
Assessment 11-1**Learning Needs-Assessment Sheet**

Instructions: During interviews with stakeholders in the client organization, use this form to take notes to assess the needs of both learners and the organization itself. Be sure to understand the participant's response to each question before you write a summary of what he or she says. Assure the interviewee that the responses will be both anonymous and confidential.

1. How do you define negotiation?
2. How would you assess your own negotiation skills?
3. In your role in the organization, how would you benefit from negotiation skills training?
4. Would negotiation skills training benefit the organization at this time? Why or why not?
5. How would you assess the negotiation skills of others in the organization?
6. What specific behaviors have you observed that affect negotiation and should be addressed in a negotiation skills course?
7. What preferences do you have about how you might receive negotiation skills training?
8. Are others in the organization interested in receiving negotiation skills training?
9. Should all employees in the organization receive negotiation skills training, or should only select groups at a certain level receive training? Why?
10. How should negotiation skills training be marketed internally to draw attendees?
11. What results you would like to see for the organization after negotiation skills training?
12. What else can you tell me about your training needs at this time?
13. What other factors for success could affect negotiation skills training?
14. What questions do you have for me?

End the interview by thanking the participant for his or her candid responses to your questions. Reassure the interviewee that he or she will not be quoted by name, but the comments will be combined with others' responses to analyze common themes. Explain that the negotiation skills training will reflect the priorities of those interviewed.

Assessment 11-2**Negotiation Self-Assessment**

Instructions: The purpose of this activity is to help you determine what you need to be a good negotiator and create an action plan for self-improvement in your negotiation skills. Place a ✓ in one of the boxes to the right of each item, depending on how you see yourself today. No one will see your ratings unless you share them, so please be honest with yourself.

NEGOTIATION BEHAVIOR	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
During negotiation, I...					
1. Focus on issues, not on personalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Concentrate on relationship-building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Anticipate the interests of my counterpart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avoid direct eye contact when I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work to expose underlying motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Seek a win-win solution as much as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Offer solutions focused on my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain my professionalism at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Take the necessary time to plan and prepare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Listen without judgment or criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Interrupt my counterpart to get my point across.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Interject issues unrelated to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Use nonverbal communication that is inconsistent with my words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Know my bottom line and when to walk out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ask many questions to get needed information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Focus on finding common ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessment 11–2, continued**Negotiation Self-Assessment**

NEGOTIATION BEHAVIOR	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
17. Consider my counterpart's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Adapt my tactics to my counterpart's style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. React emotionally when I disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Use brainstorming or other techniques to investigate my counterpart's interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Know which tactics will counteract those used by the other side.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Think clearly in high-pressure situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Gain a clear written commitment from my counterpart with actions and dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Enjoy winning arguments and getting concessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Create a nonthreatening environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Analysis: If you responded “always,” “frequently,” or “sometimes” for items 4, 7, 11, 12, 13, 19, or 24, these may be areas in which you need to improve your negotiation skills, especially your interpersonal communication skills and willingness to seek a mutually beneficial agreement. You may also wish to address any of the remaining statements if you responded with “sometimes,” “rarely,” or “never,” particularly for items 1, 6, 8, 15, 17, 20, and 25, which directly relate to effectively understanding a counterpart's needs and building trust and respect during a negotiation conversation.

Study this information and the following pages to see why those 25 behaviors are important to be a good negotiator. Then outline an action plan for self-improvement on the last page. Make sure it is a realistic plan to which you can fully commit yourself.

Why These Behaviors Are Important

The 25 behaviors represent areas you may need to address to become a more effective negotiator. They are of particular importance if you would like to improve your

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Assessment 11–2, continued**Negotiation Self-Assessment**

negotiation skills; some of the behaviors, both negative and positive, may warrant additional attention.

- ♦ **Focus on issues, not on personalities.** If you focus more on the people involved in a negotiation, or have preconceived ideas about how someone's personality will affect the outcome, you may completely miss the underlying issues involved in a negotiation.
- ♦ **Concentrate on relationship-building.** A solid relationship with your counterpart that is built on trust is important to good negotiation. This will lead to mutually beneficial agreements and increase the chance that you will be able to work together for a common goal in the future.
- ♦ **Anticipate the interests of my counterpart.** It is helpful to know your counterpart's possible interests before you negotiate a deal. Armed with this information, you will be able to enter a conversation ready to discuss your common interests and will reach an agreement more quickly and easily.
- ♦ **Work to expose underlying motivations.** When you uncover the other side's needs, wants, motivations, and interests during negotiation, it helps build a strong relationship, as well as signals that you want to work toward a win-win solution.
- ♦ **Seek a win-win solution as much as possible.** Although a solution that is truly a win for both sides may not always be possible, this is usually the goal of many negotiations. This approach can lead to conversations that are less adversarial and more productive.
- ♦ **Take the necessary time to plan and prepare.** Good preparation before any negotiation conversation is essential to focus on key issues and the underlying interests of both parties to reach agreement. Without necessary background information, it can be difficult to address everyone's needs.
- ♦ **Listen without judgment or criticism.** To be an effective negotiator, it is important to consider your counterpart's views without judgment or criticism. Otherwise, the focus may shift to personalities and away from issues, which could harm your relationship and interfere with your negotiation.
- ♦ **Interrupt my counterpart to get my point across.** Sometimes we are so concerned with our own comments, opinions, or responses that we interrupt others. Make a conscious effort not to interrupt when someone else speaks; it will greatly enhance your ability to listen, as well as help your counterpart communicate his or her thoughts more effectively.
- ♦ **Interject issues unrelated to the topic.** Don't mention or think about other issues unrelated to the topic at hand during negotiation conversations. This behavior can inhibit your ability to listen and prevent you from being taken seriously, which can make you misunderstand or miss vital information. It can also send a signal that you are not sensitive to your counterpart's interests.

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Assessment 11-2, continued**Negotiation Self-Assessment**

- ♦ **Use nonverbal communication that is inconsistent with my words.** Facial expressions, tone of voice, gestures, and posture that contradict your statements may make it more difficult for others to read your emotions effectively and respond accordingly. This could alienate your counterpart and possibly breed distrust.
- ♦ **Know my bottom line and when to walk out.** In some negotiations you may be unable to reach a deal, which could be the best solution in certain situations. It is therefore most effective to know the conditions that would cause you to walk away and whether there are any nonnegotiable items for your organization.
- ♦ **Adapt my tactics to my counterpart's style.** This is important to help ensure that you consider the other side's approach to a negotiation; such efforts help build relationships but do not compromise your interests and needs.
- ♦ **React emotionally when I disagree.** A counterpart may find this behavior offensive and may be unwilling to share information or explore common interests with a negotiator in the future. This would affect the relationship between both parties and interfere with understanding the other side's message or view.
- ♦ **Gain a clear written commitment from my counterpart with actions and dates.** A clear, solid action plan with specific deadlines and deliverables ensures that a mutually beneficial agreement will move forward with an agreed-upon outcome. It also helps both sides accept responsibility for results.
- ♦ **Create a nonthreatening environment.** A relaxing environment encourages others to share information; it also helps negotiators focus on their counterparts and be more open to what is said by the other party. This establishes a positive relationship and leads to greater problem-solving and investigating interests.

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Assessment 11-2, continued**Negotiation Self-Assessment**

Plan for Self-Improvement

1. Which two or three negotiation behaviors need the most improvement?

2. What steps can you take to improve these behaviors?

3. What are the first two or three steps you will take?

4. How will you measure your results to determine whether you have improved your negotiation skills?

5. How will you personally benefit from improved negotiation skills?

6. What support do you need from others that will help you improve?

7. Who needs to know about your efforts to improve your negotiation skills?

8. How will you share this information with him or her?

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Assessment 11-2, continued

Negotiation Self-Assessment

9. Which behaviors are particularly important for your work life? Which are important for your home life?

10. By what date would you like to see noticeable improvement in your negotiation skills?

Assessment 11-3**Needs-Assessment Discussion Form**

Instructions: Use this sheet to prepare your comments for the focus group discussion. Write the first thoughts that come to mind in response to each question. You may make any changes to your responses that you like as the discussion progresses. Please do not write your name on this form. The facilitator will collect the form at the conclusion of the session.

1. How would you describe the negotiation skills of people in the organization?
2. What behaviors have you observed when others negotiate with you?
3. What level(s) of employees do you think would benefit from negotiation skills training? Why?
4. How receptive would you be to training to improve your own negotiation skills?
5. How receptive do you think others in the organization would be to negotiation skills training?
6. What challenges or roadblocks may be present in the organization that could affect the success of a negotiation skills training session?
7. What would you personally like to see included in a negotiation skills training session?
8. How would you prefer that training be offered to you? (circle one)
 - a. Private, individual instruction
 - b. Half-day group session
 - c. One-day group session
 - d. One and a half-day to two-day group session
 - e. No preference

Thank you for your cooperation in this needs assessment.

Assessment 11–4

Facilitator Competencies

This assessment instrument will help you manage your own professional development and increase the effectiveness of your negotiation skills training sessions. Training facilitators can use this instrument in several ways:

- ♦ **Self-assessment.** Use the assessment to rate yourself on the five-point scale to generate an overall profile and help determine the competency areas that you most need to improve.
- ♦ **End-of-course feedback.** Honest feedback from the training participants can lessen the possibility that facilitators deceive themselves regarding the 12 competencies. Trainees may not be able to rate the facilitator on all 12, so it may be necessary to ask the participants to rate only those that they feel qualified to evaluate accurately.
- ♦ **Observer feedback.** Facilitators may observe each other's training sessions and provide highly useful information on the 12 competencies that are crucial to conduct effective negotiation skills training.
- ♦ **Repeat ratings.** This assessment can be used to track professional growth on the competencies needed to be an effective facilitator. The repeat measure may be obtained as often as needed to gauge progress on action plans for improvement.

The Competencies

Facilitators face many challenges whenever they lead a training session. The facilitator must be effective at many things to ensure that he or she meets the participants' learning needs and that the organization achieves its desired results for the training. This assessment contains a set of 12 important competencies that are required for effective negotiation skills training. Not all seasoned facilitators have expertise in all of these competencies, but they may represent learning and growth areas for almost any facilitator.

Here is a detailed explanation of the importance of each of the dozen crucial elements of facilitator competence:

- 1. Understanding adult learners.** Uses knowledge of the principles of adult learning to design and deliver training.

Effective facilitators are able to draw on the experiences of the learners in a training session; they must provide them with content and tools that they can immediately apply to engage them fully and help them see the value of the learning. It's also important to address the participants' various learning styles, as well as to give them opportunities to solve problems and think critically so they can work through real business issues and develop additional skills.

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Assessment 11–4, continued**Facilitator Competencies**

2. **Presentation skills.** Presents content clearly to achieve the desired outcomes of the training. Encourages learners to lead group discussions effectively and generate their own answers.

Of all the competencies a facilitator uses during a training session, none may be more obvious than the need to have exceptional presentation skills. The facilitator's ability to present content effectively and in an entertaining way is one of the first things learners notice and is a large part of a successful workshop. The nature of adult learning makes it equally important for the facilitator to be able to initiate, draw out, guide, and summarize information gleaned from large-group discussions during a training session. The facilitator's role is not to feed answers to learners as if they are empty vessels waiting to be filled. Rather, the facilitator's primary task is to generate learning on the part of the participants through their own process of discovery.

3. **Communication skills.** Expresses self well, verbally and in writing. Understands non-verbal communication and listens effectively.

The facilitator must be able to do more than present information and lead discussions; it is vital for a facilitator to be highly skilled in all aspects of communication. A facilitator should use language that learners can understand; give clear directions for activities; involve trainees through appropriate humor, anecdotes, and examples; and build on the ideas of others to ensure that training sessions are engaging and highly valuable for the participants. It's also important to listen well and attend to learners' nonverbal communication to create common meaning and mutual understanding.

4. **Emotional intelligence.** Respects learners' viewpoints, knowledge, and experience. Recognizes and responds appropriately to others' feelings, attitudes, and concerns.

Learners of many different backgrounds, experience levels, and opinions may be in the same training sessions, so facilitators must be able to handle a variety of situations and conversations well and also be sensitive to others' emotions. They must pay close attention to the dynamics in the room, be flexible enough to make immediate changes to activities during training to meet the needs of learners, and create an open and trusting learning environment. Attendees should be able to express their opinions, ask questions, and participate in activities without fear of repercussion or disapproval. Learners' emotions may be monitored during a training session to help the facilitator gauge when to change gears if conflict arises, whether discussion needs to be refocused on desired outcomes, or whether there is a need to delve deeper into a topic to encourage further learning.

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Assessment 11–4, continued**Facilitator Competencies**

5. **Training methods.** Varies instructional approaches to address different learning styles and hold learners' interest.

All trainees have preferred learning styles, and one of the keys to effective training facilitation is to use a variety of methods to address them. Some people are more visual ("see it") learners, and others are more auditory ("hear it") or kinesthetic ("do it") learners. An effective facilitator should be familiar with a variety of training methods to tap into each participant's style(s) and maintain interest during the training session. These methods may include activities such as small-group activities, individual exercises, case studies, role plays, simulations, and games.

6. **Subject matter expertise.** Possesses deep knowledge of training content and applicable experience to draw upon.

Facilitators must have solid background knowledge of the training topic at hand and be able to share related experience to help learners connect theory to real-world scenarios. Anecdotes and other examples that illustrate how the training content relates to participants' circumstances and work enhance the learning experience and encourage learners to apply the information and use the tools they have been given. Facilitators must know their topics inside and out so they can answer trainees' questions and guide them toward problem-solving and skill development.

7. **Questioning skills.** Asks questions in a way that stimulates learners' understanding and curiosity, and encourages critical thinking.

An effective questioning technique works well to assess learners' understanding of training content, as well as provides opportunities for them to analyze information and think critically. When learners ask questions, the facilitator can see where there may be confusion or a need to go over concepts again for better understanding. Similarly, when a facilitator asks thought-provoking questions in a way that invites participation, learners can brainstorm solutions to problems; they can also think through situations to help them apply the training content to the issues they deal with on a regular basis.

8. **Eliciting behavior change.** Influences others effectively both individually and within groups. Gains support and commitment from others to achieve common goals and desired outcomes.

This competency is important in two ways. First, facilitators must be able to persuade trainees to consider points of view that will lead to desired changes in behavior. Many times a facilitator is asked to sell an organization's culture or policies, or just to gain learners' participation to achieve the desired results of the training. To do this, a facilitator must be able to help trainees understand and accept the organization's realities and practices and, at the same time, be sensitive to their own views. Second,

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Assessment 11–4, continued**Facilitator Competencies**

an effective facilitator needs to know how to form small groups and work well with them to influence their drive to accomplish tasks, work through problems, and fulfill the needs of other group members. When the facilitator is able to draw out the creative energy of groups through brainstorming or other activities, as well as help group members blend their unique knowledge and skills to achieve a common goal, it will lead to greater commitment on behalf of the learners to change their behavior for the better and apply the training content.

- 9. Feedback.** Gives and receives constructive, specific, and timely feedback and communicates observations clearly and accurately.

Providing learners with helpful feedback, whether formally through an assessment or informally through conversation, is a vital skill for facilitators. Specific examples that communicate a learner's strengths and weaknesses will help the trainee better comprehend the information and may also lead to increased self-reflection by the learner. Feedback can also serve as the basis for a coaching relationship for individual training and clarify the most important thing for the learner to focus on for his or her growth and development. The facilitator must also be familiar with a variety of tools to gather feedback from training participants to improve the learning experience; the feedback can be helpful for the facilitator's own self-reflection and growth, as well.

- 10. Motivation.** Encourages learners to participate and achieve desired results. Generates enthusiasm and commitment from others.

One of the many responsibilities of a training facilitator is to inspire others to achieve the desired outcomes of a training session and to focus on their goals. Although it is generally believed that motivation comes from within, a skilled facilitator can create a vision that motivates and inspires, which will unleash the energy and enthusiasm of the learners. The facilitator can use meaningful learning activities and infuse fun into the training experience; it's his or her responsibility to channel trainees' motivation effectively into a commitment to achieve results.

- 11. Organizational skills.** Works in an orderly and logical way to accomplish tasks. Ensures that work is correct and complete. Presents ideas logically and sequentially for learners to understand.

The importance of this competency for facilitators is twofold. One aspect is that the facilitator must have good work habits and pay attention to detail. With any training event, there are a myriad of logistical and other details to take care of to ensure a successful experience. Work must be done thoroughly and accurately. A well-organized training facilitator typically creates well-organized, professional training. Another aspect of this competency is that facilitators must train in a manner that allows learners to absorb new content easily, as well as be able to retrieve it quickly. When information

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Assessment 11–4, continued**Facilitator Competencies**

is presented in a logical, sequential order for greater understanding, there is a higher probability that the learners will use the content. The more organized the facilitator, the better the training event.

- 12. Time management.** Plans and prioritizes time effectively. Balances important and urgent tasks and can work on multiple tasks simultaneously.

One of the many things facilitators do is conduct training sessions. They must also be able to budget their time well to tend to other priorities in their work, because they must prepare for the training, keep accurate records, analyze assessment data, design new content or activities, and report to the client organization. The most competent facilitators are able to multitask and stay focused on the goals of the learners and client organization. Good time management is an essential part of the facilitator's ability to stay on top of all there is to do during any given day.

Facilitator Competencies

Instructions: If this instrument is a self-assessment, place a ✓ in the box to the right of each of the 12 facilitator competencies that best describes your skill level. If this form provides feedback to a facilitator, place a ✓ in the box that best fits his or her level of competence in each area.

COMPETENCY	NO EXPERTISE	LITTLE EXPERTISE	SOME EXPERTISE	ADEQUATE EXPERTISE	EXPERT
Understanding adult learners. Uses knowledge of the principles of adult learning to design and deliver training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation skills. Presents content clearly to achieve the desired outcomes of the training. Encourages learners to generate their own answers through effectively leading group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills. Expresses self well, verbally and in writing. Understands nonverbal communication and listens effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional intelligence. Respects learners' viewpoints, knowledge, and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessment 11–4, continued**Facilitator Competencies**

COMPETENCY	NO EXPERTISE	LITTLE EXPERTISE	SOME EXPERTISE	ADEQUATE EXPERTISE	EXPERT
Recognizes and responds appropriately to others' feelings, attitudes, and concerns.					
Training methods. Varies instructional approaches to address different learning styles and hold learners' interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject matter expertise. Possesses deep knowledge of training content and applicable experience to draw upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioning skills. Asks questions in a way that stimulates learners' understanding and curiosity. Encourages critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eliciting behavior change. Influences others effectively, both individually and within groups. Gains support and commitment from others to achieve common goals and desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback. Gives and receives constructive, specific, and timely feedback and communicates observations clearly and accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation. Encourages learners to participate and achieve desired results. Generates enthusiasm and commitment from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills. Works in an orderly and logical way to accomplish tasks. Ensures work is correct and complete. Presents ideas logically and sequentially for learners to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management. Plans and prioritizes time effectively. Balances important and urgent tasks and can work on multiple tasks simultaneously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment 11-5**Negotiation Skills Follow-Up Assessment**

Instructions: This form focuses on the outcomes of the training in which the learner recently participated. Please give your open and honest assessment of the person's current performance. On the line to the left, write a number from 1 to 6 that best corresponds to the scale below to rate the person on some of the more important behaviors for a good negotiator.

Participant Code:

1 = HIGHLY INEFFECTIVE

4 = SOMEWHAT EFFECTIVE

2 = INEFFECTIVE

5 = EFFECTIVE

3 = SOMEWHAT INEFFECTIVE

6 = HIGHLY EFFECTIVE

The negotiator...

- _____ Focuses on the core issues of the negotiation.
 - _____ Establishes eye contact when he or she addresses negotiation counterparts.
 - _____ Looks for common areas of interests with the other party.
 - _____ Listens to a counterpart without judgment or criticism.
 - _____ Does not interrupt to make his or her points during a negotiation conversation.
 - _____ Maintains his or her professionalism at all times.
 - _____ Seeks a win-win solution as much as possible.
 - _____ Asks questions to get information that could affect the outcome of a negotiation.
 - _____ Does not react emotionally when he or she disagrees with a counterpart.
 - _____ Uses negotiation tactics that complement the counterpart's style.
 - _____ Gets a clear written agreement with action steps and deadlines.
 - _____ Creates a nonthreatening environment.
-

Assessment 11-6**Training Evaluation**

Your Name: _____ Date: _____

Workshop Title: _____

Facilitator: _____ Location: _____

Please circle the number that best corresponds to your ratings for today's training session.

ITEM	POOR	FAIR	GOOD	EXCELLENT
1. Quality of the workshop content	1	2	3	4
2. Applicability of content to my work	1	2	3	4
3. Quality of training materials/handouts	1	2	3	4
4. Quality of audio-visual materials	1	2	3	4
5. Facilitator's presentation skills	1	2	3	4
6. Facilitator's knowledge of subject	1	2	3	4
7. Amount of participant interaction	1	2	3	4
8. Time allotted for activities	1	2	3	4
9. Facility/location	1	2	3	4
10. Overall workshop rating	1	2	3	4

Would you recommend this session to a colleague? Why or why not? _____

How will you begin to apply the training content after today's session? _____

Assessment 11-7**Nonverbal Communication Self-Assessment**

Instructions: Use this assessment to determine how and where you can improve when you give and receive nonverbal feedback. Place a ✓ in one of the boxes to the right of each item. Please complete the assessment based on how you behave right now and give honest responses; no one will see the results unless you choose to share them.

NONVERBAL COMMUNICATION BEHAVIORS	TO A GREAT EXTENT	FOR THE MOST PART	TO SOME EXTENT	NOT AT ALL
When I give nonverbal feedback, I...				
1. Adapt my nonverbal response to the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Match my verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vary my voice pitch and volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate gestures to show interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Keep good eye contact when in conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain a professional posture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Vary my facial expressions as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I receive nonverbal feedback, I...				
8. Check that it matches the verbal message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pick up on nonverbal cues quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Interpret others' messages correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Respond with appropriate feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Consider cultural differences in nonverbal communication signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Watch the giver's facial expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Notice subtle gestures and movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued on next page

Assessment 11–7, continued**Nonverbal Communication Self-Assessment**

Analysis: The results of this assessment can help direct your focus for areas of improvement as a giver or receiver of nonverbal feedback. You may find that you score higher as a giver than as a receiver, or that you score higher on particular items in either category.

As a giver of nonverbal feedback, if you rated yourself in the “To Some Extent” or “Not At All” areas for items 1, 2, 5, or 6, this means that you should pay particular attention to others’ moods, emotions, and circumstances in the interaction and adapt accordingly. If you scored low on items 3, 4, or 7, you may need to try to keep the receiver’s interest through your nonverbal communication.

As a receiver of nonverbal feedback, ratings in the “To Some Extent” or “Not At All” areas for items 8–14 indicate a need to be more sensitive to others’ nonverbal messages and to improve your focus on the meaning of the giver. You may also need to pay attention to your own nonverbal responses and find ways to minimize any negative or defensive behaviors.