

Clemson University

TigerPrints

Clemson TIGERS ADVANCE Instructional
Guides

Educational & Organizational Leadership

3-2020

Instructor Guides, TIGERS ADVANCE Trailblazers: Provost's Mentoring Initiative for Faculty Session 7: Negotiation with Case Study

Cynthia M. Sims

Clemson University, cmsims@clemson.edu

Angela D. Carter

Clemson University

Stephen Brown III

sbrowni@g.clemson.edu

Follow this and additional works at: https://tigerprints.clemson.edu/tigers_advance



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Sims, Cynthia M.; Carter, Angela D.; and Brown III, Stephen, "Instructor Guides, TIGERS ADVANCE Trailblazers: Provost's Mentoring Initiative for Faculty Session 7: Negotiation with Case Study" (2020). *Clemson TIGERS ADVANCE Instructional Guides*. 3.
https://tigerprints.clemson.edu/tigers_advance/3

This Article is brought to you for free and open access by the Educational & Organizational Leadership at TigerPrints. It has been accepted for inclusion in Clemson TIGERS ADVANCE Instructional Guides by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

Instructor Guides, TIGERS ADVANCE

Trailblazers: Provost's Mentoring Initiative for Faculty

Session 7: Negotiation with Case Study

Cynthia M. Sims, Angela D. Carter, and Stephen Brown III

Table of Contents

INTRODUCTION	4
COURSE OVERVIEW	4
TARGET AUDIENCE.....	5
COURSE GOAL AND OUTCOMES	5
COURSE GOAL.....	5
COURSE OUTCOMES.....	5
HOST RESPONSIBILITIES.....	5
PARTICIPANTS AND INSTRUCTORS.....	7
FINAL ARRANGEMENTS	7

Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

Session Organization

Time	What	Who
1:00-1:15	Welcome-Check in	Angie Carter
1:15-1:45	Negotiation	Angie Carter
1:45-2:15	Case Study (Diedre's Dilemma)	Break outs in Zoom
2:15-2:30	Wrap up, Survey, and Next Steps & Leadership/ & Gender Equity Philosophy	All

Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

Course Goal

Identify the overall purpose of the course and key points covered.

Course Outcomes

At the end of this session, participants will be able to:

- Recognize and apply negotiation skills
- Participate in a negotiation break out session

Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

Participants and Instructors

- Participants and instructors should be:
 - Informed of course starting and ending times
 - Advised on room location and whether it's the same for every session
 - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

Final Arrangements

One (1) week before the course:

- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

Day of the course:

- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

During the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

After the course:

- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment



Trailblazers: Provost's Mentoring Initiative for Faculty

2019-2020





Championing Gender Equity using Leadership Development & Mentoring

April 10, 2020





Program Overview

Trailblazers

Designed to provide:

- Leadership learning
- Mentoring
- Personal development
- Networking opportunities



Program Goals

- Recognize bias, raise awareness and cultivate a campus climate and institutional culture which supports gender equity.
 - Participate in and expand upon Tiger Advocates training
- Increase the recruitment and retention of women and minorities
 - Support and deliver mentoring, coaching and sponsorship activities for women, minorities and others within their departments and colleges
 - Support the Pathfinder program and learn techniques to serve as diversity advocates during candidate searches for their departments and others
- Advocate for work life balance and equitable work load distribution
- Recognize when to use different leadership styles and how others perceive their leadership styles
 - Leadership Theories explored: Transformational, Servant, Women and Diversity,
- Champion family friendly policies
 - Knowledge and communication of policies which support families
 - Advocate support of modified duty policy as appropriate



Agenda, April 10, 2020

Time	What	Who
1:00-1:15	Welcome-Check in	Angie Carter
1:15-1:45	Negotiation	Angie Carter
1:45-2:15	Case Study (Diedre's Dilemma)	Break outs in Zoom
2:15-2:30	Wrap up, Survey, and Next Steps & Leadership/ & Gender Equity Philosophy	All



Our Journey

Negotiation

Friday, April 10, 2020

Goals

At the end of this session, participants will be able to:

- Recognize and apply negotiation skills
- Participate in a negotiation practice break out session



Actions	Facilitator
Think	The objective here is to introduce negotiation
Do	Stand at the front of the room and deliver instruction
Say	<p>Opportunities to negotiate happen every day at work. Think about it, when was the last time you were asked to take on a project or extra work, you didn't wanna do it, but you thought your only choice was to say yes? - That happens to me all the time, or I've got another one for you. How about a job you thought you were perfect for, but you didn't get it? - There was a position I thought I was perfectly fitted for. I got passed over, it's 'cause I didn't push hard enough. - That can be so frustrating. - Yeah. The fact is, we all miss these opportunities to negotiate, and that's why we're here.</p> <p>In this course, we're going to teach you how to negotiate successfully at work. We'll cover how to figure out what you want.</p> <p>How to get negotiations off the ground. - How to deal with resistance, and finally, how to make agreements that are good for you and good for your organization. Our hope is that you will walk away with a set of strategies to manage moments when you need to ask for something, a new project. - Or a job, or a raise. - Or a flexible schedule. - I think we would both agree that people only get what they negotiate for. - Exactly, so don't be left behind because you failed to negotiate for yourself.</p> <p>- I hope you're as excited as we are. Let's get started.</p>

WHY NEGOTIATION IS IMPORTANT

- Manage your career trajectory
- Develop on-the-job resources
- Foster skill development and lifelong learning



Actions	Facilitator
Think	The objective here is to talk about why negotiation is important
Do	Deliver instruction
Say	<p>Negotiating for yourself has become a more important skill to create the career path you want for yourself. To manage your own career trajectory, you need to know what you want and then craft a plan for how to get there. Studies show that people who negotiate for what they need to be successful in their current role receive higher performance ratings, demonstrate more leadership potential, remain longer at their organizations, and love their jobs more. Ultimately, being successful in a role is good for you and good for the organization. Think about someone who recently was made department chair for the first time.</p> <p>She may only have some of the skills and resources she needs to make this transition into administration. On the other hand, if she were able to ask for training, or mentoring, or more support during the promotion conversation, then she'd be more likely to get the support she needs, and thereby, raise her chance of success in this new role. Contrast that with someone who took the promotion and tries to tough it out. That manager may be slower to learn the new skills, or she may burn herself out trying to manage the team and do the work.</p> <p>This person is less likely to succeed and may leave the organization prematurely when she has a chance. When you learn to negotiate for yourself, you can connect what is good for you with what is good for the organization. That's what successful leaders do. You are showing your boss that you think like a leader, and therefore, he should support you.</p>


WHAT DO PEOPLE NEGOTIATE ABOUT?

- Big N negotiations
 - Flea markets, contractors, salary negotiations, etc.
- Little n negotiations
 - Might start as a review or request
 - More emotional




Lynda.com
FROM LINKEDIN

Actions	Facilitator
Think	The objective here is to talk about why people negotiate
Do	Deliver instruction
Say	<p>Negotiating is hard. But negotiating on your own behalf, harder still. Most of us understand traditional negotiation. We buy a car. We negotiate a contract. Compared to these, negotiating for yourself at work is more difficult to initiate but also critical to your career success. Let's start by understanding some of the situations at work where you could negotiate but don't recognize it. The most obvious one is salary and other forms of compensation.</p> <p>What we get paid is clearly important. But to focus on pay alone overlooks the many other situations where negotiations can really help you achieve your career goals. Consider these situations where negotiations can help. You're offered a job that doesn't interest you. But you think your only option is to say yes. You don't recognize that you have a choice. For example, you could negotiate what job will come next if you say yes to this one. Or, you hear about a role that you think would be a good fit for you but you're not being considered.</p> <p>You can negotiate for that opportunity. We're all expected to do more with less. But you can negotiate the scope and timeline of the work. You're asked to lead a major change and you think there's a risk of failing. You can negotiate for support. All of these examples demonstrate what we call Little n Negotiations. These are the negotiations we conduct every day at work even if we don't recognize the possibilities. But these Little n Negotiations come with their own challenges.</p> <p>In contrast, more traditional negotiations, the kind we do with customers, and contractors, what we call Big n Negotiations we're negotiating for ourselves. When we conduct Big N Negotiations, we do so as agents for our organization. And many of us may have received training on how to handle these Big N Negotiations and are quite good at getting what we want from them. But why are Little n Negotiations so difficult? There's several reasons. Negotiation. It can also be a challenge to get Little n Negotiations started. These negotiations usually lack a structure. That means the onus falls entirely on us to turn what might be a review or a request into a negotiation. You have many opportunities to negotiate at work.</p> <p>Far more than just salary and title. Recognizing them sets you up to take more control of your own career</p>



COMMON NEGOTIATION PITFALLS

- Habit: You want to be seen as a helper, not a hinderer, so you say “yes” to everything
 - ✓ Reframe: think about not immediately saying yes or saying yes but I need “x”
- Habit: you had a setback and decline to ask for what you need
 - ✓ Reframe: Use the setback to ask for resources to help you succeed



Actions	Facilitator
Think	The objective here is to talk about common negotiation pitfalls
Do	Deliver instruction
Say	<p>You probably have a positive, can-do attitude at work. If somebody needs a hand with a project, you jump in. The boss needs you stay late, no problem. But these types of habits can get in the way of negotiating for yourself at work. Let's run through three common habits that might hinder your success at the negotiating table. And then lets see, what you can do about it. A common negotiation pitfall, is that we want to be seen as helpful, or a team player all the time. We say yes, to everything.</p> <p>Think back to a time that your boss asked you to help someone with their work, or plan the next client party. If you said yes immediately, you are suffering from the "Yes" Syndrome. You've been trained to say yes. But the downside to this yes, is that you can't absorb more work indefinitely, without working more hours or cutting corners on other projects. Here's a tip, any "ask" is an opportunity to negotiate. When your boss asks you to help out, you have the right to respond with an ask in return.</p>

Try this next time, "I'd love to help out. I need to think about how I'll manage the extra work and what I'll need from you to make it work. Let me get back to you with my thoughts tomorrow." This gives you the opportunity to figure out what you need to be successful, whilst still saying yes. When our boss assigns us a special project, we feel lucky to get the opportunity. If your boss taps you to lead an important project, you might feel that she knows you're doing a good job and trusts you. The problem is, we might jump to accepting the assignment without making sure we've gotten the best deal for ourselves.

Here's another tip. You have valuable knowledge that can help you in this negotiation. You know your boss has extra work he needs done and then he trusts you to do it. This is a powerful negotiation position. Use that trust to control what happens next. Try this next time, instead of taking on that extra work automatically, try asking for something in return. "That sounds like a great project, and I'd love to run it. But in order to do that, I'll need X, Y, and Z to be successful." X, Y, and Z could be an assistant, a promotion, someone to take work off your plate.

Really anything that helps you and the organization be successful. Remember, an ask is an opening to a negotiation. In this instance, you are a trusted and valuable employee. So get something you need in return. We tend to notice our mistakes and imperfections and take all the blame. When we undermine ourselves in this way, it holds us back. If you lost a big account, or you didn't meet your quarterly goals, you feel bad about your work. And that maybe justified, but it's also possible that you didn't have the support or training you needed to be successful. Asking for those things will help you succeed. But it is also good for the organization. Here's my last tip. Remember, that you are an asset to the organization. Minor work setbacks don't erase the work you do, and the value you bring everyday. Instead of using those setbacks as an excuse to not ask at work, use them as the opening to an ask. Try this next time, open with the mistake and ask for what you need to avoid it next time.

"I didn't have the best quarter and I've thought a lot about what went wrong and what I need to be successful this quarter. I need an assistant, or training, or more time to plan." Whatever you think will allow you to do your job best, and to move the conversation away from your mistakes and toward a good outcome. So let's review, we covered a few ways that we get in our own way of negotiating at work. Saying yes all the time, feeling lucky to be asked, and forgetting how valuable we are to the organization.

Keep this in mind, an ask is always an opportunity to negotiate. And you can ask for what you need to be successful.

GET NEGOTIATIONS OFF THE GROUND

- How we get in our own way
 - We limit ourselves before we even start
 - We mistake toughness for effectiveness
 - We sacrifice our own interests
- Self Reflection Exercise



Actions	Facilitator
Think	The objective here is to talk about how to get negotiations off the ground
Do	Deliver instruction
Say	<p>How We Get in our Own Way</p> <ul style="list-style-type: none"> - Sometimes we are our own worst enemy when it comes to negotiating. It is easy to miss negotiating opportunities at work but we also can get in our own way in how we approach a potential negotiation. Let's talk through a few of the more common ways we handicap our negotiating position. We focus on our own weaknesses. We think of all the reasons that we will not be able to get what we want so we back off and fail to negotiate even though we know it would be better if we could. <p>We limit ourselves before we even start. We may make the first concession in our head. We carry on a private debate and convince ourselves of all the reasons we won't be able to get what we want. We bargain ourselves down. We should remember that the opening offer is as good as it is ever going to get. If we discount before we start, we limit our possibilities for gain. Our style can also hinder us.</p> <p>We can mistake toughness for effectiveness. We see the negotiation as a game with winners and losers. We want to be on the winning side, but instead of focusing on winning, we should think about what would be good for us and good for our organization. Finally, we are too concerned about how others will see us that we forget about our own interests and concerns. We want to make sure that the other person is happy. The trap is that we say we will do it for the relationship or that we want to be fair to everyone.</p> <p>Those are admirable aims, of course, but only if your negotiation partner shares them, if not, you can sacrifice your own interests before you even enter the negotiation. Before we work on the specific strategies you can use in negotiation, start by assessing the ways you might handicap yourself at the start. On your tables is a self reflection exercise . Let's take a moment to self-analyze. Debrief: First, how do I get in my own way? Second, when have I failed to recognize negotiation opportunities? Third, what are my weaknesses that I'm too focused on? Fourth, when was a time I bargained myself down before I made the ask? Fifth, when have I tried to ensure that others are satisfied at the expense of my own needs? And finally, when have I mistaken toughness for effectiveness? Performing this self-analysis will position you better to prepare for the negotiation.</p>

GET NEGOTIATIONS OFF THE GROUND

- Know what you want



Actions	Facilitator
Think	The objective here is to talk about getting negotiations off the ground
Do	Deliver instruction
Say	<p>Know What You want</p> <p>When we negotiate for a car, we're pretty clear about what we want. We know we wanna get the best price possible and we know who's on the other side of the negotiating table. It's the dealer. But when we negotiate for leadership success, the who and the what are seldom so clear. Let's consider Jack. Jack is a team manager in training and development for a medical devices company. Jack's boss, Samantha, has asked him to help Bob, a colleague of his, whose training programs have experienced new demand.</p> <p>As a result, the quality of the programs have started to suffer. Jack is willing to help and has been working with Bob to improve the quality of the programs. And with Jack's help, they have improved, but Bob is now relying on Jack more and more, and Jack finds that he's actually doing more of the work than Bob is. Bob leaves many details until the last minute and Jack needs to jump in. Bob says they are a great team, but Jack is beginning to wonder, as he finds himself doing his own job and most of Bob's, and working long hours in the process.</p> <p>Meanwhile, Bob has been developing new programs. Jack has several choices. He can continue doing what he's doing, that is helping Bob, but he's already working long hours and this may not be able to continue indefinitely. He can continue helping Bob, but ask Bob to do a more equal share of the work. Or he can try to get more resources for his original work that's not getting done. Or he can use this opportunity to negotiate with his boss for an expanded leadership role, a promotion that would include this new work.</p> <p>In order for Jack to decide, he first needs to know what he wants. The first step in getting negotiations off the ground is to figure out what you want. You can't get what you want if you don't know what you want. If Jack wants a promotion, then helping out and seeing the good results can set him up for that. If Jack wants to work fewer hours, he needs to find a way to step back from all this extra work, or he needs to get help from Bob or another coworker. Jack decided that he enjoyed this expanded role and so wanted to negotiate to bring this new area of training and development into his domain, that is, he wanted a promotion to group manager with the added responsibilities, and of course, compensation that would go with an expanded role.</p> <p>In the rest of this chapter, we'll explore the ways that Jack worked through this negotiation</p>

GET NEGOTIATIONS OFF THE GROUND

- Know what you want
- How to Gather Information & Aim High



Actions	Facilitator
Think	The objective here is to talk about gathering information and aiming high.
Do	Deliver instruction
Say	<p>In negotiation it's a truism that aspirations become self fulfilling prophesy. If you aim high, your more likely to achieve more; Aim low and that too will be fulfilled. Let's assume you want to ask for a certain salary. Does a voice in your head say, "No way, I'll never get that." If so, you're already making the first concession in your head. Instead, you need to gather the right kind of information before you start the negotiation.</p> <p>Information is power and will help you aim high. Two kinds of information are critical to a successful negotiation; first, benchmarking information. What's common in other situations? Knowing this helps to ground your ask in the realm of the possible and provides back up for your reasoning behind the specific ask. Second, interpersonal information. Who is the other person you are negotiating with? Knowing this helps you prepare for likely twists and turns. Let's start with benchmarking information. When you benchmark, you seek information about how others in similar situations have fared. This is obvious in salary negotiations. Research clearly shows that if you have good information, much of the uncertainty or ambiguity is removed from the</p>

negotiation. But benchmarking goes beyond compensation, it includes learning about the kinds of deals other people make.

Consider Jack, who was asked to help his colleague, Bob, with training. And now wants a promotion to include those trainings as part of the new job as group leader. The kind of information that would help Jack might include a profile of group managers. What backgrounds and experience do they bring? Then Jack can see how he stacks up. How long do people stay in a team manager role before they become a group leader? What level of resources can they command? And what else do others need to succeed in the role? Gathering this type of information not only helps you set your aspirations high but it makes you feel that what you are asking for is defensible.

The more you know about what others have asked for and received, the more confident and comfortable you will feel asking for what you want. So where can you get this information? You get it from your network. In our example, Jack had a close colleague in another company who had a similar job and he spoke to this colleague about what was a reasonable ask. Once Jack understood more about the profile of group managers in the different divisions of his company, he felt even more confident that he could and should negotiate to expand his role and had some good ideas about what to ask for.

The next crucial step is gathering information about the other person in the negotiation. This is the interpersonal information we mentioned earlier. It is very important to use what you know about that person. Some things you should know: How does this person prefer to hear about your ask? Does she want a lot of advance notice before a negotiation? Does she want you to present a solution that she can respond to? Or does she want to develop one with you? Jack knew that his boss preferred to respond to actual proposals that she could then work to refine.

Jack took that into account as he continued his preparation for the negotiation. Using what you know about the other person makes it more likely that she will consider your ask with a more open mind.

GET NEGOTIATIONS OFF THE GROUND

- Know what you want
- How to Gather Information & Aim High
- How to make your value visible



Actions	Facilitator
Think	The objective here is to talk about how to make yourself visible
Do	Deliver instruction
Say	<p>Knowing what you want is an important early step in any negotiation, but the next challenge is to get negotiations off the ground. Remember, that in workplace negotiation, there's no formal structure. You have to get the other person to negotiate with you, but there are several steps you can follow. The first step is positioning yourself to negotiate. Remember, people negotiate with you because you have something they want. That something is the value that you bring to your job.</p> <p>We're not always clear about our value. It's easy to talk about what we did, how hard we work, but everybody thinks they work hard. That's not your value. Your value is what you have accomplished. The sales that have exceeded goal, the deal you made, the project that came in under budget, the great feedback from an important client or customer. But our performance does not speak for itself. When our performance has been good, even outstanding, we might not let the right people know about it for fear of being too self-promoting. To set the stage for any negotiation that might come, you need to find ways, on an ongoing basis, to let the right people know about your value. Once you know</p>

that you're going to make an ask, you need to assess your value in a currency that the other person values. That is what we call your value proposition, and there are two parts to your value proposition. The first is what you've accomplished, and the second is what the other person values.

That's what we mean by currency. You may have good rapport with your team, but that doesn't matter to a boss who's hyper-concerned about new sales or reduced costs. That's not the currency he values. Remember Jack? He was asked to help out his colleague, Bob, with his trainings, and now wants to ask for promotion. As Jack prepares to negotiate with his boss, he needs to take stock of the value he brings to the job. Specifically, the support he's been giving Bob. In order to quantify the value, Jack needs to cost his contribution. Costing a contribution is putting a dollar value on the work. Jack can compute that dollar value in terms of the timespent contributing to Bob's program. Another way to value the cost of his contribution is for Jack to identify how that work would get done if he weren't doing it. What would it cost to hire another trainer, for example. Costing his contribution can demonstrate to his boss that Jack's work is not a free good.

Second, he needs to consider ways to put a benefit to the work. How many more programs have run, and with what outcomes because of the help Jack provided to Bob. He could point to the evaluations of the program as an indicator of their improved quality. It's safe to assume that Jack's boss has little incentive to negotiate with Jack. As far as she knows, the system is working just fine. The team is getting the work done. To get his boss to negotiate with him, Jack will need to discuss his contributions and their value.

He might begin the conversation by saying, so let me tell you about the results of the programs. We've run three times as many people through them, and the reviews have been outstanding. Making your value visible helps get the other person to the negotiating table.

GET NEGOTIATIONS OFF THE GROUND

- Know what you want
- How to Gather Information & Aim High
- How to make your value visible
- Understanding your bargaining power



Actions	Facilitator
Think	The objective here is to talk about bargaining power
Do	Deliver instruction
Say	<p>Just because you're ready to negotiate does not mean you can get the other person to the table to even begin negotiation. That's why it's crucial to use your own sources of power to move the negotiation forward. In contract and budget negotiations, what we've been calling big end negotiation, the process starts when you sit down with the other party to start bargaining. In little end negotiations, we lack this kind of structure. If we want to initiate negotiations, we first have to convince the other party to negotiate with us, and that can be a challenge.</p> <p>Your boss can stall negotiations before they start, how? By refusing to meet, or by dominating the agenda, or by not really listening to you when you finally do meet. All of these tactics, whether your boss uses them intentionally or inadvertently, makes it harder for you to initiate negotiation. In order to get the other person to negotiate with you, you need to prepare to use the power that you have. There are three sources of power you have in a little end negotiation.</p> <p>The first is the power of the role. We often believe that a boss has more power than a subordinate, and of course that's usually true, but it's not the end of the story. Your boss relies on you to do certain tasks and doesn't want to lose you or have your energy</p>

focused on finding a new job. You have power, even if you are not the ultimate decision maker in the organization. The second source of power is psychological, merely feeling that you are powerful. One way to develop this is to think about situations in which you have felt powerful in the past.

Studies show that when you feel powerful, you act differently compared to times when you don't. So, before entering into a negotiation at work, picture yourself feeling powerful. The third source of power is your BATNA, your Best Alternative To a Negotiated Agreement, your BATNA. This is the best source of power. BATNA has you ask the question, what will I do if we can't reach agreement? If you have a good BATNA, that is you have a good alternative, it makes you less dependent on a possible deal.

That gives you more confidence, why? Because you have other choices. So, for example, you are less likely to accept a low salary if you have another more attractive offer. But a good BATNA also makes you feel that what you are asking for is defensible. It makes you feel legitimate asking. BATNA is an important source of power in any negotiation. But you do not want to just consider your own BATNA. You want to assess the other person's BATNA as well.

Theirs may be worse than yours. That's likely to be the case when somebody asks you to take on more work. If you were to say no, does that person have another person in mind? He may not, and if that's the case, it gives you more leverage in the negotiation. BATNA helps you assess your leverage. If you have a good alternative, then you are less dependent on a particular deal. Without a good BATNA, you're more dependent.

Same goes for the other person. If they have a good BATNA, they may have less incentive to negotiate with you. Without a good alternative, they're also dependent on making a deal. But using your BATNA can be tricky, and later we'll explore why. But for now, let's consider Jack. Recall that Jack's boss Samantha has asked Jack to help his colleague Bob deliver some trainings, and Bob now relies on Jack. Jack wants to negotiate with Samantha to expand his role, to cover this new training work.

Jack has two possible BATNAs. The first is the status quo. Status quo is always a possibility. He can continue doing what he's doing helping Bob, but doing two jobs. Or he can stop helping Bob and return to doing his own job. But if he stops helping Bob, the really valuable work he's doing will not get done. Now, that gives Jack some leverage with Samantha. Now, Jack has to consider Samantha's BATNA. If Jack continues helping out Bob and doing two jobs, Samantha has no reason to negotiate with him.

She has a really sweet deal. If, on the other hand, Jack stops helping, then Samantha's BATNA is not so good. She could hire someone else to do the work Jack is doing, or she could pressure Bob to work harder. It's important to recognize that we're not suggesting that Jack takes one action or the other, simply notice how thinking through his own BATNA, Jack can empower himself in the negotiation. So, let me share one final thought.

When you prepare your BATNA, you don't need the other party. That's why assessing your BATNA is often called negotiator self-help. Assessing your leverage is important work you really need to do to get a negotiation started.

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA



Actions	Facilitator
Think	The objective here is to talk about BATNA
Do	Deliver instruction
Say	<p>As you prepare to get the other person to the negotiation table, remember your BATNA. Best Alternative to a Negotiated Agreement. A BATNA answers this question: what alternatives do I have if I can't get an agreement done? Having a good BATNA, a good alternative, empowers you as you prepare to get the negotiations off the ground. The trick is figuring out how to use your BATNA to convince the other person to negotiate with you. Simply having a good BATNA is not enough.</p> <p>It's how you use it that matters. If you mention your BATNA directly, it is seen as a threat. For example, "If you don't give me a raise, I'll take a different job." If you say you have another offer, your boss may tell you to take it. Probably not the outcome you were hoping for. Or your boss may start to question your loyalty. Instead, let's review three ways you can use your BATNA more effectively. Approach one: state and backtrack.</p> <p>If you have another offer, you might say, "I have been contacted by another company, but I really love my job here." In that way, you let the other person</p>

know that you have an alternative but you clearly indicate that you don't intend to use it. Consider Jack who was asked to help his colleague Bob with trainings and now wants a promotion to include those trainings as part of his job. Jack could use this tactic. He might say that he could stop helping Bob because it is taking so much of his time but that he would rather not because it would be bad for Bob and bad for the group.

By doing this, Jack let's Samantha, his boss, know that his BATNA is to stop doing the extra work. At the same time, he emphasizes his good intention to not do so. Approach two: phrase your BATNA as a question. When you express your BATNA as a question, you invite the other person to consider the consequences of your exercising it. This provides them more information about your alternatives. You might say, "I've been helping the sales team a lot on sales calls lately, but what would happen if I stopped helping? Is there anyone else to help out in my place?" For example, Jack might say to Samantha, "What are some options for Bob and the training group if I stop helping?" Or, "What would happen if I had to stop helping Bob?" Well, this approach let's Samantha know about his alternative.

Jack is also inviting Samantha to consider other possible solutions. Approach three: connect what is good for you to what is good for your organization. When you use this tactic, you mention your BATNA, but you suggest that you realize it would be a problem for the organization. You might say, "I've been working long hours helping the events department plan the next conference. I am really busy and my mentor tells me I should stop helping but I'm concerned that the work won't get done and it is important to the company." If Jack uses this tactic, he let's Samantha know that he has a BATNA, but that he's a team player, concerned to do what is right for the organization.

The key to using a BATNA is not to make it sound threatening. Instead, state your BATNA and take it back. Phrase your BATNA as a question or connect what is good for you to what is good for the organization. You have more power than you think in a negotiation. The key to your power is knowing your alternatives and finding ways to let the other person know about them.

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA
 - Propose Creative agreements



Actions	Facilitator
Think	The objective here is to talk about proposing creative agreements.
Do	Deliver instruction
Say	<p>Anchor with Options</p> <p>When you negotiate at work, inevitably, your purpose is to make some kind of change. Maybe you want a new role or assignment, more credit, more resources. The challenge you face is that when you raise an issue, in the other person's mind, you can become the problem. And if you are seen as the problem, it is unlikely that you will be able to negotiate for the changes you want. Bosses don't like problems, they like solutions, so there are two strategies you can use. First, you can anchor with options.</p> <p>And two, you should be prepared to propose multiple options. So, let's first define anchoring. In negotiation, research shows that the first person who puts out an offer frames a subsequent discussion. That first offer is called the anchor because it will limit and enable the way a negotiation will proceed. In a car negotiation, the anchor is the seller's initial asking price. In a little end negotiation, the anchor is the options that you bring. You wanna anchor with an option that is favorable to you, but that also work for the other person.</p>

This has the added benefit of moving the discussion away from the problem you were raising and toward a solution. In addition to anchoring, you want to propose more than one workable solution. Propose one option and you give the other person only one choice, yes or no. But if you propose multiple options, you shift the discussion from a yes or no to which option works best, A or B. Let's consider Sarah. Sarah is a marketing manager. She'd like to establish a flexible work schedule to accommodate her new family responsibilities.

She just had her second child. She'd like to come up with a solution to solve her problem. With her new family responsibilities, her schedule just doesn't work well for her anymore. If Sarah raises the issue with her boss Jason, she creates a problem for Jason. From his perspective, the current schedule works well for everybody else in the department except Sarah. Instead of complaining to Jason about the schedule, Sarah approaches him prepared with a creative idea on how to modify her schedule without disrupting others on the team.

So, let's say Sarah proposes to Jason that she would like to work four 10-hour days. In doing so, she's anchored the negotiation around a flexible schedule. From here, the negotiation will likely revolve around the best schedule, one that meets both Sarah's needs and the team's needs. Most importantly, this kind of anchoring shifts the discussion away from the problems and towards solutions. Additionally, Sarah came prepared with more than one proposal, so she can lead Jason towards one of her workable options, not simply a yes or no to her request for a flexible schedule.

So, Sarah might say, I'd like a flexible schedule, but I want to do so in a way that is least disruptive for the rest of the group. I have two ideas, one I work four 10-hour days, or two, I work nine to three every day in the office and then I finish out the work day at home. Which would work better for the group? Proposing two possible schedules allows Sarah and Jason to discuss the potential options and refine them together. Remember, start your negotiation by anchoring with multiple options.

This will help you frame the negotiation around workable solutions, and move you quickly away from being seen as the problem.

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA
 - Propose Creative agreements
 - Anchoring and Framing for Mutual Benefit

Lynda.com
FROM LINKEDIN



Actions	Facilitator
Think	The objective here is to talk about mutual benefit
Do	Deliver instruction
Say	<p>Anchoring and framing are two beautiful skills you have to master to be an effective negotiator, and I have great news for you. You've been anchoring and framing all your life. I'm just going to turn the light on so you can see what you've been doing. Anchoring is landing your idea or request. You anchor with numbers, say when you ask for a 20% raise. And you anchor with ideas or proposals, say when you ask permission to work remotely. Framing is building a perspective.</p> <p>It's how you package or backup your request. Now going back to the remote work example, let's put the two together. You might say this: "Now that I've been given responsibility "for managing three new projects, "I'm really concerned about meeting deliverables on time. "What I'd like to propose is working remotely on Fridays "so I can dot all the I's "and cross all the T's without interruption. "How can you help me work that out?" So let's break it down.</p> <p>The anchor was the request to work remotely, and the frame was the concern for meeting deliverables on time. If you were making this request, what I want you to notice is how the framing is not just about why remote work is good for you, but how it will benefit your team or company. What's in it for them? So when you tie your request to quantifiable business case reasons like efficiency and productivity or money saved and money earned, you increase your chances of getting to yes.</p> <p>After you anchor and frame, you want to finish with a diagnostic open-ended question so you can jump-start conversation and brainstorming. How can you help me work that out is a crafty little question. It assumes that your conversation partner wants to help you work it out, and that all there is to do is to figure out the how. Now here's one final point about anchoring. Resist the temptation to negotiate against yourself by saying things like, "I know it's a lot to ask, but," or "Remote work would be great, but I'd be happy "with just an occasional day here and there." To help you build your skill in anchoring and framing, check out the examples I've provided in the exercise files.</p> <p>You can use it as a template and adapt it with the specifics of your request. So, be definite. Anchor and frame with confidence and let your request land. Doing this demonstrates your leadership and helps you find your way to a better deal.</p>

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA
 - Propose Creative agreements
 - Anchoring and Framing for Mutual Benefit
 - Listening and Building Tactical Empathy

Lynda.com
FROM LINKEDIN



Actions	Facilitator
Think	The objective here is to talk about building tactical empathy
Do	Deliver instruction
Say	<p>From the time you start school as a small child to the time you finish your degree studies and beyond, you're trained to have the right answer. And to be able to defend your answers and positions. So it's no wonder when we make a proposal that gets met with rejection, our knee jerk reaction is to double down and defend it. We have to unlearn this behavior as negotiators. Remember, negotiation needs to be slow and relational as opposed to fast and transactional. And once you anchor and frame your request, in all likelihood, you're going to meet some resistance. When you do, your goal is to generate more possibility to expand the conversation rather than wind on down to a ho-hum compromise. And that requires impeccable listening. Listening fulfills the basic human need to be heard and understood. And shows your conversation partner that you're making an effort to truly understand their perspectives and interests.</p> <p>Listening also helps you build tactical empathy. Now this is a term coined by Chris Voss in his book <i>Never Split the Difference</i>. It's tactical because you're taking in body language and hearing what's being said and what's not being said and using what you learn to move the negotiation forward. So here are three tactical listening skills that will help you turn things around in your favor. The first is called labeling or naming your conversation partner's perspective. So let's say you're negotiating for permission to work remotely and your boss says, look, part of your job is to be available to put out fires on the fly and I need you here. And you say, it sounds like you're worried I won't be responsive. And she says, yeah that's right. So labeling names her worry and gives you a point of agreement. Now at this point, your first impulse might be to jump in and try to change her mind. Do not bother. Instead, ask a diagnostic question like what if we brainstorm some strategies for assuring responsiveness? Now you have the opportunity to find your way to yes.</p> <p>The second tactical listening skill is mirroring. This is repeating the last few words or critical words in your conversation partner's reaction to your request. In the remote work example, your boss says, I'm worried you won't be responsive. And you mirror back, I won't be responsive? You're matching your boss's delivery and tone. Now the psychological value of mirroring is that it's a very subtle challenge and most people will be compelled to elaborate. And when they do, you'll have yet another opportunity to ask a diagnostic question that unlocks a solution. The third tactical listening skill is silence. In the remote work example, you say, sounds like you're worried I won't be responsive. And your boss says, that's right. And right there, you pause. Now people tend to get uncomfortable with too much white space and in that silence, they'll often step in with the very solution you were looking for. So take things slowly. Listen, label, mirror and use silence to nudge the conversation forward and to create more potential for agreement.</p>

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA
 - Propose Creative agreements
 - Anchoring and Framing for Mutual Benefit
 - Listening and Building Tactical Empathy
 - Identify Your Interests, Issues & Positions

Lynda.com
FROM LINKEDIN



Actions	Facilitator
Think	The objective here is to talk about identifying your interests, issues, and positions
Do	Deliver instruction
Say	<p>What's the key to a good negotiation? Knowing what you want. But you can't get what you want if you don't know what that is. To clarify what you want, you need to understand the difference between the issues you are negotiating about, your position on those issues, and the interests that back up your positions. Let's review the concepts of issues, positions, and interests, one at a time. Issues are the subjects of your negotiation. They are what you are negotiating about.</p> <p>It might be salary, a new role or opportunity, or a different work schedule. It is the issue at hand. A position is your demand. If the issue you are negotiating about is salary, then your position might be that you want an 8% raise. If the issue you are negotiating about is for a new role, your position might be, "I want the job of assistant manager." Typically when we prepare to negotiate, we focus on our position, the specific thing we want.</p> <p>The problem is that our position is often opposed to that of the person we are negotiating with. If I want an 8% raise, and the standard is 4%, it is likely that I will be haggling with my boss about a figure between four and 8%. When you negotiate over positions, and when it is the one issue you are negotiating about, then you are likely to end up with a compromise between the two opening positions. In this example, somewhere between a four and 8% raise.</p> <p>This is the way we tend to negotiate in a market, or when buying a car, but in workplace negotiations, you are striving for a more positive outcome that meets your needs and those of the other person. The best way to do that is to focus on interests. Interests are the reasons behind your demand. If positions are what you have decided you want, your interests are what helped you make that decision. Why do you want an 8% raise? There are many possible reasons. You think you deserve it, because your performance over the past year. You feel you have fallen behind your peers, that others with similar experience are paid more. You feel underappreciated or stalled at work, and the increase would show how much you are valued. You feel you are working too hard for what you are being paid. These are all underlying interests behind your position, an 8% raise. Once you focus on interests, or the reasons behind your demand, you can see that there are many other ways to satisfy your interests beyond simply a raise of 8%.</p> <p>For example, if you feel your performance merits more pay, you could negotiate a bonus plan that ties your pay more directly to your performance. If you feel that you are underpaid relative to others, you could negotiate the criteria by which your pay would be determined. If you feel stalled in your career, you could negotiate a change in role. Or, if you feel you are working too hard, maybe you need to negotiate about workload or more staff to help.</p>

The point is, that when you focus on interests, it opens up the possibilities for a deal beyond just a raise somewhere between four and 8%, which may not really satisfy your interests. It is important to realize that if you feel overworked or underappreciated at your current salary, 8% more salary may not change those feelings, but it could negatively impact your relationship with your boss. By focusing on your interests, you may realize what you truly want at work.

When you prepare for a negotiation at work, you wanna figure out your interests. You may have many interests. The key is to identify them and figure out which are most important. That is, you want to prioritize them. Understanding your own interests enables you to develop proposals, creative options that are more likely to work for all parties involved. There is a difference between the issue, which is what you are negotiating about, your position, which is your demand, and interests, which are your reasons for the demand. And remember, the best way to prepare for a workplace negotiation is to think about your interests, and come to the table with creative options.

GET NEGOTIATIONS OFF THE GROUND

- Understanding your bargaining power
 - BATNA
 - Propose Creative agreements
 - Anchoring and Framing for Mutual Benefit
 - Listening and Building Tactical Empathy
 - Identify Your Interests, Issues & Positions
 - Make Mutually Beneficial Agreements



Actions	Facilitator
Think	The objective here is to talk about making mutually beneficial agreements
Do	Deliver instruction
Say	<p>There's a common misperception in negotiation that the way to a win-win agreement is to find areas of agreement, that you and the other person share. You usually don't agree on everything, because if you did, there would be no reason to negotiate. In most negotiations both parties can't get everything they want. You should instead strive for mutual gains. Where both sides get some of what they want and hopefully everyone gets something they really value. Mutual gain negotiations are based on trades, making package deals, where one side gives up something in return for getting something from the other.</p> <p>That's why you wanna avoid negotiating about a single issue, such as your salary. Instead introduce more issues so that you can trade one issue for something else. There are many basis for trades in negotiations. Here are some examples. We may prefer different things. Let's say we're negotiating office space with a colleague. I like a window, but don't care much about the size of my office. My colleague needs a lot of room, but doesn't care about natural light. He and I can trade. I get the smaller office with the window, and he gets the larger one without. We can trade on time. A colleague and I have a conflict over</p>

vacation. We both want the same week. We agree that this year I get my first choice, and next year she gets to choose first. We can trade based on other forms of compensation. I want an increase in pay but there are no funds in the budget for an increase. We can agree that I will do the work, in return for an extra week of vacation.

Money is not the only currency you care about. You care about vacation time, work hours, future projects, training, title, career advancement, and other things that can be forms of compensation. Finally, we can make trades based on different expectations about what will happen in the future. These are contingent agreements. Let's say you're taking on a new role that involves starting up a new project. You want resources to start it up, convinced it will be a great success. But your boss is not convinced about the payoff yet. So you agree to do a pilot program with a very small investment and your boss agrees to fully fund the project, only if it achieves its results. You're willing to make the agreement because it's the only way you can start, and you fully expect it to pay off. Your boss is willing to make the agreement because she won't have to fully fund the project unless it does pay off. The two of you have made a trade based on your different expectations. Understanding where you value different things from the other person, enables you to make creative agreements.

Everybody wins, but tradeoffs have to be made. Instead of thinking of your negotiation as a win-win, or a win-lose, aim for mutually beneficial agreements, using trades around preferences, time, other forms of compensation, or different expectations, allows both parties to get most of what they want.



Actions	Facilitator
Think	The objective here is to look at negotiation at work
Do	Prior to the session, find a video that shows negotiation fail and have it ready to go
Say	Let's look at a common negotiation at work.



Actions	Facilitator
Think	The objective here is to look at negotiation in action
Do	Have a second negotiation video queued where the negotiation succeeds
Say	So we saw the negotiation “fail”. Now let’s look at what he did to turn it around

WORK TO BUILD COLLABORATION

- Anticipate Good Reasons for saying yes



Actions	Facilitator
Think	The objective here is to talk about building collaboration
Do	Deliver instruction
Say	<p>Anticipate Good Reasons for saying “no”</p> <ul style="list-style-type: none"> - One of the best ways to prepare for a negotiation is to anticipate the other person's good reasons for saying no to your proposal. In order to do this, you need to really understand their context and motivations. A problem in most negotiations is that we tend to have a distorted view of ourselves and the other person. We see ourselves and our actions as strategic, insightful, flexible, and collaborative. We're the one taking the long view. We are the hero of our own story. - <p>In contrast, we often think of the other person as a short-term thinker, opportunistic, non-strategic, rigid and competitive. But here is what we often fail to recognize. Just as we see ourselves as motivated by good intentions, the other person sees herself that way too. We all believe that we operate from good strategic intentions with the best interests of the organization in mind. To negotiate good agreements, we need to appreciate that our negotiating counterparts see themselves in the same way.</p>

It means we need to find empathy for their points of view. A useful technique is to consider the other person's good reasons for saying no to your proposal. An analysis of her good reasons for saying no helps us dig deeper into her motivations. By doing that we may develop options that she's more likely to say yes to. Let's consider Sarah. Sarah is a marketing manager who wants a to negotiate flexible work schedule with Jason, her boss, after the birth of her second child.

At a first cut, Sarah analyzed Jason's interests and her own. What are his most obvious interests? He wants her performance to remain high, and he doesn't want any flexible schedules to interrupt or distract the team. When Sarah digs deeper, by considering his potential good reasons for saying no to her proposal, she recognizes there is more she needs to consider. Based on her knowledge of Jason, and how the marketing team works, Sarah identifies the following good reasons he might have to say no to her proposals. He might be concerned that her work will suffer, and ultimately, affect the results of the whole team. As a manager who values face time, he might be concerned that he will feel less informed about her work. He might feel that the other members of the team would be burdened by having to pick up extra work. He might be concerned that he could not count on her to be there for important meetings. Finally, he might be concerned that his agreeing to Sarah's request would set a precedent that others might want to follow, putting pressure on the leadership team.

All of these good reasons are likely to cause Jason to reject Sarah's proposals, unless she can address them. People's good reasons for saying no to your proposals are the hidden agenda of any negotiation. That hidden agenda is why seemingly reasonable proposals fail to meet the other person's interest. When you dig deeper, and understand people's good reasons for saying no, you can craft your proposals in ways that make it more likely for the other person to say yes. For example, Sarah can propose a weekly schedule, worked out with other members of the team, so that they don't feel burdened. She and Jason can create a calendar with critical meetings on it, where she will commit to be present. And in the interim, they can agree to stay connected via other technologies. She can propose performance criteria for how Jason and the team decide who is eligible for flexible schedules, and for what duration. Finally, they can agree to pilot the schedule for three months, and assess how it's going periodically. Your proposals are more likely to be adopted if you can show that you've appreciated their possible objections, and incorporated them into the options you propose.

Appreciating people's good reasons for saying no to what you propose is an important step. Negotiating with that kind of empathy goes a long way toward a good outcome, one that works for you and the other person.

WORK TO BUILD COLLABORATION

- Anticipate Good Reasons for saying yes
- Use What you know



Actions	Facilitator
Think	The objective here is to talk about using what you know
Do	Deliver instruction
Say	<p>When we prepare for a negotiation, we tend to focus on the issues we wanna discuss and ignore other important factors. For example, how and when should we initiate the negotiation? Getting workplace negotiations off the ground can be tough and some of the reasons have to do with the different ways people respond to problems or ideas. As you prepare to negotiate, it is also important to use what you know about the other person and their preferences for hearing new ideas. It means using what you know about the other person in your preparation.</p> <p>In workplace negotiations, we typically know the other person well including their negotiation style. Still, we often fail to make use of this information as we prepare to negotiate. First, you can use what you know as you think about setting up a negotiation meeting. Does the other person like to know ahead of time about the substance of the meeting? Does he want to have an agenda? Does he avoid focusing on a meeting until he's in it? The second way to use what you know is to consider how the other person likes to hear proposals.</p> <p>Does she want you to propose options that she can react to? Or does she want you to present the problem and your analysis of it but hold off until presenting</p>

solutions until she can review the data? Using what you know, you can frame the negotiation to get off on the right foot. For example, let's say your boss likes to know the full agenda of the meeting ahead of time and likes to have ideas to respond to. You can create a memo for him that lays out the issues you see and some possible solutions. You don't wanna give away all of your reasons and good ideas in the memo.

Those are best left for face to face negotiations. But you can include enough to prepare him for the conversation. You won't get very far for someone who doesn't like to be surprised if you haven't prepped him. If instead, your boss doesn't prep for meetings with you, the trick is to make sure she knows you need her attention. You can do this by double checking that she'll be available for the meeting. Then you can kick off the meeting by telling her you have an important topic to discuss and confirming that this meeting slot will work for a serious conversation.

Let's consider Sarah. A marketing manager who wants to negotiate a flexible work schedule with Jason, her boss, after the birth of her second child. She's considered to problems that Jason might have with a flexible schedule. She has prepared proposals for her schedule accordingly. But that's only the substance of the meeting. She's also thought about the process. Knowing how Jason likes to hear things. She knows that Jason prefers to have solutions brought to him that he can react to. If she were just to present the problem, she thought he might reject the idea of a flexible schedule out of hand. Knowing that Jason likes to have choices, she came prepared with options to propose. The more you know about the other person and their preferences, the more likely to have your ideas received in a positive way. It's not enough to prepare the substance of the negotiation. You have to pay attention to the process as well and use what you know about the other person to set the table for the negotiation in the best possible way.

WORK TO BUILD COLLABORATION

- Anticipate Good Reasons for saying yes
- Use What you know
- How to Get Negotiations Started



Actions	Facilitator
Think	The objective here is to talk about starting negotiations
Do	Deliver instruction
Say	<p>Openings matter. Research shows that you can predict the outcome of a negotiation by what happens in the first few minutes. Knowing that, you need an opening that gets you off on the right foot. All too often we're so anxious to get started discussing the issues that we overlook the importance of building rapport. Research shows that schmoozing, making small talk helps set the stage for the discussion of the issues.</p> <p>We like to say you'd wanna know whether your boss had a car accident on the way into work before you discuss your bonus. You know the topics for schmoozing are many. You can talk about what's happening in the business. You can talk about sports teams. You can comment on some pictures that are in the bookcase or you can mention a good show that you saw. The important point is that you spend a few minutes, not a long time, building rapport before you jump into the issues.</p> <p>Another important way to get new negotiations moving in the right direction is to connect what you're asking for, for what's good for you, to what's good for your</p>

organization. In most work place negotiations, you're trying to make some kind of change. If the focus is on you and what you want, you run the risk of being seen as concerned only for yourself. However, if you can connect what is good for you to what is good for your organization, you make your ask seem bigger than you.

For example, asking for your promotion, you can point out that there has been a significant employee departures that have left the group with gaps in leadership. The promotion you propose would help fill those gaps. Let's consider Sarah. She's a marketing manager who wants to negotiate a flexible work schedule with her boss because it's after the birth of her second child. Sarah could try to connect her proposal for a flexible schedule to her division leader's call for a more efficient use of workspace in order to cut costs.

Or, she can connect her request for a flexible schedule with an industry trend. In this case, the trend toward more family friendly policies to attract and retain top talent. Another good way to build collaboration, is to anticipate why the other person might say no to your proposal and use that as a way to build collaboration. When you mention a good reason for saying no, you make that reason legitimate.

In the process, you are showing respect for the other person. So Sarah knows that one of Jason's good reasons is that he doesn't want her performance to suffer. She can mention that good reason. She could say, you know I think you may be concerned that my performance will suffer with a nonstandard schedule. And he would say, yes, I am concerned. Now Sarah and her boss Jason can discuss it. And she can share her proposal for making sure that does not occur.

For example, they could try the flexible schedule on a pilot basis. By doing this, Sarah shows her appreciation for why Jason might not want to accept her proposal. The good reasons for saying no are the hidden agenda in any negotiation. As such, they're sitting right there. By mentioning it, Sarah validates those concerns and provides the space to discuss them, which is far better than letting them derail the negotiation.

As you open the negotiation, you wanna do what you can to get it off on a collaborative track. Start by building rapport. Small talk warms up the other person. Next, connect your ask to important issues in the organization. Finally, mention a good reason for saying no. This shows him you're sympathetic to his needs and allows you to better engage in a collaborative discussion around solutions that work for him and work for you.

WORK TO BUILD COLLABORATION

- Anticipate Good Reasons for saying yes
- Use What you know
- How to Get Negotiations Started
- Ask Good Questions



Actions	Facilitator
Think	The objective here is to talk about asking the right questions
Do	Deliver instruction
Say	<p>A well-known negotiator once said, if you wanna change somebody's mind, you need to know what's on their mind. And the best way to learn about what is on a person's mind is to ask that person questions. There are many ways to ask questions, but beware, to get useful information you need to be curious. And it's harder than you think, why? Because you've prepared so carefully to influence the other person during the negotiation that you may enter the negotiation pretty close-minded.</p> <p>In order to ask good questions you need to ask yourself, what don't you know? Starting that way helps you develop important questions and use them effectively. And the types of questions make a big difference. Close-ended questions, where a response is either yes or no, are unlikely to help you learn very much. Open-ended questions are more likely to get you more information about the other person's interests and concerns. Here are some examples of good open-ended questions.</p>

You can ask a why question. Why is it important to you? You can ask a what question. What are the key things you need from an agreement? You can ask how questions. How important is this issue to you, relative to the other issues we're discussing? You can ask questions about time. For how long will this be an issue? For example, the freeze on the budget. These open-ended questions help you gather more information. But in addition to gathering information with questions of why, what, how, and timing, still other types of questions can bring you closer to agreement.

These include hypothesis-testing questions and reciprocity questions. Hypothesis-testing questions start with what if, and enable you to introduce ideas and get a reaction. Let's consider Sarah, a marketing manager who wants to negotiate a flexible work schedule with Jason, her boss, after the birth of her second child. She has a number of proposals that she believes responds to Jason's concerns about whether a flexible schedule will work.

But rather than just introduce her proposals, she can do so in the form of hypothesis-testing questions. Sarah can say, "What if I work from nine to three each day "and complete the rest of my work days at home? "How would that work?" When she asks that question she learns from Jason's response that he's concerned she might miss important meetings, then together they can agree how they will handle these situations.

One solution may be that she would be physically present for the meetings, or that she would dial into the meetings electronically. Reciprocity questions involve if/then as a way to build in trades into the negotiation. If I agree to do X, then what would you be willing to do? Trades are an important part of coming up with a workable solution. Sarah thinks that Jason is worried about the effect of her schedule on the rest of the team.

She can say, "What if I work out an arrangement "with the rest of the team? "Would you be willing to support a pilot of the schedule?" She could follow up with, "What else would you need?" Asking questions is an important way to move your proposals forward. Open-ended questions help you learn more about how the other person sees the issues. Hypothesis-testing and reciprocity questions help you and the other person move toward agreement. Remember though, you need to be curious about their position on the issues at hand to find an agreement that they can support.

WORK TO BUILD COLLABORATION

- Anticipate Good Reasons for saying yes
- Use What you know
- How to Get Negotiations Started
- Ask Good Questions
- How to Advance stuck negotiations



Actions	Facilitator
Think	The objective here is to talk about advancing stalled negotiations
Do	Deliver instruction
Say	<p>No matter how prepared you are to negotiate sometimes the negotiation gets stuck. You can't agree, you can't move forward, you go round and round. Preparation before the negotiation begins can help unstick some matters, but sometimes you and your boss are simply stuck. Remember your BATNA, your best alternative to a negotiated agreement. If you really can't move forward, you may need to think about your alternatives. However, before giving up on this negotiation, try some of these tips to advance stuck negotiations. First, take a step away from the bargaining table. Sometimes you need a little perspective. Take a break. If you're in a meeting, call for a bathroom break, or better yet, call for a timeout until a future date where you can comeback refreshed. You need time to figure out what's happening. Where and why are you stalled? Time can often give you a new perspective on the issue and you can use that time to come up with some new creative options to propose that might move you forward. Second, you can name what is happening.</p> <p>Just naming the dynamic, we're stuck, or we seem to be at an impasse, can make room for improved collaboration. Make sure your boss knows you didn't intend to</p>

create a stalemate and ask for her help in figuring out how you got here. Third, explore assumptions more deeply. You went into this negotiation with some assumptions about what your boss cares about, what his alternative options are, and what might be his good reasons for saying no. But maybe you got it wrong.

Or perhaps your boss hasn't grasped the issue at hand. Ask yourself and your boss, "what are we missing here?" or "what don't we know that would help us" "make this decision?" see if you can uncover some hidden agenda items or assumptions that can be corrected and hopefully addressed. Fourth, consider small steps you can take where you agree. If you're embroiled in a negotiation, it is not black and white. Your boss didn't simply say no, it's likely she is considering parts of your proposal.

Look for places where there is agreement. Can you agree on some small wins or a pilot program or a step in the right direction. Try to defer difficult issues and focus on where you can find an easier solution. Fifth, explore consequences of no agreement. Remember, you're bringing up an issue at work that you think needs to be solved. It can help advance a conversation if you problem solve around the issue together. Saying things like, "what will happen to us?" "to our customers, to our leadership team" "if we can't resolve this issue?".

Remind your boss that her indecision might have very real consequences for her or for the organization or for another team. People are often unrealistic about the consequences to others of no agreement. It is important to make this a collaborative conversation not a threat. This isn't a demand, it is an opening. What will happen if we can't agree? This opening can help you get back on track. Finally, bring in others who can help.

Sometimes you need help. You may have allies in the company or outside who have your boss' ear. If you're getting nowhere convincing your boss to negotiate with you or take the issues seriously, you might turn to someone who can help advance the cause.

Sometimes, other people are able to say something about the cost of no agreement that you're not comfortable saying directly. There might be another person who can help by being an intermediary in helping you and your boss work through particularly difficult issues. Negotiations take time.

You may not get the outcome you were looking for right away. You maybe have to baby step your way to a win but stick with it. A no or a lukewarm response is really just the beginning.

HOW TO DEAL WITH OFFENSIVE MOVES

- How people use offensive moves



Actions	Facilitator
Think	The objective here is to talk about dealing with offensive moves
Do	Deliver instruction
Say	<p>When you negotiate at work you need to be prepared for pushback. After all, you're trying to change something, and the person you're negotiating with likely likes things the way they are. And if that is the case, she's gonna resist your proposals. But not necessarily by saying no. Instead, she will resist by using what we call "offensive moves". We use the term "offensive" to indicate the person you are negotiating with tries to take the offense in the negotiation. The main problem with an offensive move is that it can put you on the defensive. How do offensive moves challenge? They can be unexpected, making you unsure how to respond. They make you feel defensive, a stance from which its very difficult to advocate credibly for what you propose. And actually, sometimes the offensive moves are actually offensive. They may offend us. Here are some common offensive moves you may encounter. She questions your competence. "You're not ready for this job" or "You don't have enough experience for it,"even though you're convinced that you do. She questions your ideas, "This will never work, "or "Where did you ever get these numbers from?" She criticizes your style, "Don't get so upset," or "Don't push so hard". She appeals for sympathy. "This is a killer, I really need your help on this." She</p>

flatters you, "You're so good at this, you're running a project so well, why wouldn't you want to work all those long hours without any extra pay to get it done?" So let's consider Oliver, he's a sales manager in a technology company vying for a director role that he has heard is opening up.

He wants the job, and he thinks he's qualified for it. In his negotiation with his boss, George, Oliver proposes that he be considered for that job. If George is not ready to give the job to Oliver, or has somebody else in mind, he might use an offensive move rather than say "no" directly. George might say to Oliver, "You're not ready for this job". "You haven't been a manager for long enough". Each of these responses questions Oliver's competence and readiness. They're likely to put him on the defensive.

Or George might flatter Oliver, and tell him he really needs him to stay in the position he's in. Flattery is sometimes very hard to combat in negotiation. It makes us feel good. The other person tries to win you over to his point of view, forgetting that you've asked in the first place. Each of these offensive moves can derail Oliver's negotiation, especially if Oliver is unprepared for them. Offensive moves can unnerve us. We can read them as an attack. Still, it's important to recognize that offensive moves are part of the normal back and forth of a negotiation. Your boss uses offensive moves not because he's mean, but because he just doesn't want to give you what you're asking for. He's trying to redirect your energy away from what you want. The main problem offensive moves present to us is how we respond. Our natural response to an offensive move is to get defensive, and react.

It's what we call a countermove. A countermove is a denial of what is said. The other person says "This will never work". And we say "Oh yes it will". When we react with a counter move like this, we're no longer in control of the negotiation. So as you prepare yourself to negotiate, remember, there will be pushbacks to your proposals. Pushback often takes the form of offensive moves, questioning your competence or ideas, appealing for sympathy or help. You cannot negotiate effectively from a defensive or angry position. And lastly, you have to prepare ahead of time so you can redirect these moves without getting stuck.

HOW TO DEAL WITH OFFENSIVE MOVES

- How people use offensive moves
- How offensive moves lead to defensiveness



Actions	Facilitator
Think	The objective here is to talk about how offensive moves can lead to defensiveness
Do	Deliver instructions
Say	<p>When the person you are negotiating with does not want to give you what you want, she might not say so directly. Instead, she may challenge you by saying something about you or your ideas that make you feel defensive. These offensive moves are part of the normal back and forth of negotiations. The challenge is in how we respond. For example, at the receiving end of an offensive move like this will never work, or you're not ready, our natural tendency is to become defensive. When we are defensive we are likely to react with what we call a counter move. A counter move is a denial of what is said. The other person says this will never work, and we say, yes it will. When we respond with a counter move, the conversation remains on the same terms as the original move itself. We haven't changed the dynamic. Let's revisit Oliver to see this in action. Oliver is a sales manager in a technology company who hears that a director role is opening up soon.</p> <p>He wants to be considered for the job. In his negotiation with his boss George, Oliver proposes that he be considered for the job. If George is not ready to give the job to Oliver, or if he has somebody else in mind, he will likely use offensive moves rather than say no directly. George might say to Oliver, you aren't ready for this job. Oliver, convinced that he is, responds with a counter move. Yes, I am. It is very difficult to see where the negotiation goes from there, it is stuck.</p> <p>It is natural to feel defensive when the other person says something that challenges your proposal, or even your legitimacy. It is important, though, to recognize that these moves are not meant maliciously, rather the other person simply does not want to give you what you're asking for. Recognizing moves for what they are gives you space to consider your response. Instead of a counter move, you need to be able to reframe the move by using a turn. A turn shifts the dynamic from your being on the defensive to taking more control of the situation. If you find yourself getting defensive in response to something your boss says during a negotiation, take a breath and think of how to respond in a way that moves the conversation forward.</p>

HOW TO DEAL WITH OFFENSIVE MOVES

- How people use offensive moves
- How offensive moves lead to defensiveness
- How to use turns to shift the dialogue



Actions	Facilitator
Think	The objective here is to talk about shifting the dialogue
Do	Deliver instruction
Say	<p>People use offensive moves, moves designed to put you on the defensive, when they don't want to give you what you're asking for. And, we tend to respond to those moves with countermoves. The person says something like, "You're not ready for a promotion." And our immediate response is likely to be, "Yes I am." This move countermove dynamic often leads to a stalemate, but there is another way to deal with offensive moves, and that is to turn them.</p> <p>Turning an offensive move shifts the dynamic, and refocuses the negotiation on the issue at hand. There are six turns you should have in your repertoire. First, interrupt the action. Second, correct a mistaken perception. Third, question to uncover more information. Fourth, name the tactic. Fifth, divert back to the proposal.</p> <p>And finally, use role reversal. The first turn that is always possible is an interruption. That doesn't mean that you interrupt the person talking. Rather, you interrupt the action. How? You can just be silent. You can get up and move around. You can take a short break. An interruption means that you never come back to exactly the same place. An interruption changes the dynamic.</p>

This turn works well when the other person offends you. When she tells you, "Don't get so upset," resist the urge to reply, "I'm not upset." Instead, sit silently. That turn tends to put the burden on her to explain why she said that. It interrupts the back and forth dynamic that we commonly fall back on. Another turn is to correct the offensive move. If you are negotiating for a new role, the other person might say that you are not ready.

You can use a correcting turn, "I can see why you might think that, "but let me review what I've accomplished lately." This can correct a misperception about you. You can question the offensive move. If she appeals for sympathy, "I really need your help on this. "Let's not make any changes right now," you can ask, "What really concerns you?" Or, "How can I help?" With these types of questions, you turn it back to the other person to explain her position.

You can name the move. This turn shows that you know your boss is using a tactic. If your boss says, "Don't get so upset," you can reply, "I'm surprised you said that." This turn means that they have to go into more detail than they had planned. She thought her statement would throw you off your game but instead you've turned it back to her to explain herself. You can divert a move by shifting to the problem. If she says that what you propose will never work, the typical countermove would be to say, "Yes it will," but then the negotiation is stuck.

Instead, you can divert by asking, "How would you make it work?" Which gets her talking about possible solutions. Finally, you can use role reversal. She might flatter you by saying, "What a great job you're doing," and that it would be best for you to keep things as they are. With a role reversal turn you ask, "If you were in my shoes, what would you do?" When you meet resistance to your ideas, you can expect some pushback in the form of offensive moves.

When you turn them, you level the playing field so that your proposals can get a better hearing. Your best preparation for a negotiation is to practice some of these turns. Interrupt, correct, question, name, divert, or reverse roles. Offensive moves can happen at anytime during the negotiation, and they challenge your legitimacy and competency. They are not meant maliciously. It is just that the other person does not want to give you what you want.

Turns are the way to respond and restore your position.

HOW TO DEAL WITH OFFENSIVE MOVES

- How people use offensive moves
- How offensive moves lead to defensiveness
- How to use turns to shift the dialogue
- Expect moves and prepare to turn them



Actions	Facilitator
Think	The objective here is to talk about what moves to expect and how to prepare to turn them.
Do	Deliver instruction
Say	<p>Negotiations can get tense. This happens especially when the person you're negotiating with puts you on the defensive. When people don't wanna give you what you're asking for, they use offensive moves. We're often surprised by these moves and respond poorly. You put out your proposal and your boss says this will never work. Caught unprepared, you say, oh yes it will, and you're at a stalemate.</p> <p>The better way to deal with offensive moves is to what we call, turn them. Turning a move shifts the dynamics, but unless you're prepared, it can be difficult to turn a move in the moment of a real negotiation. How often have you left a negotiation and kicked yourself, and said, boy I wish I had said this? A good way to avoid this is to come with turns in mind. And you can do that if you consider the other person's good reasons for saying no to you.</p> <p>The truth is people resist change for good reasons. An important part of your preparation should be to identify those good reasons, the reasons they have to say</p>

no. We use the term good reasons deliberately, why? Because you're trying to understand their reasons for rejecting your proposal. So, let's consider Oliver. He's a sales manager in a technology company who's vying for a director role that he heard is opening up.

In his negotiation with his boss, George, Oliver proposes that he be considered for the job. But George says, you're not ready. Oliver's counter move, yes I am, is not a great response. As part of his preparation, Oliver needed to consider George's good reasons for saying no. These might have included George might think Oliver has not been a manager long enough to make a move to director.

After all, he's only been in the role for 18 months. Or George might have somebody else in mind for the role. Or George might think that Oliver does not delegate well based on feedback at his annual review. If Oliver had understood George's good reasons, he would not have been surprised when George told him he wasn't ready for the director role. Then, he could've come with turns in mind. Oliver could've named the move. He could've shown he knew it was a tactic.

He could say, "I'm surprised you said that, "that I'm not ready." That would put the pressure on George to explain his reasoning to Oliver, giving Oliver an opening to respond. Or Oliver could correct the move. He could talk about what he's done that makes him right for the role, then the focus would be on Oliver's experience and its relevance for the role. Oliver could use a question, "Help me understand why I'm not ready." That forces George to explain himself. Oliver could divert the move by focusing on the problem itself. What are the criteria for this role? Tell me about the success criteria for the director job. When the focus is on the success criteria for the job, Oliver can demonstrate how he meets them. Any of these turns put Oliver back in the game where his proposal can get a good hearing from George. You'll meet resistance to your ideas, and you should expect push back in the form of offensive moves.

If you look at the situation from the other person's perspective and understand their good reasons for saying no to you, you'll be able to come to the negotiation with turns in mind. And these turns are critical for keeping the negotiation on track. And remember, one of the best turns, especially when you are surprised, is to sit silently. This puts pressure on the other person to explain his objections, and reframes the offensive move as something you can discuss.

CONCLUSIONS & NEXT STEPS



- ✓ You can't get what you want if you don't know what you want
- ✓ You will need to use your leverage to get your boss or others to the table
- ✓ Remember BATNA
- ✓ Open the negotiations collaboratively but be prepared to turn moves that put you on the defensive



Actions	Facilitator
Think	The objective here is to wrap up negotiations
Do	Deliver instruction
Say	<p>As you've seen, work life is a series of negotiations. Remember you can't get what you want if you don't know what you want. - You will need to use your leverage to get your boss or others to the table and make sure you have creative options to propose and remember two are better than one.</p> <ul style="list-style-type: none"> - Open the negotiations collaboratively but be prepared to turn moves that put you on the defensive. - Hopefully you'll start to think about negotiating at work as part of your work. <p>The more you do it, the more comfortable you will be at making important asks. Whether you're looking for a flexible schedule, a new role, a promotion, higher salary or more staff, you now have the tools to negotiate successfully.</p> <ul style="list-style-type: none"> - The most important thing for you to do now is to practice these techniques. We call this negotiating next week. - What would you like to change for yourself at work right now? It's time to prepare for that negotiation. Identify what you want and set a date to talk with your boss or your colleagues about your proposals. <p>You now have the confidence and the tools that you need. I want to leave you with one final thought. Stick with it, “no” may be just the beginning. Good luck negotiating!</p>

DEIDRE'S DILEMMA CASE



Actions	Facilitator
Think	The objective here is to introduce the case study
Do	Have case study printed and passed out to every participant
Say	Introduce the case study

Deidre had had it. Wasn't she doing enough already, but no—they wanted her to take a turn as department chair for a two year stint. Yesterday, the current department chair, Jack, came in to her office and reported that at the faculty meeting (which Deidre missed because she was attending the university wide diversity task force meeting) they had decided it was Deidre's turn. Deidre thought that at first he was joking—he knew that she was feeling overwhelmed with her commitments at the school, the university, and at home.

Deidre had a reputation as a superb teacher and demand for her course were high. But, as an untenured associate professor, she needed to get her book out if she had any hope of getting tenure. She had some draft chapters but was a good 8 months from getting it into good enough shape to send to a publisher. One problem was that service and teaching demands were so high. As one of the few women faculty members at the engineering school, she was always being tapped to be on departmental and university wide committees to make sure the committees represented as broad a range of "diverse" issues as possible. Deidre found it hard to say no when asked to serve on these committees. Further the school had made a made a commitment to recruiting more women faculty and students—it was part of their strategic plan. Deidre became the informal mentor to the women graduate students. People in her classes—and even ones who were not-- often stopped by to chat, discuss problems or ask for guidance on research and materials. She believed that her mentoring work had not only helped the school attract more women students, but had prevented a number of graduate students from quitting. It wasn't just her workload that was the problem. After three years waiting to adopt a baby, a new daughter would be arriving this summer and Deidre planned to take her maternity leave then. She was not at all sure how she was going to manage with a baby, her heavy teaching load, her service to the school, not to mention her book.

That was the background when Jack informed her that it was her turn to take the rotation next. Firmly, she said no—there was no way she could take this on. He responded that she had no choice—it was her turn. All the other faculty had taken a turn—he had just done two stints. Again, she said it was impossible—she just had to finish her book. Jack got angry. "Look," he said, "you're not being a team player. Everybody's got their own work to get out. Everybody's stretched and they have taken a turn. Now it's yours." With that, he left her office.

Deidre knew she couldn't possibly be the department chair next year. She wondered what she should do.



Actions	Facilitator
Think	The objective here is to talk about the case study
Do	Divide the group into two teams. Divide the room in half with a piece of rope or tape. Instruct each team to identify a leader. Allow 10 minutes for each team to negotiate with the leader of the other team, urging him to join their side. If one team successfully convinces the other leader to join their team, they win.
Say	The case study



Wrap up/ Next Steps

- Survey
- Canvas prompts
- Ignite presentations for leadership projects
- Mentoring
- Next Trailblazer Virtual Session:
April 24, 2020 at 1:00 PM





QUESTIONS?





Thank You!

