

International Business Negotiations in Small and Medium Organizations

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To operate effectively and proficiently the representatives of the contemporary business world look for the most successful ways to meet the challenges of global developments.

The article deals with the issues of international business expansion and the necessity to introduce a scientifically based course of negotiation for different managerial levels. The course in negotiation is usually integrated into the general program of organizational learning and development. The article presents some general approaches to the course design which could be applied in working out a business negotiation program. A special attention is paid to the content of the course which is considered to be a driving force of the whole program. However, negotiation practice activities are of no less importance.

The increasing scope of international business calls for the necessity to view business negotiation process as that of meeting different cultures. The article stresses the importance of the analysis of ranking countries/cultures or cultural dimensions. This knowledge helps to evaluate the outcome of international negotiations in accordance with different dimensions (power/distance; individualism/collectivism).

Keywords: *international business negotiations, organizational learning, course design, cultural dimensions, interactive area, business transaction.*

Introduction

Mention of the twenty-first century immediately brings to mind international cooperation and communication which could be realized through the World Wide Web (www), and negotiations. Today almost all organizations – large and small – are affected by global events directly or indirectly. They are engaged in international relationships which ensure their further development. This is especially true speaking about small and medium organizations which operating internationally reconsider their missions (what they will seek to do and become over a longer period of time), and strategies (the means to fulfill their objectives).

These changes and challenges call for good will and readiness of the authorities to engage their organizations into learning or even transformative learning (O'Sullivan 2001). Some insight into the aspects of transformative learning in Lithuania small and medium business has shown that organizations are apt to changes (Poškienė 2004).

As far back as 1990, Senge wrote: "Learning disabilities are tragic in children, but they are fatal in organizations. Because of them, few corporations live even half as long as a person – most die before they reach the age of

forty." Regretfully, a lot of organizations "die" in their very infancy. These are the reasons why most organizations try to overcome learning disabilities in order to clearly perceive threats and forecast new opportunities as well as complexities, if not super complexities of globalization and its consequences.

The experience of the top industrial organizations over the world provides good examples of drawing on science, spiritual wisdom, psychology, the cutting edge of management thought, search for personal contribution, and a considerable professional shift of mind. Moreover, at the present phase of world business developments, organizational learning should be directed not towards organization's survival, but to its rapid or even drastic change, not to pushing the organization to growth, but to removing the factors limiting its growth (Daniels and Radebaugh 1998).

The object of this article is international business negotiation in the program of a learning organization (small and medium enterprises, municipalities).

The aim of this article is to view the course of business negotiation as the necessity of the present global developments; to highlight the main principles of negotiation; to present the pattern of the course design; to disclose the distinctions of acquiring business negotiation strategies.

The tasks addressed and the **methods** used for achieving the aims foreseen are as follows:

1. To analyse the scope of the current theories in negotiation practice, applying the method of the analysis of scientific literature, practical interviewing and generalization.
2. To substantiate and formulate some statements about business negotiation course design, its practical application, and learning distinctions.

The Main Concepts and Nature of Negotiations

Negotiation is an interactive communication process that may take place whenever we want something from someone else or another person wants something from us (Shell 1999).

Before going into the analysis of the nature of negotiation, it is expedient to mention the use of the concepts, **negotiation**, **bargaining** and **haggling**. Sometimes it might seem that the terms "negotiation" and "bargaining" are used to mean different things: bargaining is more like haggling that goes on at flea market, while negotiation is a more formal, civilized process (e.g., disarmament talks). However, the analysis of scientific literature on negotiation proves that the most frequent terms "negotiation" and

“bargaining” are used interchangeably. The word “haggling” is mostly used to define the other two terms.

These words are especially interesting for those who go in for negotiation learning in English. The following definitions presented in Oxford Advanced Learner’s Dictionary (2000) might help to get acquainted with these terms:

negotiation (n.) – formal discussion between people who are trying to reach an agreement: peace/trade/wage negotiations: e.g. They begin another round of *negotiation* today.

bargaining (n.) – discussion of prices, conditions, etc. with the aim of reaching an agreement that is satisfactory: e.g. Exporters are in a very strong *bargaining* position at the moment.

haggling (n.) – discussion with somebody in order to reach an agreement, especially about the price of something: e.g. *Haggling* over the price in the market has become his habit.

Analysing the terms, which have originated from a Latin word, in other languages, one can see that their meanings are closely related to business, work, trade, and shop. The following examples show that connectedness:

Latin: *neg + otium* = no + leisure / ease
negotium = business, work
negotiare = negotiate

French: *négoce* = trade; *négociier* = negotiate

Italian: *negozio* = shop; *negoziare* = negotiate

Spanish: *negocio* = business; *negociar* = negotiate

German: *Unterhandlung* f; *Verhandlung* f = negotiation, *Handlung* f = shop

Most researchers in the field of negotiation (Lewicki, Litterer 1985; Hiam, Olander 1996; Lewicki, Saunders,

Minton 1997; Shell 1999) approach the process of negotiation (bargaining) as a basic, generic human activity, and as an activity that is frequent in labour-management relationships: business deals (mergers and sales), international affairs, and in different everyday interactions. Skills in negotiations are very important in accomplishing objectives.

Negotiation also is viewed as a basic social process used to resolve conflicts. It is applied when there are no fixed special rules, traditions or methods to resolve misunderstanding. Besides negotiators might prefer a negotiation procedure because this activity may lead to an outcome without win-lose battle or breaking off the relationship.

Negotiation is based on the premise that the parties are interdependent, the latter aspect making the process rather complex. There are various forms of interdependence, and they affect the negotiation process. The complex dynamics of interdependent relationships could be explained by game theory.

When the nature of interdependence is perceived, the negotiating parties can start planning negotiations. Preparation is the most important stage in the procedure. During this stage goals and aspirations are formulated as well as some research is carried out: collecting information to support goals.

Further activity calls for basic strategy and tactics common to cooperative win-win, **integrative bargaining**. While **distributive bargaining** is characterized by mistrust, suspicion and the strategy to “beat” the opponent, integrative bargaining is founded on openness and problem solving activities.

Table 1 presents the main distinctions between integrative and distributive negotiations.

Table 1

Differences between integrative and distributive negotiation
(according to the research of Lewicki, Saunders and Minton, 1997)

Attitude to some aspects	Integrative negotiation	Distributive negotiation
Flow of information	Share information free and open	Conceal or sort out information
Understanding the other side	Attempts to understand the other side	No effort is made to understand the other side
Commonalities and differences	Common goals, objectives, interests	Differences in goals and interests are emphasized
Focus on solutions	Search for decisions that meet the needs of both (all) sides	Search for solutions that meet own needs or even block the other’s needs

Analysing integrative and distributive strategies, negotiation process should be viewed as the one consisting of several major sub-processes whose influence is usually fatal. These factors are: ability to properly conduct communication, to use the persuasion to the full, i.e. trying to convince, to employ the social environment, to apply a necessary power amount, personality influence. Special emphasis should be put on the basic models of communication (especially if the negotiation is conducted in a foreign language). Moreover, the principles of business psychology in the field of communication can help in applying organized knowledge about human behaviour to improve individual and organizational effectiveness (Dubrin 1990).

Negotiation is the process in which the parties are engaged in different tactics, even very doubtful and unethical. Thus preparation for possible negotiations starts at a very early stage of general organizational learning, introducing the principles of organizational behaviour, stressing the importance of ethics at work. Ethical behaviour in negotiation determines long-term effectiveness.

So far negotiation has been highlighted as some process based on good planning and practice. However, when asked about negotiating success, the organization’s authorities usually stress the fact that an efficiency outcome of any negotiation mostly depends on the personalities of negotiators. This is true however a lot of things could be learned. If a negotiator has a good understanding of the

issues at stake, understands the dynamics of distributive and integrative bargaining, has prepared for negotiation and worked out a plan to use effective persuasion, it is highly likely that he/she will succeed. However, this is a rather complicated duty as a negotiator should observe everything, and be part ‘Sherlock Holmes’, part ‘Sigmund Freud’ (Wallwork 1995).

The Role of International Negotiation Strategies in International Business

Increasingly, negotiations are used as a means of deciding the terms by which an organization may initiate, carry on, or terminate activities in a foreign country. Researchers of international business note that some time ago negotiations prevailed only for direct investments; recently they have been extended to other operating arrangements, and large scale export sales. Four major operating objectives influence companies to engage in international business (Daniels and Radebough, 1998):

- to expand sales;
- to acquire resources;
- to diversify sources of sales and supplies;
- to minimize competition risks.

A company that enters an international business field might get involved in business modes, such as exporting and importing that differ from those it has been accustomed to. To operate effectively and profitably, company must understand these different modes and the ways to better achieve these tasks. This could be achieved through developing the knowledge of the main negotiation principles.

International business takes place within a more di-

verse external environment than is found on a domestic level. These conditions in external surroundings – physical, societal, cultural, and competitive – affect the way business functions, such as producing, servicing or marketing, are carried out.

Speaking about Lithuanian business development, it should be noticed that the entrance into the European Union and pressures of increased international competition oblige enterprises to learn to negotiate for a proper space in the world markets. More and more business fields start operating internationally because a lot of new products quickly become global. Besides companies can produce in different countries, and domestic companies’ competitors, suppliers as well as customers become international. Under such complicated and fast-changing conditions, good knowledge of foreign languages and negotiating practice are simply inevitable.

International negotiations often lead to multifarious bargaining. These complex dependences could be expressed by the following interrelationships:

- Government ↔ Government
- Government ↔ Organization
- Organization ↔ Organization

Strategy selection is one of the most important steps in business negotiations. However, it should be remembered that there is usually no single best strategy. Variations in the positions of the parties and the context of the negotiation affect those processes differently. Thus it is expedient to talk about the **combination of strategies**. Table 2 presents the main five strategies and their concerns to relationships with the other negotiators and the outcome of the negotiation itself.

Table 2

Negotiation Strategies and their Concerns

Strategy	Nature	Concerns	
		Importance of relationship	Importance of outcome
Avoiding	lose – lose	low	low
Accommodating	lose to win	high	low
Competitive	win – lose	low	high
Collaborative	win – win	high	high
Compromising (“satisfying”)	Split the difference	high	High

Negotiation strategy choice is affected by trust level, principles and standards at stake, negotiating goals, and episodic assumptions about upcoming procedures. Principles and standards depend on the key factors: environment, context, prior outcomes, processes, and relationships. These are the numerous interrelated factors strategy choice depends on.

The whole succession of the measures taken in the process of negotiation could be seen in the procedures disclosed in the content of the negotiation course presented in the following part of the article.

International negotiations are seldom a one-way street. Negotiators and counterparts may agree to many different option requirements aimed at improving the countries’ or company’s economic and non-economic objectives, such

as payments, employment, growth, control of prices, import and export transactions, etc. Negotiation process may be followed by a definite area of **acceptance** or **non-acceptance** for the proposals presented. If these interactive areas overlap, an agreement is possible. If areas have no overlap, positive outcome is impossible (Figure 1).

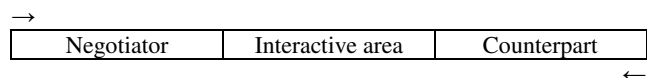


Figure 1. Interactive area creating prerequisites for a positive agreement

The success of business negotiations is the symbiosis of different components: negotiators’ professional and negotiating competences, the knowledge of the principles of

effective business psychology, ability to accumulate, classify, generalize information, capability to escape misunderstandings, etc. Misunderstandings in international negotiations sometimes may be fatal. Some of them may occur because of inefficient awareness of cross-cultural differences, including poor knowledge of the foreign language and negotiation essentials. Some cultural differences among negotiators are quite evident:

- Some negotiators are decision makers; others are not.
- Some of them take a pragmatic view; others – a holistic view.
- The degree of precision in language desired by either side may be complicated. Even with interpreters, negotiators cannot be certain that their statements are

fully understood.

International business negotiations usually involve not only different negotiators in their styles. They are the occurrences engaging more than one national culture. Researchers (Lewicki, Sounders, Minton 1997; Lewicki, Litterer 1985; Shell 1999; Lewicki, Hiam, Olander 1996) present their studies of cross-border negotiations, analyzing their complexities and the ways to cope with them. Hofstede (1991) carried out a very interesting investigation in ranking cultures on cultural dimensions. The research is very useful for those business people who participate or are interested in international negotiations, and intercultural relationships (Table 3).

Table 3

Ranking of Countries/Cultures on Cultural Dimensions (an abridged version based on Hofstede research, 1991)

Country	Power / Distance	Individualism/ Collectivism	Masculinity/ Femininity	Uncertainty/ Avoidance
Arab countries	7	26/27	23	27
Canada	39	4/5	24	41/42
Finland	46	17	47	31/32
France	15/16	10/11	35/36	10/15
Germany	42/44	15	9/10	29
Great Britain	42/44	3	9/10	47/48
Italy	34	7	4/5	23
Japan	33	22/23	1	7
United States	38	1	15	43

Hofstede's dimensions have received a great deal of attention in cross-cultural research and international business. Hofstede examined data on values that had been collected from over 100,000 IBM employees from around the world (over 53 cultures and countries). It should be noted that government or business negotiators may start with some mutual mistrust due to historic animosity or to differences in the status of their professional positions. The choice of a proficient team of negotiators is a very important procedure. Its success depends on a number of factors: the importance of the deal, the functions involved the learning traditions of the company, the authorities' interest and competences. The human resources approach is developmental and supportive (Davis, Newstrom 1985). It is concerned with the growth and development of people toward higher levels of competence in various fields, including a very recent competence in negotiating, creativity, and fulfillment.

Approaches to the Design of Business Negotiation Course

Contemporary organizations can qualify for the title of **high performing systems** (Huczynski, Buchanan 1991) if they are truly learning organizations which perform excellently against the known and new external standards, operate beyond what is assumed to be their best, act much more better in relation to what they did

before (e.g., turn from learning organizations to transformative learning organizations), direct their activities towards developing personalities apt to changes, and achieve the ideal of the culture. This is a rather complex target, however, a lot of organizations have become fully involved in these processes.

Inclusion of various courses into the learning programs of organizations help different enterprises to become high performing systems. Business negotiation course is the one that is directed towards attaining some objectives of a modern learning organization.

Course design is the process by which the raw data about learning needs is to produce an integrated series of learning experiences whose ultimate aim, is to lead the learners to a particular state of knowledge (e.g., the ability to negotiate). In practical terms this entails the use of the theoretical and empirical information available to produce the course, select and adapt learning materials and techniques in accordance with the specific topics, develop the methodology (lectures, work-shop practices), and to establish course evaluation procedures (written or oral).

The need and constraints to design the negotiation course are usually discussed by the organization's leaders and consultants who plan and manage learning programs most of which are based on various views to course design. Some general principals could be taken

from the work organization approach to job design (Huczynski and Buchanan 1991). Figure 2 presents an

adapted version of this approach to the design of business negotiation course.

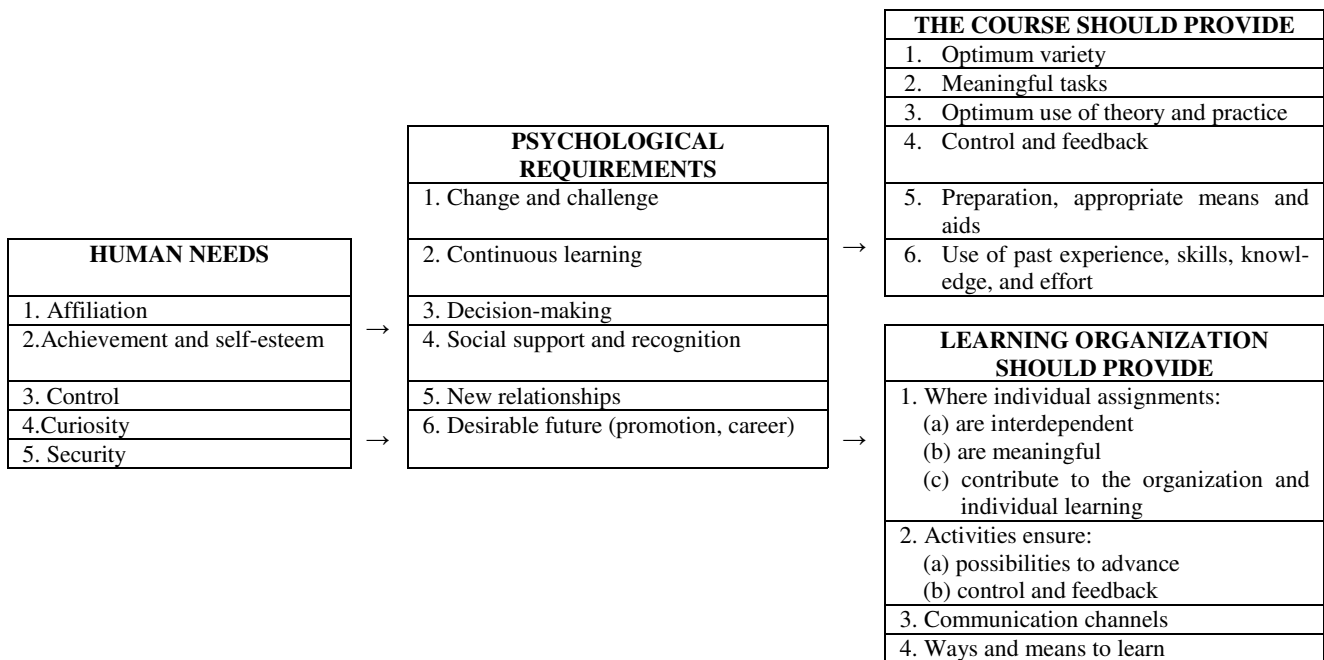


Figure 2. The work organization approach to the design of business negotiation course.

The negotiation course for business people or other employees is based on **negotiation skills-centered approach**. This approach is founded on the two main principles (theoretical and pragmatic):

- The basic theoretical hypothesis is that of underlying negotiation skills and strategies, which future negotiators are going to use. The skills-centered course is to present learning objectives in terms of both performance and competence.
- The pragmatic basis for the negotiation skills-centered approach made between goal-oriented and process-oriented courses.

Skills-oriented approach to business negotiation course design is directed to the learners as the users of negotiation theory and practice. Therefore the activities involved in business negotiation course are more the process of negotiation, strategies use than learning itself.

A negotiation skills-centered approach is a learning-centered approach totally determined by the learner. Learning is viewed as a process in which the learners use the knowledge and skills obtained earlier and their ability as well as motivation to develop more professional abilities. General outline of this approach could be seen in Figure 3.

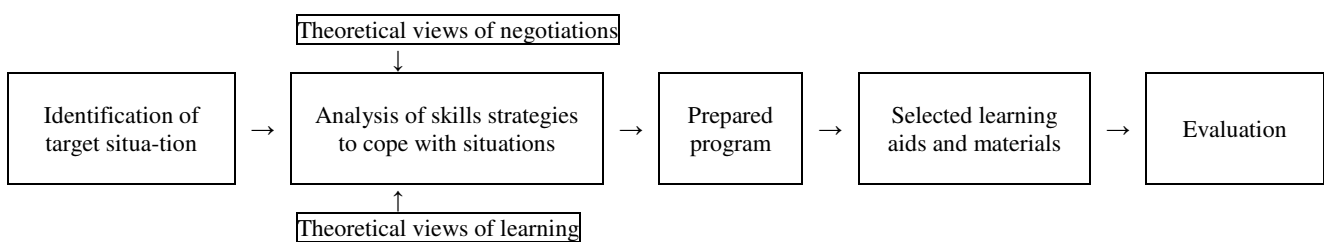


Figure 3. A negotiation skills-centered approach to course design

So far negotiations in most cases have been conducted by teams formed at random without any scientific principles or skills evaluation. Nowadays a lot of organizations have included negotiation courses into employees' development and support programs. It is quite natural because learning has become a negotiation process between organizations and society as well as between individuals and society. Society sets the target (e.g. to get into the context of world developments), and individuals are to do their best to get as close to the target as it is possible (Hutchinson and Waters 1992).

The learner is one factor to be considered in a learning

process, but not the only. The consultants or lecturer's efforts are aimed at maximizing learning by directing the whole process not to discovering the learner's skills but to give the guidelines towards acquiring negotiation competence. Thus, learning activities are considered to have some implications:

- The design of business negotiation course is a negotiated process itself. Each component of the course influences and is influenced by other constituents as well as by people, who design, order or take the course.
- Course design is a dynamic process. Needs and re-

sources vary from organization to organization from group to group, and even from time to time.

- Negotiation course, as any other course, needs to have feedback channels ensuring the response to new orders and developments.

All these considerations reinforce the idea that an integrated skills approach is required. The skills developed during the business negotiation course are of great variety: decision making, communication, reasoning, choosing strategies and tactics, conflict man-

agement, ethical behaviour, use of effective styles, organizing information, making presentations, etc. The integration of these skills produces an effective business negotiator.

There exist a lot of factors, which motivate the choice of business negotiation course. Table 3 presents the evaluation of the motives that stimulated the learners to choose this course in 2003 and 2004. The representatives of small and medium enterprises as well as municipality employees were asked to fill in a questionnaire.

Table 4

Motives that have conditioned the choice of business negotiation course (%)

Group	Number of the learners	MOTIVES							
		Organizational learning	Personal Development	Promotion	Past experience	Improve communication abilities	Social/Cultural influences	Global changes	Others
Group One	24	24	65.5	95	32	49	21.5	72	
Group Two	19	41.5	97	71	21	53	64	67	
Group Three	18	77	91	59	41.5	39	22	69	
Group Four	25	21.5	92	67.5	15	29.5	39	81	

The numbers (%) in the table manifest some rather obvious facts:

- the learners have been especially interested in their personal development and promotion;
- those who have been motivated by their learning organization witness the fact that some organizations (e.g., in Group Three) have introduced effective learning systems;
- most learners have been motivated by global changes.

Mention should be made about the skill of improving communication abilities which are of utmost importance in business negotiation practice as well as successful financing of an organization. The higher the responsibility level, to which individuals progress in an organization, the more time they spend communicating. Researchers notice that upper-level executives in many businesses or non-profit organizations spend up to 95 per cent of their working time communicating – speaking, listening, writing, and reading. The ability to communicate effectively in business and especially in international business is ranked at the top of the skills necessary for job success. “Promotions, salary increases, and productivity relate directly to communication competence” Harcourt, Krizan, Merrier (1996). Effectively communicating (both internally and externally) managers and other employees assure the success of the organization.

A business negotiation course, especially when it is a paid one, should regularly demonstrate that its continued existence in its present form is justified. A sponsor may also wish to be supplied with clear information about the suitability of the course, its innovation and changes in order to base decisions as to further investment and support.

Thus course evaluation helps to establish whether it meets the main objectives. The information gathered forms are the starting point for further revision of the course.

Course evaluation also plays a significant social role, by showing the various parties involved (lecturers, learners, organization authorities, sponsors, etc.) that their views are important. Negotiation course could be evaluated using one or some of evaluation techniques (questionnaires, discussions, interviews, informal means, e.g., comments, casual charts etc.).

Business Negotiation Course: Content and Techniques

Selection and organization of the content of business negotiation course is one of the main activities in the course design procedure. It is the content that drives the program (Chamot and O'Malley, 1994). The content of any course is a motivating and stimulating factor which directly determines the development of skills, and which is inherently the most important as it is related to personal interests in acquiring negotiating abilities. Content selection is closely connected with the experience of theorists and practitioners. The co-operative consultant learner activity leads to adjusting the principles presented in special literature, to professional competence and the ways as well as means of developing negotiation skills.

The content of business negotiation course embraces the main themes that are the foundation of learning negotiation as science and art, e.g., the nature of negotiation, strategies and tactics of distributive and integrative bargaining, social contexts, ethics, the principles of global negotiation, conflict diagnostic models, third-party interventions, etc.

Business negotiation is a process in which each party engages in all manner of tactics and strategies to persuade the other. Sometimes these tactics lead negotiators over a long line of appropriate ethical behaviour to unfair, unethical, or even illegal activities. Thus negotiation learning is a rather complex activity based on critical thinking which is

a process of carefully determining whether to accept, reject or suspend judgment about what someone says or writes. Critical thinking helps to understand and react intelligently to arguments which may be rather diverse (Barry, 1992).

Business negotiation course is aimed at applying critical thinking skills to extended arguments of negotiators, so that they could benefit from explicit mutual exchange of both parties. Special means and activities lead

to critical thinking that consists of understanding, analyzing, and evaluating counterpart's argumentative rhetoric, constructing well-reasoned and developed arguments as well as sharpening logical and analytical powers. The following table presents some means and activities which are considered to bring some order or structure to negotiators' thinking.

Table 5

Means and performance activities

Activities/Means	Critical thinking	Point/ Counterpoint	Question banks	Related topics
TV program; audio-visual course; tape scripts; computer-aided program; special literature; agreements; minutes; contracts;	Situations, problems, passages that require an application of logical and analytical skills; role playing games; visual presentations	Questions developing critical skills: organizing, structuring, comparing, evaluating; case studies	Multiple choice questions summarizing course content, bringing structure to critical thinking	Topics dealing with special issues and constructing argumentative decisions. Presentation leading to argument formulation; visualization

The aims, content, means and the activities used to acquire negotiation skills manifest that all the procedures are closely connected with the principles of human psychology, especially with the principles and practices for business and the professions. Learning business negotiation may lead to more effective communication skills which could be beneficial not only at the negotiation table but also at work, especially in joint ventures where work force is rather diversified. The researchers in the field of communication at work (Adler and Elmhorst, 1999; Pierce and Newstrom, 1996) note that in order to be an effective manager in the work force today, one must have a very good understanding of the various ways in which people interact and communicate with one another.

Subjective and objective analysis as well as matching have made it possible to construct the business negotiation course which has arisen as the demand for such course from a number of objectives connected with the managers of various levels and their wish to develop and expand professional competences as negotiators.

It should be remembered that embarking on any path of personal growth, especially on choosing to develop negotiation abilities, is much a matter of personal choice. It is impossible to force to undertake the development of personal mastery in the field of negotiation. Moreover, while interviewed, most leaders agree, that compulsory internal personal growth learning programs are not effective as they directly conflict with freedom of choice. Authorities agree that there is nothing more powerful they can do to encourage others in their quest for personal mastery than to be very serious in their own development. "The core leadership strategy is simple: be a model" (Senge 1990).

There are a lot of ways to career success at the present stage of intra-national and international developments. Becoming a proficient negotiator is one of them. The development of negotiation advancement strategies and tactics is closely related to personal relationships on the job and outside it.

The importance of a scientifically based business negotiation course corresponds to the tough claim that more

and more employees set new goals for themselves: self-realization, and the realization of their enormous potential (Taruškienė 1997). Advanced Lithuanian learning organizations base their visions on broad transformative educational conceptions integrating the assimilation of fundamental and special knowledge as well as values, the system of professional skills and self-development (Poškienė 2004). Such organizations adhere to the principles of development and support as well as embody national ambitions for continued learning and economic changes. Challenges in the field of organizational and personal growth are expressed by such recent concepts as "learning society", "skills revolution", "learning pays" (Gleeson 1996).

Conclusions

Negotiating competence in business is the compliment to other professional competences. In a lot of ways this competence allows to properly conduct complex activities in intra-organizational and international situations. Furthermore, negotiating abilities enable an organization representative to enter any bargaining with a focused mind, and good awareness of the main communication principles leading to the use of the most effective strategies and tactics.

The ability to negotiate is one of the most valuable and consequential skills in business, and its development calls for special extended courses as well as keeping to some basic learning principles, which underpin a learning-centered methodology in business negotiations:

1. Negotiation learning is a developmental, supportive and mutual process. Learners use their existing knowledge and experience to make the new information purposeful.
2. The learner's existing state of managerial knowledge, and attitude to acquiring business negotiation abilities are, therefore, vital components in the success, or failure of some business contacts.
3. Learning the principles of business negotiation is an active process. Those, who are ready to go in for negotiation studies, should not only have the

necessary knowledge to make process meaningful, they must learn to use that knowledge. "Active process" means processing activity, i.e. the organization of information into a meaningful network of knowledge. This kind of activity is internal and not observable. It becomes obvious after some personal contribution into learning and making sense of the flow of new information.

4. Business negotiation is the experience in a decision-making process. The process of developing and using a network of knowledge relies upon a number of negotiator's decisions, the later being dependent on the choice of negotiation tactics and strategies.
5. Business negotiation course may be not the first learner's experience in a negotiation process. However, a scientifically based course may lead to new discoveries in the field and a higher level of experience for further business achievements.
6. Negotiation learning is an emotional experience. Its concern should be to develop positive emotions out of mutual learning aimed not so much at the negotiation outcome but more at the process of achieving that outcome in business interactions.

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Tarptautinės verslo derybos mažose ir vidutinio dydžio organizacijose

Santrauka

Šiuolaikinio verslo atstovai ieško efektyviausių būdų, norėdami įsitvirtinti pasaulio rinkose ir susirasti tinkamų partnerių.

Straipsnyje aptariami tarptautinio verslo plėtros veiksniai ir būtinybė įsisavinti pagrindinius derybų principus ir jų taikymą tiek derybose su savo šalies, tiek su užsienio šalių gamintojais bei aptarnavimo sričių atstovais. Verslo derybų kursas tapo viena iš daugelio Lietuvos organizacijų mokymosi programų dalių. Verslo derybų kurso tikslas yra numatyti strategijas, kurios padėtų organizacijai skatinti, vykdyti ir plėsti tarptautinį bendradarbiavimą įvairiose srityse (prekyba, išteklių didinimas, konkurencingumo stiprinimas, investicijų paieška, eksporto plėtimas, naujovių įdiegimas ir t.t.).

Įmonė, kuri išitraukia į tarptautinio bendradarbiavimo erdvę, susiduria ne tik su daugybe naujovių importavimo ir eksportavimo srityse, bet ir su bendravimo (derybinio gebėjimo) trūkumais. Bendradarbiavimas tarptautinio verslo plotmėje vyksta įvairiais lygiais (verslininkas – verslininkas, vyriausybė – vyriausybė, vyriausybė – organizacija, organizacija – organizacija).

Straipsnio tikslas – teorinis ir praktinis tarptautinio verslo derybų kurso pagrindimas, jo svarba šiuolaikinio verslo vystymosi etape bei strategijos ir taktikos pasirinkimo būtinybė.

Tikslo buvo siekiama remiantis praktinio stebėjimo, analogijos, analitinio bei sisteminio mokslinės literatūros analizės metodais.

Tarptautinio verslo derybų sėkmę lemia daugybė veiksnių: profesinė ir derybinė kompetencija, verslo psichologijos pagrindinių principų išmanymas ir taikymas, gebėjimas kaupti, klasifikuoti, apibendrinti informaciją bei tinkamai įvertinti fizinę, visuomeninę, istorinę, kultūrinę ir konkurencinę aplinką. Profesionalių derybininkų mokymas ir parinkimas yra labai svarbus, dažnai netgi lemtingas veiksnys tarptautinėse verslo derybose.

Šie veiksniai lėmė ir tarptautinių derybų kurso įtraukimą į įvairių organizacijų mokymosi planus. Tokio kurso parengimas paremtas pačių besimokančių organizacijų poreikiu išsiugdyti aukštos kvalifikacijos derybininkus. Kurso rengimo metodika grindžiama teorine ir empirine informacija apie bendrą mokymo ir mokymosi kursų bei programų sandarą (mokymosi situacijos įvertinimas, teorinės derybų bei derybų mokslo ir meno prielaidos, besimokančiųjų gebėjimų analizė, strategijos numatymas, programos patikslinimas, mokymo medžiagos ir priemonių atranka, parengto kurso įvertinimas). Pažymėtina, jog parengtą programą, ypač jos tematiką ir mokymosi priemones, vertina organizacijos vadovai, konsultantai ir besimokantieji. Taigi įgyvendinamas visuomenės, organizacijos ir individo užsakymas.

Tarptautinių verslo derybų kurso rengimas remiasi bendrais darbo organizavimo principais, kurie yra būdingi vadybos mokslui (žmogiškųjų poreikių įvertinimas, psichologiniai veiksniai, organizacijos išpareigojimai), be to, svarbu atsižvelgti į organizacijos apimtį (smulkus, vidutinius ar stambus verslas), teorinius mokymosi ir derybų pravedimo principus bei vertinimo būdus.

Tarptautinės derybos yra sudėtingas procesas, kurio sėkmė priklauso nuo derybininkų sugebėjimų, nuo verslo psichologijos principų taikymo, mokėjimo bendrauti, kaupti ir apdoroti informaciją, išmanyti kultūrinius skirtumus ir t.t. Pokalbiuose su organizacijų vadovais išryškėja nuomonė, jog derybų sėkmė priklauso tik nuo derybininkų mokėjimo bendrauti. Gebėjimas bendrauti yra viena sudedamųjų derybų proceso dalių, kuri remiasi bendravimo ir verslo psichologijos

pagrindais, tačiau daugelį dalykų galima išmokyti ir taikyti praktikoje (pasirengimo deryboms ir informacijos kaupimo bei apibendrinimo principai, derybų planavimas, konfliktų sprendimo būdai, strategijos pasirinkimas, derybų etika, tarptautinių derybų ypatumai ir t.t.).

Derybų strategijos ir taktikos mokymasis yra nukreiptas ne tiek į derybinių gebėjimų atskleidimą, kiek į gaires, kurios suteiktų aukštesnę kompetenciją derybų srityje. Galima teigti, kad:

- pats verslo derybų kursas yra derybų ir aptarimų rezultatas;
- šio kurso kūrimas yra dinamiškas procesas. Besimokančiųjų poreikiai kinta priklausomai nuo grupės sudėties, organizacijos požiūrio į mokymąsi ir nuo laiko;
- derybų kursui būtinas grįžtamasis ryšys, kuris padeda reaguoti į naujus užsakymus ir pasikeitimus.

Šie teiginiai rodo, jog būtinas integruotų gebėjimų ugdymo požiūris į tarptautinių verslo derybų rengimą. Kurso vertinimo metodika padeda nustatyti jo tinkamumą ir socialinį vaidmenį (anketos, interviu, aptarimai, komentarai ir t.t.).

Kurso turinys vaidina svarbiausią vaidmenį, nes tai – visos programos varomoji jėga. Turinys yra tiesiogiai susijęs su mokymosi motyvacija, nes aiškiai nurodo kurso esmę ir galimybę gauti teorinių ir praktinių žinių.

Verslo derybų kompetencijos ugdymas yra vienas iš būdų kilti karjeros laiptais, todėl vis daugiau įvairių organizacijų darbuotojų renka derybų kursą, kuris padeda atskleisti ir išsiugdyti naujus gebėjimus. Pats mokymosi procesas pasižymi šiais ypatumais:

- Derybų meno mokymasis yra kūrybinė veikla. Naudodamiesi

savo profesinėmis žiniomis, besimokantieji įgyja naujos informacijos, nukreiptos į kitą veiklą.

- Derybų mokymasis yra aktyvus procesas, nes turima ir naujai įsisavinta informacija turi būti integruota į prasmingą žinių tinklą.
- Verslo derybų praktika remiasi mokėjimu priimti sprendimus. Gebėjimas sukurti ir pasinaudoti reikiamų žinių tinklu remiasi daugybe sprendimų, susijusių su derybų strategijos ir taktikos pasirinkimu.
- Derybų praktika remiasi emociniu patyrimu, nes nukreipta ne tiek į derybų rezultatą kiek į būdus ją pasiekti.

Daugybė veiksnių skatina verslo, savivaldybių ir kitų organizacijų darbuotojus rinktis tarptautinių verslo derybų kursą pagal jų organizacijų mokymosi planus. Darbo su tokiomis grupėmis praktika parodė, jog svarbiausi šio kurso pasirinkimo motyvai yra šie: organizacijos skatinimas, asmeninis noras tobulėti, galimybė pakilti karjeros laiptais, ankstesnis patyrimas derybų procece, socialinė aplinka, globalizacijos įtaka ir t.t. Apklausų rezultatai rodo, kad svarbiausi motyvai yra asmeninis tobulėjimas ir galimybė iškilti darbe. Didelis organizacijos poveikis renkantis derybų kursą jaučiamas tose įstaigose ir įmonėse, kuriose ypač gerai organizuota darbuotojų tobulėjimo programa, taikomos net skatinimo priemonės, o verslo derybų vedimo gebėjimas yra laikomas sudedamąja profesinės kompetencijos dalimi.

Raktažodžiai: *tarptautinės verslo derybos, organizacijos mokymasis, kurso rengimas, kultūrinės dimensijos, bendrų interesų zona, dalykinės operacijos.*

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