

Get a good deal!

Centre d'Estudis Politècnics

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Generació Plurilingüe (GEP)

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Identification of the GEP project

Title	<i>Get a Good Deal!</i>
Authorship	Alba Martínez, Maite Modol & Miquel Àngel Picó
School	Centre d'Estudis Politècnics
Students' CEFR Level (A1, A2...)	B1/B2
Grade	Cicle Formatiu de Grau Superior
Content area(s)	Marketing and Commerce (International Trade)
Number of sessions (4, 6 or 9)	9
Teacher(s) involved	Alba Martínez, Maite Modol & Miquel Àngel Picó
Keywords	International Trade, Negotiating, Deals, Cultural differences

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1. OUR PROJECT

Introduction: In this project the students are going to learn negotiation skills in international trade environments and show what they learned in a self-help book on the subject (maybe a bestseller).

Driving question: How to be a killer negotiator?

Final product: Digital user's manual for vocational students of the Marketing and Commerce area.

2. GOALS

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1. **Evaluate** their own negotiation profile

1.1. They can identify themselves with a negotiator profile

2. **Describe** the profile of negotiation parties.

2.1 They are able to generate negotiator profiles.

3. **Analyse and compare** cultural and legal differences among the countries.

3.1 They can perform a successful research on the main traits of a culture.
3.2 They can adapt their behaviour according to the negotiator cultural background
3.3 They are able to find the current legislation of the country when needed..

4. **Exemplify:** case of study

4.1 They are able to analyse, discuss and justify their opinions on a given case

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5. Practice negotiation techniques	5.1 They can carry out a negotiation using the appropriate vocabulary. 5.2 They can successfully close a deal with a negotiator party.
6. Assess how to behave in a variety of situations and environments during a negotiation.	6.1 They can plan the protocol for other negotiators.
7. Create the content for the final product	7.1 They deliver the final product using an attractive and clear design. 7.2 They make the final product in a digital way and making it easily available to whoever needs it.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>2. Estableix processos de comunicació amb clients i proveïdors internacionals segons els protocols empresarials i costums del país, emprant els mitjans i sistemes adequats.</p> <p>2.1 Reconeix les tècniques més emprades en les relacions de comunicació internacional.</p> <p>2.2 Identifica les principals normes de comunicació verbal i no verbal de les</p>	<p>2.3.4 La interculturalitat dins de la comunicació.</p> <p>2.4 La comunicació verbal i no verbal, en un context d'interculturalitat.</p> <p>2.5 El coneixement d'un mateix i dels altres.</p> <p>2.6.5 L'aparença física com element de comunicació.</p> <p>2.6.7 Les competències relacionals</p>	<p>1. Recognize professional and everyday information related to negotiations <i>by</i> understanding the message thoroughly.</p> <p>2. Interpret professional information from complex written texts related to international trade, <i>by analysing their</i></p>	<p>1. Understanding of oral messages:</p> <p>1.1 Recognition of professional messages. Direct, phone, radio, recorded messages.</p> <p>1.2 Specific terms related to international trade.</p> <p>1.3 Main and secondary ideas.</p> <p>2.1 Comprehension of messages, texts and instructions, and professional and ordinary articles.</p>

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<p>diverses cultures.</p> <p>2.3 Planifica les fases d'una entrevista personal amb finalitats comercials en el context internacional.</p> <p>2.5 Utilitza tècniques adequades a cada situació i a l'interlocutor, per a realitzar converses telefòniques, videoconferències, reunions i/o comunicacions escrites amb un client, agent o proveïdor.</p> <p>2.7 Utilitza suports informàtics o de noves tecnologies per a l'elaboració i transmissió de documents comercials derivats de comunicacions entre les parts.</p> <p>2.8 Identifica les diferències culturals i efectua una aproximació a la cultura nacional de l'altra part.</p> <p>2.9 Identifica les normes de protocol internacional com a eina per a l'aproximació entre les parts.</p> <p>2.10 Utilitza les normes de protocol pel desenvolupament de les negociacions internacionals.</p>	<p>interculturals.</p> <p>2.8 Protocol internacional.</p> <p>2.8.1 La dimensió cultural i l'aproximació a la cultura del país: cultura i competència intercultural. Reconeixement i respecte a les diferències culturals. Salutacions i presentacions. Noms i títols. Intercanvi de targetes. Costums a taula. Propines. Colors i formes. Gestos. Regals.</p> <p>2.8.3 Desenvolupament de les competències interculturals: les subtils de la llengua. Els comportaments individuals i socials. L'equip multicultural.</p> <p>2.9 Utilització de les tecnologies de la informació i comunicació amb operadors internacionals.</p> <p>2.10 Aplicació de la llengua anglesa a les comunicacions orals i escrites amb clients i proveïdors internacionals.</p> <p>3.8 Estils nacionals de negociació comercial en diferents països: anglosaxó, francès, alemany, nipó,</p>	<p><i>contents comprehensively.</i></p> <p>3. Give clear and well-structured oral messages that are usual in international trade contexts <i>by analysing the content of the situation</i></p> <p>4. Write documents related to his professional life or his ordinary life by using registers suitable to each situation.</p>	<p>2.2 Conventional computer supports: email, mobile phone, personal digital assistant, among others.</p> <p>2.3 Specific terms related to international trade.</p> <p>3. Production of oral messages:</p> <p>3.1 Registers used when giving oral messages. Specific terms related to international trade.</p> <p>3.2 Holding an oral discourse: use of turn taking, turn holding and giving up turns. Support, showing, comprehension, checking comprehension, and others.</p> <p>3.3 Phonic expression, intonation and pace.</p> <p>3.4 Intonation as a resource for the oral text cohesion: use of intonation patterns.</p> <p>3.5 Protocol discourse markers in professional and social contexts, politeness rules and register differences.</p> <p>4.1 Filling in professional documents in professional and ordinary life contexts.</p> <p>4.2 Writing professional texts in professional and ordinary life</p>
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<p>2.11 Empra les noves tecnologies de la informació i comunicació en els processos de comunicació amb operadors internacionals.</p> <p>2.12 Empra la llengua anglesa en comunicacions escrites i orals.</p>	<p>xinès, nord-americà, hispanoamericà i àrab, entre altres.</p>	<p>5. Knowledge of socio-cultural and professional environment:</p>	<p>contexts.</p> <p>4.3 Suitability of the text to the communicative context.</p> <p>4.4 Registers.</p> <p>4.5 Lexical choice, syntactic structures choice and selection of relevant content.</p> <p>4.6. Coherence in text development.</p> <p>5.1 Identification and interpretation of the most significant cultural elements from different countries.</p> <p>5.2 Value of the sociocultural and protocol rules in international administrative and commercial relationships.</p> <p>5.3 Use of formal and functional resources in situations that require a socio-professional behaviour so that the enterprise gives a good image.</p>
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4. 21 st CENTURY COMPETENCES			
Collaboration	X	Information, media and technology	X

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Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

5. KEY COMPETENCES			
Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	X
Interaction with the physical world competence		Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
Negotiation techniques Cultural and legal differences around the world related to negotiation Protocol	Communicating Negotiating Researching Analysing & Comparing Arguing & Justifying Exemplifying Coming to agreements Taking team responsibilities IT skills

7. REFERENCES

We have created our own materials, except for a couple of websites that are already linked in the correspondent tasks:

- www.worldbusinessculture.com
- www.globalnegotiator.com
- Olegario Llamazares (2016). *Casos de Negociación Internacional*. Global Marketing
- <https://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/>

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8. COMMENTS (optional)

We will create a specific Google Classroom course for this project to include all the tasks and materials. Our students are used to work with this platform as most of the teachers at our school use it in their subjects. Students usually have one Google Classroom x subject, but there can be more depending on how each teacher wants to organize the different content blocks.

9. ACKNOWLEDGEMENTS (optional)






Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction
Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World
Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

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Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Introduction to the topic and driving question.	15min	L	T-S	Google Docs	TA
	Steps of a negotiation	30min	I	S-S	Infographics	
	The Sound of Negotiations. Stress Patterns	15min	S	S-S, T-S,	Google Docs	PA, TA
	Evaluating their own negotiation profile	15min	R,S,I	T-S, S-S	Google Forms	SA, PA
	Describing profile of negotiating parties	45min	L,W	SG	Google Docs	TA
2	Analysing and comparing cultural and legal differences among countries	1h	L,W,S, R,I	S-S, T-S	Video, Google Docs	SA, PA
	Assessing on behaviour in a variety of situations and environments during a negotiation	1h	R,W,I	TA	Google Forms, Jamboard	AT, TA
3	Exemplifying: Case of Study	30min	L,R,S	SG, WG	Google Docs	PA, SA
	Practising Negotiation Techniques	1,5h	L,S,I	S-S	Google Docs, Recording app Role-play	PA, AT

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4	Creating the killer negotiator's manual	1,5h	I,W,S	SG	Google Docs, Design app or website	TA
	Sharing negotiation advices	30min	I,W	SG	Twitter	PA
5	Public Presentation	1h	S	S-World	Design app or website, PPT	TA, PA

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11. SESSION PLANNING

SESSION 1: Introduction + Negotiation Basics

Objectives of the session:

- Let the students know what it is exactly we are going to do and what we want them to do.
- Revise the steps of a negotiation
- Reflect on the profile of a negotiator

Content-obligatory language for the session:

- Revision of vocabulary that has to do with the steps of a negotiation : small talk, how to prepare a negotiation, making offers (scheduling, bargaining, delivery, win-win), accepting, refusing and closing the deal
- Stress patterns: Practise stress with important words such as *yield, consensus, cautious, schedule* that will appear during the 1st session in different documents.

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



	<p>Material: cards</p> <ul style="list-style-type: none"> ○ Task_02_The Sound of Negotiations. Stress Patterns_STUDENT ○ Task_02_The Sound of Negotiations. Stress Patterns_TEACHER 					
1.3	<p>Evaluating their own negotiation profile</p> <p>Students will answer a questionnaire to discover what kind of negotiator they are. This will be done depending on the grades they get after submitting their answers.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_03a_Negotiator Profile ○ Task_03b_Profile score table 	15'	R,S,I	T-S, S-S	Google Forms	SA, PA
1.4	<p>Describing profile of negotiating parties</p> <p>What Makes a Good Negotiator.</p> <p>Students will do an activity to revise qualities and skills of a good negotiator. They will have to discover the hidden quality by discovering the adjective with the missing vowels. Then they have to match the skill to its explanation. Finally , they will have to create the profile of the negotiator of the country they have been assigned.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_04_What Makes a Good Negotiator: Qualities and Skills 	45'	L,W	SG	Google Docs	TA

SESSION 2: Cross-cultural Negotiation

Objectives of the session:

Make students aware of all the things that they have to take into account in a negotiation between different cultures.

- Protocol
- How to react given a situation
- What to do, what to say, gifts, ...

Content-obligatory language for the session:

- Summarising: detecting the important information. Infographic with steps to follow starting with the question , Highlighting key words, crossing out irrelevant information, paraphrasing the information in their own words and finally compare it to the others that have the same pieces of paper .
- Matching halves of conditional sentences

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1	Analysing and comparing cultural and legal differences among countries In this activity there will first be an open debate with the whole group about the cultural differences among countries, which will be triggered by some questions.	1h	L,W, S, R,I	S-S, T-S	Vide o, Goo	SA, PA
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	<p>After that, teachers will distribute different texts / short articles to the students, who have to join those colleagues with the same text. The aim is to summarize the text in single phrase that contains its main idea. The have to underline keywords, paraphrase the information and decide among themselves which one summarises the text better before transmitting the information to the other members of their project group</p> <p>Finally, all the small groups need to share their information with the others, so at the end every student has received all the information and completed the chart containing the main ideas from all the texts.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_05_Culture and Negotiation_STUDENT ○ Task_05_Culture and Negotiation_TEACHER 				gle Docs	
1.2	<p>Assessing on behaviour in a variety of situations and environments during a negotiation</p> <p>Students have to match the halves of some conditional sentences on an interactive board. Then, they have to search information on some aspects related to protocol by doing a Dos and Don'ts chart of their area of study.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_06a_Jamboard ○ Task_06b_When in Rome ... Dos and dont's of the area 	1h	R,W, I	TA	Goo gle For ms, Jam boar d	AT, TA

SESSION 3: Negotiation analysis and production

Objectives of the session: give students an example of a negotiation for them to study.

- Parts of a negotiation
- Vocabulary and expressions

Content-obligatory language for the session:

Listening for information and producing a negotiation dialogue to be recorded

- Listening for specific information
- Expressions and vocabulary to use during a negotiation: small talk, introducing themselves, making an offer, accepting/refusing, bargaining and closing the deal
- Sentence stress: Brief practise as an example of how to detect stressed words in a sentence. Students will identify the words to be stressed in the sentences they have just written down.

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



Exemplifying: Case of Study

1.1

In this activity, students will listen to a conversation regarding a negotiation of three oil tankers between a Nigerian businessman and a British company.

30'

L,R,S

SG,
WG

Goog
le
Docs

PA,
SA

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	<p>First of all, students must identify which stages of negotiation are present in the conversation. After that, they listen to it again trying to identify the missing words / expressions. Once finished they should highlight the stressed words in the sentences.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_07_Negotiation Conversation ○ Negotiation dialogue ○ Negotiation dialogue MP3 					
1.2	<p>Practising Negotiation Techniques</p> <p>Students have to write a dialogue with the information and tips given in the task.</p> <p>Material:</p> <ul style="list-style-type: none"> ○ Task_08_Activitat role play ○ Task_08b_Role-Play Rubric <p>(*) Google Docs, Recording app, Role-play</p>	1.5h	L,S,I	S-S	video rec.	PA, AT

	<p>SESSION 4: The killer negotiator's manual</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> ➤ Teams will create the killer negotiator's manual for their assigned cultural area using an ICT tool. ➤ Share negotiation advices in Social media
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	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> ➤ Students will use all the content language they have acquired in previous sessions: steps of a negotiation, a negotiator skills and qualities, cross-cultural negotiations protocol and expressions to use while negotiating 					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p>Creating the manual:</p> <p>Each team will have to decide which tool they want to use to create the killer negotiator's manual for their assigned cultural area. Teachers will present some options (Wix, Google Sites, Genially), but students have freedom to choose other tools of their preference.</p> <p>The manual has to be attractive and include all the items required at the start of the project:</p> <ul style="list-style-type: none"> ○ General negotiation strategy ○ Negotiation profile from each cultural area ○ Protocol indications from each cultural area ○ Example of negotiation (video) ○ Word Bank <p>Most of the information and elements required for the manual have already been gathered and / or generated in previous sessions.</p> <p>(*) <i>Web application of their choice (Wix, Google Sites, Genially, others)</i></p> <p><u>Material:</u></p> <ul style="list-style-type: none"> ○ Task_09a_Killer Negotiator's manual 	1,5h	W,S, I	SG	Web app (*)	TA






	<ul style="list-style-type: none"> ○ Task_09b_Expressing your Opinion Cheat Sheet_Killer's Negotiator Manual ○ Task_09c_Teacher Assessment Rubric (Final Product) 					
1.2	<p>Promoting their work:</p> <p>We have created the Twitter account @Thekillernegotiator. Each team is required to write a tweet containing a negotiation advice applicable to the cultural area they have been working on.</p> <p>Each team will use a rubric to evaluate the tweets of the other teams (one rubric x tweet / team to evaluate)</p> <p>(*) The activity will continue for 3 more weeks.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> ○ Task_10a_Sharing negotiation advices in Social Media ○ Task_10b_Rubric_Sharing negotiation advices in Social Media 	30' (*)	W,I	SG	Twitter	PA

	<h2>SESSION 5: Public presentation</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> ➤ Show the rest of the group their manuals
	<p>Content-obligatory language for the session:</p> <p>Use suitable vocabulary paying attention to stress when explaining their manual</p> <ul style="list-style-type: none"> ➤ Use of specific vocabulary

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	<ul style="list-style-type: none"> ➤ Right Stress ➤ Tone and attitude towards audience 					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	Public presentation <p>Students will present their work to the rest of the group and some other group could be invited.</p> <p>The audience is going to give a mark by means of a short rubric. There is a teacher's rubric to assess the oral presentation which will be given to them in the previous session so that they have a clear idea of what they are being assessed of.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> ○ Task_11a_Rubric final product peer assessment ○ Task_11b_Public Presentation Rubric: How to be a Killer Negotiator 	1h	S	S-W orld	Desi gn app or web site, PPT	TA, PA

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SELF-ASSESSMENT CHECKLIST

CLIL-PBL Project - Teaching materials	✓ / ✗
The teaching materials are visually attractive and well-organized .	✓
The teaching materials are self-explanatory and ready-to-use .	✓
All activities and teaching materials are original and created by the course participant.	✓
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its sources are cited .	✓
Students are presented with multimodal and varied input (spoken, written, visual, hands-on...).	✓
Input is presented at the right cognitive level .	✓
Input is presented at the right language level .	✓
Students are helped in some way to understand and process the input presented .	✓
Visuals are used to support comprehension.	✗

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Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	✓
There are opportunities for significant linguistic output (the students produce communicative “products”, speak, write, interact...).	✓
Support is provided to help students read, write, speak and interact.	✓
A variety of collaborative and cooperative learning strategies are used throughout the sessions.	✓
Activities facilitate inquiry and reflection and promote the role of the teacher as a facilitator/coach.	✓
Task instructions are short, concise, clear and comprehensible to the students. Activities are written using an appropriate level of language .	✓
The teaching materials are written in accurate English . There are <u>no mistakes at all</u> .	✓

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Get a good deal!

How to be a killer negotiator

As you all know, Smartrade business is on a roll, and the first negotiations are about to come!

Are you prepared to get the best deals? Welcome to our challenge: *How to be a killer negotiator*.

In this challenge you will discover your negotiating profile and you will learn the keys to get the best deals. Smartrade is working with international clients all over the world so we need to be prepared to negotiate with different profiles and the most important, with different cultures. Should we adapt our behaviour when treating with people with other countries? Are there differences in the body language from different cultural areas? What should we take into account?

We need to be prepared to negotiate in very different situations, so please, help us creating the **Killer negotiator's manual**.

In Smartrade we believe in teamwork and one of the main things that make it possible is sharing information between our departments. We want everybody in the company to be prepared to treat with people from different countries, avoid misunderstandings and build the best relationships. That's why the Manager of the company Michael Pico together with Alba Martínez and Maite Mòdol from the International Negotiation Department have asked you to create a guide to help everybody in the company communicate and negotiate with people in cross-cultural situations. To do so we have assigned each department a different cultural area to analyse.

This guide should include at least the following points:

- General negotiation strategy
- Negotiation profile from each cultural area
- Protocol indications from each cultural area
- Example of negotiation (video)
- A Word Bank (vocabulary sheet with some of the words you think your colleagues can have problems when reading your manual)
- Give all your information an attractive format so that others can have access to it

Team	Cultural Area
Óscar Carballo, David Llopart, Marc Villaescusa.	East Asia (Japan, China, Korea, ...)
Brandon Carrera, Kim de Castro, Guillem Gómez.	Arabic Countries (Saudi Arabia, Qatar, Morocco, ...)
Victoria Iruretagoyena, Vanesa Morales, Marlen Schwegereit, Soledad Zunzunegui.	Centre and South America (Costa Rica, Colombia, Venezuela, ...)
Raúl López, Álex Plazuelo, Sergio Salvago.	North America and Australia (USA, Canada, Australia, ...)

Do you remember the basic steps of a negotiation?

CINT 2

Name &
Surname of
Group members

Why negotiating is a skill you should learn?

Author: Amy Packham Date: Tuesday 26 November 2019

<https://gothinkbig.co.uk/features/why-negotiating-is-a-skill-you-should-learn>



You might associate the skill of negotiation with big, high-flying bosses discussing huge business deals, or salesmen who want people's money, or negotiating with your parents how much rent you should be paying them (£0) now you're grown up but still live at home(!). It probably hasn't occurred to you that negotiation is something that you need on your job search, but also a useful skill for your future employment. It'll work wonders when it comes to teamwork, but also help you be

more assertive when trying to get your point across.

And how do you negotiate a really low offered salary into one that will actually pay your rent? Or negotiate working from home if your commute is really long? See? You need to negotiate more than you think.

What is a negotiation?

According to [investopedia](https://www.investopedia.com), 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.

Steps to get a deal.

There are some general steps that all negotiations follow.

1. Can you number the steps according to the order they will take place in a negotiation?

Accepting /Refusing ?➤

Preparation ?➤

Small talk ?➤

Closing a deal ?➤

Making an Offer ?➤

2. Now you will be given an envelope where you will find the steps and some information. With the people in your group arrange the information so that it makes sense . IF you have any doubts call your teacher to help you and assess the activity before doing the final task.
3. **Final Task:** Now that you have all the information necessary, make an infographics to show your colleagues the process of a negotiation . Once finished upload it here.
You can use any free app such as canva, genial.ly, easil.ly, postermymwall or any other app to make an outstanding infographics

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Name &
Surname of
Group members

Why negotiating is a skill you should learn?

Author: Amy Packham Date: Tuesday 26 November 2019

<https://gothinkbig.co.uk/features/why-negotiating-is-a-skill-you-should-learn>



You might associate the skill of negotiation with big, high-flying bosses discussing huge business deals, or salesmen who want people's money, or negotiating with your parents how much rent you should be paying them (£0) now you're grown up but still live at home(!). It probably hasn't occurred to you that negotiation is something that you need on your job search, but also a useful skill for your future employment. It'll work wonders when it comes to teamwork, but also help you be

more assertive when trying to get your point across.

And how do you negotiate a really low offered salary into one that will actually pay your rent? Or negotiate working from home if your commute is really long? See? You need to negotiate more than you think.

What is a negotiation?

According to [investopedia](https://www.investopedia.com/terms/n/negotiation.asp), 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.

How do we get to a deal. There are some general steps that all negotiations follow. Below you have the steps and the information about them, but . OOOppps! something went wrong and all the information is a mess. Can you arrange the different steps of a negotiation and the information that goes with it in an infographic? Before doing so, call your teacher to check the steps.

These are the steps

Accepting /Refusing ?➤

Preparation ?➤

Small talk ?➤

Closing a deal ?➤

Making an Offer ?➤

These are the strips of information that go with each step

Casual exchanging of information such as how was your trip? Nice weather, isn't it? Did you have any difficulties finding the office?	Learn as much as possible about the product or service you are negotiating
Offers should be written down and emailed before negotiating.	Where and when will the negotiation take place
Some bargaining might take place	Negotiation failed. You cannot always succeed.
Investigate the party you are negotiating with.	Have a strategy: have some offers prepared
Things such as offer price, quantities of goods or services, delivery schedule, terms and conditions, ... should be there	Go for a win-win solution
Final agreement	No politics, nor jokes allowed.
Set your goals (SMART goals: Specific, Measurable, Attainable, Realistic, Time-bound)	Have something prepared to say about the negotiation and the outcome

Final Task

Now that you have all the information necessary, make an infographics to show your colleagues the process of a negotiation. Once finished upload it here.

You can use any free app such as canva, genial.ly, easil.ly, postermymwall or any other to make an outstanding infographics

Can you classify the following words according to the stress patterns in the chart below? Remember to pronounce them aloud !









negotiator
agreement
deal
bargaining
cautious
survey

thoughts
uncomfortable
culture
succeed
party
consensus

goals
uncertainty
assertive
schedule
counterpart
rely

changes
pressure
issue
measurable
struggle
loses

values
yield
talk
polite
collaborative
punctual

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deal thoughts goals yield talk	cautious survey culture party schedule (BE) changes pressure issue struggle loses values	succeed schedule (AE) rely polite	bargaining counterpart punctual	agreement consensus assertive	measurable	uncomfortable collaborative uncertainty	uncomfortable negotiator

Task_03_Negotiator Profile

Answer the questions according to what you think of a negotiation. At the end check your score with the table attached in this task and see what's your negotiator profile.

1. **Negotiators should not reveal their own thoughts, it could be an advantage for the other negotiating parties.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

2. **The results of the negotiation are more important than the relationship with the other negotiating party.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

3. **In a negotiation I aim short term goals, in a long term everything changes.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

4. **In a negotiation, what one wins is what the other loses.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

5. **In a negotiation, it's better not to seem very attentive and polite, it could transmit weakness.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

6. **When the other negotiating party is wrong, it's better to tell it to him.**

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

7. I don't feel uncomfortable when there are tense situations during the negotiations.*Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

8. Maqueu només un oval.☐ Opción 1**9. When the other negotiating party brings me the opportunity to take some advantage, I should not offer anything in exchange.***Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

10. It's better to give incomplete information to the other negotiating party in order to not show all my real intentions.*Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

11. During a negotiation, I'm not afraid of finishing it without an agreement.*Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

12. I intentionally wait before giving an answer sometimes, to create uncertainty in the other party*Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

13. If the other negotiation party yields to pressure, it's good to press even more to get better conditions.*Maqueu només un oval.*

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

14. In a negotiation, I prefer to discuss about the things that there's no agreement, rather than laying emphasis on the things that there is an agreement.

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

15. It's better to not to close a deal rather than coming to a minimum agreement.

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

16. I prefer not to help the other party when he's in trouble to fulfill the agreement.

Maqueu només un oval.

	1	2	3	4	5	
Totally agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally disagree

17. *Maqueu només un oval.*

☐ Opción 1

18. *Maqueu només un oval.*

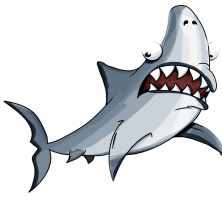
☐ Opción 1

19. *Maqueu només un oval.*

☐ Opción 1



Negotiator profile				
15-25	25-35	35-45	45-55	55-75
Very competitive	Competitive	Mix	Cooperative	Very cooperative





If you obtained a score between 15-25, then you tend to be a competitive negotiator. You should work on your cooperative skills, being more cooperative will help you keep better long term relationships and still getting good deals. If you obtained a score between 55-75, then you tend to be very cooperative. Be careful with competitive negotiators, try to be assertive and prepare your negotiating goals thoroughly.

Think about your profile and complete the following table.

Negotiator's reflection	
What should I keep doing	What should I work on

Negotiating Skills and Qualities

1. **Can you find out what the missing vowels are?** By completing the entries on the table you will find discover some adjectives that apply to the negotiation parties.
2. Once you have discovered the qualities mark with a  the ones that the negotiator should have and with a  the ones you think are not appropriate. Feel free to add some more qualities.

	Qualities of a negotiator in Spain	Which qualities do you think a negotiator from the country you have been assigned would have?
fl _ x _ bl _		
p _ rs _ _ s _ v _		
_ p _ nm _ nd _ d		
p _ t _ _ nt		
c _ _ t _ _ s		
r _ l _ _ bl _		
s _ ns _ bl _		
s _ ns _ t _ v _		
c _ ns _ rv _ t _ v _		
_ _ tg _ _ ng		
t _ lk _ t _ v _		
_ ss _ rt _ v _		
r _ s _ l _ _ nt		
b _ _ stf _ l		
p _ l _ t _		

3. In negotiations good Interpersonal Skills are essential. Can you match the skills in A to the information given in B?


A	B
Assertiveness	Create a connection by using safe topics and look for shared experiences
Problem solving	Maintain eye-contact, nod your head, smile so that you provide feedback to the person showing that you are listening and understanding what is being said
Reducing misunderstanding	To have them under control plan difficult situations and think about how others may react.
Argumentation	Stay calm and be clear about what you want. Being self-assured and confident without being aggressive is key to success
Small Talk	Willing to achieve a win-win agreement
Active listening	Ask for clarification and make sure the other party understands what you say
Cooperative attitude	Ability to present proposals in a clear and understandable way

Read more at: <https://www.skillsyouneed.com/ips/rapport.html>



Final task: You will have to find out what qualities and skills are necessary to negotiate with the country you have been assigned. You can write a table, make a nice drawing, infographics or any other format you can think of. Remember this will be in your manual!

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p A t i E n t		
c A U t i O U s		
r E l i A b l E		
s E n s i b l E		
s E n s i t i v E		
c O n s E r v A t i v E		
O U t g O i n g		
t A l k A t i v E		
A s s E r t i v E		
r E s i l i E n t		
b O U s t f U l		
p O l i t E		

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What about cross-cultural or international negotiations?

Negotiating is always a hard job, but cross-cultural negotiations are even harder because you have to take into account cultural differences: introducing yourself, language, body language and negotiation steps. Read the following information and answer the questions .

Language

Of course, English is the language of International deals. However, do we all speak the same English?

What do you think?

Body Language

Eye contact, physical contact, personal space, gender are all factors to take into account not to ruin a negotiation.

Can you think of an example to tell the rest of the group? Write it down here.

Introducing oneself

Make sure you know the protocol when having contact with a person with a different cultural background or you may find yourself in an embarrassing or uncomfortable situation.

What should you do when Japanese businessmen give you their card?

Negotiation methods

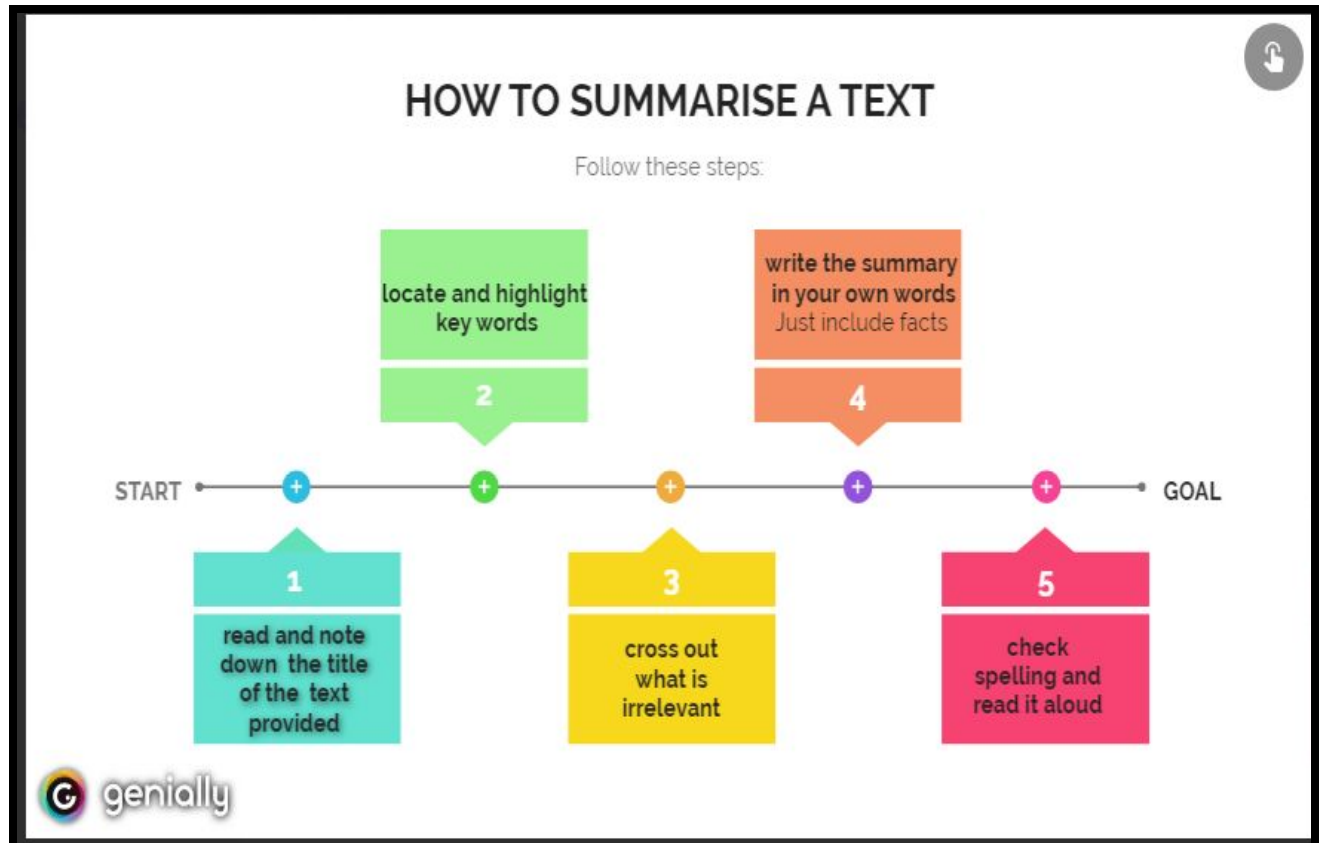
Different ways of seeing the world mean different ways of negotiating: some may want to know the person they are negotiating with, others have no interest and get to the point; others negotiate in teams; others ...

What sort of negotiator are you?

Now, let's get down to work

You have been given 2 pieces of text. Once you have them:

1. Find the people that have the same pieces of the text. Then read them, follow the instructions below and write down the most important information in the grid below.



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

2. Get back to your group and share the information with the rest so that everybody has a full chart

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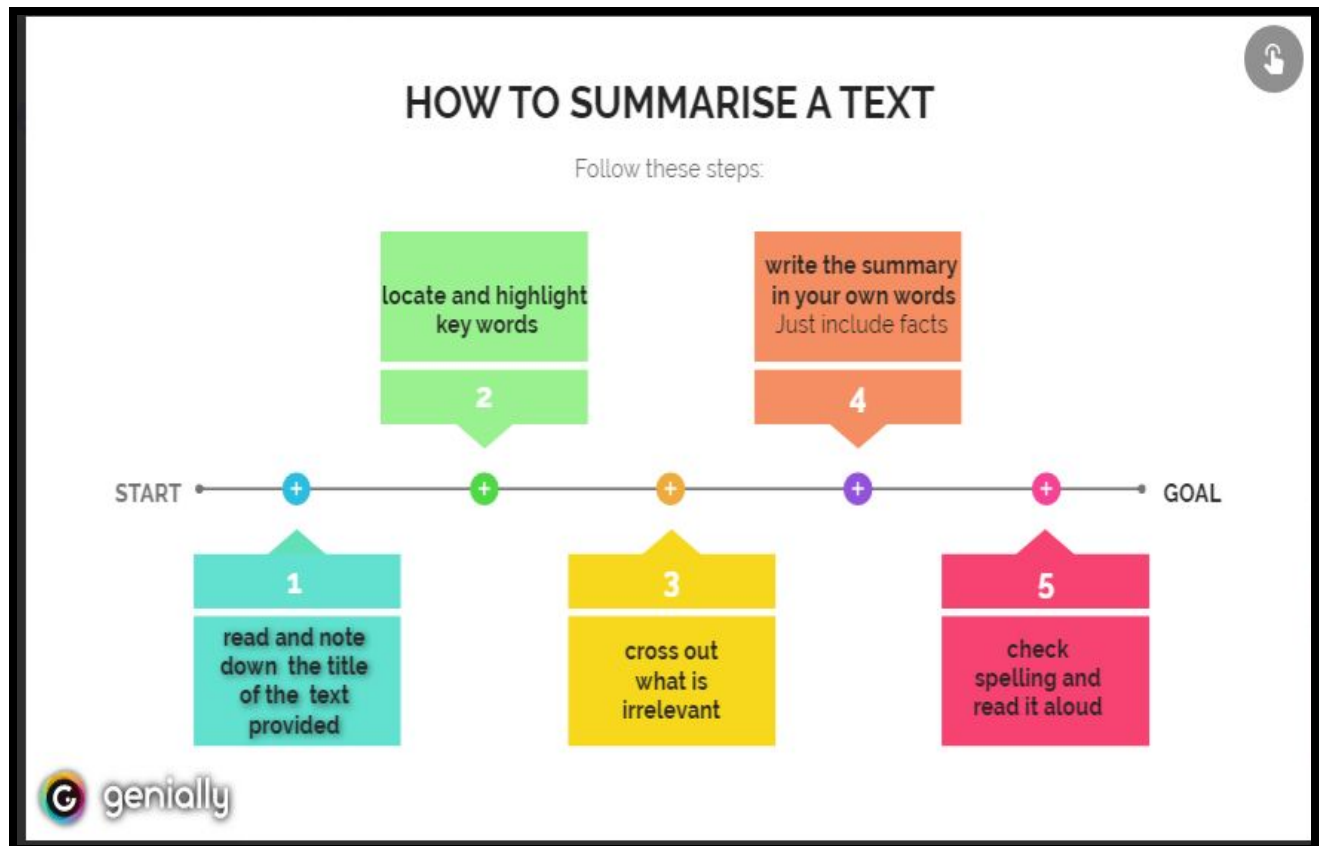
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1. Find the people that have the same pieces of the text. Then read them and write down the most important information in the grid below. In order to do so, follow these steps:



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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1. Negotiating goal: Contract or relationship?

Negotiators from different cultures may tend to view the purpose of a negotiation differently. For some cultures, the goal of a business negotiation is a signed contract between the parties. Other cultures tend to consider that the goal of a negotiation is not a signed contract but rather the creation of a relationship between the two sides. For example in a survey of over 400 persons from twelve nationalities, reported fully in *The Global Negotiator*, whereas 74 percent of the Spanish respondents claimed their goal in a negotiation was a contract, only 33 percent of the Indian executives had a similar view. The difference in approach may explain why certain Asian negotiators, whose negotiating goal is often the creation of a relationship, tend to give more time and effort to negotiation preliminaries, while North Americans often want to rush through this first phase of deal making. The preliminaries of negotiation, in which the parties seek to get to know one another, are a crucial foundation for a good business relationship. They may seem less important when the goal is merely a contract. It is therefore important to determine how your counterparts view the purpose of your negotiation.

2. Negotiating attitude: Win-Lose or Win-Win?

Because of differences in culture, personality, or both, business persons appear to approach deal making with one of two basic attitudes: that a negotiation is either a process in which both can gain (win-win) or a struggle in which, of necessity, one side wins and the other side loses (win-lose). Win-win negotiators see deal making as a collaborative, problem-solving process; win-lose negotiators view it as confrontational. As you enter negotiations, it is important to know which type of negotiator is sitting across the table from you. Here too, the survey revealed significant differences among cultures. For example, whereas 100 percent of the Japanese respondents claimed that they approached negotiations as a win-win process, only 33% of the Spanish executives took that view.

3. Personal style: Informal or formal?

Personal style concerns the way a negotiator talks to others, uses titles, dresses, speaks, and interacts with other persons. Culture strongly influences the personal style of negotiators. It has been observed, for example, that Germans have a more formal style than Americans. A negotiator with a formal style insists on addressing counterparts by their titles, avoids personal anecdotes, and refrains from questions touching on the private or family life of members of the other negotiating team. A negotiator with an informal style tries to start the discussion on a first-name basis, quickly seeks to develop a personal, friendly relationship with the other team, and may take off his jacket and roll up his sleeves when deal making begins in earnest. Each culture has its own formalities with their own special meanings. They are another means of communication among the persons sharing that culture. Negotiators in foreign cultures must respect appropriate formalities. As a general rule, it is always safer to adopt a formal posture and move to an informal stance, if the situation warrants it, than to assume an informal style too quickly.

4. Communication: Direct or indirect?

Methods of communication vary among cultures. Some emphasize direct and simple methods of communication; others rely heavily on indirect and complex methods. The latter may use circumlocutions, figurative forms of speech, facial expressions, gestures and other kinds of body language. In a culture that values directness, such as the American or the Israeli, you can expect to receive a clear and definite response to your proposals and questions. In cultures that rely on indirect communication, such as the Japanese, reaction to your proposals may be gained by interpreting seemingly vague comments, gestures, and other signs. What you will not receive at a first meeting is a definite commitment or rejection.

The confrontation of these styles of communication in the same negotiation can lead to friction. For example, the indirect ways Japanese negotiators express disapproval have often led foreign business executives to believe that their proposals were still under consideration when in fact the Japanese side had rejected them.

5. Sensitivity to time: High or low?

Discussions of national negotiating styles invariably treat a particular culture's attitudes toward time. It is said that Germans are always punctual, Latins are habitually late, Japanese negotiate slowly, and Americans are quick to make a deal. Commentators sometimes claim that some cultures value time more than others, but this observation may not be an accurate characterization of the situation. Rather, negotiators may value differently the amount of time devoted to and measured against the goal pursued. For Americans, the deal is a signed contract and time is money, so they want to make a deal quickly. Americans therefore try to reduce formalities to a minimum and get down to business quickly. Japanese and other Asians, whose goal is to create a relationship rather than simply sign a contract, need to invest time in the negotiating process so that the parties can get to know one another well and determine whether they wish to embark on a long-term relationship. They may consider aggressive attempts to shorten the negotiating time as efforts to hide something.

6. Emotionalism: High or low?

Accounts of negotiating behavior in other cultures almost always point to a particular group's tendency to act emotionally. According to the stereotype, Latin Americans show their emotions at the negotiating table, while the Japanese and many other Asians hide their feelings. Obviously, individual personality plays a role here. There are passive Latins and hot-headed Japanese. Nonetheless, various cultures have different rules as to the appropriateness and form of displaying emotions, and these rules are brought to the negotiating table as well. Deal makers should seek to learn them.

7. Building an agreement: Bottom up or top down?

Related to the form of the agreement is the question of whether negotiating a business deal is an inductive or a deductive process. Does it start from an agreement on general principles and proceed to specific items, or does it begin with an agreement on specifics, such as price, delivery date, and product quality, the sum total of which becomes the contract? Different cultures tend to emphasize one approach over the other. Some observers believe that the French prefer to begin with agreement on general principles, while Americans tend to seek agreement first on specifics. For Americans, negotiating a deal is basically making a series of compromises and trade-offs on a long list of particulars. For the French, the essence is to agree on basic principles that will guide and indeed determine the negotiation process afterward. The agreed-upon general principles become the framework, the skeleton, upon which the contract is built.

8. Team organization: One leader or group consensus?

In any negotiation, it is important to know how the other side is organized, who has the authority to make commitments, and how decisions are made. Culture is one important factor that affects how executives organize themselves to negotiate a deal. Some cultures emphasize the individual while others stress the group. These values may influence the organization of each side in a negotiation. One extreme is the negotiating team with a supreme leader who has complete authority to decide all matters. Many American teams tend to follow this approach. Other cultures, notably the Japanese and the Chinese, stress team negotiation and consensus decision making. When you negotiate with such a team, it may not be apparent who the leader is and who has the authority to commit the side. In the first type, the negotiating team is usually small; in the second it is often large. For example, in negotiations in China on a major deal, it would not be uncommon for the Americans to arrive at the table with three people and for the Chinese to show up with ten. Similarly, the one-leader team is usually prepared to make commitments more quickly than a negotiating team organized on the basis of consensus. As a result, the consensus type of organization usually takes more time to negotiate a deal.

Adapted from THE TOP TEN WAYS THAT CULTURE CAN AFFECT INTERNATIONAL NEGOTIATIONS

by: Jeswald W. Salacuse

Issues: March / April 2005 Ivey Business Journal. Categories: Global Business.

<https://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/>



Jamboard

Each team should **make a copy** of the following Jamboard document:

[Jamboard - Negotiation Protocol](#)

Warning: *PLEASE DO NOT EDIT THE ORIGINAL ONE!*

Once you have made a copy, match the orange post-its to the corresponding green post-its to give a piece of advice on business etiquette.



Nom i cognoms:

Data:

Em comprometo a realitzar aquesta activitat seguint els principis bàsics del mòdul: SIGNATURA AQUÍ

When in Rome ... Dos and Dont's

Once you've finished your Jamboard activity, study the business protocol of your area and make a summary of things that one must do, when treating with someone from the said area.

Take into account the main points to analyse studied in the previous activity:

1. Presentations/Small talk
2. Dress-code
3. Business meals
4. Time management
5. Business Gifts giving

Present it in an attractive format to include it in your final presentation.

Research resources:

- [World business culture](#)

Case of Study

You are going to listen to a negotiation between a Nigerian businessman called Mr Okonkwo from Nigerian National Petroleum Corporation and Martina Fletcher from Britship Ltd. Mr Okonkwo has flown to London to purchase 3 oil tankers to transport their oil.

Nigerians will seek a specific form of agreement and avoid wasting time. They are likely to be moderate in formality and display of emotions.

- 1) The first time you listen to the conversation, just tick the stages of the negotiation that are present in this conversation

☐

introducing themselves

☐

small talk

☐

making an offer

☐

refusing an offer

☐

accepting an offer

☐

misunderstanding

☐

getting to an agreement

☐

closing a deal

☐

asking for information

- 2) Now listen to the conversation again and write down the missing information in the expressions used in the conversation. They are grouped by topic.

Introduction

- _____ Martina Fletcher the _____ of Britship Ltd.
- _____ / _____ to meet you

Small talk

- Did you _____ ?

Opening the negotiation

- So, _____ to business, then?
- We need _____ that this is long-term order.
- The _____ for me is time

Asking for information

- How long does it take __ to build an oil tanker VLCC?
- How much ____ are we talking about?
- What sort of delivery __ were you thinking of?

Making an Offer/ Proposal

- _____ having one oil tanker in a year?
- Anyway, we will send you a delivery proposal just in case you _____

Payment Terms and Conditions

- Our _____ are the following
- We always use a letter of credit for the second payment, it's _____. I hope that's not a problem for you

Bargaining

- We _____ to consider that but ...
- _____ we _____ £500,000?
- _____ you _____ the rest of the payment?
- We normally need the 75% but if you _____ the cost of the letter of credit, we can make an exception.

Rejecting a proposal

- _____ we cannot accept that.

Accepting a proposal

- I can accept that _____ that the third one will be delivered as planned
- It seems _____, I think we could afford to pay the 70% at the delivery date.

Closing the deal

- So, Let's _____ this _____
- We _____, then
- It's been a _____ doing business with you

- 3) Stress is a useful way of signalling what's important in a sentence. It gives the listener clues to listen to parts of the sentence which are more important.

If stress is not used, or used incorrectly, the listener may misinterpret the intended meaning, or have difficulty picking out important concepts.

So now, it is your turn. Now that you have completed the sentences ask your teacher for a copy of the dialogue and check the answers. Read the sentences aloud and mark the stressed word(s) in the sentence so that you can reproduce them in a natural way. Mark the stressed word(s) in a different colour to make it easier for you to reproduce it later. Then play the recording again and check the stress.

Ex: How **long** does it take to **build** an **oil** tanker VLCC?

These 3 words should be stressed to make the question understandable .

Warning: do not stress too many words in a sentence

Now you do the rest.

Cross-cultural negotiation dialogue script

Martina: Welcome to London Mr Okonkwo. **I am Martina Fletcher, the International Sales Manager of Britship Ltd. Ina farin cikin haduwa da kai** Pleased to meet you. **Did you have a good flight?**

Mr Okonkwo: *Ina farin cikin haduwa da kai.* Nice to meet you too. We arrived yesterday as it is a 10-hour flight. We left Lagos with 91° F (32°C) and London is pretty cold 38F (4C).

Martina: Flying from South to North can be sometimes disruptive.

Mr Okonkwo: Absolutely.

Martina: Would you like anything to drink?

Mr Okonkwo: No, thank you. I'm just fine.

Martina: **So, shall we get down to business, then?** In your last mail you showed an interest in our oil tankers class VLCC between 200 and 320 DWT worth £110m each.

Mr Okonkwo: that's right. We were thinking of buying 3 of them.

Martina: **We need to keep in mind that this is long-term order**

Mr Okonkwo: **How long does it take to build an oil tanker VLCC?**

Martina: **The main concern for me is time** It takes one year approximately to build one. You are asking for 3 so...

Mr Okonkwo: You mean I won't have these oil tankers by next year?

Martina: There 's nothing impossible, but right now there is a great demand and we are working full speed. **Would you consider having one oil tanker in a year by March 2021**, which is top priority , and then getting a second one 14 months later, May 2022 and finally the third one by May 2023?

Mr Okonkwo: **I'm afraid we cannot accept that.** Could you send the second one earlier?

Martina: Let's see. **We would be willing to consider that**, but then the price will have to be adjusted.

Mr Okonkwo: **How much are we talking about?**

Martina: That could mean £700,000

Mr Okonkwo: It's quite a big amount of money. **Could we make it £500,000?**

Martina: **I can accept that on the condition that the third one will be delivered as planned, by May 2023.**

Mr Okonkwo: That shouldn't be a problem. **What sort of delivery were you thinking of?**

Martina: There are 2 options. You can pick it up from our docks in London at no cost or we can take it to Nigeria, but that will increase cost because we need a crew and fuel.

Mr Okonkwo: I think we will come and pick it up.

Martina: **Anyway, we will send you a delivery proposal just in case you change your mind.**

Now let's move on to the finance issue. **Our payment terms are the following:** We need the payment of at least the 30% by transfer to start building the ships. Another 30% should be paid on the delivery date and we can discuss about the rest of the payment.

Mr Okonkwo: **Could you finance the rest of the payment,** and if you do, what's the longest term you can offer?

Martina: We can negotiate the rest of the payment, and we could accept to finance your payment in a maximum of 24 months with a very low interest of a 2,5%, much below than what the banks offers.

Mr Okonkwo: **It seems fair enough, I think we could afford to pay the 70% at the delivery date.** In that case would you finance the rest of the payment in 24 months with a 1,5% of interest?

Martina: We can do that with a payment of a 75% at the delivery date. Another issue though is the payment method. **We always use a letter of credit for the second payment, it's company policy I hope that's not a problem for you.**

Mr. Okwonko: We pay by transfer normally but if you accept my conditions of a 70% at the delivery date with a 1,5% of interest, we can accept to pay it with a letter of credit of which we would assume the cost.

Martina: **We normally need the 75% but if you are assuming the cost of the letter of credit we can make an exception.**

So let's make this clear. You are ordering 3 oil tanker VLCC at a cost of 110m each, plus and extra of 500,000 to be delivered in March 2021, March 2022 and May 2023 and 30% by transfer the day we sign the contract, then a 40% by a letter of credit and then 30% left in 24 months with a 1.5% interest.

Mr OKwonko : **We have a deal, then**

Martina: Definitely. So if you are happy with everything we can prepare the contract and maybe we could sign it this week as you are in London.

Mr Okonkwo: That sounds fine. **It's been a pleasure doing business with you.**

Martina: I look forward to seeing you next week

Mr Okonkwo: See you with you my lawyer



Nom i cognoms:

Data:

Em comprometo a realitzar aquesta activitat seguint els principis bàsics del mòdul: SIGNATURA AQUÍ

Get a good deal: The role-play

How to be a killer negotiator?

In this challenge you will put into practise the negotiation techniques that we've studied in previous sessions.

The challenge consists in a role-play where the buyer is negotiating the conditions of the first order of a new supplier:

The buyer is the Product Manager of PicBoots, a leather boots manufacturer from Barcelona, and the seller is the the Sales Manager of WildLeather, a leather producer from "your assigned cultural area".

PicBoots needs a special leather for their new model of boots, they both know that this kind of leather has an average market price of 9\$ per square meter. WildLeather showed some samples of their leather to PicBoots and they recognised that the quality is above the average. Even though the quality is good, the product manager of PicBoots thinks that he can get a price below the average of the market because they are a bigger company than WildLeather and they could make a big order.

PicBoots needs 1 square meter of leather to make a pair of boots.

The meeting is taking place at the WildLeather offices in one of the main cities in "your cultural area", the Product Manager of PicBoots arrived 10 minutes before the agreed time and the Sales Manager of WildLeather didn't show up until 30 minutes later.

Read your negotiating goals, play your part taking into account the cultural background of each negotiator, and try to close a deal negotiating with the other part.

The buyer: PicBoots Product Manager

1. Needs to buy at least an amount of 10.000 square meters of leather.
2. He can buy more if he gets better conditions, but a maximum of 15.000 squared meters.
3. His reservation point is 10,50\$ per square meter and a price below the average of the market (9\$) would be considered a very good deal.
4. Regarding delivery terms and conditions he wants a FOB incoterm in 30 days from the order at the port of Jeddah. He could accept also a CIF in 60 days.
5. As it is the first operation he would use the letter of credit even though it's more expensive, but he wants WildLeather to afford the cost of it.
6. If they don't accept the letter of credit, he would pay an amount in advance between the 20%-30%. Another 20%-30% at the moment of delivery and the other 40%-60% at 30 days.
7. He wants WildLeather to be a supplier of PicBoots for the next 3 years with at least 12.000 squared meters of leather per year.



Full de Ruta:



Read the role-play context and study your part.



Prepare the negotiation in five steps.



Negotiate with the other part and record it on video.



Watch the video and evaluate yourself and your partner using the rubric.



Edit the video analysing the negotiation. To analyse it, check if there are examples of the following items: small talk, assertiveness, argumentation, active listening, concessions, proposals, cooperative or competitive attitudes.

The seller: WildLeather Sales Manager

1. Needs an income of at least 90.000\$. An income above 125.000\$ would be considered a very good deal.
2. He doesn't need to sell more than 15.000 squared meters if the price is not above the average of the market (9\$).
3. He wants to close a deal and build a good relationship for the future. PicBoots could be a good long term client.
4. He wants a payment in advance of at least the 25%, and at least the 60% at the delivery.
5. About delivery terms he wants a CIF in 90 days. He could accept CIF in 60 days if he gets better conditions in price or income. He would accept FOB in 30 days if he gets good payment conditions or the seller affords the cost of the letter of credit.
6. He wants the brand of WildLeather to be visible if it's possible in the exterior part of the boots, or at least inside the boots.
7. He wants PicBoots to make every year for the next 5 years, a limited edition of 10.000 boots using WildLeather.



Full de Ruta:



Read the role-play context and study your part.



Prepare the negotiation in five steps.



Negotiate with the other part and record it on video.



Edit the video analysing the negotiation. To analyse it, check if there are examples of the following items: small talk, assertiveness, argumentation, active listening, concessions, proposals, cooperative or competitive attitudes.

Assessment criteria	Excellent 3	Good 2	Needs improvement 1	Unsatisfactory 0.5
Presentations	Adapted the presentation to the protocol rules in the context.	Polite presentation but didn't take into account some aspects of the protocol.	Polite presentation but didn't adapt to the protocol.	The behaviour was not appropriate for the context.
Small talk	Proper use of the small talk, spoke about interesting topics for the counterpart.	The small talk was too long/short.	Spoke about inappropriate topics.	Didn't use a small talk.
Argumentation	Gave strong and reasonable arguments on the proposals.	The arguments given on the proposals were good, but not clearly expressed.	Gave weak arguments on the proposals, poor argument planification.	Didn't explain the reasons of his/her proposals.
Assertiveness	The other part was very assertive and made me feel comfortable.	The other part was assertive at some point.	The other part was too passive, didn't express his/her opinion at some point.	Rude behaviour at some point, lack of empathy.
Active listening	I noticed active listening gestures on the other part.	The other part seemed to be focused but I didn't see any active listening sign.	I noticed some active listening gestures but the other part was not very attentive to my proposals.	The other part was not very attentive to my proposals.
Cooperative attitude	The other part looked for the win-win deal during all the negotiation, sharing information and trying to get the best solution for both.	The other part wanted to cooperate but was competitive on some proposals.	The other part had competitive attitudes, didn't share much information and focused only on his/her goals.	The other part was very aggressive on his/her proposals, focused on short term results.



Killer Negotiator's Manual

It is time to gather all the information and materials you have created in this previous sessions and assemble the **killer negotiator's manual** for each of your cultural areas of expertise.

Use the ***Expressing your Opinion Cheat Sheet*** with expressions to use to get to an agreement.

To do so you will have to use an online platform of your choice, such as:

- [Google Sites](#)
- [WIX](#)
- [Genial.ly](#)

Remember that your manual must include the following:

- General negotiation strategy
- Negotiation profile of your cultural area
- Protocol indications of cultural area
- Example of negotiation (video)
- A Word Bank (vocabulary sheet with some of the words you think your colleagues can have problems when reading your manual)

Don't forget to make it attractive. *Be creative!*



Expressing your Opinion Cheat Sheet

Here you can find some common phrases to use when discussing about what online platform to use and how to organise your work.

Expressing your opinion I think ... I believe... In my opinion ... I would say ... As I see it ...	Agree So do I Me too I definitely agree I couldn't agree more
	Partially agree I think you're right, but ... You've got a point, but .., I'm not really sure this ...
Asking for opinion What do you think of ... ? What's your opinion on ... ?	Disagree I disagree... I don't agree ... However, ... I think you are wrong.
Suggesting What/ How about (V-ing) ...? Why don't we ...? Let's ...	Accepting That sounds like a good idea What a good idea! Why not!
	Refusing I'd rather not Oh, no! What a dreadful idea!

Assessment criteria	Excellent 3	Good 2	Needs improvement 1	Unsatisfactory 0.5
General negotiating strategy	Designed a flexible negotiating strategy, aimed to keep good long term relationships with any culture.	The negotiating strategy needs more flexibility at some point.	The negotiating strategy is too strict. Doesn't take into account adapting the strategy to different profiles.	The negotiating strategy is not completely defined/There is no strategy
Negotiating profile from each culture	Analysed thoroughly the negotiating profile of the cultural area according to the stereotypes.	Good profile analysis but missed some details.	The analysis of the negotiating profile is missed some important aspects.	The analysis of the negotiating profile is too basic. It doesn't help with any detail.
Protocol	The protocol indications help a lot, there is a deep analysis with details about the culture and behaviour.	The protocol indications are a good but there is a lack of details about the culture and behaviour.	Didn't mention some important points of the protocol, too basic indications.	The protocol indications don't help with anything new.
Negotiation example (Video)	The parts played the role, knew their goals clearly and the conversation was fluid.	The parts played the role but doubted at some points, the goals weren't clear/the negotiation wasn't fluid.	The parts stuck to the roles, but the behaviour was not appropriate for the participating cultures.	The parts didn't stick to the roles, the behaviour was not appropriate for the participating cultures.
Format	The format is very well designed, the information is well structured and easy to understand.	The format is classic but the design is good and appropriate for the context. Some elements could be better presented.	Poor design, the elements are not well structured and the manual is not easy to use and understand.	Poor design, some elements of the manual are missing/use of different formats.
Language	Used specific vocabulary and expressions about the	Used some specific vocabulary or	Used some specific vocabulary or expressions	Didn't use specific vocabulary or

	topic, there are no spelling mistakes.	expressions but could improve grammatical structures.	but could improve grammatical structures and spelling.	expressions/There are a lot of spelling/grammatical errors.
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Sharing your knowledge!

At this stage, you should have already become negotiation experts within your cultural area, so now it's time to share what you have learned with the rest of the world. *Which would be the best way to do so?*

Social Media allow us to connect with millions of people at our fingertips. We have chosen Twitter as the platform to **share negotiation tips** for specific countries. We will do so through the **@Thekillernegotiator** account, which we have already created.

Hands-on!

1. Each team will have to create a tweet containing a negotiation advice within its cultural context. Be creative! You may include some multimedia content. In addition, you need to add 1-3 content-related hashtags at the end of the tweet.
2. As a whole group, create a general negotiation advice that is not linked to any particular culture or country. This advice should be a bit more complex than the specific ones and you may use a Twitter thread to share it in the social network.
3. This activity will continue in the following weeks. Each team will be assigned one day of the week to post a new “regional” negotiation advice. On Fridays, all of you will be responsible for creating and posting a new general negotiation advice.

As teams, review your colleague's tweets using the following rubric. After all of you have finished, discuss about what things you could have done better.

	Excellent 3	Good 2	Needs improvement 1	Unsatisfactory 0.5
Context	The negotiation advice is greatly linked to the cultural area	The negotiation advice is somehow linked to the cultural area	The negotiation advice could be linked to the cultural area but it could be also valid in many other countries	The negotiation advice is too general / not applicable to that cultural area
Media	The tweet contains some media (photo / audio / video / website / ...) to support the content, giving more information.	The tweet contains some media (photo / audio / video / website / ...) to support the content, but it does not give any more information	The tweet contains some media (photo / audio / video / website / ...) , but it's not strictly related to the content.	There is only text.
Hashtags	The tweet includes 2-3 hashtags strongly related to the content and cultural area.	The tweet includes 2-3 hashtags, but only one of them strongly related to the content and cultural area. The others are too general	The tweet includes 1-3 hashtags, but they are not too related to the content and cultural area.	The tweet does not include any hashtags.
Vocabulary	The tweet contains content-specific negotiation vocabulary / expressions	The tweet contains some content-specific negotiation vocabulary / expressions, but not enough	The tweet contains very little content-specific negotiation vocabulary	The tweet does not contain any content-specific negotiation vocabulary / expressions

TEAM to review: _____

MARK: ____/12

Assessed by: _____

	Got it	Not complete	Missing
General negotiating strategy: The manual gives general advice for any negotiation, recommending some different strategies.			
Negotiation profile from the cultural area: There is a description of the negotiating stereotype of the cultural area.			
Protocol: The manual gives clear protocol indications for the cultural area, including information about presentations, small talk, business meals, dress code and business presents.			
Negotiation example: The manual includes a video exemplifying a negotiation with somebody from the cultural area.			
Word Bank: The manual includes a word bank to help understand the vocabulary in it.			
Format: The manual is presented in an attractive format, well structured information and easy to understand.			

TEAM to review: _____

Assessed by: _____



Teacher's Assessment

	Excellent 3	Good 2	Needs improvement 1	Unsatisfactory 0.5
Subject Matter and Vocabulary Information given Use of expressions	Provides clear information on the subject. Great command of expressions and vocabulary related to the topic	Has a clear idea on the subject, provides information, but short. Good command of expressions and vocabulary	Not clear structure or broken Scarce use of specific vocabulary or expressions	Provides little information or no facts. Unstructured. Broken sentences Very poor use of appropriate or specific expressions.
Pronunciation & Stress	Speaks with fluctuation in volume to maintain interest and emphasizes key points Accurate pronunciation and stress of studied vocabulary	Speaks with satisfactory variation of volume and inflection. Mispronounced some words, but not key words	Speaks in uneven volume with little or no inflection. Some words and keywords mispronounced	Speaks in low volume/monotonous tone. Poor pronunciation and key words mispronounced.
Attitude	Direct eye contact, seldom looking at notes Positive and getting to the audience	Direct eye contact, but looking at notes from time to time. Assertive and quite confident	Displays minimal eye contact while reading mostly from notes. Doubting at times	Holds no eye contact- entire report read from notes. Not prepared or rehearsed
Group Impression	Given relevant and accurate information. Well structured. Great coordination. Amazing presentation tools	Given enough information about project. Structured. Coordinated but some moments of doubt. Good presentation tools	Given little information about project Not clearly structured A bit uncoordinated. Poor presentation tools	Given very little information. Parts missing. Not structured No presentation tools.

MARK: ____/12