

**Negotiation Review**  
**(#1 in the Four Gifts of Love® Class Booster Series)**

## FGL SKILLS REVIEW

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### **Sharing Emotional Needs:**

*I'd love it if you would* (specific, desired behavior).

*I love it when you* (specific, desired behavior).

Remember: Avoid using a general behavior and a “would **not**” or undesired behavior.

### **Sharing a Love Buster:**

*I'm bothered when you* (specific behavior).

*I'd love it if you could* (specific, desired behavior).

*I need you to* (specific behavior).

### **Valuing Honesty:**

*Thank you for being honest with me.*

*I'd love it if we could do \_\_\_\_\_. How would you feel about that?*

*I'm not enthusiastic about that idea. Let's negotiate.*

*That would be a \_\_\_\_\_ (give a number rating on a 1 to 5 rating scale) for me.*

**Negotiation Guidelines:** (Remember: Use a notebook to help guide the process.)

1. **Agree to make the negotiation pleasant and safe.** (Can you smile?)
2. **Understand each other's perspectives.** (Share about 2-4 sentences about your values, why is it important, use “I” statements, then restate each other's perspective.)
3. **Brainstorm.** (Avoid comments about any ideas.)
4. **Vote.** (Use the 1-5 rating or yes-no-maybe; choose idea with mutual enthusiastic agreement.)

### **Plan for Eliminating Angry Outbursts:**

1. Understand: The feeling of anger usually occurs when we **don't get what we want.**
2. **Chemicals** are released into our brain and body when we don't get what we want; our fight/flight part of the brain (amygdala) is triggered.
3. **Symptoms:** The chemicals produce physical symptoms like a faster heartbeat, “whoosh”/rush feeling, tight chest, hot/cold feeling, faster speech, tight jaw/forehead.
4. When those symptoms are **first-felt**, a person is entering **irrational territory** and should consider themselves a potential threat to others.
5. Remove yourself from room by saying: “**Sweetie, I need to go to the bathroom. I'll be back in 5 minutes.**” (If in the car, say, “Sweetie, I need 5 minutes of quiet; then I can talk.”)
6. While away, try to breathe deeper and slower and, most importantly, think of an **empathetic thought** to help you relax. For example, “My wife/husband may have had something happen today that I don't know about that caused her/him to be late.”
7. Come up with an **I'd love it if, I need, or I'm not enthusiastic about that** statement.
8. If you can't tell your honesty statement face-to-face, **write a short note** with your gift of honesty.

**Gift of Time:** Privacy (**Undivided Attention**), Objectives (**Meet needs of Affection, Sexual Fulfillment, Intimate Conversation, Recreational Companionship**), and Amount (**15 hours scheduled each week**).

## FGL Negotiation Practice

**Scenario #1:** Martin wants his wife, Katie, to feed their children healthy snacks, like fresh fruit, vegetables. Katie feels that the children have healthy meals, and snacks can be more on the line of “treats,” like cookies, donuts, and chips. What are some ways that both spouses could be happy without a change in their perspectives?

What is the conflict?

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What is Katie’s perspective (summarize based on the scenario above and also include your own imaginary information about Katie’s perspective)? (Try using: *I value \_\_\_; \_\_\_ is important to me; I’d love it if \_\_\_.*)

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What is Martin’s perspective (summarize based on the scenario above and also include your own imaginary information about Martin’s perspective)? (Try using: *I value \_\_\_; \_\_\_ is important to me; I’d love it if \_\_\_.*)

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What are some possible solutions that might accommodate both of their perspectives?

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What might be a final resolution(s) that would be a win-win or “4-5” rating (on a 1-5 rating scale) for both?


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## Negotiation Review Booster Assignments

There are FIVE assignments to complete before the next FGL booster. Each assignment will require about 20-45 minutes to complete. On five **different days**, schedule the appropriate amount of time before the next FGL booster to finish these assignments. Write down at least one quote or concept that was meaningful to you from each article below and be prepared to share them with your spouse or, if taking the Four Gifts of Love Class group format, at your next meeting.

The articles, mobile apps, and questionnaire referenced below are from: <https://www.FourGiftsofLove.org> under **RESOURCES**.

 <b>ASSIGNMENT PLANNER</b>		Date	Time	<input checked="" type="checkbox"/>
B1.1	Read Together: <a href="https://www.FourGiftsofLove.org/articles">What to Do with Your Fifteen Hours of Undivided Attention</a> (https://www.FourGiftsofLove.org/articles)	_____	_____	<input type="checkbox"/>
	Together: Complete the <b>Recreational Companionship Inventory (RCI)</b> , if not completed previously (FourGiftsofLove.org/questionnaires)	_____	_____	<input type="checkbox"/>
	Download the <a href="https://www.FourGiftsofLove.org/mobileapps">Gift of Time and Gift of Care</a> apps (FourGiftsofLove.org/mobileapps), or on a sheet of paper, and start documenting your undivided attention time each week and need/specific behavior information	_____	_____	<input type="checkbox"/>
B1.2	Read Together: <a href="#">Dating the One You Married, Part 1</a>	_____	_____	<input type="checkbox"/>
B1.3	Read Together: <a href="#">Dating the One You Married, Part 2</a>	_____	_____	<input type="checkbox"/>
B1.4	Read Together: <a href="#">Dating the One You Married, Part 3</a>	_____	_____	<input type="checkbox"/>
B1.5	Read Together: <a href="#">Dating the One You Married, Part 4</a>	_____	_____	<input type="checkbox"/>
	Create an Undivided Attention Schedule	_____	_____	<input type="checkbox"/>