

Negotiation Skills

for advanced students of English

SAMPLE PAGES

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Elite Skills

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Negotiation Skills for Advanced Students of English

Negotiation Skills for Advanced Students of English focuses on developing a set of communications skills that will enable advanced students of English to improve their skills in influencing and persuading native speakers of English.

Although primarily designed for those whose first language is not English and who work in a business environment, the publication will also be suitable for native speakers of English who wish to improve their skills in influencing others.

The techniques described here are based on good practice used by many management consultants worldwide, the author's practical experiences in business, and his success in using the techniques to his advantage in the academic and public sectors in the UK.

As a teacher of English with a business background in technology, management and training, the author, David Paul, is well equipped to introduce students and language trainers to the methods described in the book.

On the pages that follow we present sample pages from the **Student Book** (73 pages), followed by some pages from the **Trainer's Guide** (45 pages). The Trainer's Guide provides answer keys and role play briefs for students. Your on-line purchase includes both the Student Book and the Trainer's Guide in PDF format.

Trainers should note that the exercises, role plays and activities in the Student Book should occupy about 15 teaching hours, depending upon the extent of reading activities and work set outside the classroom.

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► Exercise 2 : Using priority words

You have an opportunity now to practise using and identifying priority words in a dialogue. Work in pairs. Your trainer will give you your worksheets.

Criteria Words

Your client will have a set of criteria that your product or service must meet. Criteria are objective and measurable:

“The system must be *operational* by 1st October, and an engineer must be on-site *within* four hours of callout.”

Use these questions to elicit the client’s criteria for a product or service

“*What are you using now ...?*”

“*What do you do currently ...?*”

“*What do you like most about it ...?*”

“*What do you like least about it... ?*”

The answers to these questions tell you what the client has, what she wants to retain, and what she wants to change, without having to ask directly what the problem is.

You : “*What do you use now ?*”

Client : “*We don’t use a computer system.*”

You : “*So you do things manually ?*”

Client : “*Yes*”

You : “*What do you like about the manual system ?*”

Client : “*Well, I can keep control of all my own paperwork and I can get results quickly, usually in 2 or 3 hours.*”

Here the client is using the criteria words *control* and *quickly*. If you can demonstrate that your product or service will do more in a shorter period of time, and that it will give better control then your client will be more interested in what you are offering.

► **Exercise 2 : Using the 5 D Model to persuade**

Work in pairs. Take it in turns to persuade the other, and to be persuaded. Each member selects one of the case studies below. Spend about 10 minutes preparing your 5 D Model and act out the role.

Find an object in the room or something that you carry which might have value to the other person. Try to sell the item, stressing its value to the other person.

Try to persuade the other person to do something that you believe would be good for him or her (for example change a habit, go on a diet, take more exercise, learn a new language)

Present your position on a current social, environmental or political issue. The other person will attack your position and ask searching and difficult questions. Defend your position.

► **Exercise 3 : Case Study**

This case study concerns the production of computer produced sales reports in a large international organisation. The nature of the business requires that work requested by the Marketing Division is processed on the organisation's computer systems by the Computer Services Division.

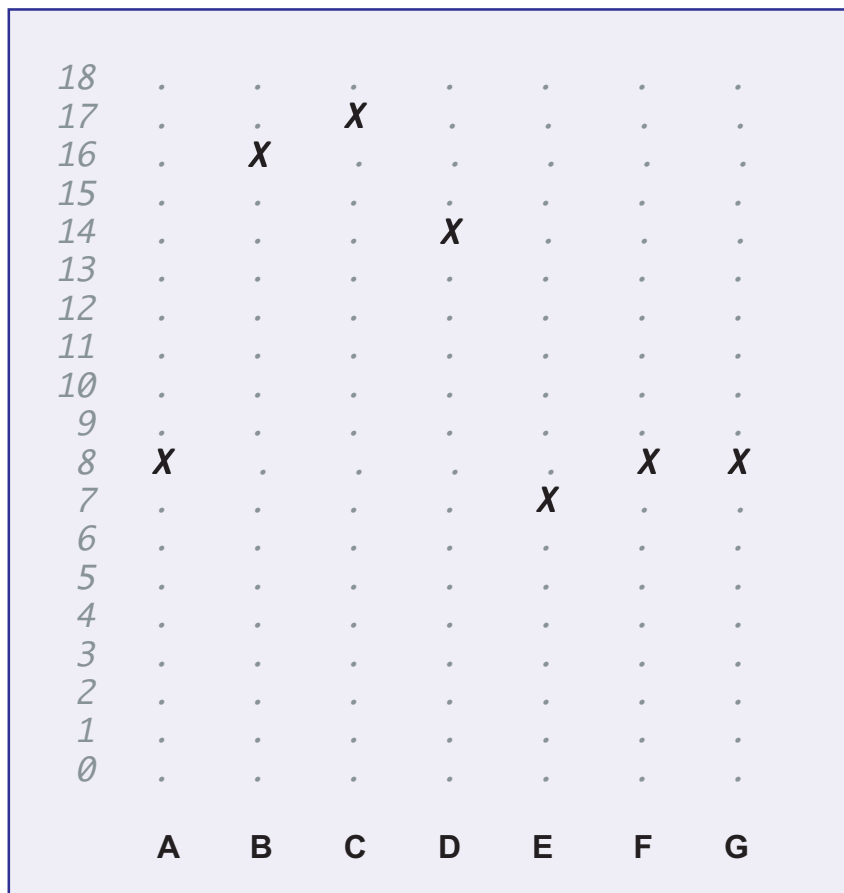
There is no direct liaison between the Marketing Division and Computer Services Division; all work is scheduled through a Liaison Unit in the Administration Division.

The correspondence which follows refers to a breakdown in communications between two Units - the Liaison Unit within the Administration Division, and the Computing Operations Unit within the Computer Services Division.

Read the memoranda on the following pages, then answer the questions which follow them

What does Daniel Munoz want CHEM-TRAIN to do?
 What could he do to influence CHEM-TRAIN?
 Label the columns below and interpret the Daniel's profile.

► **Label the columns and interpret Daniel's profile**



Answer the following questions, based on Daniel's profile.
 What is his strongest power base, and his weakest power base?
 How could he use this information to influence CHEM-TRAIN?
 Prepare a 5D model which Daniel could use when he meets CHEM-TRAIN at the meeting in London.
 Was it easier for you to decide what advice to give Daniel **after** you saw his power profile? Give your reasons.

➤ **Exercise 1**

Answer the following questions based on the text on the previous pages.

What are the advantages of principled negotiation?

If your client hasn't the authority to negotiate what can you do to help him/her?

Why should you avoid negotiating with someone on the basis of beliefs and values?

Discuss your answers with another student.

➤ **Exercise 2**

Read the following scenario.

Louise and Helen are two sisters. They're arguing over who should have the last orange. Their mother sees them arguing and intervenes. She tells them to stop fighting and that both can share the orange. She cuts the orange in half and gives the sisters one half of the orange each.

Work in pairs. Decide whether the mother is intervening on the basis of interests or positions.

From what you have learnt in this activity what would you have done?

➤ **Exercise 3**

Think of a situation at work where you have had to (or will have to) negotiate an agreement. It may be a client but it could also be a colleague or your boss.

If you are not in employment then think of a social situation where you and another person disagree on an issue. Explain the situation to another student and work together to:

List the objective criteria you could use, or could have used.

Define the interests of both parties (you and the other person).

Consider how you could have mutually helped each other.

Decide how to separate the personal issues from the problem itself.

A Negotiation Case Study

East and West Malia

This case study provides you with the opportunity to practise your newly acquired language and business skills in a negotiation involving international commodity trading. It is strongly recommended that the other activities in this book have been completed before starting this case study.

Skim read the following instructions for the negotiation case study. East Malia and West Malia are two remote and isolated countries that trade in commodities in order to maintain a balanced economy. You are part of one of the negotiating teams representing East or West Malia.

You will be given a briefing sheet indicating the terms of your team's negotiating conditions. Skim read and then read the briefing in detail. Before the negotiation meeting takes place you will work with the others in your team to answer the questions in the planning stage of the negotiation.

Information Briefing

Your team will be given an information sheet indicating the availability of certain commodities in your country. Some commodities are surplus to your requirements, and other commodities are desperately needed by your country.

The two teams representing the governments of East and West Malia will hold a negotiation meeting at which they will trade commodities, exchanging those surplus to requirements for those which the country needs.

Points are awarded for commodities which are exchanged. The rules which govern the award of points are printed on the information sheet. The team with the most points at the end of the negotiation wins.

Negotiation Skills for Advanced Students of English

Sample pages from the **Trainer's Guide** follow on the next few pages

Exercise 3 : Your power profile

Suggested answers for second part of this exercise :

Judge - coercive, legitimate, expert.

Doctor - Expert.

Lawyer - Information, expert, possibly referent.

MD - coercive, information

Chairman - coercive, legitimate, connection

Personnel Officer - coercive, reward, legitimate

Bus driver - legitimate.

These are suggested solutions. Accept others if good reasons given.

Exercise 4 : Improving your weakest sources of power

The text may be set as homework. Preteach *to coerce, judge s/thing on merit, credibility, distort, credentials, obscure, charismatic.*

Skimming exercise - Yes, it is possible to improve one's weakest sources of power.

Exercise 5

Scanning exercise:

1. True
2. Information and Expert, Referent and Connection
3. Legitimate and Expert
4. They can damage a business relationship if not used properly (especially coercive)

Exercise 6

Students should spend some time thinking about their own power profiles and what sources of power they need to improve upon. This could be done in class, but it may be better to set as homework when students can consider their profiles at their own pace.

Stage 5

This is the main meeting between the Western and the NorthEastern. It is best to set this up with an appropriate seating layout. A chairperson will have to be appointed. The case study design allows for one of the role players, *Jonathan Ward*, to assume this role, but allow the chairperson role to emerge naturally. If no chairperson emerges intervene and appoint one.

Once the groups start the meeting tell them that you will not normally intervene, but that if you do it will be through the chairman, and in the form of written notes to the chair. Stress the importance of two recesses, one called by each side, to review positions.

You may intervene, by writing a note to the chair suggesting a recess if there appears to be little progress, and about 5-10 minutes before the activity is to be concluded. Monitor for language use, for an error correction session at the end of stage 6.

Stage 6

If students have thrown themselves into the role play then it is important that they have the opportunity to leave the role feeling no discomfort. Some of the additional role briefs have the potential of creating internal conflict within individuals and this conflict should be defused at the end; so allow students time to exchange their hidden agendas and discuss the strategies they had decided to use when they are 'outside' the roles. One approach here could be to ask students to guess each other's hidden agendas.

Skills practised

Remind students that the skills practised in this case study cover question techniques, exploring needs, asking for, and making concessions.

Outcomes.

The role play has been designed so that the outcome of the negotiation is most likely to be in favour of, or against, the merger by a slender margin. If there is an even number of role players there may be stalemate. Give the chairman the casting vote if you wish.

Standard Roles

There are 4 roles in the NorthEastern Building Society and 4 roles in the Western Building Society. A minimum group size of 6 students is required for this role-play. For 7 students omit *Lowry* (the Western). For 6 students, drop *Milton* (the NorthEastern) in addition to *Lowry*. Allocate roles and give each student one of the role briefs that follow.

Do not show this role sheet to any other student. In this case study you play the role of the person shown below, representing the Building Society shown. You may use the information given to tell the others about you and your views on the merger when you have your discussions with others in the Western and NorthEastern.

ROGER BALL MA [NorthEastern]

When you joined the Board of the NorthEastern as an Executive Director five years ago two things particularly impressed you:

- ◆ the blend of professional skills and experience of Board members and senior executives
- ◆ the thoroughness of the investigations and the quality of the debate about the momentous merger and Plc conversion issues.

You believe that history is made by leaders who move with the times. The NorthEastern Building Society is a leader and the time is right to proudly carry its traditions with the Western into Western plc.

With the trend towards convergence of financial services, you believe that an increased organisational size benefits customers today.

The merger will be a good cultural fit helping the NorthEastern become ‘the biggest’. Conversion will then make it easier to achieve the ‘people matter most’ standards of value for money and customer service which define the ‘the best’.

You are a Senior Partner of leading actuaries and consultants, Best & Wallace. As a director you would bring the professional experience you have accumulated, as a manager of insurance companies in the UK and abroad, to bear on Western’s strategy of expanding life, investment, household and other insurance-related services, and delivering sustainable value for money for its customers and ultimately shareholders from these services.