



# *An art-based lesson on negotiation and communication*

Coaching sessionGuide for Adult Educators



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**Target:** Educators

**Activity:** Coaching session

**Objective:** A coaching session model for educators to build their own art-based creative lesson on negotiation and communication skills



# Learning objectives and outcomes of this guide:

## OBJECTIVES

To train adult educators how to observe, analyse and use artworks for coaching on topics related negotiation and communication in a creative way.

To help learners observe the relationship between literature and other fields of study

To help learners develop thinking and behavior patterns on entrepreneurial skill by making use of literature

To raise awareness on negotiation and communication skills

## OUTCOMES

Learners will be able to express the details, plot and the characters in the literature piece.

Learners will be able to find connections between the piece of literature and entrepreneurial skill.

Learners will be able to identify the main elements of negotiation and communication skills.

Learners will be able to transfer the knowledge related to these skills to real life situations.

Learners will be able to analyse the piece of literature in terms of negotiation and communication skills.



# Methods used during the session:



**Short intro to the topic and the piece of literature**



**Self-reflection and self-learning;**



**Watching and listening to a video**



**Guided discussions**



# Coaching Session Plan:

**Duration:1 hour**

**Necessary equipment and materials:**

- A laptop and a projector
- Paper handouts with the works of literature to be examined
- Sheets of paper, pens and coloured pencils
- Other items to support activities such as Ice-breaking

## **DIGITAL SUPPORT**

For the involvement of the learners in the final evaluation phase: **Mentimeter / Kahoot**



# Coaching session structure and materials

*Selected topic :  
Negotiation and  
communication*

## STRUCTURE

1. Ice-breaking activities
2. Introducing the negotiation and communication skills
3. Introducing the selected piece of art
4. Guided discussion:
  - Interpretation of the piece of art
  - Analysis of the piece of art's elements
5. Analysis of the negotiation and communication process
6. Negotiation and communication skills through the lens of the piece of art
7. Conclusion
8. Negotiation and communication skills recap

## MATERIALS

1. Coaching session guide
2. Database related to the piece of art
3. Methodology how to apply arts and literature for education, creativity and innovativeness
4. Links to sources to find more information about the piece of literature (optional)



# Suggested timetable for the session

N.	Activities	Allocated time
1	Ice-breaking activities	5 minutes
2	Introducing the negotiation and communication skills	10 minutes
3	Introducing the selected piece of art and analysis of related elements	5 minutes
4	Guided discussion: - Interpretation of the piece of art - Analysis of the piece of art's elements	20 minutes
5	Conclusion	15 minutes
6	Negotiation and communication skills recap	5 minutes
	COMPLETE SESSION PLAN	1 hour

# 1. Ice-breaking activity (in case of virtual piloting)

The educator explains the main aim of this project: to encourage creative use of fine arts into non-formal and informal education and to equip adult educators and training professionals with hands-on methodology and tools how to apply them into the educational process. And that we will focus today on the topic of problem solving studied through an art-work.

*The educator will lead the conversation towards the “problem solving” topic. The learners will be asked to do the following:*

## **Sample situation No.1.**

Bayram and Veysel play football in the garden of the school. After a while, they start arguing and even shouting at each other about which one will be the goalkeeper. The teacher on-duty who has been watching them for a while comes and says «if a game turns into a fight, so don't play it either» and takes the ball and leaves.

1-With what situation did this conflict end?

2-How could they solve the problem?

3-Have you ever experienced lose-lose or no winner situation? What happened? How did you feel?



# 1. Ice-breaking activity (in case of virtual piloting)

Learners are provided with four different situations related to conflicts and they discuss about the final possibilities, e.g. win-win, lose-win, lose-lose or partially win-partially lose.

## **Sample situation No.2.**

Nur and Sema are two close friends. Unaware of each other, both of them wants to be a class president. Teacher wants to know who wants to be a candidate. When Sema sees Nur raise her hand, she gives up being a candidate.

1-With what situation did this conflict end?

2-How could they solve the problem?

3-Have you ever experienced win-lose or have you ever had a situation that you gave up? What happened? How did you feel?



## 2. Simple introduction to the topic



### *Negotiation and Communication*

A negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable. In a negotiation, each party tries to persuade the other to agree with his or her point of view. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise.

Effective communication is crucial to negotiation, persuasion and relating to different human behaviors. The ability to listen, ask the right questions at the right time and come across with confidence and credibility is an important part of the subtle mix of skills needed to succeed in our complex world.

Communication skills are the abilities you use when giving and receiving different kinds of information. Communication skills involve listening, speaking, observing and empathizing. Communication skills allow you to understand and be understood by others. These can include but are not limited to sharing ideas with others, actively listening in conversations, giving and receiving feedback and public speaking.



“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”

—Anthony Robbins

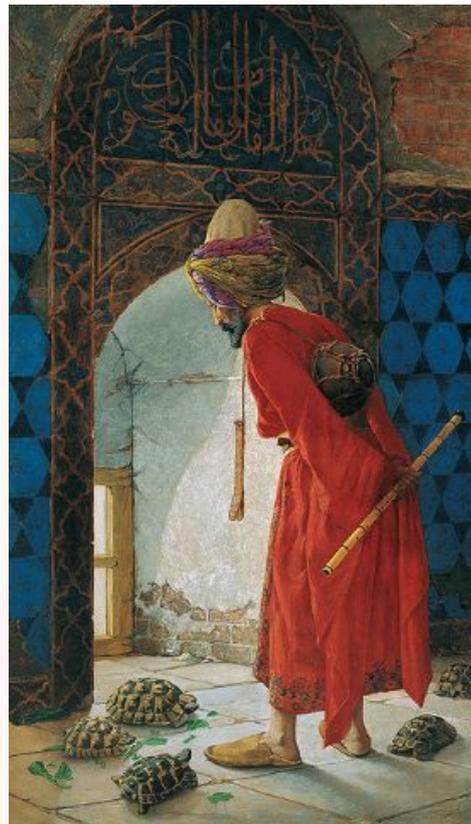


### 3. *Introducing the piece of art*

#### DESCRIPTION:

It is a work that Osman Hamdi Bey made in two different versions in 1906 and 1907. Another name of this work is «Turtles and Man». In the first version of the piece, the Turtle Trainer is holding a «ney» in the center. A «nakkare» hangs on the man's back. He is wearing a long dress tied with a tight belt around his waist. «Yemeni» is wrapped around his head and he turns his back to the audience. There are five turtles around him. There is a window in the front of the figure, on the side facing the figure. From this window, the light spreads throughout the space. At the same time, blue tiles are covered on the Wall of the space and it is reflected as a neglected room. The place depicted is the upper floor of the Yeşil Mosque in Bursa.

ARTWORK: PAINTING  
TITLE: TORTOISE TRAINER  
ARTIST: Osman Hamdi Bey,  
1906-1907



## 4.1 Guided discussion: Interpretation

### *How to interpret artworks*

Educators will ask learners to describe what they see / feel / understand from the selected piece of art.

The focus of the discussion is on sharing personal views, feelings and thoughts of participants about the piece of art. The purpose is to encourage participants to share their opinion by pointing out that there are no wrong answers.

Possible questions:

- What does this piece of art makes you think / feel?
- What do you think about the piece of art?
- What in your opinion is the focus of the author's attention?
- Which are the challenges you think the artists faced in the realization of the piece of art?



## 4.2 Guided discussion: Analysis

### *How to analyze artworks*

Analyze the work in terms of elements that compose the art piece represented in it. The educators will then guide the discussion to allow the learners to elaborate their description about the entrepreneurial topic under discussion through the analysed elements.

Possible questions for *Guided discussion on the observed/introduced works*:

- 1. Do you recognize anything in this piece of art that makes you think of some of the characteristics of the negotiation and communication skill?*
- 2. Considering the elements in the piece of literature, how would you adapt these elements to your real life?*
- 3. Would you be able to describe how problem solving is depicted in this picture?*



## 5. Analysis of negotiation and communication process

The educator will guide the learners to identify which are the *Negotiation and Communication* process steps:

### Negotiation Stages

- Prepare
- Information Exchange
- Bargain
- Conclude
- Execute.



There is no shortcut to negotiation **preparation**.

Building trust in negotiations is key.

Communication skills are critical during **bargaining**.

### Communication Strategies

Focus on the issue, not the person.

Be genuine rather than manipulative.

Empathize rather than remain detached.

Be flexible towards others.

Value yourself and your own experiences.

Use affirming responses



## 6. Negotiation and communication skills through the lens of the piece of literature

*Opening question:*

*Where can we find negotiation and communication traits in this piece of literature?*

To guide this discussion you could use the support of one or more of the following activities:

- Q&A sessions – about the topic and about the piece of literature
- Mind maps on the topic of the activity
- Learners are asked to change the flow of the literature piece with regard to their opinions

You should collect answers from the learners and listen to their different analysis and elaborations.



# Support tools

*Optionally you could research and provide the learners with support analysis tools chosen according to the piece of art/literature under observation*

## *ART and LITERATURE TOOLS* *How to analyze a piece of art?*

### *Primarily*

- Self reflection through a piece of art
- Color and shapes symbolism related according to the context

### *Secondarily*

- Historical and environmental context
- Art piece and/or artist history

## *BUSINESS TOPICS ANALYSIS TOOLS (theoretical framework)*

*How do we analyze the topic?*

- Key points of business and marketing strategy
- Entrepreneurial skill processes and practical examples



At the end of the activity you should start guiding the group into his/her interpretation of the artwork, explaining how he/she sees the topic through the lenses of art under observation.

***Why did we choose this piece of art:***

***It can be interpreted as the representation of an intellectual who tries to bring the underdeveloped society to the level of a contemporary society. Because, considering the general setup of the painting, there is a trainer with a long beard and a dress holding a key in his hand. He is looking out of the window with his back to the viewer. This situation can be considered as an attempt to bring a backward society to a bright future. Therefore, the turtles and the Trainer in the painting have turned into a metaphor.***

***he trainer in the picture is Osman Hamdi Bey; Turtles are the society. Another meaning described in the Picture is satire in the context of the relationship between subordinates and superiors. According to this narrative, Osman Hamdi Bey interprets himself as a character who does business and fulfills his duty. Turtles, on the other hand, are described as subordinates who do not fulfill their duties. During the festivities, the turtles are released with candles on their backs after it gets dark. He depicts turtles that disperse their subordinates to different places and describes himself as a leader who disciplines them.***

***Based on both interpretations, it is clear that there is a relationship between entrepreneurship and «Tortoise Trainer». It can be emphasized that the painting depicts an intellectual's effort to bring a backward society to an advanced level. With this work, Osman Hamdi Bey wanted to emphasize the importance of education and entrepreneurship in society, both in his age and to future generations.***

## 7. Conclusion



## 8. Negotiation and communication skills recap

Negotiation is a back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed. The first rule of negotiation is that one must be able to communicate and hear the wants and the needs of the situation. Negotiation skills are qualities that allow two or more parties to reach a compromise. These are often soft skills and include abilities such as communication, persuasion, planning, strategizing and cooperating. The ability to influence others is an important skill for negotiation. It can help you define why your proposed solution is beneficial to all parties and encourage others to support your point-of-view.

Essential communication skills include identifying nonverbal cues and expressing yourself in a way that is engaging. It is important to understand the natural flow of conversation and always ask for feedback. Active listening skills are also crucial for understanding the other party. By establishing clear communication, you can avoid misunderstandings that could prevent you from reaching a compromise.

Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the «message» is completely understood by both parties.



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# Thanks!

Do you have any questions?

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