

Beyond the Table

Infrastructure Development in Kampala, Uganda

Practitioner Guide

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Overview

A case study is a story about how a person or group of people dealt with challenges or opportunities they faced. It is based on desk research and interviews with key actors, but it does not provide analysis or conclusions. It is written from the perspective of the protagonist(s) and is designed to raise questions and generate discussion about the challenges the protagonist(s) faced. Cases are meant to help participants develop analytic reasoning, listening, and judgment skills to help them make the best decisions in other future contexts.

A case-based conversation is a way to anchor a conceptual discussion to concrete examples. It can bring a case to life and enable discussion participants to place themselves in the shoes of the case protagonist(s). It should also allow participants to surface a variety of perspectives. This practitioner guide is designed to help you run a conversation about the case, “Beyond the Table: Infrastructure Development in Kampala, Uganda.”

Role of Facilitator

The facilitator leads a conversation with a clear beginning and end, ensures that everyone is heard, and keeps the group focused. The conversation can be broken into three distinct segments: exploring the case, diagnosing the challenges, and formulating takeaways. Some facilitation tips and tricks to keep in mind are below:

BEFORE the discussion

Make sure everyone takes the time to read the case, “3-D Negotiation: Playing the Whole Game” (see Suggested Reading) and fill out the attached worksheet to prepare for the case discussion. When setting up the room, think about situating discussion participants where everyone can see each other and you. Designate a note taker, as well as a place where you can take notes on a flipchart or white board. Plan for at least forty to fifty minutes to discuss the case and takeaways (depending on participants’ familiarity with negotiation) and have a clock in the room and/or an assigned timekeeper. Mention that you might interrupt participants in the interest of progressing the conversation.

DURING the discussion

Encourage participants to debate and share opinions. State very clearly that there is no right or wrong “answer” to the case—cases are written so that reasonable people can disagree and debate different ideas and approaches. Be careful not to allow yourself or others to dominate the discussion. If the conversation is getting heated or bogged down on a particular issue, consider allowing participants to talk in pairs for a few minutes before returning to a full group discussion. Do not worry about reaching consensus, just make the most of this opportunity to practice thinking and learning together!

Case Synopsis

Uganda’s development relied heavily on the economic growth and management of its capital city, Kampala. In 2007, the World Bank awarded Kampala a \$33 million loan for institutional reforms and infrastructure development. Yet by the project’s 2010 deadline, only 30 percent had been completed. Skeptical of a new, inexperienced administration, the World Bank threatened to withdraw funding. Nonetheless, Judith Tumusiime—first as a technical consultant and then as deputy executive director of the newly established Kampala Capital City Authority (KCCA)—managed to turn the project around within two years, an almost miraculous transformation. Beyond revitalizing and completing the project’s first phase, could she convince the World Bank to invest even more in the second phase?

The case explores Tumusiime’s work to regain trust with the World Bank and persuade it to not only fund a second phase of the project, but also significantly increase its funding commitment to the city. It examines how Tumusiime navigated her team, the World Bank, other local officials, and national level government actors. By shifting attention away from the negotiation table, the case unpacks the misguided notion that a negotiation is a solely interpersonal activity, and that a broader understanding of process—specifically scope and sequence—can impact the outcome.ⁱ

Conversation Plan

Part 1: Exploring the Case (20–30 minutes)

The goal of this part of the conversation is to review the case from the point of view of the people involved. Suggested questions:

- *What was the story in this case? What challenges did Tumusiime face?*
- *Who were the parties or stakeholders?*
- *What was the negotiation? Who was involved? What were their alternatives if this deal did not happen?*

Part 2a: Diagnosing Negotiation Challenges (20–30 minutes)

In this part of the discussion, participants can analyze Tumusiime’s actions and how she should have proceeded. Before the discussion, emphasize that the group will be discussing negotiation in a broader manner than most people assume. Instead of focusing on Tumusiime’s direct negotiation with the World Bank, the group should think of the negotiation starting from the point she joined the KCCA and her actions that may have impacted the goal of a second loan from the World Bank. The worksheet helps participants think through the negotiation setup, deal design, and interpersonal tactics.

ⁱ See the [Suggested Reading](#) section for D.A. Lax and J.K. Sebenius, *3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals* (Harvard Business Press, 2006).

You can base this discussion section on these questions:

- *What was getting in Tumusiime’s way of a deal with the World Bank? Categorize these as setup, deal design, or interpersonal barriers.*
- *What opportunities did she have to address those barriers?*
- *What actions did she take?*
- *At the end of the case, do you think she did enough to submit her \$350 million proposal to the World Bank? Could she have done anything else to have better positioned herself?*

Part 2b: Application (20 minutes)

Prompt participants to think of a previous or upcoming negotiation. Ask them to individually map the parties, interests, and alternatives to an agreement, and then complete a barriers analysis in each of the three dimensions. After five minutes, participants should pair up and discuss.

Part 3: Formulating Lessons (15–20 minutes)

This part of the conversation focuses on the lessons of the case that participants will continue to reflect on and apply to challenges in their work. Some sample, high-level takeaways to review after a productive discussion are:

- Negotiation is more than interpersonal tactics and at-the-table moments. Effective negotiators consider additional elements away-from-the-table that inform their strategy, strengthen alternatives, and improve deal options.
- A barriers audit and analysis will inform the strategy going into a negotiation, especially related to the scope and sequence.

Suggested Reading

- Lax, D.A. and Sebenius, J.K., 2003, “3-D Negotiation: Playing the Whole Game,” *Harvard Business Review*, <https://hbr.org/2003/11/3-d-negotiation-playing-the-whole-game>.
- Lax, D.A. and Sebenius, J.K., *3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals* (Harvard Business Press, 2006).

Appendix

Optional Worksheet: Pre-Discussion Questions

Use this worksheet to prepare for a conversation about the case study.

1. *What did Judith Tumusiime want to achieve?*

2. *What were the setup, deal design, and interpersonal barriers Tumusiime faced?*
 - a. *Setup: Did she engage the right parties? Who were they and what were they thinking?*

 - b. *Deal design: What offer was on the table? Was there an opportunity to expand? Did she engage the right parties to maximize her gains?*

 - c. *Interpersonal: What did Tumusiime's communication with others look like?*

3. *What actions did Tumusiime take in the case to address the setup, deal design, and interpersonal barriers?*
 - a. *Setup:*

 - b. *Deal design:*

 - c. *Interpersonal barriers:*