

**Americans for the Arts Conference**  
Las Vegas, Nevada

*Influencing Education Decision Makers*

Saturday June 2, 2007  
10:00a.m. – 11:30a.m.

**USING NEGOTIATION TO INFLUENCE DECISION MAKERS**

Negotiation training supports many strategies you probably have used intuitively.

Although thought of solely as the purview of diplomats, CEOs and union leaders, negotiation comes into play every time you cross the threshold of the office of your principal, superintendent or school board officials to ask for something they have the power to grant or deny.

The philosophy of negotiation described here was developed at Harvard Law School by Professor Fisher and colleagues. It focuses on achieving acceptable outcomes for all parties involved. It is neither hard nor soft:

Hard: “What’s mine is mine, what’s yours we negotiate” also called hardball.

Soft: Putting relationships ahead of all other considerations including an acceptable outcome for you.

It is not the same as compromise. “Make a plan and you will find she has something else in mind. So rather than do either, you do something else neither wants to do at all”. (My Fair Lady)

Principles of “Principled Negotiation”

- Focuses on interests rather than positions
- Helps uncover hidden emotional triggers that underlie objectives and negativity
- Although it sounds counter intuitive, to get your interest satisfied, you often have to help the other side achieve theirs

Prepare Before the Meeting

1. Learn what you can about the other person’s interests and personality
2. Seek out allies
3. Anticipate their objections and negotiation strategies
  - “Yes, but”
  - “Higher authority”
  - The set aside position
  - Shifting the decision maker
  - Attacking the person instead of the problem – “Going to the Balcony”

Practice Your Strategies

1. Mirror postures. Smile

2. Repeat, rephrase, restate
3. Use "I" statements and open ended question
4. The flinch
5. "Going to the Balcony" –  
Bluster can be better than indifference
6. Body clues – jaws, eyes, shoulders, the nose touch
7. Choose words based on personality – emotional vs. cerebral
8. Listening skills –  
From Old Saint Paul's Church, Baltimore, MD

"Speak your truth quietly and clearly: and listen to others, even the dull and ignorant; they too have their story."

#### Define the Arts in its Broadest Outcomes and Implications

1. Two murders and a stabbing - A Brooklyn Tale
2. Phi Delta Kappa's Arts Collective

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#### References:

Fisher, R. Ury. (1981) Getting to Yes: Negotiation Agreement Without Giving In  
Ury, W. (1991) Getting Past No: Negotiation With Difficult People

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Twelve Thoughts

- . People before paperwork
- . Quality is number one.
- . It's all about the children.
- . Act like a conductor.
- . Money follows vision.
- . Treasure coalitions.
- . Create a sense of history.
- . Document and share successes.
- . Personal service is the priority.
- . The arts do not stand alone.
- . Love and laughter create community.
- . Develop the "we."

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