

SESSION

06

SORT It

AN ORANGE
CHALLENGE-
GIVE AND TAKE



Youth Work Ireland
Cork

AN ORANGE CHALLENGE - GIVE AND TAKE

As always, please ensure you have thoroughly read the introductory chapter and the literature review to ensure you are familiar with all of the concepts and models, and that you can confidently explain them simply and clearly to participants. Please also ensure you have reviewed the videos for this session (the Employee and her Boss) to ensure you understand the key concepts.

LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Identify good practice for negotiating – giving a little to get what you need
- ▷ Understand how negotiating can help us progress towards our goals.



SESSION TIMETABLE

Section	Time
Get into new brain / overview	25
Negotiating: Give and Take to Get What You Need	20
Top Negotiating Tips	15
Video: The Student and the Teacher Videos	30
Close	10

MATERIALS NEEDED

- PIPs, a mobile phone with the dragon-racing app, a connector for the mobile device to project and a projector, to play the dragon racing game
- SORT It Module 6 Powerpoint presentation
- Coloured pens and paper, stickies, blu tack
- Another two flip charts stuck up around the room labelled or illustrated for the following:
 - » Things you SHOULD say or do
 - » Things you SHOULD NOT say or do
- Copies of handout 1 for all participants
- Copies of handout 2 for all participants
- One Day in a Cafe video loaded and ready to go

25 MIN TRICKLE IN AND WELCOME

20 MIN TRICKLE IN / GETTING INTO NEW BRAIN

As participants trickle in:

- ▷ Give them a chance to have a go of the 'dragon racing' game against one another. Be sure to facilitate discussions around their scores, and to keep note of their scores as from previous weeks
- ▷ At the same time, those who aren't playing can do the *trickle in* exercise from last week. It was for participants to: *find one red situation they find themselves in this week and to apply the learning, to slow down, figure out their goal, plan a way to deal with the problem, and come back and tell us about it*
- Give participants who are not playing some pens/coloured pens and paper/stickies and ask them to write down some key words or draw some images representing their situation, while others play the dragon-racing game
- Ask them to stick their drawings or stickies onto the 'RED' Flipchart
- Discuss with participants the red situations they overcame when they are not playing the dragon-racing game

5 MIN INTRODUCTION TO THE SESSION

➔ SLIDE 2

Discuss the following:

- ▷ Remind participants where we are in the model – on the third step; read the lights. Ask them do they remember what the first two steps were (shift from old brain to new brain and 'objective') and what they mean.
- ▷ Invite participants to say what 'red' situations were and how to handle them. Remind participants about the boxer: We watched how he managed to shift into new brain, take his breaths, focus on his glove as his anchor, so he could keep his cool and not ruin his long term chances for achieving his boxing goals. Part of managing red situations is what people call Grit, this means being able to stick at something even when challenges confront us.
- ▷ In **this session** we're going to learn about to the second Read The Lights challenge – Orange – when there is a possibility for us to negotiate. Orange situations are those where we think 'hmm, I might be able to explain my viewpoint and get a little compromise', or 'there may be wriggle room for some negotiation' or 'If I am understood better maybe the situation will change'..

20 MIN EXERCISE ONE: NEGOTIATING – GIVE AND TAKE TO GET WHAT YOU NEED

AIM Students understand that we are all experienced negotiators and that there are a variety of approaches to negotiation that are appropriate in different situations.

OVERVIEW

There are two parts to this exercise,

- 1) The first is an overview discussion on negotiation and styles
- 2) The second is a small group discussion on situations where the young people have negotiated in the past

INSTRUCTIONS: DISCUSSION ON NEGOTIATION¹**➔ SLIDE 3-5**

Discuss the following points, and then work through the two scenarios that follow. Participants can do the case scenarios on their own, in pairs, or in small groups

What does 'negotiating' mean?	You can negotiate to get something you want, to resolve a fight, or to get the price you want for something you are buying.
Is negotiating the same as tricking people to get what you want?	Negotiation is a way of getting the things you need without resorting to guilt, anger, intimidation, or manipulation.
Do you negotiate regularly?	All of our lives we have been 'negotiating' and we probably negotiate most days.
Do we try to help other people when we are negotiating?	When you start looking for ways to make sure everyone gets what they want out of a disagreement or a situation, you're thinking about ways to negotiate.
Do you always get what you want when you negotiate?	Negotiation is sometimes successful and we get what we want, and sometimes it's not so successful.

Working in a Shop: You are working in a newsagent and the boss says they need you to stay an hour later, even though you weren't on the rota. You really don't want to do this as you have plans with a friend this evening. What are the different ways you could deal with this? First, list all the ways, good and bad, that you could deal with this. Second, come up with a plan to negotiate

Studying in the Library: You are sitting doing some study in a very busy library and another student puts their arms up on the shared table to work. Their elbow is in your way. First, list all the ways, good and bad, that you could deal with this. Second, come up with a plan to negotiate

1 Adapted from Learning About Living: http://www.learningaboutliving.org/south/young_people/personal_skills/negotiation_skills/_pid/content

Facilitate a discussion after they have answered the questions, considering the following points:

	Newsagent	Library
What are some of the ways you could deal with it	<ul style="list-style-type: none"> → Say no → Be rude to the boss → Start crying → Beg the boss to let you go home → Tell the boss you will ask another colleague to cover it → Tell the boss you will cover Saturday instead → Say yes and cover it and tell your friends you have to cancel 	<ul style="list-style-type: none"> → Push the person's elbow away → Shout at them or start a fight → Say nothing and study uncomfortably → Leave the library → Quietly tell the person that they are in your space and ask them to move
How could you negotiate	<ul style="list-style-type: none"> → Think about what you want in the short term: to go out with your friends → Think about what you want in the long term: to have a job and save some money → Think about what the other person wants: to get the last hour covered so the shop can stay open → Find a solution with some give and take: this could be: finding someone else to cover it for the boss / offering to cover Saturday morning instead / covering the first half an hour of the hour 	<ul style="list-style-type: none"> → Think about what you want in the short term: to be comfortable → Think about what you want in the long term: to be able to get the books so you can get the assignment finished and pass exams → Think about what the other person wants: to be comfortable and study → Find a solution with some give and take: this could be: having a quiet discussion with the person and asking them to move their arm / pointing out a seat where there is more room / moving towards the other seat

Final Discussion: Past Experiences ➡ SLIDE 6

- ▷ In small groups or as a large group participants should come up with some
 - Has everyone negotiated at some point in the past?
 - How many people had negotiated in the past week?
 - Can anyone share an example of a situation they've negotiated recently?



EXERCISE TWO: TOP TEN NEGOTIATION TIPS

➔ SLIDE 7

AIM Participants understand some key tips for negotiation

OVERVIEW

There is two parts to this exercise.

- 1) A dynamic walk-around exercise where participants come up with good practice tips for negotiating
- 2) A review of a list of good practice tips through a group discussion and with input from the facilitator

WALK-AROUND INSTRUCTIONS

- ▷ Give participants stickies and pens/markers
- ▷ Have two flip charts stuck up around the room labelled or illustrated for the following:
 - ➔ Things you SHOULD say or do
 - ➔ Things you SHOULD NOT say or do
- ▷ The aim is that participants come up with some 'shoulds' and 'should nots' for negotiating with another person to get something they need. These include both words (say) and actions (do)
- ▷ Ask participants to work in pairs and think back to the stories they heard in the last exercise and come up with one or two things to stick on each poster
- ▷ Participants should write or draw two things for each flip chart sheet and stick them on the charts
- ▷ When participants have done this, as a group walk around to each poster for a group discussion on good practice points / bad practice points that the group has come up with.
- ▷ Go through Handout 1 together and see how many of the tips they came up with and how many additional ones are listed

REVIEW OF GOOD PRACTICE TIPS

- ▷ Together review the sheet of good practice tips (Hand-out 1) and see if the participants came up with different points to what is on the list – where there are connections between what the participants have come up with and what is on this sheet highlight this.
- ▷ Highlight the importance of getting into new brain before starting any negotiation and the fact that if a person can NOT get calm and be working in their new brain, then they should put any negotiations off until they are calm and in their new brain.
- ▷ Remind the class of the last session – and ask how will they know they are in their new brain and are ready to negotiate.

SUMMARISE

- ▷ In negotiation, it's not just what you say, but how you say it is important
- ▷ It is important to shift into new brain to make sure that you can be aware of yourself and the other person and make sure you are thinking as well as you can about the situation at hand, rather than drifting off in old brain



THE EMPLOYEE AND HER BOSS

AIM Participants review the skills needed for 'orange' situations, where they have, or suspect they have, some control and must use their skills to negotiate with other people.

OVERVIEW

The participants will review the two videos, the 'before' and 'after' the SORT It model is applied, and discuss as a group how the Employee applied these skills

THE EMPLOYEE AND HER BOSS - TAKE ONE

➔ SLIDE 8

Distribute Handout 2 to participants, which includes questions for the group to consider during the video. Read out the questions with the class and ask them to think about them while they are watching the video. Play 'take one', then facilitate a discussion using the questions as a starting point.

Question	Points for Discussion
What was the employee's objective? What was the boss's objective?	<ul style="list-style-type: none"> ➔ The employee wanted to be herself and be able to speak in a way she felt was natural ➔ The boss wanted the employee to be more professional and not swear or use slang
Which of the four 'quarters', which style, did the employee use?	➔ Even though the relationship was important and the self interest was high, the employee used a competing style, pitting herself against the boss
How was her language; her words and her body language?	➔ Her body language was impatient, aggressive
Did anyone get what they wanted in that situation?	<ul style="list-style-type: none"> ➔ Nobody seemed to get what they wanted; she quit her job and the boss lost an employee ➔ She won't get to save to go to America
What would have helped?	<ul style="list-style-type: none"> ➔ If the employee had calmed down and moved from fight and then flight to being in her new brain ➔ If either of the two people had spent some time trying to understand where the other person was coming from ➔ If either of the two people had asked each other what they wanted and tried to find some common ground

THE EMPLOYEE AND HER BOSS - TAKE TWO

➔ SLIDE 9

Distribute Handout 3 to participants, which include questions for the group to consider when watching the video. Read out the questions and then, play 'take two', then facilitate a discussion using the questions as a starting point.

Question	Discussion Points
How did she shift from old brain to new brain?	She turned, took a breath, looked at her feet, centred herself and only turned around to have the the conversation when she felt calm and in control.
Did she focus on her long-term goal? How do you know?	It seems likely that she did. She wanted to get annoyed with the boss but instead, she shifted from old brain to new brain and focussed on her longer term goal of going on holiday with her mates.
What negotiation skills did she use?	<ul style="list-style-type: none"> → She stated her position using 'I' statements... → She stayed grounded; breathed and stayed in New Brain → She listened to her boss and rephrased what she wanted so she felt understood → She used a bit of humour to lighten the mood → She used her body language; she smiled and had an open expression → Her tone of voice was calm and not at all hostile → She listened to the other person's position and considered their goals in this situation → She looked for a 'win-win' so they would both be happy, she gave a little and asked for a little.
How do you think they both felt afterwards	They probably felt good, that they had stated what they wanted and needed, heard the other person and found common ground. The employee stood up for herself while also respecting the authority of her boss.



EXERCISE SIX: CLOSE

AIM Close the session by helping to the group to unwind and debrief. First get participants to reflect on a new learning from the class. Then get them to do a brief exercise known as muscle relaxation – by tensing the whole body, participants are then more aware of how their body is in a relaxed state.

INSTRUCTIONS

Reflection: Ask everyone to name one thing they have learned today that they might use again

Take the Lesson: Ask participants to practice negotiation skills this week. Pick a situation, plan your negotiation, try it out and report back to the class next week

Grounding:

- a) Ask participants to sit still and bring their awareness to their body
- b) Read out loud:
 - Tense everything in your whole body, stay with that tension.
 - Start with your feet; move up to legs, stomach, chest, arms, neck, and face.
 - Hold it as long as you can without feeling pain
 - Slowly release the tension and very gradually feel it leave your body. Repeat three times.

HANDOUT ONE: TOP TIPS FOR NEGOTIATING

1. Stay grounded; breathe, get yourself calm and **stay in New Brain**
.....
2. First ask what the other person **wants or needs**. Listen to the other person's position and **consider their goals** in this situation.
.....
3. **Restate the person's position** to be sure you understand it.... It will also help them feel heard
.....
4. **Clarify your own goals** and what you will give and what you will not give. If you need time to do this, ask for a minute or come back to the conversation.
.....
5. **State your position** using 'I' statements... 'I feel, I think, I would like'...
.....
6. Use **positive body language**; this means both your facial expressions and the way the rest of your body is communicating – your hands, your posture etc. State how you feel clearly.
.....
7. Use 'we' statements and questions **to find a solution together**... it brings a sense of teamwork. 'What can we do'...
.....
8. Look for a '**win-win**' situation. **Seek their ideas** to find the joint win...
.....

HAND-OUT TWO: THE EMPLOYEE AND HER BOSS

TAKE ONE

1. How did she do, in terms of negotiation?

.....

2. What was the employee's Objective? What was the boss's Objective?

.....

4. How was her language; her words and her body language?

.....

5. Did anyone get what they wanted in that situation?

.....

6. What would have helped that negotiation go better?
What could the employee have done better?

.....

HAND-OUT TWO: THE EMPLOYEE AND HER BOSS

TAKE TWO

1) How did she shift from old brain to new brain?

.....

2) Did she focus on her long-term goal? How do you know?

.....

3) What negotiation skills did she use this time?

.....

4) How do you think they both felt after the situation?

.....