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Leadership Development Initiative (LDI) Curriculum

Negotiation Skills

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In Moore SY, Cameron-Lewis RG, Ferris FD (eds). Leadership Development Initiative Curriculum, 2014. © The Leadership Development Initiative.

ISBN: 978-0-9884318-0-5

Originally Presented by [Lory A. Fischler](#)

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The Leadership Development Initiative gratefully acknowledges the support of:

- International Palliative Care Initiative, Open Society Foundations, New York, NY
- National Cancer Institute Center for Global Health, Bethesda, MD
- The Diana Princess of Wales Memorial Fund, London, United Kingdom
- National Hospice and Palliative Care Organization, Alexandria, VA
- Pettus Family Foundation

The content is solely the responsibility of the authors and editors, and does not necessarily represent the official views of any of the funders.

Acknowledgment and appreciation are extended to faculty and staff of the OhioHealth and the Institute for Palliative Medicine at San Diego Hospice (which housed the International Programs and the Leadership Development Initiative from 2009 to 2012). Special thanks to the Mentors, Consultants and the LDI Team who contributed so much to the LDI Curriculum.

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Overview

Being a successful negotiator is a core part of each of the 5 Practices®. This session reviews the reasons for negotiation, and why we need skills in negotiating. Our opportunities to negotiate may be formal or informal. Three aspects of negotiation often involve:

- Shared and opposing issues
- Limited resources
- Expectation that both parties have an intention to find an agreement

Preparation of realistic goals, issues and priorities are essential. The bottom line and opening position must be established, and consider creative options for a win-win solution with specific strategies to achieve that solution. During the negotiation, the climate must be set, behaviors managed and power leveraged. Find mutually satisfactory solutions to make the other side feel like they are being heard and understood.

Identify any 'unknowns'. Unknown factors can cause anxiety, such as what the other side wants or the influences of personal issues. If not well identified and confirmed, unknowns may lead to missing the real point, failing to plan, poor analysis, miscommunication and assumptions, deadlocks, emotionalism and threats, giving away power or walking away too early.

Negotiation preferences align with the Kolb Learning Style preferences. These different styles of negotiating each bring different strengths and challenges to the negotiating table. Examples of typical behaviors and approaches for each are:

Accommodator - wants to contribute, concerned about people and feelings, make decisions quickly.

Diverger - values being accepted, concerned about people / feelings, make decisions more slowly.

Converger - values winning, concerned about issues, information; talk a lot.

Assimilator - values having the 'right' answer; concerned about issues, information; listen well.

Taking the time to identify the predominant learning style of the negotiator you are facing is valuable. If you mirror their behaviors rather than following your own preference, you will understand their approach, and match their concerns before they raise them.

At the end of the session, people are matched up as negotiation partners in a participatory case-study exercise.

Objectives

After this presentation, participants will:

1. Describe and identify key components of a win-win negotiation.

2. Recognize how learning style influences negotiation.
3. Practice using the six steps for preparing to negotiate.

Important Teaching Points

- Consider the positive elements your negotiating learning style brings to the table and the challenges your learning style faces when involved in negotiation sessions.
- The more options you bring to the table, the better position you'll be in.
- There are six steps to planning a negotiation:
 - Determine your goals.
 - Identify your priorities and theirs.
 - Consider win-win outcomes.
 - Set your opening position and maximum limit.
 - Plan concessions and trade-offs.
- Because 90% of information is communicated non-verbally, pay attention to facial expressions, gestures, body position, posture and eye contact.
- Ask lots of questions and summarize what you understand at different points of the negotiation.
- Either party in negotiation needs to feel satisfied or the 'loser' will never return to the table.
- 75% of people are different from you in their thinking, decision-making, communication skill, ability to handle emotion and stress, and ability to deal with conflicting opinions.
- Good negotiators say their number one skill is their ability to listen. Keep the other side talking, you keep listening.

Slides

Unfortunately, we do not have permission to share the slides that were developed by the presenters for this session. We recommend that you read the following resources to enhance your understanding and comfort with the material.

Resources / References

1. Lencioni, P. (2002). *The Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass.
2. Zachary, L.J. (2011). *The Mentor's Guide: Facilitating Effective Learning Relationships* (2nd ed.). San Francisco, CA: Jossey-Bass.
3. Zachary, L.J. & Fischler, L.A. (2009). *The Mentee's Guide: Making Mentoring Work*. San Francisco, CA: Jossey-Bass.
4. Kouzes, J.M. & Posner, B.Z. (2008). *The Leadership Challenge* (4th ed.). San Francisco, CA: Jossey-Bass.