

TSC 16

Conciliating and negotiating

TSC 16 : Conciliating and negotiating

Learning Objectives

Topic 1

What is Addressing conflict through active witnessing?

Topic 2

Why is it important?

Topic 3

Sample texts on how to mention it on the CV

Topic 4

TSC assessment criteria

TSC 16 : Conciliating and negotiating

Activities

Title 1

Identifying and Empathising with Conflict

Title 2

Addressing conflict through active witnessing

Further readings

References

Learning Objectives

On successful completion of this Learning Unit, the participants will be able to:

Provide constructive manner when tackling difficult issues

Using dialogue as a tool for problem solving

knowledge of the negotiation process

Topic 1: What is Conciliating and negotiating

“Negotiation” - bargaining process between two or more parties seeking to discover a common ground and reach an agreement to settle a matter of mutual concern or resolve a conflict. Before a negotiation, each party should consult a lawyer. Consulting a lawyer allows each party to be well aware of their rights and duties for the matter they want to resolve. Mediation is a process where a neutral person assists the parties in discussing the matter and reaching a resolution.

Our professional and personal lives might well be more satisfying and successful if we could only improve our negotiation skills. What do we mean by negotiation?

Dictionary definitions of the concept include:

- to confer with another or others in order to come to terms or reach an agreement
- mutual discussion and arrangement of the terms of a transaction or agreement
- to settle by discussion and bargaining.

Topic 1: What is Conciliating and negotiating

Other terms for negotiation include haggling, bargaining, making deals, transacting, higgling, dickering and horse-trading.

Everyone negotiates in all kinds of situations.

A child tries to convince a parent to buy sweets in the supermarket.

You try to persuade your flatmate to do the dishes, even though it is your turn, so you can go out.

A union representative sits down with management for an annual review of wages and conditions.

You are running late on an assignment and are thinking of approaching your lecturer for an extension.

You are thinking of trading in a car and upgrading to a better one.

A mother tries to get her young daughter to eat her vegetables or clean up her room.

Friends try to decide which movie they will see tonight.

An employee asks for a raise in salary.

A consumer tries to get a better deal on a refrigerator from a salesperson.

New acquaintances try to determine whether they will become friends or lovers.

The representatives of two countries sit down to discuss border tensions and the threat of war. All of these situations, along with countless others, involve negotiation. Negotiation is a communication and problem-solving process built on a broad foundation of skills and knowledge. It is also one of the most popular and effective means of resolving conflicts and misunderstandings

Topic 1: What is Conciliating and negotiating

“Conciliation” – process where a commissioner meets with parties in a dispute and explores ways to settle it by agreement.

Conciliation helps different parties to negotiate a settlement by:

identifying issues and understanding the facts and circumstances discussing problems understanding needs of the parties reaching a mutually acceptable agreement

Topic 2: Why is it important?

Negotiation and conciliation skills are important both in the workplace as well as in personal life. In the workplace, they help you achieve long-term career success, boost productivity & reduce workplace conflicts. In your personal life, they boost your creative & reasoning abilities, make it more difficult for people to take advantage of you & make you a better strategist. Individuals, groups and organizations are involved in interaction with other individuals, groups and organizations while living, achieving their goals, walking, sitting, etc. During these interactions conflict is inevitable because of conflicts and inconsistencies, the parties try to obtain the scarce resource despite each other, have different perspectives on each other and the source, and have different values, attitudes and beliefs (Karip, 2000).

Topic 3: Sample texts on how to mention it on the CV

Negotiates in a constructive manner when tackling difficult issues.

Listens to differing points of view and promotes mutual understanding during negotiations.

Focuses on achieving value-added results during negotiations.

Topic 4: TSC assessment criteria

There main criteria for assessing this TSC are the aspects mentioned below. According to them, educators can guide their learners in their improvement process. The learner can be assessed as “competent” or “need improvement”. The educator can add specific comments for each learner in the respective boxes. Please refer to the Intellectual Output 2: Be Creative! Handbook for educators for further guidelines on assessment criteria.

Criteria	Competent	Need improvement
Constructively works towards a win-win solution during negotiations.		
Explores creative solutions with others to overcome antagonism and to develop partnerships.		
Negotiates based on first-hand observations and information collected from both sides		
Listens to differing points of view and promotes mutual understanding.		

Activities

Activity 1 : Identifying and Empathising with Conflict

Objectives of the activity

To experience that people have different perspectives and see problems differently and have different solutions.

Activity 1 : Identifying and Empathising with Conflict

TSC addressed by the activity

Conciliation and Negotiation

Activity 1 : Identifying and Empathising with Conflict

Materials

Copies of one of the paintings under. Or one that the instructors chose. Each participant should have one each, but all should be the same. They should also get paper and pens.

Activity 1 : Identifying and Empathising with Conflict

The pitch

The learners should each observe and analyse the painting and use their imagination to identify the conflict. They will then present the conflict to the group as their own problem.

Activity 1 : Identifying and Empathising with Conflict

Procedure

Educator's instructions: Form groups of 4-5 participants.

Step 1: The facilitator hands out the picture to all the learners and they are asked to guess the name of the painting. Have a short brainstorming session.

Step 2: They can then study the painting for 10 minutes. They are asked to find a conflict in the picture and relate it to their own life. They should formulate a story that they can tell the group. It can be a true story or use their imagination to make up a story. They can write it down if they want to. Why are they fighting? Why are they angry? Sad?

For example if you choose to use the Weeping woman- painting, each person should tell a story of a time they wept like the woman in the painting. If they never weep, they have to make up a story to tell the group in a convincing way.

Dance of life - Edvard Munch

Weeping woman - Picasso

The last argument - Igor Shulman

Step 3: Present the story to the group, as your own, taking turns, so everyone can tell their story. The group can then decide how convincing the story is, is it your own story or a made-up story?

Activity 1 : Identifying and Empathising with Conflict

Questions for discussion among participants

Debriefing

Gather the whole group in a circle after everyone has shared their story. You can ask the group:

Were the conflicts similar or very different?

How do they feel about the activity?

Is it easy to understand someone else's conflict?

Did it make an impact on them?

How important is empathy in conciliation or negotiating a conflict?

Activity 1 : Identifying and Empathising with Conflict

Intergenerational aspect

Considering its nature of conflict management, this activity can be applied as an intergenerational activity. How people from different ages can handle conflicts and how empathy can be conciliated can be scoped.

Activity 2 : Addressing conflict through active witnessing

Objectives of the activity

- To recognise stress patterns in the body
- To find new creative solutions to solve the conflict
- To explore the meaning of movement expression

Activity 2 : Addressing conflict through active witnessing

TSC addressed by the activity

- Conciliating and negotiating
- Showing respect and consideration for others
- Supporting others

Activity 2 : Addressing conflict through active witnessing

Materials

Indoor/outdoor space with enough room to move

Activity 2 : Addressing conflict through active witnessing

The pitch

This activity is based on the concept of Active Witnessing, by Martha Eddy. Active witnessing combines the principles from the “Active Listening” technique, used in communication and conflict resolution contexts. Witnessing is the process from Authentic Movement that allows the unconscious feelings and processes to emerge. It can help observe, feel and imagine alternative ways to respond to a conflict situation.

Activity 2 : Addressing conflict through active witnessing

Procedure

1. Individually, participants are invited to think of a conflict situation that is still meaningful for them but is not overwhelmingly intensive.
 2. After a few moments, when everyone is ready, turn to the person next to you and decide who will begin.
 3. Person A will have 1-3 minutes to share the conflict situation. After 1 minute, with the sound of the bell, person A includes movement to their verbal story. After another minute, person A continues to tell the story by only moving but stops speaking out loud for another 1-1.5 minutes.
 4. Person B then echoes back the essence of the movement story for 30 seconds.
 5. Always let participants know when there are 10 seconds left for any transition and that it's okay if they stop mid-sentence or mid-movement.
- Sharing
6. Once the movement part is completed, the pair has time to reflect and share about their experience. Partner A starts. Using "I" statements shares how the process felt for them, going through all 3 phases (sharing with words, sharing with movement and observing partner B echoing through movement). Partner B practices listening with full presence.
After a few minutes of sharing, partner B talks about their experience, also using "I" statements, focusing on their inner response.
 7. After sharing in pairs, gather in the circle for group debriefing.

This is a very basic description of Active Witnessing methodology developed by Martha Eddy - adapted for the purposes of the Erasmus+ Training Course "Non-Violent Theatre".

Stepien K., Skorczyńska M. (2019) Non-Violent Theatre for Artists. <https://nomadways.medium.com/non-violent-theatre-the-booklet-eb6b5e9ddedo>

Activity 2 : Addressing conflict through active witnessing

Questions for discussion among participants

How did you experience the difference between speaking about the conflict situation and moving in relation to the same situation?

Did you notice any patterns in your response to the conflict? Any sensations in your body, tension, a particular movement, tone of voice, words?

What did you observe when your partner echoed your story? How did it feel to be mirrored? Did you see anything new or surprising?

How can this experience and observation be useful and supportive of any conflict situation in the future?

Activity 2 : Addressing conflict through active witnessing

Intergenerational aspect

This activity is an intergenerational activity considering the ways conflicts to be solved in different age groups, problem solving skills. In this sense, it is suitable for intergenerational collaborations.

Further Readings



References

Stepien K., Skorczyńska M. (2019) Non-Violent Theatre for Artivists.
[https://nomadways.medium.com/non-violent-theatre-the-booklet-
eb6b5e9ddedo](https://nomadways.medium.com/non-violent-theatre-the-booklet-eb6b5e9ddedo)

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