

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

Нижегородский государственный университет им. Н.И. Лобачевского

О.Р. Жерновая

**ДЕЛОВОЙ АНГЛИЙСКИЙ:
ГОТОВИМ ПРЕЗЕНТАЦИИ, ПРОВОДИМ СОВЕЩАНИЯ,
УЧАСТВУЕМ В ПЕРЕГОВОРАХ**

Практикум

Рекомендовано методической комиссией факультета международных отношений
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Ж 60 Жерновая О.Р. ДЕЛОВОЙ АНГЛИЙСКИЙ: ГОТОВИМ ПРЕЗЕНТАЦИИ, ПРОВОДИМ СОВЕЩАНИЯ, УЧАСТВУЕМ В ПЕРЕГОВОРАХ: Практикум по английскому языку. – Нижний Новгород: Нижегородский госуниверситет, 2009. – 121 с.

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Практикум предназначен для работы по развитию и совершенствованию лексических навыков и коммуникативных речевых умений, необходимых для составления и проведения презентаций, совещаний и переговоров. Практикум содержит оригинальные тексты, задания к аудиоматериалам и разговорные деловые фразы.

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Введение

Настоящий практикум предназначен для студентов 2 курса факультета международных отношений, обучающихся по специальности «международные отношения» и «регионоведение».

Практикум носит комплексный характер и состоит из трех разделов: «Презентации», «Совещания» и «Переговоры». В каждом разделе представлены аутентичные тексты на чтение и аудирование, разработаны задания по активизации и закреплению лексических единиц по предложенной теме, упражнения на развитие деловой письменной речи, а также ряд заданий, направленных на развитие коммуникативных речевых навыков.

При отборе материала учитывался общий уровень владения английским языком (Intermediate – средний уровень согласно Европейским стандартам) у обучающихся и их профессиональная направленность. Практикум содержит речевые обороты, клише и фразеологические единицы, применяемые в ходе подготовки деловых презентаций, совещаний и проведения переговоров, что, в свою очередь, обеспечивает коммуникативный подход к обучению деловому английскому и помогает развивать творческие способности студентов.

Предполагается, что в результате работы с данным пособием студенты смогут самостоятельно готовить деловые презентации, доклады и публичные выступления, вести деловые беседы и принимать участие в дискуссиях, поводить деловые переговоры, аргументируя и отстаивая свою точку зрения.

Contents

Unit I “Presentations”

Listening 1	5
Reading 1	8
Reading 2	11
Listening 2	17
Self-study task.....	21
What makes a good presentation?.....	22

Unit II “Meetings”

Reading 1	42
Listening 1	44
Writing 1	48
Listening 2	50
Writing 2	54
Reading 2	54
Reading 3	58
Role play.....	61
What makes a good meeting?.....	62

Unit III “Negotiations”

Reading 1	82
Listening 1	85
Writing 1	88
Reading 2	89
Writing 2	90
Listening 2	92
Role play.....	96
Reading 3	96
Listening 3	98
Role play.....	100
What makes a successful negotiation?.....	105

PRESENTATIONS

Warm up

Discuss the following questions:

- 1 What is a presentation?
- 2 For what purposes are presentations made in business?
- 3 What makes a presentation effective?
- 4 What is the worst presentation you have ever experienced?
- 5 Even experienced presenters can make mistakes during a presentation. Can you give any examples from first-hand knowledge?

Listening I

1. You're going to hear Alan Wroxley, Sales Manager of Brother, an electronics firm, talking about sales presentations. Listen and answer the following question: *What is the main key for a successful presentation?*

AW – Alan Wroxley, DC – Derek Crown

DC Alan, I know that you've done many presentations in your job as a sales manager. Can you tell me why do business people have to make presentations?

AW Well, really there'll be three reasons, three main reasons why people make presentations, and they can be divided quite separately, although they're all linked together. The first one will be a new product, when you're trying to launch a new product to the sales force, into the UK, maybe to a group of sales managers from different companies. That would be a totally different approach to say, when you're launching a sales campaign, which might be used to promote that new product. And then the third area would be an incentive to actually get the sales campaign underway. So they're all linked but in themselves they'd all be different promotions. Sometimes they'd be made on the same day, but most of the time they'd be made separately.

DC I see, are the techniques required for those types of presentations, are they very different?

AW They differ slightly. Erm, the presentation for a new product, we would actually try and get your product there amongst the delegates, and you'd probably try to limit it to a small number of delegates. With a sales campaign it's not so important that you have the product there. The main message to get across is the benefits that the new product will bring and, if you like, the, er, incentives that go with it.

DC So you have to be pretty enthusiastic, for that type of thing.

AW Yes. The key to all of them is to be enthusiastic because what you've got to leave your

delegates going away with is as much enthusiasm for the product as you've got. And if they've got that enthusiasm, they'll go out into the market, they'll promote your new product, they'll get involved in the sales campaign, and indeed they'll want to take part in an incentive, which is the third reason I was going to give you. They'll want to get involved in the incentive that will actually ensure that the sales campaign is a success, and that incentive might be a trip abroad, it might be to win a television or something like that. But, if you can infuse them with that enthusiasm they'll take that out and they'll do your job for you which is what you want them to do. That's, that's, I suppose the ultimate aim of a sales presentation is for them to go out and do your job.

DC I see. Erm, you've done a lot of presentations. Do you get nervous before them?

AW You do. I think the larger the presentation, or the presentation to more people, the more nervous you get. Also, er, the more you know about a product the less nervous you'll get. So, I think the idea is to have, er, good preparation for any presentation, it does take the nerves out of it.

DC What ways do you use of getting your information across, Alan, in the presentation?

AW Well, there are various ways to use, and again it would depend on the type of presentation you're doing. If you're doing a small, rather intimate presentation, you might limit yourself to handouts, having equipment available for people to look at and use personally. If it's the larger presentation, or slightly larger presentation, you'll use an overhead projector. And then for the very big presentation when you're hiring a hotel, and you've got a lot of delegates coming from a long way away then often you'll use a professional media company, and you'll have a very slick presentation with music, with lights, erm, with slides and indeed often with video to get your message across. So those are the, if you like, the main tools of the job. I always find it useful to have handouts because when people come they might not write down the relevant points that you want them to write down, a lot of them won't make notes. Whatever presentation you're doing, whatever it is, you've always got to give something to go away with on what you've been presenting, or else it's forgotten.

DC Well that's useful information. What would you say are the elements of a good presentation? What are the secrets of success?

AW I think the main secret is enthusiasm. If you've got enthusiasm for your product then the people who are listening to you will have enthusiasm. Keep it pertinent, always keep it pertinent. You can wander off, so it's important that you do your research, as I mentioned earlier, that you know what you're talking about, and keep it, keep to the objective you've set yourself.

2. Listen again and make notes under the following headings:

- presentation categories and techniques
- nerves: causes and cures
- ways of presenting information
- handouts
- how to be successful

Vocabulary

Find words and phrases in the interview that mean:

- a) to make a new product available for sale for the first time
- b) something that encourages you to work harder
- c) to help something to develop and be successful
- d) to feel somebody with the particular feeling
- e) the final and most important purpose
- f) a piece of paper with information given to people who are attending a meeting
- g) cleverly and skillfully made and attractive
- h) directly concerned with something that is being considered

Speaking

Summarize the main points of the interview and speak about presentations, using the words from the exercise above:

Language practice

Match the verbs with their correct definitions (1-6). Then complete the sentences that follow, using each verb once only. Make sure you use the correct form:

Phrasal verbs: 'stand'

- | | |
|--------------------|--|
| 1. to stand down | a) to take someone's place (e.g. while they are out of the office or on holiday) |
| 2. to stand for | b) to be better than somebody/something or distinctive in some way |
| 3. to stand out | c) to represent |
| 4. to stand by | d) to defend |
| 5. to stand up for | e) to be ready to act |
| 6. to stand in | f) to resign or withdraw |

1. We all know that the name Sony technical excellence.
2. If the company chairman is on a business trip his deputy will usually for him.
3. Our sales manager will be giving the presentation but a technical salesman will beto help him.
4. In this company you don't get anywhere by being modest. You have toyourself.
5. The managing director was asked toand a new appointment was made.
6. As an example of strong corporate culture in the fast-food sector, McDonalds certainly

.....

Phrasal verbs: 'keep'

Now do the same with these verbs:

- | | |
|--------------------|--|
| 1. to keep up | a) to follow/inform yourself about |
| 2. to keep up with | b) to avoid (e.g. a topic) |
| 3. to keep on | c) to maintain good relations with |
| 4. to keep to | d) to maintain/continue |
| 5. to keep in with | e) to prevent from rising/hold at a low level |
| 6. to keep down | f) to continue employing |
| 7. to keep off | g) to stick to/adhere to (e.g. a rule a promise etc) |
| 8. to keep from | h) to prevent/stop |

1. We hope to the deadline and finish the project on time.
2. The chairperson the forthcoming redundancy program because she didn't want to upset anyone.
3. Product prices had to be for the firm to remain competitive.
4. If you work in the computer industry, you need to the latest technology in software and hardware.
5. Some of the company's longest-serving workers would have been if the economic conditions hadn't been so unfavourable.
6. I have been doing important jobs because of this report. It's been incredibly time-consuming.
7. Our firm is known for craftsmanship and we intend tothe high standards we have set.
8. It's usually worth your superiors even if you don't like them.

Reading 1

Before you read the text, look at the title. What do you think the article is about?

MY BIGGEST MISTAKE

*David Arnold, 36, is a director of studies at Ashridge Management College and a marketing consultant for such multinationals as Merck, Alfa-Laval and Boots. After a degree in English literature at University College London and in modern drama at London University, he began a career in publishing in 1979 as an editor for Mitchell Beazley. He moved to Ashridge in 1984 as marketing manager and later, after taking an MBA at City University, became a tutor on Ashridge's MBA course. His book, *The Handbook of Brand Management*, is published by Century Business.*

MY BIGGEST mistake was failing to find out who was going to be in the audience before I gave a speech. It was two years ago, when I had been invited to be guest speaker at the annual management conference of a major clothing supplier, a company that relied on Marks & Spencer for more than 75 per cent of its sales.

My brief as guest speaker was to get the audience to think strategically about the changing in market.

The conference was held at Gleneagles. I had to speak for an hour and a half to 70 managers, and when I began they were very subdued.

I decided to raise the level of challenge in order to get some reaction. When my first attempts proved unsuccessful, I turned to my last resort: I suggested that Marks & Spencer, their lifeline, was not the paragon of business success they thought it was. Now this did spark some reaction, but the audience was still more subdued than most groups – so I actually started being rude about their beloved Marks & Spencer.

I justified these insults by saying I needed to make them take a different perspective, and even commented that I suspected the reason they were being quiet was because they were very loyal to their major customer. I could see they were all thinking hard - they weren't asleep or anything - and I assumed they were thinking about company issues. But at the end of the session, so when we took a break for coffee, a senior director sidled up and said he had something to tell me.

He took me aside and informed me that the reason they had been so quiet was because sitting next to him in the front row was their chief customer in person: one of the head buyers of M & S. At that point, my heart hit my boots and I realized I had made the most awful error of judgement.

When I spotted the buyer, I remember going to enormous efforts to avoid him. I managed to escape, but only at the expense of leaving my coat behind in the conference room, where everyone had assembled after coffee. I couldn't face going back in.

The other thing I couldn't face was sending the company an invoice for the agreed speaker's fee or for my expenses in travelling to Scotland.

Looking back, I remember there was a lot of fidgeting going on during my speech. I thought it was because I was talking about their most valued customer. It was the squirming of the senior director in the front row that I remember most. Clearly, he was trying to make a judgement about whether he should speak up and halt me in mid-flow. I think it would have been better if he had.

The night before, I had joined them for dinner and had become quite chummy with a lot of them, which is probably why I thought I was safe in taking the risk of winding them up. But it was a mistake to assume I understood why people were reacting the way they were. It was a fatal assumption, because it was wrong. As a result, I was more critical about Marks & Spencer than I normally would have been, and certainly more than was necessary.

I still can't believe that, doing the job I do, I didn't find out who was there beforehand, I've had no communication with the company since, but the lesson to be learned is quite simple. In meetings, conferences or presentations of any sort, always make sure you find

out exactly who you are speaking to.

Comprehension

1. Decide whether the statements below are true or false. Give reasons for your answer, based on the text. If you decide the answer is false, change the statement so that it becomes correct:

1. David Arnold had been invited to the annual management conference at M&S company.
2. The conference was held in Scotland.
3. David's main task as guest speaker was to tell the managers about the changing market.
4. The audience was subdued because the managers were thinking about company issues.
5. One of the head buyers of M&S was present at the conference.
6. David had found out all the necessary information about M&S before he came to the conference.
7. David Arnold didn't make critical comments about M&S in his talk.

2. Now read the text again and answer the following questions:

1. Why did David Arnold start making critical comments about Marks & Spencer in his talk?
2. How did the audience react?
3. How did he interpret the audience's reaction - and respond?
4. What awful error of judgement did the senior director bring to his attention in the coffee break?
5. How did David Arnold respond to this piece of news?
6. With hindsight, what was the true significance of the audience's body language?
7. What was David Arnold's biggest mistake?
8. What did David Arnold learn from the experience?

Vocabulary

Match the words and expressions on the left to the explanations on the right:

- | | |
|--------------------|---|
| 1. annual | a. thought that it was true |
| 2. subdued | b. walked towards smb. slowly and quietly |
| 3. the last resort | c. used to say that smb. suddenly began to feel sad |
| 4. paragon | d. a list of work that has been done, showing how |

- | | |
|--------------------------|--|
| | much you owe for |
| 5. insult | e. happening once a year |
| 6. assumed | f. unusually quiet, having no excitement or interest |
| 7. issues | g. a rude or offensive remark |
| 8. sidled up | h. twisting your body from side to side because you're nervous |
| 9. My heart hit my boots | i. friendly |
| 10. invoice | j. it is used when everything else has failed |
| 11. fidgeting | k. problems |
| 12. squirming | l. to stop |
| 13. to halt | m. someone who is perfect or extremely good |
| 14. chummy | n. to deliberately say sth. in order to annoy smb. |
| 15. to wind smb. up | o. moving your hands or feet because you're nervous |

Reading 2

1. All managers make mistakes, but the good ones learn from them. Here are two managers' accounts of mistakes they made. The stories are mixed up. Read the beginning of each one to find out what they are about. Then read the extracts quickly and decide if they are part of Lynda's story or Dick's.

1) Lynda KingTaylor,41, is managing director of LKT Manpower Services. After studying behavioural sciences, she worked with the World Health Organization India and Pakistan. She also trained under Fred Herzberg, the 1970s management guru, was an advisor to the Department of Employment and established her own consultancy in 1980.

MY BIGGEST MISTAKE was trying to save money on a lecture tour.

2) Dick Beach, 50, is manager of Dunkeld House Resort Hotel in Scotland. In the early sixties he spent several years running restaurants in Paris and Frankfurt before moving to Scotland and working his way up the hotel management ladder. Dunkel House is part of the Stakis group and has a turnover of £3 million.

MY BIGGEST MISTAKE BIGGEST MISTAKE was too much talking and not enough listening.

- a) It made me laugh at the time. Naturally I apologized and refunded the money he had spent on the trousers. But in retrospect I hadn't really interviewed him at all. I'd just talked at him.
- b) Of course the worst happened. One of the flights was delayed and I missed all my connections. I didn't get to Singapore until midnight the next day and I was absolutely exhausted. And although I was in Singapore, my luggage was in Jakarta.
- c) Of course I should have carried my suit and presentation tools in my hand luggage. And I should have paid the extra for a direct flight. But I've learnt my lesson. These days if I'm expected to be first class on arrival then I travel first class.
- d) It was 1971 and I was manager of the Great Northern Hotel. One morning I was sitting in my office when someone turned up for an interview. We had advertised for a waiter so I was pleased to see a smart, good-looking fellow of about 23.
- e) So my first mistake was not listening. I should have kept quiet and heard what he had to say. And my second mistake was assuming he was a waiter when he was nothing of the sort. I shouldn't have jumped to conclusions. Pity though. He could have been a good waiter.
- f) I hadn't thought to take the business suit or the slides I needed for the presentation into the cabin with me. I was wearing a grubby old T-shirt and jeans. All the shops were shut and I had to appear on the platform at seven the next morning. What a nightmare!
- g) I sent him out to buy some trousers, gave him a jacket and told him to work in the restaurant. He was quite good actually. But about three hours later I heard him shouting at my secretary 'Me no waiter'. Only then did we discover that he had actually come to be interviewed by one of our customers for a job as a cosmetics salesman.
- h) There were plenty of scheduled flights, but I decided to look around for the cheapest fare. In fact I booked one which had six stops en route that cost about half the normal price.
- i) During the interview I didn't learn very much about him apart from the fact that he had no experience and was from Iran. But he was keen to learn and I was short-staffed so I arranged for him to start immediately.
- j) It was 1973 and I'd received an invitation to 500 top business people in Singapore. I was just starting out in business and my bank manager had made it clear that I had to keep my costs down.

2. The two stories have a similar structure. Put the extracts into the correct order under the following headings:

The background

An arrangement they made

What happened as a result

What they had to do

What they should have done

3. Make up your own short story to tell the group. Describe an experience you have had. It could be about

- a mistake you made yourself
- a mistake someone else made
- problems you encountered on a business trip
- something funny that happened in your study/workplace

Don't forget to say what should and shouldn't have happened.

Discussion

What are the most important keys for a successful presentation? Choose five of these and rank them. You can use some of your own if you prefer.

SOME HINTS FOR A SUCCESSFUL PRESENTATION

PREPARATION

- **Planning**

Plan your presentation carefully. Thorough preparation will make you more confident and help you to overcome your nervousness.

- **Objectives**

Think about what you want to achieve. Are you aiming to inform, persuade, train or entertain your audience?

- **Audience**

Whom exactly will you be addressing? How many people will be attending? What do they need to know? What do they already know? What will they expect in terms of content and approach?

- **Content**

Brainstorm your ideas first. Then decide which are most relevant and appropriate to your audience and to your objectives and carry out any research that is necessary. Be selective! Don't try to cram too much into your presentation.

- **Approach**

A good rule of thumb is to tell your audience what you're going to say, say it, then tell the audience what you've said. Try to develop your key points in an interesting and varied way, drawing on relevant examples, figures etc. for support as appropriate. You might also like to include one or two anecdotes for additional variety and humour.

- **Organization**

Think about how you will organize your content. Your presentation should have a clear, coherent structure and cover the points you wish to make in a logical order. Most presentations start with a brief introduction and end with a brief conclusion. Use the introduction to welcome your audience, introduce your topic/subject, outline the structure of your talk, and provide guidelines on questions. Use the conclusion to summarize the main points of your presentation, thank the audience for their attention, and invite questions.

If you have a lot of complex information to explain, think about using some charts, diagrams, graphs etc., on an overhead projector or flipchart. Visual aids can make a presentation more interesting and easier to understand, but make sure they are appropriate and clear - don't try to put too much information on each one.

- **Rehearsal**

Allow time to practise your presentation – this will give you a chance to identify any weak points or gaps. You will also be able to check the timing, and make sure you can pronounce any figures and proper names correctly and confidently.

LANGUAGE

- **Simplicity**

Use short words and sentences that you are comfortable with. There is no benefit in using difficult language.

- **Clarity**

Active verbs and concrete words are much clearer and easier to understand than passive verbs and abstract concepts. Avoid jargon unless you are sure all your audience will understand it.

- **Signalling**

Indicate when you've completed one point or section in your presentation and are moving on to the next. Give your audience clear signals as to the direction your presentation is taking.

DELIVERY

- **Nerves**

You will probably be nervous at the beginning of your presentation. Don't worry – most people are nervous in this situation. Try not to speak too fast during the first couple of minutes – this is the time you establish your rapport with the audience and first impressions are very important. You may find it helpful to memorize your introduction.

- **Audience rapport**

Try to be enthusiastic – your interest in the subject matter will carry your audience

along. Look around your audience as you speak – eye contact is essential for maintaining a good rapport. You will also be able to pick up signals of boredom or disinterest, in which case you can cut your presentation short.

- **Body language**

Stand rather than sit when you are delivering your presentation and try to be aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience.

- **Voice quality**

You must be clearly audible at all times - don't let your voice drop at the end of sentences. If you vary your intonation, your voice will be more interesting to listen to and you will be able to make your points more effectively.

- **Visual aids**

Use your visual aids confidently, making sure you allow your audience time to absorb information from flipcharts and transparencies.

- **Audience reaction**

Be ready to deal with any hostile questions. Polite, diplomatic answers are a good disarming tactic, but if you should find yourself 'under fire', suggest that the audience keeps any further questions until the end of the presentation and continue with your next point.

Language Practice

Study these examples of signalling devices. Then write suitable headings for the groups of phrases that follow to summarize what each is signalling. As a guide to completing the exercise, a heading for group 1 has been given.

1. ***Introducing the topic***

Let me start by...

I'll start by...

First of all, I'll...

Starting with...

I'd like to begin by...

2.

Right, I've told you about...

We've looked at...
That's all I have to say about...
So much for...

3.
Let me turn now to...
Let's move on to...
Turning to...
I'd like now to...
Next...
Let's look now at...

4.
Where does that take us?
Let's look at this in more detail.
Translated into real terms,...
What does that mean for us?

5.
For example,...
A good example of this is...
To illustrate this point,...

6.
I'll deal with this later, if I may, but for now...
I'll come back to this question later in my talk.
I won't comment on this now,...
We'll be examining this question in more detail later on.

7.
Let's recap, shall we?
I'd like to sum up now...
Let me summarize briefly what I've said.
Let me remind you, finally, of some of the points I've made.
If I can just sum up the main points...

8.

Firstly... secondly... thirdly...lastly
First of all... then . . . next...
after that... finally...
To start with... later... to finish up...

Working in pairs, make mini-presentations to each other to practice signalling different items. Choose one of the following topics:

- The advantages and disadvantages of working for a small company.
- The advantages and disadvantages of working for a large company.
- How to motivate the workforce in large companies.

Listening 2

1. You are going to hear a presentation by a representative of Volvo Motors. Before you listen, use these words and phrases to complete the sentences below. The first one is done for you.

Global warming, desertification, environmentally friendly, carbon monoxide (CO), carbon dioxide (CO²), alternative fuels, freon.

- a) *Carbon monoxide* is a poisonous gas which comes from motor vehicles.
- b) When some fuels are burned, they release
- c) don't give off harmful gases when they are used.
- d) Products which are don't damage the environment.
- e) The rise in world temperature caused by gases from cars and factories is called
.....
- f) is a gas used in the manufacturing of plastics.
- g) is making large areas in North America difficult to live in.

2. Listen. Are these statements true or false? If they are false correct them.

- a) Volvo tries to make products that are environmentally friendly.
- b) The catalytic converter was introduced on Volvo vehicles in 1984.
- c) Volvo can't reduce the amount of freon it uses.
- d) The speaker says there must be international standards to protect the environment.

Tapescript

Thank you for coming this afternoon, ladies and gentlemen.

Today the world is facing many environmental problems: global warming, desertification and many others. Most people think that government should solve these problems; but we at Volvo believe that industry should help, too.

As an auto manufacturer, it's our responsibility to make products that are environmentally friendly. But we also have to satisfy the consumer, in terms of comfort, price and efficiency.

One example of this is the catalytic converter, which was introduced on Volvo vehicles in 1974. The catalytic converter has greatly reduced carbon monoxide emissions from all our vehicles. However, we still have to reduce carbon dioxide emissions, and to do that, there are three things we have to do immediately. We have to burn less gasoline, we have to experiment with alternative fuels and, more generally, we have to improve the design of our engines.

As a result of research, we now realize that we should also change our methods of production; for example, we are now reducing the amount of freon used to make plastic auto parts.

It is essential to agree on international standards for protecting the environment. The problems are serious, and everyone should be concerned; but we believe that positive action will have positive results. With effort and cooperation, we can have a green future. Thank you.

3. Now listen again and discuss the following questions:

- a) What is the topic of this presentation?
- b) What facts prove that the presentation is thoroughly prepared and well planned?
- c) What can you say about the organization of the presentation (introduction and conclusion)?
- d) Is the language of the presentation simple and clearly audible at all times or is it difficult and incomprehensible?
- e) What questions can the audience ask the speaker after the presentation?

Talking point

1. Work in pairs or small groups. Discuss these points about the city you live in:

1. Is there much pollution of the air in your city?
2. Are waterways such as rivers, lakes or canals contaminated (polluted) by effluent or other causes?
3. Is the city too noisy?
4. Are there any features such as industrial waste?
5. What causes these problems?
6. What is there effect on health?

7. Is anything being done to improve the situation?

- 2. Prepare your own presentation on the topic “*How could the place you live in be improved?*” Use the paragraph plan to help you organize your presentation and report it to the rest of the group.**

Paragraph 1:

What is the place like in general terms? What sort of facilities does it possess? How good do you consider the quality of life there to be? Do you think some improvements could nevertheless be made? Do you feel that many facilities are urgently required?

Paragraph 2:

What are the deficiencies of the place? How do you think other age groups feel?

Paragraph 3:

What could be done and should be done to remedy the situation? How much would it cost? What groups of people might object? How would you overcome their objections?

Paragraph 4:

What improvements would be apparent if your suggestions were adopted?

Vocabulary

Complete the following presentation excerpts with suitable words:

1-14: after that, finally, to start with, specifically, outline, bring you up to date, illustrate, purpose, then, thank, sum up, describe, tell you, concluding;

15-28: indicated, talked, you will notice, draw your attention, interrupt, expand, move on, options, priority, referring, in conclusion, on balance, recommend, pointed out

'Good afternoon, everybody. I'd like to (1).....you all for being here.'

'My (2).....today is to (3).....about our corporate strategy for the next decade, and, more (4)....., to (5).....with our plans for Europe.'

'(6).....I'd like to (7).....briefly our current marketing policy in the UK. (8)..... I'll (9)..... some of the problems we're having over market share. (10).....I'll (11)..... the opportunities we see for further progress in the 21st century. (12).....I'll quickly (13).....before (14).....with some recommendations'.

'Please feel free to (15)..... me if you have any questions at any time.'

'Now I'd like to (16).....to Chart B showing our sales revenue and pre-tax profits over the last ten years. (17).....that although turnover has risen, our profits have not increased at the same rate'.

'I've (18).....about our current position in the UK and I've (19).....some of the problems we are facing. Well, what (20)..... are open to us now? Where do we go from here?'

'As I have already (21).....I think our first (22)..... must be to build on the excellent results we have achieved in certain European markets. I'm (23)..... of course, to Italy and Spain. Let me quickly (24)..... on those successes before we (25)..... .'

'We should not forget the French market. Admittedly our results there have been poor so far, but there are signs the market is changing and we can learn a lot from our mistakes. (26).....though, I think we stand to gain most from concentrating on southern Europe and I strongly (27).....we put all our efforts into further expansion in Italy, Spain and possibly Greece.'

'(28).....may I thank you all for being such an attentive and responsive audience. Thank you also for your pertinent questions. Are there any final questions?'

Mini presentations

1. You are going to give a short presentation in English. What do you think will be most difficult:

1. Finding enough time to prepare?
2. Putting your points in order?
3. Speaking clearly — with good pronunciation?
4. Speaking accurately — with no mistakes?
5. Speaking fluently — without hesitating?
6. Handling questions from the audience?

2. Choose a subject for your presentation from this list

Why my company is better than our competitors.
The biggest problem facing my company at the moment.
What my company must do to stay competitive in the future.

3. Now prepare what you are going to say. You can only speak for a few minutes so you must be brief:

1. What is your message? Write down the key point you want to get across. Use a maximum of ten words.
2. Now make notes on what you plan to say. Don't write sentences. Just write key words.

4. Give your presentation to the group. The students will listen very carefully and ask questions at the end.

Making a presentation

In small groups, each person picks a topic for a 30-second presentation. Plan your presentation. Announce your topic to the group. Each member writes a question s/he thinks your presentation will answer.(Ask “wh” questions to get more information.) Don’t look at these questions. Give your presentation. Now read the questions. Did you answer their questions?

Self-study task

Record your presentation onto a cassette and evaluate it. Give yourself a grade from A (excellent) to E (poor) for the following.

- Structure and organization
- Pronunciation
- Grammatical accuracy
- Fluency

Label and date the tape. It will be interesting to listen to it again in a few months to see if you have improved.

What makes a good presentation?

Remember your audience

Establish clear objectives in the introduction

Meet audience expectations with relevant content

Create interest and promote involvement



Involve your audience.

Organize the information

Design an overall structure which is clear

Ensure the introduction and ending have maximum impact

Link the different sections together

Communicate using the allotted time

Use visuals effectively

Use clear and simple messages

Create impact

Handle aids and equipment professionally

Be prepared to provide handouts

Communicate with body language

Maintain relaxed attitude: remain confident and positive

Use eye contact to engage your audience

Focus meaning by movement or gesture

Avoid distracting mannerisms



Use your voice effectively.

Deliver your message

Use your voice effectively: volume, rhythm and pause

Adjust complexity / formality of language to the audience

Prepare thoroughly

Write brief notes to assist

Practice before the real thing



Practice makes perfect.

Classic presentation organization

Greet → Introduce self → Introduce presentation → Explain structure of presentation → Present main body (Points I, II, III) → Conclude → Summarize → Take questions

1. Starting

Key Language for Introductions

Greeting

Good morning / afternoon / evening, ladies and gentlemen. Welcome to Ericomm.
Hello / Hi everyone.

Name and position

Let me just start by introducing myself. My name is Peter Wong.
As some / most of you already know, I am Peter Wong.
I'm in charge of / responsible for production.
I'm the new Managing Director.

Title / subject

The title / subject / topic of today's presentation / talk is ... Today, I'd like to speak about ...

What I'd like to talk about is ...

Objective

The objective of this presentation is to present ...

This talk will act as a springboard for discussion.
The aim of this presentation today is to give some background about ...

Main parts / outline

I've divided / split my talk into four main parts / sections.
Firstly, what I want to do is give you some background ...
Secondly / Thirdly, we will look at / move on to ...
Then / Next / After that / Finally, I will speak about / examine ...

Visuals

I will be using the whiteboard and flipchart.
I will be using the overhead projector.

Timing

The presentation will take / last about ... minutes.
I will speak for about ... minutes.
I plan to be brief. About ... minutes.

Questions

If you have any questions, please feel free to interrupt.
Please interrupt me as we go along if you have any questions.
I'd be glad to take any questions at the end of my presentation.

Audience

I know that you have all travelled a long way.
I'm very grateful that you could come today.
It's nice to see so many faces.
I look forward to your comments on this.

Link to start

OK. Let's start with the first point which is ...
Right. We can begin by looking at ...

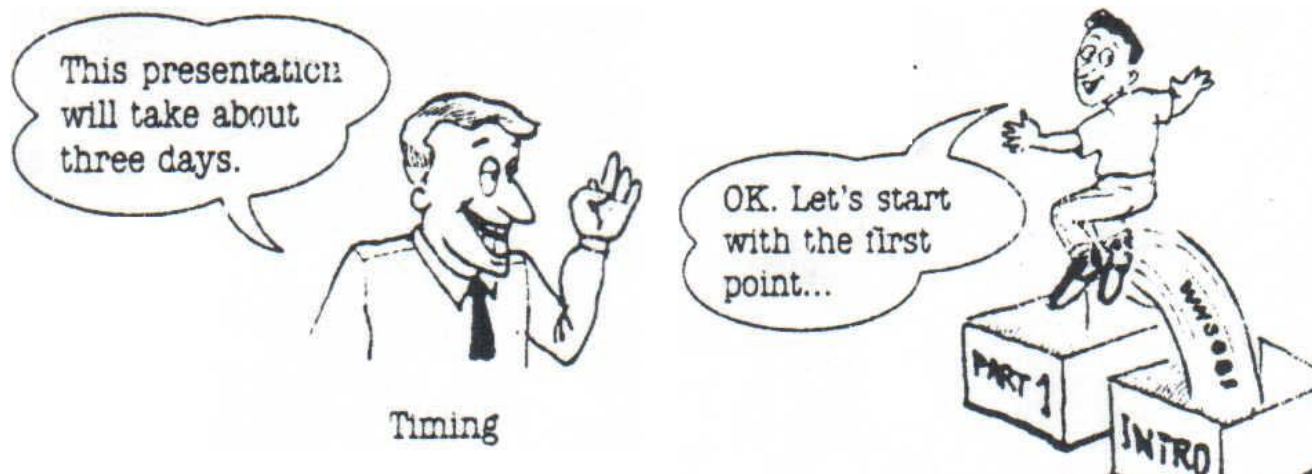
The Classic Introduction – Checklist

- Greeting
- Name and position
- The title / subject
- The objective
- The main points

- Mention visual aids you will use
- Time you will take
- When you would like questions
- Refer to your audience
- Link to first section

Verbs to Explain Objectives

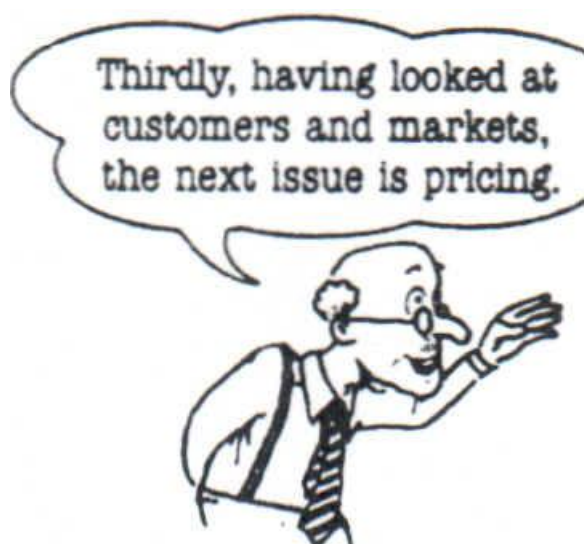
Inform	introduce
Describe	outline
Show	examine
Focus on	look at
Discuss	persuade
Convince	analyse



Sequencing ideas

Firstly / Secondly / Thirdly / Then / Next / Finally ...

The first / second / third / final point is ...



Sequence ideas clearly.

Ending a section

Right / So / Well / OK ...

That's all I wanted to say about ...

I think that covers everything on ...

I think that deals with ...

To summarize, ...

Intermediate questions

Are there any questions or comments on that?

Would anyone like to ask a question at this point?

Opening a new section

Let's now look at ...

Now I want to turn to ...

This brings me to the third and final point which is ...

Exploring a list of points

In relation to ...

Regarding ...

Concerning ...

With respect to ...

Adding ideas

In addition to this .../ Moreover ...

However .../ Despite this ...

So .../ Therefore ...

Digressing

If I could just digress for a second, ...
I would like to look at ... in passing.
By the way .../ Incidentally ...



Add ideas to develop your argument.

Going back

Let me now return to ...
Let me now come back to ...



Respect your audience.

Presentation tips

Signaling will:

- Clarify the structure of your talk
- Help the audience to understand what you are saying
- Help to organize your thoughts as you give the presentation

2. Highlighting and emphasizing

Focusing

I'd like to emphasize ...

I'd like to stress ...

It is critical / essential to understand ...

What'

What we can't do is ...

What I'd like to do is ...

What is really important is ...

What we have been able to do is ...

Repetition

This is a **very, very** difficult problem.

We thought for a **long, long** time about this.

We **need** to do something and we **need** to do it now.

Simplifying

To be honest, .../ Frankly speaking, ...

Basically, .../ To put it simply, ...

Believe me, ...

Analyzing

Let's look at this more closely.

What does this mean exactly?

In other words, ...

Articulation – stressing

Auxiliary verbs – do / does / did

We **did** achieve many things last year.

It **does** seem to be the best solution.

We **did** think very carefully about this.

Key words

Agree, it **is** important.

We have tried **repeatedly**, believe me.

There is a **lot** of room for improvement.

Dramatic language

A total / absolute / complete disaster

A great / outstanding / remarkable success

Totally unacceptable / Quite brilliant

Contrast

Actually ... / In fact ... / In reality .../ The truth is that ...

Yesterday it was easy. **Today** it is far more difficult.

Little words

It is **so** simple.

It is **really** easy.

It is **far too** difficult.

It is **simply** brilliant.

It is **no** problem.

3. Engaging your audience

Rhetorical questions

How can we explain this?

Is there anything we can do about this?

How will this affect our company?

What will be the result?

Offer clarification

Is that clear?

Are there any questions on that?

I'm sure some of you want to take me up on this.

Directing questions

George, I know you have a lot of experience. Could you comment?

Perhaps, I can ask Peter to answer that question? Peter?

I'd like to try an experiment. Could you ask your neighbor ...?

Can I ask for a show of hands? How many people ...?

How many people here have ever ...?

Creating rapport

We need to ...

We don't need to spend time on this.

I know what you are thinking.

I'm sure everyone in this room ...

Interesting facts

Did you know that?

According to a recent study ...

I read somewhere that ...

Statistics show that ...

Interesting examples

For example ...

For instance ...

As an example ...

Acknowledge

I'm sure you don't need me to tell you that ...

I realize you all know ...

Diplomacy – softening

I tend to think that ...

It seems to me that ...

It may be a little / bit difficult.

Quick tips

Build a rapport with your audience:

- Use “we” not “I”
- Understand their point of view

4. Visual aids – design and type

Introducing the visual

OK. Let's take a look at ...

I have a transparency to show you.

The first / second / next / final slide is ...

Check with the audience

Is that clear for everyone?

Is that in focus?

Can everybody see that?

Meaning of the visual

This shows / illustrates / demonstrates / refers to ...

This is a graph which shows ...

As you can see, this is ...

Here we can see ...

Focusing attention

I'd like to draw your attention to ...

One of the most important aspects of this is ...

At first glance it seems ... but ...

Why a visual aid?

Saves time

Highlights key points

Aerates impact

Helps the presenter

Creates variety

Builds interest

Spot check – visuals

Are spelling and grammar correct?

Is lettering clear?

Is the layout logical?

Are the colours compatible/

Does it communicate or distract?

Type of visual

1. Line graph:

- Scale
- Vertical axis
- Solid line
- Broken line
- Dotted line
- Horizontal axis

2. Pictures and tables:

- Organigram
- Flow chart
- Plan
- Table
- Technical illustration
- Map
- Shapes
- Bar chart
- Pie chart

- Picture Graphic Diagram

3. Equipment and environment:

- A board
- Felt pen
- A white board
- A curtain
- A flip chart
- A video player
- A cassette recorder
- A slide
- A pointer
- A microphone
- A slide projector
- An overhead projector / an OHP
- A handout
- A transparency

Giving explanations

The cause

This happened because ...

This was a result of ...

So .../ Therefore

The result

This will result in ...

This will lead to ...

Consequently .../ As a result ...

5. Body language – being persuasive

Checklist

Match your appearance to audience expectations

Maintain eye contact

Use positive facial expressions – smile

Move to create interest

Use hands to create impact with gesture

Establish a confident posture and stance

Create a positive attitude – be relaxed and enthusiastic

Persuading Language

Proposing

I suggest that we ...	My suggestion is that we ...
I recommend that we ...	My recommendation is that we ...
I propose that we ...	My proposal is that we ...

Advantages

The difference between ... and ... is enormous.
What are the advantages and disadvantages of ...?
On the one hand .../ On the other hand ...
This is far superior to .../ better than ...

Stark options

We have no choice.
If we don't ... then we will see ...
Either we ... or ...
Instead of ... we could ...

Neutral vs emotive words

<i>Neutral</i>	<i>Emotive</i>
It is risky .	It is commercial suicide .
This may be a problem .	This will lead to chaos .
We require this.	This is an absolute must .
Some will complain .	There will be a riot .

Say it three times! [1] [2] [3]
This new product is **faster**, **cheaper** and **more efficient**.
 [1] [2] [3]
This supplier is **friendly**, **customer-focused** and **next door**!

! Presentation tip

Practice the introduction until it is perfect. You need to convince your audience in the first sixty seconds!

6. Communicating styles

People have different communicating styles. Understanding how you communicate is important to improve your presentation planning and performance. Consider your own

style by asking yourself the questions in the table below. Remember – there is no right or wrong but you should have a balanced approach.

Communication factor	Personal profile
Systematic vs Organic	So you prefer structured presentations to a more organic style?
Formal vs Informal	Do you prefer formal language, dress, posture to an informal approach?
Closed vs Open	Do you state facts or ask questions and discuss answers?
Complex vs Simple	Do you enjoy in-depth analysis or communicating simply and efficiently?
Emphatic vs Relaxed	Do you tend to overstate and exaggerate or just concentrate on the facts?
Involved vs Impersonal	Do you engage emotionally with your presentation subject or remain detached?

Language choices

Now examine some of the ways in which differences in communicating style translate into differences in the language which we use.

1. Choose between formality and informality

Formal Phrases

Good morning ladies and gentlemen ... vs
 On behalf of ... may I welcome you to ... vs
 If I may, I'd now like to move on to ... vs
 If you have any questions, feel free ... vs

Informal Phrases

Hello, everyone ...
 Thanks for coming.
 Right. Secondly, ...
 Just interrupt with questions.

Formal Vocabulary

Sales have recovered. vs
 We will acquire the company soon. vs
 We perceive it differently. vs
 We must utilize our competence. vs

Informal Vocabulary

Sales have picked up.
 We will buy it soon.
 We see it differently.
 We must use our competence.

2. Balance personal against impersonal

Tense

Present simple
 Present continuous
 Present perfect
 Past simple
 Future

Passive – Impersonal

It is thought
 It is being examined
 It has been claimed
 It was arranged
 This will be looked at later.

Active – Personal

I think
 We are examining
 An expert has claimed
 I arranged it.
 I will look at this later.

3. Balance 'stating' against 'questioning'

It is clear that ...	vs	Would you agree that ...?
I don't think that ...	vs	Do you think that ...?
We must ...	vs	Is there any way to ...?

4. Balance 'emphatic' against 'relaxed'

This is a really big problem	vs	This is a slight worry
This is a catastrophe	vs	This may cause a problem
I am convinced ...	vs	I tend to think that ...

!Presentation tip

Focus on your strengths.

Work on your weaknesses.

7. Closing a presentation

Signalling the end

OK. That brings me to the end of my presentation.

Right. That covers everything I wanted to say about ...

So, that's all I have to say.

Summarizing

To sum up then, ...

In brief, ...

Before I finish, let me just go over ...

If I can briefly summarize, ...

Concluding

To conclude, I'd like to say that ...

I'd like to finish by saying ...

In conclusion, ...

Final recommendation

It seems to me, then, that we should ...

I would therefore recommend / advise that ...

Support

I have prepared some handouts which I will pass round.

I'll give you my e-mail address in case you want to follow up something I said.

Closing

Thank you for listening so attentively.

Thank you for your attention.

I hope that this has been useful.

Inviting questions

I'd be glad to answer any questions.

So, do you have any questions?

Are there any questions?

OK. I think that brings me to the end of the presentation. Are there any questions?

Yes, the gentleman / lady sitting there. [*points*]

! Presentation tip

Prepare answers to questions which you expect.

8. Handling questions

Questions for the presenter

Are you saying that ...?

What did you mean when you said ...?

Could you say a little bit more about ...?

Could you go over that again, please? It wasn't very clear for me.

Don't you think that ...?

Positive response

That's a good / difficult / complex / an interesting question.

Thank you for asking that question.

I'm glad someone asked that question. It allows me to say ...

Check your answer

Does that answer your question? / Is that OK?

Is that clear now? / Can we move on?

Clarify

If I understand you correctly, you want to know ...

You're asking me about ... Is that right?

Sorry, I didn't follow / catch the question.

Could you repeat for me, please?

In other words, you're asking ...

Refer back

As I said earlier, in the first section/ at the end of the second section ...

Yes, I mentioned in the introduction ...

Accept criticism

I accept that. / That's a fair point. / I agree with what you're saying.
Up to a point, I agree.

Referring back to the presentation

As I said / pointed out / explained earlier, ...
I think / already made it clear that ...

Avoiding:

1. Wrong person

I'm afraid I can't really answer that.
That's not really my area / field, I'm afraid.
I don't have the figures with me.

2. Wrong topic

I'm afraid that question goes beyond the subject of today's presentation.
I'm afraid that's confidential. / I'm not at liberty to give you that information.
I'd be glad to discuss that with you personally after the presentation.
I'd be glad to discuss that with you personally after the presentation.

3. Tennis – returning a question

Well, let me ask you the same question.
OK. Let me ask you a question.
I can answer that by asking you a question.

4. Hedging

Well, that depends on what you mean by ...
Well, it's a very complicated matter ...
Well, there are various ways of looking at it.

9. Presenting at a glance

Introduction

Good morning. Welcome to ... (**Greet**) → My name is ... (**Introduce yourself**) → The objective of my presentation today is ... (**State objective**) → I've divided the talk into five sections ... (**Outline structure**) → I will take 15 minutes. (**Timing**) → Feel free to interrupt. (**Questions**) → OK. To begin I'd like to look at ... (**Link**)

Main Body

So, the first part of my presentation is ... (**Part one**) → So, that's all I have to say on the first point. Any questions on that? (**closing first part**) → OK, let's move on to the second section which I have called ... (**Opening part two**) → There are two questions to look at

here: firstly ... (**Sequencing**) → OK. That's everything on Part Two. I will now move on to Part Three. (**Closing / moving on**) → Here, I would like to highlight two items. (**Highlighting**) → as you can see on this chart ... (**Using a visual**) → I would suggest ... (**Recommending**) → Could I digress for a second? (**Digressing**) → Let me now return to ... (**Returning**) → OK, that's all I wanted to say on Part Three. (**Closing**)

Ending

That brings me to the end of my presentation. (**Signal end**) → To sum up ... (**Summarize**) → In conclusion. I would like to say ... (**Conclude**) → Are there any questions? (**Invite questions**) → That's a good question. (**Handle questions positively**) → If there are no more questions, I'll finish there. (**Closing**)

10. Cross cultural tips

Remember, some audiences ...

Audiences have very different expectations in different cultures. Knowing what your audience expects from the presenter is critical to successful presenting. When preparing and planning presentations for specific audiences, you should consider the following:

Involvement Factor

Interaction:	Some audiences simply want to listen and not contribute.
Role of silence:	Some audiences use silence to communicate agreement, not hostility.
Interruption:	Some audience expect to be able to interrupt.
Human touch:	Some audiences like to see the personality of the presenter.
Punctuality:	Most audiences respect punctuality.
Formality:	Some audiences see informality as a lack of professionalism.
Animation:	Some audiences prefer a reserved style to over-enthusiastic presenters.
Level of analysis:	Many audiences have in-depth specialist knowledge.

Organization Factor

Systematic:	Some audiences prefer an organic style to rigid structure.
Support:	Some audiences don't want a lot of visuals and handouts.
Digression:	Some audiences see digression as irrelevant.

Body Language Factor

Hands:	Some audiences view hand(s) in pockets as sloppiness.
Eye contact:	Some audiences feel uncomfortable without eye contact.
Dress:	Some audiences work in companies and cultures with strict dress codes.

Body: Some audiences expect a presenter to be dynamic.
Face: Some audiences look for animated facial expressions.

Delivery Factor

Language: Some audiences have a limited English vocabulary.
Reading text: Some audiences favour spontaneity over precision.
Voice: All audiences need sufficient volume and a suitable speed.

Social Factor

Names: Some audiences prefer family names to first names.
Business card: Some audiences will request a business card.
Host thanking: All audiences expect basic courtesies. Be polite.
Hierarchy: All audiences respect social and corporate hierarchies.

Survival strategies

Situation

The audience doesn't understand.
You forgot!
No vocabulary!
You are lost.
You drop your slides!
No time.

Language

Let me go over that again.
Perhaps I should mention ...
I'm sorry, what's that word again?
Now, where was I?
Please, just bear with me a second.
So, the main point is ...

11. Golden rules

Practice and rehearse key English phrases :

Do

- Establish a clear objective.
- Talk about what your audience expect you to talk about.
- Organize the information.
- Use notes or key words to assist.
- Have a strong opening and close.
- Make it interesting.
- Use your voice for effect.
- Keep it simple.
- Use visuals which improve impact and clarity.
- Handle equipment professionally.
- Speak with sufficient volume and intonation.

- Use summaries to link the parts.
- Think about the cultural environment.
- Dress for the occasion.
- Prepare and practise beforehand.
- Be confident and relaxed.
- Balance spontaneity against preparation.
- Handle questions positively.

Don't

- Make assumptions about the venue and facilities – check.
- Present information which is too complex for the audience.
- Talk for too long.
- Tell irrelevant anecdotes or inappropriate jokes.
- Speak too quickly.
- Use too many visuals.
- Photocopy small text onto an overhead.
- Read from a scripted text or visuals.
- Block your audience's view of a visual.
- Talk with your back to the audience.
- Use distracting mannerisms.
- Forget to summarize at the end.

UNIT II

MEETINGS

Warm up

Discuss the following questions:

1. What are the main reasons for holding a meeting?
2. What is the role of the chairperson?
3. Why are so many meetings unsuccessful?
4. Describe a meeting that you have attended recently. How effective was it and why?

Vocabulary

Complete the following sentences with appropriate words from the list:

agenda	casting vote	consensus	minutes	circulate
chairperson	items	arising	conduct	apologies

1. In all formal meetings and most informal meetings, there is a whose job it is to the business of the meeting and to ensure that the meeting's objectives are achieved.
2. It is helpful in both formal and informal meetings to have an listing the points that are to be discussed. It is usual to this in advance so that participants can prepare adequately for the meeting.
3. If there are too many on the agenda, it is inevitable that the meeting will be over-long and so less effective.
4. After formal meetings, the secretary writes up the an official record of the discussion that has taken place.
- 5 If you cannot attend a meeting, it is customary to send your to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters out of the minutes of the last meeting.
- 6 When decisions must be taken, the chairperson hopes there will be a on what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her

Reading 1

1. Pre-reading questions:

- a) How often are meetings held in your faculty (group)?
- b) How many people usually take part in them?
- c) What problems are discussed at these meetings?
- d) Does a meeting usually lead to action?

2. Read the text and answer the following questions:

- a) What is crucial for a person's career?
- b) When should a meeting be held?
- c) What are brainstorming sessions for?
- d) What is a proper way of reasoning with quiet members of the meeting?
- e) What is the necessary preparation for the meeting?

Make meetings work for you

Do you dread meetings more than Monday mornings? Do you find them boring, unproductive and far too long? Meetings are central to most organizations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career.

RUNNING A MEETING

Only call a meeting if you (and your colleagues) are quite clear about its purpose.

Once you are certain of your objective, ask yourself whether it could be better achieved through alternative means, such as a memo.

Meetings called on a routine basis tend to lose their point. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Inviting the whole department (more than 10) increases emotional undercurrents such as, 'Will my suggestions be taken seriously?' Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the meeting minutes, including the name of the person delegated to each task, and a deadline for its completion. Circulate the minutes after the meeting and again just before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism –they will either silently withdraw, upset and humiliated, or try to come up with excuses rather than focusing on the problems in hand. Save critical comments for a private occasion.

If you're talking for more than 50 per cent of the time, you're dominating the meeting.

ATTENDING A MEETING

However informal the meeting, it always pays to prepare a few key points in note form to put across or discuss. If you're unprepared, you will not be able to concentrate on what your colleagues are saying and others are less likely to listen to you because you will either waffle or sound hesitant.

Don't memorize notes or read them out like a sermon. This inhibits your natural gestures: the eye contact and body language that is essential to effective communication.

If you cannot answer a question, don't be afraid to say, 'I don't know but I'll find out and get back to you by . . .' (give a definite date).

Phrase your criticisms and proposals positively. Seek to offer solutions rather than to complain.

Arrive early and sit close to the chairperson to ensure that you aren't ignored. If you're late, apologize and find a seat quickly and quietly. Don't try to sneak in as if you're invisible.

Vocabulary

1. Guess the meaning of the following words and word expressions using the text and give their explanations in English:

1. shared
2. to be certain of
3. provided
4. to dominate
5. to waffle
6. to seek
7. to sneak in

2. Match the words and expressions in column A to the explanations in B.

A

1. to dread
2. crucial
3. a memo
4. alert
5. to increase

B

- a. not to take part in
- b. to encourage people speaking their thoughts out
- c. of the greatest importance
- d. probable
- e. to fear greatly

- | | |
|-----------------|---|
| 6. deadline | f. a date or time before which sth. must be done |
| 7. to withdraw | g. a talk given as part |
| 8. to be likely | h. quick to see and act |
| 9. a sermon | i. a note from one person or office to another within an organization |

3. Read the text again and complete the following chart:

	DOs	DON'Ts
Chairperson	1. Have a clear purpose 2. 3. 4. 5.	1. Go on for more than an hour 2. 3. 4.
Participants	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Speaking

Using the chart and words (expressions) from vocabulary exercises summarize the main keys of a successful meeting as if you were a chairman (a participant).

Listening 1

You are going to hear Roger Myddleton, Legal Director and Company Secretary at Grand Metropolitan, talking about meetings.

1. Listen and choose the correct ending for each of the sentences:

- The person who conducts the meeting is called the ...
 a) teller b) chairperson c) conductor d) president
- The list of points to be discussed at a meeting is known as the ...
 a) schedule b) timetable c) agenda d) itinerary
- The official record of what is said at a meeting is known as ...
 a) records b) minutes c) spec. d) articles

4. The main objective of any meeting is ...
 - a) making decisions
 - b) exchanging of the ideas
 - c) carrying a matter forward
 - d) deciding when the next meeting will take place
5. When you're taking decisions it is important to ...
 - a) listen to everybody's opinion
 - b) summarize the main points
 - c) express your own ideas on the matter
 - d) listen to nobody's opinion

2. Listen for the second time and be ready to answer the following questions:

- a) What two kinds of meetings does Roger speak about? What are they different in?
- b) What can make a meeting more time-consuming?
- c) Is a meeting of great importance only because of its decision-making?
- d) What does chairing the meeting mean in Roger's opinion?
- e) What effect can a well-chaired meeting produce on the participants?
- f) Why is a clear summary of a speech (usually made by the chairman) so popular with non-English speakers?
- g) What is helpful in making a good meeting?
- h) Should a meeting be recorded? Why?

3. Now read the interview with Roger Myddleton and take notes under the following headings:

- formal and informal meetings
- objectives
- chairing meetings
- mixed-nationality meetings
- participating in meetings
- minutes

Tapescript

RM – Roger Myddleton / P – Presenter

P First of all Roger Myddleton outlines the range and frequency of meetings at Grand Metropolitan. Are they held very often?

RM Yes we do hold a lot of them. When you ask a question like that, I tend to think of large meetings first. Formal occasions, with ten or fifteen people round a table, and a chairman, and an agenda, and then someone taking minutes as a record of the meeting. That's one kind of meeting, but of course far more common than that are the much smaller less formal meetings when just two or three people get together to discuss something, and carry a particular business matter forward.

RM Well, we do have quite a lot of large formal meetings in a worldwide business like ours, that's inevitable. But in sheer number, I would say that probably ten or fifteen or twenty times as many meetings are of a much more intimate kind than, than that.

P Are they very time-consuming?

RM They do tend to be, and I, think that is often the fault of the person who has called the meeting. I think much can be done to make meetings shorter if people have a clearer objective in mind as to why it was called in the first place.

P Is decision-making the main objective?

RM Well, making decisions of course is, is what you traditionally think of as doing at meetings, particularly the formal board meeting kind, kind of situation that I described before, but actually in reality, an awful lot of meetings don't make decisions, they just carry a matter forward. You just edge towards a decision, because you need a lot of input, from a lot of angles, from a lot of people. And you can't do that on one occasion in a formal way, you do it informally through meetings and in that way, matters to get decided, although not perhaps as formally as people would expect.

RM Well I think you have to have in your mind a pretty clear objective of what you want out of it. Do you just want input from someone, you're telling them something, and you want to know whether they like it, dislike it, have something to add – that's one reason for having the meeting. But you ought never to go into a meeting, in my view without feeling, erm, that you know and that the person who's having the meeting, or the people that are having the meeting with you know what is expected of them. And how they should be leaving the room. But let's face it, if you don't leave the room with the world slightly different, I mean very very slightly, then why are you having the meeting in the first place? Nothing has changed.

P What are his experiences of chairing meetings, and what advice would he give?

RM Er, yes, I, I chair all sorts of meetings. But chairing sounds very formal. As I say, an awful lot of meetings are with small groups of people, and although I'm in control of the meeting, I wouldn't call it chairing in any formal way.

RM Well, I think, so far as chairing a meeting is concerned, as I've already said, that if you have a good idea of what you're trying to achieve, then you're half way there. I think also you have to be very sensitive to the way people are reacting to what's going on in the meeting. You have to watch them carefully. You can easily see whether people have turned off, and are bored and snoozing or, or inattentive, doodling, what have you. And perhaps one person is monopolizing the meeting. They're doing all the talking. Erm, that's not a

good way of conducting a meeting. You ought to try to draw out contributions from everyone because some people are much shyer than others about speaking, particularly if it's a large meeting. A large formal meeting is precisely the occasion that some people will never say anything. I don't say you have to try and share it totally equally, that would be artificial, but you do have to be sensitive to someone who seems to want to say something but doesn't actually have quite the nerve to do so, and allow them to. Also as a chairman, I think it's very helpful if you can clarify what other people are saying, you can summarize it. And so everyone is clearer at the end of the meeting what people's views may have been, than they, they were when they came into the meeting. And that summary function is very important and very helpful if you're taking decisions. And of course, it's particularly important if you're dealing with people for whom English is not their native tongue.

P Does it often happen that meetings involve people whose native language is not English?

RM Oh yeah, it does certainly, we're a multinational company, so obviously we have dealings with Europe and around the world. So certainly, quite a lot of the time, I'm dealing with people for whom Italian or French or whatever, is their natural tongue, and I'm afraid being English my linguistic ability is about, er, well, is not too good! But yes, I do find repeating back to people what they have said, in my words, slowly and clearly, is a very helpful way to see that I've understood properly what they're saying, and that they've understood that I've understood it. And communication is what meetings are about, if you don't have that feedback, then you're not getting the full benefit of meeting face to face.

P What advice would he give on participating in meetings?

RM Well, I think again, you've got to, erm, be clear what the object of the meeting is, and how you can contribute to it. Too many people I think go to meetings, without any very clear idea of what they're expected to do. They're there, are they being told something, are they being expected to participate in a decision, and I think holding large meetings is often a mistake for that reason. That there isn't enough focus by the participants on what their individual contribution is. If there are only three of us round a table, it's very noticeable if someone doesn't speak. But if there are twenty, you can keep quiet the whole time. And have you really gained much from being there. So I think the first thing is to think what you want to contribute; secondly when you do speak, try and do so in a pithy clear way, and don't ramble, keep to the point – that's another thing that the chairman, of course, can help with, bringing people gently, politely, back to the point. The last point I'd make about both participating and chairing meetings is that an awful lot of them are greatly improved by an element of humour. And I think the ability to defuse a tense situation, or just to put people at their ease, not by being a raconteur and, and telling funny jokes, but just by making a witty remark, an aside, thus putting people, erm, at their ease and relaxing the atmosphere. Very helpful in making a good meeting.

P Finally, how important are the minutes of a meeting?

RM Again, it depends very much the sort of, what sort of meeting it is. If it's a formal board meeting, erm, then minutes are statutory and a proper requirement. They should be brief, clear, erm, they needn't be terribly formal, but they should essentially record the decisions that have been reached, and however much of the discussion, erm, that the chairman wants to record. Basically, going on too much about recording discussions seems to me, and I'm a secretary, as well as legal director, to be unnecessary. Normally, you don't need to be reminded of all that, you just want the action points, but I think doing that, doing it crisply, doing it quickly, because having the minutes two or three weeks after the meeting, is no use at all, having them within a day or two is very valuable.

Writing 1

Using information from Text 1 and Listening 1, draw up a set of guidelines entitled 'How to hold a successful meeting'. It may help you to think in terms of the following areas:

- objectives
- the role of the chairperson
- the role of participants
- administrative considerations

Language work

Checking understanding

1. **It's important to ask the right questions to make sure you understand what people are saying in meetings. Supposing you were at a meeting and someone said:**

I think we should redesign the product.

Look at some of the different things you could say.

1. *Could you slow down?*
2. *Sorry. I don't follow.*
3. *What do you mean by 'redesign'?*
4. *What does 'redesign' mean?*
5. *Could you say it again more slowly?*
6. *Sorry. What was that?*
7. *Sorry. I'm not with you.*
8. *I didn't catch that.*
9. *You think we should what?*

Sort them into groups. Which ones would you say if a you didn't hear what they said?

- b** they spoke too fast?
- c** you didn't understand anything?
- d** you don't understand the word 'redesign'?
- e** you don't understand what they mean by 'redesign'?

Compare your answers with your group-mates. Some expressions may fit into more than one group:

2. Practise the question forms in pairs. Take it in turns to give your opinions on one of the topics below. Your partner should interrupt, asking questions to check s/he understands:

- smoking in public places
- divorce
- increasing crime rates
- football hooligans
- racism
- privatization

3. When you are asking a question, it helps to be exact. Notice some of the phrases we use to ask very specific questions:

- I think *we should reduce our staffing costs.*
- Do you mean *we shouldn't replace staff who resign?*
- Or are you saying *we should cut wages?*
- Or are you suggesting *we should make staff redundant?*

4. Work with a partner. Think of some similar questions to ask about each of these proposals. Begin with the phrases in *bold type* in B-D above and invent your own endings:

1. We have to improve the staff's level of English.
2. I think we should improve the quality of our products.
3. We need to reduce our heating bills.
4. We ought to get larger discounts from our suppliers.
5. We must increase our market share.
6. We should employ fewer people at senior management level.

5. Summarizing is another way of checking you understand. In this exercise you will practise summarizing your group-mates' views. Select a topic from the list below. Think of one point in favour of the topic and one point against it:

- military service
- open-plan offices
- private schools
- space travel research

- working abroad
- jogging

6. **Now work with a partner. Take it in turns to state your points. Your partner should listen carefully. When you have finished, they should give a brief summary of your views, checking they have understood correctly. Listen carefully and make sure their summary is 100% accurate.**

Speaking

You are the directors of a small company that manufactures pet food. The recession has hit profits and you are looking for ways to cut costs and generate extra income.

You have each worked out different ways of finding some extra money. Explain your proposals, find out about your colleagues' proposals and then decide on the best course of action together.

Listening 2

1. Pre-listening questions:

- a) Who usually takes the decision of the employees to be redundant?
- b) How does it usually happen?
- c) When and where does it usually take place?
- d) Who announces the news?

2. The informal discussion you are going to hear takes place in an advertising agency and concerns Charles Drake, a copywriter who is to be made redundant. Frank Harrison, Account Director, Derek Jordan, Creative Director, and Jennifer Walton, Personnel Director, are meeting to decide when, where and how he should be told the news. Listen and note what they decide and why.

Tapescript

F-Frank / D-Derek / J-Jennifer

F Let's get started then. Erm, what we've got to do is, er, discuss how Derek's interview with Charlie should go. Jennifer can offer advice on how to go about this sort of thing, she's very experienced in this area, and I'm interested in knowing more about it, so I'd like to minute the meeting, if you don't mind, so we can use our discussion to draw up a procedure, erm, for doing this in the future.

D I've been thinking about it over the weekend and there're several areas I think we should cover. I need to know when I should tell him, er, where the interview should take place,

and how to go about it and handle his reaction, OK? I mean, is there a time scale for this? Have you thought exactly as to when this might best be done?

J Well, I think it's usually useful to break this kind of news midweek, rather than doing it on a Friday afternoon.

F Certainly, I absolutely agree.

D The other thing obviously which he'll be concerned about once he's bitten the bullet, swallowed the bad news as it were, is what is the time, when is this going to come into effect.

F Yes.

D Do you want me to try to deal with this, or is that going to be left to a later follow-up?

J I think that's something you and Frank could decide on a little later. There should be a package that we offer him, and quite a few details to sort out.

F Yes certainly. Erm, I think we ought to move on now, so the next question really is, erm, you know, how are we going to do it, and where? What do you think, Jennifer?

J Yes, this is where Derek can really help more than any of us, knowing him as you do. How you're going to do it would depend, to a certain extent, on what you know of him.

D Well, thinking about it, I mean, we have, you know, not a regular basis, gone off and had a game of squash after work. And I'm not, I mean I haven't really thought this through, but erm, I mean I think it might be better to do it outside the office in a sense.

J I'm afraid I don't agree with you. It needs to be you in your managerial role, not you in your role as a personal friend, in order to make it clear to him that it's not you who's making him redundant. It's the company, and it's his role that's going. I certainly think it should be done, er, somewhere in the office, and preferably in his office rather than in yours. Then he can be left in his office after you've finished talking to him.

F I don't know, Jennifer. I'm not sure I . . .

D It's a little bit cold and clinical, that approach. I mean, I think the point you're making, that perhaps it would make the role issue a lot clearer both to myself and to him. But I . . . don't know, I mean it's the emotional aspect of this, I don't feel I can deal with it terribly well.

F Well how about a lunch, Derek, in a quiet pub or restaurant?

D So the in-between thing, it's a working lunch. It's work, but it's not in the office. It could be a compromise, yes.

J Well, could I just come in here please? I tend to think it might be better if you did it in the office. That you could do it. . . it's going to have to be fairly brief, rather than beating about the bush. Because, you've got to remember, Derek, how you're going to feel about this. You're going to...

D Yes.

F I mean, Jennifer, you've had a lot of experience of this. How do people react when they...

J People tend to be rather shocked, they tend to be angry, but rather briefly, and they do tend to . . .

D In other words, they're not able to formulate an immediate and rational response. It is

an emotional . . .

F Uh huh.

D The effect it has on them.

F In which case, a lunch might not be a good idea. I don't know.

D Well, I see what you're saying. It's just ...

J Sometimes, although you may not believe this, people go away not really being sure whether or not they've been made redundant because the person breaking the news finds it so hard to ...

D To put it bluntly. (laughs)

F You think you're being promoted yes. (laughs)

J You may think a variety of things. (laughs)

D In communication, I mean there is a certain degree of directness required here, I think I appreciate that. You know, it's bad news, but it's better to be short and brief and clear about it, rather than beating around the bush.

F Yes, it's worth, er, bearing this in mind.

D Well, I mean, taking Jennifer's expert advice on this, I mean, I suppose I am convinced in a sense that I might just follow it up in the evening with a phone call or something at home.

F Yeah. *J* I think that would be a very nice thing to do. Yeah. So recapping then. Erm . . . Derek will break the news . . .

F Have we discussed how he breaks it, I mean, are you just going to come out with it?

D Well, I will contextualize it to a certain extent. You know, saying, 'well as you're aware, you know, the business has not been doing as well, as good as it was last year, and particularly certain areas have fallen away, and unfortunately the areas that are most affected seem to be the areas that you've been dealing with, and so the company has reached, you know, the sort of decision which it's had to make with deep regret, but ...' I think really that's the kind of...

F Give him the background.

D Yes, I mean, but briefly. You're saying that I should get to the point and say, 'You know, Charlie, it has been decided, that, basically, you are being made redundant, and the normal terms and conditions of our contract will apply, and that's it'.

J So be brief and specific. And move straight on to talk about the package you're offering him.

F OK, so . . . Let's recap. I think we've agreed, Derek, that you will, you will actually be telling Charles . . .

D Yes.

F And that you'll do it, er, inside the company, and you'll do it probably in your office. Right?

D No, in his office.

F Sorry, I do apologize. Yes, in his office. And you'll give him the background, and the reasons why we have to do this.

D Mmm.

F And you'll make it fairly short, and to the point. And you'll phone him in the evening.
D Yes, and I'll leave that a little depending on the reaction I get from the initial one, but that's . . . some kind of follow-up that evening, whether it be going out after work or whether it be a phone call after I've got back.
F OK.

Language practice

Match each item on the left with the correct description on the right. Then use each phrase once only to complete the excerpts from Listening 2. When you have finished, listen again and check your answers.

I'm afraid I don't agree with you.	making a suggestion
Could I just come in here...?	reformulating
In other words...	moving to a new point
I absolutely agree.	giving an opinion
I think...	setting objectives
Let's recap.	asking for an opinion
How about...?	interrupting
What do you think...?	disagreeing
What we've got to do...	summarizing
We ought to move on...	agreeing

Frank: Let's get started then. (1) is, er, discuss how Derek's interview with Charlie should go...

Jennifer: Well, I think it's usually useful to break this kind of news midweek, rather than doing it on a Friday afternoon.

Frank: Certainly, (2).....

Jennifer: ... There should be a package we offer him, and quite a few details to sort out.

Frank: Yes certainly. Erm, I think (3)..... now, so the next question is, erm, you know, how are we going to do it, and where? (4) , Jennifer? ...

Derek: ... I haven't really thought this through, but, erm, I mean, (5)..... it might be better to do it outside the office in a sense.

Jennifer: (6)..... . It needs to be you in your managerial role, not you in your role as a personal friend. ... I certainly think it should be done, er, somewhere in the office, and preferably in his office rather than in yours

Frank: Well, (7) a lunch, Derek, in a quiet pub or restaurant?

Derek: So, the in-between thing, it's a working lunch. It's work, but it's not in the office. It could be a compromise, yes.

Jennifer: Well, (8) please? I tend to think it might be better if you did do it in the office...

Frank: I mean, Jennifer, you've had a lot of experience of this. How do people react when they...

Jennifer: People tend to be rather shocked, they tend to be angry, but rather briefly, and they do tend to...

Derek: (9) they're not able to formulate an immediate and rational response . . .

Frank: Give him the background.

Derek: Yes, I mean but briefly, you're saying that I should get to the point and say 'you know, Charlie, it has been decided that, basically, you are being made redundant, and the normal terms and conditions of our contract will apply' ...

Frank: Ok, so (10) I think we're agreed, Derek, that you will actually be telling Charles...

Derek: Yes.

Frank: And that you'll do it, er, inside the company, and you'll do it probably in your office. Right?

Writing 2

Use your notes from Listening 2 to write the minutes of the meeting between Frank Harrison, Derek Jordan and Jennifer Walton.

Reading 2

Pre-reading discussion

1. **Work with a partner and make lists of the uses of English in two of these jobs:** *hotel receptionist, tour guide, secretary in an international company, sales representative for an international company.*
Try to be as detailed as possible: for example, not just “Communicating with foreign customers” but “Writing and understanding faxes and telexes in English”.
2. **What work skills using English would you like to have?**
3. **For some of these work skills using English you will need specialized vocabulary (for example, the abbreviations, used in faxes and telexes); for others (for example, business letter writing) you will need to get used to specialized forms of expression. However, one common problem in most work situations is communicating face-to-face or by telephone in English.**

Read an interview with a Norwegian businessman describing his feelings about using English at work:

A: I expect you have to use English sometimes at work.

B: No, I don't really. But I had to two weeks ago when we had a visit from two representatives from Bristol. Then I had to speak English. And every time when I meet an Englishman I become very nervous because I haven't been practised English...practising English for several years...for many years, so I become really nervous because I'm afraid of saying something wrong. Then when I meet people from other countries and use the English language, I think I can manage rather well...because they can't speak English themselves...often they can't...

A: So there's a difference...

B: It's a difference, yes.

A: What happened when you had the visit from England?

B: Oh, we talked a lot during a coffee break, just that...

A: And what did you talk about?

B: Oh we talked about several things. We were many people, you know, so I didn't have to speak all the time. It's much easier to speak English when you are...when there are several people present because you can get time to find the right words and aren't stressed to find the right words. You get time and that's important, I think. But if you sit like I'm doing just now, you have to find the words immediately and then you get nervous.

A: How have you found using English as a tourist when you have travelled abroad?

B: It doesn't bother me...

A: Why?

B: When I'm in Spain it's much easier to speak English because they can't speak English as natives. It's much easier for me and I can order anything in a restaurant, for example, I can speak of anything in a shop and so...but if you get a whisky or two it's much easier, yes...

1. Read the interview again and complete these sentences:

- a) The last time he had to speak English at work was...
- b) He becomes very nervous whenever he...
- c) What makes him nervous is being...
- d) However, he doesn't get nervous when...
- e) He finds it easier to speak in meetings when...

2. Discuss how you feel about using English. Find students in the class who have used English recently. Why? When? How did they feel?

Talking point

- a) **One of the most difficult things about meetings in a foreign language is that often by the time you have worked out what to say the discussion has gone on to another point. Read some tips on how to interrupt and get your point across.**
- b) **Work with a partner. How far do you agree with this advice? How does it compare with meetings in your own country?**

Speaking at meetings

Work in groups. You are members of a staff committee investigating ways of improving working conditions in your offices. After the meeting your proposals will be submitted to a management committee.

1. Decide who will be 'in the chair' and who will take the minutes. Before the meeting starts, the chairperson should look at File 1, the others at Files 2, 3 or 4.
2. Hold the meeting.
3. Write a short report of your meeting, giving your proposals to the management committee.

File 1

Here are some tips for chairing the meeting:

1. Begin by starting the purpose of the meeting.
2. Give the name of the person you want to speak next.
3. Make sure everyone has a chance to give their views.
4. If someone is talking too long, say *Thank you* and name the next person who wants to speak.
5. If there's disagreement on any point, call for vote.
6. Make sure one member of the group is keeping minutes: ask them to read out the notes at the end, if there's time.
7. Keep to the time limit: if necessary stop the discussion and summarize the conclusions and decisions you have come to.

File 2

These are your department's suggestions:

- more staff parties and picnics
- better toilets and showers
- open roof garden to staff
- more comfortable tables and chairs in staff canteen

File 3

These are your department's suggestions:

- more flowers and plants
- more flexibility about taking time off
- better lighting and heating
- more pictures and posters on the walls

File 4

These are your department's suggestions:

- more comfortable chairs
- a better coffee machine
- proper plates in the canteen instead of plastic
- more car parking places

Discussion

Do we really need a meeting?

1. Think of the meetings you have attended recently:

- How would you have structured them differently?
- Were they a waste of time?
- What would happen if people didn't hold meetings?

2. Work in small groups. Look at these problems and decide the best way of dealing with each problem. Which would be best?

- a one-to-one meeting of two of the people involved,
 - a meeting of four or five of the people involved,
 - a meeting of about ten of the people involved,
 - a meeting of *everyone* involved,
 - or should just *one* person decide what to do and then inform everyone by phoning or sending a memo?
1. A large, influential customer continually pays late. Your sales manager and credit controller have politely and repeatedly complained but this hasn't made any difference. The time has come to decide what to do about this.
 2. In a small factory the older workers are ignoring safety rules and encouraging the younger ones to do the same. Some of these rules may be excessively cautious and the older workers' production rates are very good.
 3. In a medium-size factory, groups of workers operate as teams. One group has been getting poorer results than the other teams and verbal warnings have had no effect.
 4. The firm is having a bad year and it will probably be necessary to make five members of the office staff redundant. The normal policy is 'last in - first out'.
 5. Someone has been leaking information about your firm's products to your competitor.

It may be a member of your staff or one of your preferred suppliers.

6. The board requires a report on your department's long-term plans over the next ten years.
7. The territories covered by your sales force have been unchanged for ten years. A revision of the boundaries might make the team more efficient.
8. There is to be a company picnic next month and everything has to be planned and organized.

3. Discuss the alternatives like this:

If you had a meeting of four people, the others might feel that ...' If the manager sent everyone a letter, everyone might...'

4. What do you enjoy and dislike about meetings ? How do you feel about speaking at a small meeting — and at a larger one?

Reading 3

1. Before you read the article, think about the title and try to predict some of the 'pitfalls' the writer will mention. Then quickly scan the article to see how accurate your predictions were.

2. Read the article and note the key points under the following headings:

- recent trends in international meetings
- reasons for holding international meetings
- typical problems at international meetings
- avoiding the pitfalls of international meetings

PITFALLS OF INTERNATIONAL MEETINGS

More than six years ago the US futurist John Naisbitt wrote: '...the more technology in this society, the more people want to get together.' But even he could not have envisaged the dramatic growth in the number of international meetings over the past few years.

Unique with all these meetings, which range in size from a few to more than a thousand, is that many of the participants leave their culture to meet in another. Unfortunately, what is not unique is that many of the meetings fail to accomplish their objectives to a very high degree.

The purposes of these meetings are varied, ranging from exchanging information to rewarding performance and creating opportunities for professional development. Often, as in the case of IBM Europe and other companies, the meetings are staged to introduce new products and make a sales pitch to top customers. IBM tries to get its top customers away from their normal business environment and gather them in a location that creates an atmosphere that 'puts them in the right frame of mind and then allows us to do some high level selling'.

During the past year, I have attended a number of international meetings and witnessed first-hand serious administrative and planning problems, all of which undermined the chances of success.

A classic bungle was the arrival of participants' material three days after one meeting ended. In another case, the audio visual equipment required by a presenter was delivered as the meeting was ending. At yet another meeting, the audio visual equipment was the wrong format, and the presenter was unable to show his video tapes.

International meeting organizers are sometimes guilty of even the most fundamental blunders. For example, at one meeting, pork was the only meat served to the many Moslems attending. At a three-day seminar, staged by an American company, the absence of any scheduled social activities drew complaints from the many European participants.

Company gatherings often show the most serious shortcomings. One very 'process' orientated meeting reflected the corporate culture. It encouraged small group discussions and group reports. Many of the participants wanted, and were expecting, more formal presentations by senior executives.

International meetings can be costly to stage, especially if they are poorly organized and fail to achieve the desired results. To have any chance of success, the foremost issue to consider is the purpose of the meeting. Only when that has been clearly articulated can organizers begin to plan the meeting and determine whether it has been a success.

At international meetings with participants from many different cultures, unique issues are bound to arise. For example, the timing of meals and the selection of the menu, the listing of names and titles, the use and language of business cards, the necessity of interpreters or translators and getting materials through customs are all factors that must be taken into account by the organizers.

It's especially important to allow participants who travel long distances sufficient time to rest, physically and mentally, before the meeting begins. One large US-based organization ignores this completely, expecting travellers from Europe after a nine-hour-plus flight to attend a four-hour meeting the day they arrive. The following day, meetings are scheduled to begin at 8 a.m. and continue until 10 p.m. Most European participants are exhausted by the demanding regime and find that they benefit only marginally from the meetings.

A mini-checklist for any international meeting should begin with efforts to identify the nationalities of potential participants and make provisions that cater to their specific cultural needs.

Warnings to avoid national stereotypes, condescending attitudes and above all jokes, which are easily misunderstood, are among the tips given to organizers and speakers at international meetings by Dr Ernest Dichter, a motivational psychologist. He suggests that honoured attendees should be welcomed and that, when appropriate, deference should be shown to participants because of their high-ranking positions.

Speakers making presentations in English at an international meeting in a country where it is not the national language, should tailor their presentation so that it will be understood by the entire audience. There are important considerations for persons responsible for the introduction of speakers. For example, personal information or the sharing of insights about

one's family life, which is common in North America, is not appropriate in Europe or Asia.

Vocabulary

1. Use the context to decide on the meaning of the following words and phrases from the text:

1. to envisage
2. to fail to accomplish the objectives
3. to be staged
4. top customers
5. to put smb. in the right frame of mind
6. shortcomings
7. above all
8. attendee

2. Match each word on the left with a word on the right. Then use each expression in a sentence of your own:

- | | |
|-------------------------|--|
| 1. to undermine | a. whole |
| 2. bungle | b. kind and polite |
| 3. blunder | c. to make sth. weaker |
| 4. costly | d. expensive |
| 5. foremost | e. an important topic for discussion |
| 6. issue | f. a stupid or careless mistake |
| 7. to be bound to sth. | g. to try to satisfy a particular need or demand |
| 8. to benefit from sth. | h. sth. done badly or without skill |
| 9. marginally | i. the most important |
| 10. to cater | j. to gain sth. |
| 11. condescending | k. to be forced by law or circumstances to do |
| 12. entire | l. slightly |

Discussion

What advice could you give an international conference organizer about the specific cultural needs of business people from your country and any other countries you know well? Work in small groups and outline your recommendations on paper.

Skills practice

Until three years ago, Eastern Architects and Designers Ltd. (EAD) was a highly

profitable business with more work than it could comfortably handle. But then the property market collapsed and, like many architectural firms, EAD found itself struggling to survive.

EAD boss, Barry Jones, had always been on excellent terms with the architects who worked for him. A close-knit group, everyone at EAD got on well with everyone else. They worked hard in the office – and socialized a great deal after work. However, Barry was beginning to wonder how long the friendly atmosphere could last. Losses for two years running meant EAD could no longer afford to keep everyone on – there simply wasn't enough work to go round. He had to get rid of some of his staff to survive. The question was which of his architects should be made redundant? And how could he say to them, 'Thanks very much, but goodbye.'?

Barry thought about the problem and identified four possible approaches to reaching a fair decision:

1. **Last in — first out (LIFO):** those architects, with the shortest periods of service in the company should go first.
2. **Voluntary redundancy:** a generous severance package would be offered to anyone willing to take early retirement.
3. **Selection on merit:** Barry would decide which employees were least useful to the company and make them redundant.
4. **Peer selection:** the employees would meet to decide which of them should leave.

Role play

Work in groups of between five and eleven. One of you plays the role of Barry Jones, chairing the meeting to discuss which of the four approaches – or a combination of these – should be chosen. Each of the other group members plays the role of an architect.

What makes a good meeting?

Preparation – a checklist

Successful meetings require good planning. The following is a checklist of entail planning items to consider:

Time and place	When and where is the meeting? Timing – how long will it last?
People	Who will attend? Who will chair?
Roles	Do participants have special responsibilities? Will people have time to prepare input?

Purpose	What is the objective of the meeting? What is the agenda?
Type of meeting	Purpose of meeting: briefing? brainstorming?
Facilities	Do we have a room with equipment? What about refreshments, car parking, etc?
Communication	What documentation is required? Who will prepare and circulate it?

Execution – a checklist

Meetings consist of a chairperson and participants. Both have specific responsibilities to guarantee that a meeting is effective. A combination of language and general communication skills is essential.

Effective chairing

... → Welcomes → Outlines agenda and objectives, states procedure and roles → Agrees timing → Invites opinions → Checks and clarifies → Creates positive atmosphere → Limits digression → Keeps on track → Encourages people to speak → Builds to decision → Watches time → Reaches objectives → Summarizes → Closes and thanks

Effective participating

..resents opinions → Listens to others → Proposes ideas, asks questions → Works efficiently → Takes turns → Respects other views → Concentrates → Agrees → Disagrees politely → Builds to decisions → Understands the result

1. Meetings: key terms

The process

Before the meeting **takes place**, it is important to invite **participants** to propose **items** or **points** for the **agenda**. **Drawing up** the agenda is usually the responsibility of the **secretary** or the **chair**. When the chair **opens** the meeting, it is usual to **run through** the agenda quickly. The first **item** is usually **Matters Arising**, to allow participants to go through the **minutes** of the previous meeting. After this, the discussion of the other **points** can begin. During the discussion, participants make **recommendations** and **proposals** in order to **solve** problems. If the meeting **is scheduled** for a whole day, it is typical to **take breaks** and **to adjourn** for lunch. Of course, it is necessary **to resume** [start again] after lunch. In the middle of the afternoon, participants often ask for **a time out** if they are feeling tired. At the end of the meeting, the last or next-to-last point is often **AOB** (Any Other Business) which gives participants the opportunity to **raise** other **issues** not included in the main agenda. During the meeting someone is **nominated** to **take** the minutes and after the meeting this person will **write up** the minutes for **circulation** to the other participants before the next meeting. Finally, the chair will **close** the meeting.

Note:

A chair = chairperson – chairman – charwoman

To chair a meeting

Meeting:

- Brainstorming
- Formal
- Board
- Informal
- Project
- Briefing
- Troubleshooting
- Team

Agenda:

- Topics
- Items
- Subjects
- Matters
- Points

Communication: verbs and nouns

To discuss	A discussion
To propose	A proposal
To decide	A decision
To brainstorm	A brainstorming
To recommend	A recommendation
To summarize	A summary

Arrangements: verbs + ‘a meeting’

To organise
To fix
To rearrange
To reschedule
To cancel

Arranging a meeting

A: Can we fix a meeting to discuss the budget?

B: Of course.
A: Can you manage Tuesday next week?
B: Yes, I can make Tuesday.
A: Shall we say 2 o'clock?
B: That would be fine.
A: We can hold the meeting in Room 26.
B: OK. Great.
A: I'll confirm this by e-mail.
B: OK, see you on Tuesday at 2.
A: I look forward to seeing you.

2. Opening a meeting

Starting

Let's get down to business.
OK, shall we make a start?
Right, let's begin.

Welcoming and introducing

Welcome, everybody.
I'd like to start by welcoming everybody.
Firstly, I'd like to introduce ...
I don't think everyone knows ...

Apologies for absence

I'm afraid that ... cannot be with us today because ...
I have received apologies for absence from ...

Defining the objective

Our objective today is to ...
I've called this meeting to look at the question of ...
By the end of this meeting we should have ...

Introducing the agenda

Have you all seen a copy of the agenda? Can we take it as read?
OK. As you can see from the agenda, there are ... items.
Firstly ..., secondly ..., thirdly ..., finally ...
I suggest we follow the agenda.
Can we start with ..., then come on to ... and finish with ...?
Is there any other business?

The minutes

John will be taking the minutes.

Tim, could you take the minutes?

Process and roles

I suggest we go round the table first.

I'd like to hear what everyone thinks before we make a decision.

Firstly, I would like to give you a little more background.

Perhaps I should start by outlining my view of this.

Mr. Gonzales is going to take us through point one.

Timing

I would like to finish by three o'clock.

The meeting is due to finish at ...

We're short of time, so can I ask you to be brief?

Can we keep each item to fifteen minutes?

Let's begin

So, the first item on the agenda is ...

Right, let's start with ...

Mr. Chin, could you introduce this item?

Abu Bakar, would you like to start with the first point?

3. Giving and responding to opinions

Asking for opinions

What do you think?

What are your thoughts about this?

What is your opinion about this?

Involving people

We haven't heard from you yet, Bob.

Can we hear what Jeremy has to say?

Susan, you're very quiet. Would you like to comment?

Recommending

I think we should ...

Why don't we ...?

Maybe we could ...

How about ...?

Comments to support and focus

That's a great idea! (responding positively)

Yes, that might work. (supporting)

Possibly yes, but ... (supporting and focusing)

I'm not so sure about that. (responding negatively)

Expressing opinion – a scale

Strong expression:

I'm convinced that ...

I do think that ...

Neutral expression:

I feel that ...

On my opinion ...

My view is that ...

As I see it ...

It seems to me ...

Weak expression:

I tend to think that ...

I would suggest that ...

It might be the case that ...

In my opinion

It would ...

- save money.
- improve efficiency.
- reduce costs.

It wouldn't ...

- work.
- be easy.
- cost a lot of money.

Do you agree?	Agreeing with someone	Agreeing to something
Agreement	I totally agree with you. I completely agree. Absolutely.	I can agree to that.. I support that. I'm in favour of that.

Part agreement	I see what you're saying but ... To a certain extent I agree but ... This may be right but ...	I can partly agree to that but ... You may be right but ... I'm not totally convinced because ...
Disagreement	I totally disagree with you. I don't agree. I'm not sure.	I'm afraid I can't agree to that. I can't support that. I'm against that because ...

Disagreement – diplomatic language

1. **would, could** and **may** are less direct: → This is a problem.
This **could** / **would** / **may** be a problem.
2. understate by adding: **a little, a bit** → You are ~~behind schedule~~.
You are **a little** / **a bit** behind schedule.
3. avoid negative words: ~~awful, terrible~~ → It was ~~awful / terrible~~.
This is **not very good**.
Use **not very** + positive word

4. Controlling

Active listening: responding to motivate

Right.

OK. Yes, I see.

Thank you.

Active listening: reformulating to clarify

In other words, ...

You think that ...

You mean that ...

Moving off the point

Could I digress for a minute?

It's not on the agenda but ...

Keeping to the agenda

I think we are digressing. Can we come back to the main question?

I think we're getting side-tracked. The main question is ...
I'm not sure that is strictly relevant. Can we return to ...
That is outside the scope of this meeting. Can we stick to the agenda, please?

Referring forward

We'll come to that later.
We'll be dealing with that in a moment.
Can we come to that later?

Referring back

As we said earlier, ...
We have already discussed this. Can we move on?

Postponing

Shall we skip this item?
I think we can forget point four. We've already discussed it.
I suggest that we deal with this at another meeting.
We're rather short of time.

Timing

Can we move on?
That's fifteen minutes on this. We agreed ten minutes per item. Can we ...

Confirming a decision

OK. So we have decided to ...
Does everyone agree with that?
Is that clear?

Closing and moving on

I think that's everything on that.
Can we leave this point now and move on to the next item?
The next item on the agenda is ...
Now we come to the question of ...

5. Interruptions

Chair – interrupting

OK. John, if I could just interrupt you there ...
Mary, sorry but I'd like to hear some other views on this.
OK. Thank you, Bob. You've made your point.

Chair – stopping an interruption

Just a moment, Peter. I'll come back to you when Mary has finished.
We can't all speak at once. One at a time, please, Peter, you wanted to ...?
Please, let him finish.

Participants – interrupting

Excuse me, may I interrupt?
Can I come on here?
Could I just comment on that?

Participants – stopping an interruption

If I could just finish.
May I just finish?
No, just one minute ...
U haven't finished what I was saying.

Why did you interrupt?

I'd like to point out ...
Can I add something about ...?
I think we are forgetting an important point: namely ...
I'd like to develop one point that was mentioned by ...

Referring to other opinions

Peter, you said that ...
Somebody mentioned ...
What you said about ... Well, I think ...

Changing the focus of the discussion

We need to go into this in more depth.
We're looking at this too superficially.
There is another way of looking at this.
Perhaps ... is worth considering.

Commenting on an interruption

That's a good point.
I see what you mean.
You're right.

Chair – exploiting an interruption

OK. Perhaps we should talk more about ...
So, is it perhaps more important to ...?
Let's think about this new point.

6. Asking questions

Check questions – we want to make sure people understand

Do you follow?

Do you see what I mean?

Are you with me?

Development questions – we want more information

Could you say a little bit more about that?

Would you elaborate on that a little?

Could you go into more detail about ...?

Do you have any examples?

You need clarification

What exactly do you mean by ...?

What are you trying to say exactly?

Why is this so important?

You need to hear a second time

I'm sorry, could you repeat that?

Could you go over that again, please?

You are listening

So you're worried about ...

If I understand you correctly, you're saying that ...

So, in other words, you think that ...

Open questions

Could you tell me ...?

I'd be interested to know ...

What sort of ...?

Closed questions

Do you plan to ...?

Is there ...?

Did you ...?

Are you going to ...?

Leading questions

Shouldn't we discuss ...?
Isn't it important to ...?
Can't we ...?

Factual questions

When will we begin production?
Who will lead the team?

! Meetings tip

Asking questions is a vital communication skill. By asking questions you clarify what is said and explore all the items on the agenda thoroughly.

7. Making decisions

More discussion

I still feel we need to discuss ... a little more.
I think we should have more information on ...
I would like to look more closely at ...
I still can't agree to ...

Referring to time

We're running out of time.
We don't have any more time to spend on this.
We are almost out of time.
We are really behind schedule.

Closing the discussion

I'm afraid that I'll have to bring this point to a close.
I think we've discussed everything.
I don't think there is any more to be said.

Focusing

I really would like a decision on this.
Can we try and come to a decision now?
Are we ready to take a decision?

Establishing consensus

Can we agree to ...?
Does everyone agree that we ...?
Can I take it that everyone is now happy with the decision?

Well, it seems that we are all agreed that ...

Voting

Can we have a quick show of hands?

All in favour? Those against?

The proposal is carried.

The proposal is rejected.

Confirming

So, we are going to ...

Right, we have decided to ...

Just to confirm, we will ...

Deferring

I think we will have to leave this until the next meeting.

Regarding ..., e\we don't have enough information about this.

We need more information on ...

Moving on

Great, now can we move on to ...?

Right, now we should turn to ...

Let's come on to ...

8. Closing a meeting

! Closing a meeting

Say that the agenda is finished.

Check no-one has anything more to say.

Summarize the meeting: objectives and results.

Ask if all understand and agree with the results.

Confirm new responsibilities from the meeting.

Fix a date for the next meeting.

Thank people for coming.

Close.

Completing the agenda

I think we've covered everything.

OK. That's everything on the agenda.

Is there anything else to discuss?

Summarizing

Before we close, I should summarize the main points.
We discussed ... items.
So, our ... [first / second] objective was to ...
To sum up, we have decided to ...

Delaying decisions

We'll leave this to a later date.
We need more time to make a decision on this.
We'll discuss this at our next meeting.

Everything is clear

OK, is that clear?
Does everyone agree?
Any final questions?

Final questions

Can I check just one thing?
One final question ...
Did we agree to ...?

Confirm new responsibilities

So, what's the next step?
Bob, could you let us have a report on ...?
Martha will look into the question of ...
Jack, you';; let us have a copy of the minutes?
You should have a copy of the minutes by ...

Next meeting

Can we fix a time for our next meeting?
Is June 28th convenient as a date for another meeting?
I'll confirm the date and venue by next week.

Closing the meeting

Thank you for coming and for your contributions.
It was a pleasure to see you all today.
OK. We can finish there.
Let's call it a day. [Informal]
I declare this meeting closed. [Formal]

!Meetings tip: what kind of meeting?

Useful	–	Useless
Constructive	–	A waste of time
Productive	–	Unproductive

Stimulating	–	Boring
Helpful	–	Pointless
Fruitful	–	Inefficient

9. Problem-solving meetings

What is the problem?

We are facing a problem with ...

We need to look at the question of ...

On this meeting I would like to raise the problem of ...

We must confront the problem regarding ...

A problem with ... has arisen.

Cause

The problem was caused by ...

The problem resulted from ...

The problem was a result of ...

It was due to ...

Problem:

- *Communication*
- *Financial management*
- *Time*
- *Technical manpower*
 - Major
 - Minor
 - Serious
 - Massive
 - A bit of a
 - Perennial
 - Enormous
 - Little

Brainstorming → “How can we solve this problem?”

Troubleshooting → “We can solve this problem by ...”

Handling problems – key terms

To solve – To find a solution to

To deal with – To tackle

To overcome – To get round

} ...a problem

To avoid – To prevent

Time

On time:

We finished the project on time. = according to the schedule

In time:

He arrived at the meeting in time to have a coffee before the formal start. = with enough time

Schedule

We're on schedule.

We're ahead of schedule. (early)

We're behind schedule. (late)

Deadlines

To meet a deadline } good
To respect a deadline }

To go over a deadline } bad
To miss a deadline }

To delay } →
To postpone } **LATER**
To put off }

←

EARLIER To bring forward

Solving problems – action plan verbs

To change – to develop – to adjust – to improve – to increase – to reduce – to review – to monitor – to reschedule – to remove – to add – to refuse – to accept

Future problems?

I don't anticipate any problems with ...

... shouldn't create a problem.

... won't cause any difficulties.

... may lead to a few problems.

10. Vocabulary building

If you wish to use English fluently and accurately, it is important to know how words combine in phrases and sentences. Here are some important word combinations connected with meetings.

A. Suggestion To make a suggestion put forward-invite-welcome-reject	A good suggestion constructive-helpful-ridiculous-useful
He made a suggestion that we (should) reduce costs by 10% • I have a suggestion concerning ... • At his suggestion, I have ...	
B. Decision To make a decision come to – take – reach – reconsider	A unanimous decision joint – final – wise – fair – hasty – poor – quick
We made a decision to ... We took a decision about ...	

It was a decision that was difficult to understand.	
C. Plan To present a plan approve – reject – carry out – drop – implement	A detailed plan ingenious – contingency – short-term
The plan succeeded. • The plan failed. • Everything went according to plan.	
D. Objective To achieve an objective meet – set – state – agree – formulate	A major objective primary – secondary – main – major – realistic – long-term – ultimate
E. Agenda To draw up an agenda put together – draft – put something on – circulate	A hidden agenda
There are three items on the agenda. • This subject is very high on my agenda.	
F. Opinion To have an opinion hold – express – give – ask for – agree with	A personal opinion expert – honest – strong – objective – positive
In my opinion, ... • We had a difference of opinion that ...	

11.Meetings at a glance

Introduction – the chair

OK, shall we make a start? → Welcome to today's meeting, everybody. → Do you all have a copy of the agenda? → OK, so as you can see, our objective today is to ... → I think we can follow the items as they are on the agenda. → OK, I propose that we go round the table so that we can hear everyone's views. → Regarding timing, I would like to be finished by five. → So, can we begin with the first item on the agenda?

The discussion

Participant

Chair

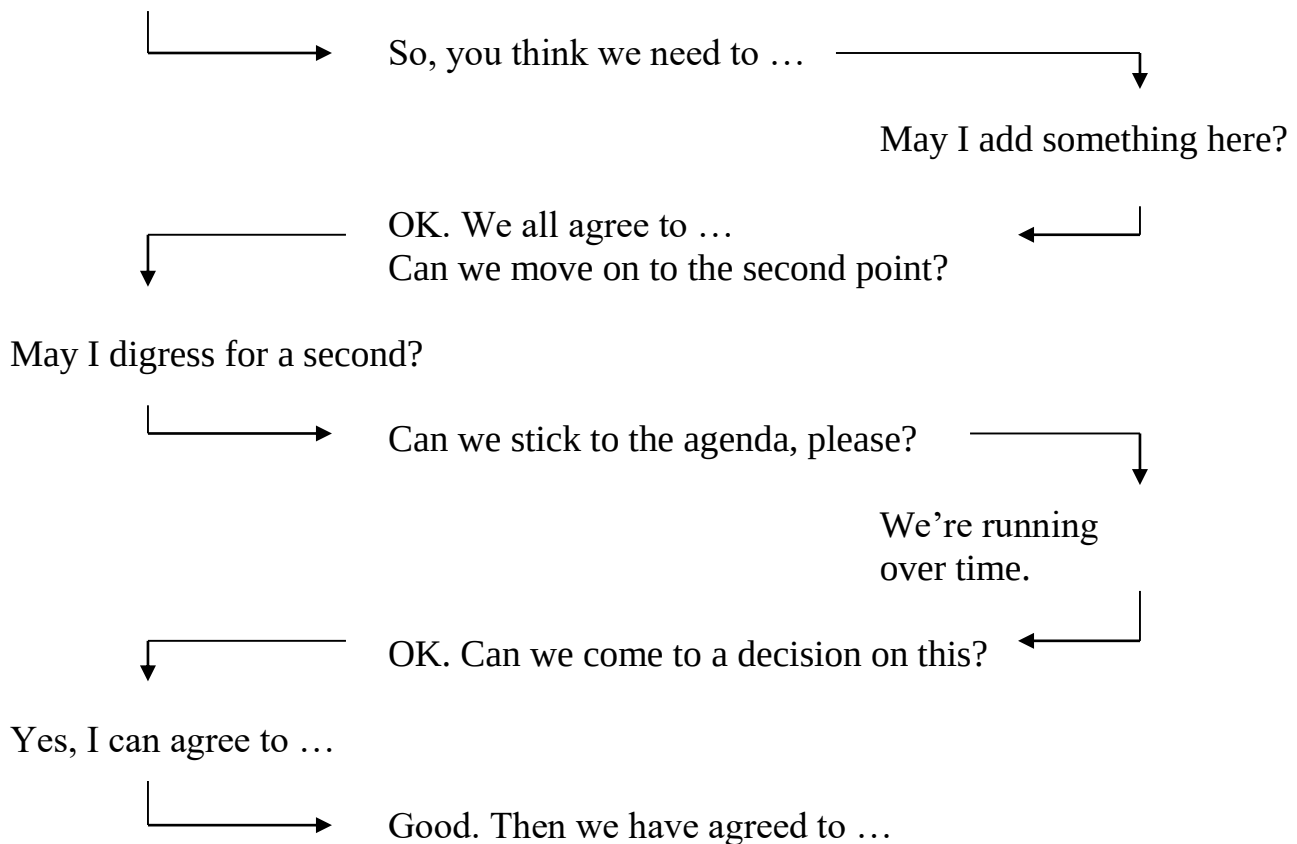
Participant

John, what do you think?

In my opinion we should ...

Thank you, John. Peter, do you agree?

I partly agree, but ...



Ending – the chair

OK. Perhaps I should summarize what we have decided. → We are going to ... Peter will prepare ... John is responsible for ... → Is that clear? → Right. I think we have covered everything. Is there any other business? → OK. Thank you all for coming. We have made good progress today. → We can fix a date for our next meeting. Is ... convenient? → Good. If there are no further points, we can finish there. Thank you.

12. Cross cultural tips

There are many different types of business meeting. In addition, how participants behave will depend upon cultural background. Use the following as a checklist to help you prepare yourself for communicating in international meetings.

Preparation Some cultures

- are happy with telephone meetings in preference to personal contact.
- expect extensive pre-meeting documentation and briefing information.
- prefer communication of prepared ideas to spontaneity during discussion.
- value fact over opinion.

Structure Some cultures

- regard small talk as essential to establish the required personal relationship.
- prefer certain types of meeting (briefing) to others (problem solving).
- view informality as unprofessional.
- expect to work systematically to an agenda.
- work organically and value flexibility and digression.

Roles Some cultures

- see the chair as controller and decision-maker rather than facilitator.
- prefer an individualist to a collectivist approach.
- expect important decisions will be taken by senior personnel in the company.

Language and communication People can

- find Idiomatic language difficult. Keep it short and simple.
- be frustrated by native speaker domination. Allow others to speak.
- misunderstand silence: is it agreement, non-understanding, thinking time, boredom?
- be offended. Humour is often personal and culturally specific. Use with caution.

Time Some cultures

- respect punctuality.
- are very concerned with deadlines.
- are flexible about time.

**Decision-making** Some cultures

- prefer logic to imagination.
- prefer diplomacy to open disagreement.
- don't welcome interruption and contradiction.
- see directness as rude and unsophisticated.

Non-verbal aspects People may

- expect a formal dress code.
- see handshaking as the basis for establishing a personal relationship.
- see the exchange of business cards as important.

- have strong expectations about using first or family names. Family names are safer.
- mistake friendliness for unprofessionalism.

13. Golden rules

Practise and rehearse key English phrases:

Chairing

DO

- plan the meeting thoroughly: agenda - format - people - minutes.
- begin by reviewing objectives.
- encourage ideas from all the participants.
- listen: clarify, summarize and focus the discussion.
- impose control on strong personalities.
- respect time: maintain pace but slow down for analysis.
- guarantee a result: identify the issues and find consensus.
- summarize decisions at the end.
- implement any action plan and organize the next meeting.

DON'T

- forget the environment: you may need name cards, flipchart, refreshments.
- dominate and bully people with your authority.
- allow over-elaboration or irrelevance.
- postpone decisions too quickly to another meeting.
- close a meeting without reviewing decisions.

Participating

DO

- read the agenda before and bring supporting documentation .
- speak with sufficient volume and clarity for everyone to hear you .
- respect and support other speakers: develop their ideas.
- be flexible and willing to improvise.
- listen and check to ensure you understand.
- give direct replies: don't digress.

- build to a consensus.

DON'T

- leave meetings to make 'important' phone calls.
- interrupt too much or disagree too strongly.
- react personally to differences of opinion.
- use over-complex language.
- pretend to understand.
- leave a meeting without clearly understanding the decision.

UNIT III

NEGOTIATIONS

Warm up

1. Discuss the following questions:

1. What is a 'negotiation'?
2. How would you judge the success of a negotiation?
3. What makes a good negotiator?
4. Have you ever been involved in formal or informal business negotiations?

Describe your experiences.

2. What do you think?

How appropriate is the following advice? Rank each suggestion on a scale from 1-10 (1 = essential, 10 = unhelpful) to indicate your opinion:

How to be a good negotiator

- try to get on well with your opposite number
- use emphatic language
- show respect for your opposite number
- make suggestions to resolve disagreement
- have clear objectives
- be determined to win
- say 'I don't understand', if that is the case
- listen carefully
- always compromise
- discuss areas of conflict

3. Choose adjectives which, in your opinion, characterize a perfect negotiator:

persuasive, pushy, polite, firm, aggressive, flexible, sensitive, confident, loud-mouthed, clear, competent, willful, knowledgeable about business sector, constructive, hot-headed, controlled, honest, prepared, tenacious

Reading I

1. Skim through the text and answer the following questions:

- a) What are the three main types of negotiation?
- b) What is important to create at the start of a negotiation?
- c) What should negotiators do if any problems arise?

THE ART OF NEGOTIATION

Negotiations take place in 'different situations' both at home and at work. Broadly speaking, one can identify three main types of negotiation: 1. The **win-win** format: two parties try to find a mutually beneficial agreement and establish the basis for a lasting relationship. 2. Both teams look more for **independent advantage** with less emphasis on a long-term relationship. 3. The **win-lose** format: when the two sides see their counterparts as opponents, for example in some trade union and management negotiations.

There has been a great deal of research into the art of negotiation, and, in particular, into what makes a 'good' negotiator. One point most researchers seem to agree on is that

good negotiators try to create a harmonious atmosphere at the start of a negotiation. After initial small talk to establish a good rapport, both groups normally present their opening position. However, strategies and tactics have been prepared and there is usually room for manoeuvre. Parties will prepare an ideal position but will be prepared to make concessions and move to a fallback position to meet the required conditions.

Good negotiators generally wish to reach an agreement which meets the interests of both sides. They therefore tend to take a long-term view, ensuring that the agreement will improve, or at least not harm, their relationship with the other party. On the other hand, a poor negotiator tends to look for immediate gains, forgetting that the real benefits of a deal may come much later.

Skilful negotiators are flexible. They do not "lock themselves" into a position. Proposals and counter-proposals will be made as part of negotiations. It may also be necessary to identify and overcome obstacles to a settlement. After a great deal of bargaining and haggling, both parties should compromise without losing face. They have a range of objectives, thus allowing themselves to make concessions, for example, "I **aim to** buy this machine for £2,000" and not "I **must** buy it for £2,000". Poor negotiators have limited objectives, and may not even work out a "fall-back" position.

Successful negotiators do not want a negotiation to break down. If problems arise, they suggest way of resolving them. Only in this way a deal will be reached and a contract will be signed. The best negotiators are persuasive, articulate people, who select a few key arguments and repeat them. This suggests that tenacity is an important quality.

Finally, it is essential to be a good listener and to check frequently that everything has been understood by both parties.

2. Now read the text once again and answer the more detailed questions:

- a. In what negotiations do the two parties see their counterparts as opponents?
- b. What do both parties normally present after establishing a harmonious atmosphere of negotiation?
- c. Do negotiators generally wish to reach immediate gains to themselves?
- d. Why is it important to be flexible at negotiating?
- e. Is it necessary to make concessions and work out a fall-back position at negotiation?
- f. What is one of the most important qualities of a perfect negotiator?
- g. Why is it essential to be a good listener at negotiation?

Vocabulary

1. Find words and phrases in the text that mean:

- a. done or experienced equally by two people (parties, groups, etc.)
- b. producing results that bring advantages
- c. continuing for a long period of time into the future

- d. someone that has the same job or purpose as someone else in a different place
- e. friendly agreement and understanding between people
- f. the possibility of changing your plans and decisions
- g. to allow smb. to have smth. in order to end an agreement or a disagreement
- h. to satisfy the interests
- i. financial profits
- j. to fight and win against difficulties
- k. an agreement between two people that is achieved by both parties accepting less than they wanted at first
- l. a discussion in order to reach an agreement about a sale, contract
- m. arguing, especially when trying to agree about the price of smth.
- n. to achieve an agreement

2. Complete the sentences using the words and expressions from the text:

- 1. We will never _____ to terrorists.
- 2. I'm not interested in companies that care only about short-term _____.
- 3. The 4% pay raise was the result of some hard _____.
- 4. Belgian officials are discussing this contract with their French _____.
- 5. She has established a good _____ with her new colleagues.
- 6. After two years of negotiations, the warring parties finally _____.
- 7. In this situation it's difficult to come to an agreement that will be _____ to both parties.
- 8. The treaty represents a political _____ between the two nations.

3. Explain the meaning of the underlined expressions in the following sentences and paraphrase them in any adequate way:

- 1. Poor negotiators have limited objectives and may not even work out a fall-back position.
- 2. Good negotiators do not "lock themselves" into a position so that they will lose face if they have to compromise.

3. Observe the use of "face" in the following phrases: *to save face, to show one's face, to be blue in the face, to have smth. written all over one's face, to wipe the smile off one's face, to come face to face with smb., to put a brave face on.*

Try to paraphrase these expressions in the following sentences:

- 1. Rather than admit defeat, Franklin compromised in order to save face.
- 2. He wouldn't dare show his face in here, after the way he behaved last week.
- 3. You can argue till you're blue in the face she won't change her mind.
- 4. He had guilt written all over his face.
- 5. Tell him how much it'll cost – that will wipe the smile off his face.
- 6. At that moment he came face to face with the boss of the company.

7. He was shattered, though he put a brave face on.

4. Design your own exercises to make your group-mates practise the words and phrases of the text.

Use and Usage

Prepositions with negotiate

We normally negotiate with someone. We negotiate about something. It's not good to negotiate from the position of strength. It would be better if you negotiated in good faith.

Complete the examples with the appropriate preposition:

- a) Union leaders have negotiated a shorter working week.
- b) The government refuses to negotiate terrorists.
- c) The boss of this joint-stock company always negotiates a superior position.
- d) He claimed that he had negotiated good faith.

Speaking

Summarize the main points of the text as a list of guidelines on negotiating.

Listening I

1. In this interview, you will hear Siobhan Quinn, Sales Manager at Texaco, talking about negotiating. Listen and check whether the following statements accurately reflect what she says.

- 1. Siobhan Quinn's full title is Manager, Bulk Sales, Texaco Fuel and Marine Marketing Department.
- 2. Negotiators are born not made.
- 3. It is important for both parties to achieve something in a negotiation.
- 4. Some 40% of Texaco's business is with non-native speakers of English.
- 5. Language affects negotiating strategy more than cultural considerations.
- 6. Personality influences negotiating strategy.
- 7. PLAS is a financial magazine.
- 8. Negotiating is a bit like dancing and boxing.

TAPESCRIPT

DC: What is your actual title?

SQ: My actual title is Manager. Bulk Sales, Texaco Fuel and Marine Marketing Department, Europe. So you're probably sorry you asked that!

DC: Well let's get into negotiation. I mean are negotiators born or made would you say?

SQ: I would say a very rare few are born, most of us are actually made, and I'd say just about anybody can learn to be a negotiator, because negotiation is really taking skills that exist within yourself, and honing them to the appropriate situation, so although some people, you could say that the market trader or somebody selling bagels in the East End is a born trader or negotiator, I would say most negotiators are, are made, whether from necessity or desire.

SR: What are some of those skills then that you need to be good at negotiating a contract?

SQ: You don't want a business deal where you have left the other person so crushed that they are not ever going to come back to do business with you again. You actually want to reach that middle ground where you've achieved something, they've achieved something, and if you can't reach that middle ground then the chances are you shouldn't be looking at a deal at that particular time anyway.

SR: So it's important to go for a win-win situation.

SQ: Yes it is, yeah.

SR: Do you trade, or do you negotiate with a lot of people whose first language isn't English then?

SQ: Yes, I would say I do. Probably 50 - 60% of the business we do are with non-native English speakers.

SR: Right. And does that affect your strategy during a negotiation or not?

SQ: I wouldn't say whether or not English was their native language necessarily affects the strategy, because most of the people that we deal with do speak English rather fluently. What would affect your strategy is a knowledge of, possibly their cultural bias; which you could say also exists within native English speakers. You might approach an American slightly different from you would approach an English or a Scots person you were negotiating with - so it's, it's an awareness of a little more than the language that you're dealing with that would influence how you would approach the negotiation.

SR: So do you, do you usually try to familiarise yourself with the background of the people you're dealing with?

SQ: Oh absolutely, that's your . . . biggest asset in a negotiation. There is no one winning formula for a negotiation, it is very much a case of not only knowing your own business, but it's an understanding of the personality of the other party involved; and in the course of a day you might take three or four different approaches to negotiations depending on the personality of the other party.

DC: What sort of approaches would these be though, I mean would you play it very tough with an American or ...?

SQ: In terms of the people I deal with, and I'm just running through my mind right now, some of the utility buyers that we work with.

DC: Can you give us a profile of some of these people in broad terms?

SQ: Right OK. There's erm, there's one person I deal with who's Irish,

well-educated, he actually has a background from a major oil company himself, very gregarious, talkative, knowledgeable about the industry but also quite erratic in the way he deals with things. If you catch him in a certain mood on a certain day he will make up his mind just instantly, and say 'Right, I feel good about this - that's that.' On another day, or another week even, it could take you, take you hours and hours of chatting through and you'd get 'Mmm, I don't know. I'm not sure about this. I don't feel good about this.' He's a very intuitive buyer. Whereas somebody else we deal with is very much plays by the book, by the numbers, so it's no use going to buyer number 1 saying, 'This is what historical figures will tell you and this is definitely the time to buy, and this is a fair price', you have to say. 'Ooh, you can feel the market's moving this way, you know now's a good time to buy because if you wait a week it's going to be \$10 higher'. Whereas the second buyer you would very much approach with a straightforward - 'well the PLAS', which is an oil- related index, 'PLAS is telling you that you have a price of X and this is a fair price that we're giving you and therefore you should buy' - and he would buy it on that, whereas trying to put an intuitive approach in this person's mind wouldn't be knowing the person you're dealing with.

DC: What areas of a negotiation cause most trouble, would you say?

SQ: The areas of a negotiation that would cause most trouble really are when you have somebody on the opposing side that doesn't recognise that they're in a position of negotiating, i.e. you get no feedback whatsoever, so you are speaking and negotiation . . . it's a bit of a dance really: two steps forward, the other party two steps forward and just edging around maybe even like a boxer is, edging around each other until you actually make contact. But when you have somebody that refuses to give anything back, well then there's not too much you can do about that. Because you . . . you have one of two options - you either give up before you start or you lay all your cards on the table instantly and say that is my position, there's no room in this, I can't budge, and either take it or leave it. That's the only way you can deal with a person in those circumstances. But most business, there should be enough factors at hand that there should be a give and take in the terms of how you negotiate.

DC: What advice would you give to someone who wanted to be a sales negotiator?

SQ: The advice I would give is, erm ... know your own business as much as you possibly can; know their business as much as you possibly can, and know them. If you know where you're starting from, if you understand your business then you're not going to make a mistake on your side. The more you know their business the better chance you have of actually pitching your own sales strategy appropriately. And the more you know of the person you're dealing with, the better chance you have of success.

To be successful in negotiating you actually need to listen to the other party and hear ... it's not always said in the words they're saying, but hear the hesitations, hear ... if you're face to face, you can actually read the body language. Since most of our business is not face to face you don't have the body language, so it's even more important that you can pick up over the telephone the clues as to what is actually going through that person's head, whether you are way off mark with the approach you are taking or whether you're actually just two

cents apart from each other, so I would say listening is a very important skill.

2. Listen again, and make notes under the following headings and subheadings:

- personality
- buyer 1, and how to deal with him
- buyer 2, and how to deal with him
- feedback
- how negotiating works
- negotiating without feedback
- advice
- knowledge
- skill

3. Prepare a presentation on the topic “*The main skills needed at negotiations*”. Use notes of the previous exercise.

Writing I

Write an essay in 180-200 words on the topic “An advice to a future negotiator”. Use the words and expressions from Reading I and Listening I.

Reading II

Read the advertisement and complete the following recruitment file:

JOB SPECIFICATION

Company...

Location...

Position...

Duties...

Salary...

Benefits...

Contact...

PERSON SPECIFICATION

Essential

Desirable

Dealing in the oil and fuels market is a high-powered activity, and Texaco Fuel and Marine Marketing is a major player within it. We deliver bunker fuels to ports worldwide, negotiating the sales of many millions of barrels of fuel each year.

So our small team is critical to profitability. Negotiating spot sales – both prices and volumes - with ship owners and shipping lines is exceptionally competitive. It calls for a clear head and keen commercial acumen. And, since you'll be working under pressure and in rapidly changing conditions, you'll need to be capable of rapid decision-making.

Sales Negotiator

What price sales success?

Most important is that you're a gifted communicator. Someone capable of both information gathering and communicating at all levels and with a wide variety of customers, both in the UK and abroad.

Obviously a strong sense of geography is valuable and both a European language and a background in the oil and marine industries would be useful though not essential. The key qualities are an eye for a deal, good telephone skills and the ability to work well within a team environment.

The price of achievement is high. For the right individual we offer a competitive salary and an attractive benefits package which includes a share option scheme as well as the prospect for career advancement within this world-leading oil company.

We are currently based in Knightsbridge but we are moving to brand new custom-designed offices in Westferry Circus, Canary Wharf. These offices will be part of one of the highest quality developments of its kind in Europe and will be linked to other centres in London by greatly improved road and rail transport.

To apply, please write with full CV to **Peter Sweetman, Human Resources Adviser, Texaco Limited, 1 Knightsbridge Green, London SW1X 7QJ.**

TEXACO

Writing II

Use the advertisement and the Body of an Application Letter to write a letter of application for a job of a sales negotiator. Do not forget to write your address in the upper right corner and the address of the company you're applying for in the left-hand corner of the letter.

BUSINESS STYLE: Body of an Application Letter

A letter of application generally has four parts.

APPLICATION LETTER

EXAMPLES

1. OPENING = Tell what job you are writing about.

I am writing in the response to the advertisement in the paper.

OR

I am applying for the position of...

2. PURPOSE = Enclose your resume.

I am enclosing my resume.

OR

My resume is enclosed.

3. ACTION = Tell when you'll follow up.

I will call you next week.

OR

I'll telephone you on Monday.

4. POLITE EXPRESSIONS = Be positive.

I look forward to meeting you.

OR

I look forward to talking with you about the position.

Some hints on negotiating

PREPARATION

• Planning

Make sure you prepare properly. The less you prepare, the more you will be at a disadvantage and the less likely you will be to achieve a satisfactory outcome.

• Research

Try to find out as much as you can about your opposite number and his or her business. Use the resources of a business library and/or talk to your business contacts.

• Objectives

Try to take a long-term view and decide on a range of objectives so that you can be more flexible and offer more alternatives during the negotiation itself. Remember you are looking for a win-win situation of benefit to both parties, thus paving the way for further deals in the future.

• Limits

Decide what your sticking point(s) must be and why. Knowing your negotiating limits and their reasons will help you negotiate more confidently and comfortably.

- **Strategy**

Plan your negotiating strategy carefully, taking into consideration the personality and position of your opposite number, as well as your own strengths and weaknesses.

TECHNIQUES

- **Rapport**

Try to establish a good rapport with your opposite number from the moment you first meet, whether or not you already know each other. Some general 'social talk' is a good ice-breaker and bridge-builder in this respect.

- **Parameters**

Confirm the subject/purpose of your negotiation early on and try to establish areas of common ground and areas of likely conflict before you move on to the bargaining/trading stage.

- **Listen!**

Listening attentively at every stage of your negotiation will help to avoid misunderstanding and create a spirit of cooperation.

- **Attitude**

Be constructive not destructive - treat your opposite number with respect, sensitivity and tact, and try to avoid an atmosphere of conflict. This will create a feeling of harmony and goodwill, which should encourage a willingness to compromise and ultimately lead to a productive negotiation.

- **Approach**

Keep your objectives in mind - and try to keep a clear head. This will help you to concentrate on your key points. Try to resist the temptation to introduce new arguments all the time. Use the minimum number of reasons to persuade your opposite number, coming back to them as often as necessary.

- **Flexibility**

Be prepared to consider a range of alternatives and try to make creative suggestions for resolving any problems. Be prepared to make concessions and to compromise, if necessary, to avoid deadlock - but don't be pushed beyond your sticking point.

- **Review**

Summarize and review your progress at regular intervals during the negotiation. This will give both parties a chance to check understanding - and, if necessary, clarify/rectify any misunderstandings.

- **Agreement**

When you have reached agreement, close the deal firmly and clearly. Confirm exactly what

you have agreed - and any aspects/matters that need further action.

- **Confirmation**

Write a follow-up letter to confirm in writing the points agreed during your negotiation and clarify any outstanding matters.

LANGUAGE

- **Simplicity**

Keep your language simple and clear. Take your time and use short words and sentences that you are comfortable with - there is no point complicating a difficult task with difficult language.

- **Clarity**

Don't be afraid to ask questions if there is anything you don't understand. It is vital to avoid any misunderstandings that might jeopardise the success of your negotiation.

Listening II

1. You are going to hear two short negotiations. In Dialogue 1, visiting American Jerry Mullins, on temporary attachment to Melford Furniture Group as part of an exchange programme with Melford's US parent, is talking to his UK boss, Charles Ramsay, about a training course. In Dialogue 2, Helen Dawson at Melford Furniture Group is talking to her old contact Hans Guertler about some second-hand cutting machines his German engineering firm has for sale. Listen to both dialogues and complete the following table.

Dialogue	Speakers	Purpose of negotiation	Outcome
1	Jerry Mullins + Charles Ramsay		
2	Helen Dawson + Hans Guertler		

TAPESCRIPT

Dialogue 1

JM - Jeny Mullins CH - Charles Ramsay

JM: I've come to see you about the course I applied for. I couldn't believe it when I got your memo. What's the problem exactly?

CR: I thought I made it clear, we can't lee you go. There's just no money for that sort of thing, anyway not for the moment.

JM: Oh, how come?

CR: It's the cutbacks, our budget's been reduced, so we can't do all the things we'd like to do. I'm sorry, I know you're disappointed, but then so are a lot of other people.

JM: Well it's not good enough. You can't tell me that a company this size can't find the money to pay for the course. It only lasts three days, and it's not that expensive. What's three hundred pounds these days, for goodness' sake.

CR: It's a lot of money, I can tell you and ...

JM: Oh come on now. In any case, they promised me back home. I could go on any course I wanted during my attachment here. Now you're trying to worm out of it with all this talk of cutbacks ...

CR: Hold on now. Let me explain how things are here. When money's tight like it is now, middle managers get priority. If there's anything left over, it's the turn of people like you. OK?

JM: No, rubbish! It's not the way to do things at all. Totally unfair. I can't miss a chance like this. I've really got to go.

CR: Sorry.

JM: Look. how about ... erm ... if I were to offer to pay something towards the course ...

CR: Eh?

JM: Yeah, I'd be willing to put some money towards it ... say, erm, well maybe a hundred pounds. How about that?

CR: I'm sorry, we couldn't consider it. We just don't do things like that.

JM: All right then, I'll pay a hundred and fifty. But I can't afford more than that. Surely that's reasonable. What more do you want?

CR: Listen, Mr Mullins. You've got to understand - there's no way you can go on the course, right? It's company policy - I can't change it. And you've just got to accept it. If you work in a company like ours, you've got to toe the line sometimes.

JM: Mmm... so that's it, is it?

CR: Afraid so.

JM: I was hoping you'd be a bit more flexible. Didn't expect to be refused point blank. I can't believe it.

CR: We'd better leave it there, I think. Things may be different in a few months time. There could be more money around for ...

JM: It won't help me. I'll be back home by then.

Dialogue 2

HG - Hans Guertler / HD - Helen Dawson

HG: OK. Helen, come in to my office.

HD: Thank you very much Hans. I must say that was most interesting. That's quite good equipment, isn't it?

HG: Yes, they're certainly good machines.

HD: Mmm.

HG: And they are worth a lot of money.

HD: Well I'm not sure about this yet but, erm, we are in the market for second-hand equipment, so let's talk.

HG: Right, well, for all the equipment as you've seen it, we would like to bill you a hundred thousand pounds.

HD: Oh my goodness! I'm not sure that, er, we're going to be able to get anywhere near that, Hans.

HG: Well, you know they are top quality machines and they're in excellent condition.

HD: Yeah, that may be so, but we're going to have to, er, look at this a little differently. I had in mind something nearer seventy thousand pounds.

HG: No way Helen, sorry.

HD: Well I'm afraid we're not going to be able to do business then.

HG: No no, just a moment. Er well, what about ... let me see ... well I could manage eighty thousand.

HD: Eighty, you say?

HG: Yes, but you would have to pay a deposit, of thirty thousand up front and the balance within six months.

HD: Thirty thousand, and the rest over six months.

HG: That's right. How does that sound to you?

HD: Well, I think we might be able to do that.

HG: Fine then. That's agreed.

HD: Good, but I think we ought perhaps to cover one or two other points before we get too far.

HG: By all means, what are they?

HD: Well, First of all, could we talk about servicing and spares?

HG: Sure. As you know the spares are OK - they're off the shelf. And the servicing, if there is a breakdown, we'll fix it.

HD: Uh huh. And what about warranty? You know we'd really like a one-year warranty.

HG: Oh well, that's a bit difficult, Helen. You know company policy is three months. And I'm sorry I can't go along with you on that. We have to stick to three months.

HD: Really?

HG: Yes. I'm afraid so.

HD: Oh, all right, well let's leave that point then, erm, what else haven't we talked about,

what about delivery?

HG: Well, we could get everything to you probably within two months.

HD: No, no, no. That's no good. I'm afraid, no good at all. We shall probably want this equipment by the end of the month. Is there any way you can do that?

HG: Oh, that's a bit difficult, but let me think. Well we could manage it, I suppose if we laid on some special road transport ...

HD: Yeah, well, that's probably the only solution. Look, I wonder, when could you get back to me and confirm that?

HG: Well, I'll confirm the details next week, but your request is fair enough. You'll have the equipment by the end of the month - and I think we've got a deal! Let's just summarise it, shall we?

HD: OK, well, first of all, there's the price - £30,000 deposit, a further £50,000 over six months. And then what we've said about servicing and spares — you'll provide both.

HG: Right.

HD: And er ...

HG: The delivery, special road transport by the end of the month — details to be confirmed.

HD: Yeah. And don't forget the three months warranty.

HG: OK.

HD: Fine. OK, that sounds good.

HG: Good, Helen.

HD: We've got a deal, Hans.

HG: OK, let's go for a drink.

2. Listen to Dialogue 1 again and decide which of the following statements about it are true:

1. Mullins and Ramsay established a good rapport with each other.
2. Mullins and Ramsay showed each other respect.
3. Mullins and Ramsay both used emphatic language.
4. Mullins had probably worked out his negotiating strategy before the meeting.
5. Mullins offered a creative suggestion to resolve an area of conflict.
6. Ramsay tried to avoid an atmosphere of conflict.
7. Ramsay showed a willingness to compromise.
8. The outcome of the meeting was unsatisfactory for both sides.

3. Listen to Dialogue 2 again and decide which of the following statements about it are true:

1. Dawson and Guertler established some common ground at the beginning of the negotiation.
2. Dawson indicated an area of conflict early in the negotiation.
3. Dawson and Guertler used polite language, showing tact and sensitivity.
4. Guertler made his sticking point clear regarding price.
5. Guertler did not make any concessions.

6. Dawson and Guertler were constructive and co-operative.
7. Dawson and Guertler summed up the main points they had agreed on.
8. The outcome of the negotiation was satisfactory for both sides.

Role-play

Working in pairs, role-play the negotiation between Jerry Mullins and Charles Ramsay from Listening II / Dialogue 1, but this time try to ensure that the outcome is a win-win situation. Prepare for the negotiation carefully, using the hints on negotiating to help you.

Reading III

A STORY OF NEGOTIATING STARRING “PHRASAL VERBS”

1. Read the story paying attention to the underlined expressions:

At the beginning of negotiation the other team asked me where I stood on prices. I told them that I had worked out some figures regarding discounts and quantity. I said that I expected them to come down from \$40 per unit to \$30. They refused to be pinned down too early on a precise price. They explained that they didn't want to rush into anything. I was anxious to build up a relationship so I decided to carry on. I was hoping that we could iron out any difficulties as we went along. However, the negotiation eventually broke down when the other team refused to give in on price and come down to our asking price.

2. Find synonyms from the box to the underlined expressions in the text;

-to calculate -to expand and develop -to have an opinion -to reduce a bargaining position -to continue -to remove -to get the precise thoughts about -to proceed -to concede -to move forward too quickly -to fail

Improve your wordpower

Look at the following idiomatic expressions and try to memorize them. You may use them in your speech in negotiations.

IDIOMS – STRATEGY

- Keep your cards close to your chest! = *Don't reveal your position.*
- Don't show your hand yet. = *Don't reveal your position.*
- Keep something up your sleeve! = *Hold bargaining points back for later in the negotiation.*
- Let's play it by ear. = *Listen and improvise accordingly.*
- Stick to your guns! = *Maintain your position.*

IDIOMS – PROGRESS

- We are going round in circles. = *Repeat without making progress.*
- We both need to give a little ground here. = *Make concessions.*
- We're getting bogged down. = *Focusing too much on one thing and not making progress.*
- We've reached a stalemate. = *Arrive at position where progress and concessions have stopped.*
- We broke the deadlock. = *Move past a major sticking point.*
- We clinched a deal. = *Reach agreement.*

Speaking

Work in pairs. Make up any negotiation, using phrasal verbs and idiomatic expressions in your speech.

Listening III

You are going to hear parts of a negotiation between Carson Martin, Vice-President of Toronto-based CM Kitchens Inc., and Pieter van Eck from Dutch kitchen equipment specialists, IPEA Holland. Listen and answer the following questions:

- 1 What are Carson and Pieter negotiating?
- 2 What agreement do they reach?

Language Practice

Study these phrases from Listening III and choose the most appropriate heading for each group from the list below. Then use each phrase once only to complete the negotiation transcript. You will need to think carefully about the meaning and the form of the missing language. When you have finished, listen again and check your answers.

- asking for clarification
- rejecting
- interrupting

- bargaining/trading
- making a suggestion
- stating your position
- agreeing
- asking for a reaction

1..... We just can't agree to is out of the question. No, I don't really think so. I'd rather not ... 2..... How's that then? It depends what you mean when you say. What do you have in mind? Could you run through that again? 3..... We'll ... , if you ... We might be able to make an exception, if you ... We're prepared to ... , providing ... If you ... , I could ... I was going to ... but what if I were to say...? 4..... Why not? Yes, of course. I agree to ... That's a deal.	5..... I've got to stop you 6..... What we're looking for. We think ... We'd like to ... There's no way ... We wouldn't want to ... I guarantee ... I was hoping for ... 7..... How does that sound ...? How do you feel about ...? What do you say ...? 8..... Let's agree ... , shall we? How about ...? We could ... Do you want me to ...? I'd like to suggest , say, ...
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TAPESCRIPT

Carson: ¹..... first on how to organise today's meeting,
(1).....?

Pieter: Aha.

Carson. OK, well, ²..... starting with the contract itself? Then
³..... move on to the product range, sales targets and
discounts. ⁴..... for the morning session?

Pieter: That sounds fine. There's plenty to talk about there, for sure.
⁵..... start things off?

Carson: ⁶.....? Go ahead.

Pieter: OK, well, as you know, we've signed up quite a few overseas agents recently.
⁷..... really is exclusivity - ⁸..... an exclusive agent
can offer us more - more commitment, more motivation and better service.
⁹..... build up the relationship gradually, based on trust, and common
interests...

Carson: ¹⁰..... right there, Pieter. Sorry, but ¹¹.....
that. An exclusive agreement ¹²..... Absolutely impossible.

Pieter: Oh, ¹³.....?

Carson: It's just that we're agents for a lot of big manufacturers, European, North
American, a couple from the Far East, and we're locked into agreements with them.
¹⁴..... we can break them. In any case, ¹⁵..... - we've
always handled competitors' products, it's the way we run our
business.

Pieter: I see.

Carson: Look, exclusivity isn't everything, you know. ¹⁶..... look after
your firm well ⁽¹⁶⁾..... give us the chance – there'll be no lack of
commitment on our part. -¹⁷.....it.

Pieter: Hm, I suppose ¹⁸....., erm...

Carson: Yes?

Pieter: . . . if you offered us a realistic sales target for the first year.

Carson: I see. Well, I suppose ¹⁹..... 'realistic'.
²⁰..... exactly?

(Later that morning)

Carson: I want to be clear about this — ²¹..... for me?

Pieter: ²²..... . What I'm saying is that ²³..... offer
you a non-exclusive contract, ⁽²³⁾..... you stock our whole range of
products and an agreed quantity of spare parts for each item.

Carson: Right.

Pieter: What I'd like to know now is are you prepared to commit yourself to a figure for
sales growth, ²⁴....., over the next three years?

Carson: ²⁵..... .

Pieter: What, not even a rough figure?

Carson: ²⁶..... . It's going to depend on a lot of variables - any figure
I give you won't be very accurate.

Pieter: OK, I won't try to pin you down on that. Let's move on to discounts.
²⁷..... 2% on orders up to \$200,000, 5% on orders from \$200,000-
\$500,000, and 10% for anything over that. It gives you a strong incentive to exceed your
target. ²⁸.....that?

Carson: Well, I'm a bit disappointed, really. ²⁹ at least 5% up to \$200,000. It's the going rate over here - or weren't you aware of that?

Pieter: I'm sorry, I can't improve my offer on discounts. We've worked them out very carefully

Carson: I see. Well, I don't know...

Pieter: How about this? ³⁰accept the discount rates, ⁽³⁰⁾ help you with your mark-ups. ³¹ to set some limits, ⁽³¹⁾you can set your own mark-ups and we won't interfere.

Carson: Hm, yes, that'd be useful. It'd give us plenty of flexibility with our pricing.

Pieter: Exactly. ³²?

Carson: Right, OK, ³³ that.

Pieter: Great, ³⁴ then. Let's summarise, shall we?

Role play

Work in pairs, one of you playing the Sales Director from Island Silks, the other playing the Chief Buyer from Trendsetters Inc. Study your role-card, and prepare for the negotiation carefully.

Role-card for Sales Director, Island Silks

Island Silks, a medium-sized clothing company based in Hong Kong, operates in a highly competitive environment and is in danger of losing market share to Thai silk manufacturers. As Sales Director, you are delighted, therefore, to have the chance of a contact with Trendsetters Inc., a major American clothing retail chain, based in New York. Trendsetters is interested in buying 50,000 silk scarves from your new 'Miriam Designer Collection' at a unit price of \$US50, including the cost of insurance and shipping to the US.

You have some temporal cash flow problems at the moment. It is November 1, and you really need a deal which will bring in some money quickly. You know that Trendsetters will require the scarves as soon as possible as the company is approaching its peak selling period (the six weeks before Christmas). Despite your cash flow problems, however, you would prefer not to deliver before early December, as you are behind schedule with your orders and must give priority to existing customers. Also, you know Trendsetters will expect a wide range of colours and patterns, and, although your factory can cope with this, it will cost more and mean employing extra staff.

Your objective is to negotiate a satisfactory deal for your company. Use the following points system as a guide to your priorities. You should try to score as many points as possible, and will need to decide your objectives, negotiating limits and strategy

accordingly.

DECISIONS	POINTS
-----------	--------

<i>Delivery Date</i>	
----------------------	--

Nov. 15	1
---------	---

Nov. 30	2
---------	---

Dec.7	3
-------	---

<i>Different Patterns</i>	
---------------------------	--

20	1
----	---

15	2
----	---

10	3
----	---

<i>Colours</i>	
----------------	--

12	1
----	---

10	3
----	---

6	4
---	---

DECISIONS	POINTS
-----------	--------

<i>Terms of Payment*</i>	
--------------------------	--

By irrevocable letter of credit:	
----------------------------------	--

90 days presentation	1
----------------------	---

60 days presentation	2
----------------------	---

30 days presentation	3
----------------------	---

at sight	5
----------	---

<i>Discount</i>	
-----------------	--

4%	0
----	---

3%	1
----	---

2%	2
----	---

1%	3
----	---

0	5
---	---

Role-card for Chief Buyer, Trendsetters Inc.

Trendsetters Inc. is a major American clothing retail chain, based in New York. As Chief Buyer, you have not previously done business with Islands Silks, a medium-sized clothing manufacture based in Hong Kong, but you were very impressed with the silk scarves in their new 'Miriam Design Collection' on show at last month's Hong Kong Clothing Fair. You have been quoted a unit price of \$US50, including the cost of insurance and shipping, and are keen to place an order for 50,000 scarves from the collection.

It is now November 1 and you need the goods quickly as you are approaching your peak selling period – the six weeks before Christmas. The scarves should sell well if they hit the shelves at the right time and mid-November would be ideal. Your customers like bright colours and intricate patterns. And expect to be able to choose from a wide range of designs.

Your objective is to negotiate a satisfactory deal, making as few concessions as possible – the retail clothing market in the US is highly competitive. Use the following points system as a guide to your priorities. You should try to score as many points as possible, and you will need to decide your objectives, negotiating limits and strategy accordingly.

DECISIONS	POINTS
------------------	---------------

<i>Delivery Date</i>	
----------------------	--

Nov. 15	3
Nov. 30	2
Dec.7	1

<i>Different Patterns</i>	
---------------------------	--

20	3
15	2
10	1

<i>Colours</i>	
----------------	--

12	4
10	3
6	1

<i>Terms of Payment</i>	
-------------------------	--

By irrevocable letter of credit:

90 days presentation	5
60 days presentation	3
30 days presentation	2
at sight	1

Discount

4%	5
3%	3
2%	2
1%	1
0	0

Name of negotiator:.....		
Aspects	Points to consider	Grade (1-5)*
Planning	was well-prepared	
Objectives	took a long term view; had a range of objectives; wanted to achieve a win-win outcome	
Rapport	established a good rapport	
Parameters	identified areas of conflict/ common ground early on	
Listening	listened well	
Attitude	was constructive not destructive; showed respect, tact and sensitivity; tried to avoid conflict	

Approach	stayed cool-headed; stuck to a minimum number of arguments	
Flexibility	considered alternatives; made creative suggestions; was willing to compromise	
Language	used language effectively; was fluent, articulate and persuasive	
Overall	competent? effective? skilful? successful?	
Other comments		

"Grade scale: 1 = unacceptable 2 = poor 3 = average 4 = good 5 = excellent
(i.e. could not do better in the circumstances)

What makes a successful negotiation?

1. Effective Negotiating

Planning

Read and gather pre-negotiation documentation • Clarify important questions prior to the negotiation • Know the other party: business and culture • Decide objectives, strategy and agenda • Specify roles and responsibilities within the team • Inform people about date, venue and time • Prepare and rehearse your opening statement

Beginning the negotiation

Create a positive atmosphere quickly • Respect cultural expectations of behaviour • Establish a framework: agenda, procedure, roles • Agree a timetable • State your position • Stress common interest

During the negotiation

Listen and clarify the objectives of the other party • Check to make sure they understand you • Focus initially on areas of agreement • Make constructive proposals • Be clear, firm

and to the point • Handle conflict positively • Be creative and flexible when bargaining • Reach a position of mutual advantage

Ending the negotiation

Summarize and agree the deal • Clarify future responsibilities • End positively

After the negotiation

Recognize successes • Learn from failure and improve for next time • Build up and extend the new relationship

The Negotiating Process

Greetings and positive opening → Reviewing and agreeing the agenda → Establishing positions → Clarifying priorities → Making proposals → Bargaining → Handling conflict → Settling → Summarizing → Closing

2. Opening - creating the right climate

The right climate - a checklist

1. Welcome
2. Greet the visitor
3. Introduce yourselves and colleagues
4. Small talk - ask about their trip
5. Polite offers - a drink
6. Get down to business

At the beginning of a negotiation it is vital to establish:

- a good relationship with the other party
- a positive climate in which the discussions can take place.

Greetings

First meeting

- How do you do?
- Pleased to meet you.

Follow-up meeting

- How are you?
- Fine. It's good to see you again.

Welcoming

- On behalf of ... , I'm very glad to welcome you to /
It's a pleasure to see you here.

- We are delighted to be here.

Names

I'm ...

My name is ...

Please call me ...

Introductions

Let me introduce you to ...

This is ...

He's in charge of ...

he looks after ...

he's our ... Director/Manager

she's just taken over as Head of ...

Have you met ... ?

think you've met ...

Small talk

How was your flight?

How was the trip?

Where are you staying?

This isn't your first visit to ..., is it?

How was your weekend?

Polite offers

Let me take your coats.

Would you like a coffee?

Shall we organize a taxi for the end of the meeting?

Getting started

Perhaps we should begin.

As we're a little short of time, we should get started.

We've got a very full agenda, so let's get down to business.

! Negotiations tip: interactive small talk strategies

Show interest - make noises

Really / That's interesting / Yes - Yeah / I see / Uh-huh

Echo interesting facts

Responsible for three thousand people!?

Born in Egypt!?

Answer questions and develop answers

That's right. And ...

Yes. Especially ...

Comment

So, I suppose that you don't have a lot of spare time?

So, you have a lot of work abroad?

Take turns - return questions

And you? Do you ski?

What about you? Are you a golfer?

Find common areas

I like/have ... - Me too./ So do I.

I don't like/have ... - Neither do I!/ Me neither!

I think ... - Absolutely. I agree.

4. Agreeing an agenda

The agenda

Whilst informal negotiations often don't require a more formal agenda, it is usually important to negotiate a procedure and agenda at the start of a meeting. Certainly, an agenda should not be imposed or assumed. As regards chairing or controlling, this is usually the responsibility of the host company.

Procedure

To begin, I think we should firstly agree a procedure for the negotiation.

May I suggest that we begin by establishing a procedure for the session?

I think we could begin by outlining our position. Then ...

After that we should hear your presentation.

Then we'll have a question and answer session. Finally ...

Checking for agreement / approval

How does that sound?

Is that okay?

Would you agree?

Organising the process

1. Establish a procedure
2. Check for agreement

3. State global objectives
4. Introduce and agree an agenda
5. Clarify participants and roles
6. Agree timing
7. Handle any questions
8. Move to opening statement of positions

Global objectives

OK. We're here today to ...

The main objective / purpose of today's meeting is ...

I'd like to start by saying a few words about the meeting today and what we expect to achieve ...

Introducing the agenda

We've drawn up an agenda.

Let's just run through the agenda.

As you can see, there are 2/3/4 items on the agenda.

I'd like to take ... first.

We aim to deal with / cover ... under item 3.

We've put ... last.

Negotiating the agenda

We see three issues ...

Can we concentrate on ... ?

We would like to look at ...

We would want to consider ...

May we leave that till later and ...

Roles

... is going to sit in.

... is going to take the minutes.

... would like to say a few words about ...

... you're going to give us a presentation.

Timing

It will take two hours. / It won't take long.

I need to be away by ... o'clock. That gives us two hours.

I suggest that we take a break / lunch at ...

How are you fixed for time? [informal context]

Questions

OK. Are there any questions at this point?

Would you like to ask or add anything?

If you have nothing to add, we can move onto outlining our position.

5. Opening statements stating your position

Strategy

1. Holding back – It's important to give yourself some room to manoeuvre later. So don't present your best offer immediately.

2. Getting feedback – make sure when presenting that you check frequently that the audience follows and has an opportunity to ask questions and comment.

Background to the negotiation

Things began in ... and we have been in contact now for ...

You've all seen our brochures / proposal / offer.

I think you've all had a chance to read our ...

Has anything changed since ... ?

Company profile

As you know, the company was established in ...

Our main activity is ...

Our major markets are ...

Currently we ...

Link to position statement

OK. Let me now turn to ...

Right. I should now move on to ...

Inviting interruptions

Let's deal with any questions immediately.

Just interrupt if anything is unclear.

We'll take questions at the end, if that's OK with you.

Stating your position

General

Basically, we are interested in ...

In the long term, we would like to increase ...

We believe it is time for us to develop ...

We are looking for ...

Focus

It is essential for us to ...
... is extremely important for us.
I should stress that ...

Additional

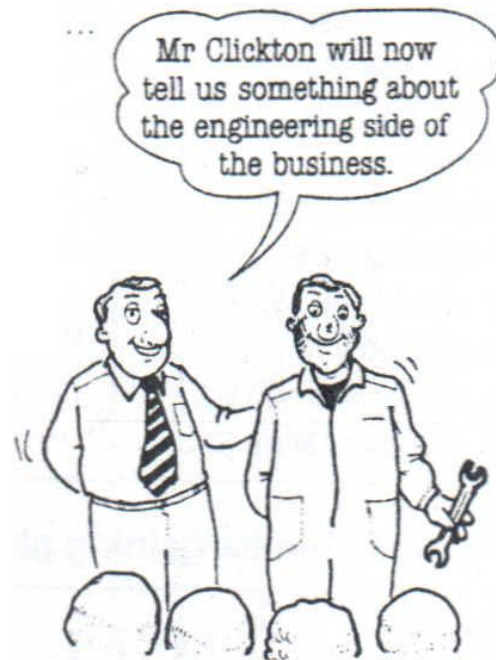
... is a lower priority.
... is less important at the moment.

Invite a response

Are there any questions at this stage?
Do you have any comments to make on that?
Would you like to clarify anything?

Your turn

OK. Perhaps we can hear from your side now.
How I think we can move on to hear your presentation.



Developing Arguments

Addition: furthermore, moreover, in addition, besides this

Contrast: nevertheless, however, despite this

Highlight: in particular, especially, chiefly, mainly

Cause: therefore, as a result, hence, accordingly

Note: Use of “we / let's” rather than “I / you”. Where possible, it's more inclusive to say “We'd like to ...” or “Let's start by talking about”. Certainly if you are a member of a team, use “we” rather than “I”.

6. Clarifying positions

Listening

To guarantee he fully understands, an effective listener will use different techniques:

- asking questions
- paraphrasing others' arguments
- summarizing positions constantly

Advantages of listening well

1. Understand the other party's negotiating position
2. Develop arguments that respond to their needs
3. Show that you are sympathetic to their position
4. Signal that you respect / value what they have to say

Confirming negotiating positions So, you ... is that an accurate summary where you stand? So, for you, this is an opportunity to ... The most important thing for you is ... As I understand it, you would like to ... Is that right?	Responding That's right. Exactly. Yes, it is. Not exactly, I said ...
Asking for clarification I didn't ' understand. What exactly do you mean by ...? Could you clarify one point for me? When you say ... are you saying that ? Could you say a little bit more about ...	Clarifying When I said ... I meant ... Perhaps I should clarify that. Of course. Not exactly. What I was saying was ... Sure.
General questions Can I just ask you a question about ... I'd be interested to know more about ... Could you tell us something about ... ? Could I move onto another question?	Encouraging / showing interest Go ahead . Of course. Yes, certainly. Please do. Go ahead.

Defining priorities Is ... your main consideration? How important is ... to you? ... is of secondary importance?	Direct answer It is our major priority. It is a secondary issue. It is not a main consideration.
	Indirect answer Well, we need to discuss this further. It is something we need to take into account. It is not something we can ignore.
Getting the facts straight Can you give me an idea of how much / many ... ? Approximately, what figure did you have in mind for ... ? How soon ... ? What ... terms would you be expecting?	Direct answer We would require a delivery date before January. We are looking at a figure of 3,000. Around three million pounds.
	Indirect answer It's difficult to say at this moment. I can't really answer that at the moment.

What would be the minimum ... you would consider?	This depends on various factors.
---	----------------------------------

7. Making and responding to proposals

Summarizing

Before moving on to concrete proposals, it is sometimes useful to take time to summarize.

Introducing a review

So, it seems that there are several ways that we could work together.

.. think we could develop our relationship in various ways.

Perhaps we could take time to think generally about ...

Your view of things

From our point of view, ...

For our company,

As we see it, you want ...

Redefining objectives

Initially, ...

At the outset ...

During the first phase, ...

In the short – medium – long term, ...

Essentially, ...

Ultimately, ...

Basically, ...

Most importantly, ...

Checking

Is that how you see it?

Did you have other ideas?

How does that sound?

Concrete proposals

The supplier will usually start this process. The advantage is then given to the customer who doesn't have to show his hand until he first hears what the supplier is proposing. On the other hand, making a proposal first may set the parameters for discussion and it could be an advantage if you want the negotiation to go in a certain direction.

Starting proposals

We are now ready to move on to more concrete proposals.

OK. I think we can now begin responding to your proposals.

Making proposals

We propose ...

Our proposal is to ...

We could offer you ...

We suggest ...

We are prepared to ...

How / What about ... ?

Counter-proposals

From our point of view, we would rather have ...

Could we offer an alternative proposal?

The preferred scenario would be ...

Supposing we ...

How about if we ...

Reacting to proposals

Positively

That sounds fine.

Think we can go along with that.

Neutrally

We might be able to do that.

I see what you're saying.

I understand why you think so.

Negatively

That could be a problem.

We couldn't agree to that.

I'm afraid that we can't accept that.

8. Bargaining

At the bargaining stage, the acceptance of offers is linked to conditions.

Restating your position

Let me just clarify our basic position.

Perhaps I should reiterate our objective here.

Can I just stress that ...

Setting conditions

We might be willing to ...		
That's acceptable ...		
We can agree to	if	You can ...
That's fine ...	provided that	
We could offer you ...	on condition that	you guarantee ...
We might consider ...	so long as	
What would you say if we	providing	
offered you ...	with the proviso that	you reduce ...
We could be willing to ...	when	
We'd be quite happy to ...		you undertake ...

Responding in the bargaining phase

Accepting

That is acceptable. • OK. We can agree to that. • I think we could go along with that now.

Refuse with new offer

We couldn't agree to that but we could ... • That would be difficult. However, would you consider ...? • I'm afraid this is not acceptable. But why not ...?

Accept with a condition

That's fine if you ... • If you ... , then we have a deal. • Provided that you ... , then we can agree.

Reject

I'm afraid that wouldn't meet our requirements. • Even with this offer, we couldn't accept. • Despite ... , we can't agree to this.

Authority problem

I'm afraid I don't have the authority to sanction that. • I'll have to get back to you on that. • I would need to refer back on that.

Linking words - refusing

Despite this offer, we ...

In spite of this improvement, ...

Even with this new offer, we ...

Despite the fact that you have ...

In spite of the fact that you have ...

Although you have ...

Linking words - accepting

Owing to ..., we will ...

Following your new offer of ..., we find that ...

Taking ... into account, we can now ...

As you have reduced ..., we will ...

Since you have increased ..., we can ...

You have ... Therefore we will ...

9. Handling conflict and resolving sticking points

Most negotiations will encounter difficult problems. There is a much greater chance that solutions will be found if both parties keep sight of the main objectives and maintain a positive tone.

Always stress the positive

I think we should look again at where we have agreement.

I think we should take a quick look at what we have achieved so far.

There is no problem in relation to ...

As far as ... is concerned, we agree.

Causes of conflict

Unrealistic demands

Personality differences

Poor communication

Misunderstanding

Failure to appreciate cultural difference

Lack of commitment

Conflict resolution strategies

Identify obstacles and overcome them

Set achievable goals

Be sensitive to others

Respect cultural difference

Summarize and stress common ground

Stress mutual interest in deal

Change your package

Make concessions

Take a time out to think and cool down

Leave and return later to problem areas

Change personnel / location

Involve a mediator

Forget it and call it a day!

Identifying obstacles

The major obstacle at the moment seems to be ...

The main sticking point here is ...

... is getting in the way of an agreement.

Analysing an obstacle

Let's look at this in a little more detail.

What is the underlying problem here?

What exactly are your objections to ...?

Creating solutions

I think we both need to give a little ground here.

What do you think is a reasonable solution?

A compromise could be to ...

Reassuring

Let me reassure you that.

Let me put your mind at rest about ...

You needn't worry about ...

Conflict is not always negative!

Potential benefits:

- Moves the negotiation forward quickly.
- Reveals differences which need to be resolved.
- improves understanding of positions.

Postponing

I think it would be a good idea to come back to this later.

Perhaps we should adjourn to reconsider.

Let's break and hopefully we can come back with some fresh ideas.

Asking and showing understanding

I hope you can appreciate our difficulties with this.

I realise that this is difficult.

I fully understand ...

Threatening

If you are unable to move on this, we will have to ...

I'm afraid we'll have to call it a day unless ...

If you can't offer us something, we'll have to look elsewhere.

Terminate the negotiation

I think we have gone as far as we can today.

I'm afraid that we're not going to reach agreement today.

I think we should both seriously reconsider our positions.

Language style:

You can appear less confrontational with a few simple techniques:

1. Moderate your requests with "perhaps" or "maybe" to sound less demanding.
2. Use modal verbs *could, would, may, might*.
3. Preface disagreement with "I'm afraid ..." or "I'm sorry ...".

Note: Intonation

The way you say things also matters? Intonation can play a very important role in creating a positive atmosphere.

10. Closing a negotiation

Closing signals

OK, perhaps we should stop at this point.

So, that brings us to the end of ...

Right. I think that covers everything for today.

Progress made

We've made some / good / excellent progress.

We've taken a step in the right direction.

We didn't get as far as we hoped but ...

Summarize

Can I just run over the main points?

Let's go over the main points again.

Review areas of agreement

On the ... front, we agreed ...

As far as ... is concerned, we agreed .

We've agreed the following: ...

State unresolved areas

There's still the question of ... to resolve.

Outstanding issues are ...

We can tie up the loose ends at a later date.

Checking and confirming

Do you agree with that?

Does that reflect what we said?

Is that an accurate summary?

Action points for the future

We'll review this again in six months.

Would you like that in writing?

We'll put together a written proposal.

We will draw up a final contract.

We'll circulate the minutes ...

Pete's been keeping notes. We'll let you have a detailed summary.

Next meeting

Could you manage ...?

Shall we say 4 o'clock? Does that suit you?

I suggest we meet at the same time next week.

Positive close

I think we've both got a good deal.

It remains for me to thank you for coming and .

That was a very positive start. I hope it's the basis for a long-term relationship.

We can finish there. I look forward to our next meeting.

Closing checklist

Confirm that you have an agreement

Signal the end of the meeting

Refer to progress

Summarize areas of agreement

Slate unresolved areas

Check understanding

Outline action points for the future

Set the next meeting

Depart on a positive note

A CONTRACT

binding	To break	To draft
exclusive	To breach	To draw up
verbal	To cancel	To ratify
legal	To conclude	To award
valid	To sign	To honour
oral	To enter into	
written		

11. Negotiating - an overview

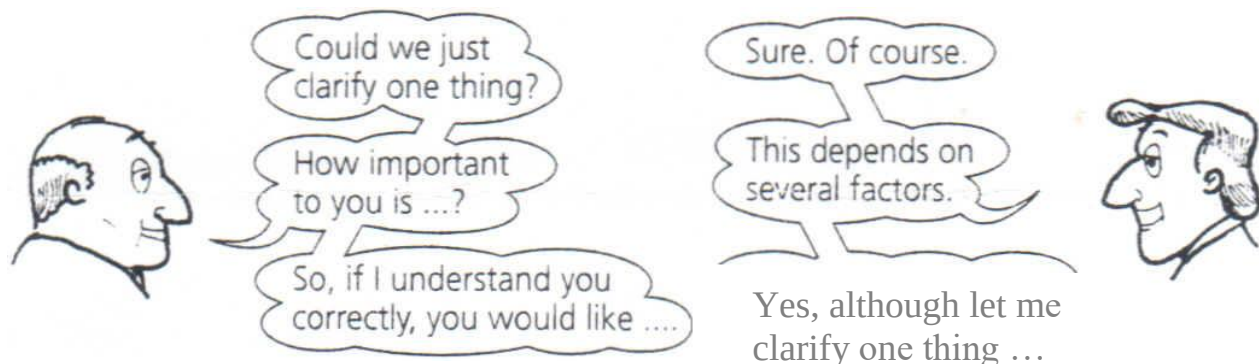
Opening

Welcome to... It's good to see you. → I think you have met ... → So, how was the trip? → Can I get you something to drink? → OK. Shall we get started? → To begin, we should agree an agenda. → May I suggest that we ... OK? → Just to clarify roles ... → As for timing, I hope we can finish by ... → If you have nothing to add, we can move onto outlining our position.

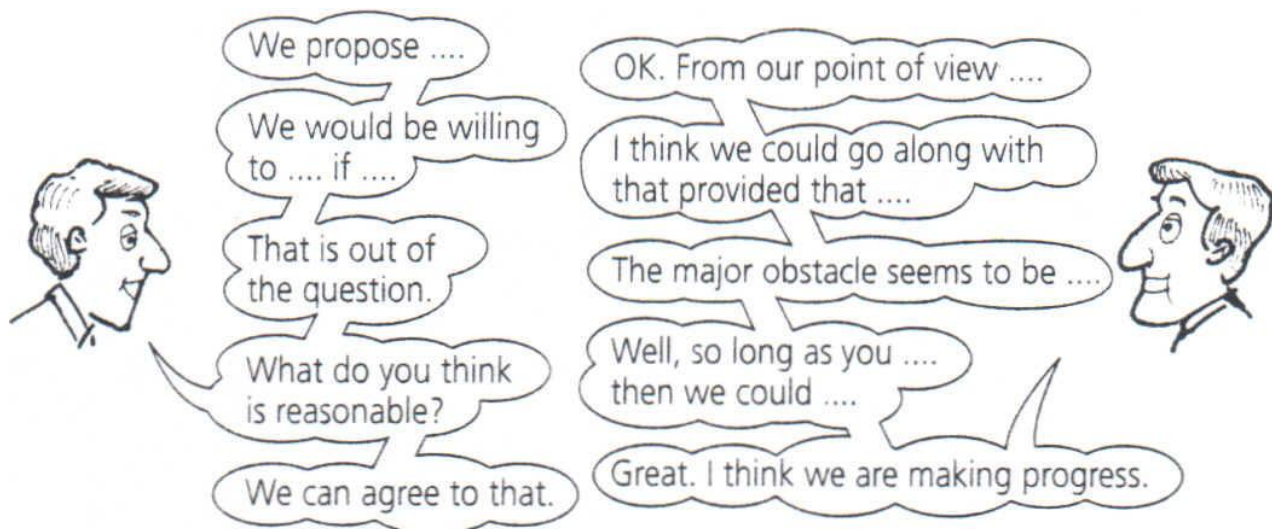
First moves

The main objective of today's meeting is to ... → To begin, I would like to review the background to today. → OK. Let me now turn to our objectives today in more detail. → Just Interrupt me if you want to clarify anything. → Basically, we would like to ... It is essential for us to ... → Furthermore ... In addition ... → How does that sound? Any questions? → OK. Can we now hear from your side?

Questions



Bargaining



Agreement and Close

I think we have a deal! → Can I just run over the main points of the agreement? → We have agreed to ... We will ... at a later date. → Is that correct? Do you agree? → OK. We can draw up a contract next week. → It just remains for me to say thank you for coming. → I think we have a good deal and the basis for a long term relationship. → I look forward to our next meeting. For now, we can finish here.

Оксана Романовна **Жерновая**

**ДЕЛОВОЙ АНГЛИЙСКИЙ: ГОТОВИМ ПРЕЗЕНТАЦИИ,
ПРОВОДИМ СОВЕЩАНИЯ,
УЧАСТВУЕМ В ПЕРЕГОВОРАХ**

Практикум

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