

## SESSION 5

# Negotiation

### TOPIC 1

Managing conflict

### TOPIC 2

Reframing and mapping needs and fears

### TOPIC 3

The negotiation process

---

*Duration of this Session: 4 hours*

### Session Objectives

The objectives of this Session are:

- To identify common conflict management techniques and their advantages/disadvantages in different contexts.
- To introduce some commonly practised negotiation techniques, including probing, paraphrasing, reframing and mapping needs and fears, that can be utilized when working with youth.
- To identify some common steps in negotiating.

## List of Handouts

	PAGE
5-1 Coping with conflict .....	76
5-2 Typology of needs .....	81
5-3 Probing and paraphrasing.....	82
5-4 Reframing.....	83
5-5 Worksheet: Mapping needs and fears .....	85
5-6 Competitive versus collaborative negotiation .....	88
5-7 A model for a skilled negotiator to deal with anger.....	90
5-8 Behaviours used in negotiation .....	91

## List of reading materials

Niratpattanasia, K. "Keys to conflict management", published in the *Bangkok Post*, 27 September 2002.

## TOPIC 1: Managing conflict

*Duration of topic: 60 minutes*



### Activity 1 for this topic

The facilitator will ask participants to work in groups to reflect on ways in which they, and young people they work with, tend to handle conflict. These will be discussed in plenary. (20 minutes)

#### **Materials**

*Flip-chart paper and coloured markers*



### Activity 2 for this topic

To demonstrate the common styles used to manage conflict, two volunteers from among the participants will be asked to demonstrate a “sitting in a train” scenario. (10 minutes)

#### **Materials**

*Two seats placed so that everyone can see them*



### Input for this topic

The facilitator will continue the session by conducting a short presentation on some commonly identified conflict management styles (competing, collaborating, avoiding, accommodating and compromising). This will be followed by an analysis of the two main negotiation styles: competing or collaborating.

Discussions will be held with participants during the presentation on when and why, depending on the context, young people use different conflict handling styles. (30 minutes)

#### **Materials**

*Computer and LCD projector – if available*



**Facilitator's notes**

This Session will focus specifically on the negotiation of conflict. Many of the skills required for negotiation have already been introduced in earlier sessions, including communication skills, which we will now use. The first topic focuses specifically on different ways that we *handle* conflict.

The facilitator may want to stress that, although we, including young people, have been resolving conflicts all our lives, we may still not have mastered the art of conflict negotiation. However good or skilled we may be in conflict negotiation, there is still scope for improvement.

**Guidelines for Activity 1**

The way people handle or manage conflict may be a *conscious* or *unconscious* decision. It is important to realize that, although there are different styles, not all styles are appropriate for handling all situations. There is no one correct method to handle a conflict. The method has to be developed depending on the situation and the people involved. However, conflict-handling styles fall between the following two dimensions:



During the presentation, participants may be asked to consider the advantages and disadvantages of some of the “conflict styles” based on examples from their professional life. The table below can serve as a guideline in these discussions:

<b>Approaches to Conflict</b>		
<b>Conflict Styles</b>	<b>Advantages</b>	<b>Disadvantages</b>
Competing Compromising by giving in to other's wishes Accommodating by suppressing own needs Avoiding or ignoring problem/conflict Facing the problem together/collaborating		

The facilitator needs to bear in mind that there may be other ways that participants categorize conflict-handling styles, as illustrated below from pilot testing the Module in Cambodia, India and the Philippines.

**Examples from Cambodia, India and the Philippines:**

While pilot testing the Module in Phnom Penh (May 2002), Kerala (November 2002), and in Manila (July 2002), several additional forms of conflict handling were identified as relevant for youth in their contexts:

**Cambodia:** During this workshop, one participant suggested the inclusion of a “*waiting for the right moment*” style, based on Buddhist ideology, which does not mean avoiding the conflict, but rather waiting with patience until an appropriate moment to face the conflict and the other person. This example highlights the importance of *timing* when handling conflict and negotiation.

**India:** During this workshop, one participant drew attention to conditions of extreme poverty, thus opening discussion on how conflict was handled under such circumstances. He observed that many people lived in extreme poverty conditions, and many chose “*ignoring*” as their only coping strategy.

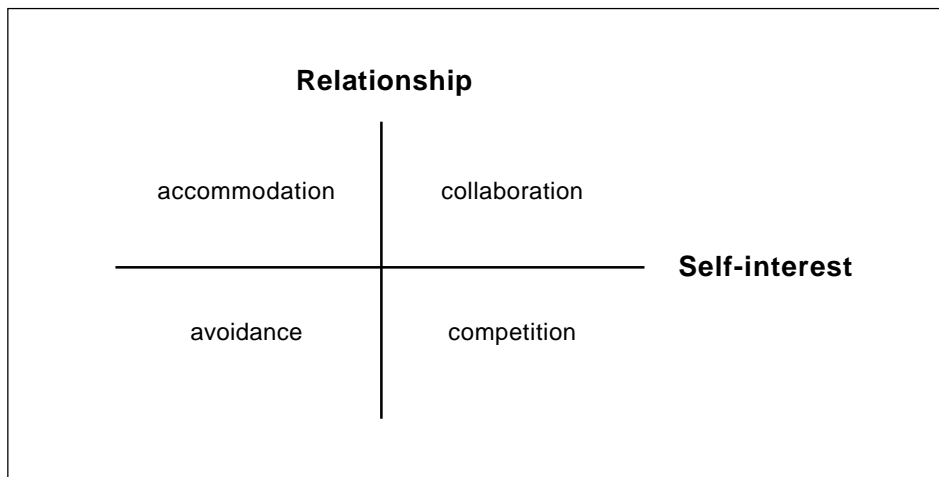
**Philippines:** During this workshop, one participant suggested adding a “*finding the answer from God*” style, based on religious (in his case, Christian) belief. He suggested that young people might want to pause when they faced a conflict, to hear from God the answer of how to handle the conflict. This example highlights the importance of *listening* to an *inner* (or *outer*) voice when handling conflict and negotiation.

**Guidelines for Activity 2**

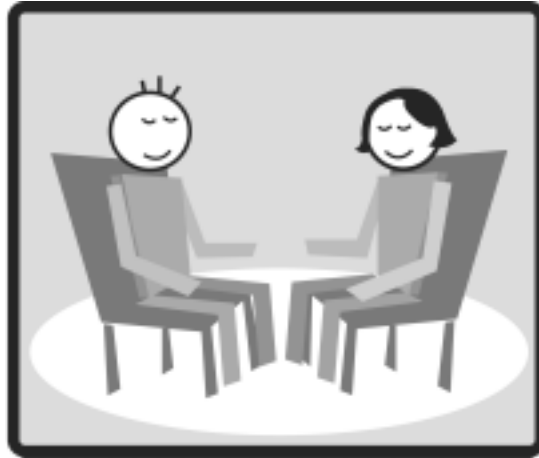
**Negotiating style assessment**

To demonstrate the different approaches to conflict, the facilitator will ask two volunteers to imagine that they are sitting next to a stranger in a train or bus. The stranger leans with his elbow on the common armrest. Do you push his arm out of the way?

Draw a graph on the blackboard with **relationship** running from low to high on the y-axis and **self-interest** running from low to high on the x-axis.



- The armrest problem occupied the lower left quadrant where there is no relationship and little common interest. The approach to negotiations that usually applies in these cases is **avoidance**.
- In the upper right quadrant, meanwhile, is the opposite case in which self-interest runs high and the relationship is also very important. The negotiating style here is **collaboration**.
- In the upper left corner, the relationship is high but self-interest relatively low. Friendships usually encourage a negotiating style of **accommodation**.
- Finally, in the lower right quadrant, there is high self-interest but virtually no relationship. The negotiating style is **competition**.



In processing this role-play, the facilitator may ask participants the answer to the following questions, and consider how they may impact the conflict handling style selected:

1. Who has the power in the situation and what kind of power is it?
2. What is the situation/environment around the conflict? Does it invoke any physical risk?
3. How important is the issue being negotiated?
4. How would you describe the personalities of the persons involved in the conflict?



## Facilitator's tasks for role-play

The facilitator should:

1. Make sure that the task is understood and facilitate the allocation of roles.
2. Give time for people to think about roles and "get into" them. If some participants need to make plans together, they should do so now.
3. Get the role-play started. Observe happenings and interactions. Take notes.
4. Call a halt at an appropriate moment, bearing in mind the time allocated and the stage the role-play has reached. If for some reason the role-play gets out of control, call a halt and discuss what is happening; but do this only as a last resort, since the teaching power of role-play often lies in the strength of feeling it arouses.
5. Ask each player to say how s/he feels at this moment, still in role-play. If they are ready to leave their role feelings behind, ask them to become themselves again. It can help to have a general changing of seats. Check that everyone feels OK. Now, out of their respective roles, continue with feedback and discussion. It is very important to always leave sufficient time for re-rolling and feedback.
6. Give each player a chance to make observations about the way the role-play went, how each person felt or observed at different points, and in particular what attempts at non-violent behaviour or mediation worked well or not so well, and why. Then the facilitator may add her/his own observations.



## HANDOUT 5-1: Coping with conflict

Identifying coping strategies used to handle conflict was first discussed in the third stage of the phases of conflict model described in Session 2. This is the stage when perceived or felt conflict translates into actions.

The way people handle conflict may be a *conscious* or *unconscious* decision. It is important to realize that although there are different styles, not all styles are appropriate for handling all situations. There is no one correct method to handle a conflict. The method has to be developed depending on the situation and the people involved. However, conflict-handling styles fall between the following two dimensions:



- **Asserting** – occurs as individuals strive to win or prevail. One party's gains are seen as coming at the expense of others. One party's accuracy and correctness are found to be inaccurate and incorrect. Conflict is framed as a win-lose situation. This style is characterized by competition, domination and force.
- **Accommodating** – also views conflict, when it arises, as a zero sum situation. One group sacrifices their own needs and desires in order to satisfy those of other parties. The goal of this style is to maintain relationships rather than achieve personal or group goals.
- **Compromising** – is the third, and last, style to view conflict as a fixed pie. However, compromising frequently splits the difference and involves give and take behaviour where each party wins some and loses some. Compromising is characterized by sharing.
- **Collaborating** – results when there is a desire to fully satisfy the concerns of all parties involved. The aim is to allow all parties to achieve their own goals and objectives. Judgements are not viewed as right or wrong but as a synthesis of the two. Collaborating is often termed a win-win situation for all concerned and is characterized by cooperation.

## TOPIC 2: Reframing and mapping needs and fears

*Duration of topic: 120 minutes*



### Inputs for this topic

During this topic, the facilitator will introduce two main concepts, which are required before participants can undertake the main activity of mapping needs and fears. These are: (1) identification of a typology of needs and (2) reframing (including probing and paraphrasing).

The facilitator will start by discussing the difference between tangible and physical needs. Refer to Handout 5-5 on the Typology of Needs. An introduction to Activity 1 (below) will follow.

After Activity 1 is completed, the facilitator will introduce the concepts of reframing. Refer to Handouts 5-6 and 5-7.

### **Materials**

*Computer and LCD projector – if available*



### Activity 1 for this topic

Participants will be encouraged to think of the types of needs that youth have. The facilitator will put two columns on the board and categorize and place their suggestions under either “tangible” or “intangible”. A discussion on which needs are most easily visible and the importance of both tangible and intangible needs, should follow. (20 minutes)

### **Materials**

*Whiteboard and coloured markers*



### Activity 2 for this topic

Participants will work in groups to complete the worksheet on Mapping Needs and Fears, which will be presented in plenary. Handout 5-5 will be used for this exercise. (100 minutes)

## Conflict Negotiation Skills for Youth

The facilitator will describe a situation in which conflict between two individuals has taken place. The facilitator may wish to use the following example:

*A commuter boards a bus to go to work, without the correct fare. When he tries to pay the conductor with a large note, the conductor says he has no change. The conductor continues issuing tickets to other passengers. The commuter explains the urgency of his trip and pleads for a ticket. The conductor orders the passenger to get off the bus if he cannot pay his fare in smaller currency. The passenger begins to argue with the conductor that he should accept his money and issue him a ticket. The argument escalates.*

The facilitator should then ask the participants to come up with a definition of the problem. Then using the handout, ask the participants to split into smaller groups of 3-4 people to fill in the chart. The groups should write down the wants/positions and needs/interests of both the commuter and the conductor. Ask the groups to reassess the original definition of the problem in light of their analysis of the wants and needs of both parties involved in the dispute. The groups should consider how this compares with their original definition. Ask the groups to propose solutions to the conflict, keeping in mind both parties' underlying needs. In plenary, a spokesperson from each group should report on what solutions they propose. Questions to consider during plenary include:

- Was the mapping process easy or difficult? Why?
- How can this type of analysis lead to resolution of conflict?
- Are there some types of conflict that would not be appropriate to analyze in this way?



**Facilitator's notes**

**Guidelines for Activity 1:**

The facilitator may consider mentioning some of the needs listed below (Coleman and Raider International 1997). During this activity the Typology of Needs (Handout 5-2) can also be introduced.

TANGIBLE	INTANGIBLE (PSYCHOLOGICAL)
Water Food Rest Warmth Shelter Clothing Health College degree Money Time Car Telephone A vacation A job Crime-free neighbourhood Clean environment A salary raise	Safety Love Self-esteem Belonging Friendship Recognition Competence Importance Respect Fun Learning Laughter Freedom Choice Independence Hope Courage

## Guidelines for Activity 2:

During this activity the facilitator may need to underscore the need to put equal “effort” into understanding both Person A *and* Person B (in developing their needs/interests).

The activity tends to raise issues of bias when undertaken with adult participants and where one of the “Persons” is a young person. Gender biases may also appear. This can facilitate an interesting and revealing discussion, and relate back to topics introduced earlier in the Module.

### **Example from Myanmar:**

The following is an example of a Map of Needs and Fears developed during pilot testing of the Module in Myanmar (September 2002):

**Problem:** A young husband wants his wife to stay at home, but the young wife wants to work outside the home.

**Person A:**

Young husband (18 years old)

**Person B:**

Young wife (18 years old)

<b>Needs/Interests:</b>	Conservative lifestyle	Additional household income
	Sense of control	Use her own abilities
	Show his love through being the breadwinner	Get respect from society
	Get outside exposure	
	Make sure their children are taken care of	

**New definition of the problem:** How can we meet both the needs of the husband to have a conservative lifestyle, a sense of control, to show his love and be the breadwinner and make sure the children are taken care of, and the needs of the wife to have additional household income, use her own abilities, get respect from society and get outside exposure?

**Solution:** The wife explains openly why she wants to work at home. She assures her husband that his needs will still be met and finds help from relatives to take care of the children. An agreement is reached for the wife to find work outside the home for which she would earn money.



## HANDOUT 5-2: Typology of Needs

<b>Various levels of concern</b>	<i>Physical Needs</i>	<i>Security Needs</i>	<i>Belonging Needs</i>	<i>Recognition Needs</i>
<i>Individual</i>	Food, water, rest, shelter	Job, income	Family, friends, clubs	Rewards, status, praise
<i>Private Company</i>	Product, service, physical plant, workers	Income, cash, flow, security systems	Industrial associations	Status, praise, national recognition, commercial success
<i>Organization</i>	Workers, location	Funding, security systems, diplomatic immunity	Affiliation, treaties, resolutions	Praise, respects, dues paid
<i>Nation</i>	Food, water, energy, land, people	Army, taxes, aid, positive trade balance	UN, regional associations (e.g. ASEAN)	Shares of influence, awards, winning sports, world cup

Source: Coleman and Raider International 1997.



## **HANDOUT 5-3: Probing and paraphrasing**

Probing and paraphrasing are both very helpful techniques in trying to understand a person's underlying "need" and for effective communication in general.

### **Probing/asking questions**

You "probe" when you:

- Ask a question and let the other side talk.
- Ask for clarification about the other side's needs, positions or feelings.
- Use open-ended questions more than close ended (that only lead to yes/no answers).

Some examples of probing would be: "Tell me more about that from your perspective." or "Can you tell me a little more about what concerns you about this situation."

### **Paraphrasing**

You paraphrase when you ask or say:

- So what you are concerned about here is \_\_\_\_\_ (the other person's needs or interest).
- If I understand it correctly you are proposing that \_\_\_\_\_ (the other person's position).
- It sounds like you are feeling \_\_\_\_\_ (the other person's feeling).

Paraphrasing is most effective if:

- You start to understand what the other person's need or interest is, and check back with them if your understanding is right.
- You can state their need or interest as something positive (rather than negative).
- You can show respect for the other person's needs/interests.
- You can assist in adding to the other person's understanding of their real needs.

Source: Coleman and Raider International 1997.



## HANDOUT 5-4: Reframing

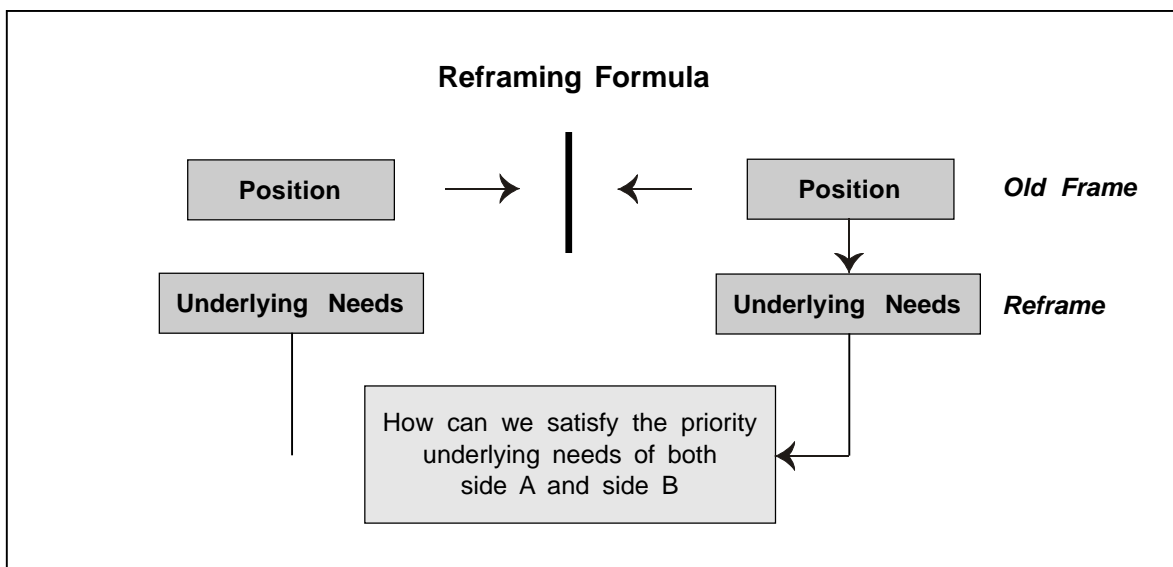
The mapping of underlying needs/interests (see Worksheet) is based on the reframing technique: finding new ways of looking at an issue/problem to see if there is a different angle, this creating a different solution.

Reframing changes the climate. In most cases, reframing a negotiation to focus on **needs** instead of **positions** is a giant step toward bringing negotiation to a satisfactory conclusion. Two parties facing a conflict situation often only listen to the verbal statements, requests or demands. They fail to look at their own and the other party's underlying needs or interests. Mapping out conflicts can clarify the confusion by distinguishing between: (a) what people say they want in a conflict (their "position") from (b) their deeper needs (their "interest"). This is consequently a useful tool in multiple conflict negotiation contexts.

### Tangible and intangible needs

Some needs are more easy to identity, such as the physical needs of having safe housing, food and water. These needs are known as **tangible needs**.

Other needs are more difficult and complex to see or measure. These include recognition needs, such as respect. These needs are known as **intangible needs**. If a need is intangible, it can be helpful to ask what would indicate that the need is being met. These can then be built into the solutions.



Several points need to be noted in reframing:

- Which group reframes usually does not matter.
- Reframing must include the priorities and underlying needs of both sides.
- Reframing is not simply rephrasing.
- Reframing changes the climate from competitive struggle to collaborative problem solving.

The following examples summarize some ways that a question can be reframed (Francis n.d.).

**Shift the focus from “me versus you” to “we”:**

Attempt to look at the problem not as two “separate” problems but as a problem shared by the other party/group as well.

**Shift the focus from fixed positions:**

The positions and interests based on the fixed demands of the conflicting groups should be relaxed to demands that are based on essential needs of both the parties/groups.

**Shift the focus from the past to the present/future:**

Focus on what both parties/groups aim to achieve in the future, rather than what has been done in the past.

**Shift the focus from the impossible to the possible:**

With a fresh perception uncover hidden potential solutions to problems.




**Shift the focus from being a victim to a chooser:**

The strength to negotiate becomes easier if both groups/parties realize that they have choices and alternatives.



**HANDOUT 5-5: Worksheet: Mapping needs and fears**

**Problem:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Person A	Person B
Wants/position: _____ _____ _____	Wants/position: _____ _____ _____
Needs/interests: _____ _____ _____ <div style="text-align: center;"></div>	Needs/interests: _____ _____ _____ <div style="text-align: center;"></div>
New definition of problem: _____ _____ _____ <div style="text-align: center;"></div>	
Solutions: _____ _____ _____ <p>Source: Adapted from <i>Education for Conflict Resolution: A Training of Trainers Manual</i> (UNICEF 1997).</p>	

## TOPIC 3: The negotiation process

*Duration of topic: 60 minutes*



### **Input for this topic**

The facilitator will make a brief presentation on the main negotiation forms (collaboration and competing) already introduced in Topic 1 of this session; the steps involved in negotiating, and how to negotiate with someone angry. Refer to Handouts 5-6, 5-7 and 5-8. (15 minutes)

### **Materials**

*Computer and LCD projector – if available*



### **Activity 1 for this topic (Hayat 2001)**

Participants are divided into pairs and seated opposite each other for an arm wrestle. The facilitator will call out when to start, and each pair has one minute to see who wins the most times.

At the end of the one-minute, the facilitator asks each pair how many times each one won. The exercise is then processed in plenary to underscore the effectiveness of collaboration versus competition. Refer to Handout 5-6. (15 minutes)



### **Activity 2 this topic**

To practice techniques of negotiating, the participants will be divided into groups and each group asked to think of a scenario where two people are negotiating (at least one of them being very angry). The group will select two members to perform the scenario in plenary as a role-play.

The observers will note down which techniques are used in the negotiation (such as probing, paraphrasing and reframing) and following the steps in the Handouts discuss these in plenary.

### **Materials**

*Flip-chart paper and coloured markers*



## Facilitator's notes

### **Briefing for Activity 1**

For this exercise, the least competitive pairs will have won the most times (would have been able to push the other down many times within one minute). The most competitive pairs will have won the fewest times. This can be used as an effective illustration of the importance of aiming for win-win collaboration. (30 minutes)



## **HANDOUT 5-6: Competitive versus collaborative negotiation**

Competitive negotiation is a process of “win-lose” bargaining with compromise or impasse as the likely outcomes. Collaborative negotiation is a “win-win” process where people constructively deal with their differences focusing on satisfying the needs of both sides (Morton 1973).

### **Competitive negotiation**

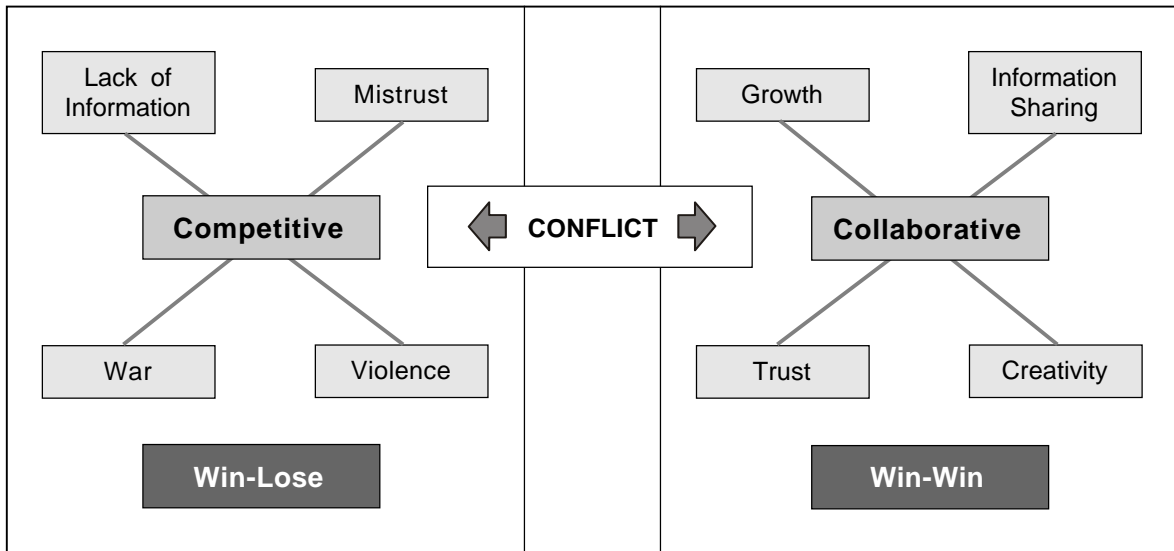
- One may consider the relationship with the other group/person unimportant.
- If the power is balanced in the group, one may attempt one-upmanship; if the power is unequal, the stronger group will seek the compliance of the weaker.
- The communication between the two groups will be closed and unreliable.
- One group's attitude towards the other may be suspicious or hostile.
- One's goal is to win and for the other to lose.
- Either verbally or mentally, one may emphasize the differences between each other, particularly values differences.
- One may challenge the legitimacy of that particular person as one's counterpart in the negotiation.
- One may assume that any misjudgements on their part are committed intentionally and with bad will.
- Tactically, one may use threats, deception, force or power plays.

### **Collaborative negotiation**

- One will consider one's current and future relationship with the other group/person important.
- If there is a power imbalance between the groups, both will consider it unimportant because both are looking for “buy-in” from the other, not compliance.
- One will keep to one's communication with the other group open and honest.
- One will attempt to maintain a trusting and friendly attitude towards the other group.
- One will be looking for a “win-win” type of solution.
- One will emphasize the shared values and beliefs.
- One will accept the legitimacy of the other group to negotiate with each other.
- One will give the other group the benefit of the doubt with misjudgements, and assume that they are committed unintentionally and with good will.
- Tactically, one will demonstrate a concern for the other party, as well as, oneself and search for common ground and mutually acceptable solutions.

Many negotiations have a mixture of each strategy but will tend more towards one than the other. The important thing is to understand the consequences of one's strategic decision.

**Approaches to Conflict and Negotiation**





## HANDOUT 5-7: A model for a skilled negotiator to deal with anger

Steps	Responses	Diagnosis examples
<p><b>1. Describe that you want to negotiate.</b></p> <p>a. Is this the situation you want to negotiate.</p> <p>b. If not, leave the situation.</p> <p>c. If yes, acknowledge conflict and begin steps.</p>	<p>Informing behaviour</p> <ul style="list-style-type: none"> <li>• Show by your words, tone and body language that you are willing to listen and to try to work it out.</li> <li>• (Or, evade).</li> </ul>	<p>“There is a conflict between us. We each may have a different perspective. I really want to understand your point of view and for you to understand mine so we can try to work this out”.</p>
<p><b>2. Request more information.</b></p> <p>a. Recognize feelings.</p> <p>b. Establish their real needs and concerns.</p>	<p>Opening behaviour</p> <ul style="list-style-type: none"> <li>• Reflect feelings.</li> <li>• Listen, probe for more information.</li> <li>• Use careful vocal tones/ words.</li> </ul>	<p>“You seem very ..... (feelings).</p> <p>“This is how I see the situation”.</p> <p>“Tell me more about the situation as you see it.”</p>
<p><b>3. Test your understanding of what has been said.</b></p> <p>a. Use open-ended questions.</p> <p>b. Allow the other to correct your understanding.</p> <p>c. Restate until you have satisfied the other.</p> <p>d. Summarize.</p>	<p>Opening behaviour</p> <ul style="list-style-type: none"> <li>• Paraphrase needs and concerns.</li> <li>• Reflect feelings.</li> <li>• Use careful vocal tones and body language.</li> <li>• Show empathy.</li> </ul>	<p>“So your concern is ..... is that right”</p> <p>“If it is not so, then your concern is ..... ”</p> <p>(Continue until you receive confirmation for each need and fear).</p>
<p><b>4. Express your needs.</b></p> <p>a. Avoid the other’s “hot button” and blaming.</p> <p>b. Establish both groups are to blame.</p> <p>c. If the other gets angry again, repeat steps two and three.</p>	<p>Informing behaviour</p> <ul style="list-style-type: none"> <li>• Reveal your needs.</li> <li>• Reveal your needs and/ or suggest a flexible position.</li> <li>• Use careful vocal tones and body language.</li> </ul>	<p>“I think I understand your point of view and I really need you to understand my point of view. The situation for me is ..... ”</p> <p>“Your needs/fears are .....”</p> <p>“My needs/fears are ..... ”</p>

Source: Coleman and Raider International 1997.



## HANDOUT 5-8: Behaviours used in negotiation

### **A** **Attack**

Threats, hostile tones or gesture, insults, defending, criticizing, patronizing, stereotyping, blaming, discounting other's ideas, interrupting, counterattacks, asking leading judgmental questions.

### **E** **Evade**

Ignore, change subject, withdraw, postpone to get more information, confer with colleagues or think.

### **I** **Inform**

State what you want and why; justify your position with facts or opinions; reveal your underlying needs or feelings.

### **O** **Open**

Ask non-judgemental questions about the other's position, needs, or feelings; actively listen by paraphrasing; test understanding and summarize without necessarily agreeing.

### **U** **Unite**

Ritual sharing to build rapport, establish common ground, reframe the issue to meet both sides' needs, propose solutions that link expressed needs to bargaining chips.

And sometimes...

### **Y** **Yes**

Split the difference or some form of integrative agreement that meets both sides' needs. This is not a behaviour, but rather refers to the outcomes you can reach using the different behaviours.

Source: Ibid.

**A.E.I.** behaviours are mostly used in more aggressive negotiations and result in either, standoff or split-the difference type of result.

**I.O.U.** behaviours are mostly used in more collaborative negotiations and will lead to an agreement that incorporates and meets the needs of both sides.

The most productive way to resolve conflict through negotiation is by using either *informing* behaviour and/or *open* behaviour.

*Informing* behaviour is when you:

- Reveal your underlying needs so that others clearly understand your motives.
- Justify your position by offering your own personal opinions or beliefs.
- Are open about what is important to you.
- State your position in a firm, but non-hostile, tone.
- Are open with your feelings.
- Are willing to give information even if it shows vulnerability.
- Clearly state your willingness to negotiate.
- Make the distinction between your position and your underlying needs clear to the other side.
- Justify your position with facts.
- Are open and clear about what is not acceptable to you.

*Open* behaviour is when you:

- Listen to understand, rather than to respond.
- Focus on the other's needs and concerns rather than your own.
- Test your understanding of other's points of view by summarizing what has been said.
- Accurately paraphrase other's points of view to show understanding of their position even if you do not necessarily agree with them.
- Help create an atmosphere where others are open and comfortable.
- Use empathy to help others reveal their concerns.
- Ask non-judgmental questions to learn about the others needs and feelings.
- Try to find out about the underlying needs of the other side before suggesting possible solutions.
- Seek out others' opinions about the issues under discussion.
- Listen carefully when others speak.
- Check to see that you understand the other's point of view and position.
- Encourage others to talk about what is important to them.