

Negotiating for Improved School Effectiveness



Georgia Leadership Institute
for School Improvement

**A Performance-based Learning Module
for Georgia's Educational Leaders**

Related Modules

Related GLISI Modules

Other modules related to this topic include:

- *Using Leader Stories to Build Shared Vision and Commitment*
 - *Leading Team Discussions*
 - *Leading a Team Through Group Decision-making*
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Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none">• A situation where two parties need to resolve a disagreement or conflict• Individuals on two different sides of an issue who are willing to resolve the issue in a satisfactory manner by reaching a mutually agreeable position• Tools for recording discussions and decisions, including pen and paper for both parties and possibly flip charts and white boards	<ul style="list-style-type: none">• Lead a team through the negotiation process to identify strategies that will result in a successful intervention	<ul style="list-style-type: none">• The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment• GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Performance Feedback Form(s) located in the Final Practice and Final Assessment

Module Introduction

Negotiating for Improved School Effectiveness

Sometimes, two or more parties cannot agree when there are different solutions to a problem or conflict. This represents a situation where back and forth communication is essential as each party tries to persuade and influence the other in order to have their interests met. The negotiation process is critical in order to reach a final agreement that is acceptable to all parties involved.

This module will show you a negotiating process you can use to gain agreement or support for certain administrative issues, such as services or funds from the district office, stakeholder collaboration, disagreements with teachers, and disagreements between the school and parents or the community.

In this module, you will lead a team through the negotiation process to identify strategies that will result in a successful intervention, including:

- A personality inventory (Analyze)
- Preparation (Design)
- Steps toward a solution (Develop)
- Closing the negotiation (Implement)

What Is the Leader's Role?

- Be prepared with the necessary materials and supplies
 - Schedule and communicate meeting times and locations to participants
 - Thank the participants, acknowledging everyone's worthwhile contribution to the group and commitment to future actions
-

**Begin With The
End in Mind**

Research about effective assessment of performance tells us that the learner always performs better when they understand what they should know and be able to do. For this reason, you are encouraged to **review the Final Assessment in its entirety** in order to:

- Understand the knowledge, skills, and behaviors that are being taught and tested in this module
 - Understand the standards (performance criteria) by which your performance will be assessed
 - Gauge your current level of performance against what will be expected of you by the end of the module
 - Prioritize which areas to concentrate on as you work through the module
-

Topic 1: Know Yourself and Your Opposition (Analyze)

Know Yourself; Know Your Opposition

The major activity during negotiating is to communicate effectively with someone else. Good communication means starting with a sincere message and tailoring that message so that the recipient can readily accept it. You also need to know who your audience is and to understand yourself and the person with whom you are negotiating.

In this topic you will:

- Learn the names of instruments used to measure personality styles and traits
- Categorize communication styles as they relate to negotiations
- Understand the important role emotions play in negotiations

Personality Styles and Traits

One way to better understand yourself and the person you are negotiating with is to use a personality measurement. Many types of personality measurements are available and are known by various names, including profiles, instruments, surveys, assessments and tests.

Some measurements are based on extensive research and validation while others are not. Some are relatively fun and easy to take and interpret while others are very demanding and complicated and may be based on tests of validity and reliability where professional interpretation is recommended. Some of the more widely used instruments include:

- Myers-Briggs Personality Type Indicator
- DISC[®] Personal Profile System
- Clifton StrengthsFinder[™]
- The Kaleidoscope Profile[®]

The insights provided from answering the questions and scoring the results will help you better understand yourself and the person with whom you are negotiating.

Communication Styles

Many of the personality measurements identify and measure different communication styles. Because communication is at the heart of negotiation, you may choose to focus on this specific personality trait. Linda McCallister, in *I Wish I'd Said That*, provides a very direct way of categorizing communication styles. Refer to Appendix A, Different Bargaining Styles, for more information.

Emotions and Values

How you deal with your own emotions and those of your opposition can be the difference between success and failure in the negotiation process. Often, the item or issue you are negotiating about has high value to you. You may feel that the outcome may have a major impact on your professional future or your role in the school or school district. At school, you may be vying for scarce resources, trying to secure a much sought after promotion, or want to have the ability to use a specific teaching strategy.

The value you place on the outcome of a negotiation and the process of interacting with the other person will spark emotions that become part of the negotiation. You need to understand and deal with emotions and values appropriately during any negotiation.

When Do I Begin This Task? (Cues)

Begin this task prior to the actual negotiation.

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
<p>1. Review available instruments</p>	<p>Review the synopsis in Appendix B, Personality Inventories and Communications, which describes some of the more popular and readily available instruments used to measure personality styles or traits.</p> <p>NOTE: GLISI does not endorse or support any specific instrument.</p>
<p>2. Select an instrument</p>	<p>From the synopsis in the Appendix, select an instrument that will provide the insights you need. Your school or district may already use a specific instrument or have a preference. You can generally find samples of personality type inventories in the Guidance Department of a school or system.</p> <p>NOTE: Your coach may be able to help you locate a personality inventory.</p>
<p>3. Take the instrument</p>	<p>Complete at least one personality inventory. You may have already taken one of the instruments listed, perhaps even recently. Most authors believe that if the respondent takes the test completely and honestly, the results will be the same with each repeated administration. However, it is recommended that you retake the profile or at least review the questions.</p> <p>If you have NOT taken an instrument, now is the time to do it. Remember, it is important to answer the questions honestly since personality typing is only as accurate and true as the input that the responder provides. Do not decide that you want to be a particular type of person and answer the questions in a way you think will show the results you want.</p>
<p>4. Review the results</p>	<p>Review the results of the personality inventory you took in the step above. Each profile or instrument will provide materials for interpreting the results.</p> <p>Compare the results to what you know and believe about yourself and your behaviors. Make sure you feel the results describe you well. It is good to gain additional insight. However, if you feel that part of the description does not sound like you, look for other clues and insights within the interpretation guidelines provided with the profile.</p> <p>Review the impact of your style and the other styles as they relate to negotiating.</p> <p>Determine how you will adapt your communication style and how you will seek a mutually agreeable solution based on the different styles of others.</p>

Step	Action
<p>5. Familiarize yourself with personality types that are not your own</p>	<p>Prepare for the negotiation. As you prepare for each negotiation, write down everything you know about the other person. If you have a copy of the profile, you can even try to answer each question the way you think the other person would.</p> <p>If you are meeting the other person for the first time, be aware of his/her personality traits so that you can adapt your negotiation skills to meet his/her needs.</p> <p>Look for clues that will help you communicate with the other person.</p> <p>For example, if you determine that the person with whom you are negotiating is low in influence on the DISC[®] profile, you need to prepare and present more facts, expect that the other person will be skeptical at best and will even be pessimistic and critical during negotiations.</p> <p>Move out of your comfort zone to understand the other person.</p> <p>For example, if the other person expands every topic into a large-scale issue with little detail, specificity, or sequence, but with much emotion, he/she is likely global (Myers-Briggs – Intuitive) and dependent upon feelings rather than facts (Myers-Briggs – Feeling). Your job as a trained negotiator is to draw out the facts and the details and the sequence of events that are missing from the conversation. Once the details and the sequence are laid out for both parties to review, generally decisions can be made based on actual details of the events.</p>

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Take a personality inventory. Either review one of the personality assessments that you have recently taken or select one from Appendix B (Personality Inventories and Communications) and complete it.

Score the personality inventory and analyze the results.

Select a peer with whom you will conduct a practice negotiation. Ask your peer to take the same instrument that you take.

Compare and discuss the results with your peer.

List attributes that your peer would bring to the table that are different from yours. How would you address these differences in a conflict situation?

Practice Worksheet

List the personality or communication instrument you chose to take and why.

Name of Instrument:

Why chosen?

Write down the results. What is your personality or communication style?

Style summary (adjectives)

Interpretation summary

List the personality style and interpretation of your opposition.

Style summary (adjectives)

Interpretation summary

How will you structure your communication with your opposition in order to be the most effective?

Topic Practice Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Major instruments were reviewed	Included the following instruments: <input type="checkbox"/> Myers-Briggs Personality Type <input type="checkbox"/> DISC® Personal Profile <input type="checkbox"/> Clifton StrengthsFinder™ <input type="checkbox"/> Kaleidoscope Profile® <input type="checkbox"/> Communication styles	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. An instrument was selected	The instrument is based on: <input type="checkbox"/> School and district usage or recommendation <input type="checkbox"/> Perceived usefulness	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. The instrument was taken and scored	<input type="checkbox"/> All questions were answered truthfully <input type="checkbox"/> The instrument was scored accurately	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Results were reviewed	<input type="checkbox"/> List insights about your own personality <input type="checkbox"/> List areas of disagreement	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. The opposition's personality traits were assessed	<input type="checkbox"/> List general insights into opposition party's personality <input type="checkbox"/> Outline specific insights about each individual involved	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 2: Prepare to Negotiate (Design)

Prepare to Negotiate

You would not think of going to a Board of Education meeting or even leading a staff meeting without being prepared. The same is even truer in negotiations. The person with the most facts leads the negotiation; therefore, you should be prepared with facts, details and data before starting a negotiation.

In this topic you will:

- Gather information about the content of the topic being negotiated
- Gather information about your opposition
- Determine what limits you will place on your negotiations, including what you really want and what is the minimum you will accept

Gathering Information

In order to conduct a successful negotiation, you need to know:

- Facts
- Precedents
- Expert opinions

This will help both you and your opposition as you seek a win-win solution.

Record What You Know About the Opposition

In the previous topic, you wrote down what you know about your opposition's personality. Now you need to apply this understanding to how the person will act during the negotiation. Attempt to determine what you hope to be the underlying goals and expectations for the negotiation in order to determine how the opposition's personality will meet or conflict with these goals and expectations.

Write Down Your Plans

You need to be flexible and prepared to seek a solution that you may have not thought about. First, you need to write down what you really hope to get out of the negotiation. If you could get exactly what you wanted, what would it be? Some call this a Best Possible Alternative (BPA).

For example: The district will immediately begin work on a new addition to your school that will eliminate the eight trailers that you currently must use to house classes.

At the other end of the scale is what you would live with if necessary. This is called your Minimum Possible Alternative (MPA).

For example: Perhaps the school district will hire an architect to draw up plans and make a cost estimate for the addition and put the actual construction planning off until next year.

Finally, you need your “walk-away” position. This is called your Best Alternative to No Agreement (BATNA) and is critical for you to know before the negotiation begins. You may feel strongly enough about this that if the district does nothing, your BATNA is to look for a job in another district or even to leave the education field.

In most cases, you will have a much less dramatic BATNA. For example, if you are unable to reach agreement with a new teacher about what classes will be taught, you may go back to the district and ask for someone else to be assigned to the school.

In buying a house or a car, for example, your BATNA is probably to keep looking at other houses or cars. In buying a car, you could:

- Simply drive your old car for a while longer
- Go to a different dealership or shop online
- Look at a different make or model
- Decide to use public or alternate modes of transportation

When Do I Begin This Task? (Cues)

Begin this task prior to the actual negotiation process.

**What Resources
are Required?**

Facts, precedents, expert opinions, and records of what you know about the opposition are required to create a written BPA, MPA and BATNA.

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
<p>1. Collect content information</p>	<p>Find out as much as you can about the issue being negotiated by reviewing:</p> <ul style="list-style-type: none"> • Past decisions and precedence • Government and district regulations, laws, standards, and guidelines • Expert opinion from consultants, published books and articles • Any other information that will help convince you and your opposition that the solution is a good one
<p>2. Collect information about your opposition</p>	<p>Determine how you think your opposition will negotiate, based on your assessment of what you know about that person.</p> <p>Write down what you think your opposition wants out of the negotiation. We have looked at an example where both parties may want the same thing. In many cases the outcomes are related but different. For example, you want someone to print the school yearbook, and a printing company wants to sell its services.</p>
<p>3. Write your own BPA</p>	<p>Write down exactly what you want, based on what you currently know. Include as many details and options as you can.</p>
<p>4. Write your own MPA</p>	<p>Write down what you consider to be your lowest or least possible alternative, which is the point where you will decide to stop the negotiation and walk away. You need to decide this before you start negotiating rather than while you are doing it. This is the point at which you will opt to use your BATNA.</p>
<p>5. Write your own BATNA</p>	<p>Write down what the position at which you will decide to stop the negotiation and walk away. You need to decide this before you start negotiating rather than while you are doing it.</p>

Step	Action
<p>6. Plan your negotiation process</p>	<p>Use the following guidelines and example to help you plan your negotiation process.</p> <p>Two (or three) schools in your district are all interested in adding a special, new program. You need to convince the district that your school and community have the greatest need for the new program.</p> <p>To prepare for the negotiation:</p> <ul style="list-style-type: none"> • List the details of the demographics of your school and how the students will benefit • Describe why your needs are greater than other schools • List the qualifications of your staff and note whether they are prepared to take the additional training to support the program • Demonstrate how the school facility can be readily modified to accommodate the program • Determine the BPA, MPA, and BATNA of the other schools • List the decision-makers and the areas that will most influence them • Determine how to present your case <p>BPA: Your goal is to have three teachers and up to 65 students involved in the program by September.</p> <p>MPA: You could get started with just one teacher and approximately 22 students, but the program would lack the synergy that the school feels will have the best impact.</p> <p>BATNA: If the district does not select your school:</p> <ul style="list-style-type: none"> • The students in need of the program will continue to be served through existing, indirect programs. • You could do a similar program with only a small amount of district support and some help from the university. • You could seek outside grants to support a limited program for the first year.
<p>7. Help the other party plan their negotiation process</p>	<p>Help the other party plan their negotiation process by:</p> <ul style="list-style-type: none"> • Helping them understand their BPA, MPA, and BATNA positions. • Helping them to write down their positions before the meeting occurs.

Step	Action
8. Deal with emotions	<p>Review the following guidelines for dealing with emotions and prepare yourself once you enter negotiations.</p> <ul style="list-style-type: none">• Write down your emotions about the negotiation and try to list the other side's emotions• Acknowledge especially strong emotions and get them "out on the table"• Allow the other side to express anger and frustration, staying quiet and calm while they do it• Remain quiet during emotional outbursts rather than responding in kind• Use symbolic gestures. For example, offer an apology without taking responsibility or share a meal after an outburst, showing that it's over and forgotten. <p>Fisher and Ury, <i>Getting to Yes</i>, pp. 29-32.</p>

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Work with your coach and your peer (the one you selected to work with in the previous topic) to select a topic on which to negotiate. The topic should be relevant to education and one that you and your peer do not agree on at the beginning of the negotiation.

Prepare for this negotiation by writing a BPA, MPA, and BATNA. Ask your peer to prepare as well.

Share what you have done with your coach and ask your peer to share with your coach.

Do not share your BPA, MPA, and BATNA with your opposition.

Practice Worksheet

Write down the topic of your negotiation.

Write down the key facts and issues related to this issue.

Precedents:

Regulations:

Expert opinion:

Write down what you know about your opposition's position on this issue.

Write down your best possible alternative (BPA). What would you really like the outcome to be?

Write down your minimum possible alternative (MPA). What would you agree to?

Write down your best alternative to no agreement (BATNA). What will you do if this negotiation is not successful?

Topic Practice Performance Checklist

Select one: Performer’s self-assessment Performance Coach’s observations

Performer’s Name: _____

Performance Coach’s Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Information about the issue is collected	<input type="checkbox"/> Collect information on precedents	<input type="checkbox"/> Yes
	<input type="checkbox"/> Collect information about regulations for the negotiation topic	<input type="checkbox"/> No
	<input type="checkbox"/> Collect expert opinion about the negotiation topic	
2. Information about the opposition is collected	<input type="checkbox"/> Prepare impressions about how the opposition will negotiate	<input type="checkbox"/> Yes
	<input type="checkbox"/> Make estimates about what the opposition hopes to gain	<input type="checkbox"/> No
3. Alternatives are prepared	Write the following:	<input type="checkbox"/> Yes
	<input type="checkbox"/> Best Possible Alternative (BPA)	<input type="checkbox"/> No
	<input type="checkbox"/> Minimum Possible Alternative (MPA)	
	<input type="checkbox"/> Best Alternative To No Agreement (BATNA)	
4. Plans are made to deal with emotions	<input type="checkbox"/> Recognize and understand emotions	<input type="checkbox"/> Yes
	<input type="checkbox"/> Reveal and acknowledge emotions	<input type="checkbox"/> No
	<input type="checkbox"/> Allow the opposition to express frustration and anger	
	<input type="checkbox"/> Do not react to outbursts	
	<input type="checkbox"/> Use symbolic gestures	

Topic 3: Work Toward a Solution (Develop)

Work Towards a Solution

You are now ready to schedule a time when you can meet with your opposition and negotiate a solution.

In order to come to a successful conclusion, you need a principled strategy and process that will work for both of you. You will need to:

- Determine mutual interests that are the foundation for the negotiation
 - Consider all options
 - Establish criteria that all parties can agree to
-

Ask Questions and Listen

Asking appropriate and effective questions and actively listening are skills you will need while negotiating. For more information, refer to the GLISI PBM: *Leading Team Discussions*.

Dealing with Difficult Tactics

Not everyone has been trained or is inclined to use a principled approach to negotiating. There are many ways that people may try to get you to give in to their solution. There is a long list of tactics to be aware of and for you to consider. For more details, refer to the Step-Action Table.

Using Positive Tactics

There are tactics that are very appropriate and can help you adjust and respond to the pressure and to continue the negotiation process. Refer to the Step-Action Table for more details.

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Discover mutual interests</p>	<p>Determine the underlying interests, needs, motivators, drivers, desires, concerns and fears of the other party. In the ideal world, the mutual interest for all of us should be the top achievement of all of our students. Even though we may have decided on a different solution, we can agree about why we are there.</p> <p>Share your interests openly with your opposition and look for specific interests that relate to the issue being negotiated.</p> <p>For example: One of your teachers may be very passionate about increased diversity and inclusion in your school. The more you can help her meet this personal need, the more other issues may be resolved.</p> <p>When you start a negotiation, ask: “What are the underlying reasons for this proposal?”</p>
<p>2. Consider options</p>	<p>Find alternative, creative options, using a brainstorming style technique. (Refer to the GLISI module, <u>Leading Team Decision-making.</u>)</p> <p>Use compromise sparingly. Although compromises can contribute to the final solution, do not make them your primary focus. Compromises give only part of what each person wants.</p> <p>Look for ideas that build on each other’s interests. The goal is to find a solution that benefits both parties.</p> <p>For example: Consider our example with the two teachers both wanting to be the department chair. Having a co-chair might work in some situations. However, there may be another leadership role that one of the persons would like to consider. If their interest is recognition, perhaps this other role would offer even more recognition than the chairperson role. Or, if their interest is additional pay, perhaps there is a role that would offer a better solution than the chairperson role. Perhaps one of the individuals is nearing retirement and plans to be at the school only one more year. A good solution might be to appoint the person nearing retirement to a one-year role as lead teacher with a commitment to appoint the other person the next year.</p> <p>Referring to the example of too many trailers at your school, one solution may involve transferring some students to other schools or looking at other attendance options.</p>

Step	Action
<p>3. Establish criteria</p>	<p>Establish objective criteria you and your opposition will use to evaluate options. Once you begin to produce mutually beneficial alternative solutions, these criteria will allow you to quickly narrow the options to the most promising ones.</p> <p>Objective criteria may be based on items such as the following:</p> <ul style="list-style-type: none"> • Market value • Precedent • Scientific judgment • Professional standards • Efficiency • Costs • What a court would decide • Moral standards • Equal treatment • Tradition • Reciprocity <p>Based on Fisher and Ury, page 85.</p>
<p>4. Ask questions</p>	<p>Use effective questioning skills, which include the following:</p> <ul style="list-style-type: none"> • Open-ended questions that explore the opposition's interests and seek mutually beneficial options. • Closed-ended questions that get the details needed to work out a solution. • Questions that continue to prompt and probe until you are satisfied with your understanding of your opposition's interests and options. • Confirming and clarifying questions to understand what is needed to come to a successful solution.
<p>5. Listen actively</p>	<p>Listen actively, overcoming barriers and interference. Focus on what your opposition is saying. In order to channel your thinking into a successful, principled solution, do the following:</p> <ul style="list-style-type: none"> • Control your mind • Use good body language • Stay involved • Take notes • Do not argue

Step	Action
<p>6. Deal with difficult tactics</p>	<p>Beware of sly or devious tactics that negotiators use to try to “win” their position. Refer to Appendix C for a list of some of these deceptive tactics.</p> <p>Refrain from using inappropriate tactics yourself, which will help keep your opposition from using them and set the tone for the negotiation.</p> <p>When you are helping others, be sure to prevent them from using deceptive practices during the negotiations.</p>
<p>7. Deal with emotions</p>	<p>Monitor the emotional climate in the room carefully. When emotions run high, switch the focus from the problem or issue and focus on the people, moving to another option or item of discussion if necessary. Remain calm and poised and keep your own body language and emotions in control.</p>
<p>8. Control your negotiation</p>	<p>Monitor the environment closely. The best way to counter difficult tactics and your opposition’s emotions is to maintain your own emotional distance.</p> <p>Respond with questions and non-emotional ideas and do not be defensive.</p> <p>Use silence to your advantage. For example, when you ask a question or make a recommendation, wait for a reply.</p> <p>Keep your voice low and slow your speech appropriately.</p> <p>Use pauses creatively. One of the major means of controlling yourself during negotiations and of making sure you do not make a decision under the pressure of negotiating that will turn out to not be the best is to (temporarily) stop the process.</p> <p>Reconvene later or the next day.</p>
<p>9. Reach the outcome</p>	<p>Confirm that you have completed all of the steps in this phase of the negotiation. At the end of this phase of principled negotiating, you should have:</p> <ul style="list-style-type: none"> • A list of your opposition’s interests • Optional solutions • Criteria for selecting the final solution <p>Write down the last two items for yourself and your opposition. If you and your opposition can agree on these, you are close to finishing the negotiation.</p>

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Using the same topic and the same peer from Topic 2, practice working toward a solution by:

- Discovering mutual interests
 - Identifying options
 - Establishing criteria for evaluating options
 - Avoiding deceptive tactics
 - Dealing with emotions
-

Practice Worksheet

Describe the negotiating environment and how much time you spent.

Environment:

Number of sessions:

Total negotiation time:

List the interests you found out about your opposition.

List the options or alternatives that the two of you generated.

List the criteria you mutually agreed to for helping make the final solution decision.

If your opposition used any difficult tactics, list them here:

Did you use the "pause button?"

Why?

Topic Practice Performance Checklist

Select one: Performer’s self-assessment Performance Coach’s observations

Performer’s Name: _____

Performance Coach’s Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Interests are identified	<input type="checkbox"/> Identify your opposition’s interests	<input type="checkbox"/> Yes
	<input type="checkbox"/> State your own interests for the opposition	<input type="checkbox"/> No
2. Options are identified	<input type="checkbox"/> Ask appropriate questions	<input type="checkbox"/> Yes
	<input type="checkbox"/> Consider mutually beneficial solutions	<input type="checkbox"/> No
3. Decision criteria are developed	<input type="checkbox"/> List criteria	<input type="checkbox"/> Yes
	<input type="checkbox"/> Confirm criteria are objective	<input type="checkbox"/> No
4. Difficult emotions and tactics are dealt with	<input type="checkbox"/> Identify difficult tactics (when used)	<input type="checkbox"/> Yes
	<input type="checkbox"/> Counter difficult tactics	<input type="checkbox"/> No
	<input type="checkbox"/> Identify emotional issues when they occur	
	<input type="checkbox"/> Deal with emotional issues	

Topic 4: Close the Negotiation (Implement)

Close the Negotiation

All of your preparation, excellent communication, and creative solution finding are only useful if you bring the negotiation to a successful and timely close. If you have done all of the other steps in principled negotiating, this last step should be easy.

In this topic you will:

- Recognize when to close the negotiation
- Pick the best solution
- Celebrate the agreement

Recognize When to Close

Look for signals that you and your opposition are ready to agree. This may be as simple as asking if your opposition can think of any other options, or “Are we ready to come to an agreement now?”

You want to be as creative as possible to find the best possible solutions, but you do not want to drag on the conversations and lose track of your goal—to negotiate a mutually agreeable solution. If you are dealing with a party that does not like to come to a decision, you will need to help them reach the end of the negotiation.

Pick the Best Solution

You have worked with your opposition to generate a working list of potential solutions and you agreed on the criteria (Topic 3). Now you need to apply these criteria to the various options and pick the one that is best for both of you.

Using the TACOW Method

In a complex agreement, there may be several points. Each together makes the total agreement. It is often useful to reach agreement on each point and then come to a final agreement on the whole. This is referred to by the experts as a Tentative Agreement Contingent on the Whole (TACOW).

Celebrate the Agreement

As with any major undertaking, you should celebrate when you have accomplished the goal.

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
1. Determine when to close	When you believe you are ready to close: <ul style="list-style-type: none"> • Ask if this solution sounds close • Keep pushing for mutually agreeable, win-win solutions • Compromise on some points that do not conflict with your major interests
2. Determine the need for more time or information	If you have not reached closure and need more information or if the session has been going for too long: <ul style="list-style-type: none"> • Agree when to meet again • Agree who has responsibility for gathering more information and making session arrangements
3. Choose the best solution	<ul style="list-style-type: none"> • Using the objective criteria that both parties have agreed to, review each alternative solution and rate it against the criteria • Select the solution that offers the best results for both parties and that both parties will support
4. Use TACOW if appropriate	Make tentative agreements on the various points within the overall agreement.
5. Write it down	Prepare a memorandum of understanding or a letter, spelling out exactly what you agreed to. In some cases, you will need a formal contract or some other formal agreement.
6. Celebrate the agreement	<ul style="list-style-type: none"> • Demonstrate the success of your efforts. For example, take your opposition to lunch. This way, you emphasize the relationship and signal the end of a negotiations and an agreement that will make you partners for some period of time. • Make a public announcement

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Meet with your peer and complete an agreement concerning the issue you mutually agreed to negotiate in the two previous topics.

Write down your agreement and do something to celebrate.

Practice Worksheet

How did you determine it was time to close?

Write down the solution you decided on.

If you needed to use TACOW, write down the sub-point agreements.

How did you celebrate?

Topic Practice Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. A solution was chosen	<input type="checkbox"/> Determine the readiness to close	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Apply criteria to ensure both parties are in agreement	
	<input type="checkbox"/> Make tentative agreements with sub-points	
2. The agreement is documented	<input type="checkbox"/> Prepare a written agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Have both parties sign, if appropriate	
3. The agreement is celebrated	<input type="checkbox"/> Both parties celebrate together	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> A public announcement is made	

Final Practice

Instructions

- Perform this practice, referring to the topic step-action tables as needed.
- Complete the Final Practice Worksheet, listing results that are realistic based on the information in the practice scenario.
- Check your work.
- Meet with your Performance Coach to review the results and decide what to do next.
- Completing this Final Practice requires meetings with a team of 2 - 4 peers. Prepare for these meetings by:
 - Communicating the time and location of the meeting to the participants in advance
 - Preparing and providing copies of a meeting agenda
 - Being prepared with all the necessary materials and resources

Practice Scenario

Lead a team through the negotiation process to identify strategies that will result in a successful intervention, including:

- A personality inventory (Analyze)
 - Preparation (Design)
 - Steps toward a solution (Develop)
 - Closing the negotiation (Implement)
-

Final Practice Worksheet

List the personality or communication instrument you chose to take and why.

Name of Instrument:

Why chosen?

Write down the results. What is your personality or communication style?

Style summary (adjectives)

Interpretation summary

List the personality style and interpretation of your opposition.

Style summary (adjectives)

Interpretation summary

How will you structure your communication with your opposition in order to be the most effective?

Final Practice Worksheet

Write down the topic of your negotiation.

Write down the key facts and issues related to this issue.

Precedents:

Regulations:

Expert opinion:

Write down what you know about your opposition's position on this issue.

Write down your best possible alternative (BPA). What would you really like the outcome to be?

Write down your minimum possible alternative (MPA). What would you agree to?

Write down your best alternative to no agreement (BATNA). What will you do if this negotiation is not successful?

Final Practice Worksheet

Describe the negotiating environment and how much time you spent.

Environment:

Number of sessions:

Total negotiation time:

List the interests you found out about your opposition.

List the options or alternatives that the two of you generated.

List the criteria you mutually agreed to for helping make the final solution decision.

If your opposition used any difficult tactics, list them here:

Did you use the "pause button?"

Why?

Final Practice Worksheet

How did you determine it was time to close?

Write down the solution you decided on.

If you needed to use TACOW, write down the sub-point agreements.

How did you celebrate?

Final Practice Performance Checklist

Select one: Performer’s self-assessment Performance Coach’s observations

Performer’s Name: _____

Performance Coach’s Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. Major personality and communication style instruments were reviewed	The instruments included:	<input type="checkbox"/> Yes
	<input type="checkbox"/> Myers-Briggs Personality Type	<input type="checkbox"/> No
	<input type="checkbox"/> DISC® Personal Profile	
	<input type="checkbox"/> Clifton StrengthsFinder™	
	<input type="checkbox"/> Kaleidoscope Profile®	
	<input type="checkbox"/> Communication styles	
2. An instrument was selected	The instrument is based on:	<input type="checkbox"/> Yes
	<input type="checkbox"/> School and district usage or recommendation	<input type="checkbox"/> No
	<input type="checkbox"/> Perceived usefulness	
3. The instrument was taken and scored	<input type="checkbox"/> All questions were answered truthfully	<input type="checkbox"/> Yes
	<input type="checkbox"/> Instrument was scored accurately	<input type="checkbox"/> No
4. The results were reviewed	<input type="checkbox"/> List insights about your own personality	<input type="checkbox"/> Yes
		<input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. The personality traits of the opposition were assessed	<input type="checkbox"/> List general insights into opposition party's personality	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Outline specific insights about each individual involved	
6. Information about the issue was compiled	<input type="checkbox"/> Compile information on precedents	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Compile information about regulations	
	<input type="checkbox"/> Compile expert opinion information	
7. Information about the opposition was compiled	<input type="checkbox"/> Prepare impressions about how the opposition will negotiate	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Estimate what the opposition hopes to gain	
8. Your written alternatives were prepared	You wrote the following:	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Best Possible Alternate	
	<input type="checkbox"/> Minimum Possible Alternative	
	<input type="checkbox"/> Best Alternative To No Agreement	

Evidence	Criteria	Proficient? Give Feedback.
9. Plans were prepared to deal with emotions	Prepare to:	<input type="checkbox"/> Yes
	<input type="checkbox"/> Recognize and understand emotions	<input type="checkbox"/> No
	<input type="checkbox"/> Reveal and acknowledge emotions	
	<input type="checkbox"/> Allow the opposition to let off steam	
	<input type="checkbox"/> Not react to outbursts	
	<input type="checkbox"/> Use symbolic gestures	
10. Each party's interests were identified	<input type="checkbox"/> Identify your opposition's interests	<input type="checkbox"/> Yes
	<input type="checkbox"/> State your own interests for the opposition	<input type="checkbox"/> No
11. Options were identified	<input type="checkbox"/> Ask appropriate questions	<input type="checkbox"/> Yes
	<input type="checkbox"/> Consider mutually beneficial solutions	<input type="checkbox"/> No
12. Decision criteria were prepared	<input type="checkbox"/> List decision criteria	<input type="checkbox"/> Yes
	<input type="checkbox"/> Confirm criteria are objective	<input type="checkbox"/> No
13. Difficult tactics and emotions were dealt with	<input type="checkbox"/> Identify difficult tactics when used and counter them appropriately	<input type="checkbox"/> Yes
	<input type="checkbox"/> Identify and deal with emotional issues when they occur	<input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
14. A solution was chosen	<input type="checkbox"/> Determine the readiness to close <input type="checkbox"/> Apply criteria <input type="checkbox"/> Ensure both parties are in agreement <input type="checkbox"/> Create tentative agreements with sub-points	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. The agreement was documented	<input type="checkbox"/> Prepare a written agreement <input type="checkbox"/> Have both parties sign, if appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. The agreement was celebrated	<input type="checkbox"/> Have both parties celebrate together <input type="checkbox"/> A public announcement was made	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others

Eligible for Portfolio

How effective was the performer in these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

Turn the page to provide additional written feedback (required).

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Final Assessment

When Can I Take the Final Assessment?

Complete the Final Assessment when you are able to sufficiently execute the module’s performance objective(s) according to the:

- Task-related criteria on the Final Assessment Performance Checklist
- Cross-cutting leadership skills on the Performance Feedback Form

When you take the Final Assessment — either as someone who takes it to “test out” of the module or as someone who has worked through the topics and Final Practice — the underlying assumption is that you are a competent, experienced, performer. This means that the Final Assessment does not include any “helps,” such as step-action tables or worksheets.

When Can I Add the Final Assessment to My Portfolio?

Has your Final Assessment performance met all the criteria on the Final Assessment Performance Checklist and earned at least a 3 on all of the cross-cutting skills on the Final Assessment Feedback Form?

Yes	No
<p>Add these items to your Portfolio and talk to your Performance Coach about next steps:</p> <ul style="list-style-type: none"> • Final Assessment Performance Checklist • Final Assessment Feedback Form • Module Progress Tracker page • Additional artifacts such as documents, slides, video tapes, participant feedback forms, etc. 	<p>Do the following as needed before attempting the Final Assessment again when you are ready:</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topics in the module • Repeat Topic Practices and/or the Final Practice • Pursue additional learning, training and experience

**Final Assessment
Instructions**

1. Gain permission from your supervisor, sponsor, or Performance Coach to complete the Final Assessment in a school setting.
 2. Schedule the date, time and location of your session — one that works for you, your Performance Coach, and other participants.
 3. Invite a group of 2 - 4 volunteers to assist you. Ideally, you should invite your real work team. (If you are an aspiring leader, this may be a team that you would lead once you enter the leadership role. For an incumbent leader, it should reflect the team or type of team that you are currently leading.)
 4. Review the following with your Performance Coach:
 - Task-related criteria on the Final Assessment Performance Checklist
 - Cross-cutting leadership skills on the Performance Feedback Form
 - Final Assessment Scenario (on the next page)
 5. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 6. Perform the Final Assessment as follows:
 - In a real school or district setting
 - With a team of teachers, staff, or other leaders as appropriate
 - Observed by your Performance Coach
 7. Retain artifacts from your performance (documents, slides, etc.)
 8. Obtain feedback from your Performance Coach about your performance, and discuss next steps.
-

**Final Assessment
Scenario**

Find or select a situation in your school that you can negotiate similar to the following hypothetical scenario:

Devin is in the eighth grade and is a well-behaved student who maintains a B average in all subjects. On his last report card, he received a D in Algebra. His parents made an appointment to talk with the teacher, Mrs. Hopkins, about the grade. It seems that since Devin joined the football team, he has failed to complete two major projects and neglected to turn in his homework on three occasions. The teacher allowed the students in the class who were tardy with assignments to submit them until the last day of the grading period, but Devin again did not turn in the work. His parents thought that Devin should be able to complete the assignments, given his work history of maintaining good grades since elementary school. Devin's Dad is the PTO President and he is frequently in the school.

Lead the parents and the teacher through the negotiation process to identify strategies that will result in a successful intervention for Devin. You will need to teach them how to negotiate. Make sure they understand the goals, etc.

NOTE: It is not appropriate to instigate a conflict or to wait for one to occur.

If you cannot find a current teacher-parent conflict situation, work with your coach to select a negotiation situation such as one of the following:

- Student-to-student confrontation, such as fighting
 - Student-to-teacher confrontation—the teacher doesn't like me
 - Teacher-to-teacher confrontation or disagreement
 - Parent-to-student disagreement
-

Final Assessment Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).

Evidence	Criteria	Proficient? Give Feedback.
1. Major personality and communication style instruments were reviewed	The instruments included: <input type="checkbox"/> Myers-Briggs Personality Type <input type="checkbox"/> DISC® Personal Profile <input type="checkbox"/> Clifton StrengthsFinder™ <input type="checkbox"/> Kaleidoscope Profile® <input type="checkbox"/> Communication styles	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. An instrument was selected	The instrument is based on: <input type="checkbox"/> School and district usage or recommendation <input type="checkbox"/> Perceived usefulness	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. The instrument was taken and scored	<input type="checkbox"/> All questions were answered truthfully <input type="checkbox"/> Instrument was scored accurately	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The results were reviewed	<input type="checkbox"/> List insights about your own personality	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. The personality traits of the opposition were assessed	<input type="checkbox"/> List general insights into opposition party's personality	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Outline specific insights about each individual involved	
6. Information about the issue was compiled	<input type="checkbox"/> Compile information on precedents	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Compile information about regulations	
	<input type="checkbox"/> Compile expert opinion information	
7. Information about the opposition was compiled	<input type="checkbox"/> Prepare impressions about how the opposition will negotiate	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Estimate what the opposition hopes to gain	
8. Your written alternatives were prepared	You wrote the following:	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Best Possible Alternate	
	<input type="checkbox"/> Minimum Possible Alternative	
	<input type="checkbox"/> Best Alternative To No Agreement	

Evidence	Criteria	Proficient? Give Feedback.
9. Plans were prepared to deal with emotions	Prepare to:	<input type="checkbox"/> Yes
	<input type="checkbox"/> Recognize and understand emotions	<input type="checkbox"/> No
	<input type="checkbox"/> Reveal and acknowledge emotions	
	<input type="checkbox"/> Allow the opposition to let off steam	
	<input type="checkbox"/> Not react to outbursts	
	<input type="checkbox"/> Use symbolic gestures	
10. Each party's interests were identified	<input type="checkbox"/> Identify your opposition's interests	<input type="checkbox"/> Yes
	<input type="checkbox"/> State your own interests for the opposition	<input type="checkbox"/> No
11. Options were identified	<input type="checkbox"/> Ask appropriate questions	<input type="checkbox"/> Yes
	<input type="checkbox"/> Consider mutually beneficial solutions	<input type="checkbox"/> No
12. Decision criteria were prepared	<input type="checkbox"/> List decision criteria	<input type="checkbox"/> Yes
	<input type="checkbox"/> Confirm criteria are objective	<input type="checkbox"/> No
13. Difficult tactics and emotions were dealt with	<input type="checkbox"/> Identify difficult tactics when used and counter them appropriately	<input type="checkbox"/> Yes
	<input type="checkbox"/> Identify and deal with emotional issues when they occur	<input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
14. A solution was chosen	<input type="checkbox"/> Determine the readiness to close	<input type="checkbox"/> Yes
	<input type="checkbox"/> Apply criteria	<input type="checkbox"/> No
	<input type="checkbox"/> Ensure both parties are in agreement	
	<input type="checkbox"/> Create tentative agreements with sub-points	
15. The agreement was documented	<input type="checkbox"/> Prepare a written agreement	<input type="checkbox"/> Yes
	<input type="checkbox"/> Have both parties sign, if appropriate	<input type="checkbox"/> No
16. The agreement was celebrated	<input type="checkbox"/> Have both parties celebrate together	<input type="checkbox"/> Yes
	<input type="checkbox"/> A public announcement is made	<input type="checkbox"/> No

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).

Performance Levels			
1	2	3	4
<p>Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i></p>	<p>Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i></p>	<p>Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i></p>	<p>Distinguished Could be Used as a Model to Teach Others</p>

Eligible for Portfolio

How effective was the performer in these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

Turn the page to provide additional written feedback (required).

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Appendix: Bargaining Styles

	<u>Soft</u>	<u>Hard</u>	<u>Principled</u>
Participants	Friends	Adversaries	Problem-solvers
Goal	Agreement	Victory	Wise outcome
Concessions	Make them to form relationships	Demand them as the condition for friendship	Separate the people from the problem
	Soft on people and the problem	Hard on people and the problem	Soft on people: hard on the problem
Trust	Trust others	Distrust others	Independent of trust
Position	Change position easily	Dig in on position	Focus on interests, no positions
Offers	Make offers	Make threats	Explore interests
	Accept one-sided losses to reach agreement	Demand one-side gains as price for agreement	Invent options for mutual gain
	Insist on agreements	Insist on your position	Insist on using objective criteria
	Yield to pressure	Apply pressure	Be reasonable, yielding to principle, not pressure

Adapted from Fisher and Ury, *Getting to Yes*, page 13

Appendix B: Personality Inventories and Communications

Myers-Briggs Personality Type Indicator

This is one of the most widely researched, used and respected profiles. Based on the user's responses to questions, they are rated on four dimensions as follows:

Extraversion (E) or Introversion (I): Do you prefer to focus on the outer world or on your own inner world? Myers-Briggs calls this "Favorite World."

Sensing (S) or Intuition (N): Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? Myers-Briggs calls this the "Information" dimension.

Thinking (T) or Feeling (F): When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is the "Decisions" dimension.

Judging (J) or Perceiving (P): In dealing with the outside world, do you prefer to have final decisions determined or do you prefer to stay open to new information and options? This is the "Structure" dimension.

Your Personality Type: These dichotomies in four categories produce 16 distinct personality types. For example, one personality type is Extraversion, Sensing, Thinking and Judging (ESTJ) and one is Introversion, Intuition, Feeling and Perceiving (INFP).

Some people find it difficult to keep track of 16 different personality types and the interactions among all of them.

For further information, try one of the following web sites:

www.myersbriggs.org

www.humanmetrics.com

www.web.tickle.com (you can take a 50-question free assessment here if you sign up)

www.DiscoverYourPersonality.com

www.paladinexec.com (sign up and the results are given and discussed over the telephone)

The DISC® Personal Profile System is also well researched and widely used (40 million people worldwide). Each person is rated as being either high or low on four dimensions:

Dominance: High include behaviors such as demanding, ambitious and pioneering. Low include conservative, cautious and agreeable.

Influence: High include convincing, enthusiastic and trusting. Low include factual, skeptical and critical.

Steadiness or Submission: High include calm, predictable and unemotional. Low include restless and eager.

Conscientiousness or Compliance: High include careful, systematic and tactful. Low include stubborn and arbitrary.

There are many other adjectives that are provided for each dimension. The major danger is over-using these adjectives to stereotype a person.

You can take the profile online and find more information at either www.discprofile.com or www.internalchange.com.

The Clifton StrengthsFinder™ is based on research and an approach that is summarized in the book, How Full is Your Bucket?, by Rath and Clifton. There is an Educator's Edition. A disk comes with the book and can be used to take the assessment.

This is a timed, 180-question, Web-based assessment. The results are analyzed against 34 major themes, such as Analytical, Arranger, Communication, Focus, Includer, Responsibility, and Strategic.

Each person receives a report of their top five themes in rank order. Each theme is described (approximately 150 words) and includes three quotes from people who typically exhibit this strength.

The **Kaleidoscope Profile®** is offered by Performance Learning Systems. There are versions for grades 3-6, grades 7-12, educators and the workplace. The profile is available online and in print. There is a trial version available online (used by the author of this module.)

To take the profile, the user selects eight items from a large group of phrases.

The results are grouped into:

Sensory Styles: Kinesthetic, Tactual, Visual, and Auditory.

Perceptual and Organizational Styles: Global, Sequential, Concrete, and Abstract. These are also combined.

Personality Styles: Sensing-Perceiving, Sensing-Judging, Intuitive-Thinking, and Intuitive-Feeling.

The user is scored on each of these personality styles. Detailed descriptions provide insights as to what particular type an educator values and is motivated by, how the educator tends to structure curriculum, and preferred classroom management and discipline approaches.

Go to www.plsweb.com for more information and to take the profile.

Communication Styles

Linda McCallister uses six categories of communication styles:

There are three Dominant Styles: Noble, Socratic, and Reflective.

There is a dual style called Senator.

There are two blended styles called Magistrate and Candidate.

In addition to including a self-assessment in her book, she offers ways to identify individuals who fall into each of these categories. For example, the Socratic has conversations spiced with anecdotes. They often add details and past experiences that may seem irrelevant. They seem to speak in the verbal equivalent to a patchwork quilt. They speak to persuade themselves.

Appendix C: Deceptive or Difficult Tactics

Fisher and Ury have defined three major categories of deceptive tactics:

Deliberate deception:

- Phony facts. Your opposition presents false information. Try to independently confirm whatever the opposition presents.
- Ambiguous authority. This is similar to the invisible partner listed below. Try early in the negotiation to determine whether your opposition has the authority to do this negotiation.
- Dubious intentions. If you suspect that the opposition will not want to live up to the negotiated agreement, you should try to build compliance into the agreement.

Psychological warfare:

- Stress. The opposition may purposely put you into a stressful situation. Call for a break or change of venue.
- Personal attacks. If the opposition attacks you, rather than making an optional agreement, ignore them. And don't use them—ever!
- Good guy/bad guy. This is a ploy by two opposition negotiators. One acts very difficult and will agree to nothing. The other tries to be your friend and offers an agreement, but not as good a one as you should expect.
- Threats. Making threats of any sort should not be part of a negotiation. Sometimes, however, a warning may be appropriate, such as “If we cannot reach a reasonable solution to this, I will need to refer the matter to the school discipline committee.”

Positional pressure tactics:

- Refusal to negotiate. This is usually a ploy to gain a position from which they expect a greater concession. Try to find out why they will not negotiate.
- Extreme demands. This is often a ploy to lower your expectations.
- Escalating demands. The opposition gives in on one point but then asks for more than originally requested on another point, or comes back later in the negotiation to ask that an item be readdressed.

- Lock-in tactics. These are often pre-announced expectations that result in making it difficult to settle for less. Try to help your opposition save face, but continue to negotiate for a principled solution.
- Hard-hearted partner. This is similar to the good guy/bad guy approach. “I agree, but the Assistant Superintendent won’t let me do that.”
- Calculated delay. This may be used to move the final decision into a timeline that works better for your opposition. For example, in June, when you are on summer vacation.
- Take it or leave it—ultimatums. This ploy is used to suggest that this is a last offer, without reference to agreed-to criteria or attempting to determine if it is a good solution for all.

Others have reported:

- Bulldog. This person is “in your face” all the time—very aggressive. Treat it as a bad tactic.
- No budget. Budget issues are seldom as inflexible as presented. Search for budget options that can help both parties reach their goals.
- Reaction time. Will try to you make the decision right away, like at an auction. This is a form of stress.
- Must use our rules. There is no reason why your opposition’s negotiation rules or criteria are the only ones that should be considered. The rules are part of the negotiation. School rules need to be enforced, assuming they reasonably fit the situation.
- New negotiators. Similar to ambiguous or invisible negotiator.
- The Hagggle. They will give in a little on a point, but then expect you to give in, regardless of the total solution.
- Cherry-picking. This occurs when you are negotiating issue-by-issue. The person tries to get a favorable solution to each point without considering the whole.
- The Flinch. They react in a startled way to every proposal solution you offer.

Recommended Reading and Resources

Donaldson, M. and Donaldson, M., (1996). *Negotiating for Dummies*, New York, NY, Wiley Publishing, Inc.

Fisher, R. and Ury, W. (1991). *Getting to Yes, Negotiating Agreement Without Giving In*, 2nd Edition, New York, NY, Penguin Books.

Lum, G., Tyler-Wood, I. and Wanis-St. John, A., *Expand the Pie: How to Create More Value in Any Negotiation*, (2003), Seattle, WA, Castle Pacific Publishing.

McCallister, L, (1992). *I Wish I Had Said That*, New York, NY, John Wiley & Sons, Inc.

Rath, T. and Clifton, D, (2005). *How Full is Your Bucket?*, New York, NY, Gallup Press.

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