Don’t Push Them Away! 10 min

- Can you see how your two positions seemed opposite, but now your interests are starting to come together? *(Make the hand motion of together with your fingers at the top starting to overlap, from Appendix II.)*

- You need to help the other person see the same potential for you to work together as you now see. One way to do this is by choosing our words very carefully.

- Sometimes when we try to argue with or convince the other person, our words end up saying to them, “I think you are different from me,” when we want to say, “I think we care about the same things.”
We are going to show you a very quick example.

Example: The Distance Between Us

- Let’s pretend I am a sister asking her older brother for help with school fees. My older brother has helped to support me up to this point, but he says he cannot manage to pay the entire fee amount.

(coaches stand facing one another. one coach plays the sister and reads the following statements as if she is the girl. the other coach, playing the brother, should take one step backwards or forwards after each statement, depending on whether the girl is showing an appreciation of their common ground.)

- But education is important! (The brother steps further away.)
- You are not being fair—you promised you would pay! (The brother steps further away.)
- Couldn’t you put the money toward this, instead of that big car you drive? (The brother steps further away.)
- If I were your own daughter, you would help! (The brother steps further away.)

(stop the scene for a moment. both coaches can remain where they are. the sister coach should ask the girls:)

- This isn’t working, is it? I need your help. How can I get my brother to come closer and talk with me? What could I do differently?
  ✓ Show him you care about the same things
  ✓ Show him you appreciate him.

- Great ideas, I will try again. (Get back into position with the other coach.)
- Brother, you have done so much for me already, and I am so appreciative. (The brother takes as step closer.)
- I know you are the type of person who makes sacrifices for your family. (The brother takes as step closer.)
- It means so much to me that you treat me like a daughter, even though I know you have so many responsibilities for your own family. (The brother takes as step closer.)

(End of scene)

- When we negotiate, is it enough for us to recognize that we have shared interests with the other person?
  ✓ No, the other person needs to see that we have shared interests too
What else could we say to my brother to show him we have shared interests? (If you need to prompt them, you can ask, “does my brother care about my education and my future?” Have the students come up with a couple of ways to approach the brother.)

- I know how much you care about my education,
- I know that you want me to have a bright future.
- I appreciate how much you care about my future.

Those are all great ways to help him focus on the interests he and I have in common:

How does this relate to finding “common ground” with the other person?

- We can help them see where we have common ground
- Use our words carefully to help them see we have shared goals

Yes. And when we find common ground, can start to form an agreement

Takeaway: (have students repeat after you)

- We can use words that bring us closer together and focus on our common ground instead of pushing the other person away.

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