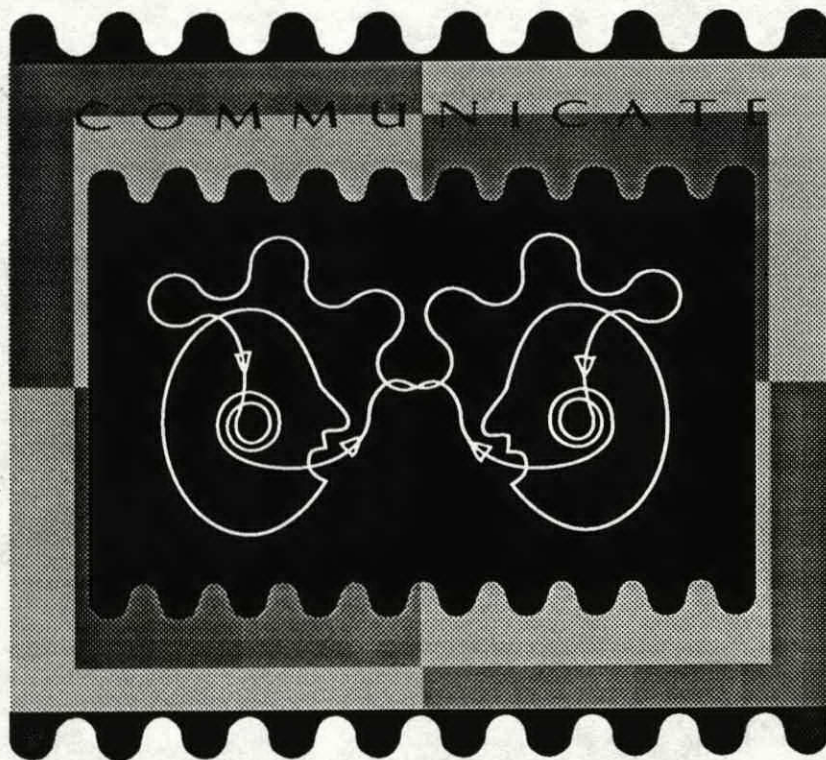

**COLLABORATIVE NEGOTIATION
SKILLS TRAINING**



**Session Three
Negotiation Behaviors**

Session Three Objectives

Negotiation Behaviors

- Learn five behaviors (tactics) used in negotiation—
 - Attacking,
 - Evading,
 - Informing,
 - Opening, and
 - Uniting.

- Learn how to select the behavior that is appropriate to your negotiation situation.

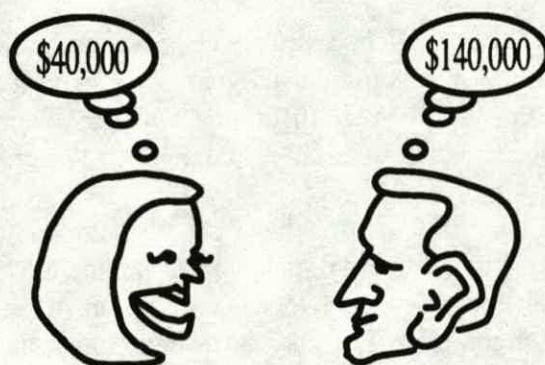
- Practice the three most useful behaviors—
 - Informing,
 - Opening, and
 - Uniting.

Behaviors of Negotiation

Assuming we speak the same language, shouldn't communication be straightforward? If only it were so simple! Even between people who know each other intimately there are probably hundreds of daily miscommunications. Let's take, for example, a husband and wife. Wife "encodes" a communication to her husband based on her life experience.

Husband hears what she is saying by decoding that communication according to his life experience. Sometimes, their life experiences are similar on the topic of conversation, and there is synthesis between the intent of the speaker and the impact it has on the receiver of the communication. However, often—all too often—their life experiences are somewhat or greatly different, and the same words will conjure different images to them both.

For example, the woman says "she makes a lot of money." How much is lot? Well, it just depends.



To help you control and analyze what you communicate to the other side when you negotiate, we have identified five categories of negotiating styles or behaviors. We call these styles:

- A—ttacking
- E—vading
- I—nforming
- O—pening
- U—niting

You can remember these styles by simply remembering the vowels of the English alphabet. Each one of these styles can also be considered a negotiation tactic.

The order in which the five styles are discussed below is not necessarily related to the order in which they might occur during a negotiation. When, how, and to what extent each style is used differs depending on the negotiator, her effectiveness, and the situation.

A note of caution: how you categorize your own style of behavior really depends on how it is perceived by the *recipient* of the information. You must think about it in these terms because reaching an agreement with another party depends on what they thought or felt you communicated—not necessarily on what you intended to communicate. We will refer to this concept throughout this essay and provide you with some concrete examples of what we are talking about.

ATTACKING

“Attacking” during a negotiation involves any type of behavior which will be perceived by the other side as hostile or unfriendly. It includes criticizing without being helpful, insulting, blaming, and threatening the person or group with whom you are negotiating.

It also can include using hostile tones of voice, facial expressions, and gestures as well as interrupting, discounting the other’s ideas, patronizing, and stereotyping. Genuine attacking behavior usually is directed at the person, not the problem under discussion, and is frequently unfair or not accurate.

Attacking behavior almost always elicits an attack or defend (counterattack) response from the other side. Attacking behavior needs to be used very cautiously, if at all, because the Attack-Defend spiral that it creates can be very difficult to break. When people are attacking and defending, there is very little trust, and trust is essential if people are to reveal underlying needs.

People always ask, “Well what should I do when I get attacked? How should I respond?” Other behaviors such as Opening and Uniting will help you soften the blow of an Attack and help you transform the climate of the negotiation from one of competition to one of collaboration. Dealing well with other people’s anger as well as your own requires special skill and consequently is discussed separately in this program.

One can contribute to whether a statement or question is perceived by the other side as an Attack. If one party attacks another, the likely response will be a counterattack unless the other negotiator has good control and understands the usefulness of changing the climate to one of collaboration.

Attacking Behavior and Cultural Differences

Although we are not focusing on cultural differences in this program, it’s useful to look briefly at how each person’s negotiation behavior is influenced by the cultural values they hold. As a preliminary note of caution, we must emphasize here that while certain characteristics can be attributed to cultural groups, you must always consider the person with whom you are negotiating as an individual. Individuals vary tremendously in spite of their ethnicity, race, class, gender, or other variables. We can gain enormous insight from looking at patterns in cultural groups, but we must be vigilant to avoid stereotyping.

A person's tolerance for and inclination to use Attacking behavior, as we define it here, is influenced by his cultural orientation.

Consider a negotiation between a man and a woman from two different cultural perspectives. The man might use a certain tone of voice when commenting on the woman's proposals. From the woman's cultural perspective, this tone of voice may be patronizing, insulting, or threatening; the woman may become angry even though the man intended no hostility.

Consider a second example. The norm in some cultural groups is that a good conversation between two people involves numerous interruptions as each excitedly reacts to the ideas expressed by the other. The norm in other cultural groups, however, is that to interrupt someone is rude and an Attack.

EVADING

Evading during a negotiation occurs when the people on one (or both) sides temporarily avoids dealing with the issue being discussed. Evasions can be categorized as friendly or hostile depending on how they are experienced by the other side. For example, if one party ignores a question, changes the subject, remains silent or physically leaves the scene, the other is likely to experience this form of evasion as hostile.

On the other hand, if a party requests that an issue be "tabled" (postponed for consideration at an indefinite later date) or asks for a "caucus" (a private meeting of parties on one side of the negotiation) while indicating their interest in subsequently continuing with the negotiations, the other party is not so likely to become alienated.

Sometimes a negotiation between two parties may involve several issues that need to be resolved, one of which is a major disagreement. It may be best, in shaping the agenda, to table the major issue while trying to resolve the smaller ones. If the smaller ones can be dealt with successfully, the resulting spirit of cooperation might lead to a more productive negotiation when the two groups finally begin talking about the major issue. This is a positive form of evading behavior.

Evading Behavior and Cultural Differences

Evading behavior is viewed and manifested differently by people with different cultural orientations. For example, some people are "task-oriented." They want to find and solve problems, to deal with conflict, to finish work as soon as possible, and to be aware of facts and others' opinions even though there might be disagreement. When these people want to reach a negotiated agreement, they are not likely to use evading behavior.

More "relationship-oriented" people, however, may want to establish and maintain good relations with others even if it means ignoring problems and leaving work temporarily undone.

Their goal may be to try to “save face” (preserve dignity, avoid embarrassment) for everyone rather than to deal directly with conflict. Evading behavior is likely to be used often by these people whether or not they are interested in a negotiated outcome.

Now consider the manner in which people manifest evasion. The norm for some cultures is to look someone directly in the eye when addressing them. For instance, when reprimanding a student, a teacher may expect direct eye contact from the student as a sign of respect. “Look me in the eye when I am talking to you.” On the other hand, the student, when being reprimanded, may have been told by her culture to show respect by looking down, body language that appears evasive and disrespectful to the teacher.

INFORMING

The term “inform” in our model of styles of negotiating basically means that your side, directly or indirectly, explains its perspective to the people on the other side. Informing is an essential ingredient of any negotiation. Both sides must provide information to each other if a genuine negotiation is to take place. One can inform on many different levels including their positions, needs, values, or feelings.

Information given about one’s needs, feelings, or values is usually not negotiable. It is unwise to try to persuade someone to not feel what they feel, to not need what they need, or not believe (value) what they believe. What *is* negotiable are positions. As we discussed in Session Two, if underlying needs become satisfied, parties’ original positions frequently will fade away or become completely irrelevant.

Strategy and Informing

There are basically two different strategic approaches you can take in Informing, each determining the type of information you will provide to the other side.

If you are negotiating competitively, you will state your position rigidly to the other side and then provide a variety of facts, figures, or “legal” justifications buttressing your position. In competitive negotiations, that is typically all the information you will provide. Information about real needs and feelings is typically held “close to the chest” and not revealed.

On the other hand, if your goal is to negotiate collaboratively, you will again start with your position, but state it flexibly. You will then move to revealing the needs or interests which have caused you to take the position you have, and, if appropriate, your feelings and sometimes your values considerations about the situation as well. The type of information revealed will necessarily determine the outcome of the negotiation.

Tactical considerations may also influence the order and amount of information you choose to provide. If, for instance, there is a lot of conflict in this negotiation and you aim to reduce it, you

may choose to avoid stating your position early in the negotiation and just talk the language of needs. These concepts are explained more fully in other parts of the program.

Informing Behavior and Cultural Differences

The level and amount of information one chooses to provide in a negotiation is also influenced by a person's culture. For instance, with some people, statements about personal feelings are acceptable and may be viewed as useful. But with others, they are thought to be inappropriate (because they invade privacy). And with still others, statements about feelings are viewed as completely irrelevant.

Cultural differences may also affect how information is perceived by the other side. People that are typically more direct in their style of communication may often assume that they are informing even though the people who are receiving the information, who are much more indirect and avoid conflict, perceive it as an Attack.

OPENING

Opening behavior is, in essence, the reverse of informing behavior. When informing, you are telling the other side where *you* are coming from; when opening, you are finding out where *they* are coming from.

Opening behavior includes any kind of communication behavior which will "open up the other side." A negotiator engages in opening behavior primarily by:

- asking questions about the other's needs, positions, feelings, and values (in a non-judgmental way),
- listening carefully to what the other side is saying, and
- testing one's understanding by summarizing what is being said without necessarily agreeing with it.

Opening behavior is probably the most powerful and the most difficult of all of the five behaviors outlined in our model.

It is difficult for many of us, particularly if we have been acculturated to competition. As a consequence, we want to spend time talking about where we are coming from and why we are right. Many of us feel that if we allow the other side time to talk and give them our attention, we will be showing weakness or giving something up. If we are being attacked by the other side, we instinctively will want to defend ourselves or attack back.

Let's look at two reasons why opening is, in fact, so powerful and why research indicates that the most effective negotiators are using this behavior far more than ineffective negotiators.

1) Opening Behavior Reduces Hostility

Often in tense negotiations, people must deal well with differences or else reach an impasse. Many inexperienced negotiators, when confronting differences, will attack. One of the best ways of countering this behavior is, in fact, to open.

2) Opening Behavior Helps You Identify the Other's Needs So You Can Link Them With the Appropriate Bargaining Chips

Another reason why opening behavior is so important has to do with linking your bargaining chips to the other side's needs. In the section on the Structures of the Negotiation Process, we note that having suitable bargaining chips will give you power in a negotiation. However, you cannot *assume* that your chips satisfy the other side's needs—you must check it out. If you do not, you are taking a big risk. It may feel great to you to have thought up wonderful bargaining chips, but unless you know for sure they are what the other side wants, they are potentially worthless.

You find out whether your chips are valuable by opening—asking questions, listening carefully, and summarizing what you hear. Offering a chip after the other side has stated the need to which it is linked maximizes the potency of that chip.

Opening behavior is critical to effective communication between people from diverse cultural backgrounds. Effective negotiators must understand the other side's values, not attempt to negotiate them away. The only way to understand them is to take the perspective of the other side—in effect “open” the other side up.

Using opening behavior does not mean that a negotiator must forget about his or her own position, needs, and values. It does mean that he or she must try to be fully aware of and respect the views of the people on the other side of the table. Cooperative negotiating becomes possible to the extent that the people on both sides are open to the views of their counterparts. When both sides use opening behavior, the negotiation can transform itself from a confrontation into a shared effort to reach a resolution of the issues involved.

UNITING

There are basically four distinct types of uniting behavior. These include: _____

- a) building rapport during the ritual sharing stage and throughout the negotiation,

- b) highlighting common ground throughout the negotiation,
- c) reframing the issue once the priority needs of both sides have been determined, and
- d) linking bargaining chips as satisfiers for needs.

Let's review each of these, one at a time.

a) Building Rapport

At the beginning of a negotiation, one might expect to see negotiators "ritual sharing," *i.e.*, engaging in the preliminaries that negotiators use to build up rapport with the other side. Ritual sharing might include the typical "hello, how are you?" or it may get more involved with a longer conversation on the health of a child, having lunch and not talking about school, or even arranging a series of social events before the real negotiation.

Ritual sharing is a form of Uniting behavior. It is most typically used at the beginning of a negotiation, but can and should be used throughout when there is need for some "relationship glue" to help the negotiation along.

In collaborative negotiations, it's important to be aware of what you need to do to make the other side comfortable. Building trust in the relationship is your goal. How you do this will depend on the reasons for the negotiation, the individual with whom you are negotiating—and their cultural perspectives. For instance, asking some people questions about their personal lives may be culturally inappropriate and will feel to them like an invasion of privacy. Not asking others about their personal lives, however, will strike them as cold and unfeeling and will distance them from you at the outset of the negotiation.

b) Highlighting Common Ground

Throughout the negotiation, effective negotiators will take the opportunity to highlight common ground whenever possible. During a negotiation, expressing common values and shared perspectives can be a useful way to diffuse the tensions that often arise.

If the negotiators on both sides are tired or discouraged, a restatement of the common ground they share or the specific agreements they already have reached can give everyone the extra energy they need to resolve remaining issues.

One finds the common ground in a negotiation by discovering both sides underlying needs through effective Informing and Opening behavior. Remember, at the level of positions, there will typically appear to be no common ground.

c) Reframing the Issue

Reframing the issue is a critical skill in negotiation and conflict resolution. When there is a lot of conflict in the air, people talk positionally and experience a positional clash. "Do it my way," says one; "No," says the other—and hostility brews.

Reframing changes this climate of hostility and emphasis on positions by focusing on underlying needs instead and asking, "How can we satisfy both sets of needs?" It's as though both negotiators sit on the same side of the table and put the issues they are grappling with on the opposite side of the table.

The negotiator or mediator who poses a reframing question elicits a brainstorming session which includes additional types of Uniting behavior as described below. But first a note of caution: in a typical conflict, there may be many levels of need at issue. If you do not reframe at some point in the negotiation at the level where the conflict is really brewing, you will not resolve the conflict.

d) Linking Bargaining Chips

Negotiation, ultimately, is about making offers and reaching agreements. When someone effectively reframes, they are initiating a creative problem-solving or brainstorming session. During this stage, each party begins to offer their proposed bargaining chips linking them to the needs expressed by the other side to determine whether, in fact, they satisfy those needs. If they do satisfy, the parties have reached an agreement.

Summary

Negotiators can use five distinct behavioral styles or tactics beginning with the letters A, E, I, O, U: Attacking, Evading, Informing, Opening, and Uniting. The style that should be used the least (perhaps not at all) is Attacking. Evading is useful in certain interim situations. The remaining three—Informing, Opening, and Uniting—are absolutely indispensable if negotiators on the two sides are going to cooperate in resolving the issues before them and arrive at a creative, workable solution for all.

Study Questions

- 1) Which are the most useful behaviors in collaborative negotiations, and why?
- 2) What are the four types of uniting behavior?
- 3) When is attacking behavior useful?
- 4) What is your predominant behavioral style?

Behaviors Used in Negotiation

A
Attack

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

E
Evade

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

I
Inform

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

O
Open

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

U
Unite

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

Y
Yes

and sometimes

Split the difference or some form of integrative agreement that meets both sides' needs.

Attack

A hostile or unfriendly act or tone that is:

- Criticizing
- Defending
- Insulting
- Blaming
- Threatening
- Interrupting
- Judging
- Challenging
- Patronizing
- Stereotyping

And is perceived by others as:

- Personal
- Unfair
- Illegitimate

When you attack, you:

- Defend yourself by showing it is someone else's fault.
- Attack the person and not the problem.
- Use humor or sarcasm to hurt or humiliate the other side.
- Challenge other's ideas by letting them know how little you think of them.
- Interrupt to insert your point of view.
- Get demonstrative, angry, shout, or use violent gestures when challenged.
- Speak in a condescending manner.
- Are quick to stereotype people into negative categories.
- Speak in a hostile tone when you are trying to get a point across.
- Threaten negative consequences if others don't accept your ideas or positions.

Evade

Avoid dealing with the issue at hand by:

- Ignoring
- Changing subject
- Withdrawing
- Postponing
- Caucusing

It can be useful for:

- New proposals
- Major disagreements
- Face-saving

When you evade, you:

- Ignore other's comments.
- Withdraw emotionally or physically in order to avoid conflict.
- Turn off to listening to other's point of view.
- Smooth over differences rather than confront them.
- Suggest that an issue be postponed for another meeting to avoid conflict.
- Suggest that an issue be postponed for another meeting to give people time to consider various alternatives.
- Remain silent in order to avoid open disagreement.
- Suggest that an issue be postponed for another meeting due to lack of information.
- Yield to the wishes of others while ignoring your own needs.
- Change the subject to avoid conflict.

Inform

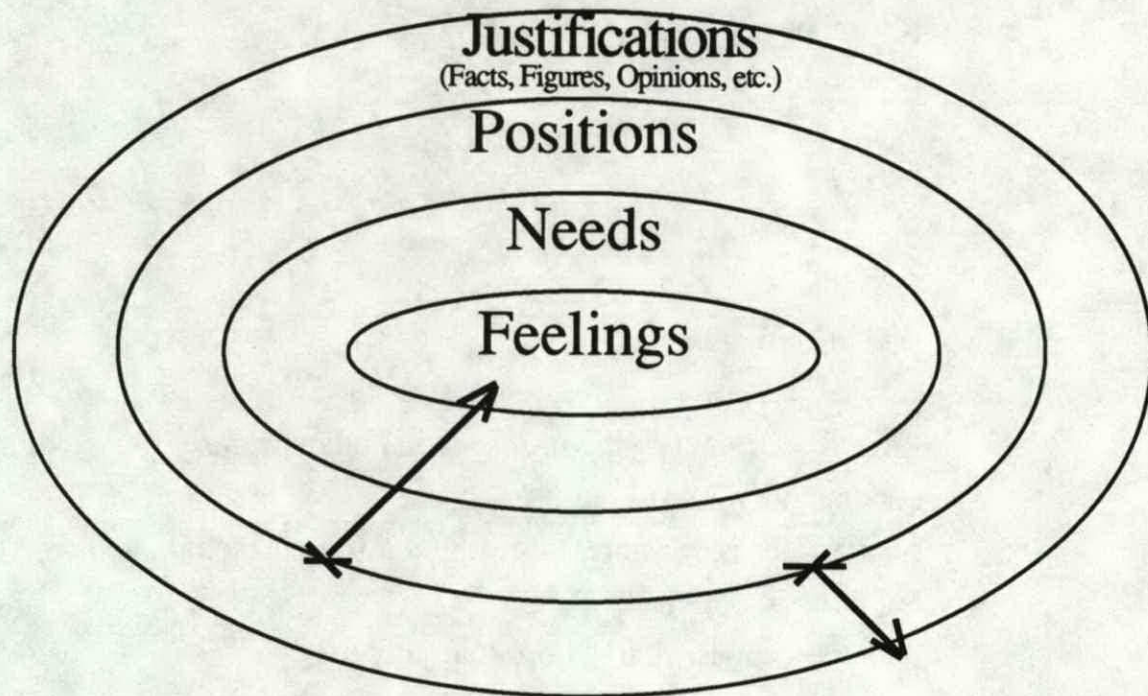
- What you want
- Why
- Justify with facts and opinions
- Reveal needs
- Reveal feelings

- Direct
- Indirect

When you inform, you:

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

Levels of Information



Collaborative Processes,
including collaborative
negotiation, mediation, etc.

Competitive Processes,
including debate,
litigation, etc.

Open

Getting information about the position, needs, feelings, and values of the other side.

- Listen.
- Ask questions.
- Paraphrase without necessarily agreeing.

When you open, you:

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

Opening Behavior

To Get From Positions to Needs

- Tell me more about the situation from your perspective.
- So if I understand what you are saying . . .
- Can you tell me what you are most concerned about in this situation?
- If I've got it right, you are concerned that . . .
- If we could do _____, would that help?
- What is important to you about _____?

Opening Behavior

Probing and Paraphrasing

PROBING/ASKING QUESTIONS

You “probe” when you . . .

- ask a question that let's the other side talk
- ask for clarification about the other side's needs, positions or feelings

Open-Ended questions are usually more powerful than questions that elicit a yes/no response, e.g., “Tell me more about the situation from your perspective” or “Can you tell me what most concerns you about this situation?”

PARAPHRASING

You “paraphrase” when you ask or say . . .

- so what you are concerned about here is (the other's need or interest)
- so what you are proposing is (the other's position)
- it sounds like you are feeling (the other's feeling)

The positive impact on the other of paraphrasing is most powerful

- if you derive a need or interest out of what they have said and reflect that back to them
- if you state their needs and interests as a positive thing or state to create rather than a negative thing or state to be avoided
- if you authentically communicate respect for the other's needs/interests in the process
- if you add an interpretation which furthers understanding of the real needs involved.

Unite

Affirms shared perspectives, ideas, and values.

Building Rapport:

- Greetings
- Rituals
- Protocol

Emphasizing Common Ground:

- Needs
- Values
- Perspectives
- Agreement

Reframing:

- How can we attain both sets of needs?
- Us vs. The Issues

Proposing Solutions:

- Brainstorming
- Giving Need Satisfiers

When you unite, you:

- Make others feel comfortable and at ease by using appropriate welcoming behavior and (e.g., "Good Morning" greeting, offering coffee, engaging in small talk.)
- Treat the problem as one that can be solved by working together.
- Adapt your behavior to suit other's needs for formality or informality (names, clothes, etc...).
- Seek and build on areas of agreement and common ground.
- Make suggestions about working more cooperatively together and sharing resources.
- Act as if you were a mediator rather than an adversary.
- Take a collaborative problem-solving approach to areas of disagreement.
- Offer alternatives to try to meet the expressed needs of the other person.
- Use phrases like "we could" or "what if" to maintain a joint problem-solving climate.
- Show concern and respect for others' needs.

Yes

This is not a behavior but rather refers to the outcomes you can reach using the different behaviors.

A. E. I. behaviors are predominantly used in a more competitive negotiation and will typically result in either an impasse or a split-the-difference type of result.

I. O. U. behaviors are predominantly used in a more collaborative negotiation and will lead to an integrative agreement that meets the needs of both sides.

Notes on Negotiation Behaviors ¹

ATTACK

- Not productive in a negotiation.
- Has the effect of forcing the other side to take an increasingly inflexible position, even if they might be willing to move.
- Often turns to personal attacks, aimed at people rather than issues.
- Can easily provoke an Attack response from the other side, leading to an Attack-Attack or Attack/Defend spiral. This can be broken if:
 - the stronger party overwhelms the weaker one or,
 - one side changes behavioral styles, probably to Open behavior.
- If you do not know a culture well, you may innocently use verbal or non-verbal behavior which would be acceptable in your own culture, but may nevertheless be perceived by a foreign counterpart, unfamiliar with your culture, as an attack. On the other hand, someone might say or do something that **you** would interpret as an attack even though the other is just behaving in an appropriate manner according to his own cultural standards.

NOTE: There is a difference between Attack behavior and taking a strong, firm, powerful position. Attack behavior is perceived as **illegitimate, personal and unfair** by the other side. With a strong, firm position, you may not agree, you may not like it, and you may not accept it, but you can, at least, understand how and why the other side feels that way and takes that position.

EVADE

- A way to buy time when faced with a new proposal or issue.
- A tactical choice to focus on side issues rather than on the main point.

¹As developed by ICM, Paris.

- As a repeated behavior, evading can be more or less productive, depending on the cultural context.
- Evading behavior will be necessary as “oil on the gears” in cultures where:
 - people do not address conflict directly;
 - saving face is of prime importance;
 - the importance of keeping good relations with people is as great as the importance of getting a job done.
- Evading behavior will provoke irritation, frustration or anger in cultures where:
 - people expect to “hear it like it is”, even if it’s unpleasant.
 - getting a job done is a prerequisite to good personal relationships in a working environment....
- A good tool, if used politely, to avoid getting into subjects where you do not have authority.

INFORM

- Inform focuses on one’s own position, interests/needs, feelings and values.
- Information is an essential element in a negotiation. Information is an ingredient of power, a balanced exchange of information is one major way of keeping the overall climate of a negotiation balanced.
- There are different types of information one side can give the other. Deciding what kind of information is appropriate to give at a given moment in the negotiation depends on your assessment of several criteria.

Types of information

Facts, figures: These are part of external reality and come from newspapers, studies, surveys, stock market information, market prices, etc. They are often part of general, public knowledge, and are used as arguments to support a position.

Position: Information about what you expect from the negotiation. This is negotiable and evolves as the negotiation proceeds. Examples are price, payment terms, delivery dates, additional responsibilities, a new project to manage, increased head-count for your department.

Interests/Needs: Information about why you are at the negotiating table. These are the underlying, generally non-negotiable reasons that motivate you. Examples are strategic priorities, survival needs (budget, new markets, new product development), individual, departmental, or national psychological needs (respect, recognition, etc.).

Feelings: Information about personal emotions experienced before or during the negotiation. This can also include feelings of those you represent.

Criteria for Informing

Trust: The level of trust must be sufficiently high before you can take the risk of informing beyond the position level. Each culture has its own criteria for developing trust.

Balance of power: If you are in a relatively low power position, informing on feelings or interests may be one way of obliging the other side to take your interests into account. But this can also be a dangerous game if the more powerful party is not interested in good relations with you because revealing this kind of information carries the risk of making you even more vulnerable.

Cultural context: It is not appropriate to be explicit about feelings in all cultural contexts. Many in the U.S.A., for example, are at ease with speaking about feelings and actually expect it as an indication of good faith. But for many French, this is an invasion of their privacy and they also find it naive behavior. It is important to be aware of these differences in an international context.

OPEN

- Open focuses on the position, interests and values of the **other side**.
- A useful way to extract information in order to understand the other's needs, position, and feelings. A negotiator who knows how to listen encourages the other side to open up.
- Crucial to building an integrative, cooperative climate. A useful way to break an Attack-Attack spiral. Often a productive response to Attack behavior.
- If needs of the other are not yet known, a trial and error way to offer bargaining chips to see if they have value.

UNITE

- Very useful at the outset of a negotiation to affirm areas of common ground and set a collaborative climate. Must be sensitive to the protocol and values of each culture.
- A good way of diffusing tension when small details seem to be standing in the way of a final agreement. Highlighting areas of common ground can inject the necessary energy needed to tie up the remaining loose ends.
- If the needs of both sides are known, bargaining chips can be offered to meet those needs.
- Reframing the problem so both sides' needs are addressed is a good way to establish a cooperative climate where creative alternatives can be generated.

Respond in Style Ossipilla

Pretend you are from the Community/Environmental group. Create a response to the statement that conforms to each type of behavioral style.

<p>INVESTORS/GOVERNMENT: "Thank you for agreeing to meet with us. We are delighted to be with you here in Ossipilla and are hoping to see some of your beautiful country during our stay."</p>	Attack
	Evade
	Inform
	Open
	Unite

Respond in Style

Scenario:

Prompt:	Attack
	Evade
	Inform
	Open
	Unite

I-O-U Worksheet

Case A

Your supervisor has given you a new "high priority" project to be completed by the end of the week. However, he made no mention of your current "high priority" project, which also is due at that same time. You can't do both, so you request a 3-day extension for the newly assigned project. Your supervisor says: "Perhaps I can find someone else to do this important job."

Inform

[Redacted area for Inform section]

Open

[Redacted area for Open section]

Unite

[Redacted area for Unite section]

I.O.U. Practice EDUCATION

Case A

Sally Bond waits at the end of her English class and angrily complains to you about her grade. She feels that you gave her a very low grade which she doesn't deserve and threatens that if this is not straightened out, she will complain to the principal. She says to you, "You better do something quick about this!"

Case B

The librarian in your school comes to you with complaints that the students in your English class are coming to the library to do their term papers with very little direction. They keep asking her for assistance. The librarian feels that you should give student specific instructions in class prior to the library visit. She also claims that students from your class are particularly noisy. She says to you, "Your students should be prepared and better behaved. Otherwise, they should not come to the library."

Case C

The reading specialist is assigned to your third grade class each day at 12:15, which coincides with your lunch period. recently, she has been coming five minutes late to your class which interferes with your lunch period as well as your instructional time. At the end of the day, she says to you, "sorry I was late today."

Pretend your goal is to get approval from your supervisor to go to a professional conference in your field. Your supervisor makes the following comments to your request. For each comment, pick a behavioral style for your response that is most likely to help you towards meeting your goal. Identify the behavioral style that you have used.

Your Supervisor	Your Response
<p>ATTACK “Professional Conference! You're lucky that you have a job.”</p>	
<p>EVADE “I can't talk to you about that now.”</p>	
<p>INFORM “I can not send you. We have already allocated our training budget for the year.”</p>	
<p>OPEN “I understand that there will be a plenary speaker who has just completed an important research study on an area of interest to you.”</p>	
<p>UNITE “How can I meet your need to learn about the research study and keep within our training budget?”</p>	

**The Collective Programming of the
Mind Which Distinguishes the
Members of One Human Group
From Another.**

Geert Hofstede
Culture's Consequences

Culture and Negotiation¹

Following are four essays about the relationship between culture negotiation. This relationship is important because, sooner or later, you are likely to be negotiating with people from a culture with which you are unfamiliar. When people from dissimilar cultures negotiate with one another, misunderstandings often occur that make it difficult to reach agreement. If you understand how culture affects individuals, you can avoid many of these misunderstandings.

The four essays have the following titles:

- *What Is Emphasized During Negotiations?*
- *How Is Trust Established?*
- *How Are Negotiations Approached?*
- *How Are Power Differences Perceived?*

After each essay are questions that encourage you to think carefully about culture and negotiations.

In these essays, culture is described as a system of meaning and behavior shared by members of a group. No individual completely shares all meanings and behaviors characteristic of his or her group. GENERALIZATIONS about a particular group can be helpful when you are dealing with members of that group. But STEREOTYPES (rigid preconceptions) about all members of a group are not helpful because they ignore individual differences, which often prove significant.

What is Culture?

“Culture” often refers to the products of professionals in the fine arts and humanities, such as paintings, concerts, novels, and plays. Let’s call these things *high culture*. Culture has another meaning, one more important for our purposes now. It refers to the shared patterns of daily communication and behavior that are characteristic of all members of a group. This meaning is often called *deep culture*.

Regardless of the size of a group, its members need to share many patterns of communication and behavior in order to be able to understand each other and interact with each other relatively smoothly. For example, people who disagree must share ways of handling the disagreement.

¹Ellen Raider International, *Negotiating for UNICEF*, March, 1992.

The largest group to which deep culture usually applies are the citizens of one nation. When we talk about Ghanaian or Chinese or Chilean culture, we mean the shared patterns of communication and behavior that enable citizens within one of those nations to interact with each other daily.

Deep culture also applies to members of regional and ethnic groups within a nation or spread across two or more nations. Polish immigrants in the U.S. come to share the patterns of Americans, but they also may retain some patterns of the Poles in Poland. (Such people are “bicultural.”) This is because people carry some characteristics of their culture of origin even if they move to another culture.

Very small groups have deep cultures, too. Think of your family when you were growing up. It had many similarities with the families of your friends, but as you grew older you noticed differences, too. The unique patterns of your family defined its deep culture, shared by no other family.

It has been said that “Culture is to a group what personality is to an individual.”

What is Negotiation?

Negotiation is a process whereby people attempt to resolve their differences.

Undoubtedly you have negotiated to some extent throughout your life, whether in informal ways with family members, friends, or merchants, or in formal ways in the course of your professional work. So you probably assume that you have a workable understanding of what negotiation is.

People who negotiate in other parts of the world don't necessarily share your understanding of negotiation.

For example, people in some cultures view negotiation as a series of offers and counter-offers in which whatever is gained or “won” by one party must be lost by the other party. This is sometimes called the “win-lose” view. In other cultures, people see negotiation as an effort by the parties to work together to solve a problem. In still other cultures, negotiation is understood as a time to have a wide-ranging discussion during which changes in attitudes and goals occur without verbal announcement. Finally, there are cultures in which the basic purpose of negotiation is to establish and strengthen personal relationships leading to a spirit of mutual cooperation.

Suppose now that a negotiator with a win-lose view comes face-to-face with another who hopes to build a personal relationship. The win-lose person will be frustrated because he can't get his counterpart to focus on the details to be won or lost. And the one who is trying to build a good relationship will dislike his counterpart's focus on winning and losing. This negotiation has a high probability of failure because the parties would give different answers to the question, "What is negotiation?"

Essay One: What Is Emphasized During Negotiations?

You might have been involved in formal negotiations in the course of your work. If so, you have an idea about what should get the most attention during negotiations.

Your idea about what is important might not be accurate in all circumstances. Negotiators from different cultures place varying emphases on what they think should be implicitly recognized or explicitly addressed.

For example, within some cultures, negotiators expect to spend almost all their time on "substantive" matters such as the number of units to be sold, the price to be charged, and the time the order will be delivered.

Within various other cultures, the parties expect to think together about the compatibility of their working styles and share information with each other, leading to a feeling of trust and good faith on both sides.

In still other cultures, the procedure used during the negotiations is the key matter of concern; negotiations may falter if expected procedures are not observed. For example: following an agenda may or may not be important.

Finally, in some cultures the personal prestige of the lead negotiator is a matter of concern. Whether or not that person's dignity is explicitly mentioned, it may be necessary for people on both teams to acknowledge it.

Think what might happen if a substantive negotiator ready to do anything to get a low price met with a counterpart needing to have his personal dignity upheld!

Summary of Essay One

- Negotiators from different cultures have different ideas about what should be emphasized.
- Some focus on substantive matters such as price.
- Others emphasize the building of trust and good faith.
- Still others pay much attention to the procedures to be observed during the negotiations.
- And still others believe that the personal honour and prestige of their lead negotiator is most important.
- Difficulties may occur if people with different emphases try to negotiate with each other.

A Study Question for Essay One:

This essay describes four ideas about what may be emphasized during a negotiation. Which of these describes most closely your home culture's notion of what is important during negotiation? Or is some other notion more accurate in your culture? Why do you think so?

An Experience Related to Essay One:

Recall one of your own experiences that illustrates a point made in this essay. Share this experience with your small group.

Essay Two: How Is Trust Established?

Negotiators everywhere agree that a feeling of trust in one's counterpart is vital. But how negotiators establish trust differs from one culture to another.

In some cultures one is able to trust the people in the negotiation if either they or their lead negotiators have previously shown that they can be trusted. One need not have direct personal experience with one's counterparts. Other ways are that one has documentary evidence of past-trustworthiness or knows of the counterparts' high professional reputations.

Another way of establishing trust is through external sanctions. One trusts a system that will discipline one's counterparts if they do not act properly. The sanctions may be formal and legal, or they may be social and moral. In some countries, when negotiators complain

publicly that the counterparts “are not bargaining in good faith,” the one appealing to public opinion is trying to force the counterparts to behave as expected.

Finally, a negotiator can intuitively determine whether the counterpart is trustworthy. It’s difficult to say how anyone uses intuition to evaluate another person. But one’s intuition may take a long time to reach its conclusion during which the negotiator tries to establish friendly relations with the counterpart.

Imagine that someone who relies on external sanctions and has little interest in establishing personal trust negotiates with someone who wants to gain an intuitive feeling of trust before reaching an agreement.

Summary of Essay Two

- Ways that negotiators learn to trust their counterparts differ from one culture to another.
- In some cultures, a negotiator trusts a counterpart who has demonstrated trustworthiness in the past.
- In other cultures, an external system of sanctions replaces the need for feelings of trust.
- In still other cultures, trust is established through intuition. This may require a lengthy time period.
- Difficulties may occur if people with different ways of establishing trust in their counterparts try to negotiate with each other.

Study Question for Essay Two

Three ways of establishing a trusting relationship are described in this essay. Which of these is used most frequently in your own home culture? Or is another method used? Why do people in your culture prefer to establish trust this way?

Experience Related to Essay Two

Recall one of your own experiences that illustrates a point made in this essay. Share this experience with your small group.

Essay Three: How Are Negotiations Approached?

In some cultures people generally try to cooperate with others, especially those in their in-groups. In other cultures people develop competitive relationships with others, even with in-group members. Habitual patterns like these influence how people approach negotiations.

When two people (or groups) negotiate with each other on a basis of cooperation, each shows concern for the other's needs and interests and is open and honest during the negotiation. Each freely acknowledges their shared values and beliefs, acts warmly, and feels trust towards the counterpart. The outcome is never foreseen by either party in win-lose terms but rather in win-win terms. Misjudgments will occur, but both parties will view each other benevolently nonetheless.

When two people (or groups) negotiate with each other on a basis of competition, each shows concern for personal interests and is open and honest only to the extent that it suits the bargaining position. Each pays attention to the differences that divide them, acts coldly, and is suspicious or even hostile towards counterparts. Both parties view the outcome in win-lose terms. When misjudgments occur, each party will tend to view the other in malevolent terms.

Few relationships are wholly cooperative or competitive; there are many gradations in between. A satisfactory negotiation can be carried out between two parties who are primarily in a competitive relationship. But, in general, a negotiation is more productive and much less stressful when both sides approach it cooperatively.

Summary of Essay Three

- In some cultures, people tend to be cooperative; in others, people tend to be competitive.
- When both negotiators are used to being cooperative, they view the negotiation in win-win terms.
- When both negotiators are used to being competitive, they view the negotiation in win-lose terms.
- In general, negotiations tend to be more productive and less stressful when both sides act cooperatively.

Study Question for Essay Three

This essay claims that the relationships between negotiators can be described on a continuum ranging from highly cooperative to highly competitive. In your home culture, do negotiators tend to be highly cooperative, highly competitive, or somewhere in the middle? What makes you think so?

Experience Related to Essay Three

Recall one of your own experiences that illustrates a point made in this essay. Share this experience with your small group.

Essay Four: How Are Power Differences Perceived?

When people meet to negotiate, each brings a set of assumptions about how people get along with each other. For example, humans everywhere must deal with the fact that some people within their societies have more power than others. People from various cultures react differently to power differences.

People from "High Power Distance" cultures view differences in power as an unalterable fact. Regardless of whether they have more or less power than others, they see power holders as a special, inaccessible type of people who rightfully have privileges. People from High Power Distance cultures who lack power expect to be guided by the more powerful members of their society.

People from "Low Power Distance" cultures tend to minimize the inequality that accompanies differences in power. They view hierarchy as having a practical value and think of people at all social levels as essentially the same. They view power holders as ordinary people. They expect to make up their own minds on most issues.

Problems arise when people from these two types of cultures get together. Negotiators from a High Power Distance culture, for example, may treat the lead negotiator of visitors from a Low Power Distance culture with great deference, but this is likely to make this person and the team members uncomfortable. Conversely, negotiators from a Low Power Distance culture might send a brilliant but very young person as their lead negotiator. High Power Distance negotiators might refuse to deal with a person who, being so young, seems not to command respect.

Summary of Essay Four

- People from “High Power Distance” cultures see power differences as an unalterable social fact and power holders as people who rightfully have privileges.
- People from “Low Power Distance” cultures see power differences as having merely practical value and power holders as basically the same as everyone else.
- High Power Distance negotiators might make their Low Power Distance counterparts uncomfortable by treating their lead negotiator with great deference.
- Low Power Distance negotiators might make their High Power Distance counterparts uncomfortable by having a team leader who, although brilliant, is very young.

Study Question for Essay Four

This essay briefly describes two ways of perceiving differences in power. Is your home culture or natural preference for “High Power Distance” or “Low Power Distance”? Suppose you are in a negotiation with someone from the opposite preference. How might you show respect for the preference of your counterparts?

Experience Related to Essay Four

Recall one of your own experiences that illustrates a point made in this essay. Share this experience with your small group.

What is Cultural About Us?¹

Some Things Are Universal

Shared with all Human Beings

Example: Need for Affection, Shelter, Food

Some Things Are Individual

Shared with no Identifiable Group

Example: Preferences, Interests, Reactions

Some Things Are Cultural

Learned or Taught

Not Genetic

Shared with one Group, as Distinguished From Others

Distributed Among a Population

Example: Eating Utensils, Social Codes for Behaviors

¹As developed by ICM, Paris.

What Constitutes Culture?

- NATIONALITY
- ETHNICITY
- GENDER
- AGE
- LANGUAGE
- FAMILY STATUS
- PHYSICAL CONDITION
- RELIGION
- CLASS
- SEXUAL ORIENTATION
- PROFESSION

STEREOTYPE

1. A ONE-PIECE PRINTING PLATE CAST IN TYPE METAL FROM A MOLD TAKEN OF A PRINTING SURFACE, AS A PAGE OF SET TYPE

2. AN UNVARYING FORM OR PATTERN; SPECIFICALLY, A FIXED OR CONVENTIONAL NOTION OR CONCEPTION, AS OF A PERSON, GROUP, IDEA, ETC, HELD BY A NUMBER OF PEOPLE, AND ALLOWING FOR NO INDIVIDUALITY, CRITICAL JUDGMENT, ETC.

—Webster's New World Dictionary

Some Key Cultural Dimensions

Monochronic v. Polychronic

Different attitudes towards time

Collectivism v. Individualism

How Society Handles The Relationship Between The Individual And Others

Power Distance

How Society Handles Difference In Authority, Status And Wealth

Uncertainty Avoidance

How Society Handles Risks Inherent In The Future

Feminine v. Masculine

How Society Handles Sex Role Division And It's Implication For Quality Of Life

Different Dimensions of Time

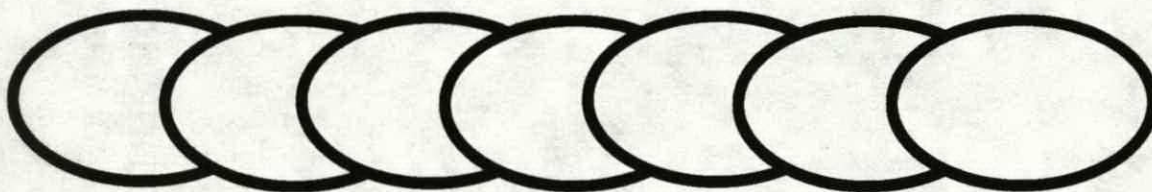
Monochronic

- Task-oriented
- System is priority
- Time is Money



Polychronic

- People oriented
- Relationships take priority to tasks
- The Clock is a Useful Tool but does not Dictate



HOFSTEDE'S 4D MODEL

POWER DISTANCE

EXTENT THAT LESS POWERFUL ACCEPT
THAT INEQUALITY IN POWER IS
CONSIDERED NORMAL

LARGE

SUPERIORS ARE INACCESSIBLE.

**EVERYONE HAS A RIGHTFUL
PLACE.**

**POWER-HOLDERS ARE ENTITLED
TO PRIVILEGES.**

**LATENT CONFLICT BETWEEN POW-
ERFUL AND POWERLESS.**

THE UNDERDOG IS TO BLAME.

SMALL

SUPERIORS ARE ACCESSIBLE.

**INEQUALITY SHOULD BE
MINIMIZED.**

**ALL SHOULD HAVE EQUAL
RIGHTS.**

**LATENT HARMONY BETWEEN
POWERFUL AND POWERLESS.**

THE SYSTEM IS TO BLAME.

HOFSTEDE'S 4D MODEL

INDIVIDUALISM

LOOSE- KNIT SOCIAL FRAMEWORK

INDIVIDUAL TAKES CARE
OF SELF AND IMMEDIATE
FAMILY.

'I' CONSCIOUSNESS.

EMOTIONAL INDEPENDENCE OF
INDIVIDUAL FROM ORGANIZATION.

NEED FOR SPECIFIC FRIENDS.

COLLECTIVISM

TIGHT-KNIT FRAMEWORK.

CLAN, RELATIVES, IN-GROUP TAKES
CARE OF INDIVIDUAL IN EXCHANGE
FOR LOYALTY.

'WE' CONSCIOUSNESS.

EMOTIONAL DEPENDENCE OF INDI-
VIDUAL ON ORGANIZATION.

FRIENDSHIPS PREDETERMINED BY
STABLE SOCIAL RELATIONSHIPS.

HOFSTEDE'S 4D MODEL

UNCERTAINTY AVOIDANCE

EXTENT TO WHICH PEOPLE ARE MADE NERVOUS BY SITUATIONS WHICH THEY CONSIDER UNSTRUCTURED, UNCLEAR OR UNPREDICTABLE AND THE EXTENT TO WHICH THEY AVOID SUCH SITUATIONS BY ADOPTING STRICT CODES OF BEHAVIOR AND A BELIEF IN ABSOLUTE TRUTH.

STRONG

- ACTIVE
- AGGRESSIVE
- EMOTIONAL
- INTOLERANT

WEAK

- CONTEMPLATIVE
- LESS AGGRESSIVE
- UNEMOTIONAL
- RELATIVELY TOLERANT

HOFSTEDE'S 4D MODEL

MASCULINE

- BIOLOGICAL DIFFERENCES EQUALS DIFFERENT SOCIAL ROLES FOR THE SEXES.
- MEN EXPECTED TO BE AS ASSERTIVE, AMBITIOUS, COMPETITIVE, TO STRIVE FOR MATERIAL SUCCESS AND RESPECT WHATEVER IS BIG, STRONG AND FAST.
- WOMEN ARE EXPECTED TO NURTURE, CARE FOR QUALITY OF LIFE AND THE WEAK.

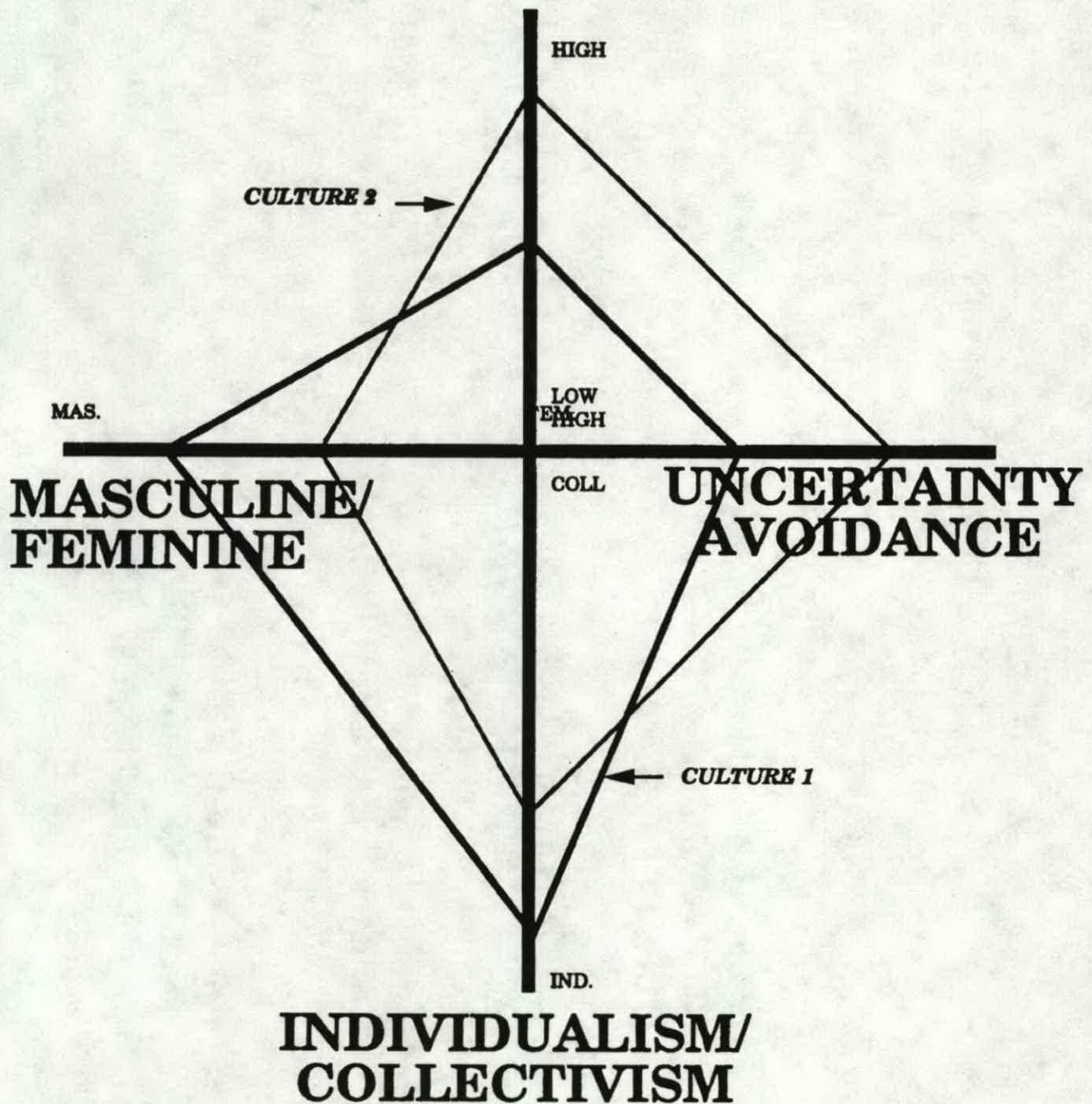
FEMININE

- RELATIVE OVERLAPPING ROLE FOR THE SEXES.
- PARTICULAR MEN NEED NOT BE AMBITIOUS OR COMPETITIVE BUT MAY PUT THE QUALITY OF LIFE OVER MATERIAL SUCCESS AND MAY VALUE WHAT EVER IS SMALL, WEEK AND SLOW.

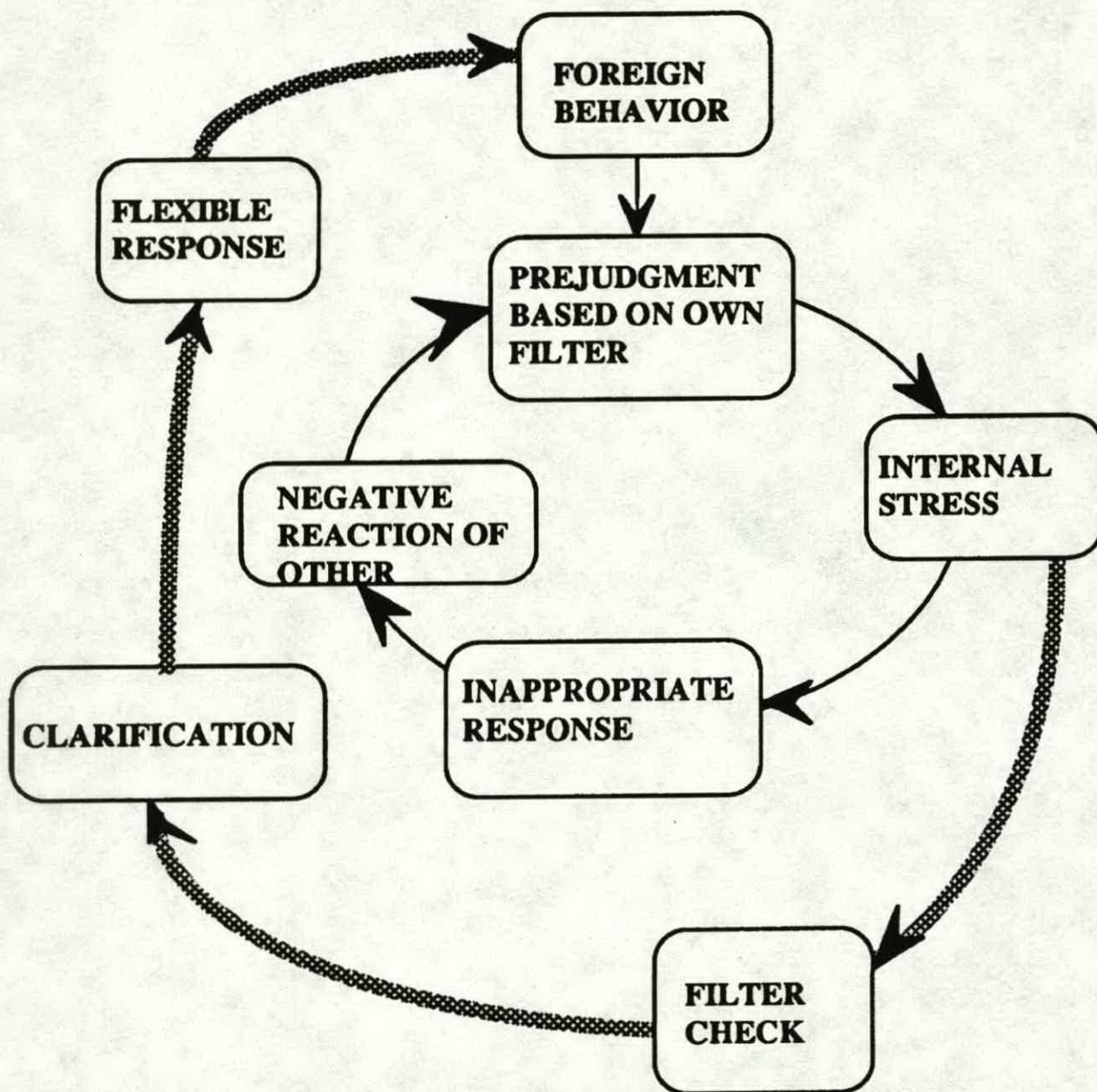
HOFSTEDE'S 4D MODEL

Potential Culture Clash

POWER DISTANCE



Filter Check



Cross Cultural Interviews

Culture Group A:

In this exercise everyone in the room has the same task. You are to meet and interview about 5 or 6 people. For each person you interview you are to learn

1. their name,
2. the number of brothers and sisters that they have, and
3. the city where they were born.

However, the participants belong to three different cultural groups: Group A, B, and C.

Start by interviewing one or two people in your cultural group and then meet those in cultural groups B and C.

When you meet and interview people you must be sure to exhibit and perform all the behaviors that are the essence of your being a member of the "A" culture. These customs are as follows:

Attributes

1. When greeting someone and talking with them there are several things that you do to show respect:
 - a) you hug them,
 - b) speak to them in a loud, clear voice, and
 - c) laugh regularly through the discussion to show that you enjoy their company and that they are bringing you good vibrations.
2. It would be impolite to ask your questions immediately. To be polite you must first:
 - a) talk about the elder males in the persons family, asking about their health, and general well-being.
 - b) Rules of politeness would also have you talk about the weather and about the person's journey to class today. After the proper attention to these items you may ask your interview questions.
3. It is very impolite for a younger person to initiate a conversation with an older person. A younger person speaks to an older person only if the older person clearly initiates the conversation first. Be sure to check the person's age on their name tags before initiating a conversation.

Summary of Low-context and High-context Face Negotiation Processes

Key Constructs of Face	Individualistic, Low-context Cultures	Collectivist, High-context Cultures
Identity	emphasis on "I-identity"	emphasis - "we-identity"
Concern	self-face concern	other-face concern
Need	autonomy, dissociation	inclusion, association
Mode	direct mode	indirect mode
Style	control or confrontational style, and solution- oriented style	obliging or avoidance style, and affective- oriented style
Strategy	distributive or competitive strategies	integrative or collaborative strategies
Speech Act	direct speech acts	indirect speech acts
Nonverbal Act	individualistic, nonverbal acts; direct emotional expressions	contextualistic (role- oriented), nonverbal acts; indirect emotional expressions

(Modified from Gudykunst and Ting-Toomey 1988,93)

Culture - Face Saving

Directions: Read the case and it's four possible endings (below). For each ending, analyze

a) the conflict style used

b) the appropriateness of the action in relation to face-work

(Note why the action is appropriate or not based on your knowledge of face)

Case Study: Stolen Jewelry

1 The Kuhn's are a Western couple in South East Asia who discover that valuables 1
2 are missing. Janet Kuhn, who is pregnant, has been missing some jewelry which 2
3 she is sure she had placed on the mantel in the bedroom. They have a young maid 3
4 working during the day and who is the only other person regularly in the house, 4
5 though deliveries are made during the day by local vendors. Janet is sure she has 5
6 not lost the jewelry and she and her husband decide to test their assumption that 6
7 the maid has stolen the jewelry. They repeatedly leave small pieces of inexpensive 7
8 jewelry where only the maid would have access-- and the jewelry disappears. 8
9 The Kuhns decide that something must be done about the situation. After 9
10 careful deliberation.... 10

Endings

* * *

11a The Kuhns decide to confront the maid and they tell her they are aware of her 11a
12a actions. They accuse the maid of being selfish and of causing excess stress 12a
13a to Janet by her actions. She is immediately dismissed and forced to seek 13a
14a alternative employment. 14a

11b The Kuhns decide to lock up their valuables and to be more vigilant with the 11b
12b maid. They realize that to fire her would make them seem like arrogant 12b
13b Westerners and put them, and the maid, in bad light with the local community. 13b

needs
Allow her to
leave w/
grace
11c The Kuhns decide to tell the maid that they need an older maid who has been 11c
12c through childbirth to better assist and reassure Janet. The maid leaves to find 12c
13c other employment and the Kuhns hire another maid. 13c

11d The Kuhns decide that they are being taken advantage of because of their 11d
12d foreign status. They decide to take the maid to the authorities hoping that 12d
13d it will make a strong statement to the community and prevent others from 13d
14d attempting to swindle them. 14d

11e The Kuhns decide to talk to the maid about her overall performance and 11e
12e note that she must improve her performance if she is to succeed in her job. 12e

Culture

Answer these questions indicating how you would usually/generally respond to the given situation.

1. When vacationing with friends in another country for the first time, it is

- polychromic*
 A) important to you to keep to your sightseeing plans that you've all agreed to, or
 B) you don't mind dropping plans as long as you're spending time with your friends.

2. You have an appointment to meet someone for a business lunch at 1PM. The person arrives at 1:30 PM and starts chatting with people at two other tables before finally joining you. Do you feel *Context*

- Monochronic*
 A) This is inconsiderate, inappropriate behavior, or
 B) There is no issue here, this is appropriate.

3. If you were weighing two job offers would you tend to take

- Individualism*
 A) the one that provided a better career opportunity but would mean permanently moving across the country and away from your parents and relatives, or
 B) the one that offered less career opportunity but was located near your parents and relatives.

4. When working with a group of peers, do you

- Collectivism*
 A) present your issues even if it will upset some members of the group, or
 B) put more emphasis on the group cohesiveness and perhaps not say anything contrary.

5. If a US Senator came to our course this weekend, would you

- Power distance*
 A) see it as very bold or inappropriate to approach the Senator to shake his/her hand, or
 B) see it as an appropriate and friendly gesture to approach the Senator to shake his/her hand.

6. A student feels very dissatisfied with a grade, is it

- Power distance*
 A) inappropriate to try to convince the teacher to change the grade, or
 B) appropriate to try to convince the teacher to change the grade.

Personal Journal

Conflict and Culture

1. What were the most important things you learned from this module?
2. How is this information likely to change your approach to your next negotiation?
3. What do you still need to clarify?
4. Other comments.