts, discussed with a close circle of government officials, and donors, and implemented without first building broad-based understanding of the need for reform and securing support from multiple stakeholders.

Those whose lives are affected by change, whether positively or negatively, are clamoring for information and are eager to participate in the decision-making process. When these stakeholder interests are not recognized and addressed, stakeholders can organize themselves and align with media, and other influencers to question the rationale for reform. When people misunderstand why reform is needed or disagree with the proposed solution to a well-recognized problem, reforms are stalled- sometimes for months or years.

What can reformers do to engage stakeholders in the reform process? How will reformers manage expectations? What will successful stakeholder engagement look like?

Task

- To understand how strategic communication tools can be used to:
- Identify **key clients and stakeholders**
- **Frame messages** that resonate with stakeholders

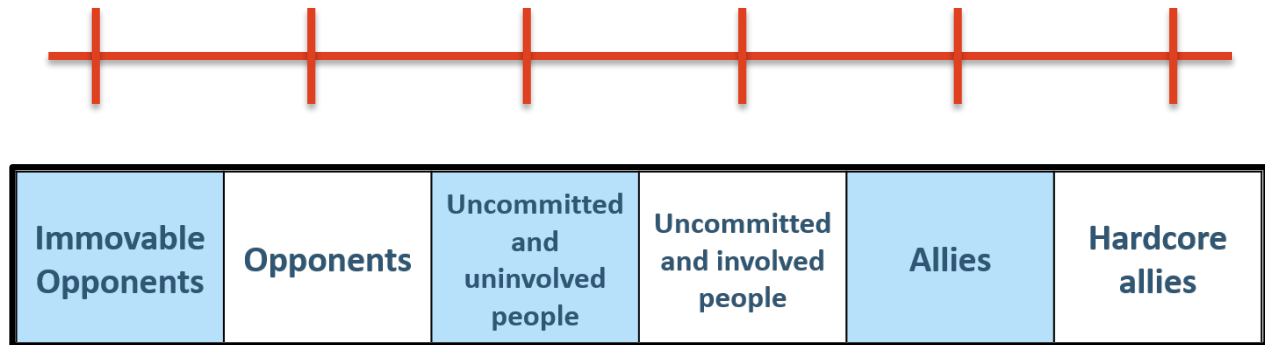
Different Perspectives

What is Strategic Communication?

Strategic Communication is:

- Knowing your **key stakeholders**
- Understanding **what they want** and **don't want** (What's in it for me? WIIFM?)
- Influencing stakeholders to work together toward a **shared goal** (What's in it for us? WIIFU?)

Targeting Key Stakeholders



Power Interest Matrix

Interest	High	“Advocates”: High interest, Low power	“Players”: High interest, High power
	Low	“The Crowd”: Low interest, Low power	“Context-setters”: Low interest, High power
		Low	High
		Power	

Day 1, Session 3

Why Change is Difficult: The Rules of the Game

Reforms are often 'stuck' because stakeholder interests and the 'rules of the game' prevent collective action needed for reforms to move forward. Without the right incentives, individuals tend to opt out and disengage rather than cooperate and support the change process.

Political economy is an academic discipline that studies the intersection between politics and economics. Politics is about who gets what, when, and how (Lasswell 1936). Economics deals with the production, consumption and allocation of goods and services. (Corduneanu-Huci, Hamilton, and Masses Ferrer 2013).

Political economy analysis provides deeper insights into the incentives faced by political actors and institutions which may hinder or advance reform agendas.

This short video animation illustrates how constraints to collective action play out and leads to difficulties in pursuing the common good. Set in a four-story apartment building, the four tenants had to discover a way to fix their shared resource- a little red elevator - despite the different interests of each tenant.

Task

- Recognize the ‘patterns’ that make it difficult for change efforts to succeed.
- Identify which of these constraints to collective action are operative in various types of change efforts.

Why do change efforts often fail?

Political Economy Defined

- The relationship (or intersection) between politics and economics.
- Politics – ‘who gets what, where, and how’ (Lasswell, 1936).
- Economics – deals with the production, consumption, allocation of goods and services.

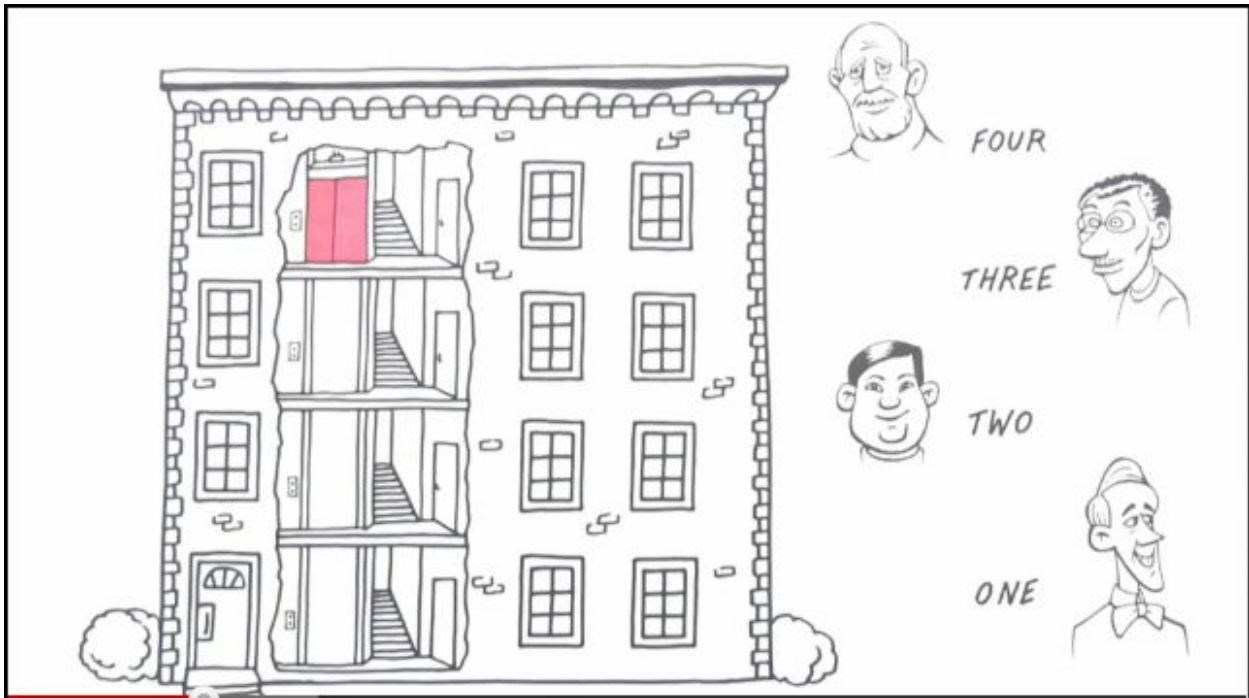
Collective Action

A *social dilemma* – If I can reap the benefits of reform without contributing to it, why should I contribute in the first place?

Video: The Little Red Elevator

<https://www.youtube.com/watch?v=0NijIzUkfbU>

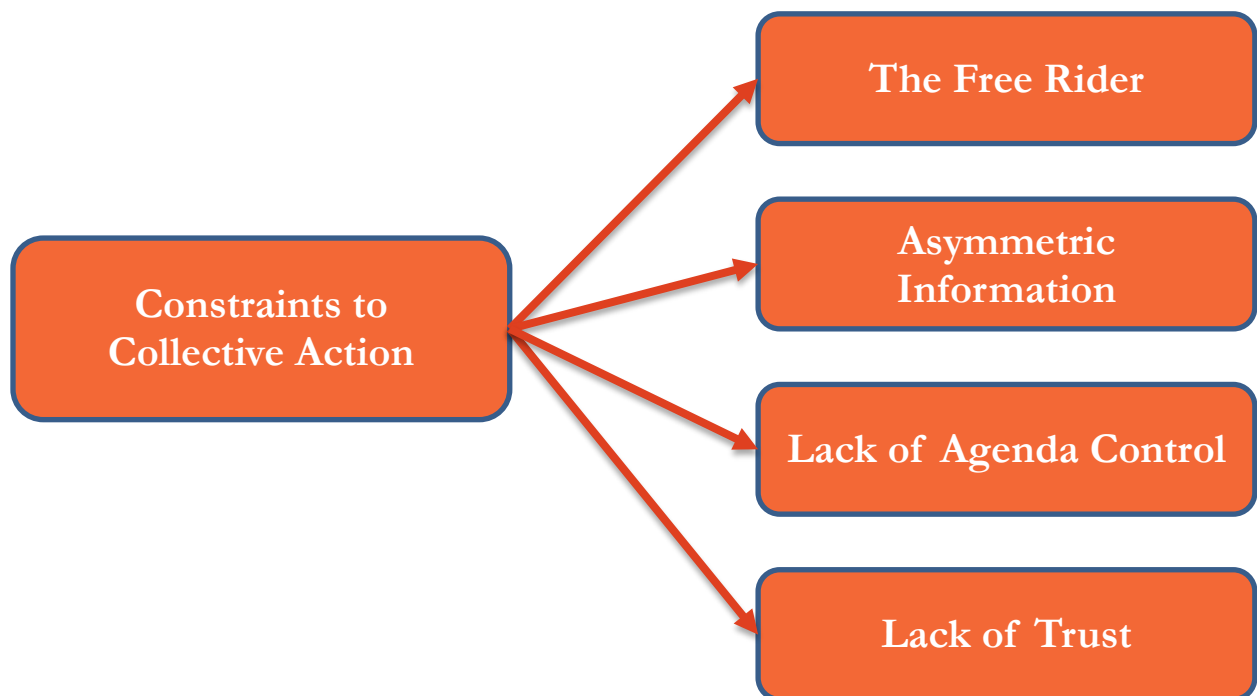
The Adventures of Eli: The Red Elevator



Reviewing Video: The Little Red Elevator

<https://www.youtube.com/watch?v=0NijIzUkfbU>

Constraints to Collective Action

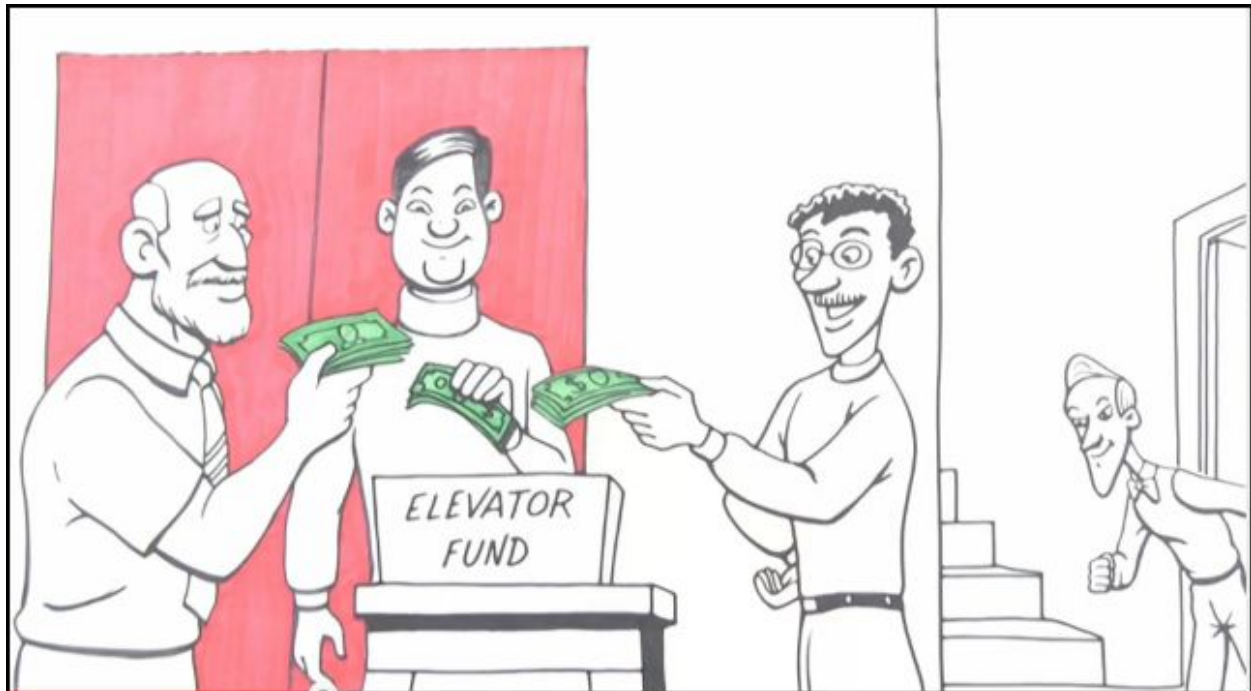


The Adventures of Eli: The Red Elevator

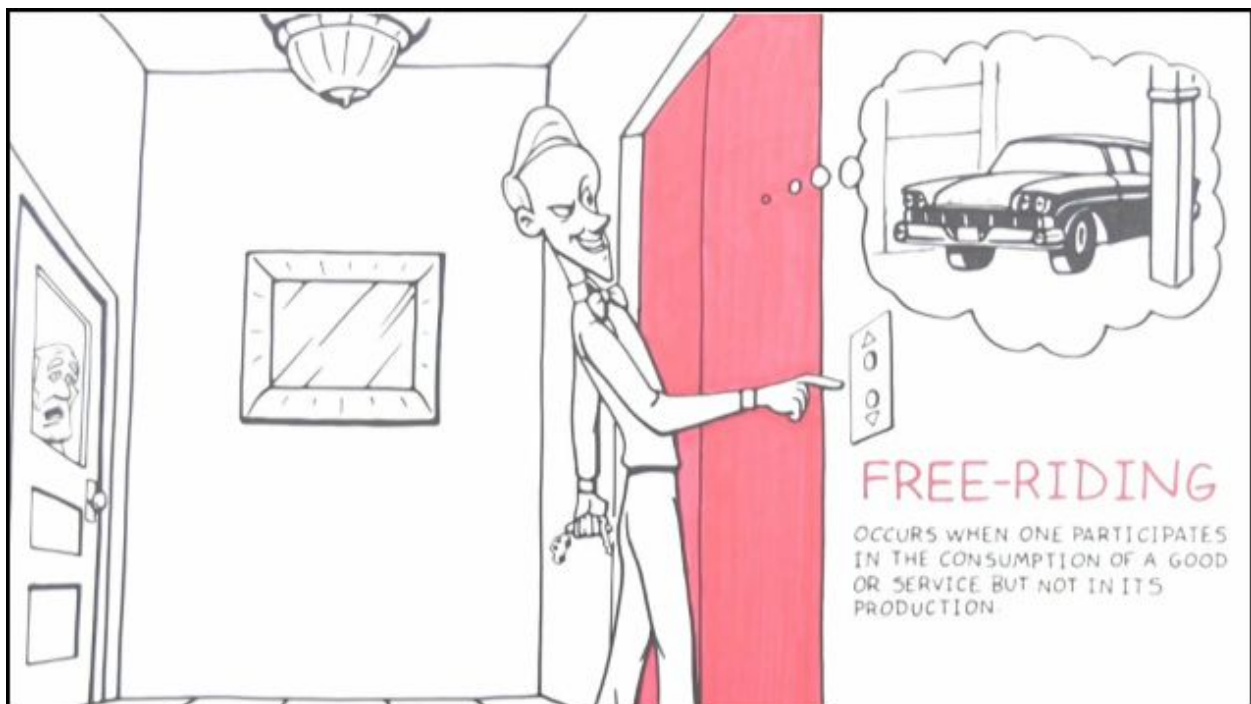


Link: <http://youtu.be/RtGfmM2PV7Y>





The Free Rider Problem



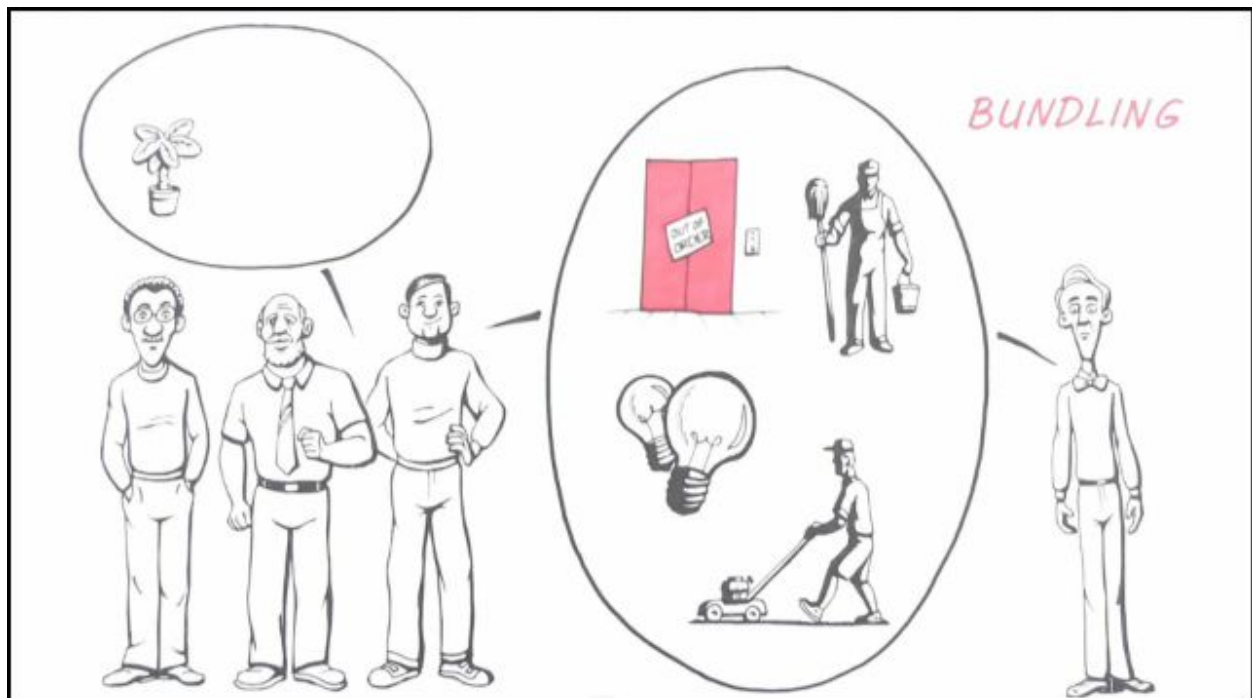
I use...
You pay...

...but the
community loses

The Free Rider Problem



The Free Rider Problem: Potential Solutions



Asymmetric Information



I know...
He doesn't...
I gain!

...but the
community
loses

Agenda Setting



I
maneuver...

I win!

Trust



“The willingness of a party to be vulnerable to the actions of another party based on the expectations that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control the other party.”

Source: Mayer *et al* , 2006

Lack of Trust



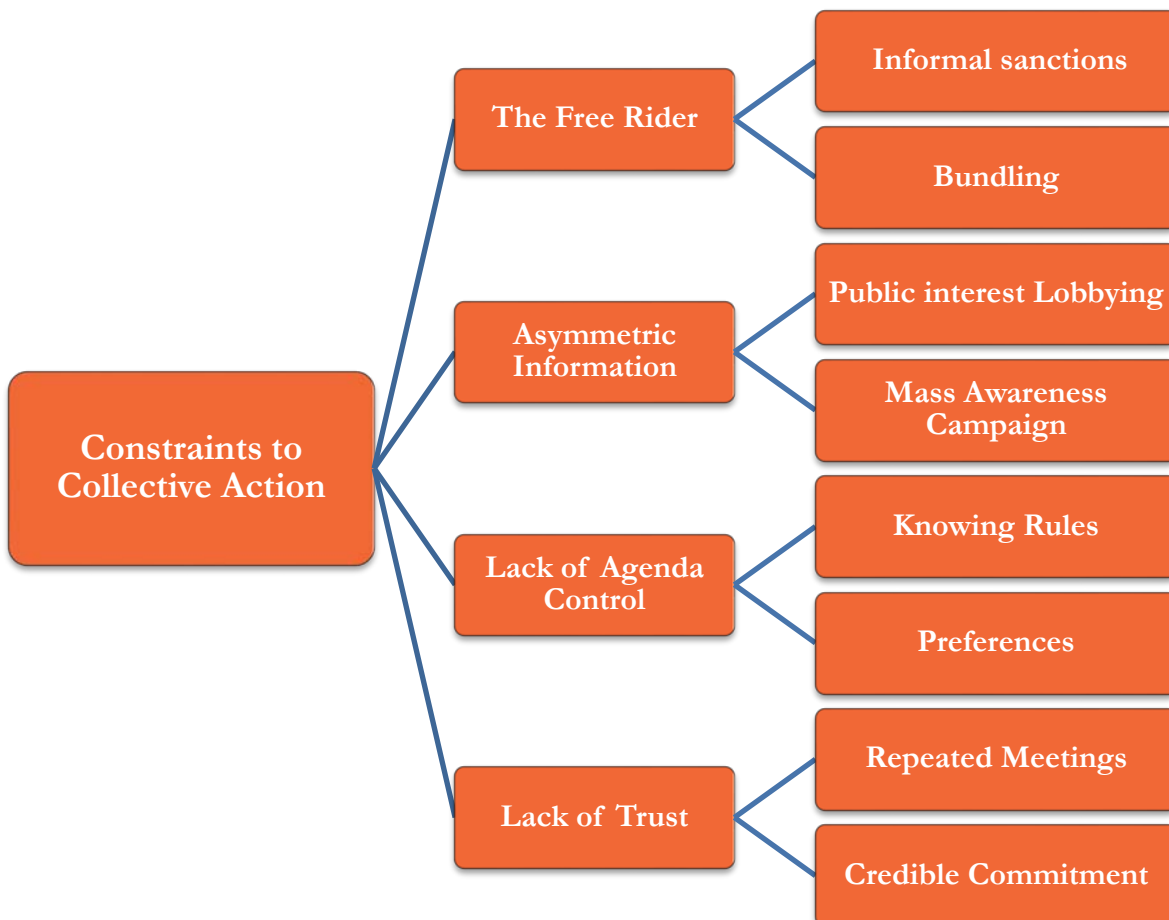
- Context specific
- History based
- Predispositions, behavioral expectations
- Increases transactional costs

Credible Commitment

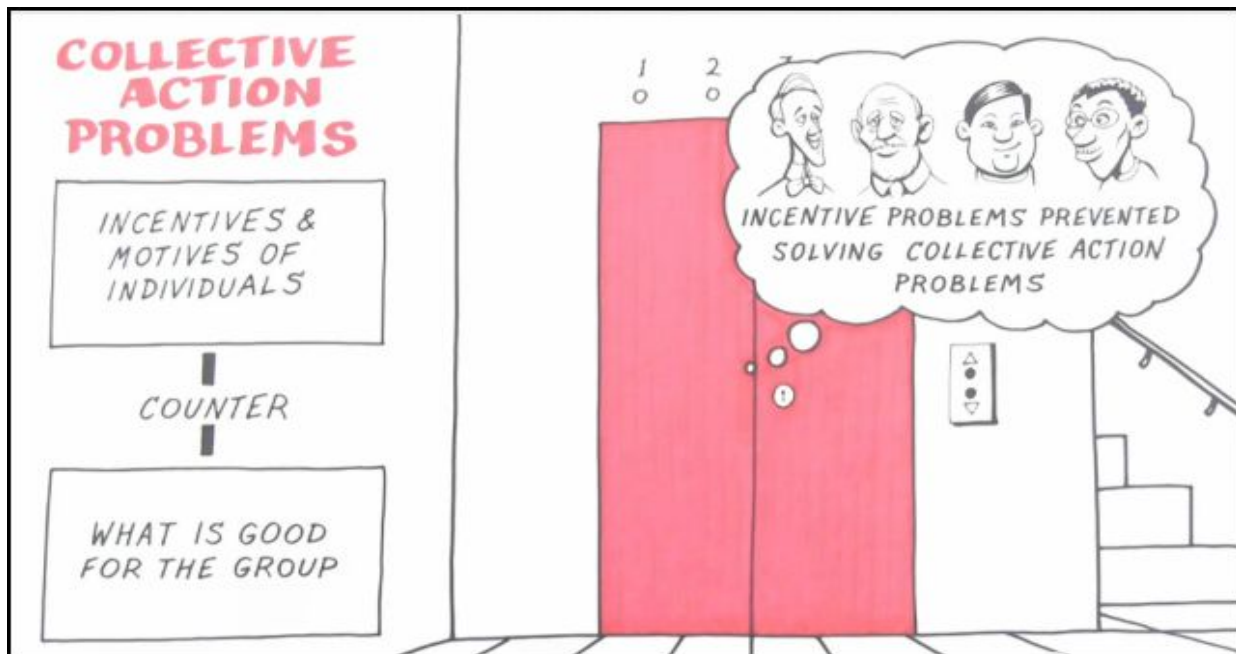


I break my
promise...
I suffer

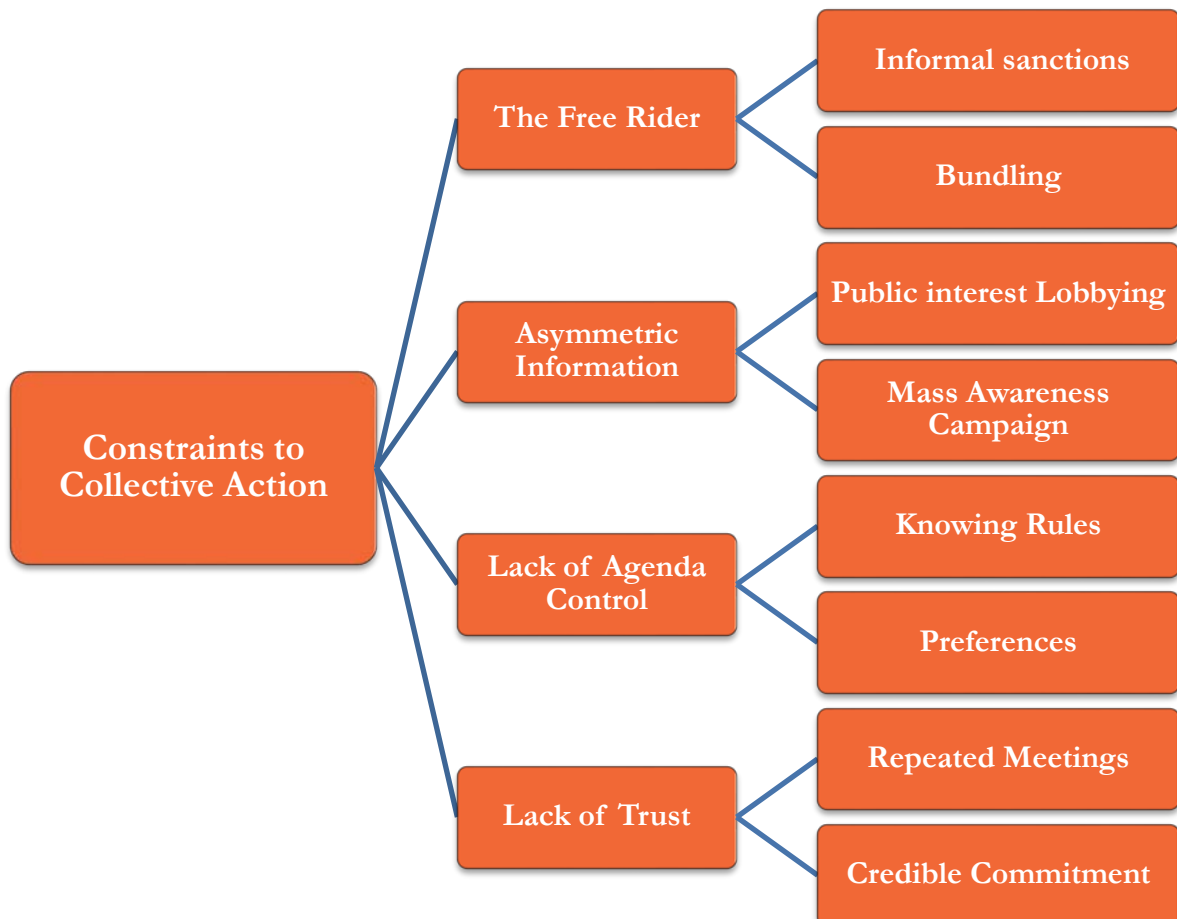
Constraints on Collective Action: What can be done?



Collective Action Problems



Constraints on Collective Action: What can be done?



Plenary Discussion

Wrap Up

When problems persist, search for ‘patterns’ - the constraints to collective action.

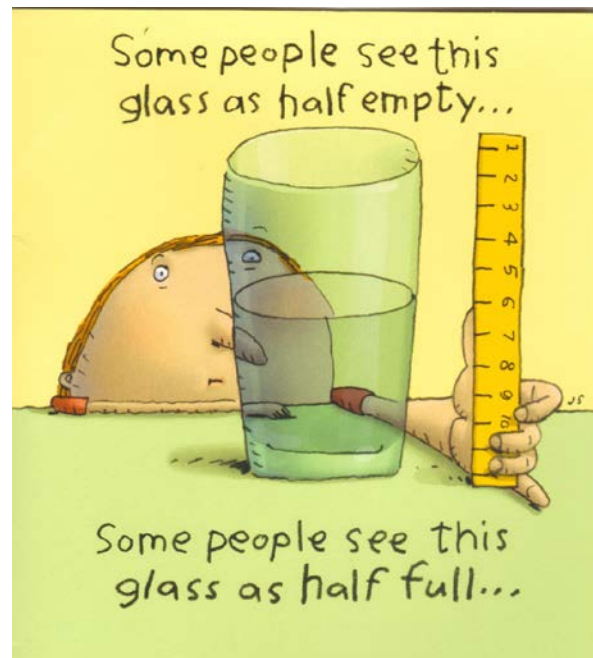
Explore ways to move from WIIFM to WIIFUS.

Day 2, Session 4

Strategic Communication

Communication for development programs that fail to focus on behavior change as its ultimate goal achieve sub-optimal results. Influencing knowledge and attitudes in ways that make adoption of new behaviors feasible is the new benchmark. Development objectives cannot be achieved unless people are willing, and able, to learn new information, change long-standing attitudes, and adopt new practices. In the age of 'information overload' communication needs to be targeted, strategic and more focused on helping people change, not only what they believe in, but more importantly, what they do.

Framing Messages



Video: The Blind Man



Link: <https://www.youtube.com/watch?v=pzjEzohHmaM>

Framing Messages



Framing

- Framing emphasizes some aspects of an issue and de-emphasizes others.
- Framing helps define issues and influences how stakeholders perceive them.
- The alternative framing of issues can influence perceptions of responsibility and lead to acceptance of new solutions.

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Framing Messages

What is the benefit (loss) for the stakeholder?

“What’s in it for me?” (WIIFM)

Problem-Solution Frame

Economic crisis as national vs. global vs. regional

National problem → Domestic solution
- E.g., erect trade barriers; “domestic jobs frame”

Global problem → Global solution
- E.g., lower trade barriers globally; WTO; “global free trade”

Regional problem → Regional solution
- E.g., growth triangles, ASEAN; “free trade areas”

Emotional Frame



Technical Frame



A man in a dark shirt is standing next to a screen displaying a table titled "DROPOUT REASONS APIS 2004". The table lists various reasons for school dropout and their corresponding percentages.

DROPOUT REASONS	APIS 2004
Lack of Personal Interest	25.3%
High Cost of Education	25.5%
Too Young for Schooling	**
Employment	26.3%
Housekeeping	11.4%
Illness/Disability	1.9%
Lack of Nearby School	1.1%
Other Reasons	7.8%
TOTAL	100%

* School age 5 yrs old
** Includes children

Mutual Gain Frames, a purposeful shift...



Mutual Gain Frames

Framing messages based on:

Shared Purpose...

Rewards...



Mutual Gain Frames

Shared Purpose

- Identity (municipality, professional group, cultural group, [family](#))
- Ideology ([political party](#); what people find meaningful)



Mutual Gain Frames

Rewards

- Resources for the [group](#), specific project, larger cause
- Efficacy (“I can make a difference!”)

Day 2, Session 5

Conflict Management

Conflict is a natural consequence and indicator of progress, development, and change. It is neutral in how the stakeholders in conflict, individually or collectively, choose to manage their perception of incompatible goals. This will determine whether the conflict enhances the prospects of concluding a durable agreement or corrodes the likelihood any agreement being reached. Conflict, therefore, can be a positive or a negative influence in reaching collective goals.

Political, Public, and Organizational will is seldom a singular condition. There are other political ideas, public stakeholders, and organizational entities with wills of their own. And because we live with an ever increasingly complex set of ideas, stakeholders, and organized bodies, each recognizing that they cannot reach their goals through independent action alone, these perceived wills collide.

Managing conflict is about increasing the chances of a positive engagement arising from misaligned wills while reducing the risks of hostile interactions, deadlocked positions and destructive options which lead to negative conflict.

Negotiation

When two or more individuals, groups, organizations or systems (IGOS) test the durability of their perceived mutual agreement, current or future, through the:

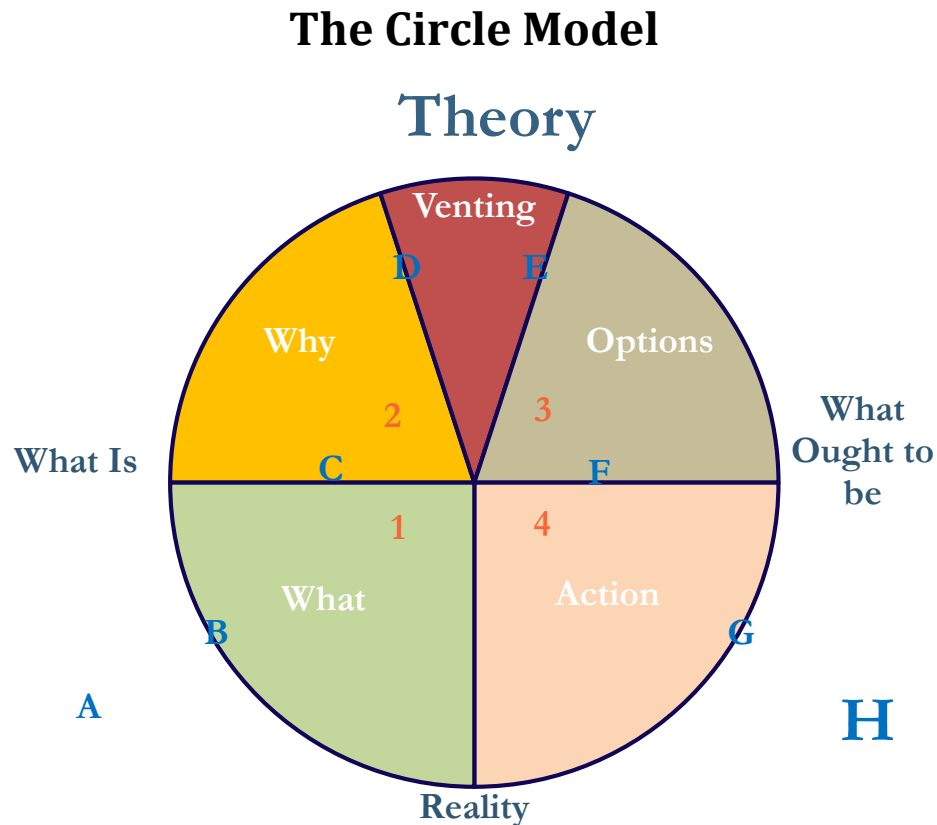
- ❖ Display
- ❖ Discovery
- ❖ Assessment
- ❖ Creation and
- ❖ Exchange of their shared and independent interests.

Why Do We Negotiate?

We can't get what we want or need independently.

We value both the **outcome** and the **relationship**.

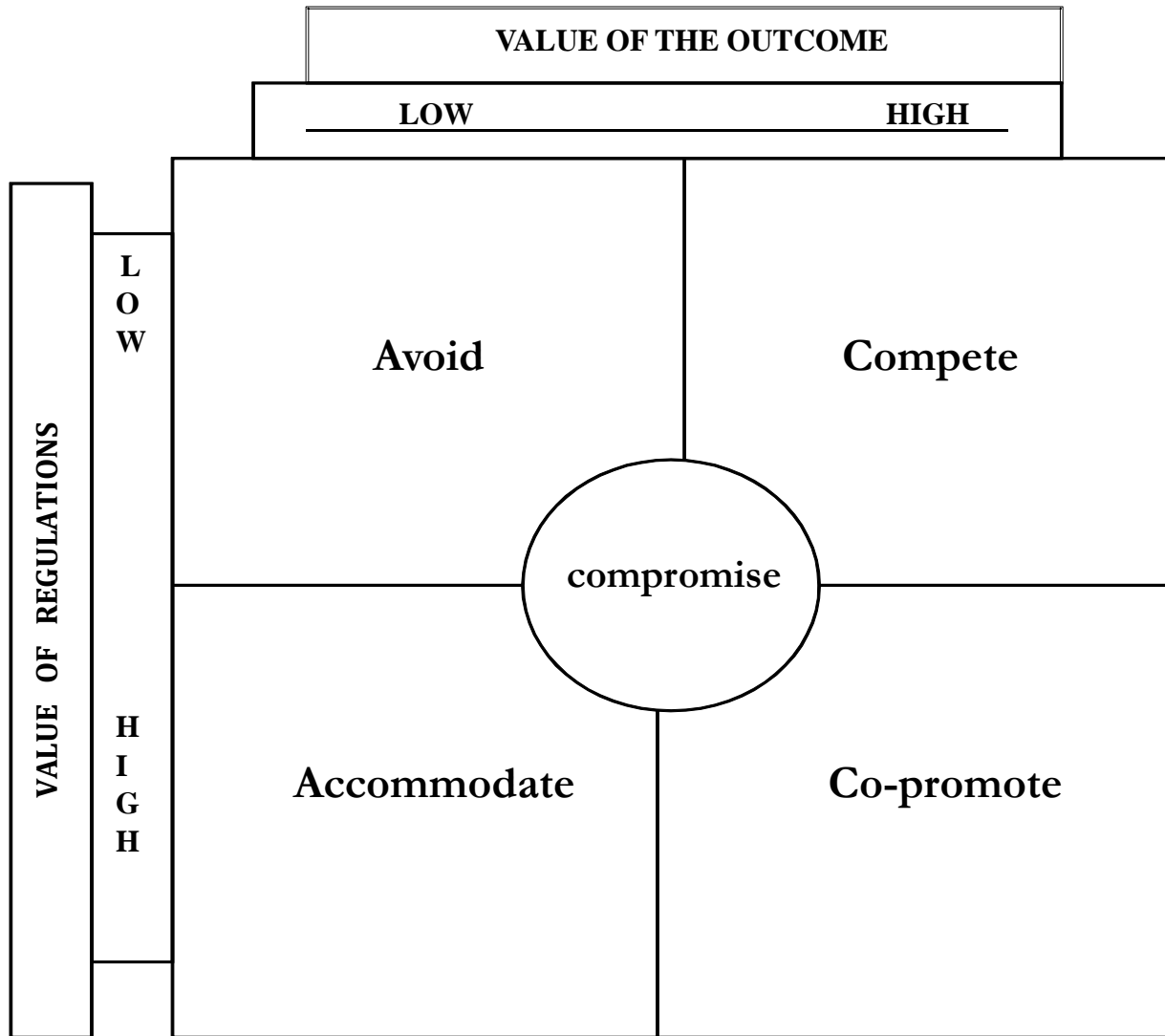
How Do We Negotiate?



Negotiation success is based on three types of satisfaction:

- **Substantive:** Did the exchange leave you with what you wanted or needed?
- **Procedural:** Did you feel that the process did not put you at a disadvantage?
- **Psychological:** Did the negotiation threaten your security; social status; self-esteem?

A Representation of Conflict Strategies



The Bali Table

Authentic Arenas for Negotiation

An **authentic arena** is a physical and psychological space, embedded in a culture(s) that prescribes the process for resolving a dispute and defines the conditions for a durable agreement.

Day 2, Session 6

Communication Styles

Participants fill out a questionnaire designed to define the individual's communication style, or preference, under two conditions: stressed and unstressed. Understanding individual communication styles helps teams recognize the team's strengths as well as its weaknesses. In pursuing change initiatives, reform teams are confronted with ever-changing situations and team members have to make decisions with inadequate, incomplete, or incorrect information. Having a deep appreciation of how team members communicate with one another helps the team anticipate potential difficulties in communication which can have a negative impact on the team's ability to get the work done.

Day 3, Session 7

5 Communication Management Decisions

Equipped with granular and actor-centric background information on stakeholders described in the case *Negotiating Strategic Change*—stakeholders' perceptions of the problem of water supply and its gender dimensions; the competing positions of various stakeholders on ways to address interlinked issues, and the underlying interests of various stakeholders—the *Five Communication Management Decisions* helps reform teams to make decisions on how messages are framed to increase the likelihood that stakeholders will work together to address a collective action problem.

5 Communication Management Decisions

Management Objective:					
Audience	Behavior	Messages		Channels	Evaluation
		Takeaway Messages	Supporting Data		

Day 3, Session 8

Co-creating the Tokyo Lab

This session focuses on brainstorming ideas, exploring pathways to implementing these ideas, challenging assumptions about what refinements are needed to enhance the effectiveness, relevance, and sustainability of change interventions.

The Tokyo Lab signals the end of this nine-month leadership journey, and the launch of the next generation of change processes and programs spearheaded by the participants of this Leadership and Innovation Lab on Transforming Leadership: Women, Men, Power and Potential.

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Author Profiles

Cecilia Cabañero-Verzosa

Ms. Cecilia C. (Caby) Verzosa is the Managing Director of Change Interventions for Development LLC, a consulting group specializing in the design of change interventions and the use of immersive learning to scale up change initiatives. In the last 20 years, she worked in various capacities at the World Bank. Her work has focused on the design and implementation of large-scale behavior change interventions, stakeholder relationship management, coalition-building, strategic communication, and conflict management. Her work in operations covers many sectors including: public sector management, governance and anti-corruption, biodiversity, health, education, water and sanitation, public-private partnerships, urban development.



She worked with country teams in Asia, Africa, Eastern Europe and Central Asia, Latin America and the Middle East. As Program Leader for WBI's Leadership program she played a key role in developing and delivering a one year leadership program for developing country teams driving difficult reforms. This program has reached some 500 participants. She was a member of the faculty for the World Bank-Annenberg Summer Institute on Reform Communication, now on its seventh year. As Communication Advisor in the External Affairs Vice-Presidency, Ms. Verzosa developed a competency-based curriculum on strategic communication, conflict management and client engagement and directed a Bank-wide Strategic Communication Learning Program which was delivered to some 8,000 participants including World Bank managers and staff, developing country government officials, leaders from the private sector and civil society organizations. She served as a member of the Knowledge and Learning Board of the World Bank Group from 2003–2009. Before joining the World Bank, she worked with two international organizations, and served as Executive Director of a social marketing consultancy group in the health sector. Published work includes: *Mobilizing Multi-Stakeholder Action for Reform* (2014); *People, Politics and Change: Building Communication Capacity for Governance Reform* (2011), a transmedia material designed to help reform teams and the trainers and facilitators who coach them, to confront difficult development challenges; and *Building Commitment to Reform through Strategic Communication: Five Key Decisions* (2009). She produced an interactive, online performance support tool, "Strategic Communication Decision Tool" (2009) and a web-compatible, interactive video, "Negotiating Difference" (2009). Ms. Verzosa has a Ph.D. in Intercultural Communication, minor in Conflict Management, (University of Maryland College Park), a Master's degree in Public Administration and a Bachelor's degree in Broadcast Communication (University of the Philippines). She can be reached at caby@changedev.com.

Thomas Fiutak

Thomas Fiutak is Senior Fellow in the Technological Leadership Institute, University of Minnesota-Twin Cities as well as Lecturer in the faculty of the Conservation Biology. He has taught Conflict Management and Mediation Systems in the Humphrey Institute for Public Affairs at the University of Minnesota and initiated and directed the Conflict and Change Center which coordinated research in the areas of negotiation, mediation models, and conflict management systems. His specific focus has been on organizational and conflict cultures and their effect on the negotiation arenas they create. Since 1985, as Fellow at the Salzburg Seminar (Austria) on Dispute Resolution, he has provided negotiation training for policy makers, government officials, educators, judges, private sector negotiators, leaders of non-government organizations, and financial officers in North America, as well as 15 other countries in Asia, Europe, and Africa. He pioneered the Negotiation distance learning process initiated through the World Bank, reaching over 600 in-country policy experts and government officials through simultaneous, real-time, satellite interactions with 16 countries in Central Europe and throughout Africa. In the Post-Soviet Era, he was part of a policy reform team targeting the integration of sustainable development policies within the changing countries of Central Europe. An active community mediator in the Dispute Resolution Center of St. Paul, Minnesota, he also has been requested, for example, to mediate refugee disputes in Germany, fishing rights treaties between Native American Tribes and the Department of Natural Resources in Minnesota, water rights issues among Minnesota, North Dakota, and Manitoba, Canada, intra-organizational disputes in the Environmental Policy Institute of the Czech Republic, territorial disputes in the Gagauz region of Moldova, and provide mediation support to the political conflict among a range of political organizations, as well as combatants and cease-fire teams involved in the Philippine/Moro Islamic Liberation Movement, Cotobato, Mindanao, 1992, 2002, and 2007. He was engaged as adviser to the Polish Constitutional Committee in 1992; key note speaker on mediation models for transition teams dealing with a unified Berlin; and has been a consultant with the World Bank from 1997–2005. A founding member of Mediators Beyond Borders, International, he co-leads the Climate Change Project and has observer status with the United Nations Convention on Climate Change, having attended conferences in Copenhagen, Panama City, Bonn, Bangkok, and Warsaw. His book, *Le Médiateur dans l'arène: Réflexion sur l'art de la médiation* (Eres, 2009), (*The Mediator in the Arena: Reflection on the Art of Mediation*) reflects his approach to mediation. His academic degrees include a doctorate, Ed.D., in Higher Education and Organizational Behavior, and Masters in College Administration, from Indiana University, and a Bachelor Degree in Humanities from Canisius College. He can be reached at conflictchange@gmail.com.

