

[澳] Robert March 著

INTERNATIONAL TEAM
NEGOTIATION

国际商务谈判 (英文版)



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INTERNATIONAL TEAM NEGOTIATION

THE COMPLETE, **PROFESSIONAL** **TRAINING COURSE**

**As taught in the MBA Degree Program, Nanjing University , China, and
in universities and professional associations throughout the world**

by Professor Bob March

An international authority on high-value and cross cultural negotiation. Professor of International Negotiation and business in five countries, including Nanjing University, China, Aoyama Gakuin University, Tokyo, Japan, University of Maryland (Adjunct Professor), USA , Copenhagen Business School (Guest Professor), Denmark, University of Western Sydney (Professor), and University of New England (Adjunct Professor), BOTH Australia, etc. Author of twelve negotiation and business books, including Ultimate Negotiation (Wiley Business Book, 2009), The Chinese Negotiator (Kodansha International, 2006), Cross Cultural Business Communication (UIBE Press, 2008), The Japanese Negotiator (Kodansha International, 1988) , Honoring The Customer (John Wiley and Sons, 1993), Business Relationships with the Chinese (IMDC, 2003), etc.

INTRODUCTION

This is the working textbook for high-value negotiation training, called **INTERNATIONAL TEAM NEGOTIATION: THE COMPLETE, PROFESSIONAL TRAINING COURSE**, as designed and taught by Professor Bob March in the MBA Program at Nanjing University (2006-2008) and other universities and professional associations in Japan, South Korea, USA, Australia, Denmark and South East Asia, since 1978. It contains detailed week by week materials covering the whole course. It is a unique training course because each of you must undertake many realistic negotiation role plays. And you do this, under professional supervision, learning week by week.

COURSE OUTLINE — INTERNATIONAL TEAM NEGOTIATION (ITN)

The course teaches and trains the basic skills and procedures needed to set up effective international negotiation teams, to select appropriate team leaders from members of the same organization, and to develop effective team members and team work. There are eight realistic business role plays to be undertaken by course members, fifteen class exercises that you complete, and fifty questions for you and your fellow members to discuss. The language of the course is English.

There are eight main components of the course.

- (1) Measuring the key interpersonal skills of students.** Using the NEGCOM Inventory, students will measure the degree to which they have the key skills found in effective real-world business negotiation teams.
- (2) Creating a number of 5/6 person negotiation teams,** composed of a leader and four or five members with specific skills of value to a negotiation team.
- (3) Conducting role play negotiations between selected teams.** All teams conduct a number of realistic role plays. Instructions for playing a realistic role play are included at the end of each chapter. Students not involved in role plays will be observers.

(4) **Evaluating and assessing each team's and each student member's negotiation performance** is undertaken by (i) the lecturer in charge, (ii) the other team, and (iii) appointed, independent observers (usually other class members not participating in the role play).

(5) **Each student keeping a detailed weekly diary** of (a) his/her participation in each role play from day one, (b) of all feedback he/she has received, and (c) what he/she has learnt about business negotiation during the session.

(6) **Intensive feedback to individuals and teams is provided** to enrich the self-learning of each student, and each team.

(7) **The 8 Step Preparation Planning Scheme and the Strategic Negotiation process** are key tools learnt, studied and practiced by the class.

(8) **Each student completes a comprehensive report** at the end of the course, assessing his/her own performance and what he/she has learnt from the course. Keeping a weekly diary record (stage 5 above) is absolutely essential to success in this course.

Readings:

Robert M March, Ultimate Negotiation (Wiley Business Books 2009)

Robert M March, The Japanese Negotiator (Tokyo: Kodansha Int'l, 1989)

Robert M March, The Chinese Negotiator (Tokyo: Kodansha International, 2006)

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Section 1

What the Study of International Negotiation Does and Doesn't Include

OVERVIEW

Learning to negotiate is an important part of your skills as an international business person, although it is paradoxically not possible to negotiate effectively if you do not also possess quite a number of other “soft skills”. Most of all, business negotiations with other companies cannot succeed if they are not team negotiations. Individuals, however gifted, need the help and support of others, of many different skills, to be successful. This course trains you to negotiate as teams. There is a procedure to follow which you must learn as soon as possible, and you must also understand that what you learn must be recorded each week, in the last five minutes of the session, although you can add to it later on. This diary process is essential to you learning from this course, as you will quickly discover. There are a total of eight role plays to be done in the course, and you will do your first one immediately here in Section 1.

The complete International Business Person/ Negotiator possesses an array of “soft skills” that go well beyond negotiation. This is important to understand. Even when you have finished a course like International Team Negotiation, you still have many other skills to identify and develop as critical to being an effective international negotiator.

International Team Negotiation does not include — manners and etiquette, cross-cultural communications, regional and cultural studies, socializing skills, friendship making, business diplomacy, managing interpreters and translators, managing partner relationships (such as strategic alliances, joint ventures), etc. Some of these soft skills, it is true, are essential for good

international negotiation performance. But you will have to use all of them in other cross-cultural business encounters as well. Many international negotiations in the high-tech fields are preceded by many meetings concerned with innovation development strategies, legal, IPR discussions and technical matters, etc. Everyone in those meetings recognizes that they have not yet begun negotiations, but that many soft skills are essential.

HOW DOES DOMESTIC NEGOTIATION DIFFER FROM INTERNATIONAL NEGOTIATION?

DOMESTIC NEGOTIATION:

Generally, the parties to domestic negotiation in any country have:

- Same culture
- Same language
- People trust each other easily
- Often done by individuals (especially in Western countries)

INTERNATIONAL NEGOTIATION

Generally, international negotiation means:

- Between teams, not individuals
- The other side is from a different culture to yours
- Speaking a different language, usually using interpreters and translators
- Between large corporations
- Takes much time to know and trust one another
- Very big financial risks
- Mistakes and misunderstandings are common, meaning we learn much from “trial and error”
- Professional skills need to be added to the lessons of experience

What are the individual skills you need in these kinds of team international negotiations?

1. *Your English*
2. *Your expressiveness*

3. *Your communication and presentation skills*
4. *Your composure*
5. *Your acting ability*
6. *Your personal flexibility and adaptability*
7. *Your team member skills*
8. *Your leadership skills*
9. *Your follower skills (= you can & do follow orders)*
10. *Your good manners and etiquette*
11. *Your pleasant disposition towards others*
12. *Your special skills — personal, intellectual, business, technical, cultural.*

always bring a dictionary to the class, and don't hesitate to use it any time.

YOU NEED TO BE AN ACUTE NEGOTIATION OBSERVER.

You will often be asked in this course to be an observer of a negotiation role play, its team and members. Use the list above as a CHECK LIST of good behaviors when assessing the behavior of the members of the negotiation teams you are observing. Negotiators complain sometime that many observers lose interest or cannot concentrate on the negotiation. As an observer, it is your responsibility to keep focused and observe, evaluate and report on what you have seen.

LEARN TO SPEAK IN PUBLIC IN ENGLISH.

DO A SHORT SELF-INTRODUCTION TODAY IN ENGLISH TO THIS CLASS

1. Assume we are a foreign audience. Be warm and friendly.
2. Tell us: (a) your easily understood and easily pronounced name (for a foreigner), including a Western given name if you wish, (b) where you were born, (c) your educational qualifications, (d) what you are specializing in at work or in study and (d) your work experience, if any.

CLASS NEGOTIATION — TEAM ROLE PLAY No.1
This may be your first experience of negotiation in English.

The class splits into two groups — men and women. Each group then selects a team of six to

negotiate, in English, the following topic:

HOW CLASS GRADES IN THIS COURSE ARE TO BE DECIDED.

Women are to negotiate for a method that gives at least 50% of marks to individual communication and negotiation skills demonstrated in class. Men are to negotiate for a method that gives at least 50% of marks to reports and written assignments. The following activities will earn marks in the class:

ONRP — Overall negotiation role play performance as team member (no special marks for leadership, except final assessments by the class itself)

RPRE — Six reports on each role play activity: “The lessons I learnt from this role play”. This includes a report on the first role play you are about to do.

ASS — Two written assignments in English

CLPER — Class performance, speaking up, giving your viewpoint, explaining something.

Part of your task in the class negotiation is to negotiate the percentages to be allocated to these categories:

Women want at least 50% for ONRP — how much do they want for RPRE?

Men want at least 50% for ASS and CLPER.

TOTAL 100%

Any questions?

STANDARD INSTRUCTIONS ON PREPARING FOR ROLE PLAYS, CONDUCTING ROLE PLAYS, OBTAINING FEEDBACK, FROM EVERYONE INVOLVED, ON HOW YOU AND YOUR TEAM PERFORMED.

These instructions are to be followed whenever your class or group undertake a negotiation role

play. You will find the standard version in the Appendix on "Standard Instructions".

APPENDIX ON STANDARD INSTRUCTIONS.

Everyone should read these instructions each time a negotiation role play is being planned or has been conducted. There are six role plays to be done in the course, and four of them occupy the full session period of three hours. One hour is for the actual negotiation role play, and the rest of the time in each case is spent on learning from how we conducted the role play.

The administration of these instructions is the responsibility of the lecturer, but every student should learn these standard procedures as well.

COMMENCE PREPARATION. "HOW CLASS GRADES IN THIS COURSE ARE TO BE DECIDED".

Everyone helps to prepare the room. Create a large space for the negotiation. Four desks in the middle of the room ; two sets of two tables each facing each other, with six chairs on each side. All other chairs and desks to be put against the wall. (This will be the room layout for all negotiation role plays. Students are expected to set up this kind of setting before each role play exercise.)

Get together as a group and select your team. Women in the North corner, and men in the South corner. Each team will have six people. Those who are not team members should be observers only. Observers do not communicate in any way with negotiation teams. They are strictly observers. They should use the check list we just looked at to help evaluate the negotiators.

Observer comments will be required (preferably in English) when the role play is finished and we are considering what we have all learnt from the role play. "Men versus Women" is the closest we can get in this first session to a cross-cultural negotiation. Any questions?

You should let this role play negotiation run for about 35 minutes or so, and then undertake a review of what has been done. Everybody will be able to speak and give feedback.

COMMENCE ROLE PLAY

FINISH ROLE PLAY

GIVING ASSESSMENTS OF NEGOTIATION SKILL

This post-negotiation assessment is highly important feedback. This is what should occur after

each role play finishes:

- 1. Each member of each team in turn gives his/her assessment of the overall negotiating ability of each member of the other team, and of the team as a whole. This should be no longer than 30-50 minutes. If the lecturer wishes, each member can give a negotiation skill score out of ten for each team member on the other side, and one score for the team as a whole. The overall score achieved by each member or team is usually (but not always) a good indicator of how effectively they negotiated compared to the other side or other team members.*
- 2. The team speaking first is, by convention, the visiting team (usually, one team is at home, and the other team has come from another city or country). The class lecturer is in charge, and should instruct each speaker to speed up or finish up, if they exceed the allowed time.*
- 3. The lecturer should not, at this point, allow comments on anything that happened during the negotiation in this first set of assessments.*
- 4. After each team member has been given an overall assessment of the team, open discussion is allowed.*
- 5. Eventually, the lecturer in charge will call upon the observers to make their comments. These can be oral, i.e., spoken, or written, in English, preferably on one piece of paper. If written they should be handed to the lecturer, when completed, who will read them out. This is sometimes a more discreet way for individual observers to make critical observations that they would not want to say in public.*

When all the observer comments have been made, finally the lecturer in charge will make general or final comments, which should be as helpful as possible to people who could be business negotiators in the future.

Very Important!

This is professional training. We do not observe cultural mores such as preserving the face of others. You are required to give good, useful evaluations to everyone, including constructive (but not destructive or hurtful) criticism. This is your responsibility to others, and their responsibility to you. If you cannot do this orally, give your comments in writing to the lecturer, and he will present them, without mentioning your name. Sooner or later, however, everyone has to become professional. It is a new level of helping one another become more professional.

What Chinese businesspeople say they learnt from our Professional Negotiation Training Course

Chinese business people doing our Nanjing University MBA training course in 2007 were asked what they had learnt about negotiation (domestic or international). Here are their replies:

- achieve healthy and genuine relationships
- maximize our position and rewards
- achieve professional standards as negotiators
- respect for one's self and others
- clear communications
- a strategic overview of the negotiation
- keep focused and stay assertive
- have an identified bottom line
- team members cooperate well
- a team leader who really leads
- negotiation is a battle of wits, so we need logical analysis and logical refutations
- know when it is necessary or timely to take a break
- delay the start of bargaining
- self-control — staying calm, avoiding anger, impulsiveness, and shyness

These answers show that they had successfully grasped the key principles and benefits.

YOUR LEARNING DIARY

Finally, write in the diary page below what you have learnt from this first section. As the weeks go by, you will realize how many new skills and ideas you are learning, and these diary pages will become the basis for completing your end-of-course FINAL REPORT on what you have learnt.

Write below what you learnt in this first section. You should write down what you have learnt after every section. This will soon become very valuable as you see how much you are learning in each section.

DIARY PAGE. WHAT I LEARNT TODAY.

A rectangular box containing ten horizontal lines for writing, with a folded corner at the bottom right.

SUGGESTED READINGS

Training is the traditional and recognized way to become professional in anything. Two of the most important training programs, which influenced my own development, were Pierre Casse's two classic books – "Managing Intercultural Negotiations" (1985), and "Training for the Multicultural Manager"(1982). I recommend that you read them in their entirety. They are still valid and pertinent today. You will find them in the bibliography, numbers 25 & 26. See also Chen, No. 38 on negotiation for managers, Gulliver, No. 61, two papers by Sheer, 135-136, and a video lecture, No. 162, on training intercultural teams.

Section 2

Selecting Your Team and Leader

OVERVIEW

That “The best people make the best team” is absolutely true. It is admittedly somewhat exclusive, because it is not like ordinary play; ordinary minds do not win Olympic medals — only highly trained teams do. We always want the best people in our team. There are two main ways for a team to be formed (apart from the boss saying who he wants). One is to have a team already selected and having past experience together. Or we can select a team using the NEGCOM Inventory explained here. The leader of a NEGCOM team is an all-round talented person with what we call “GNA” or “Global Negotiating Ability”. The role play team members will all have specific personal skills, and may also have business functional skills needed by the negotiation team. We do an exercise with each trainee completing the NEGCOM Inventory, and seeing what their strengths and weaknesses are. Next, we look at guidelines for team leader and team members: that is, what each of them should do. Then we consider the correlates of good teamwork, which are reflected in the impression a team will make on its opposite number. Finally, there are two negotiation role play exercises, the first opportunity for trainees to act as team leader and members, in two different role plays.

This section is devoted to the basic groundwork for selecting your team, its leader and members. You do this by first completing the NEGCOM Inventory below. A main reason for using the NEGCOM Inventory is to guide those who select negotiation teams as to the optimal kinds of people best suited to their team. Ideally, a team requires members who possess strength in each of the seven areas. The worst situations I have encountered are where most people have only the one same strength e.g., I have come across a number of teams of all marketing people who