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Using a Diary

A diary is one of the most useful books you can have at work. Just as you need a toolbox to keep your tools in good order and accessible you need a diary to put your activities into a time frame.

Exercise

Using planners

Fill in examples of:

- A monthly planner for the next 4 week period
- Weekly planner for the next 2 weeks

Note that you should update these regularly

The most useful form of diary planning is **probably** a week to a page. This lets you plan and arrange work over a week. A weekly planner is shown on the next page.

Having space for general notes as well as specific times lets you write down things under a day when you don't want to commit to a specific time.

Whenever you make an appointment or have a deadline to reach write it down in your diary **straight away**.

It is very helpful to rank activities in order of priority. Using a whiteboard yearly planner in conjunction with a diary is also helpful for planning.

At the end of the day

A good hint is to check your list at the end of each day. Anything you haven't done move forward either to the next day or a later date. **Don't** try to do too much in a day or you won't be able to achieve it.

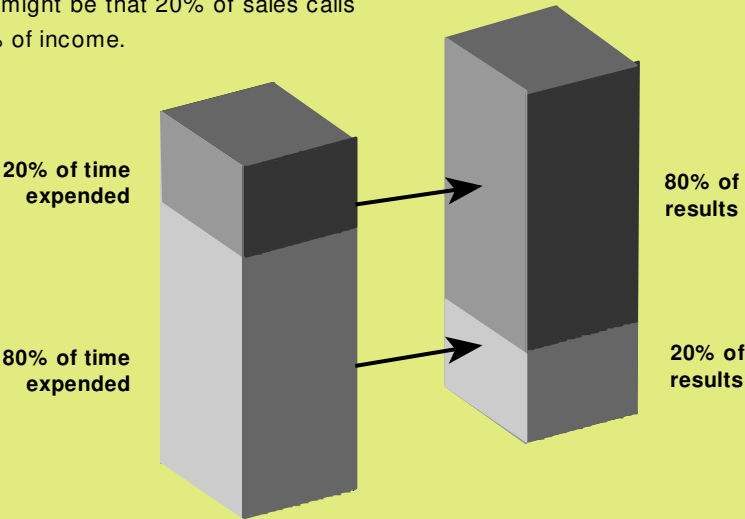
Week Beginning: / /	Monday						
	Tuesday						
	Wednesday						
	Thursday						
	Friday						
	Saturday						
	Sunday						
am							
pm							
eve							
notes							

Month:	Monday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Tuesday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Wednesday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Thursday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Friday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Saturday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
	Sunday	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Major Goals this month:							1.
							2.
							3.

Identifying key actions for results

The economist Pareto studied many working systems and found that generally 80% of results were achieved by 20% of effort. This has become known as the Pareto Principle.

An example might be that 20% of sales calls achieve 80% of income.



Discussion points with your trainer

- 1 How does the Pareto Principle apply in preparing for the WSA National Finals?
- 2 Could you increase your efforts in the important 20% area?
- 3 How can you get regular feedback on your efforts?

Exercise

Fill in the table on the next page identifying the key actions you can improve your efforts in.

Key actions

1 Key 20% of preparation activities

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2 Which of these key 20% could I increase my efforts in to achieve better results?

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3 Which activities produce little results and could have less effort and time spent on them?

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Proceed with your training plan giving priority to your Column 2 activities.

Select a major WSA or work goal that you've had over the past few years that you've either:

- fully achieved, or
- made significant progress towards achieving

1 What was your goal?

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2 To what extent have you achieved your goal?

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3 What actions did you take to achieve your goal?

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4 What help did you get from other people towards achieving your goal?

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5 How do you feel about your success in moving towards this goal?

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6 Reflecting on your success towards achieving this goal what are three key actions you can take to achieve future work goals?

Action 1:

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Action 2:

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Action 3:

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When you actually achieve your goals don't forget to:

Reward Yourself

Give yourself praise for achieving what you've done. Sometimes people don't do this, they just get caught up in starting work on the next task. Take a little time to take pride in what you achieve. In the long run this will make you more likely to achieve more.

Ways to reward yourself might include:

- ticking off items on your "to do" list when completed
- scheduling rewards eg. breaks.

One of the most important aspects of being successful is constantly seeking to do things better. You need to seek excellence as you prepare for the WSA National Finals. You also need to seek excellence in your work and career. Things can be 'better' in many ways including:

- a better quality product
- more responsive to clients
- saving money
- faster
- improved efficiency
- making work easier for other people

List what doing things better will achieve for you.

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Successful organisations are made up of people who are always trying to improve the quality of their work. This quality enhancement approach may involve something as simple as redesigning a form or something as complex as changing the plans of a building.

Case Study: Quality Enhancement

In a car production plant of Toyota in Japan a great deal of the assembly work is done by robots. As he walked through the factory at night a young employee was impressed by the way the factory kept going 24 hours a day with only a small maintenance team. As he left from the brightly lit factory at 4 a.m. one morning he had a sudden idea how the plant could save money. He wrote a short memo. The scheme was put into practice and the next month he received a cheque for \$10,000 which was half the money saved by his scheme in a month.

What was his idea?

**Case Study
Answer**

His idea was simple.
Robots don't need lights
to work by. So turn off
all the lights at night.
His idea saved the
company \$20,000
a month.

Exercise:

Seeking excellence

Do you have any ideas for improving work in your
organisation. Try to list a few ideas below:

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List some suggestions for improving your preparation for the
WSA Finals and your own personal work:

Many organisations will welcome suggestions for improvement.

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Suggestion Box

If your organisation has
a suggestion scheme
submit a proposal to
improve performance in
some way. (You might
even get paid for this!)

If your organisation
doesn't have a scheme
talk to your boss about a
way you might improve
things and follow up
your discussion with a
memo outlining
your proposal.

Self esteem is the way you think and feel about yourself.

Some people have high self-esteem, others have lower self-esteem.

Generally the higher your self esteem the more likely you are to be successful in both WSA and in your own career. If you don't believe in yourself it's hard to get others to believe in you. Many people, tend to under-rate their potential for achievement. They don't believe they can do something and then (surprise!) they find they can't

do it which confirms their belief.

**Having
belief in
yourself
is the first
step to
achieving**

Case Study: Abraham Lincoln

Abraham Lincoln was one of the most successful presidents of the U.S.A. He actually fought several elections and lost them as well as finally winning two which led him to victory.

How many elections did Lincoln lose before he won?

Case Study Answer

Lincoln fought and lost
27 elections before
winning and going on to
be President of the
U.S.A.

Perhaps we can't expect to have the same determination as Lincoln but we can learn from him how important it is to have belief in yourself if you want to succeed.

Techniques to Enhance Self-Esteem

There are several useful techniques to enhance your self-esteem.

Two of these are:

- 1 Positive self-talk
- 2 Be kind to yourself

1 Positive Self-Talk

One of the most productive ways to increase your self esteem is to use 'positive self-talk'. We all have a little voice in our head that constantly gives us a commentary on what we're thinking. (If you're saying to yourself "I don't have any little voice in my head", you've just discovered that little voice!) Sometimes this voice can encourage us but sometimes it can drag our performance down.

There are three things you can do to improve your positive self-talk:

- 1 Listen to your inner voice.
- 2 Change negative messages to positive ones.
eg change "I always fail at this" to "I'm going to try my best to succeed."
- 3 Make your self-talk realistic.

eg change "I must make no mistakes in this test" to "I'll try my best to make no mistakes."

Setting an unrealistic target can lead to self-blame. It's better to set yourself regular achievable targets

eg improve one skill each week when preparing for the National Finals.

Can you think of a time when you succeeded against the odds?

What happened?

How did you feel?

What did you learn from this experience?

What are two of the things you find you are saying to yourself about the National Finals which are negative messages?

1

2

Rewrite the above negative messages to make them positive ones that support you.

1

2

Practise saying these positive messages to yourself

2 Being Kind to Yourself

Being kind to yourself is a very pleasant technique to carry out. It involves setting aside time **each day** to give yourself a reward for things you've done well.

The reward can be small or big. It doesn't have to involve money - taking a break and going for a walk can be a reward. The trick is to reward yourself quite deliberately with something you like to do.

Whenever you feel you deserve a reward give it to yourself. Some people with low esteem always **expect others to reward them.** When that doesn't happen they get depressed and angry and so get into a vicious spiral. Giving yourself rewards is an easy technique but it works wonders.

Rewards I can give myself:

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Raising your self-esteem

Choose a method for raising your self esteem and carry it out. Keep notes on:

- What you did
- What effects it had
- How you felt about it

Receiving and supporting the ideas of others

Having made yourself feel better it's a good idea to look at how you can make other people feel better about themselves. One simple way to do this is to practise skills of receiving and supporting other people's ideas. Think, for instance, of how you could do this with your fellow WSA finalists or other WSA supporters.

How can you do this? Let's start by seeing what ideas you have about this. List some of your ideas below. Take about 5 minutes.

How to receive and support other people's ideas

Methods that help do this are:

1

2

3

4

Some of the skills of receiving and supporting the ideas of others that you may have listed include the following. Tick the ones you identified.

- Listen carefully and pay attention to the other person
- Don't interrupt with your own ideas
- Acknowledge their ideas
- Don't put down an idea because it's not well thought through - it may be a good idea when developed
- Ask questions to help the other person explain and develop their ideas

Other suggestions:

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These are all good ideas - but are you practising them?

Circle the ones **you** use at work, with your WSA team and in your personal life.

Choose one of the skills that you should develop:

I will

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Helping others in the WSA Team and in your workplace

This is a tall order! Of course everyone must develop their **own** full potential but you can certainly **help** some of the younger people in your workplace or your fellow WSA Finalists to do this.

A group or organisation including your Regional WSA Team is only as good as the people in it. If the people in it don't perform effectively it won't work.

There are three golden rules to help others realise their full potential in any organisation:

Three Golden Rules For Helping Others

- 1 Believe in other people's potential
- 2 Encourage them to perform well
- 3 Give them a fair go and be supportive

You might ask your WSA trainer, a fellow finalist or a supervisor in your company if he/she has some time to discuss this exercise with you.

Golden Rule 1: Believe in other people's potential

Believing in other people's potential means that you realise other people can improve their performance. That's what education and training is all about - to enable people to develop their potential. Our beliefs about people affect the way we treat them. That in turn affects their performance. If you develop a positive attitude to other people's potential they are more likely to achieve results.

Discussion Questions

1. Have you ever had someone who believed in your potential, perhaps a trainer, relative or friend? What effect did this have on you?

2. Consider when somebody had negative beliefs about your potential. How did this affect you?

Golden Rule 2: Encourage them to perform well

As you know from your own experience a little encouragement goes a long way. People are often nervous and make mistakes when they are doing something new. But making mistakes is how people learn to do things better. So don't explode with anger if someone you work with does something wrong. Concentrate first on what they do well and then give clear feedback on how they can improve.

Discussion Question

Have you ever made a mistake and received constructive advice so you have learnt from it?

If you want to know how to encourage other people just put yourself in their shoes and think what would encourage you in their position.

Golden Rule 3: Give them a fair go and be supportive

Giving people a fair go means giving them a chance to prove themselves, regardless of age, sex or race. If you've ever been told you're "Not old enough to do this yet", when you know you can do something then you've experienced prejudice at first hand. **Prejudice** literally means **pre-judging** someone, that is not giving them a chance to prove themselves. In the workplace we rely on everyone to do their best. So help all those you work with by giving them a fair go and being supportive.

Discussion Questions

1. What kinds of support have you received from people in WSA or at work? How did this affect you?
2. What support can you offer to others in WSA or at work?

Mental training for confidence building

Like any training, mental skills require practice, discipline and hard work if any great benefit is to be obtained. With training, many of the skills and positive side effects from such training will happen automatically. Without control and self direction, your thinking and visual patterns will invariably be unduly affected by external forces and pressures resulting in distraction from achieving the goals you want/need to be happy.

You can think if you think you can

If you THINK you are beaten, you are.
If you THINK you dare not, you don't.
If you like to win, but THINK you can't
It is almost certain you won't.

If you THINK you'll lose, you're lost.
For out in the world we find
Success begins with a fellow's WILL
It's all in the state of mind.

If you THINK you're outclassed, you are.
You've got to THINK high to rise.
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man
But sooner or later the man who wins
Is the man who THINKS he can!

Anonymous

Mental training works: your brain will try to act out what you feed into it. It is therefore your responsibility to learn ways and experiment with various strategies which assist your mind when preparing for competition.

If you want to make maximum use of your skills practise some of the following strategies:

Skill

Self talk

Key points to remember

- Focus on the many positive things which come your way daily.
- Practise praising yourself with positive statements about your skills and attitudes. Repeat these statements beginning with the present tense ie “I am committing myself to success.”
- Concentrate on your enthusiasm for success; develop a strong belief in your success.

Visualisation

- Spend time daily quietly focusing on achieving those things which are most important to you. Discipline your mind to see yourself actually ‘doing’ and acting positively in a variety of situations.
- Control your fears and interpretations of situations which confront you and focus on your constructive and successful dealing with the situation - take charge!
- Shut off the flow of negative thoughts and replace it with positive ones - centre on action!

Personal reward system

- When you have conquered a goal or achieved an aim reward yourself. Be proud of your accomplishment and give yourself a treat. Use this experience as a further example of your ability to succeed over obstacles.

Goal setting

- Record all occasions daily where you display constructive action where you feel that you have achieved something.
- Strive for those things which are important for you - make a plan of attack and actively go about achieving.
- Set targets, know exactly what you want to achieve, be specific and definite.
- Learn to act, not react.

Skill

Relaxation

Key points to remember

- Look after yourself - remain healthy and fit - mind and body.
- Set aside opportunities to rest and care for yourself. Focus on your thinking patterns and how your body feels - are you confident and relaxed?
- Reflect on your actions - are they reflecting your goals for development or somebody else's opinions?
- Spend time thinking about and reviewing your strengths

Success file - reliving past successes

- Train yourself to pursue individual excellence.
- Build a healthy and positive self esteem by focusing on your achievements and accomplishments.
- Keep a success file. Collect articles on people you admire.
- Keep articles, reports, photographs of your successes.
- These tasks will help build up your confidence levels and belief in your ability to be courageous.

Self discipline

- Actively control your thoughts and responses which come from areas of conflict in your life.
- Refuse to allow negative people to upset you or reduce your desire to succeed - see their comments and attitudes as 'challenges' rather than destructive forces.
- Repeat - "Nothing, absolutely nothing will stand in my way, I will achieve and be successful!"

Winners

Winners take chances.

Like everyone else, they fear failing,
but they refuse to let fear control them.

Winners don't give up.

When life gets rough, they hang in
until the going gets better.

Winners are flexible.

They realise there is more than one way
and are willing to try others.

Winners know they are not perfect.

They respect their weaknesses
while making the most of their strengths.

Winners fall, but they don't stay down.

They stubbornly refuse to let a fall
keep them from climbing.

Winners don't blame
fate for their failures,
nor luck for their successes.

Winners accept responsibility
for their lives.

Winners are positive thinkers
who see good in all things.

From the ordinary, they make
the extraordinary.

Winners believe in the path
they have chosen,

even when it's hard,
even when others can't see
where they are going.

Winners are patient.

They know a goal is only as worthy
as the effort that's required to achieve it.

Winners are people like you.

They make this world a better place to be.

Nancy Simms

It is surprising how many people aren't very good at taking or giving telephone messages. In your contacts with your trainer, fellow WSA Finalists and at work you will need these skills. The exercises below will help you check you have them.

Taking telephone messages

The skills involved in taking telephone messages are easily learnt but they are crucial in creating a good impression on customers and others you work with.

Basically there are three stages to taking a phone message:

Three stages of taking telephone messages

- 1 The Opening
- 2 Getting the Message
- 3 The Closure

Stage 1: The Opening

- Always answer the phone promptly, within three rings
- Identify your organisation and/or department and give your name
"Design Building Company, John King speaking".
- Offer help
"Can I help you?" and **mean** it.
- Be friendly.

A simple technique is to actually smile when talking on the phone. This will help give you a friendly tone. Remember that **how you speak** is giving messages as well as **what** you say. Even if you're annoyed about the phone ringing **never** take it out on the person who has rung up.

Exercise

Telephone message practice.

All of the above is very simple in theory, but what's important is to put it into practice. So if you would like to practise, try this group exercise with other competitors.

Get in groups of 3 or 4. Each group will have a:

- Message giver
- Message receiver
- One or two observers

Everyone will take turns in each of these roles. You'll have about 3-4 minutes for each message. The forms below will help you. On the next page are observer's checklists. After each message has been given take time to discuss what happened.

Message I want to Give

To:

Date: Time:

From:

Position:

Organisation:

Phone Contact Number:

Message:

.....

Message Received

To:

Date: Time:

From:

Position:

Organisation:

Phone Contact Number:

Message:

.....

Telephone message practice

Observer's checklist

1 The Opening

- Phone answered promptly
- Organisation/department identified
- Name Given
- Help offered
- Friendly tone

2 Getting the Message

- Person required identified
- Caller's name identified
- Caller's organisation identified
- Caller's contact phone identified
- Message clearly written
- Date and time received written
- Receiver's name written

3 The Closure

- Message checked
- Name checked
- Contact number checked
- Action confirmed
- Thanks for calling

Taking telephone messages

Skills Improvement

List the skills involved in taking telephone messages that you can improve or which you forgot in the last exercise.

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Making a telephone call

The skills of making a telephone call are similar to those involved in taking messages. Several key points worth noting are:

Making a telephone call - key points

- 1 Organise and prepare for your call beforehand
- 2 Call at an appropriate time if possible
- 3 Identify yourself and your organisation clearly
- 4 State your purpose clearly
- 5 Establish “rapport”, that is, getting on with people. Use the person’s name frequently, be friendly
- 6 Keep pen and paper handy and record important points
- 7 Confirm important points to check understanding
- 8 Conclude by thanking the person speaking to you

Remember that on the phone you can’t show the other person what you’re referring to. If you want to discuss a plan or diagram, for example, it’s best to arrange for a copy to be faxed over first.

Planning sheet for making a telephone call

1 Call to be made to:

2 Phone number:

3 Best time to make call:

4 Purpose of call - what I want to achieve:

5 Points I should make:

■

■

■

■

6 Information I need to get from the call:

■

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■

■

7 Agreement reached:

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8 Follow up actions to be taken:

Date	Action	Taken By
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Exercise

Representing Work Skill Australia or your organisation

1 Improving your image

- List three actions you can take over the next two weeks to improve the way you communicate with others.

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- Carry out these actions
- Describe what happened when you carried out these actions.

What responses did you notice? How did you feel?

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- What further action do you want to take?

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Exercise

Representing Work Skill Australia or your organisation

2 Telephone Technique

- Over the next week list any activities you need to do in preparing for the WSA National Finals that involve telephone communication, for example:

- arrange to send tool kit away

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- book travel

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- Practice correct telephone techniques to make the arrangements as set out on your list. What results do you notice for yourself and others?

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- What further action do you want to take?

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Organising your writing:

- Decide on the main idea you want to give the reader
- Note down key points
- Order the key points into a logical order.

Let's take an example. Suppose we want to get someone we work with to meet us at a building site next week. We could plan our note this way:

Main idea: ■ Bill to meet me

Key points: ■ Address

■ Name of client

■ Reason to be there - job description

■ Date

■ Tools to bring along

■ Don't be late

■ Phone me to confirm you'll be there

■ Time

Now we put our key points in order, the order must make sense to the person reading the note as well as to you. The order might be:

Main Message

1 Please meet me

2 Name of client

3 Date

Details

4 Address

5 Time and date (repeated)

Job or Resources

6 Reason to be there - job description

7 Tools to bring along

Action Required

8 Don't be late

9 Phone me to confirm

Question

Why is point 9 important “asking Bill to phone to confirm details”?

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Draft out a memo to Bill on the form below, make up what details you need. When you’ve finished check with your workplace supervisor that the message is clear.

MEMO	
To:	Bill Wyman
From:	
Date:	
Subject:	

Writing clearly and concisely

No matter how practical your work is you need to be able to write clearly and concisely.

- Clearly so that people can understand it easily
- Concisely so that it is short and to the point

What kind of things might you have to write in your present or future jobs?

[illegible]

Writing a Business Letter

Here is a typical business letter:

Summit Constructions
PO Box 57, Sydney, NSW 2001
Tel: 02-557-2000
Fax 02-557-3000

Ms S Ferguson
Director
Ferguson Tiles P/L
PO Box 837
SYDNEY NSW 2001

18 September, 1999

Dear Ms Ferguson

Tile Delivery to 83 Sloane Street, Gordon, 30 September

This is to confirm our phone conversation today. Would you please delay tile delivery to 83 Sloane Street, Gordon to 30 September (previously requested for 29 September).

I enclose a photocopy of our original order for your reference.

Thank you for agreeing to delay delivery. I appreciate your help.

Yours faithfully

Tony Sainsbury
Project Manager

Enclosure: Copy of order no. B2421

A business letter differs from a memo in that:

- 1 It has your full company name, address, phone and fax number - usually on printed letterhead.

N.B. Make sure it has your **correct** phone number on it and not just a head office number.

- 2 The receiver's name, title and address are typed in full.
- 3 It starts with a 'salutation' (Dear Mr....).
- 4 It ends with 'yours faithfully' followed by your name and title.
- 5 You sign it in full above where your name is typed.

A business letter is similar to a memo in that:

- 1 It is always dated.
- 2 It has a subject identification line.
- 3 It is always about only one subject.
- 4 It is 'business-like' in that it is clear and concise.
- 5 It should have a 'friendly' (but not over friendly) tone.

It's easier to do business with people who are friendly.

Note that the letter on the previous page gave thanks for a favour done. This is not only polite but it helps to establish what is known as "rapport" - that is getting on with people. This will make it easier to do business with that person in the future.

Exercise

Write a business letter to someone asking them to attend your WSA team meeting and deliver a motivational talk.

Now do a first draft of the letter

1st Draft

Define the outcome wanted

When you've finished send a copy to your CLIP Co-ordinator and check with them that your letter will achieve the outcome you want. Also check that it's clear and concise. Include any changes in a revised draft on the next page.

Revised Draft

Exercise

In preparing for the WSA National Finals what people would you want to negotiate with to reach an agreement that satisfied you both?

What sort of issues would you be negotiating about? Check your training plan for possible issues. Also you may want to negotiate with someone on behalf of your regional group.

For example, at work you may want to negotiate with your supervisor to alter the roster so that you can be available to do something else at that time. So you may want to reach a satisfactory agreement with the supervisor so that you do your share of the work. You may want to negotiate taking your holidays at a particular time. You may need to negotiate a suitable time for a guest speaker to talk to your regional group.

Your Examples:

[This area contains faint horizontal dotted lines.]

'We negotiate throughout our lives exchanging commitments and promises. Any time two people need to reach an agreement, they have to negotiate if the terms are not yet clear. . . .

The objective of a negotiation is generally not to come out on top but to reach a balanced agreement that seems fair to both parties. That's an agreement the parties will stick to.'

H. Cornelius and S. Faire
(1989). *Everyone can win.*
Sydney: Simon and
Schuster, pp. 138–139.

Discuss your examples with your trainer, your CLIP Co-ordinator, other finalists or past finalists.

Negotiation checklist

Fill in the questionnaire and discuss your responses with your trainer, your work supervisor and people you respect as successful negotiators.

In a negotiation situation do you do the following?

	Yes	No	Don't Know
1 Aim to reach a fair agreement to both parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Plan certain things before the negotiation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Determine which are key areas for negotiation? (Say from 3 to 15 areas.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Have clear goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Let the other side express their views, concerns, feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Focus on what the people are interested in, not on what their solutions are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Use techniques to establish trust and respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aim to develop your strategies so that you can answer yes to all these questions. To do this, take the following stages into account when planning.

Stages of negotiation

There are five stages of negotiation which you can apply to your own examples:

- 1 preparing a case
- 2 planning an approach
- 3 bargaining
- 4 reaching agreement
- 5 following up

In the workplace, where you are likely to have a continuing relationship with the other party, you should develop a range of options and look for a fair agreement for both parties. This win/win approach to negotiation is most likely to build a business relationship in a context of mutual respect.

Stage 1: Preparing a Case

This stage involves collecting information on the issue under negotiation and finding out about the interests of the parties.

Example: Negotiating to take your holidays (or other work time)

What would you need to prepare for in this negotiation?

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Stage 2: Planning an Approach

This stage involves planning how you will conduct your side of the negotiation. What arguments will you use? What must you get? What would you like to get? What concessions will you make? Concessions are those things that you can “give away” to the other party. Will your approach be to reach a fair agreement for both parties?

Example: Negotiating to take your holidays (or other work time).

If you were negotiating with your work supervisor, what approach would you plan?

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Stage 3: Bargaining

This stage involves carrying out your approach.

Hints for bargaining:

- Listen to the other side
 - be patient
 - clarify your understanding
- Give your side
 - be brief and to the point
 - put your case in terms of their needs, not just in terms of your needs
- Ask questions
 - to steer the negotiation
 - to find out more information
- Be flexible
 - take notes if needed
 - make reasonable offers

Stage 4: Reaching Agreement

This stage involves finalising the details of the bargaining.

Example: Negotiating to take your holidays (or other work time).

What aspects would be agreed in this negotiation?

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Stage 5: Following Up

In this stage, particularly if you have a continuing relationship with the other person, you check on whether the agreed details of the negotiation are being carried out.

Example: Negotiating to take your holidays (or other work time).

If you agreed to help another person to take over a job before you went on holiday, you would follow this up. What other aspects could be followed up?

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Exercise

Negotiation

Practise these 5 stages of Negotiation by planning and carrying out one of your examples. Discuss your plans and outcomes with your trainer and other support people.

Issue (what is to be negotiated) - give a brief outline

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Who would be involved in the negotiation?

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What are the interests of those involved in the negotiation?

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What are some options (what can we do?) - give a brief outline

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Carry out the negotiation

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What was the decision reached? Were you satisfied with the outcome? If not, how would you negotiate differently next time?

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Discuss your negotiation with your trainer and other support people.

When people have contact with you through WSA or at work they identify WSA or your organisation with you. If you are polite, courteous and effective they will view WSA or your organisation that way. If you are vague, impolite and ineffective they will perceive your organisation that way. The way people perceive you will affect the way people deal with you.

**The way people
perceive you will
determine the way
they react to
you and your
organisation**

**Underline the key words
in the box above**

Exercise

Perceptions

Answer questions 1 and 2 below.

- 1 Describe an example of when you perceived someone to be impolite, discourteous or ineffective. It could be at work or in a shop, office or on the telephone.

What happened?

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What behaviours could have been improved?

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How could they have been improved?

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- 2 Describe an example of when you perceived someone to be **very** polite, courteous **and** effective.

What happened?

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What behaviours made this person outstanding?

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Discuss your ideas with your work supervisor and ask him or her for feedback on the way you present yourself.

Exercise

The Way You Present to Others

List some of the ways you can improve the way you present to others:

eg Greeting with a smile.

[illegible]

Resources and further reading

Edward de Bono	Lateral Thinking
Bolton, Robert (1987)	People skills. Sydney: Simon and Schuster.
Benge, Al (1990)	Winning ways. Hampton, Victoria: Macstyle.
Cole, K. (1993)	Crystal clear communication: Skills for understanding and being understood. Sydney: Prentice Hall Australia.
Collis, Jack (1988)	Work smarter not harder: How to unlock your real potential. Sydney: Goal Setting Seminars.
MacKenzie, R. Alec (1990)	The time trap. Melbourne: Business Library.
Orr, Fred (1987)	How to succeed at work: Gaining the psychological edge. Sydney: Unwin Paperbacks.
Waitely, Dennis (1985)	The psychology of winning. New York: Berkeley Books.

List your ideas for resources and further reading here. Your personal trainer and WSA support people may have good ideas on these.

[illegible]