

Strategic Negotiation Skills

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Preface

Assalamualaikum,

Welcome to the 'Strategic Negotiations Skills' workshop!

What you have in your hands is the workshop manual. It has all the key definitions and overview of all the concepts that we shall be talking about. There are write-ups of role-plays that we shall be conducting in the workshop.

You will notice that there are some pages missing in the manual. These are pages which we shall be giving you at appropriate times during the workshop. They are numbered to help you put them in the right place.

I would encourage you to take notes on the manual.

Wishing you a great learning experience!

Regards

Suleman Ahmer
Lead Trainer
Timelenders

Training Norms and Guidelines for the Participants

1.0 Timings: While following time schedules is very important in all aspects of our lives, it is all the more so at training workshops. This is because training is generally aimed at “behavior modification” and thus offers us an opportunity not only to gain knowledge about the theme at hand but also to realign our self-development habits.

1.1 The Strategic Visions/Strategic Time Management/Strategic Negotiation Skills Workshops are very sequential and missing out on even a small section would necessarily entail later challenges; it would be difficult to reconnect with the group which would have moved forward and the learning deficit would not be easy to make up. Unless the participant’s absence is due to an unavoidable emergency, such absence would, at the very least, mean missing out on his or her responsibility to the sponsoring organization and also to herself or himself as a conscientious learner. Accordingly, we expect all participants to be on time at the beginning of every session of the workshop. Care must be taken to come back at the scheduled /agreed time(s) after the breaks. We shall not wait for any participant when starting or re-starting a session.

1.2 In the event of an unforeseen happening, if a participant happens to miss out on more than one and a half hours of the workshop, we shall not be able to award the certificate to her/him. We have, however, developed a fair mechanism to offset the learning deficit and enable delivery of the certificate to such participants. We encourage any participant who has missed out on one or more sessions of the workshop to come to us after the workshop hours (preferably during the workshop or otherwise after it ends) for a special one-on-one make-up session in which our trainer(s) shall happily go over the missed out sections in our own time. It would only be after this special session that we would award the certificate. We are sure that participants would agree with us on this policy which essentially comprises a rights and fairness issue (it is the right of all participants to be treated equally and it is fair that a distinction be made amongst those who attend the training fully and those who do not).

2.0 Mobile/cell phones: We believe that training is a full time assignment. Like all other organizational activities, training should be undertaken with full concentration and seriousness. A distinction should not be made between office work which is generally considered to be “important” and “mere” training. The ringing of mobile phones disturbs the whole group and sets back the training process, often severely. Accordingly, we cannot make any allowance or compromise on mobile phone usage inside the training room. While we strongly urge participants to keep their cell phones turned off, if that is not possible, the sets may be kept in silent or vibration mode. Although emergency calls may be attended by walking out of the room, participants should appreciate that doing so not only deprives them of the required focus and continuity but also disturbs other participants. We have lately become very strict after receiving strong complaints from our participants in this regard. Thus, if any individual participant continues to move out of the room very frequently, he or she should expect a “behavior modification intervention.” We believe this is also a rights issue – as one participant’s attending to phone (even by walking out) deprives others of their right to focus. There are ample breaks in which calls can be made and taken. Sending or receiving short messages (sms) from/in the classroom is also counterproductive to the important task of training and hence not allowed.

3.0 Questions & Answers: We strongly request participants to ask questions. No question is irrelevant or trivial. We shall deal with these questions in the following five ways:

3.1 answer it immediately.

3.2 ask you to wait as the coming section(s) will cover the relevant topic which will then answer the question.

3.3 ask the individual to meet the trainers later for a one-on-one session (when the question is very specific to the questioner).

3.4 put all questions on hold for a specific time.

3.5 admit our lack of knowledge and try to find the answer which may be given at a subsequent time.

4.0 Workshop Language: Depending largely on the choice of the participants (and partially on the facility of the trainers), the training shall be conducted in English, Urdu or a mix of both the languages (as is often the case in most Pakistani organizational settings). Sometimes we may have participants who are totally unfamiliar with Urdu and in such cases the training would be conducted in English. This shall be clarified at the outset of the training. During an all English session, we shall sometimes use Urdu (especially poetry) which we shall translate for our English speaking friends.

5.0 Design of the folder: The folder which has been provided to all participants for use in the workshop has been specially designed and includes the following features:

5.1 Sheets of punched paper have been provided; it is strongly recommend that these sheets be used for note-taking and be subsequently inserted into the folder so that all the notes and handouts are in one place.

5.2 All of our workshops undergo continuous changes. Accordingly, when a major section is re-written or developed anew old participants would be informed via email; they may then download the material from our website, print it and place it in this manual.

6.0 Getting the most out of this workshop:

6.1 The brain performs different functions in the body. Comprehension and expression of ideas are two distinct functions of the brain and amongst these two functions expression of an idea is higher in complexity. Whenever the brain is given a cue that an idea will have to be expressed together with being understood and comprehended, the brain sequences the information differently and comprehension is automatically increased. Also, the person is more attentive knowing that this information has to be reproduced.

The best way to get the most out of this workshop would be to make an intention of passing on the knowledge gained to at least one person, preferably who is close to the officer – and as soon as possible. Please also keep in mind that as a part of participants' homework individuals will be asked to deliver condensed versions of the sections of this workshop to someone who is close to them. Generally participants would be asked to share the experience (of sharing the knowledge) the next day. This training delivery does not have to be very elaborate; only a few minutes of instruction would also suffice.

Participants have permission to reproduce all our training materials including the multi-media presentations; they are free to use it to train others and also to make further copies. Of course, it remains their moral obligation to acknowledge the source.

- 6.2 When someone is spoken to, the listener is usually doing three things:
- a. The act of hearing, which is a mechanical action.
 - b. Comprehension, in which the listener is making sense of what is being heard by comparing it with all the relevant data that is available in the brain.
 - c. Judgment, in which the listener decides on the authenticity of the information received and the usefulness or the lack of it (for example the information may be correct but the listener may decide that it is not relevant to him/her or that it has limited or no use).

Since (b) and (c) cannot happen without (a), we can easily declare that (a) is a pre-requisite. Similarly it is clear that the better the comprehension, the better the judgment.

One of the most common errors that normal listeners make is trying to do both comprehension and judgment at the same time. So as individuals try to comprehend information while it is still in the process of arriving and as they comprehend it, they are also in the judging mode, many a times they arrive at a judgment before the complete information has arrived. Since the judgment has been made, the mind then tunes off to later pieces of information which could have resulted in a different judgment had those were also factored in. In general, this is called premature judgment.

Also, judgment takes away brain resources which were better suited for comprehension at that time, thus impairing our comprehension.

Premature judgment is one of the major reasons behind a lot of unnecessary conflict and misunderstanding.

Here are a few steps that we propose – and which participants would find valuable in getting the best out of this workshop:

1. Suspend judgment till all the information has been received. If some information is not clear, then a question should be asked to fill in the information gap.
2. If there is a lot of information (anything that goes on for more than five minutes), please take notes so that not only the important points but their sequencing is preserved.
3. Once the information has been gained, participants should calmly analyze the information and then proceed to make a judgment. Also, judgment can be delayed to a later, quieter time.

Our workshop is interspaced with breaks, group exercises, simple stories and anecdotes which provide ample time for judgment of critical ideas.

7.0 Reference manual vs. textbook: Please do note that this is a reference manual; during the workshop we shall be going back and forth in the manual. We apologize for any inconvenience that this may cause. Our workshops are dynamically structured which means that the sequence of questions and the flow of the discussions is based on the nature of the group; as we will keep restructuring the workshop flow, there is the need to move back and forth. We assure the participants that the little trouble that they would face will be well worth the payback in terms of clarity in developing concepts and improving understanding of the subject matter.

8.0 Quizzes: Quizzes might be given at various times during the workshop. The purpose is not to embarrass any one or more participants but to make sure that the whole group understands what is being presented. If any one or more participants do not pass a quiz, they need not get worried. It happens. In that case, we will ask the not-so-successful participants to give us two hours of their time after the workshop so that we may go over their questions and concerns. Any participant who fails the quiz, shall have her or his certificate withheld until the extra time which has been sought is made available by the individual trainee(s) to go through the concepts in which they had difficulty.

9.0 Guests: guests may attend the workshop for a maximum of one day. We highly encourage this. These guests can be from the participant's circle of company colleagues, family or friends. However, please keep the following in mind:

- 9.1 If we have a large number of participants, guests will not be allowed to participate in discussions or ask questions. They can quietly sit in the back of

the workshop and observe. They must also observe all the training norms especially regarding mobile phones.

9.2 Guests would be welcome to join the group at tea and refreshments. However, unlike past practice, we shall not be able to offer them lunches. If the main participant wishes them to be with the group during this time, he or she may entertain them at lunch at personal cost.

10.0 General Instructions:

10.1 **Pre-workshop questionnaire:** Please fill out the pre-workshop questionnaires if not already done by this time.

10.2 **Names for certificates:** Please fill out the sheet which will be circulated for ascertaining the correct and full names to be written on the certificates. Please fill this sheet whether you are a new participant or are repeating the complete workshop. Please do not fill it out if you are a guest.

10.3 **Highlighters:** These have been provided for use during the workshop and shall be collected at the end of the day.

10.4 **Blank sheets:** Please use the blank sheets for taking notes – but remember to be environmentally friendly by using as little paper as possible.

10.5 **Name on the manual:** Participants are requested to please write their names on the manuals and keep them securely at all times.

10.6 **Valuables:** All valuables like mobile phones must be kept on the person of the participants – and especially so when leaving the training room, especially when going for lunch and breaks. The organizers are unable to assume any responsibility for loss of misplaced or lost valuables.

10.7 **Comfortable atmosphere and regulating temperature:** It is important that the participants feel comfortable. Therefore, they are requested to please inform the Workshop Coordinator immediately if the air-conditioning or the heating is either too high or too low. We highly

recommend that participants bring a coat or jacket with them to the training to counter cold.

- 10.8 **Soft copies:** Soft copies of selected slides of the workshop presentation are available on Timelenders' website (www.timelenders.com).
- 10.9 **Assistance:** Participants should contact the Workshop Coordinator for any assistance.

Definitions: Party and Position

Party

A party in a negotiation is defined as a person or a group which is entering into a negotiation with another person or a group.

A bilateral negotiation involves 2 parties whereas a multilateral negotiation involves three or more than three parties.

Position

A position in a negotiation is the outcome that a party wants which is communicated to the other party. A position may be genuine or deceptive (definitions to be followed).

Positional Bargaining

This is the most common way of negotiations in which people take positions, argue for them and then make concessions to reach a compromise.

Worksheet: Identify a negotiation that has happened in your life which can be termed as positional bargaining.

Please identify the parties involved in the negotiation and the initial positions that they had taken. For example, a husband and wife are negotiating over which color of sofa to buy. The wife says that she wants a red sofa and the husband says that he wants a blue one. The initial position that the husband has taken is that the color of the sofa should be blue whereas the wife has taken the position of having the color as red.

An overview of the negotiation:

Party 1:

Party 2:

Initial Position of Party 1:

Please turn over

Initial Position of Party 2:

The second position of party 1 after the first concession (if applicable):

The second position of party 2 after the first concession (if applicable):

Please turn over

Consensus:

Worksheet: Can you identify any drawbacks of positional bargaining?

The drawbacks of positional bargaining

1. Due to an emphasis on positions rather than the underlying reasons, positional bargaining misses out on the opportunity of generating more mutually beneficial creative solutions hence tends to produce less wiser results.
(The orange example)
2. Positional bargaining by the virtue of its design creates a context which encourages lying and deception.
3. Positional bargaining tends to damage relationships.

Why is positional Bargaining so common?

1. Positional bargaining requires no or very little planning and preparation.
2. It is very convenient
3. It works most of the time and gives us results albeit less wise.
4. Positional bargaining is a learned behavior.
5. It can be applied to any situation.

Strategic Negotiation Skills

Definition

A structured interaction between individuals or groups aimed at resolving a difference to come to an agreement in which a set of principles are held supreme.

The five fundamentals of Strategic Negotiations

1. Principles: We play by a set of principles regardless of the consequences. There are three principles:
 - a. We shall not lie
 - b. We shall not deceive
 - c. We shall not take unfair advantage of someone's weakness
2. Focus on interests, not positions
3. Be mindful of the human angle
4. Generate a variety of possibilities before deciding what to do.
5. Insist on objective criteria; negotiate on the standards before negotiating on the substance.

Strategic Negotiations vs. Hard and Soft Positional Bargaining

S/No.	Positional Bargaining		Strategic Negotiations
	Soft (Lose/Win)	Hard (Win/Lose)	(Win/Win)
1	Participants may be principled, may not be principled or have varying degree of loyalty to the principles	Again the same: principled, may not be principled or have a cost attached to the principles.	Always abiding by principles no matter what or whether the other party is principled or not.
2	Participants are friends	Participants are adversaries	Participants are problem-solvers
3	The goal is agreement	The goal is victory	The goal is a wise and just outcome
4	Make concessions to cultivate the relationship	Demand concessions as a condition of relationship	Separate the people and relationships from the problem.
5	Be soft on the people and soft on the position	Be hard on the people and the position	Be soft on the people hard on the principles
6	Trust others	Distrust others	Neither blindly trust or sweepingly mistrust rather trust principles and the merits of the issue
7	Change your position easily	Dig into your position	Focus on interests, not positions
8	Make offers	Make threats	Explore interests
9	Disclose your bottom line	Mislead as to your bottom line	Avoid having a bottom line
10	Accept one sided loses to reach agreement	Demand one sided gains as the price of agreement	Invent options for mutual gains
11	Search for the single answer, the one they will accept	Search for the single answer the one you will accept	Develop multiple answers to choose from; decide later
12	Insist on agreement	Insist on your position	Insist on using objective standards
13	Try to avoid a contest of will	Try to win a contest of will	Try to apply standards while not budging on principles
14	Yield to pressure	Apply pressure	Reason and be open to reason; yield to reason and principles, not pressure.

First fundamental: We play by a set of principles regardless of the consequences.

There are three principles:

1. We shall not lie.
2. We shall not deceive.
3. We shall not take unfair advantage of someone's weakness.

Second fundamental: Focus on interests, not positions

Identifying Interests

1. Ask 'why'
2. Keep in mind that each side may have multiple interests
3. Each person on the other side may not have the same interests

The most powerful interests are basic human needs

1. Security
2. Economic well being
3. Sense of belonging
4. Recognition
5. Control over one's life
6. Respect
7. Love



Third fundamental: Be mindful of the human angle

The four basics of the human angle: perceptions, emotions, communication and authority

Perceptions

1. Understand that people may have different perceptions of the same reality.
2. For people, their perceptions are their reality and they will act accordingly.
3. The better you understand yours and the other party's perceptions, the better you can negotiate.

Understand the other party's perceptions

1. Put yourself in their shoes to understand what their perceptions are.
2. Look into possible ways of looking at the reality and see whether the other side is looking at reality from one of the ways that you have thought of.
3. Listen very carefully.
4. Para-phrasing
5. Discuss each other's perceptions.
6. In the event of negative perception about you, act inconsistently with their perceptions.

Steps to tackle emotions in negotiations

1. Be calm
2. Recognize emotions, theirs and yours
3. Make emotions explicit
4. Let the other side let off steam
5. Keep an eye on the emotional bank Account

Steps to tackle possible communication challenges in negotiations

1. Keep an eye on the non-verbal communication
2. Listen actively and acknowledge what is being said.
3. Speak to be understood
4. Don't speak to the gallery

Non-Verbal communication

1. Speech pace, pauses
2. Pitch and Tone
3. Use of space, distance
4. Body motion and gestures
5. Body posture
6. Facial Expressions
7. Gaze
8. Touch and body contact
9. Style of written text

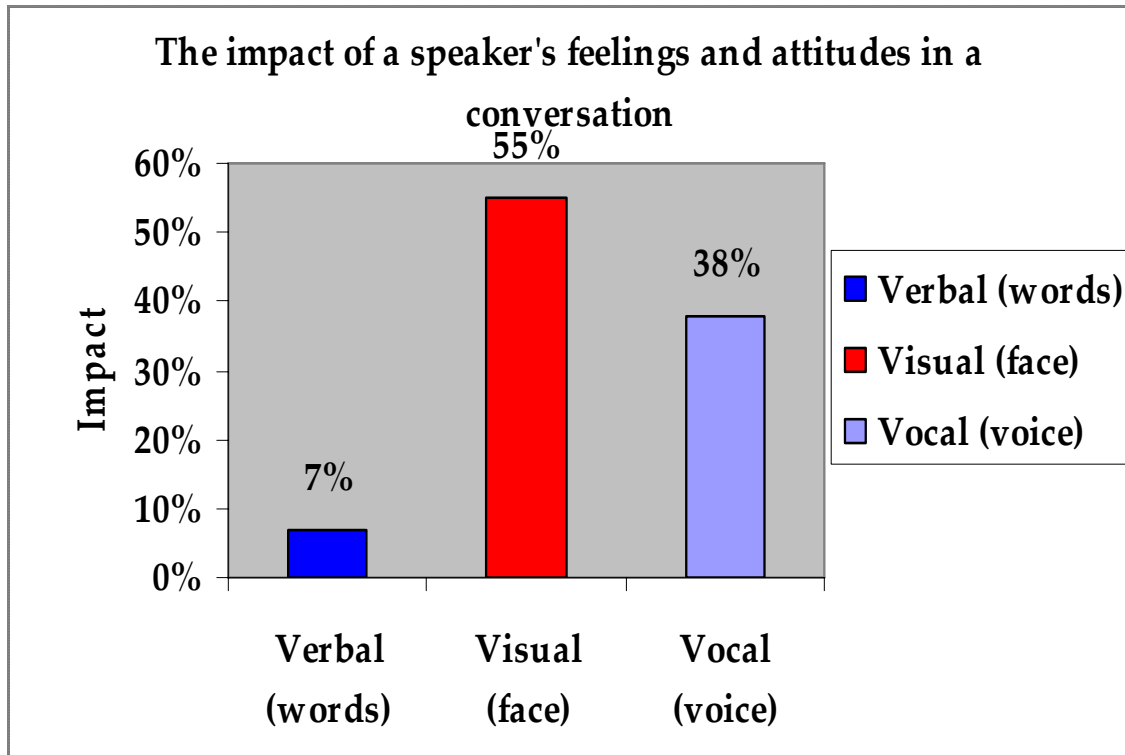
Facts

1. 8 positions for brows and forehead.
2. 17 positions for our eyes and eyelids.
3. 45 positions for our lower jaw.
4. 43 distinct and separate muscle movements in the face giving us a combination of 10,000 identifiable facial configurations.
5. Some facial expressions are fleeting, lasting for four hundredth of a second.

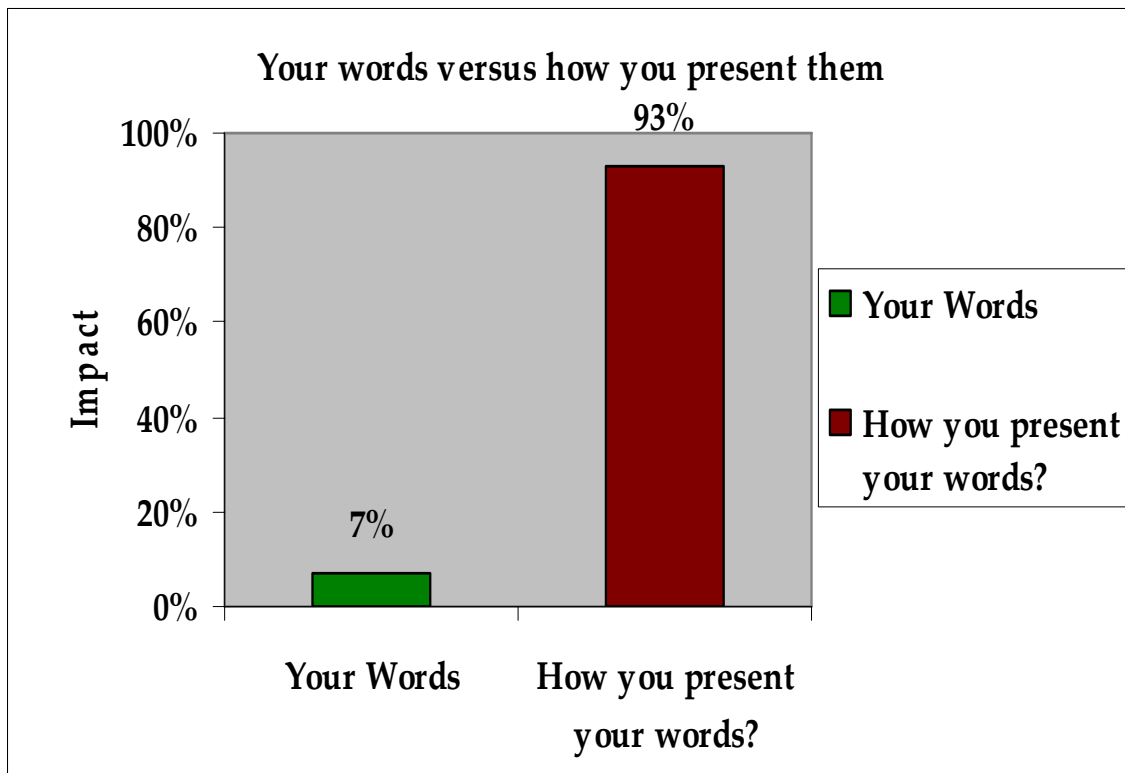
Reference: Performance Management, Baguley, Phil; Contemporary Books, 2003

Which part of a speech carries the greatest impact?

In 1967, psychologist Albert Mehrabian analyzed the way a speaker's attitudes and feelings impact on an audience. He researched what proportion of the perceived attitudes/feelings is in the verbal content (the meaning of the words)? How much is in the vocal content (tones)? How much is in the visual content (body language)? The results were startling as shown in the following figure:



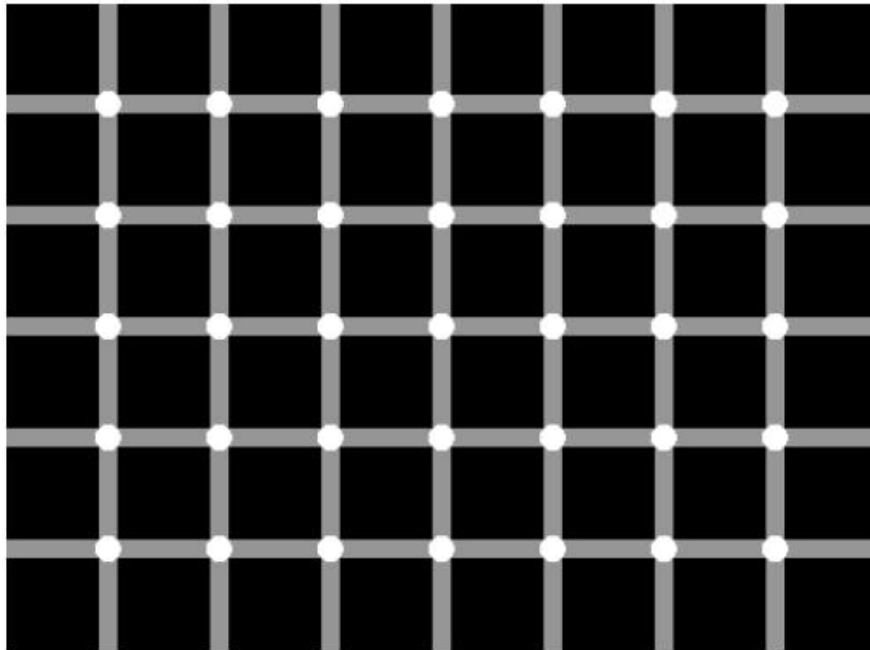
If we combine the last two columns, we get what we see in the following figure:



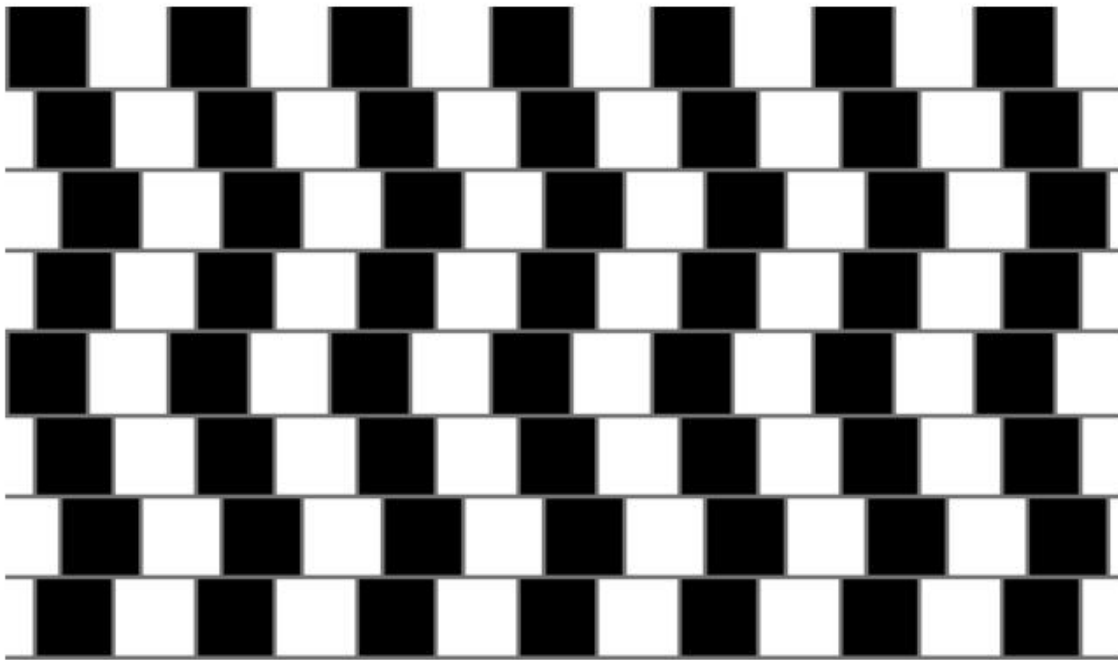
Reference: *Making Presentations Happen (Page 7)* by Michael Brown, 2004

Few of the optical illusions

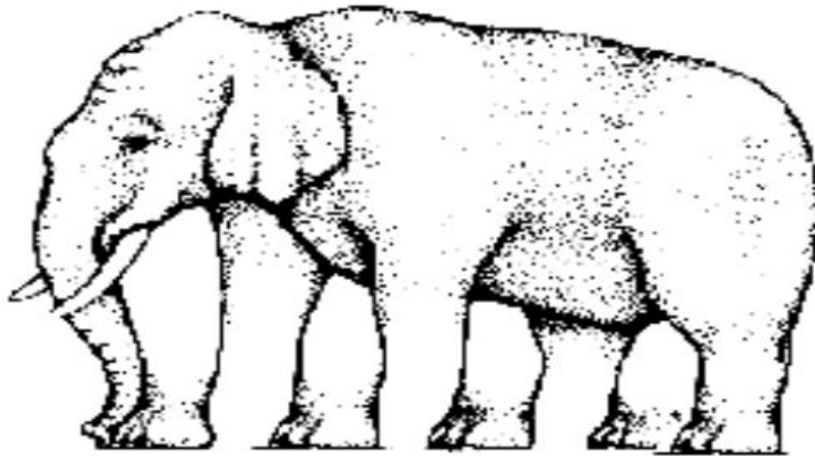




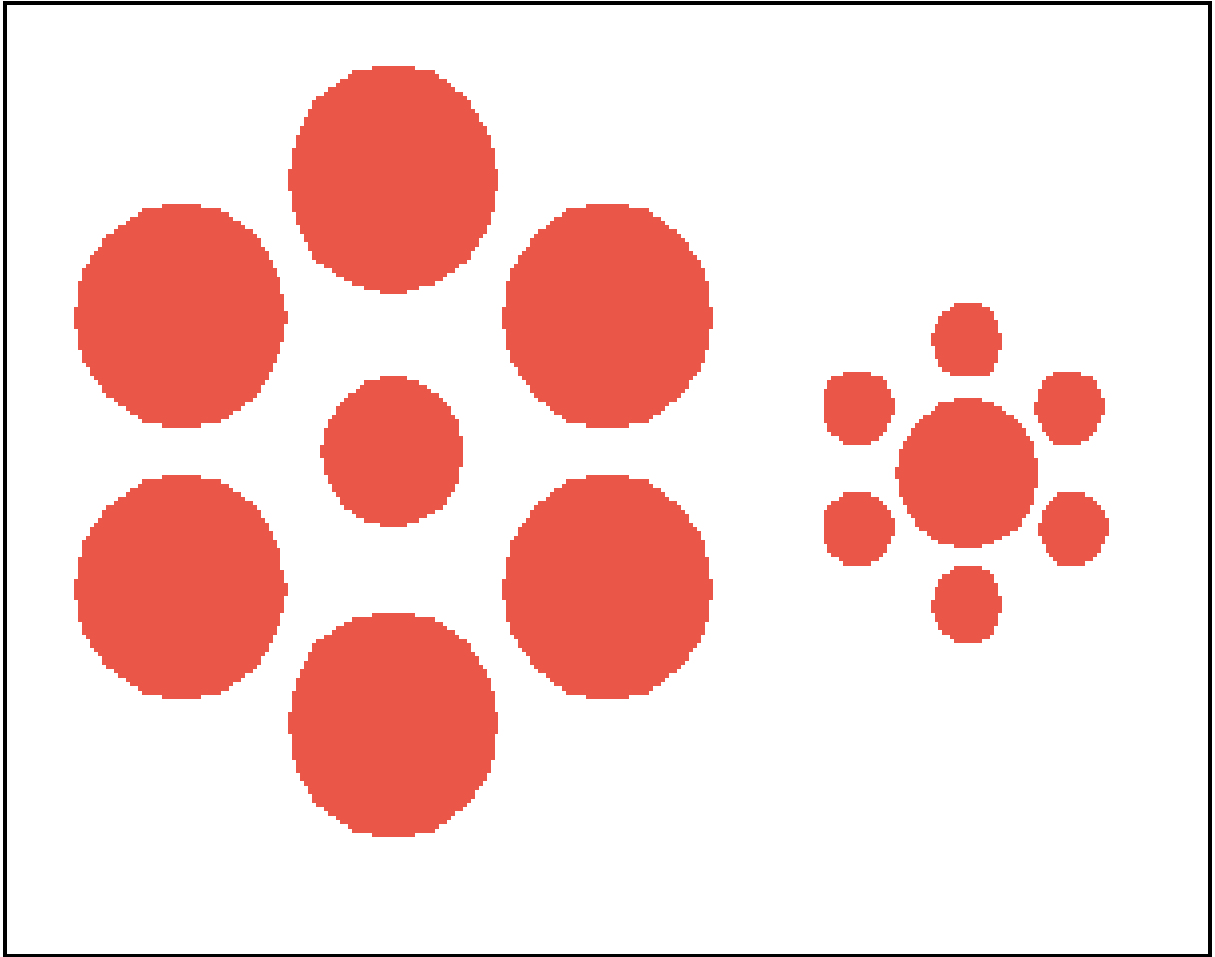
Count the black dots! :o)



Are the horizontal lines parallel or do they slope?



How many legs does this elephant have?



Which circle in the middle is bigger?

This is without a doubt one of the coolest PC-Illusion, I have seen so far.

Follow the instructions:

- 1) Relax and concentrate on the 4 small dots in the middle of the picture for about. 30-40 secs.
- 2) Then, take a look at a wall near you (any smooth, single coloured surface)
- 3) You will see a circle of light developing
- 4) Start blinking your eyes a couple of times and you will see a figure emerging...
- 5) What do you see? Moreover, who do you see?



Authority

Determine who has the authority to make decisions from the other side.

Fourth fundamental: Generate a variety of possibilities before deciding what to do.

The four major obstacles towards a creative mutually beneficial solution

1. Premature judgment.
2. Searching for the single answer
3. Assumption of the fixed pie
4. Solving their problem is their problem



Fifth fundamental: Insist on an objective criteria

“Negotiate on the standards before negotiating on the substance”

Different types of standards

1. Market Value
2. Precedent
3. Scientific Judgment
4. Professional standards
5. What a court may decide
6. Moral standards
7. Shariah
8. Tradition

Three steps to apply standards

1. List out all the applicable standards.
2. Negotiate on which is best.
3. Don't yield to pressure, only to principles. Learn to say no.

BATNA (Best Alternative to a Negotiated Agreement)

Your best alternative to a negotiated agreement

“The negotiating power of a party is partly determined by how attractive is the option of not reaching an agreement.”

Ways to counter positional bargaining

Before you assess them, keep one thing in mind; don't give up on the principles no matter what.

Here are three ways that they will use and their counter steps

1. Insisting on their position forcefully

- Don't accept or reject
- Ask for explanation

2. Attacking your ideas

- Don't defend the attack rather consider it as a criticism and use it to gain knowledge.

2. A personal attack

- Resist hitting back
- Let them take their steam off
- Try to deflect it on the problem
- Ignore
- Silence

Two main weapons in this situation: Asking questions instead of making statements and silence.

If the above doesn't work, call in a third party.

Lastly, walk away from the negotiation.

Unethical methods

1. Deliberate Deception
2. Appealing to higher authority
3. Stressful physical conditions
4. Personal attacks
5. Good cop/bad cop technique
6. Threats
7. Refusal to negotiate
8. Extreme demands
9. Escalating demands
10. Decoy technique
11. A calculated delay
12. The reluctant buyer

ابو ہریرہؓ روایت کرتے ہیں کہ رسول ﷺ نے فرمایا:
 ’منافق کی تین نشانیاں ہیں۔ جب بات کرے تو جھوٹ بولے
 ، جب وعدہ کرے تو خلاف کرے، جب امانت رکھی
 جائے تو خیانت کرے۔ (صحیح بخاری)

ابو امامہؓ روایت کرتے ہیں کہ رسول ﷺ نے فرمایا:
 ’کہ مومن کی فطرت میں تمام عادتیں ہو سکتی ہیں مگر خیانت
 اور جھوٹ کی عادت نہیں ہو سکتی۔ (احمد ، بیہقی)

صفوان بن سلیمؓ روایت کرتے ہیں کہ رسول ﷺ سے پوچھا گیا
 کہ کیا مومن بزدل ہو سکتا ہے فرمایا جی ہاں، پھر پوچھا گیا کہ بخیل
 ہو سکتا ہے فرمایا جی ہاں، پھر پوچھا گیا کہ جھوٹا ہو سکتا ہے فرمایا جی نہیں۔
 (مالک، بیہقی فی شعب الایمان)

عبداللہ بن عامرؓ کہتے ہیں کہ ایک دفعہ میری والدہ نے مجھے بلایا، اس وقت رسول ﷺ میرے گھر میں تھے۔ میری والدہ نے کہا کہ ادھر آئیں تجھے کچھ دوں گی۔ آپؐ نے پوچھا تم نے اسے کیا چیز دینے کا ارادہ کیا ہے؟ وہ بولیں کہ میں نے کھجور دینے کا ارادہ کیا ہے۔ آپؐ نے فرمایا کہ اگر تم اسے وہ چیز نہ دیتیں تو تمہارے ہمسہ اعمال میں جھوٹ لکھ دیا جاتا۔
(ابوداؤد اور ترمذی)

مسلم میں مصنون اور ہے کہ اُم کلثومؓ فرماتی ہیں جو باتیں لوگوں میں جھوٹ شمار ہوتی ہیں ان میں سے تین موقعوں پر میں نے آپؐ سے اجازت سنی ہے، جنگ میں، لوگوں کے درمیان صلح جوئی کیلئے، تیسرے شوہر کا اپنی بی بی اور بی بی کا اپنے شوہر کی رضامندی کیلئے۔ (مسلم)

Appendix – A

Training Facilitators

Suleman Ahmer, ‘Lead Facilitator’

To further his work and research in Time Management, Suleman founded Timerunners, Inc. in Chicago in 1999 and Timelenders, Inc. in Boston and Karachi in 2002. Later on he developed further courses in management and Timelenders has now grown to become a full fledge management consulting and training firm.

He has trained thousands of individuals and many organizations and companies in United States, United Arab Emirates and Pakistan. The list of companies trained includes multinational giants like Pfizer, Philips and Siemens.

Suleman’s interest in the power of missions and visions to transform organizations has resulted in consulting work with groups both in the US and Pakistan. He has consulted with groups such as Macter Pharmaceuticals, Shafi-Reso Chem and Amreli Steels.

Suleman is an Engineering graduate of the University of Nebraska and his research with the US Air Force in Solid State Physics culminated in published work.

Suleman is an award winning author and has two works: the essence of his travel experiences are captured in ‘The Embattled Innocence’ published in the US and his current focus is ‘Strategic Time Management’, which also serves as course material for the Time Management Workshop.

Yameenuddin Ahmed, ‘Training Facilitator’

Associated with Timelenders since 2004, Yameen formally joined in 2005. Presently, he is working on different projects with Suleman both on the training and consulting fronts and has trained around 300 people from different walks of life in Strategic Time Management.

Yameen has worked extensively with a large manufacturing group in Pakistan in the areas of Accounts/Finance, Marketing, HR and trainings.

He has also been involved with teaching and career counseling of thousands of young graduates from varied disciplines.

Appendix – B

About Roger Fisher, William Ury and Bruce Patton

Roger Fisher

He teaches negotiation at Harvard Law School, where he is Williston Professor of Law and director of the Harvard Negotiation Project. Raised in Illinois, he served in World War II with the U.S. Army Air Force, Paris with the Marshall Plan, and in Washington, D.C., with the Department of Justice. He has also practiced law in Washington and served as a consultant to the Department of Defense. He was the originator and executive editor of the award-winning television series *The Advocates*. He consults widely with governments, corporations, and individuals through Conflict Management, Inc., and the Conflict Management Group of Cambridge, Massachusetts.

William Ury

He co-founded Harvard's Program on Negotiation, where he directs the Negotiation Network. He has served as a mediator and advisor in negotiations and now serves as an advisor to the International Negotiation Network at the Carter Center of Emory University. Formerly on the faculty of Harvard Business School, Ury has taught negotiation to corporate executives, labor leaders, and government officials around the world. He has also served as a consultant to the White House on establishing nuclear risk reduction centers in Washington and Moscow. Ury's most recent book is *Getting Past No: Negotiations with Difficult People*. Raised in California and Switzerland, He received his undergraduate degree from Yale and his doctorate in anthropology from Harvard.

Bruce Patton

He is the deputy director of the Harvard Negotiation Project and is the Thaddeus R. Beal Lecturer on Law at Harvard Law School. A lawyer, he teaches negotiations to diplomats and corporate executives around the world and works as a negotiation consultant and mediator in international, corporate, labor-management, and family settings. He has both graduate and undergraduate degrees from Harvard.

Appendix – C

Car negotiation exercise

General facts

1. The car is a 2002 Toyota Corolla 2.0D,(Sold and registered in November of 2001) white color and has 35,000 km on it. (The average that cars usually have is 15000 km/year so it is a little less driven as usually cars this age have around 45,000 km on them).
2. Cars such as these are currently selling somewhere between Rs.8,75,000 to Rs.9,50,000 depending upon the condition.
3. The seller's salary is Rs. 50,000.00 per month.
4. The buyer is a successful child specialist who has done his specialization from London and earns around Rs.300,000/month and has two daughters who are both married and settled.
5. There is a mutual friend who would have told a little bit about the buyer and seller to each other.

Additional facts for the seller

1. You had paid Rs.16,000 a couple of months ago for extra wide radial tyres.
2. You have another car which is an old Pajero jeep.
3. You had bought the tracker system for the car. The equipment was for 20,000 which would sell for Rs. 9,000 if you were to sell it separately.
4. You had bought the car for Rs.9,10,000 second hand from the first owner.
5. You had come up with the money by selling a small plot.
6. You work in a pharmaceutical company and have a company maintained car also. You have three school going children all under the age of 12.
7. The car had once hit an open manhole and had its right front suspension broken. You had put in original parts as at that time you didn't intend to sell the car.
8. The car steers left sometimes and you are not sure why it is doing it. It could be because of the accident or could be because of wheel alignment.
9. There was a small accident in which the back light was broken and the fender damaged. You put in original light and fender (all factory produced). The work is so well done that it looks just like new.
10. You have a farm so a lot of miles on the car have been driven on dirt roads.

Additional facts for the buyer

1. You are buying this car for your wife and need a dependable car. You own a new Honda Accord.
2. The seller works in a pharmaceutical company and has three school going children all under the age of 12.
3. The car steers left sometimes.
4. The car appears to be in an immaculate condition.
5. The seller owns a farm and you know the area and it has a lot of dirt roads. You are not sure if the person has another car or if he has driven this car on the roads.
6. You have test driven the car and your mechanic says that the engine is sound. The only thing was the veering of the car towards one direction.

Appendix – D

Father and son negotiation exercise

General facts

This negotiation is between **Akram (the father)** and **Aslam (the son)** over marriage. The father wants his son to marry one girl while the son wants to marry another one. There would be two teams namely the father's team and the son's team.

1. The father wants his son to marry Ayesha, the daughter of his youngest brother.
2. She is educated (bachelor), intelligent and good looking and is few months older than Aslam.
3. Aslam wants a religious girl. Ayesha is religious, prays and fasts but doesn't wear the hijab.
4. Mrs. Akram, Aslam's mother is diabetic and requires continuous medical attention. Mrs. Akram and Ayesha get along very well.
5. Aslam is the only son of Akram.
6. Aslam has done a Masters in Electrical Engineering.
7. Akram is also an engineer and is working as the Sr. Manager in a consulting firm and would be retiring in a couple of years.
8. Aslam has just started working.
9. Akram doesn't have any savings as they vanished in taking care of his wife's illness.
10. Aslam wants to marry Zainab who was his class-fellow in the Engineering School. She is a couple of years younger than him. Her father is a reputed businessman. Zainab is well mannered and gentle. Aslam came to know her during one project which they did together. Zainab's family is not religious.
11. She is currently pursuing her MBA.
12. She wears hijab when she meets Aslam but takes it off when she leaves college.
13. Zainab was engaged earlier to her cousin but then the engagement broke off.

Additional facts for the father

1. Ayesha's father (your youngest brother) was your favorite brother and he had died young. His wife had brought up the kids at a great personal sacrifice and you had assisted her family. For many years you had thought of marrying your son to your brother's daughter as you have a feeling that you haven't done enough for the family and this is another way to make up for that shortcoming.
2. There are two challenges with Ayesha: first, she is a few months older than the son and secondly she has a temper. You reckon that since your son (Aslam) is highly educated and very mature, he would be able to handle this.
3. As your son wants a religious girl and Ayesha doesn't wear hijab, however, you are confident that she would do it after marriage as her mother and older sister wear the hijab.
4. As your wife is diabetic and gets along very well with Ayesha, so, you reason that Ayesha would be good on this account also as someone who might not get along with your wife would only add stress to your lives.
5. Zainab is average looking and walks with a very slight limp (very difficult to notice) due to a childhood accident.
6. Zainab was engaged earlier to her cousin but then the engagement broke off. Whether she liked her cousin or not is not known.

Additional facts for the Son

1. Zainab's family is not religious but after you both became friends and during discussions, she got interested in practicing Islam. You brought her books and she started prayers. When she decided to wear the hijab, her family reacted and her father and her brothers opposed her. She wears hijab at College and when she is home, she takes it off. You now also feel a sense of responsibility for having her come closer to Islam and you reason that if you were to marry her, you would provide her with the environment where she would be able to practice Islam freely.
2. Zainab is average looking and walks with a very slight limp (very difficult to notice) due to a childhood accident.
3. Zainab's mother is also diabetic and she has been taking excellent care of her mother.
4. Zainab was engaged earlier to her cousin but then the engagement broke off. Zainab had said no when she had found that her cousin was into alcohol abuse.
5. You are thinking of going into business as you have seen your father work all his life and not been able to move beyond just making ends meet. You feel that Zainab's family background in business and her MBA degree would help you a lot in pursuing your plans for business.

Appendix – E

Husband & wife negotiation exercise

General Facts

The negotiation is over moving to a new locality.

Mr. Amjad Ali has a wife, Fatima, and three children ages 7 years, 4 years and 2 months. The first is a boy, the second is a girl and the third is a boy. The first two go to school and are in 2nd class and Kindergarten respectively. The names of the children are Ahmed, Khadeeja and Abdullah.

Mr. Amjad is a pilot in a local airline and is required to be away from home for up to two weeks a month. Fatima is a school teacher and is now staying at home to take care of the children. She has a plan that once Abdullah starts going to school she can resume her school teaching.

Amjad and family live in North Nazimabad in a rented apartment. The apartment is now just adequate for the family with three bedrooms. With the rent going up, Amjad would like to buy his own home with Islamic Financing. There are two options:

1. To move into a 3 bedroom apartment in Defence. He has 2 million saved up and would need to get financing for 8 million for a total of 10 million which is the value of the apartment. Defence has the benefit that two sisters of his wife live close by to the apartment that they are interested in. This would be beneficial as his wife can get assistance when he is away from home. Once his third child starts going to school, Fatima will find it easier to find a job in the local area schools as her specialization is in O/A level teaching and there are a quite a few O/A level schools in the area. The drawback of this proposition is that in a few years, the apartment would become inadequate for the family needs. The maximum financing that Amjad can afford is 8 million and has to match 2 million of his own funds to qualify for this financing.
2. The second option is a 3 bedroom house in Malir Cant. The house is worth 7.5 million which means that Amjad will have to only finance 5.5 million for the house. The benefit is that Amjad will also get ownership of the land and in the future can build another story on top of the house to accommodate the increasing

need of his family, something he can't do in the apartment. The drawback is that the market appreciation of the house is only 10% per year as opposed to 20% per year for the apartment. This is based on the past 5 years' data. For Fatima, there are only a few schools available in this locality to teach in and these schools do not pay as much as the schools in the Defence area. The cost of living in Malir is relatively lower than in Defence.

Amjad wants to move into the Malir Area whereas Fatima wants to move into Defence.

Some additional comparative statistics are:

- a. Malir is closer to the airport and this will be really convenient to Amjad.
- b. Malir is a relatively safer area than Defence. But this fact is somewhat offset by the fact that in Defence the family would be in an apartment whereas in Malir the family would be in a house. Generally apartments are considered safer than houses.

Additional facts for the husband

1. You are also inclined towards Malir because you are seeing an uncertain future in the airline industry and are worried that you may have to switch jobs and could be without an income for the interim period. You would rather have a small financial liability than a big one. In Malir, you would go for 6.5 million in financing and keep 1 million for a potential raining day. The apartment in Defence doesn't allow you this option.
2. As opposed to Fatima, you come from a middle income family and are not comfortable in living in posh areas like Defence. You feel more at home in Malir.

Additional facts for the wife

1. You don't like to live in an apartment. You come from a well to do family and it is more socially acceptable in your family for people to be living in houses. You consider moving to the apartment in Defence as a temporary measure. Your father is disposing off some of his assets and has decided to give 5 million to each one of his daughters (three daughters). You have not yet disclosed this to your husband and are looking for an appropriate time to do that. So your idea is to move into this apartment in Defence for two to three years and then sell it off and combine the 5 million to buy a house.
2. You also feel that you have not taken care of your parents during your time in studies and your early marriage years and now you would like to do that. Your parents live with your other sister in Defence and you feel that due to the proximity you would be able to spend more time with your parents. Having them move in with you would be difficult because of your engagement with the young kids. The challenge with Malir is that it is an hour drive away from Defence.

Appendix – F

Boss & subordinate negotiation exercise

General Facts

The negotiation is over moving subordinate to a new position.

Asif is Head of Marketing in a Pharmaceutical Industry. He is young and has moved up the ranks quite fast. He has a Bachelors in Pharmacy and took an MBA later on. He has changed jobs a few times. Since he has moved up quite fast, some of his old friends are still Product Managers or Business Unit Managers of product lines. Since Asif started his career as a Sales Promotion Officer (SPO), he is very sensitive to how juniors feel.

Mahmood is a PM in one of the best selling product lines, Falcon, with 35% of the revenue share. The BUM of Falcon has accepted a job in another company and is about to leave.

Asif and Mahmood have worked together for 4 years as SPOs in a previous company and hence are good friends also. Many people in the company are not aware of this close association years ago and both of them have been discreet about it also. Furthermore, they have not allowed the current difference in status at the company to dent their relationship. They also regularly meet outside the company.

Additional facts for the Boss

You find yourself a little challenged with the BUM leaving. Somehow Mahmood has not been up to the mark lately. Some of his product launches have been slow, which have caught the attention of the CEO, other directors and department heads. You have been able to explain it to others by citing the fantastic performance of Mahmood in the past.

You are wondering why Mahmood has faulted. Some of his colleagues think that Mahmood is de-motivated and there are rumors that Mahmood might be thinking of moving to another company. You don't believe in these rumors as you believe that Mahmood would not think of taking any such step without taking you into confidence.

The CEO had a talk with you regarding this matter. He has strongly advised you to move the BUM of a smaller product line (Hawk, with only 8 % of the revenue share) to Falcon. Your strategy is to move Mahmood as a BUM to Hawk. The idea is that to let Mahmood get a chance to improve his performance leading a smaller challenge and if he does get his past record back, then there would be many good chances in the future where you intend to look after Mahmood. In case his performance doesn't improve or deteriorates than you intend to personally intervene and take care of the matters and protect Mahmood's career as much as possible and really look into the matter as to what is going wrong with Mahmood. You know that you would not be able to do that if Mahmood takes charge of Falcon and then messes up since Falcon is in the limelight and his performance would be there for everyone to see. Furthermore, if Mahmood is at Falcon, you would not be able to intervene without causing a noise as people would start asking as to why he is intervening so much.

You have decided to meet with Mahmood and discuss with him his idea of moving him to Hawk.

Additional facts for the Subordinate

You being the most experienced Product Manager in Falcon are expecting to get promoted to this position. You are as good and hard working as Asif but due to family constraints could not afford to go to school while working and couldn't get an MBA and hence couldn't move up the ladder as fast as Asif.

You really would like to get this position. You have been working hard for years and this would be the best break for you in your career and you are looking really forward to it.

You are worried about your performance lately. You have not been able to meet the organizational expectations. You have come up against two challenges at once:

Firstly, you had developed a bad rapport with your outgoing BUM. The BUM of his unit had developed a negative bias against one of his Assistant Product Managers Ashraf who is very religious and insists on regular prayers with Jamaat in the masjid. The BUM felt irritated with this insistence and kept telling him to delay his prayers, which Ashraf regularly refused. So the BUM had been making life difficult for Ashraf and wanted you to give him tough time also. You being very upright know that BUM's position is incorrect as Ashraf is a star performer and there is basically no ground for a poor performance appraisal.

This had turned the BUM against you and he had started to accuse you of favoritism regarding Ashraf. And in the past few months, he had started to work in ways which hampered your work and which ultimately affected your performance. You didn't want to bring this to the notice of Asif as this could have blown into further complications as the BUM had done extremely well and had taken the sales of Falcon to record heights and had earned praises from all in the company.

You could have easily survived this as you had your share of bad bosses in the past. But the second challenge really got you down. Your elder brother has had a nervous breakdown, which led to his losing his job and his relationship with his family being strained to the point that his brother's wife was requesting for a divorce. In the past months you have not only been financially taking care of your brother's family but a lot of time has been eaten up into extensive intervention to avoid the break up of the family as your brother has three young kids. This has been extremely draining to you

emotionally. This has really taken its toll as you have to deal with weeks of very little sleep only to find a bad boss at work which he can't challenge openly.

Your parents have kept the sudden appearance of psychological illness of their son as a secret due to the societal taboo of such illnesses. You have been asked to do the same and you are reluctant to share it with others including Asif. You had thought of sharing it with Asif but had refrained because you fear that Asif might consider this as an excuse for your poor performance lately.

Recently, your brother's health has improved with medication and he has finally started a job. Now with the BUM leaving, both challenges seem to be vanishing and you are confident that you could again show your star performance only if you get the chance. You fear that if you miss this opportunity your career can stall.

Appendix – F

The Self-fulfilling Prophecy (The Pygmalion Effect)

Dr. Mariam Hadi Syeda
MBBS, MS-SLP

This document describes the Pygmalion Effect, and how an understanding of it is integral to better communication and encouragement. Consciously or subconsciously, we transfer our expectations through cues, subtle or obvious, and people pick up these hints. If you genuinely communicate high expectations, you will achieve better learning and performance. If you learn to use non-verbal communication effectively, you will be able to transfer healthy expectations and breed an environment of trust and productivity.

“How we believe the world is and what we honestly think it can become have powerful effects on how things turn out.

- James Rhem

In 1971, Robert Rosenthal^[1] led an experiment where he presented a group of students with a “strain of super-intelligent” rats that could run mazes faster than ever. He then split the students into two groups and distributed rats to both. Group A received the new “maze-bright” rats, while Group B received the “maze-dull” rats. The rats in Group A became faster and more accurate by the day and showed great improvement. The “dull” rats refused to budge from the starting point 29% of the time, while the “bright” rats refused only 11% of the time.

In fact, both sets of rats were perfectly normal, and had been distributed randomly amongst the groups. It was the perceptions of the students that had varied the results. This strange phenomenon is commonly known as the **Pygmalion Effect**, or a **self-fulfilling prophecy**.

The term self-fulfilling prophecy was first coined by Robert Merton^[2] in 1948. In a work called *Social Theory and Social Structure*, Merton states that this phenomenon occurs when “a false definition of the situation evokes a new behavior which makes the original false conception come true.” In other words, **reality can be influenced by the expectations and behaviors of others**.

Background

The Pygmalion Effect can trace its roots to Greek mythology. The prince of Cyprus, Pygmalion, set out to make a sculpture of the ideal woman. Galatea, his creation, turned out to be so beautiful that Pygmalion inevitably fell in love with her. He prayed to the gods, and eventually Galatea was given life and the couple lived happily ever after.

This phenomenon can also be seen in George Bernard Shaw’s play “Pygmalion”, in which Professor Higgins’s high expectations transformed a flower girl’s educational

performance, and passed her off as a duchess. Eliza's, the flower girl, comment below, made to another character in the play, describes the phenomenon well:

[T]he difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will, but I know I can be a lady to you because you always treat me as a lady, and always will.

The Phenomenon

There are two types of self-fulfilling prophecies.

- 1) Self-imposed: being influenced by one's own expectations
- 2) other-imposed: internalizing the comments/judgments of others

A lot of research has been carried out in this area. In the experiment discussed earlier, Rosenthal concluded that the students **unknowingly communicated high expectations** to the "maze-bright" rats and **communicated low expectations** to the presumed "maze-dull" rats. He also found an element of affection at work: the students with the "maze-bright" rats actually liked them better, while the opposite was true for the supposedly "dull rats". Better performance resulting from high expectations leads us to like someone more, and lower performance resulting from low expectations leads us to like someone less. This leads us to another principle.

People in general are comfortable when others meet their expectations, whether high or low; and are not comfortable when one does not meet their expectations.

In another research,^[3] Rosenthal informed teachers of certain "intellectual bloomers" within their elementary school classes.

When these students achieved better results, they confirmed the expectations of their teachers. More interestingly, **the students who improved against expectation not only surprised the teachers but were disliked by them.** People in general like to think they know what is going on, and do not like to be proven wrong: their sense of control is challenged.

We form expectations; it is only human. Expectations people have of us, and the way they treat us directly effects the way we behave. If a son is treated with low expectations, ("leave it, you won't be able to do it", "I don't think you should sign up

for this course, it seems too hard for you”) it is most likely that he is going to grow up thinking that he is not capable of achievements. **Expectations are communicated and are thus reflected in the image you have created for him. Reality can be influenced by the expectations of others.**

How are these expectations conveyed? Rosenthal postulated a four factor “theory” (Rosenthal 1974) to describe behaviors associated with teacher expectations. This categorization has four factors: climate, input, output and feedback:

Climate: Teachers create a *warmer socioeconomic atmosphere* for the “brighter” students.

- Teachers interacting with the presumed “bright” students smiled more, nodded their heads more, maintained greater eye contact, and leaned towards the students more than the teachers interacting with the “slow” students. (Chaikin, Sigler, Derlega 1974).
- High expectation students received the most smiles, and low expectation students received less smiles (Page 1971)
- The teachers were found to be more supportive and friendly towards high expectation students (Kester and Letchworth 1972)

Input: The teacher’s verbal input, i.e teaching, to students is also relative to expectations.

- Slow or low expectation students receive fewer opportunities to learn (Beex, 1970)
- Low expectation students receive less difficult material to learn (Cornbleth, Davis, Button 1974; Jeter & Davis 1973)

Output: The frequency of academic interactions (i.e., how often the students and teacher interact) and how much time is invested by the teacher is seen to vary for highs and lows.

- Teachers tend to interact longer with high expectancy students in a question answer session when the student has an invalid response, giving them more clues, rephrasing, or repetition (Brophy and Good, 1970)
- Teachers give highs more time to answer a question before redirecting the question (Rowe 1974)

- Teachers tend to pay closer attention to the answers from highs (Rothbart, Dalfen, & Barrett 1971)

Feedback: The teacher's praise or criticism after an academic interaction is also expectancy biased.

- High expectancy students receive relatively more praise and less criticism (Cooper & Baron 1977; Meichenbaum et al, 1969; Brophy & Good, 1970).

The classic notion of the self-fulfilling prophecy can be summarized in four elements:

- 1) We form certain expectations of people or events.
- 2) We communicate these expectations with different cues.
- 3) People tend to respond to these cues by adjusting their behavior to match them.
- 4) The result is that the original expectations turn out to be true.

About the Author

Dr. Mariam H. Syeda is a Speech Language Pathologist. She is a member of the founding faculty at the Speech Language Therapy Training School at Ziauddin University, Clifton, Karachi—Pakistan's first of its kind bachelors program in the field—and serves as a clinical consultant at Ziauddin University.

Dr. Syeda treats people with communication difficulties at any stage and due to any deficit (developmental or acquired). The majority of her pediatric patients have developmental delays, functional speech and language disorders, fluency disorders, autism spectrum disorders, and cerebral palsy. Her adult patients have communication, voice, swallowing and cognitive difficulties (e.g., after stroke, traumatic brain injury, progressive degenerative disorders).

Dr. Syeda has a Masters degree in Speech-Language Pathology from Northeastern University in Boston, USA and an MBBS from Dow Medical College, Karachi. She can be contacted at Dr.MSyeda@gmail.com for any suggestions, amendments or questions regarding this article.

Notes

^[1] Robert Rosenthal, a professor of social psychology at Harvard University.

^[2] Robert Merton, a professor of sociology at Columbia University.

^[3] Rosenthal and Jacobson, 1968/1992

[4] Albert Mehrabian, Professor Emeritus of Psychology, UCLA (University of California, LA)

[5] Adapted from “Employee Motivation. Motivation in the Workplace: Theory and Practice”

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8. “Pygmalion Effect”, *Wikipedia* (<http://en.wikipedia.org>)

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