

International Negotiations

Trainer's Notes

Jeremy Day

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Introduction

Welcome to the **International Negotiations Trainer's Notes**. In these notes you will find advice on the following:

- **Timing:** how long each module should take, to help you plan your schedule.
- **Group dynamics:** what to do if you have a very large group, an odd number of students or a single one-to-one student.
- **Resources:** how to make the most of the support resources available in the book and online.
- **Technology:** how to use technology (e.g. video cameras, the Internet) to enhance the course.
- **Feedback:** how to support trainees in their development as negotiators.
- **Final thoughts:** my own advice to negotiators and their trainers.

Timing

International Negotiations has been designed to allow plenty of flexibility in terms of teaching times. Most modules (e.g. Module 1) consist of two parts (e.g. 1A and 1B). Modules 3 and 10, which look at the opening and closing stages of the negotiation, contain one part each, while Module 7 and 8, which cover the broader skills of bargaining and persuasion, consist of three parts each. The coursebook includes an introductory module, *Developing negotiation skills*, and a major negotiation role play (*The East Africa Tender*) to be found on the course **website** (www.cambridge.org/elt/internationalnegotiations) completes the course, making a total of 22 module parts.

It would be possible to cover each module part in a 45-minute session, giving a minimum course length of around 18–20 hours of input. However, it is vital that this input time should be balanced with plenty of opportunity for trainees to conduct negotiations and to give and receive feedback on their negotiating techniques (see **Feedback** on page 3), so an ideal course length would be at least 36 hours.

The suggestions for additional activities throughout these **Trainer's Notes** enable trainers to expand each module to 60 or even 90 minutes. These activities also provide additional flexibility to help teachers shorten or lengthen input in order to adhere to a timetable, if necessary.

Of course, this schedule will depend on the size of your group and the amount of time you have available.

The whole course can take place in the classroom, with no need for trainees to prepare for the role plays at home. In-class preparation time is built into these notes. This means that you do not need to keep to a tight schedule (e.g. one module per lesson) – if you finish a module before the end of a lesson, you can simply start the next one. If a module is taking longer than planned, you can allow it to continue into the next lesson.

Most modules end with a case study, role play or game to practise the language and skills from that module. It is vital to allow plenty of time for these final activities, including feedback. If you find you have only ten minutes of class time at the end of a lesson for a final activity, it would be better to save the final activity for the next lesson, in order to do it properly, and to start the new module instead.

It is not essential that you work through the modules in numerical order, although this would be the most logical order: the order of the modules in the book closely follows the order of events in a real-life negotiation. However you organise the course, you should begin with *Developing negotiation skills* and Module 1.

Group dynamics

If you have an odd number of students, most pair work activities will work just as well in groups of three. Where activities are designed for pairs (e.g. information exchange exercises and games), the *Trainer's Notes* provide specific guidance for adapting the activity to groups of three.

In one-to-one situations, you will have to play one of the roles in role plays or information exchange activities. Where a role play has two different roles, obviously your student should always take the role that best practises the language and skills presented in that module.

Resources

A key part of this course is the extensive **Key and commentary**, which is much fuller than in traditional coursebooks. Some suggestions have been made in the *Trainer's Notes* for exploiting the *Key and commentary* as, say, a reading comprehension or discussion, but it is a good idea to make sure both you and your trainees read and discuss the *Key and commentary* for every exercise.

Note also the two CDs included with the course. Encourage trainees to listen to the recordings again at home and to practise the techniques they demonstrate. However, make sure they realise that by listening to recordings before they are covered in class, they may undermine the effectiveness of the lessons. For example, some sections may start with a brainstorm activity and then trainees listen to compare with their own ideas. If they have already listened at home, it may make them less creative in the brainstorm – they will produce the ‘correct’ answers, but not necessarily the most creative answers that they could otherwise come up with.

The same is true of the audio scripts, which should be analysed in class and re-read at home (perhaps while listening to the CDs), but which should not be read ahead of lessons.

The course **website** (www.cambridge.org/elt/internationalnegotiations) contains the final negotiation role play (*The East Africa Tender*), along with full-size versions of the game boards and feedback forms for each module that are provided in the coursebook.

Technology

The course will work best if you have access to some or all of the following:

- a video camera, to record the role play negotiations. If you don't have access to video facilities, a cassette recorder or MP3 recorder would be useful. Recordings allow you to draw attention to very specific or subtle problems (or strengths) that you might otherwise miss. Seeing or hearing yourself negotiate can be much more vivid and useful than simply receiving feedback. If you keep recordings from the beginning of the course, it will be possible to demonstrate clear progress, which can be hugely motivating for trainees.
- a means of playing back your recordings (e.g. a TV or data projector). Failing that, you could make copies of your recordings for trainees to watch at home.

Feedback

This is a crucial part of the course. It can be difficult to give feedback, especially to weaker negotiators, but trainers need to get this part of the course right. If feedback is too positive, it doesn't help trainees improve. If it is too negative, it can be demotivating and may add to trainees' stress levels. For this reason, the feedback forms from the website (www.cambridge.org/elt/internationalnegotiations) should always be used, as they allow you to focus on the target language and techniques as objectively as possible.

A simple but effective way of giving feedback is to ‘sandwich’ the criticism between positive feedback (e.g. *The presentation of your proposal was very effective – you really made sure everything was clear. You were a bit too active during the counter-proposal, though – don't forget, it's better to sit back and listen carefully, rather than interrupting at this stage. But overall, I think you're really improving and I'm looking forward to seeing your next negotiation.*) Criticism always needs to be constructive: discuss with the trainee (and perhaps the whole class) how they can overcome the problem in future.

Peer feedback is also very useful: trainees comment on each other's negotiating skills. Again, this can be difficult to do sensitively, and you will need to manage such sessions carefully to avoid unpleasant situations, but it can be extremely useful for both the negotiator and the person giving feedback.

The online feedback forms should be used for peer feedback, as they allow everyone to focus on the target language and techniques. For this reason, before any role play, make sure every trainee has enough copies of the feedback form, and that they know exactly how to fill the form in. Afterwards, they use the feedback forms to offer feedback to each other. Note that the score out of ten can be separated from the main form. This allows you to keep records and therefore to measure improvements.

If you have video or audio recording facilities, feedback can be extremely detailed. This may be rather time-consuming, especially if you have a large class, but is well worth doing from time to time. With larger classes, you could show and analyse only selected highlights from recorded negotiations in class.

Final thoughts

I've never thought of myself as a great negotiator. I remember two separate occasions when I was teaching negotiation skills in one-to-one classes to senior executives who were not professional negotiators. When it came to the role plays, on both occasions, the executive completely dominated the negotiation and left me feeling humiliated and beaten.

Since those days, I've learned three important lessons about negotiating. Firstly, that humiliating and beating your opponent is actually a very shallow victory. If you want to build lasting business relationships, it's much better to leave your opponent feeling good about the negotiation. Whenever I have trained professional negotiators, they have always stressed the importance of relationship-building as a vital and difficult skill in a negotiation. So perhaps I'm actually a better negotiator than I thought.

Secondly, negotiation techniques can be learned. Two of my favourite books are *Influence: Science and Practice* by Robert Cialdini, and *Getting to Yes* by Roger Fisher and William Ury. Both books have a prominent place in this book – the former in Module 8B, the latter in Module 6A. If you are serious about training negotiators, I recommend that you read the books in full, together with *Yes! 50 secrets from the science of persuasion*, by Noah Goldstein, Steve Martin and Robert Cialdini.

Finally, there are important differences between negotiating with people who speak your own language and negotiating with speakers of other languages. I remember once trying to explain to a group of Polish negotiators the subtle difference between *What if we **double** the price?* and *What if we **doubled** the price?* One of my trainees pointed out to me that this type of distinction is meaningless in real life: he'd interpret both questions as *We're considering doubling the price*. In other words, you can include all sorts of subtlety in what you say, but the only really important thing is what the other person hears.

There's a lot more to negotiating than correct use of conditionals – as you'll discover as you work through *International Negotiations*. Good luck!

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Developing negotiation skills

Use your first session to get to know your trainees and to focus on their experiences as a negotiator, their needs and their expectations from the course. Ideally, you should also do this with each trainee individually before the course, but it is still worth using this first session to help your trainees get to know each other, and to identify shared needs. It is vital that trainees know and trust each other, as they will have to conduct many simulated negotiations during the course and also give feedback on each other's skills.

Extension activity

Draw the following table on the board. Trainees work alone to make notes about a negotiation they have taken part in. It could be work-related or from their private lives, or they could invent the details if they have not yet taken part in any negotiations, and base their ideas on the types of negotiations that they may take part in at some point in their future careers. They do not need to complete all the information; the boxes are just there to generate ideas. After a few minutes, they work in small groups to talk about their negotiations. Encourage them to ask each other questions about the negotiations. Afterwards, discuss the most interesting stories with the class.

I was representing ...	
I was negotiating against ...	
My aim was ...	
Their aim was ...	
The negotiation went well/badly/ ...	
because ...	
At the end of the negotiation, ...	
Afterwards, ...	
I learned that ...	

Quote

Go through the quote sentence by sentence to generate a class discussion. You could use these questions to focus trainees' attention on each sentence.

- 1 What does *the art of letting the other person have it your way* mean?
- 2 What is the answer to the question in the second sentence?
- 3 Why is there a conflict between short-term victories and long-term relationships?
- 4 Why must both sides believe that they have gained?
- 5 Do you agree that no skill is more central to your professional career?
- 6 Do you agree with Dr Karrass's assessment?

Suggested answers

- 1 The art is in making the other person believe you are allowing them to get what *they* want, when in fact you are getting what *you* want.
- 2 Yes, it is certainly possible, but it is not easy.
- 3 If you destroy your opponent in a negotiation, they will not want to do business with you again.
- 4 So that they continue to want to do business together.
- 5 This will depend on what your career is, and how broadly we define 'negotiating'.

Background notes

- The quotation at the beginning (... *the art of letting the other person have it your way*) is attributed to the Italian writer Daniele Vare. Vare was referring to diplomacy, but the quotation has been widely used to describe persuasion and negotiations.
- The quotation at the end comes from the title of one of Dr Karass's books. See http://www.karrass.com/kar_eng/about.htm.

Show the class the different elements of the course, as described in the first paragraph. If you have Internet access in your training room, use this opportunity to demonstrate some of the online resources. If you will have access to a video camera during the course, explain how you will use it to record and analyse trainees' negotiations. Point out that for the course to be as effective as possible there needs to be a balance between input (advice from the book, etc.) and output (role plays of negotiations) with analysis and feedback.

The secrets of great negotiators

Elicit from the class a range of skills that great negotiators have. Students then read the text to underline at least fifteen things that they can expect to learn during the course. Go through each point briefly in class to make sure everyone understands, eliciting one or two suggestions for each point. Avoid confirming or rejecting suggestions at this stage, as this would undermine some of the exercises in the course. (For your reference, the relevant sections where each point is addressed are given in the **Suggested answers** below.)

Suggested answers

Trainees will learn:

- the worst thing you can do to a negotiator (see Module 7B)
- what expert negotiators do more than twice as often as mediocre ones (see Module 6B)
- the connection between grammar and diplomacy (see Module 9A)
- the difference between negotiating positions and interests (see Module 6A)
- the six principles of persuasion (see Module 8B)
- when to be open to suggestions and when to say no (see Module 7C)
- the art of asking probing questions (see Modules 5A and 5B)
- the art of disagreeing without being too direct (see Module 9A)
- how to decode typical body language signals (see Module 4A)
- how to defend yourself against unethical tactics (see Module 8C)
- how to boost your own persuasiveness (see Modules 8A, 8B and 8C)
- the pros and cons of teamwork (see Module 1B)
- how to adjust to different cultures (see Module 1A)
- when to take the lead and when to wait and see what the other side offers first (see Module 6A)
- how to control negative emotions (see Module 2A)

Language notes

- If you describe something as *mediocre* /ˌmiːdi'əʊkə(r)/, it is of average (or slightly below-average) quality.
- *Diplomacy* may refer to the work of diplomats, i.e. managing the relationships between countries, or it may be used more generally to refer to the skill of dealing with people without upsetting or offending them.
- A *probing* question asks for very specific information, often used as a way to identify problems in the other person's claims.
- If you *boost* something, you give it extra power or energy.

Extension activity 1

Draw trainees' attention to the four examples of negotiations mentioned in the second paragraph (negotiating a pay rise with your boss; arguing over a price rise with a key supplier; buying time to complete a difficult project; renegotiating the terms of a multimillion-dollar contract). Students discuss in pairs which of the four types of negotiation they have taken part in or will need to take part in, and which they would find the most stressful to do in their language or in English.

Extension activity 2

Discuss the Victor Kiam quote with the class. Elicit why a negotiator must be part Sherlock Holmes, part Sigmund Freud.

Suggested answers



- Negotiators need to be like a detective (Sherlock Holmes was a famous fictional late-19th century detective), in order to work out what the other person wants and is prepared to accept. They also need to research their own interests carefully in order to plan their strategy.
- They need to be like a psychologist (Sigmund Freud was a renowned early-20th century psychologist, i.e. someone who studies the mind and human personality), because they need to understand how the other person is thinking, and also try to work out the best way to influence the other person.

Negotiating and you

Tell the trainees to cover the right-hand column. They work in pairs to discuss the ten statements – which statements are true for them, and ways of overcoming the problems. When they have finished, discuss the questions as a class, using the advice in the right-hand column to guide your discussion.

Extension activity

Keep a record of trainees' answers to the questionnaire, in order to measure progress when you reach the end of the course. It can be very motivating for trainees to realise that they can do something at the end of the course that they were unable to do at the beginning.

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1A Preparing to negotiate

Quote

Tell trainees to read the quote to identify a problem for business negotiators and a comparison with a different group of people.

Answer



The problem is that business negotiators don't prepare enough before a negotiation. The comparison is with professional sports people.

- 1 Trainees discuss the task in small groups. Make sure they understand all the words (e.g. *venue* = where the negotiation will take place). Point out that it may be easier to focus this discussion if they have a specific negotiation in mind. Allow plenty of time for the discussion, and encourage trainees to bring in their own experiences of preparing for negotiations. Afterwards, use the list of six types of preparation in the question to elicit ideas from the class.

Extension activity

Tell trainees to read the commentary on page 60 to compare it with their ideas. They should also identify what it says about each of the types of preparation listed in exercise 1. When you check the answers with the class, you could use the commentary to generate further discussion (e.g. examples of the various situations from your trainees' own experience). Note that the commentary introduces a number of key concepts for the topic of negotiations (see **Background notes** below) which you can also discuss at this stage.

Answers



- Goals: the most critical part of your preparations. Opening proposal should be realistic but ambitious.
- Alternatives: the different 'packages' you can offer as part of a deal; what you'll do if you fail to reach a deal.
- Background research: on the company you hope to do business with; on their competition; your own competition.
- Team-building: selecting the optimal combination of personalities and expertise can make or break your deal-making capacity. Look out for knowledge gaps or doubling up of roles.
- Venue selection: if on your territory, you can set things up your way. If on theirs, you'll have to adapt.
- Cultural factors: do your homework, know what to expect, but don't over-react as this may give away your own expectations and put you at a disadvantage.

Background notes

- *Doubly so* means especially.
- *Bargaining room* is the space between what you want and what you will accept. It is also sometimes called *room for manoeuvre* /mə'nu:və(r)/, which is mentioned in exercise 8.
- The commentary mentions *what you'll do if you fail to reach a deal*. An important concept here is *BATNA*, your *Best Alternative To Negotiated Agreement*. In other words, it is vital to know exactly when it might make more sense to give up on a negotiation and walk away. This concept is explored fully in Module 7C.
- If something can *make or break a deal*, it is the crucial ingredient that determines whether you will succeed (make the deal) or fail (break the deal).
- If somebody or something is *redundant*, he/she/it is not needed.
- As mentioned in the commentary, an advantage of holding the negotiation on your own *territory* is that you can set things up your way. It can also have more subtle psychological advantages. For example, providing hospitality may leave the other side feeling that they owe you something in return. On the other hand, an advantage of negotiating 'away from home' is that you can walk away (or threaten to walk away) more easily.
- If you *accommodate your cultural behaviour*, you adapt your behaviour to match the culture of the other people. For example, if person A comes from a culture where it is normal to get down to business straight away, but person B comes from a culture where lengthy relationship-building is expected before a negotiation, it might be a good idea for person A to devote more time to this relationship-building phase, even if it feels unnatural. If both sides accommodate in this way, it should be possible to find a compromise that suits them both. However, there is a danger of overreacting: person A might be trying too hard to build a relationship, while person B is already expecting to get down to business. This is an example of what the commentary describes as *colliding in the middle*.

- 2 Trainees work in pairs or small groups to come up with a definition. They then share their ideas with the class. Collect the best ideas on the board. Use the differences between their ideas to generate some good discussion.

Extension activity

You could turn this activity into a type of negotiation. Two teams independently come up with their own definitions. They then hold a meeting together to merge their two definitions into a single definition, where the class as a whole comes up with a single definition. The aim is not simply to maximise the number of 'my team's words' in the final definition, but rather to find a solution that is acceptable to both sides.

Finally, tell them to compare their ideas with the *Suggested definition* on page 60 of the key. You could go through each part of the definition to generate more discussion, using these questions.

- 1 Can you think of an example of a negotiation with more than two parties?
- 2 What is the difference between a *common interest* and a *shared purpose*?
- 3 What does it mean if an agreement is *mutually beneficial*?
- 4 What does it mean if an agreement is *mutually acceptable*?
- 5 What does it mean if an agreement is *mutually implementable*?

Suggested answers

- 1 Examples include international trade negotiations such as the GATT (General Agreement on Tariffs and Trade) or environmental negotiations such as the Kyoto Protocol on climate change.
- 2 *Interests* are what each party wants. Interests may be *conflicting* (e.g. party A wants a low price, while party B wants a high price) or *common* (e.g. both parties want to minimise the amount of money they will have to pay to a third party, such as the government in taxes). The *purpose* of the negotiation is the reason the negotiation is taking place. In most situations, the *shared purpose* is to reach an agreement. However, sometimes one or both parties may have a different purpose (e.g. party A is negotiating with party B, but really wants a deal with party C instead. For A, the purpose of the negotiation with B may simply to allow A to negotiate from a stronger position with party C).
- 3 It is good for both sides.
- 4 No part of the agreement is too bad for either side.
- 5 Both sides are able to fulfil their promises.

- 3 Trainees work alone to complete the flowchart. Make sure they know to complete the middle column first, as these define the stages themselves. The outer columns give examples of the activities that happen during those stages. They check their answers in pairs before feeding back to the class.

Language notes

- If you build *rapport* /ræ'pɔ:(r)/ with somebody, you get to know and develop a good relationship with him/her.
- There is an important distinction between *positions* and *interests*. *Interests* define what you really want and why you want it (e.g. we really want to enter this market, so we are prepared to accept a low price if necessary), while *positions* are what you say you want or will accept, in order to get a better deal. A key skill in a negotiation is to identify the other party's interests. Some negotiators believe it is better to be open and honest about your interests, while others believe they are in a stronger position if they keep their true interests secret. The issue of positions and interests is explored fully in Module 6A.
- If you *probe*, you ask questions to get very specific information or a deeper understanding of a situation.
- The verb to *clarify* has two meanings: *to provide clarification* or *to ask for clarification*. In the flowchart, *clarify* has this second meaning.
- A *concession* is something you give to the other side in a negotiation, e.g. you accept their demand for a 5-year guarantee. An important principle in negotiations is that you should always *trade concessions* (e.g. we can provide that guarantee in exchange for a more flexible delivery schedule), and never simply make concessions in isolation. See Module 7A for more on trading concessions.
- A *time-out* is a break from a negotiation, when the parties can discuss an idea among themselves or simply calm down if the negotiation is getting too emotional. See Module 9B for more on the importance of time-outs.

Extension activity

Use *Why-* and *How-* questions for each row in the flowchart to generate a discussion with the class, e.g.:

- *Why is it important to ... build rapport / agree on a procedure, etc.?*
- *How exactly might you go about ... building rapport / agreeing on a procedure, etc.?*

- 4 Trainees discuss the questions in small groups, bringing in their own experiences as much as possible, and then share their ideas with the class. Finally, tell trainees to compare their ideas with the commentary on page 60. The commentary may also generate further discussion if trainees have different experiences of the nationalities mentioned.

Extension activity


After trainees have read and discussed the commentary, tell them to close their books. Use this quiz to check how much they remember and also to deal with any problems with the vocabulary in italics.

- 1 In which two countries will you be expected to *stick to* a more or less fixed agenda?
- 2 In which parts of the world will several meetings be necessary before an agreement can be reached?
- 3 Which nationality will tend to begin with the *probing questions* almost immediately?
- 4 In which country might a *strenuous* amount of socialising may be expected, *regardless of* how the negotiations are going?
- 5 Which nationality will want to *close the deal* as quickly as possible?
- 6 Which nationality will ask the same questions several times to *reassure themselves* of the answers?
- 7 In which two countries would the social side normally be *kept to a minimum* until after the deal has been *struck*?
- 8 Which nationality will usually want to *sleep on it* before making a final commitment?
- 9 Which nationality will almost always want you to *set out* your proposal first and then *counter* it very *vigorously*?
- 10 In which country might you go out to dinner the day before a negotiation and find yourself already *engaged in* negotiations?
- 11 In which country will *be marched through* the agenda fairly *swiftly*?
- 12 Which two nationalities will want to avoid such conflict *at all costs*?
- 13 In which country might it be acceptable to offer to *get back to* the other side with the information at a later stage?
- 14 Which nationality may *resent* an enforced agenda which restricts their imagination and creativity?

Answers

- 1 the USA and the UK
- 2 the Latin countries, the Gulf, most of Asia
- 3 Germans
- 4 China
- 5 Americans
- 6 Japanese
- 7 Germany and Switzerland
- 8 British
- 9 Russians
- 10 Italy
- 11 the USA
- 12 Japanese and British
- 13 the UK
- 14 French



- 5  **1.02–1.04** Tell trainees to read the three descriptions and to predict and discuss in pairs which notes may apply in each case. Make sure they fully understand all the vocabulary in the notes (See **Language notes** below). Then play the recordings for trainees to tick the correct notes. Finally, discuss the answers with the class.

Language notes

- *Chit-chat* is a negative name for informal conversation, i.e. chat that goes on too long. The term *small talk* is a more positive way of describing informal discussions. More generally, the relationship-building phase of a negotiation may be described as the *preliminaries*.
- Sales and persuasion techniques can be divided into *hard-sell* techniques and *soft-sell* techniques. An aggressive salesman or negotiator may use hard-sell techniques to persuade (or even trick) the other person to agree to something they may not actually want. Afterwards, the buyer may feel weak or negative, as if he/she has 'lost' the negotiation. Soft-sell techniques are more gentle. They work by making the buyer like and trust the seller, and at the end the buyer will feel positive about the negotiation.
- If someone is *trustworthy*, he/she can be trusted.
- If you *hit on* something, you find it by accident.
- If you do something *subtly* /'sʌt.lɪ/, you do not draw attention to what you are doing.
- If someone is *notorious* for something, they are famous but in a negative way.
- If an agreement is *binding*, it can be enforced in a court of law. In many countries, an agreement may be treated as a binding contract even if it is not written down or signed.
- If you are *well briefed*, you are prepared, and have collected advice and information.
- *Rest assured* means 'don't worry – you can be sure'.
- If something is seen as *premature*, it happens earlier than it should.
- If something *emerges*, it appears slowly and gradually, as part of a natural process.
- If you *go with the flow*, you accept a situation and don't try to fight it.
- *Vague* /veɪg/ proposals are not specific.

Extension activity

Tell trainees to look at the audio scripts on page 46 and play the recordings again for them to listen and underline all the advice for dealing with each cultural type. They compare their answers in pairs before feeding back to the class.

Suggested answers



Fact cultures: *don't waste time with too much small talk; be careful not to end up discussing issues in isolation which really need to be connected; be extremely well briefed with all the relevant information; be aware that the main objective of the negotiation is to do business; focus on [key terms] right from the start; be prepared for regular summaries of what's on the table at each stage of the negotiation and a concrete outcome at the end.*

People cultures: *don't rush the preliminaries; take your lead from them as to how long the social introductions and opening generalisations should go on; [don't] hurry them into proposing a list of items to discuss; take it easy, 'go with the flow'; [don't expect] a final decision ... to be reached without a further meeting.*

Trust cultures: *[don't] sell yourself hard; listen to them; [allow] a common purpose [to] emerge; [don't show] emotions or disagreement; [don't try] to find out the motivation behind their demands ... by asking questions; keep making calculated guesses about what they want until you hit the target; [be cautious about] giving away information about needs and priorities; accept that it will take a long time to agree anything and that anything agreed will ... have to be flexible.*

- 6 Make sure trainees understand the word *stereotype*. Trainees then discuss the questions in pairs and then share their ideas with the class, including their experiences of false stereotypes. Finally, tell them to compare their ideas and experiences with those in the commentary on page 60.

Background note

A *stereotype* is based on the incorrect assumption that every person from a particular culture will behave in a particular way. In fact, although we are of course influenced by our cultures, there is wide variety within each culture. Also, we each belong to many cultures, related to, for example, the type of organisation we work for, our jobs within that organisation, our age, our gender, our family situation, etc., as well as our national cultures. For example, a Japanese sales representative may have more in common culturally with an Italian sales representative than with, say, a Japanese computer programmer.

Extension activity

Trainees read the commentary to sort the countries into six groups, i.e. the three broad cultural types from exercise 5 and the three ways of combining these broad types. Then discuss the answers with the class, including whether they agree with the groupings and whether they have experienced any of them in practice.

Answers



Fact cultures: the UK, Germany, Switzerland, the Netherlands, the Scandinavian countries, most Central and East European countries (with the possible exception of Hungary), the USA

Fact and people cultures: France, Poland, Russia, Romania

People cultures: most Latin (Italy, Spain, Portugal) and non-Latin Mediterranean (Greece, Turkey) countries, Latin American countries, the Gulf states

People and trust cultures: Vietnam, the Philippines, India

Trust cultures: the majority of Asian cultures (Japan, China, Korea, Thailand, etc.)

Trust and fact cultures: the UK, Hong Kong

- 7 Make sure everyone understands all the words in the advice for negotiating with people from each of the cultures (e.g. *to digress*, *seldom*, *to read between the lines*). Trainees then work in pairs to discuss the advice. Afterwards, discuss the answers with the class. You could also elicit some more advice for negotiating with different nationalities and cultures, based on your trainees' own experience.
- 8 Go through the rules with the class. Make sure trainees know to check the answers in the key on page 61 and to keep a record of their points. Note that the game will work just as well in groups of three, or with a shorter time limit.
- If you don't have dice, give each pair or group twelve identical pieces of paper. They should write the numbers 1–6 on each piece of paper, so that there are two with each number. They place these face down and in a mixed up order on their desks. Trainees then take turns to choose two at random, turn them over and treat the two numbers as dice rolls.
- Stop the game at the end of the time limit to check who has the most points. You could also go through all the useful phrases with the class to check everyone fully understands what they mean and when to use them.

Language notes

- If you *tie up the loose ends* of a deal, you finalise all the small, detailed issues after the main agreement has been reached.
- You can *put a face to a voice* (or *to a name*) when you meet someone face-to-face after earlier getting to know them only by telephone (or by email).
- *Exclusivity* involves agreeing to buy or sell a certain product or service from/to only one organisation.
- In a negotiation, your *bottom line* is your absolute maximum or minimum, beyond which you cannot or will not negotiate.
- *By all means* means 'yes, of course'.

Extension activity

Trainees test each other in pairs by reading one of the phrases in black from the game to elicit a suitable response (such as the useful phrase in green) from their partner, whose book is closed. Afterwards, tell everyone to close their books. Elicit from the class all the useful phrases from the game for each stage in the negotiation.

International Negotiations

Trainer's Notes

1B Preparing to negotiate

Quote

Elicit from the class what the key to successful team negotiations might be, and then read the quote to compare it with their ideas.

Answer

Each team member must play a specific role.



Language note

- A *facilitator* manages a process (e.g. a meeting or negotiation) without getting involved (e.g. by expressing opinions or making decisions).

- 1 Trainees discuss the questions in small groups and then share their ideas with the class. Make a list of roles on the board. Afterwards, tell trainees to read the commentary on page 61 to compare it with their ideas. Finally, elicit from the class any changes to the list of roles, based on the ideas in the commentary.
- 2 Make sure trainees fully understand all the words from the box and the model (see **Language notes** below). They then work alone to complete the exercise and compare their answers in pairs. Finally, go through the answers with the class.

Language notes

- If you *conciliate* in a dispute, you help the two sides to reach an agreement.
- *Number-crunching* is an informal name for doing complex or boring calculations.
- A *deadlock* is a situation where there seems to be no way for the two sides to reach an agreement.

Extension activity

Trainees test each other in pairs by taking turns to ask about one of the roles (e.g. *What does a decision-maker do?*) to elicit the phrase from the model.

- 3 **1.05** Make sure trainees understand that the six team members are the same six roles as in exercise 2. Play the recording for trainees to complete the exercise. They compare their answers in pairs and then feed back to the class.

Extension activity

Write the following questions on the board. Point out that there is one question for each extract from **1.05**. Trainees listen again to answer the questions. Then go through the answers with the class.

- 1 What is the problem and the suggested solution?
- 2 What are the figures in the calculation?
- 3 What is the decision and the reason for it?
- 4 What is the problem and the offer?
- 5 What is the cause of the deadlock?
- 6 What is the opportunity that the observer has spotted?

Answers



- 1 Problem: they aren't getting very far. Solution: come up with some alternatives.
- 2 $27,650 + 4\% = 28,756$
- 3 Decision: to leave it (= to refuse the offer). Reason: it doesn't meet their needs.
- 4 Problem: the set-up costs are too high. Offer: to sign up for three years.
- 5 The surcharges (= additional charges)
- 6 The other side will *go ahead* (= agree to the offer) if they can be reassured about *compatibility* (= that the various machines or systems will work together).

- 4 Trainees work in pairs or small groups to complete the table. Afterwards, elicit from the class as many ideas as possible onto the board. Finally, tell trainees to compare their ideas with those in the commentary on page 61. Keep the list of ideas on the board, as this will be useful for exercise 5.
- 5 Trainees read the article to see if it mentions the same ideas as they came up with in exercise 4, and to underline any additional ideas that they hadn't thought of. They compare their answers in pairs before feeding back to the class.

Extension activity

Discuss these questions with the class to make sure trainees have fully understood the text. Note that questions 8–10 are not answered in the text, but are designed to relate the topics from the text to trainees' own knowledge and experience.

- 1 According to the first paragraph, why might it be a *burden* (= a disadvantage) if you have more players on your team?
- 2 Is it ever possible to *retract* (= take back) a concession in a negotiation?
- 3 How many benefits of teamwork are mentioned in paragraph 2?
- 4 What example is given in paragraph 3 of 'the promise of teams'?
- 5 Why might this promise *elude* us (= be impossible to reach)?
- 6 What is the main advice from paragraphs 1–3?
- 7 Give an example of a diverse set of knowledge, abilities or expertise.
- 8 Give an example of diverse interests that may be represented in a union negotiation.
- 9 What would be the result if you tried to negotiate alone in a major international negotiation or a merger or acquisition?
- 10 How much time is sufficient to coordinate a team effort?

Suggested answers

- 1 Because there is a risk that members will under-prepare; colleagues may make concessions that you are not happy about.
- 2 It is usually possible, at least until a formal agreement is reached. However, it may be seen as unprofessional. The other side may decide you are not taking the negotiation seriously enough. They may also try to exploit disagreements within your team for their own benefit.
- 3 Two main benefits: more discussion / information sharing; feeling more powerful / secure.
- 4 The formidable team you might expect by looking at each individual's strengths and potential to succeed.
- 5 Members might disagree on key issues.
- 6 Don't under-prepare for team negotiations; make sure concessions never 'slip out' without your whole team expecting them; resolve any disagreements within the team before the negotiation.
- 7 The team mentioned in paragraph 3 is a good example.
- 8 Some members of the union may be willing to accept a low offer because they want to avoid conflict, while other members may want to push hard for a much better offer, at the risk of serious conflict.
- 9 It depends on the details of the situation, but it would certainly be seen as unusual. This could of course work to your advantage, as long as you are well-informed and brave enough to handle the tough negotiation by yourself.
- 10 Again, this depends on the situation – the size of the team, the initial differences between their opinions, the importance and complexity of the negotiation, etc.

- 6 Trainees discuss the questions in small groups and then share their experiences with the class. If your trainees are not experienced negotiators, get them to imagine examples for each situation, and what they would do in each case.
- 7 Make sure everyone reads and fully understands the background information to the case study at the top of page 81.

Extension activity

You could use the following questions to check they have understood.

- 1 Who are the two parties to the negotiation?
- 2 What is SunSource's goal in the negotiation?
- 3 In what ways can negotiating with the Chinese be rather predictable?
- 4 In what ways can it be very unpredictable?
- 5 What is guanxi (/ˈɡwɑːŋˈʃi/)?
- 6 How are younger executives seen in China?
- 7 How many people are you allowed to have in your team?

Background note

Guanxi is pronounced /'gwanʃi/. See <http://www.thinkingchinese.com/guanxi-guanxixue-personal-connection-in-modern-china> for some background information on *guanxi*.

Note that although English is now widely learned in China, older people and people away from the wealthier coastal areas may not have learned it. Even those who have studied English may find it more difficult than speakers of European languages which are more closely related to English, and may have strong accents. Very few people from other countries have studied or mastered Chinese. To complicate matters, different dialects of Chinese may be seen as different languages, so someone who has learned Mandarin Chinese (the most commonly spoken form of Chinese, including in the north of the country and inland) may not be able to communicate with a speaker of Cantonese (also called Yue Chinese, widely spoken in the wealthier southern coastal areas around Hong Kong and Guangzhou).

Answers



- 1 SunSource, a multinational solar energy company, and the North China Electric Power Company.
- 2 It wants a large contract to build solar-thermal energy plants using its own *proprietary technology* (= technology which they have the sole rights to use).
- 3 They are concerned with politeness and *protocol* (= rules about how to behave).
- 4 They will often assume that everything is negotiable and do not like to be bound by written contracts.
- 5 Special treatment of those in one's immediate business network.
- 6 Younger executives may receive less respect than more senior business people, especially when dealing with state-run industries.
- 7 Up to five.

Trainees then work in pairs to read the profiles and to plan the best team. Note that this discussion is itself a form of negotiation, but point out that the aim is to share information and to find the best solution, rather than to get as many of 'my people' onto the team as possible. Allow plenty of time for the discussion (up to ten minutes) and monitor carefully, paying particular attention to their skills and weaknesses as negotiators. At the end, trainees give feedback to each other, using the online feedback forms (see page 110 and www.cambridge.org/elt/internationalnegotiations). Ask each pair to present their dream team to the class. Finally, give and elicit feedback on the success of the discussions/negotiations and the language used.

If you have an odd number of trainees, you will need to have one group of three, where the third trainee can read both sets of profiles, and should act as a mediator to help the other two trainees to reach a decision.

- 8 Trainees read the commentary to compare it with their own ideas, and to see which pair was closest to the suggested solution. Discuss with the class which solution – the one from the commentary or your trainees' own solutions – is best.

International Negotiations

Trainer's Notes

2A Relationship-building

Quote

Ask trainees to read the two quotes to find the connection between them. They should also identify the most important difference between them. Discuss the answers with the class.

Answers



Both quotes highlight the importance of personalities and relationships. Difference: the first quote is speaking to *you* as the person who chooses to negotiate, and focuses on whether you like the other person, while the second focuses on whether the person who chooses to negotiate likes you.

- 1 Make sure everyone understands the meaning of *goodwill* (= positive feelings for another person based on trust) in question **c**. Trainees discuss the four questions in small groups. After a few minutes, open up the discussion to include the whole class. You could encourage trainees to think of real-life examples of the two types of negotiations implied by question **b** (i.e. one-off negotiations, e.g. selling your house, and repeated negotiations, e.g. getting a good price from a regular supplier). Finally, tell trainees to read the commentary on page 62 to compare it with their ideas. Discuss any differences with the class.
- 2 Discuss briefly with the class whether anyone has seen the film *Jingle All The Way*. Trainees read the instructions and the information on page 82. You could check trainees' understanding of the situation by asking questions (e.g. *Why do you want the toy so badly? Who is the other person that grabs the toy? How are you feeling when you grab the toy?*). Trainees then work in pairs to conduct the negotiation. They should stand up to allow better use of body language. Note that you could make the negotiation more realistic by giving trainees a physical object (e.g. a pencil) to serve as the toy. Allow around five minutes for the negotiation.
If you have an odd number of trainees, the negotiation will work just as well in a group of three.
- 3 Go through the seven words and phrases with the class to make sure everyone understands the words. Trainees then discuss in pairs which techniques they used and how they felt about the negotiation. After a few minutes, open up the discussion to include the whole class.


Language notes

- *Bullying* involves using your power (e.g. physical strength, professional status, etc.) to make others do what you want them to do, typically by using threats of what you will do if they don't follow your instructions.
- If you *justify yourself*, you explain the reasons for your behaviour.
- *Emotional blackmail* involves using emotions like guilt to make the other person feel bad. For example, one person in this negotiation could say that his/her child is very ill.

- 4 Tell trainees read the background notes. They then repeat the role play. Stop the role plays after about five minutes.
- If you have an odd number of trainees, the negation will work just as well in a group of three, where two trainees read the Speaker 1 role.
- 5 Trainees discuss the questions in pairs and then feed back to the class.
- 6 Tell trainees to read the analysis. Allow about two minutes for the reading, and then tell them to cover the text and to discuss the phrases in exercise 6 with a partner, including what was said about each of them. After a few minutes, open up the discussion to include the class. You could also check that they understood and remember some of the other key words from the text: *intimidation*, *submission*, *work together collaboratively* and *compromise*.

Extension activity

Tell trainees to repeat the role play from exercise 2 with a different partner, this time trying to use some of the advice from the article.

- 7  **1.06** Elicit from the class what the diagrams might show. Trainees then work in pairs to predict the missing words in the descriptions. Play the recording for them to complete the notes. Allow them to discuss their answers in pairs again before sharing their answers with the class.

Extension activity


Write the following questions on the board. Trainees listen to the recording a second time to answer the questions. They discuss their answers in pairs before feeding back to the class.

- 1 What is the name of Fons Trompenaars' book?
- 2 In a high-context culture, which is more important, business or people, according to the trainee?
- 3 In what way is Microsoft's slogan not a coincidence?
- 4 What verb does the trainer use to describe the way high-context cultures become gradually more focused on the business?
- 5 What verb does the trainer use to describe the way low-context cultures become more focused on relationships?
- 6 Think about the quote from John D. Rockefeller. Which of the two diagrams best represents his viewpoint?

Answers



- 1 *Riding the Waves of Culture*.
- 2 According to the trainee, they are both equally important the other.
- 3 Because it is from North America, where the emphasis is on today, not tomorrow.
- 4 zoom in
- 5 unwind
- 6 The one on the right: start with business and then become friends.

- 8 Trainees work in pairs to discuss the questions. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to compare their ideas with those in the commentary on page 62, and discuss any differences with the class. You could use the commentary on question **d** (... *it's best not to have too many preconceptions about the people you're doing business with* ...) to generate some further discussion.
- 9  **1.07** Trainees discuss the behaviour patterns in pairs to check they understand all the vocabulary (e.g. *to insist on something*, *small talk*, etc.) and to predict who might use them. Then play the recording for trainees to check their answers. They discuss their answers in pairs before feeding back to the class.

Extension activity

Trainees look at the audio script on page 47. They then listen again to underline all the useful phrases used by Stuart for building relationships and for getting down to business from the script. Afterwards, discuss the answers with the class.

Suggested answer



Building relationships

... welcome to Chicago! Delighted you could make it.

Did you have a good flight over from Monterrey?

I trust everything's OK with your accommodations?

... please, call me Stu.

Is that so? Well, I hope you enjoy your stay.

I'm sorry, did everyone get a coffee?

Please, help yourselves.

Getting down to business

Now, as you know, we're on a pretty tight schedule, so I suggest we get straight down to business.

We're obviously very interested in your company and your products ...

Now, as I was saying, we've read ... and we're really excited about ...

We think there's a lot of scope for collaboration here – provided we can ...

So ... over to you! Let's see what you've got!

These guys have really got some great ideas ...

- 10 Discuss the question (*How often do you negotiate with people you know well?*) with the class. Trainees then work alone to complete the phrases and then check with the class.

Extension activity

Elicit from the class onto the board a suitable reply to each sentence from exercise 10. Then tell trainees to close their books. In pairs, they try to remember the ten sentences, word for word, using only the replies on the board to help them remember.

Possible answers



- a It must be at least five years.
- b Very well, thanks. And what about you?
- c Thanks. I'm a lot less stressed than I used to be.
- d Oh, the usual. Work, family, golf ... but we had a great holiday earlier this year.
- e Well, yes, we were planning to, but the deal fell through. It's not really a good time to sell at the moment.
- f Yes, that's right. How did you remember that? Yes, we went to Turkey. It was lovely.
- g Not as much as I'd like, but I still play a couple of times a month. What about you?
- h Well, I've got a new title. I'm now a Senior Development Manager, but it's basically the same job as I was doing before.
- i Very well. It was a bit strange for the first few weeks, but it really suits me now, I think.
- j Well, nothing's signed yet, but the negotiations are going very well.

- 11 Distribute the feedback forms (see page 110 and www.cambridge.org/elt/internationalnegotiations) so that each trainee has a copy. Go through the form with the class, to make sure everyone knows what to pay particular attention to. Then go through the four steps on page 83 carefully with the class, making sure they realise they can invent information and that they do not need to write in every box. Allow a few minutes for trainees to complete the table and then to explain their notes to their partner. Allow around five minutes for the role play. Monitor carefully, paying attention not only to language issues but also to the success of the relationship-building techniques. Trainees then use the feedback forms to give each other feedback. Finally, give your own feedback and discuss the success of the activity with the class.

International Negotiations

Trainer's Notes

2B Relationship-building

Quote

Trainees read the quote to find the main piece of advice it contains. Make sure they fully understand the meaning of *rapport* /ræ'pɔ:(r)/ (= positive feelings between people, when they get on with each other). You could also use the four sentences of the quote to generate mini-discussions:

- 1 Do you agree that we like people who are similar to us?
- 2 Think of examples of situations where a person might be feeling *defensive*, *confrontational* or *apprehensive*.
- 3 Why is it important to *put someone at ease* and to *build rapport*?

Suggested answers



- 1 The main piece of advice is: find a common bond.
- 2 Defensive: while being criticised. Confrontational: in a negotiation which has a lot of 'history', i.e. past conflicts. Apprehensive: when there is a lot at stake.
- 3 They will like you more, and that could be good for your negotiation.

- 1 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Make a list of safe and risky topics on the board. Finally, trainees read the commentary on page 62 to compare it with their ideas.

Extension activity

Trainees make a list of the safe and risky topics mentioned in the commentary.

Answers



Safe topics

weather
food
sport
interests
places you know
talking shop
the global economy

Risky topics

families
relationships
the local economy
politics
the news
sex and religion
local customs, traditions, conflicts

- 2 **1.08–1.09** Go through the eight topics quickly with the class to elicit some possible questions for each topic. Then play the recordings for trainees to complete the task. They compare their answers in pairs and then feed back to the class.
- 3 Trainees discuss in pairs what was said about each word or phrase. Play the recordings a second time for them to check. They check again in pairs before feeding back to the class. Finally, go through the answers with the class.

Background notes

- Paris V is another name for Paris Descartes University. The V is the Roman numeral 5, a reference to the 5th district of Paris, where the university is located.
- Katowice /kato'vi:tse/ is a major city in southern Poland.
- Brasilia is the capital, and fourth largest city, of Brazil.
- Caipirinha /kaipi'ri:nja/ is a popular Brazilian cocktail, made with Cachaça, a spirit made from sugar cane.

- 4 Discuss the question with the class. Make sure everyone understands the meaning of *counter-productive* (= having the opposite result to what you want) and elicit some examples where small could be counter-productive. Trainees then read the quote to compare it with their ideas. Discuss with the class whether trainees agree with the advice. Finally, tell trainees to compare their ideas with those in the commentary on page 63.

Extension activity

Trainees read the quote again to find two examples of when to use small talk and two of when it might be best to avoid it.

Answers



Use small talk when you are offered coffee and when a genuine coincidence is likely to forge a connection; it might be best to avoid small talk when you are directed to your chair and when you have nothing more to talk about than your counterpart's beautiful family.

- 5 Trainees work in pairs to brainstorm a list of seven possible rules. Elicit some examples from the class and write them on the board. Then tell trainees to read the text, ignoring the gapped phrases, to compare it with the ideas on the board. Trainees then work in pairs to complete the gapped phrases. Remind them to use the audio scripts on page 47 to help them.

Extension activity

Go through the phrases with the class to identify the key words in each phrase, which can be used in other situations. Trainees test each other in pairs or groups of three by reading one of the seven rules to elicit some of the phrases from their partner, whose book is closed. Alternatively, they could provide the first few words of a phrase (e.g. *I believe you're ...*) to elicit a suitable ending from their partner.

Suggested answers



- *I believe you're ... ; I hear you're ... ; Didn't I read somewhere that you're ... ; I understand you ...*
- *So you obviously ... ; I suppose you were ... ; I imagine it's ... ; You must have ...*
- *Is this your first time in ...? ; Did you get to see much of ...? ; Tell me, are you interested in ... at all? ; Do you ...?*
- *Oh, really? ; Is that so? ; How fascinating! ; Oh, I see. ; How exciting! ; What a shame! ; That's interesting. ; What a nuisance! ; That's good news. ; Oh, that's a pity. ; That's a coincidence. ; Small world!*
- *Let me introduce you to ... ; I'd like you to meet ... ; Have you tried ...? ; Let me refill your glass. ; We must make sure you see ... ; In that case, I'll see what we can arrange.*
- *Delighted to meet you at last. ; I've heard a lot about you. ; I'm very impressed with your ...*
- *This is ... ; She'll be ... ; Actually, I was ...*

Quote

Read the quote aloud. Discuss with the class whether they agree that rapport is always the first step, and whether it is therefore the most important step.

- 6 Distribute the feedback forms (see page 110 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class to make sure everyone knows what to pay particular attention to. Then go through the instructions and objectives. Allocate roles, so that each trainee is either a visitor or a host. Trainees then work in pairs to complete the notes on page 84. Make sure they know to keep the notes very brief, and to leave blank any spaces where they feel they have nothing to say. When they are ready, remind trainees of the objectives and start the role play. Allow up to ten minutes for the role play, during which time you can monitor carefully for language and the effectiveness of trainees' rapport-building techniques. Afterwards, trainees complete the feedback forms for their partners and discuss the feedback together. Finally, go through the feedback with the class, including your own feedback.

If you have an odd number of trainees, you will need to have a group of three, where the third trainee is a second visitor.

Extension activity

Write the following questions on the board.

- 1 What is the perfect balance, in percentage terms, between talking and listening?
- 2 What is the best balance between questions about your partner and comments about yourself? How many questions are too many?
- 3 What is the best thing to do if your partner doesn't seem interested in a topic you have raised in small talk?
- 4 Which is better: to keep talking as long as possible about one topic, or to change the topic frequently?
- 5 Should you try to stay be enthusiastic if your partner doesn't seem interested in small talk?

Trainees discuss the questions in pairs and then share their ideas with the class. Trainees then read the commentary on page 63 to compare it with their ideas. Discuss any differences or surprises with the class.

Answers

- 1 With a talkative partner, 60% listening and 40% talking.
- 2 No more than three questions in a row.
- 3 Close it with a final positive remark.
- 4 Keep talking as long as the topic is interesting to both of you.
- 5 No – be cheerful, but don't pretend to be enthusiastic.

- 7 Trainees take turns to introduce their partners to the class. If you have a large class, divide the class into groups of around six trainees for these mini-presentations. Afterwards, give and elicit feedback on the effectiveness of these presentations.

International Negotiations

Trainer's Notes

3 Establishing a procedure

Quote

Read the quote aloud. Elicit from the class if anyone has experience of a negotiation of the sort Kennedy describes, and what the best way of dealing with such a situation might be.

Suggested answer



If they really are not willing to bring anything at all to the negotiating table, then you could refuse to negotiate as well – but at the same time put pressure on them by making sure others know it is the other party who is at fault.

- 1 Trainees discuss the question in small groups, using examples where possible. Point out that the obvious answer is 'it depends', so trainees should discuss what it depends on. After a few minutes, open up the discussion to include the whole class. Trainees then read the commentary on page 63 to compare it with their ideas.
- 2 1.10 Play the recording for trainees to compare it with their ideas from exercise 1. They discuss the similarities and differences in pairs before feeding back to the class. Trainees discuss then the two questions in pairs. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to compare their ideas with those in the commentary on page 63. Discuss any differences with the class.

Extension activity

Write the following words and phrases on the board. Trainees work in pairs to decide which speaker mentions each phrase. They listen a second time to check and then feed back to the class.

consider our response

our positions converge

digressing

pretty thorough

getting side-tracked

restricts what can be discussed

in our own way

self-justifications

invested a lot of themselves

stick to it

irrelevant


your position

keep things flexible

Answers



- Speaker 1: *digressing; getting side-tracked; invested a lot of themselves; irrelevant; self-justifications; pretty thorough; stick to it.*
- Speaker 2: *consider our response; keep things flexible; our positions converge; restricts what can be discussed; in our own way; your position*

- 3 Elicit from the class a list of points which might be considered non-negotiable in different types of negotiations (e.g. in a job relocation negotiation, the location must be in Europe; in a sales negotiation, the supplier must have met international quality standards; etc.), and write them on the board. Trainees then discuss the question in small groups in the context of these non-negotiable points, and then share their ideas with the class. They then compare their ideas with those in the commentary on page 63. Discuss with the class what might persuade someone to show flexibility on one of the non-negotiable points from the board.
- 4  1.11 Trainees study the agenda to make sure they understand all the words and to predict some of the missing information. Then play the recording for trainees to complete the agenda and check their answers against the completed agenda on page 64. Discuss with the class the usefulness of going through the agenda in this way, i.e. have any trainees changed their minds about the question in exercise 1 after hearing this example?


Background notes

- Under a *licensing agreement*, the *licensor* typically owns some intellectual property (e.g. a patent, a trademark or copyrighted materials). The *licensee* pays the licensor for the right to use that intellectual property. There may be different licensees in different countries/markets. A key issue in licensing agreements is *exclusivity*: will the licensee hold the only licence for the intellectual property in a particular market (a *sole licensee*), or one of many? Obviously, an exclusive license is much more valuable.
- The *scope* of a license determines how widely it applies, both in terms of geographical area and also in terms of exactly what it covers.
- The *term* of a licence is its duration in time.
- *Remuneration* simply means payment. It can come as a *lump sum* (i.e. all at once) or as a *staged payment*.
- A *milestone* is an important stage in a process, determined either by actions (e.g. the official launch of the product) or results (e.g. a million sales).

- 5 Trainees work in pairs to compare their answers and to discuss their understanding of the points in the agenda (see **Background notes** above).
- 6 Go through the answers to exercises 4 and 5 with the class.

Extension activity

Trainees work in pairs to plan the agenda for a negotiation that one or both of them has taken part in, or may take part in at some time in the future. They should use the draft agenda from exercise 4 as a model.

- 7 Trainees work alone to complete the exercise and then check their answers in pairs.
- 8 Play  1.11 a second time for trainees to check their answers. Then go through the answers with the class.

Extension activity

Tell trainees to cover the expressions from exercise 7, leaving visible only the pairs of words in the box. They then work in pairs or groups of three to test each other by reading a pair of words aloud to elicit the whole expression from their partner(s).

- 9 Go through the quote with the class, making sure everyone understands all the vocabulary (see **Language notes** below). Trainees then discuss the question in small groups. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to compare their ideas with the commentary on page 64 and discuss any differences with the class.

Language notes

- If you do follow an agenda *explicitly*, there is a written agenda which you use as the basis of your meeting. If you follow an agenda *implicitly*, there may be no written agenda, but you still have a plan in your mind which you work through.
- Literally, a *laundry list* is a list of clothes that need to be washed. As an idiom, it means a long list of things to do, usually in a random order.

Extension activity

Trainees work in the same pairs as in the extension activity after exercise 6. They use the phrases from exercise 7 to present their agendas to another pair. The other pair should make notes and try to introduce at least five changes to the agenda, again using the phrases from exercise 7. Allow around five minutes for the negotiation about the agenda. They then swap roles to negotiate over the second pair's draft agenda.

- 10 Distribute the feedback forms (see page 110 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class so that everyone knows what to focus on. Then tell trainees to read the notes on page 85. Allocate roles. Allow around five minutes for trainees to plan their priorities before they work together to establish a procedure. Make sure trainees know to use the phrases from exercise 7 in their discussions, and their aim is only to establish the procedure, not conduct the negotiation itself. Monitor carefully during the role plays for language and for the effectiveness of trainees' negotiating skills. After around five minutes, trainees use the feedback form to discuss each other's performance. Finally, ask some pairs to report back on their negotiations, and give and elicit feedback. Use the commentary on page 64 to check that trainees covered all the most important points.

If you have an odd number of trainees, you will need to have a group of three, where the third trainee is the buyer's lawyer/accountant/assistant.

Extension activity

If you have time, trainees could conduct the negotiation itself, following their agendas. To make this easier, they could use a currency they are familiar with, at today's value. Encourage them to follow the advice given in the quote in exercise 9.

International Negotiations

Trainer's Notes

4A The proposal stage

Quote

Read the quote aloud. Discuss with the class what the meaning of *at stake* (= at risk, part of a negotiation) and *sums* (= amounts of money). Elicit whether there are ever any negotiations where money is not at stake.

Suggested answer



Yes, for example, negotiations within a family or between friends (e.g. *I'll cook if you'll wash up*), where favours are traded.

- 1 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Tell trainees to compare their ideas with the commentary on page 64.

Extension activity

Discuss with the class whether they have experience of negotiating with the nationalities mentioned in the commentary, and whether the descriptions are accurate. They could also decide whether their own culture is more likely to prefer frankness and directness or to 'play the waiting game' and be evasive.

- 2 Trainees cover the diagram and discuss the question in pairs. They then uncover the map to complete the missing words and to compare it with their ideas. Check the answers with the class, and discuss whether everyone agrees with these eight 'vital ingredients' (essential elements).

Extension activity

Use the eight 'ingredients' to generate mini-discussions. Mostly the answer will be 'it depends', in which case you can discuss what it depends on.

- 1 How many demands should you make?
- 2 What options are the most important to keep open?
- 3 How can you make your proposal hypothetical?
- 4 How much flexibility is enough?
- 5 How can you leave yourself room for manoeuvre?
- 6 Why can't you be open about your strategy?
- 7 When is the right time to talk figures?
- 8 What might happen if you 'force the other party into a corner'?

Suggested answers

- 1 No more than you would expect the other party to make.
- 2 The option of walking away from the negotiation.
- 3 By using phrases like *Hypothetically speaking* and *For the sake of argument, let's imagine ...*
- 4 If you deviate from your opening position very radically (e.g. by agreeing to half the price), you will show you were not serious, or did not respect the other person.
- 5 By not agreeing any points until everything is on the table.
- 6 Because it will tell the other party exactly how to take advantage of you.
- 7 In many cultures, certainly not before rapport has been established and the main issues are known by both sides.
- 8 They may become hostile or offended. They may walk away from the negotiation. If the negotiation continues, your relationship and reputation will be damaged.

- 3 1.12 Trainees listen to the extracts to make notes of the mistakes. They discuss their answers in pairs before feeding back to the class. Finally, tell trainees to read the commentary on page 64 to compare it with their own ideas.

Extension activity

Trainees listen again to identify the topics of the negotiations. They discuss their answers in pairs and then with the class.

Suggested answers

- Extract 1 appears to be a sales negotiation for a large quantity of items. They require service and maintenance, so the items are probably some kind of machine.
- Extract 2 appears to be a negotiation to set up a new project on behalf of the client. Judging by the sums of money, this could involve refurbishing an office, for example, or installing a new IT system.
- Extract 3 is a sales negotiation for a large quantity of items.
- Extract 4 is a negotiation between a company and a potential distributor – either an individual person or a company. The aim is to establish the company in a new market.

- 4 Trainees work alone to put the words in the right order. They check in pairs before feeding back to the class. Afterwards, discuss with the class some situations when these phrases might be useful.

Suggested answers

Although these expressions may be unsuitable for the proposal stage, they may be useful at later stages, i.e. when the parties are bargaining and trying to reach an agreement. Expressions **a**, **b** and **c** are all useful for applying pressure, but the speaker needs to be careful not to close off options too soon (see Module 9B). The other six expressions are all very generous, and may be useful to rescue a negotiation that would otherwise fail. There are two main reasons for using them: either to trade concessions with the other party, or simply to encourage the other party to like and trust you, and to feel a moral obligation to give something in return. However, if you show too much enthusiasm for making concessions, the other party may feel that you were not being serious or honest with your initial proposal.

- 5 Go through the example with the class, to show how it relates to the first sentence in exercise 4. Trainees then work in pairs to complete the remaining sentence. When you go through the answers with the class, discuss which version of each sentence (i.e. the one from exercise 4 or exercise 5) would be most useful in the proposal stage. You could also elicit which words or grammar structures make the versions from exercise 5 more open-ended.

Suggested answers



The versions from exercise 5 are intended to be improvements on the versions from exercise 4, but some trainees may argue that the version from exercise 4 would be more appropriate in their own cultures, or at different stages of the negotiation.

The open-ended versions from exercise 5 have the following features:

- Softeners: *Ideally; I'm afraid; If I can be frank for a moment ...*
- Modal verbs: *would; might; may*
- Inability phrases: *we can't be very flexible*
- Passive voice: *... would be included*
- Qualifiers: *some flexibility; some room for manoeuvre*

See Module 9A for more practice of these techniques.

Extension activity

Trainees test each other in pairs or groups of three by reading one of the sentences from exercise 4 to elicit from their partner(s) the more open-ended version from exercise 5. Afterwards, they can read the sentences from exercise 5 to elicit the sentences from exercise 4.

- 6 1.13 Go through the instructions and the questions with the class. Elicit some possible answers to the questions, to check everyone understands the vocabulary (e.g. *jumping to conclusions, clusters*). Then play the recording for trainees to answer the questions. They discuss their answers in pairs before feeding back to the class. Finally, tell trainees to read the commentary on page 64 to compare it with their own ideas.

Extension activity

Trainees look at the audio script on page 49. They listen again to underline all the examples of body language that are mentioned, and what they are supposed to mean. Afterwards, go through the answers with the class.

Suggested answers



- scratching nose = lying
- crossing legs = unimpressed
- frowning, crossing arms and legs, sighing = not happy
- not giving good eye contact, moving about in seat, nodding, touching face = you should be suspicious
- arms and legs crossed = 'closed', negative body language

- 7 Trainees work alone to complete the matching exercise and then compare their answers in pairs. When you go through the answers with the class, ask volunteers to demonstrate the body language from the sentences. Discuss with the class whether everyone agrees with the analysis.

Extension activity

Discuss with the class whether the examples of body language have the same meanings in their own cultures. You could also elicit more examples of body language, especially body language used in their own culture that may be understood by people from different cultures.

- 8 Trainees discuss the pictures and responses in pairs or groups of three. They then check their ideas in the commentary on page 64. Finally, discuss any disagreements or surprises with the class.

Extension activity 1

Write the following words on the board while trainees are discussing exercise 8. Elicit the meanings of all the words from the class. Note that they are mostly abstract concepts, so it may be easier to discuss the meanings of the related verbs (e.g. *to accept*, *to deceive*) or adjectives (e.g. *aggressive*, *bored*). Trainees then work in pairs to identify which word describes which picture from exercise 8. Then discuss the suggested answers with the class.

<i>acceptance</i>	<i>impatience</i>
<i>aggression</i>	<i>indecision</i>
<i>boredom</i>	<i>resistance</i>
<i>deception</i>	<i>scepticism</i>
<i>dissatisfaction</i>	<i>stress</i>
<i>hostility</i>	<i>tiredness</i>
<i>immovability</i>	<i>uncertainty</i>

Suggested answers



- 1 dissatisfaction
- 2 scepticism
- 3 acceptance
- 4 immovability
- 5 hostility
- 6 impatience
- 7 tiredness
- 8 uncertainty
- 9 stress
- 10 resistance
- 11 boredom
- 12 aggression
- 13 indecision
- 14 deception

Extension activity 2

Trainees test each other in pairs by demonstrating examples of body language from the pictures. Their partners should try to read their body language and choose an appropriate phrase, ideally without looking at page 86. Allow plenty of flexibility in trainees' answers – they do not have to use exactly the same words as on page 86. Afterwards, give and elicit feedback on the responses to body language.

International Negotiations

Trainer's Notes

4B The proposal stage

Quote

Trainees read the quote to identify the key decision in a negotiation and Tim Hindle's most important advice.

Answers



- The key decision is whether to speak first.
- The advice is to summarise the other party's proposal rather than respond immediately.

- 1 Trainees discuss the four questions in small groups. After a few minutes, open up the discussion to include the whole class. Then tell trainees to compare their answers with the commentary on page 65.

Extension activity


Use the commentary to generate four mini-discussions.

- 1 What is *anchoring*? Do the benefits of anchoring outweigh the disadvantages of going first?
- 2 What three examples of power relationships are given? Do you agree with the analysis?
- 3 In what way is a negotiation like a poker game? What does a 'poker face' look like?
- 4 What trick do devious negotiators use? Would you ever use this trick?

Answers




- 1 Anchoring involves setting the parameters for the rest of the negotiation.
- 2 A buyer-seller situation, where the buyer usually has the power; a joint venture negotiation, where the bigger partner has the power; a salary negotiation, where your boss has the power.
- 3 Because you don't want the other party to know too much too soon about what you want and don't want! If you have a 'poker face', it is impossible for others in the game to know what you are thinking.
- 4 They deliberately misinterpret the terms offered by the other party.

- 2  **1.14** Trainees read the instructions. Check they have understood by asking which team they represent (Étoile Avions). Trainees then work in pairs to check they understand the vocabulary in the notes and to predict what the missing information might be. Make sure trainees know not to worry about getting all the information at this stage. Play the recording for trainees to complete their notes, then check their answers on page 65.


Language notes

- If you have a *stake* in a company, you own part of it. If you have a *majority stake*, you own more than 50%.
- *R&D* stands for research and development.
- A *plant* is another name for a factory.
- *Working capital* is a measure of a business's liquidity, i.e. the amount of cash (and assets that can be turned into cash quickly) which it has available. A business which has most of its money tied up in buildings and equipment has low liquidity. Without working capital, the business may have problems paying suppliers, bills and wages on time.
- The *fuselage* is the main body of an aircraft.
- A *memorandum of understanding* is a written agreement between two parties, setting out what they have agreed, which is intended not to be legally enforceable as a contract. A *provisional* memorandum is one that will be finalised later.

- 3 Trainees discuss the question with a partner. Note that the purpose here is not to get all the answers correct, but to identify suitable things to ask about, so avoid checking the answers at this stage.
- 4  **1.15** Go through the three points with the class to make sure everyone understands all the vocabulary. Then play the recording for trainees to complete their notes. They discuss their answers in pairs, including the three points from exercise 4, and then share their answers with the class.

Language notes

- *Retooling* involves replacing the tools and machines in a factory.
- If you *offset* a cost, you balance it with income from elsewhere.

- 5  **1.16** Play the recording for trainees to answer the questions. They compare notes in pairs before feeding back to the class.

Extension activity

Ask trainees to look at the audio scripts on page 49. They listen to the three recordings again to underline examples of *would*, in order to identify any patterns in the way it is used (e.g. which negotiator uses *would* more often and in which situation?). They should also underline other phrases the negotiators used to talk about what they want or don't want. Afterwards, trainees discuss their answers in pairs, including any patterns they noticed.

Suggested answers

The main pattern is that both negotiators are careful to avoid making a commitment about what *will* happen. Also, when checking, Lamarre is careful to avoid commenting on the proposals. For these reasons, they both use very hypothetical structures, mainly *would*, in almost every sentence.

- Randall uses *would* a few times during the proposal (... *the best way to do this would be ...* ; ... *Goldstream USA would take ...* ; *And we'd like to work with ...* ; *R&D would be carried out ...* ; ... *the marketing and launch budget would be shared ...*) and to answer Lamarre's requests for clarification (*We would, of course, be financing ...* ; *We would obviously have to agree ...* ; ... *Goldstream would cover that cost, but you would retain full control ...*)
- Other phrases Randall uses to avoid making a commitment included: ... *what we're proposing is ...* ; ... *we're particularly interested in ...* ; *What we envisage is ...* ; *The important thing at this stage is for us to ...* ; *Our reason for requiring a majority stake in the venture is ...*
- Lamarre uses *would* frequently to check understanding: ... *research and development would remain in the USA.* ; *Did you say Goldstream would be willing ...* ; ... *you would then take part-ownership ...* ; *This new aircraft would be developed by you ...* ; ... *the expansion of which you would fund.* ; *We would retain ownership ...* ; ... *you would continue to order the engines ...*
- Other phrases Lamarre uses to check understanding without expressing an opinion include: ... *what you're looking for is ...* ; *OK, so what we're looking at is ...*
- Lamarre uses *would* in almost every sentence of the counter-proposal (after the introductory sentences): *We would prefer to operate on the basis of ...* ; *So, what we'd like to suggest is ...* ; *We'd also like to see ...* ; ... *we would have no direct involvement ...* ; ... *we would need to be satisfied that ...* ; ... *the quality we would expect ...*

- 6 Trainees work in pairs to add the expressions to the diagram. Make sure they realise that the expressions *Now, in terms of ... in mind* and *OK, so what ... where you stand?* both have two parts. You could play the recordings again for trainees to check, or simply go through the answers with the class. If you do use the recording to check, make sure trainees know that the expressions are not in exactly the same order as they appear in the exercise.

Extension activity

For each of the 20 expressions from the diagram, elicit from the class onto the board the two most important words from each expression. For example, for the first two expressions, you could write *basically/proposing* and *keen/partner*. Trainees then close their books. They work in pairs or groups of three to test each other by reading one of the two-word summaries to elicit the whole expression from their partners.

- 7 Distribute copies of the feedback form (see page 110 and www.cambridge.org/elt/internationalnegotiations) and go through the forms with the class to make sure everyone knows what to focus on during the role play. Then divide the class into groups of four, and divide each group into two teams. Trainees then read the background information for the two negotiations. Note that if you decide to run the two negotiations in sequence (i.e. all of negotiation 1 followed by all of negotiation 2), you will need to make sure you have a separate task (e.g. revision exercises) for one team to do while the other team is planning their counter-proposal.

Alternatively, you could run the two negotiations in parallel, as in the table below. If necessary, the counter-proposals could take place in a later lesson, in which case, it might be better to have larger groups (e.g. teams of three) in case not all the trainees come to the next lesson. Monitor carefully during the negotiations, both for language and for the effectiveness of the proposals, checking and counter-proposals. At the end, give and elicit feedback.

	Speakers 1 and 2	Speakers 3 and 4
5 minutes	Prepare for negotiation 1.	Prepare for negotiation 2.
10 minutes	Present the proposal for negotiation 1. Respond to the other team's summary of the proposal.	Listen to the proposal for negotiation 1 and take notes. Summarise to check understanding.
10 minutes	Listen to the proposal for negotiation 2 and take notes. Summarise to check understanding.	Present the proposal for negotiation 2. Respond to the other team's summary of the proposal.
10 minutes	Time out to prepare the counter-proposal for negotiation 2.	Time out to prepare the counter-proposal for negotiation 1.
10 minutes	Listen to the counter-proposal for negotiation 1 and take notes. Summarise to check understanding.	Present the counter-proposal for negotiation 1. Respond to the other team's summary of the counter-proposal.
10 minutes	Present the counter-proposal for negotiation 2. Respond to the other team's summary of the counter-proposal.	Listen to the counter-proposal for negotiation 2 and take notes. Summarise to check understanding.
10 minutes	Trainees use feedback forms to give feedback to each other.	

If you don't have a multiple of four trainees, you could add an extra one or two trainees to some groups (so there are teams of 2+3 or 3+3). The most difficult class sizes are three trainees (= 2+1) and seven (= 3+4).

Background information

See <http://www.microsoft.com/presspass/press/1997/aug97/msmacpr.msp> for some background to the Microsoft – Apple negotiation.

See <http://www.carmag.co.za/article/more-details-of-toyota-peugeot-world-car-deal-2001-07-13> for some background to the Toyota – PSA Peugeot Citroën deal.

International Negotiations

Trainer's Notes

5A Questioning techniques

Quote

Trainees read the quote to find three adjectives to describe good questioning techniques, and two benefits of asking questions. Discuss the answers with the class.

Answers



- Questioning should be well-practised, thorough and appropriate.
- The benefits are that you will get information and you will stimulate an open exchange of views.

- 1 Trainees discuss the questions in small groups and then feed back to the class.
- 2 Trainees discuss the question in small groups. Point out that their discussion should include six points: the *pros* (advantages) of questions **a**, **b** and **c**, and the *cons* (disadvantages) of each question. They should also discuss how one version might be more appropriate depending on the circumstances. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to read the commentary on page 65 to compare it with their ideas, and discuss any differences with the class.
- 3 Trainees work in pairs to rephrase the questions. When you check with the class, discuss whether everyone agrees that the open questions are better and why. You may need to check that everyone understands the grammar of question **h**, where *was* is part of a second conditional structure, used to hypothesise about an unlikely or impossible situation. Note also that question **f** includes an indirect question, i.e. the question (*Why wouldn't a letter of credit be acceptable?*) is embedded inside a larger question (*May I ask ...?*) in order to make it sound less aggressive. The embedded question has the same word order as a sentence (... a letter of credit wouldn't be acceptable).


Background notes

- A *letter of credit* is a financial instrument which may be used to pay for goods or services, especially where payment in cash would be inconvenient or impossible. See <http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1084536269&type=RESOURCES>.
- *Sale-or-return* means that a distributor/retailer agrees to stock and sell a product. If the product fails to sell, the distributor/retailer can simply return the product to the supplier at no cost. This enables the distributor/retailer to experiment with new products without the risk of having to buy stock which may not sell.

Extension activity

If you think trainees may have problems with word order for questions, when you go through the answers to exercise 3, write the questions on the board using the following table. Use the table to show how most (but not all) questions in English follow the same pattern.

Question word	Auxiliary verb	Subject	Main verb	Rest of question
How	do	you	feel	about the revised delivery schedule?
What assurances	can	you	give	us that our order will be given priority?
... what progress	have	we	made	so far?
How well	do	the product specifications	meet	your requirements?
How flexible	can	you	be	on the unit price?
–	May	I	ask	why a letter of credit wouldn't be acceptable?
In what circumstances	might	you	be	prepared to consider including maintenance?
... how	would	that	change	things?

- 4 Trainees discuss the questions in pairs and then share their ideas with the class. Trainees then compare their ideas with those in the commentary on page 66.
- 5  1.17 Go through the questions with the class. Then play the recording. Trainees discuss the questions in pairs before feeding back to the class. Finally, trainees read the commentary on page 66 to compare it with their ideas, and discuss any differences with the class.

Extension activity

Write the following words and phrases on the board. Elicit from the class which of the three extracts they refer to, and what was said in the commentary about each of them.

deadlock

give away her own position

giving a straight answer

hostile

overdo

pins her down

rigid

Answers



- Extract 1: The questions are very *rigid* and closed; there is a *hostile* atmosphere; the negotiation has reached *deadlock*.
- Extract 2: The questioner *pins her opponent down* by asking a closed question.
- Extract 3: Answering a question with another question allows the questioner to avoid *giving away her own position*; however, it is important not to *overdo* this because it may give the impression you're avoiding *giving a straight answer*.

- 6 Go through the rules of the game on page 88 with the class. You may want to act out the first dialogue with a volunteer as an example. Make sure they realise that they can continue each dialogue beyond the two questions given – this should generate some very humorous dialogues. Allow plenty of time for the game. Afterwards, go through the questions with the class, and ask some pairs to act out their extended dialogues for the class. Students compare their questions with those in the key on page 66. Finally, discuss with the class how useful this technique is, and at what stage it feels as if they are overdoing it.
- If you have an odd number of trainees, you will need to have a group of three, where trainees take turns to ask the first question in each dialogue.
- 7 Trainees work alone to complete the questions. When you go through the questions with the class, make sure trainees know that not all *What sort of ...?* questions end in a preposition. You could elicit some more examples of *What sort of ...?* questions and write them on the board, e.g. *What sort of price can you offer? What sort of quantity did you have in mind?*
- 8 Trainees work alone to match the answers to the questions. They check in pairs before feeding back to the class.
- 9 Trainees work in pairs to underline the examples. When you check with the class, you could elicit some more examples of approximate language, e.g. *no more than, at least, something like, say, somewhere between, around, as low as possible, the sooner the better, rather less than that.*

Extension activity

Trainees work in pairs or groups of three to test each other by asking one of the questions from exercise 7 to elicit a suitable answer, with an approximate figure. The answer could be the same as the one in exercise 8, or the trainees could invent their own.

- 10 Trainees work alone to complete the questions and then check in pairs. When you check with the class, elicit the rules for the three structures (see **Language notes** below).

Language notes

Here are some important patterns with the three structures:

- *Would rather* + infinitive without *to*: *I'd rather arrange my own insurance.*
- *Would rather* + subject + past: *I'd rather you paid in euros.*
- *Would prefer* + *to*-infinitive: *I'd prefer to arrange my own insurance.*
- *Would prefer* (+ *it*) + *if* + subject + past: *I'd prefer (it) if you paid in euros.*
- *Would be happier* + verb + *-ing*: *I'd be happier arranging my own insurance.*
- *Would be happier* + *if* + subject + past: *I'd be happier if you paid in euros.*
- *Would be happier* + *with*: *I'd be happier with euros.*

- 11 Divide the class into pairs or groups of three. If you have printed out game boards, distribute them now. Make sure every group also has coins to use as counters and as dice. Go through the instructions very carefully to make sure everyone understands. Allow at least ten minutes for the game. If some groups finish earlier than others, they can go back to any squares they jumped over during the game to ask and answer the questions. Afterwards, discuss any problems with the class using the answer key on pages 66 and 67.

International Negotiations

Trainer's Notes

5B Questioning techniques

Quote

Trainees read the quote to find three benefits to asking questions and one possible problem. Discuss the answers with the class.

Answers



- Benefits: You can clarify any points that are critical to the negotiation; asking questions gives you time to think; it acts as an excellent alternative to disagreement.
- Possible problem: the other party may be reluctant to spend time elaborating.

- 1 Trainees discuss the question in pairs and then share their ideas with the class. They then read the commentary on page 67 to identify another reason for using questions (if you are negotiating in a foreign language, it helps avoid misunderstandings).
- 2 1.18 Go through the example with the class. Trainees then work in pairs or groups of three to make clarifying questions. Then play the recording for trainees to check. Discuss any differences with the class.

Language notes

- A *deferred payment* is one that comes later than usual.
- A *penalty clause* is part of a contract which states what the penalty is if one party fails to fulfil its obligations. In most English-speaking countries, penalty clauses are non-enforceable, i.e. a court will not force the breaching party to pay. To avoid this problem, it is important to avoid even mentioning penalty clauses in a negotiation, and to use *liquidated damages clauses* instead, whose aim is to compensate rather than punish.
- *Product specs /speks/,* or specifications, include things like dimensions, weight, materials, functions, etc..
- A *breakdown of costs* is an analysis of all the elements that contribute to the total cost.

Extension activity

Trainees test each other by reading one of the issues from exercise 2 to elicit a suitable clarification from their partner, whose book is closed.

- 3 1.19 Go through the instructions carefully with the class, and if necessary discuss the first question with the class as an example. Then play the recording. Trainees discuss their answers in pairs, including how they were able to decide, and then feed back to the class. Trainees then look at the commentary on page 67 to find out how disapproval is communicated (by stress and intonation). You could ask volunteers to read the two sample questions aloud (*Was that at four percent interest? Sorry, did you say a waiver of the licence fee?*), first with a neutral tone and then with a disapproving tone.

- 4 Trainees work in pairs to decide which word(s) to stress in each question. Afterwards, discuss the answers with the class. Point out that there are several possible answers.

Possible answers (with explanations in brackets)



- a Did you say you need three **more** months to complete the project? (We've already extended the deadline once, and now you want to do it again?)
Did you say you need **three** more months to complete the project? (I thought we agreed two.)
- b Was that a surcharge of **thirty** percent? (We weren't expecting more than ten percent.)
Was that a surcharge of thirty **percent**? (We understood it would be thirty dollars.)
- c So you're **still** not happy with the price? (I thought we'd agreed on that.)
So you're still not happy with the **price**? (I thought the main problem was the delivery date.)
- d Sorry, **how** much is delivery going to cost? (Did you just say five euros per item?)
Sorry, how much is delivery going to **cost**? (You keep talking about the benefits of your delivery service, but I need to know how much you charge.)
- e So it won't be ready until **March**? (It was supposed to be ready in December.)
So it won't be **ready** until March? (We were hoping to have it installed and tested by March.)
- f And **that's** as high as you can go? / And that's as high as you can **go**? (Your offer sounds very low to me.)
And that's as high as you **can** go? (Or as low as you're willing to go?)

- 5 1.20 You may decide to ask a volunteer to read the first question aloud in the three ways for the class as an example. Trainees then work in pairs or groups of three to practise asking the questions. To add a challenge, they should not tell their partner which version they are trying to perform (i.e. neutral, disapproval, outrage), so their partner can guess. Then play the recording for trainees to compare it with their versions. Discuss any differences (i.e. in choice of which words to stress) with the class. Finally, discuss with the class whether it is useful/acceptable to express disapproval or outrage in this way.
- 6 1.21 Go through the example with the class. Trainees then work in pairs or groups of three to query the statements. Play the recording and discuss any differences with the class.
- 7 1.22 Trainees read the instructions and questions in pairs to predict what the Japanese negotiator might say about dramatic pauses. Then play the recording for trainees to answer the questions. They compare their answers in pairs before feeding back to the class. You could also discuss with the class why *silence is a hard argument to counter* (= to deal with, to fight against).
- 8 Trainees work alone to put the question signals in order, and then compare their answers in pairs before feeding back to the class.

Extension activity

Write the first and last words of each question signal on the board (e.g. *May ... that?*).
Trainees close their books and try to remember the complete questions.

- 9 Distribute the feedback forms (see page 110 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class to make sure everyone understands what they need to focus on. Divide the class into groups of four, and each group into two teams. Allow at least ten minutes for each team to familiarise themselves with the information and to plan how best to present the arguments. Monitor carefully to make sure everyone understands all the vocabulary. Note that key terms such as *slotting fees* and *above-the-line advertising* are explained in the texts.

When everyone is ready, make sure everyone knows how the role play will run: first, BSA will make a proposal. Then J-Mart will ask lots of questions to clarify the proposal. Next, J-Mart will make a counter-proposal. Finally, BSA will ask questions. Each of these stages should take around ten minutes, adding up to around 40–45 minutes. The actual negotiation will not take place during this role play (although of course you may decide to allow the role plays to continue if they are going well).

Monitor carefully during the negotiation for the effectiveness of the language and techniques used. At the end, trainees use the forms to give each other feedback. Finally, give and elicit feedback from the class.

International Negotiations

Trainer's Notes

6A Exploring interests

Quote

Trainees read the quote to find two things that negotiators need to do. Check that everyone understand the meaning of *probing questions* (= questions which focus on finding out more details).

Answer

Ask probing questions and then listen.



- 1 Trainees discuss the four questions in small groups. After a few minutes, open up the discussion to include the whole class. You could discuss how the advice here relates to the advice from Module 1A exercise 7, that it can sometimes be appropriate to interrupt people (see **Background notes** below).

Background notes

According to Module 1A exercise 7, we should interrupt people from People cultures immediately if we need to, and people from Fact cultures politely and seldom. This advice relates to the negotiation as a whole, and the difficult balance between keeping to an agenda and spending time building relationships. The advice in Module 6A relates primarily to the technique of exploring interests: never interrupt while the other person is answering your probing question about interests.

Extension activity

Trainees read the commentary on page 67 to answer these questions. Use the follow-up questions to generate four mini-discussions based on trainees' own experience.

- 1 What five things should negotiators not do when asking probing questions? Do you agree with the advice?
- 2 Apart from not speaking, how else can you avoid interrupting? Give examples from your own experience.
- 3 What does the commentary mean by *counter-balancing*? Can you think of an example?
- 4 What three listening techniques are mentioned in the commentary? Are there any active listening techniques that you should avoid?

Suggested answers

- 1 Don't indicate why you've asked each probing question; don't interrupt; don't give away your reactions to the information you are given; don't be embarrassed about asking a question with a seemingly obvious answer or asking the same question twice; don't draw any conclusions until you are sure you've heard the whole answer and fully understood it.
- 2 By indicating by your body language that you might be about to interrupt. Possible examples include nodding quickly, opening your mouth as if to speak, taking a sharp intake of breath, holding up your hand to indicate 'stop', etc.
- 3 Saying something positive to balance the negative thing that has been said. For example, the speaker says that her company is absolutely unable to offer maintenance, but that they are prepared to cover the costs of maintenance conducted by a third party.
- 4 Keep fairly steady eye contact with the speaker; repeat the key points in your head; take brief notes. Some other well-known active listening techniques may not be suitable for negotiations: making 'agreeing noises' ('OK, uh-huh'), nodding, repeating key phrases and asking checking questions. In each case, there is a danger of interrupting the speaker or indicating agreement.

- 2 Go through the instructions with the class. You may need to elicit some useful phrases for asking for clarification, asking follow-up questions and summarising (these functions are covered in Modules 4B exercise 6, 5A and 5B exercise 8). See **Extension activity** below for some examples. Trainees then work in pairs to practise their listening skills.

If you have an odd number of trainees, the activity will work just as well in groups of three, where there are two listeners for each speaker. As the aim here is to practise the skill of listening effectively, trainees will actually get more practice in a group of three.

Extension activity

Before trainees complete exercise 2, write the following phrases on the board. Elicit from the class the function of each phrase: asking for clarification, asking follow-up questions or summarising.

- 1 So, what sort of figure were you thinking of?
- 2 So as I understand it ...
- 3 Under what circumstances maintenance might you be prepared to consider ...?
- 4 May I ask you a question about that?
- 5 So, let me just get this straight.
- 6 Could you just clarify one thing for me?

Answers

Asking for clarification: 4, 6

Asking follow-up questions: 1, 3

Summarising: 2, 5

- 3 Trainees discuss each other's summaries.
- 4 Trainees discuss the question in pairs. After a few minutes, open up the discussion to include the whole class.

- 5 Tell trainees to cover page 24. Trainees read the beginning of the story and discuss possible solutions in small groups. Note that the book is very well known, so some trainees may already know the solution, in which case ask them to keep quiet for now while the others try to work it out. After a few minutes, open up the discussion to include the whole class, but avoid presenting the solution at this stage. You may need to check the meaning of the vocabulary in the story.

Language note

Quarrelling and *bickering* both mean arguing, but the words are most commonly used for the way children argue over toys, so they suggest a level of childishness on the part of the two men.

- 6 Trainees read the next part of the story on page 91 and continue their discussion in small groups. You may need to check the meaning of *draught* (British English, American English *draft* = cold air blowing through a window or door).
- 7 Trainees read the solution on page 106. They discuss their reactions to it and then share their ideas with the class. Try to focus the discussion on the problem-solving technique, i.e. how can this solution be applied to other negotiations? (See **Suggested answer** below). You could also elicit whether any other solutions are possible (e.g. open the window and sit further away from it; turn the heating down).

Suggested answer



The key to this solution is to stop arguing about what each side wants, and to ask questions to find out *why* they want it. There are three general rules for negotiations that emerge from this story: firstly, ask, don't argue. Secondly, focus on *why*, not *what*. Thirdly, sometimes a neutral third party can help a solution to be found.

- 8 1.23 Trainees work in pairs to predict what the missing information might be. Then play the recording for trainees to complete the notes. They compare their answers in pairs before feeding back to the class. Refer them to the completed diagram in the key on page 68.
- 9 Trainees discuss the question in pairs and then with the class.

Extension activity

Trainees look at the four pictures on page 68, but do not read the commentary yet. They discuss in pairs what the connection might be between the four pictures and the question about interests and positions. They then read the commentary to check their ideas.

- 10 1.24 Trainees read the notes to predict in pairs how each term might be defined. Then play the recording for trainees to check. They compare notes in pairs before feeding back to the class. You could draw attention to the terms *win-win* and *win-lose* in the commentary on page 68. These terms are explored fully in Module 7A.

Extension activity

Trainees look at the audio script on page 51 to identify the humorous names for the three basic styles, and what they mean. Then elicit from the class some real-life examples from their own experience (or well-known examples from films, current affairs, etc.) of the three basic styles.

Answers



The 'go-ahead-punk-make-my-day' school of negotiation (i.e. if you use your gun, I'm happy to use mine too); the 'whatever-you-say-darling' school of negotiation (i.e. I'll follow your orders because our relationship is more important than anything else); the 'we-can-work-it-out' approach (i.e. we can find a solution).

Background note

The line *Go ahead, make my day* comes from the 1983 American film *Sudden Impact*, and is spoken by San Francisco police detective ‘Dirty’ Harry Callahan (played by the actor Clint Eastwood) in a high-stakes negotiation involving a hostage and guns. He frequently calls villains *punk* (= American English slang for ‘a worthless human being’) as a term of abuse. *We can work it out* is the name of a song by the British 1960s band, The Beatles.

- 11 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them so that everyone knows what to focus on in the negotiation. Divide the class into groups of three and allocate roles. Allow around five minutes for speakers 1 and 2 to read their roles on pages 91 and 106 to plan what they will say. The third trainee reads both roles. Make sure everyone understands the key vocabulary from their notes (e.g. *to take the credit for somebody’s work*). When everyone is ready, trainees role play the negotiation. Monitor carefully during the role plays, and be ready to provide feedback on the effectiveness of the techniques from this module. After around ten minutes, stop the negotiations, and tell trainees to give each other feedback. Then, discuss the outcome of the negotiation with the class, including your own feedback.

If you don’t have a multiple of three trainees, you could have one or two groups of two, with no observer.

Extension activity 1

Trainees read the possible solution in the commentary on page 68 to compare it with their own solutions. Use these questions to focus the discussion.

- 1 How acceptable would it be for Speaker 1 (the boss) to play the role of mediator in your culture?
- 2 Do you agree with the analysis of the two parties’ interests?
- 3 Look at the suggested five-point solution. Do you think both sides compromise in any way? Who compromises more?
- 4 Do you think this is the best solution? What would you do about Dr Jimenez’s suggested improvements?
- 5 In your culture, how much power does a subordinate have in a negotiation with his/her boss? Would it be better for the boss simply to be able to impose his/her solution?

Extension activity 2

Elicit from the class some other examples of seemingly intractable problems, where both sides have radically different positions. These examples could come from real life, the news (business or, if you are careful, politics), etc. Trainees then work in pairs or groups of three to role play negotiations to try to resolve the problems using principled negotiation. Note that even if a solution proves impossible, they should at least try to identify the other party’s interest, not just their position. Monitor carefully, and give and elicit feedback at the end.

International Negotiations

Trainer's Notes

6B Exploring interests

Quote

Trainees read the quote to find a common mistake that people make and some advice for those people. Discuss the answers with the class. You could also check that everyone understands the word *fold* (= quit, give up – a term from the card game Poker) and *timid* (= nervous, the opposite of brave).

Answers

- Mistake: quit too soon.
- Advice: keep asking.



- 1 Trainees discuss the question in small groups. After a few minutes, open up the discussion to include the whole class.

Extension activity

Write the following words on the board and check everyone understands them. Trainees work in pairs to predict how the words relate to the quote. They then read the commentary on page 69 to check.

keeping the door open

persistent

gender

high-context cultures


aggressive

reluctant

Suggested answers

- Questions are good for *keeping the door open* (= creating new opportunities to find areas of agreement).
- How *persistent* you should be when asking questions (= how long you should keep asking, even if the other person doesn't want to answer) is both a cultural issue and a *gender* one (= it depends on whether you are dealing with men or women).
- In *high-context cultures* (= cultures where creating and preserving relationships is particularly important), asking too many questions can be seen as *aggressive* (= hostile).
- Women are generally more *reluctant* (= hesitant, unwilling) to ask for what they want in case they get a negative response.



- 2  **1.25** Trainees read the questions and work in pairs to predict what the three negotiators might say about them. Then play the recording. Trainees discuss their answers in pairs before feeding back to the class. Finally, tell trainees to read the commentary on page 69 to compare it with their answers.

Language note

In this context, *soft* is seen as a positive word: *soft selling* (= selling by asking lots of questions) is an effective sales technique. In Module 6A (exercise 10), *soft* is used in a negative sense: *soft negotiating* (= putting agreement at all costs before your own interests) is a poor technique.

Extension activity


Write the following questions on the board. Trainees discuss in pairs what they can remember about the answers, and then listen again to check. They discuss again in pairs before feeding back to the class.

- 1 What examples of questions does the American negotiator use? What do you notice about these questions?
- 2 What does the Chinese negotiator say about directness and indirectness?
- 3 What three stages in the negotiation, each at different times, does the German negotiator mention?

Answers



- 1 The first question (*OK, well, if there was a way to make it less expensive, then you'd be more interested, right?*) uses hypothetical language (*if + past, would*) to encourage the other person to express an interest in the product. The question isn't really a question, just a statement with *right?* at the end. The second question (*All right, so what else concerns you?*) is a very open question, designed to get the other person talking as openly as possibly.
- 2 Chinese people are direct in the sense that they say what they want, in both their offers and their counter-offers. But they try to find out what the other person wants indirectly, by reading between the lines.
- 3 First, the parties provide all the details and figures before the meeting. Then they meet to ask lots of questions about the information, to make sure nothing has changed. The bargaining phase comes much later.

- 3 Trainees read the extract to identify the main point about how to be persuasive. They discuss the question in pairs, as well as the follow-up question about their own experiences, and then share their ideas with the class.
- 4  **1.26** Trainees go through the six conversations in pairs to identify and make sure they understand the first four elements in each. You may need to do the first one as an example with the class:
- 1 The inflexible position is that the price is too high.
 - 2 The question focuses on the lack of flexibility, rather than the price itself.
 - 3 The interest is to stay within the annual budget.
 - 4 The interest-based option is to defer payment.
- Trainees then work in pairs to replace the phrases in bold. Finally, go through the answers with the class.

Answers

Conversation **b**: The inflexible position is that suppliers are never given exclusivity. The question focuses on the reason for this rule, rather than asking about exceptions. The interest is to encourage suppliers to compete for business. The interest-based option is to keep this competition by limiting the exclusivity period and reviewing it regularly.

Conversation **c**: The inflexible position is a refusal to commit to a large order. The question focuses on the reason for the inflexibility. The interest is to avoid tying up too much capital. The interest-based option is to stagger payments.

Conversation **d**: The inflexible position is that the price of custom printing is too high. The question focuses on whether custom printing is the only solution. The interest is to maintain brand identity by using the logo. The interest-based option is to use logo stickers.

Conversation **e**: The inflexible position is that the price is too high. The question focuses on the reason for the problem. The interest is to have a simple system. The interest-based option is to offer the old system.

Conversation **f**: The inflexible position is that the negotiator cannot go further. The question focuses on what might get the customer to change his/her mind. The interest is to match or improve on what the current supplier is offering. The interest-based option is to change the focus from discounts (where there is no room for manoeuvre) to free delivery (where there is some flexibility).

- 5 Trainees discuss the meaning of the phrases in italics. After a few minutes, discuss the answers with the class. You could also discuss the importance of guessing meaning from context with the class, as well as some of the dangers of guessing the meaning of a word where in fact it would be safer to ask for clarification.

Extension activity

Trainees work in pairs to test each other on the phrases in exercise 4. One trainee uses one of the first negotiator's prompts. The second trainee, whose book is closed, tries to respond as negotiator 2. Allow some flexibility in negotiator 2's responses, but encourage them to use as many of the useful phrases in bold as possible. Afterwards, they swap roles and repeat the exercise.

If you have an odd number of trainees, you will need to have a group of three, where the third trainee also responds as negotiator 2, but using a different phrase from exercise 4.

- 6 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class to make sure everyone knows what to focus on during the negotiation. Pay particular attention to the terms *distributive* and *integrative*, which were explained in the commentary to exercise 9 of Module 6A. You could remind trainees of the four pictures: a distributive negotiating style was illustrated with a tug of war and a pie; an integrative style was illustrated with an x-ray and a jigsaw puzzle. Go through the instructions with the class, making sure everyone fully understands the meaning of *remuneration package* (= salary and other benefits that an employee receives). Divide the class into pairs and allocate roles. Trainees then spend around ten minutes familiarising themselves with their roles on pages 92 and 106 and planning how they will negotiate. Monitor carefully to deal with any vocabulary problems. When everyone is ready, start the role plays. Allow around ten minutes for the negotiations. At the end, trainees use the forms to give each other feedback on the effectiveness of their techniques for exploring interests. After a few minutes, open up the discussion to include the whole class. Share any comments you have on the effectiveness of the trainees' techniques.


If you have an odd number of trainees, use the spare trainee as a class monitor, to use the feedback form to take notes on the role plays. At the end, ask this trainee to provide feedback to the class on what went well and what opportunities were missed.

Language notes

- A *commission* is a payment received by a seller, calculated as a percentage of the sales price.
- *Dream on!* means 'you can forget about it – it's just a dream!'
- A *serial entrepreneur* is a person who has started a series of business ventures.

Extension activity

Trainees go through the commentary on page 69 to check which of the six points they managed to include in their own negotiations. Afterwards, discuss with the class which pair included the most points, and whether there were any other points, in addition to these six, that they identified.

- 7  **1.27** Go through the instructions with the class. Play the first part of the recording, up to the pause. Trainees then discuss in pairs what they would do in this situation. Elicit a range of ideas from the class. Then play the rest of the recording for trainees to check.

Extension activity

Discuss the solution with the class in terms of how it fits in with the five stages from exercise 4.

Suggested answers



- First negotiator takes an inflexible position: *Five fifty. And that's my final offer!*
- Second negotiator probes with a question: *Excuse me for asking, but why do you need so many chocolate bars?*
- First negotiator reveals the interest behind their position: *They're for my dogs ... But I'm not paying seven pounds for dog treats.*
- Second negotiator generates an interest-based option: *... I have a box of damaged ones in the store room I can let you have for 15p each. Your dogs won't mind, will they?*
- First negotiator shows more flexibility: *One happy customer, four happy Rottweilers ...*

International Negotiations

Trainer's Notes

7A The bargaining zone

Quote

Trainees close their books. Read the quote aloud apart from the last word (*In a successful negotiation, everybody ...*). Discuss with the class how the quote might end. Trainees then look in their books to check.

- 1 Trainees discuss the question in small groups. After a few minutes, open up the discussion to include the whole class.

Extension activity

Trainees read the commentary on page 70 to find three names for this approach, one criticism of it and one alternative approach.

Answers



- Names: 'win-win', 'mutual gain', the 'Harvard method'.
- Criticism: it is an idealistic view.
- Alternative: a tougher 'hardball' approach to get exactly what you want.

Background note

The *Harvard method* is a reference to the Harvard Negotiation Project, (HNP), at Harvard Law School, which is closely associated with the authors of the book *Getting to YES*, Roger Fisher, William Ury and (for the second edition) Bruce Patton. See http://www.pon.harvard.edu/category/research_projects/harvard-negotiation-project/.

- 2 **2.02** Go through the questions with the class for trainees to predict what the two negotiators will say about the question. Then play the recording for trainees to check their predictions. They discuss their answers in pairs before feeding back to the class. Note that the Russian negotiator refers to the outcome as *a win-win solution*. He is joking, as the bear is indeed no longer hungry, because it is dead!

Extension activity

Write the following phrases on the board. Trainees work in pairs to decide which were used by the Thai speaker and which by the Russian speaker. They should also try to remember as much as possible of what they said about each phrase. Then play the recording a second time for trainees to check. They discuss their answers again briefly in pairs before feeding back to the class.

<i>be pushed around</i>	<i>practical and determined</i>	<i>the loser</i>
<i>land of the free</i>	<i>rather independent</i>	<i>tough negotiators</i>
<i>no real authority</i>	<i>share your victory</i>	<i>win-win solution</i>
<i>pay for your victories</i>	<i>stand firm</i>	<i>you win today</i>

Answers

- Thai speaker: *rather independent; land of the free; practical and determined; you win today; pay for your victories; share your victory*
- Russian speaker: *be pushed around; no real authority; stand firm; the loser; tough negotiators; win-win solution*

- 3 Go through the instructions with the class. Tell trainees that the words and phrases are given in the same order as they appear in the text. Trainees then read the article to find them and to compare their answers in pairs. Afterwards, go through the answers with the class. You could elicit from the class some real-life issues that have high value to one person in a negotiation but which may cost the other person very little (e.g. the buyer may be dependent on a very quick delivery. The seller may have spare capacity to meet that order quickly, and may even be keen to deliver as quickly as possible, but may decide to use delivery time as a variable in the negotiation.)

Language note

The structure at the end of the text, *If you will ..., then I can ...* is unusual but grammatically correct. Most learners of English are taught that we never use *will* after *if*. In fact, we often can use *will* after *if*, but it has a very specific meaning. In this case, it is a way of referring to promises. Compare these two sentences:

- *If you do X, then I'll do Y* (= first you do X, then I'll do Y).
- *If you'll do X, I'll do Y* (= first you promise, then I'll do Y, then you'll do X).

- 4 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to read the commentary on page 70 to compare the answers to **b** and **c** with their ideas.
- 5 Make sure everyone understands the meaning of *your inheritance* (= the things that you may inherit from a relative when that relative dies) and *at stake* (= at risk if being lost). Trainees read the instructions carefully so they fully understand what they have to do, including each of the strict conditions. You may also need to check they understand the meaning of *yet to race* (= it has never raced before).

Before they begin their negotiations, they should plan carefully which items they would prefer to have. Ideally, they should write down this 'wish-list' so they can compare it with the end-result later. Alternatively, they could discuss their wish-list with a different partner first, and then go back to this first partner after the negotiation to discuss how well they did.

Allow around ten minutes for the negotiation. Monitor carefully both for language and for good and bad strategies, particularly in the context of win-win negotiations. Afterwards, discuss the results and the effectiveness of the negotiations with the class.

Language notes

- *Grand cru* /grɑ̃ kry/ (or, to most English speakers, /grɒŋ kru:/) is the highest classification of wine from the Burgundy and Alsace regions of France. The plural is *grands crus*.
- A *yearling* is a horse which is between 12 and 24 months old. At this age, horses are not yet fully mature.
- *Antiquarian* /æntɪ'kwɛəriən/ books are valuable because they are very old and/or rare.

If you have an odd number of trainees, you will need to have one group of three. In this case, it may be better to remove one of the nine items for this group, or add a tenth item (e.g. a full-sized hot air balloon), in order that the total number of items does not divide neatly among three people.

- 6 Trainees work alone to complete the diagram and then compare their answers in pairs. Make sure they realise that the list of variables relates only to sales negotiations. When they have finished, go through the answers with the class.

Background notes

- *Volume business* means very large orders or large numbers of orders.
- *Payment terms* define when and how goods should be paid for. For example, many contracts between companies specify that goods must be paid for within 30 days or 60 days of delivery. *Interest-free credit* works in a similar way, where the customer borrows money (often through a third party, such as a bank) to pay for goods, typically from a retailer (a shop), which has a long-term agreement with that third party. In reality, such loans are not really interest-free, but it is the retailer that pays the interest, not the customer, so it feels free to the customer.
- An *exclusivity clause* is part of a contract that states that one or both parties may not enter into a similar contract with a third party. For example, an exclusivity clause may state that party A will be the only supplier or distributor of a particular product or service in a particular geographical area, or that party B will not buy or distribute similar products or services from third parties.
- *Packaging* includes cartons (boxes), bottles, plastic wrappers, etc. It may be *customised* for individual customers by being a different size, colour or design from the manufacturer's normal packaging, or by including logos, text, images, etc.
- A *penalty clause* is a statement of the penalty that one party must pay if the other party fails in its obligations. In many countries, penalty clauses are illegal. See www.scotlawcom.gov.uk/download_file/view/101/127/.
- *Fluctuations* are changes in the value of something. *Exchange rates* fluctuate as one currency becomes more expensive while another becomes cheaper. Because this often leads to unpredictability and probably increased costs for one of the parties in an international agreement, the parties may agree in advance how to handle such fluctuations, e.g. which date's exchange rate to use.

Extension activity

Trainees test each other in pairs or groups of three by reading the first word from a variable (e.g. *unit*) to elicit the full variable (e.g. *unit price*) from his/her partner, whose book is closed.

- 7 Trainees work in pairs to discuss the task. Allow some flexibility when you go through the answers with the class: if trainees can justify their answers, and show that they fully understand the words, this may be more valuable than simply getting the 'correct answers'.


Extension activity

Elicit from the class which party, the buyer or the seller, would perform each action.

Suggested answers



- The seller might offer to cover transportation costs or exchange rate fluctuations.
- The seller quotes the unit price and a discount price.
- The seller may offer after-sales service, spare parts, free maintenance, (good) payment terms and a 12-month guarantee.
- The seller might provide after-sales service, spare parts and free maintenance.
- The buyer or the seller might enforce an exclusivity clause or a penalty clause.
- The buyer might require after-sales service, spare parts, free maintenance, customised packaging, interest-free credit and a 12-month guarantee.
- The buyer or the seller might require an exclusivity clause.

- 8  **2.03** Go through the instructions with the class. Trainees listen to the extracts to complete the task and compare answers in pairs before feeding back to the class. Note that extract 2 mentions *28 days*, which could be taken as payment terms or delivery times. However, as payment terms are mentioned in extract 7, assume that extract 2 deals with delivery times.

Extension activity

Write the following questions on the board. Point out that the numbers refer to the extract numbers. Trainees discuss the questions in pairs to see how much they remember, and then listen to the extracts again to check. They discuss their answers in pairs before feeding back to the class.

- 1 Why did the first negotiator offer to reduce the price?
- 2 Under what circumstances does the second negotiator's company pay compensation?
- 3 In the third negotiation, how much does the credit facility cost?
- 4 Why does the fourth negotiator offer to cover transport costs?
- 5 Why might the buyer in the fifth negotiation be exposed to changes in the value of the yuan?
- 6 According to the sixth negotiator, how likely is it that the product will stop working in the first year?
- 7 What two payment terms does the seventh negotiator offer?
- 8 What is the problem identified by the eighth negotiator?

Answers



- 1 Because he/she wants to do business with the customer again.
- 2 If there are any unavoidable delays.
- 3 Nothing – it's free.
- 4 Because it's such a large order.
- 5 Because the boxes are printed in China.
- 6 Very unlikely – it shouldn't happen.
- 7 A 15% deposit followed by the balance in three months; the total sum in monthly instalments over 18 months.
- 8 They would be locked into a contract for two years.

- 9 Trainees work in pairs or groups of three to discuss the pairs of statements. Make sure everyone understands the meaning of *tentative* (= careful, indirect) and *pushy* (= aggressive, direct). After a few minutes, open up the discussion to include the whole class. Focus on the underlying reasons for the answers, and how these can be applied more generally (see **Language notes** below).

Language notes

- The first sentence in **a** is a so-called 'first conditional' (*if* + present simple, *will*), which is commonly used to talk about a realistic future possibility. Note that we do not normally use *will* in the *if*-clause, but see the **Language note** after exercise 3 above. The second sentence is a so-called 'second conditional' (*if* + past simple, *would*), which is commonly used to talk about an unlikely or impossible future possibility. The choice between first and second conditionals does not affect the basic meaning – both refer to something which may happen in the future. The difference is that the first sentence describes something that is more likely (and therefore that he/she would like it to happen) and the second sentence describes something that is less likely (and therefore that he/she may not want to happen).
- The same rules for conditionals work with other conjunctions, e.g. *unless* (= if not), *provided* (*that*), *assuming* (*that*), *as long as* and *given* (*that*). In each case, we do not normally use *will*/*would* in the clause introduced by the conjunction.

- In **b** and **d**, *provided (that)* and *as long as* are slightly more positive than *if*: they suggest that the stated condition is the only thing preventing the deal.
- The first sentence in **b** sounds rather aggressive because it includes an imperative (*Include after-sales service*).
- The second sentence in **c** in sounds like a threat because it is de-personalised (i.e. there are no people in the sentence). The improved version is much better because it refers to the idea that both parties are trying to reach a deal (*I don't see **us** reaching a deal*).
- In **e**, *Given (that)* is used to introduce a known fact. The speaker could also use *because* or *since* with the same meaning. *Assuming (that)* introduces a future possibility.

10 Trainees work alone to transform the two sentences. When you check with the class, elicit which version sounds better: the tentative one or the more direct version.

11 Discuss this question with the class.

12 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class so that everyone knows what to focus on. Trainees then read the information on page 94. While they are reading, write the letters H, I and T on the board. Then elicit from the class what the letters refer to.

Write the following abbreviations on the board: FOB, CFR, CIF. Elicit what they mean and which is better for the buyer and which for the seller (see **Background notes** below).

Divide the class into pairs and allocate roles. Allow plenty of time (at least five minutes) for trainees to familiarise themselves with the information about their roles. Monitor carefully to make sure everyone understands all the information. Make sure everyone knows how many coaches this deal involves (ten).

Allow at least twenty minutes for the negotiations. Monitor carefully for language and techniques. Afterwards, trainees give each other feedback using the forms. They should also go through the questions on page 107 to see how well they did. Then open up the discussion to give your own feedback and to discuss the various deals that were reached.

If you have an odd number of trainees, you will need to have one group of three. In this case, the third trainee is an observer. The observer reads both sets of information and then monitors carefully to identify what the negotiators do well and what opportunities they miss. Afterwards, the monitor gives detailed feedback to the negotiators.

Background notes

- *FOB*, *CFR* and *CIF* are all *Incoterms*, i.e. abbreviations used in international trade and shipping. There are four recognised Incoterms for shipping:
FAS – Free Alongside Ship (i.e. the seller is responsible only for bringing the goods to the ship)
FOB – Free on Board (i.e. the seller is responsible for loading the goods, or paying for the goods to be loaded, onto the ship)
CFR – Cost and Freight (i.e. the seller must also pay the costs to bring the goods to the port of destination)
CIF – Cost, Insurance and Freight (i.e. the seller must also pay for the insurance). For the seller, the best options are *FAS*, then *FOB*, then *CFR* and finally *CIF*. For the buyer, *CIF* is the best deal.
- The *livery* on a vehicle is the artwork that identifies it as serving a particular company (colours, logos, name, etc.).


International Negotiations

Trainer's Notes

7B The bargaining zone

Quote

Read the quote aloud to the class. Trainees will discuss the question in exercise 1 and hear the suggested answer in exercise 2.

- 1 Trainees discuss the question in pairs or small groups. After a few minutes, open up the discussion to include the whole class. Avoid confirming or rejecting ideas at this stage. You could also discuss with the class the opposite question: What is the *best* thing you can do to a negotiator?
- 2  **2.04** Play the recording for trainees to compare Professor Kennedy's answer with their own ideas. They discuss Kennedy's answer in pairs before feeding back to the class.

Extension activity

Play the recording again for trainees to identify the four other behaviours that are *to be avoided*, *perhaps*. Afterwards, discuss with the class how serious each of them is, and whether the official answer (*Accept his first offer*) is really worse than these four behaviours. Note that Kennedy is being deliberately provocative by choosing four very bad behaviours and using words like *perhaps* to suggest that they are less bad than they really are. He probably did not intend his comparison to be taken too seriously.

Answers

- Insult him.
- Get her annoyed.
- Go over her head to the boss.
- Make him look stupid.



- 3 Trainees read the article to answer the questions. They discuss their answers in pairs before feeding back to the class. Make sure everyone also understands the basic meaning of the words *haggle* (= argue back and forth, typically over a price), *curse* (= something that brings bad luck, or causes bad things to happen, as if by magic) and *remorse* (= a powerful feeling of guilt and regret for your past actions).

Extension activity

Write the following phrases on the board. Trainees work in pairs to remember what the article said about each phrase, and to work out exactly what it means. Then go through the answers with the class.

an offer you can't refuse

I wouldn't move an inch

you owe it to yourself

he couldn't sign the papers fast enough

to fight for it a little

to get out of the deal

Suggested answers

- *an offer you can't refuse*: If you were aiming to get \$500,000 for your house and your opponent offers you \$520,000, it may feel impossible to reject this offer.
- *you owe it to yourself*: You have a duty to think selfishly from time to time, and to get the best possible deal.
- *to fight for it a little*: Your opponent will feel better if they have negotiated hard to get the result they want.
- *I wouldn't move an inch*: I refused to compromise at all.
- *he couldn't sign the papers fast enough*: He was desperate to sign as quickly as possible.
- *to get out of the deal*: Your opponent will regret his/her decision and try to renegotiate or cancel the contact.

- 4 **2.05** Trainees listen to the recording to identify the style that is closest to their own, and then discuss their ideas with a partner. Afterwards, discuss the three styles with the class, to identify the advantages and disadvantages of each style.

Extension activity

Write the following questions on the board. Trainees work in pairs to try to remember the answers, and then listen again to check. They discuss again in pairs before feeding back to the class.

- 1 What exactly is the *Neukundenrabatt*?
- 2 What trick does the American speaker warn us not to fall for?
- 3 What, according to the Indian speaker, is 'all part of the game'?

Answers

- 1 It is a special discount for new customers.
- 2 When negotiators say they can't grant reductions without checking with their boss first.
- 3 Throwing your hands up in horror at a low offer.

- 5 **2.06** Go through the questions carefully with the class. Then play the recording. Trainees discuss their answers in pairs before feeding back to the class.

Extension activity

Trainees read the commentary on pages 70 and 71 to identify six important techniques used by the stallholder and one used by the customer. They then look through the audio script on page 53 to identify examples of each technique. Trainees compare answers in pairs and then with the class.

Answers

The stallholder's six techniques are:

- 1 Ask the customer lots of questions to find out more about his interests (e.g. *Is it a present for someone?*).
- 2 Change the subject while he's thinking about whether to buy or not (e.g. *On holiday are you, you and your girlfriend?*).
- 3 Emphasise the quality of the product and the bargain he's getting (e.g. *Solid silver as well. Most of them are just plated. Feel the weight of it. It's quite old too.*).
- 4 Use emotion to try and persuade him (*So she's at home in Japan, is she? You'd better take her something nice back then, hadn't you?*).
- 5 Add another variable to the deal to see if she can renew his interest (*I'll throw these earrings in as well.*).
- 6 Reinforce his commitment to the deal (e.g. *You've got yourself a bargain there. I'm sure your girlfriend will love it ...*).

The customer's best technique is to seem willing to walk away. (e.g. *Sorry, can't afford. Thank you ...*)

- 6 Trainees work in pairs to match the informal phrases with their formal equivalents. When you go through the answers on page 71 with the class, elicit which version trainees would prefer in their own negotiations.

Extension activity

Trainees test each other in pairs or groups of three. One trainee reads one of the informal phrases to elicit the formal equivalent from their partner, whose book is closed. They could also test each other on the informal phrases in the same way.

- 7 **2.07** Make sure trainees notice that the middle boxes all contain dollar signs, so the missing information is an amount in dollars. Play the recording for trainees to complete the chart. They compare their answers in pairs and then check with the class.

Extension activity

Write the following questions on the board. Trainees work in pairs to try to remember the answers. Then play the recording a second time for them to check. They compare answers again in pairs before feeding back to the class.

- 1 Why would only a fool start with what they're aiming for?
- 2 Why should you never let the other side know what you'll settle for?
- 3 How does the trainer define the 'reservation point'?
- 4 What two reasons does the trainer give for the buyer opening with an offer of seven dollars?
- 5 In what way is the seller going into this negotiation much more aggressively than the buyer?

Answers

- 1 Because they might be able to do better.
- 2 Because they'll be only too happy to make you settle for it.
- 3 The least they'll settle for.
- 4 It just might happen; it gives them room to negotiate.
- 5 By starting off high and setting a target quite near their reservation point.

- 8 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class so that everyone knows what to focus on in the role play. Make sure they also know not to turn the negotiation into a haggling match. Note that if you have a fairly small class, you could bring some real objects to represent the antiques (e.g. a mug to represent the tankard) or photos of antiques. This will make the role play more realistic and add a physical element, where trainees can actually move the objects (or photos) around during the role play.

Divide the class into pairs and assign roles. Monitor carefully while trainees are familiarising themselves with their roles, to make sure they fully understand everything. Allow around twenty minutes for the role plays. Monitor carefully for language and the effectiveness of the skills from this module. At the end, trainees use the forms to give each other feedback. Open up the discussion to include the whole class, to discuss the outcomes of the role plays and to give your own feedback, focusing mainly on whether win–win outcomes were reached.

If you have an odd number of trainees, you will need to have a group of three, where the ‘customer’ role becomes a pair of customers (e.g. a married couple). Afterwards, you could discuss with the class whether it was easier or harder to negotiate as part of a team.

International Negotiations

Trainer's Notes

7C The bargaining zone

Quote

Trainees read the quote to find out what BATNA stands for, what you can do if your BATNA is good and what happens when it is bad. Discuss the answers briefly with the class, but avoid discussing the questions from exercise 1 at this stage.

Answers



Best Alternative To a Negotiated Agreement. If it is good, you can demand more from the other party. If it is bad, you become highly motivated to create value.

- 1 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Then tell trainees to read the commentary on page 71 to compare it with their ideas, and to discuss any differences with the class.

Extension activity

Trainees read the commentary on page 71 to identify six options when you appear to have no BATNA. They should then discuss which of these options are most and least suitable for their own business situation. They should also find four useful phrases in the commentary, and again discuss which of them they could use in their own negotiations.

Answers



The six options are:

- 1 Redesign your product not to require the component you currently need.
- 2 Design a similar component yourself.
- 3 Acquire your supplier.
- 4 Go to your competitors and agree with them that none of you will buy your supplier's component until they price it more reasonably. Note that this may not be legal in many countries, as the commentary on page 71 points out.
- 5 Bluff – simply pretend you do have a BATNA.
- 6 Create value – introduce new issues into the negotiation to give you more influence or 'leverage'.

Useful phrases

- 1 *We don't have to do a deal with you – we have other options.*
- 2 *OK, what we want to know is: can you offer us what we want? I have to tell you some of your competitors have already said they can. But we've done business before. We wanted to give you your chance.*
- 3 *We'd really like to reach a deal with you today, but, of course, if we have to, there are other people we could speak to.*
- 4 *OK, I suggest you look elsewhere for a better deal.*

- 2 Trainees read the background information to find out why neither side has a BATNA.

Suggested answers



The waiter/waitress has no real BATNA because the customer could simply refuse to hand over a tip, in which case the waiter/waitress gets nothing. Similarly, the waiter/waitress could refuse to give back the half banknote, in which case the customer gets nothing. The main variable, the quality of the service, cannot be changed during the negotiation.

Make sure they all understand the word *tip* in this context, as well as phrases like *to excuse yourself* (= to leave a meeting, etc., in order to go to the toilet), *the red carpet treatment* (= treating somebody like a VIP – a very important person) and *a flash of inspiration* (= a good idea that comes to you suddenly). You could also point out that in many countries, a torn banknote can still be exchanged for a new note at a bank, as long as the two halves match.

Then distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class so that everybody understands what they need to focus on during the negotiation. Divide the class into pairs and assign roles. Monitor carefully while trainees are reading their role cards and help with any problems.

Allow five to ten minutes for the negotiation. Monitor carefully for language and techniques used. At the end, trainees use the forms to give each other feedback. Then open up the discussion to include the whole class, focusing on the tactics that different trainees used during the negotiations and the outcomes reached. Finally, trainees read the commentary on pages 71 and 72 to see how well they did. Discuss the commentary with the class.

If you have an odd number of trainees, one trainee can observe the negotiations using the feedback form, and report back on the strengths and weaknesses of the negotiations.

- 3 **2.08–2.10** Go through the instructions carefully with the class, making sure they understand the key words such as *upholstery* (= the materials that are used inside the car, e.g. to cover the seats), *gasp* (= a sharp intake of air to express surprise, etc.), *sticking point* (= something which is preventing an agreement from being reached). Then play the extracts one at a time, pausing after each extract for trainees to discuss the questions in pairs. They listen a second time to check their answers before feeding back to the class. Trainees then read the commentary on page 72 to compare it with their ideas.
- 4 Trainees work alone to put the words in order. Tell them not to write their answers on their books, but on a separate piece of paper (see **Extension activity** below). They compare their answers in pairs before listening again to check. Finally, go through the answers with the class.

Extension activity

Tell trainees to cover their answers to exercise 4, then work in pairs to use the order form and the mixed-up sentences to re-enact the whole negotiation, staying as close to the original as possible. This will provide controlled practice of the phrases in exercise 4.

If you have an odd number of trainees, you will need to have one group of three trainees, where the third trainee takes half of the sales representative's turns.

- 5 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through it to make sure everyone understands what to focus on in the role play. Then divide the class into pairs of teams and allocate roles to the teams. The ideal size of each team is around three or four trainees. The teams then read their notes together to plan their strategies. Allow plenty of time (around 10 minutes) for this planning stage, as it is the main focus of the lesson. Monitor carefully to make sure everyone understands all the information. When the teams are ready, start the negotiations, which should take around 15 minutes. Monitor carefully for language and techniques.
- At the end, trainees use the forms to give each other feedback. Then discuss the outcome of the negotiations with the class and give your own feedback. Finally, tell trainees to read the commentary on page 72 to compare it with their ideas.
- If you have a small class, the role play will work just as well with teams of one, but make sure trainees spend plenty of time on the planning stage. If you have three trainees, the third trainee could play the role of Jariya Mookjai, who reads the notes for Team 2.

International Negotiations

Trainer's Notes

8A Powers of persuasion

Quote

Read the first sentence aloud. Trainees then read the quote to find out what Kevin Hogan means by *change minds*.

Answer

Get people to say yes when they otherwise would have said no.



- 1 Trainees discuss the question in small groups. After a few minutes, open up the discussion to include the whole class. You could also elicit from the class onto the board some words with special persuasive power that are used in advertising. Then tell trainees to read the commentary on page 73 to compare it with their ideas.

Background note

See <http://itre.cis.upenn.edu/~myl/languagelog/archives/003662.html> for a history of the Yale 12 list, which suggests that the list has nothing to do with Yale University. However, even if the Yale connection is almost certainly fictitious, the persuasiveness of these and similar words has been widely discussed. See, for example, the book *Words that Work* by Dr Frank Luntz (<http://www.hyperionbooks.com/book/words-that-work/>).

Extension activity

Write the Yale 12 words (see commentary on page 73) on the board. Trainees work in pairs to discuss why these particular words are so powerful, and whether their power can be used in negotiations as well as in advertising. After a few minutes, open up the discussion to include the whole class.


- 2 Make sure trainees know that Kevin Hogan was not talking about a seven-word sentence, but seven words that can be used separately. After a few minutes, open up the discussion to include the whole class. Then tell trainees to read the commentary on page 73 to compare it with their ideas. You could also discuss with the class why the list of powerful words from advertising is different from the list of powerful words and phrases for negotiations. Note that the list of words for negotiations is more open-ended, perhaps because each negotiation has to be tailored to the situation.

Background notes

- The photocopier experiment and the power of *because* are explained fully in the book *Yes! 50 Scientifically Proven Ways to Be Persuasive* by Noah Goldstein, Steve Martin and Robert Cialdini.
- The importance of the word *imagine* is explained fully in *Words that Work* by Dr Frank Luntz (see **Background note** above), where it comes top of the list of the most powerful words.


Extension activity

Write the seven words on the board. Trainees work in pairs to remember as much as they can about the words, without looking back at the commentary, and discuss why they think they are so effective. After a few minutes, open up the discussion to include the whole class.

- 3  **2.11** Trainees work in pairs to make the extracts more persuasive. Make sure they know to use one or more of Hogan's 'words that change minds' in each extract, and to make any necessary changes in punctuation and word order. After you have played the recording, discuss any alternative versions your trainees came up with.
- 4 Trainees work alone to complete the matching exercise. When you check with the class, make sure everyone understands all the words by eliciting some other examples of each approach. Note that example **c** is intended to be humorous, and would never be used in a negotiation.
- 5 Make sure everyone understands the words *subordinate* (= someone that is lower than you in a hierarchy) and *peer* (= someone on the same level as you). Trainees then discuss the question in pairs. After a few minutes, open up the discussion to include the whole class.
- 6 Trainees discuss the question in pairs and then share their ideas with the class. If trainees are not yet involved in regular negotiations, they should imagine the type of negotiations that they make take part in during their careers.
- 7 Trainees discuss the quote in pairs, using real-life examples where possible. Trainees then compare their ideas with those in the commentary on page 73.
- 8 Go through the instructions and the examples with the class. Elicit from the class a range of auxiliary verbs and intensifying adjectives and adverbs (see **Language notes** below). Trainees then work in pairs to make the statements more forceful. Discuss the answers with the class, but avoid confirming suggestions until after exercise 9.

Language notes

- *Auxiliary verbs* are those which give grammatical information that is not given by the main verb.
- *Intensifying adjectives* make the meaning of a noun stronger. They include words like *absolute*, *incredible*, *key*, etc.
- *Intensifying adverbs* make the meaning of an adjective or another adverb stronger. They include words like *really*, *very*, *absolutely*, etc.
- Note that intensifying adverbs often come after an unstressed auxiliary verb (e.g. *That would really help*), but when the auxiliary is stressed, the adverb comes first (e.g. *That really would help*).

- 9  **2.12** Trainees listen to the recording to underline the words that are stressed, then check answers on page 73. They then work in pairs to practise saying the sentences with the same stress. Ask some volunteers to model their sentences to the class.

Extension activity

If you think trainees need more practice, you could repeat the activity with the sentences from the answer key to exercise 3. Again, trainees have to add intensifiers and plan which words to stress. Afterwards, ask some volunteers to model their sentences to the class.

Suggested answers

- a Now, we *really do* need to finalise the terms of this deal today, if that's OK with you, Sonia.
- b Please understand that we *simply* don't normally offer free maintenance.
- c Sonia, could you extend the credit period to ninety days because that *really would* help our cash flow?
- d Now, you *can* have *absolutely* whichever option you prefer. It *really is* up to you.
- e OK, so you're giving us the ninety days credit. Thank you *very much*. Now, can we look at installation?
- f Imagine: what you'll *really* be getting with this system, Ian, is *absolute* complete peace of mind.
- g Can I get back to you on that because I *really do* need to clear it with the boss first? OK?

- 10 **2.13** Go through the example with the class, making sure everyone understands the reason for using this technique (i.e. by using questions, you are involving the other person; by using a negative question, you are strongly suggesting a positive answer). Positive questions, in contrast, are usually understood as genuine requests for information or a decision, e.g. *Would it be a good idea to come back to this later?* Trainees then work in pairs to rephrase the statements. After you have played the recording, ask some volunteers to read their questions aloud in order to make them sound as persuasive as possible.

Extension activity

Discuss with the class which statements from exercise 10 are suggestions and which are concerns. Then elicit some more examples of suggestions and concerns from the class (e.g. *We should go home early today; It's getting rather late*) and write them on the board. Trainees work in pairs to turn these into negative questions (e.g. *Shouldn't we go home early? Isn't it getting rather late?*).

Answers

- Suggestions: a, b, d, f
- Concerns: c, e, g

- 11 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them with the class to make sure everyone knows what to focus on. Divide the class into groups of four. Allow trainees up to five minutes to read the background information, choose their roles and plan their strategies (step 1). They should also write the names of the other participants in the relevant spaces.
- Allow up to 20 minutes for the full role play (step 2). Point out that the various conversations can take place in parallel (e.g. speaker 1 can be talking to speaker 2 while speaker 3 is talking to speaker 4) and that they will need to decide when to change partners, just as in real life. Monitor carefully during the negotiations for language and for techniques from this module.
- Allow around ten minutes for the follow-up discussion (steps 3 and 4), using the feedback forms to guide the discussions. Make sure everyone understands the meaning of *counter-productive* (= having the opposite effect to that which was intended).
- Refer trainees to the commentary on pages 73 and 74. Check that they understand the difference between *coercing* (= persuading someone forcefully to do something they are unwilling to do) and *bullying* (= using your power over someone to frighten or threaten them).
- If you don't have a multiple of four trainees, the role play would still work in a group of three (i.e. with no speaker 2: speaker 1 has to make the request of speaker 3 to speak at the conference) or even in a group of two (i.e. with only speakers 1 and 3). However, if you have more than a multiple of four trainees (e.g. five, nine or thirteen), it might be better to use any spare trainees as observers, using the feedback forms to monitor the role plays.

International Negotiations

Trainer's Notes

8B Powers of persuasion

Quote

Trainees discuss the three questions from the quote in small groups, using real-life examples to support their discussions. After a few minutes, open up the discussion to include the whole class. You may need to check they understand the meaning of the phrase *resign ourselves to* (= accept that we can do nothing about). Avoid confirming trainees' suggestions until they have also discussed the question in exercise 1.

Suggested answers



- 1 The more persuasive people use a series of techniques, which they either use instinctively or have learned and practised.
- 2 In a way, yes, they do have an invisible power, but this can be learned.
- 3 No, we can learn techniques to make ourselves more persuasive. Of course, some people will find this easier than others, but we can all improve by studying the techniques.

- 1 Trainees discuss the question in small groups. After a few minutes, open up the discussion to include the whole class. Afterwards, trainees read the commentary on page 74 to compare it with their ideas.

Extension activity

Note that the commentary recommends taking an online test (www.myesscore.com). To get the most out of this test, trainees should work alone, in order to be as honest as possible and to get a personalised result. For this reason, it may be best to set this test as a homework task, to be discussed in a later lesson.


Alternatively, if you have access to the Internet, speakers and a projector in your training room, you could conduct the test with the whole class. Allow plenty of time (around half an hour) for the test and the discussions it generates. Play Steve Martin's introduction once or twice, and use his questions to generate a class discussion and to check that everyone has understood what he is saying. Trainees then work alone to write down their answers to each question. They may discuss their answers in pairs, but should not change their answers. Discuss the questions with the whole class to choose one answer for each question. Then play Steve Martin's explanation of the answers for trainees to check. They should also keep track of how many answers they personally got right. You may need to play these explanations more than once to make sure everyone understands. Again, use the explanations to generate more discussion. Continue working through the questions in the same way.

As a follow-up, encourage trainees to repeat the test alone at home to try to improve the group's score.

- 2 Trainees discuss the six Principles in pairs. After a few minutes, open up the discussion to include the whole class, but avoid confirming their answers until after exercise 4.

Background note

Cialdini's book, *Influence: Science and Practice*, is very well known, so some trainees may be familiar with his Principles. Different names for the Principles have been used over the years; for example, the 2007 edition of Cialdini's book has *Reciprocation* instead of *Reciprocity*, *Social proof* instead of *Consensus*, and *Commitment and consistency* instead of *Consistency*. The online test also has *Social proof* instead of *Consensus*.

- 3  **2.14** Trainees listen to the recording to take notes. Point out that they will only have time to note down a few key words for each Principle, which they can then use later to reconstruct the key information.

If you have an odd number of trainees, you could have a group of three, where each trainee makes notes on four of the Principles: 1, 2, 4 and 5; 2, 3, 5 and 6; and 1, 3, 4 and 6. Note that two trainees will be making notes on each Principle.

Extension activity

Trainees work in small groups to identify examples of some of the six Principles in action from the first seven modules of this book. Afterwards, open up the discussion to include the whole class. Note that not all of the Principles are illustrated in the book.

Suggested answers



- The *Jingle All the Way* role play in Module 2A is a good illustration of the *Scarcity* Principle (i.e. both men wanted the toy even more because there was only one left). However, it is also a very powerful example of the Principle of *Consistency*: both fathers felt obliged to buy the toy because they had earlier promised it to their sons. See chapter 3 of Cialdini's book for an analysis of how toy manufacturers use this Principle (along with *Scarcity*) to generate intense desire for their products.
 - The 'dream team' negotiation in Module 1B emphasises the importance of *Authority*: by including older and more senior members of the team, you are in a stronger position to influence others.
 - *Authority* is also used in the car sales negotiation (Module 7C), where the sales representative uses his manager as the final decision-maker, based on the assumption that no one will challenge the decision of the manager.
 - All the relationship-building work in Module 2 is intended to make use of the Principle of *Liking*.
 - *Reciprocity* may seem at odds with the idea that you should always trade concessions, rather than giving something first (see Module 7A, for example). One reason is that experienced negotiators may be able to see through and resist obvious techniques, so they may backfire.
- 4 Trainees compare notes in pairs and discuss the questions together. You could play the recording a second time for trainees to check their notes and then feed back to the class before checking the commentary on page 74.
- 5 Trainees discuss the question in pairs and then share their ideas with the class.
- 6 Trainees discuss the ten statements in pairs. When you go through the answers with the class, allow some flexibility: if trainees can justify their answers, this may be just as valuable as finding 'the correct answer'.

Background notes

In addition to the answers given in the key on page 74, statement **c** could also apply the Principle of *Consensus*, as it shows that other people think the product is good. Statements **d**, **g** and **i** could also apply the Principle of *Liking*: the speaker is drawing attention to their friendship. Statements **g** and **j** could also apply the Principle of *Consistency*: in **g**, the potential client is more likely to remain a client after the three-month trial; in **j**, the speaker is drawing attention to the buyer's previous willingness to buy.

- 7 Trainees work alone to underline the useful phrases. They compare answers in pairs before feeding back to the class. Write the most useful phrases on the board. Elicit some other ways of continuing each phrase.

Suggested answers



- a *OK, look, the thing is this. I'm really sorry, but I can only ...*
- b *I see you've already been ... for some years now. Have you considered the benefits of ...?*
- c *Perhaps you'd like a copy of ...?*
- d *Oh, by the way, here's ... Hope it's some use. Now, where were we? Oh, yes. It would be really helpful if you could ... Would that be possible?*
- e *OK, this is how the offer works: basically, ... So it's sort of first come, first served.*
- f *... is a very popular choice. In fact, ...*
- g *OK, well, I'm not really supposed to do this, but how about I ...?*
- h *Well now, when I spoke to the rest of your team, they all ...*
- i *But let me be honest with you. ... in my professional opinion, you really don't need ... How about ... instead?*
- j *I like to look after my best customers. So you know I'm always going to offer you my very best ... Have another look at what's on the table and I think you'll agree these are very favourable terms.*

- 8 **2.15–2.24** Divide the class into small groups (of around three or four trainees). Play the recordings, pausing after each scenario for trainees to discuss the best course of action. Allow around two minutes for each discussion. Monitor carefully to make sure everyone understands all the words. With weaker classes, you could allow them to read the audio script on pages 55 and 56.

After trainees have discussed all the scenarios, repeat the activity with the whole class, by playing the recordings and pausing for a class discussion. Allow the discussions to go on as long as needed, as these are very important issues. Finally, tell trainees to read the commentary on page 74 to compare it with their ideas and to calculate their scores. Discuss any important differences. You could also ask trainees to describe similar scenarios from their own experience.

Extension activity

Trainees could role play some of the scenarios from exercise 8. Each role play could be very short – two or three minutes. Afterwards, ask some pairs to perform their mini-role plays for the class. The class can then discuss the effectiveness of the techniques.

International Negotiations

Trainer's Notes

8C Powers of persuasion

Quote

Trainees read the quote to find four general types of possibly unethical behaviour and two specific examples. Make sure everyone understands words such as *stretch the truth* (= exaggerate without actually lying) and *budge* (= move, show flexibility).

Answers



- General behaviours: lying; deceptive negotiating tactics; hiding true intentions; stretching the truth.
- Specific examples: imposing an artificial deadline; deceptively communicating you will not budge on an issue.

- 1 Trainees discuss the questions in small groups. If they are not experienced negotiators, they could use examples from the news, or from films or books, or invent their own examples. When they have finished, ask some volunteers to tell their stories to the class.
- 2 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to read the commentary on page 75 to compare it with their ideas.

Language note

The idiom *it's all part of the game* comes from sports. It means that negative aspects of a sport (e.g. injuries or unfair decisions in football) cannot be avoided, so players need to be prepared for them.

- 3 Trainees discuss the tactics in pairs and then feed back to the class. Make sure everyone understands all the key words (e.g. *cop* = policeman; *off limits* = you may not go there). Avoid confirming their ideas at this stage, as this would undermine exercise 4.
- 4 **2.25–2.33** Play the recordings for trainees to make notes. They compare notes in pairs and listen a second time if necessary before moving on to the question of how they would deal with the tactics. Then discuss the tactics and the ways of dealing with them with the class. Finally, trainees read the commentary on page 75. You may need to check that everyone has understood all the words from the commentary (see **Language notes** below).

Language notes

- If you are *antagonistic*, you are deliberately trying to create a conflict.
- If you *question your price*, you doubt whether you are being reasonable.
- If you *ridicule* something, you make fun of it.
- If you *recommence* negotiations, you start again from the beginning.
- If you *fall for a trick*, you allow yourself to be the victim of it.
- A *bluff* is an attempt to appear strong when in fact you are in a weak position.
- If you *retaliate*, you fight back against the other person.

Extension activity 1

Write the following questions on the board. Trainees then work in pairs to find the answers in the commentary.

- 1 In the 'good cop–bad cop' technique, what does the bad cop want you to do? What does the good cop want?
- 2 What are the two elements to the 'shock opener' technique?
- 3 What technique can you use to check how non-negotiable an 'off-limits position' is?
- 4 What is the problem with the 'slice the salami' technique?
- 5 Why can a 'last-minute demand' often be successful?
- 6 What is the only way to deal with the 'message from God' technique?
- 7 How do negotiators add emotional pressure to the 'once in a lifetime' technique?
- 8 What is the warning about the 'excuse my English' technique?
- 9 What is the key thing to know about the 'take it or leave it' technique?

Answers



- 1 The 'bad cop' wants you to lose confidence in your position or lose control and reveal information you shouldn't. The 'good cop' wants you to make concessions to them to avoid dealing with their partner.
- 2 They open with an offer that is very far away from what you were expecting; they show a lot of interest in what you're selling, so that you are taken by surprise and find it hard to hide your disappointment.
- 3 Ask them what they would do if you increased your order by a factor of a hundred.
- 4 It means that you can never go back to renegotiate an earlier point if a later point doesn't go your way.
- 5 Because in your mind the deal is done and you don't want to lose it now.
- 6 Recommence negotiations with their boss right from the beginning.
- 7 They try to make you worry that your boss may be annoyed when they find out just what a great deal you rejected.
- 8 Don't overuse it.
- 9 It is usually (but not always) a bluff.


Extension activity 2

Trainees work in pairs to think of phrases to use for the seven options for dealing with tough tactics, which were listed in the commentary. Afterwards, discuss the best answers with the class.

Possible answers



- 1 *Sorry, but that's also **my** final offer.*
- 2 *I understand what you're saying, but can we please stick to the procedure we agreed.*
- 3 *So what exactly are you saying? I need to be clear on this before we go any further.*
- 4 *OK, so I need some time to think about the changes you're suggesting. Let's meet back in half an hour.*
- 5 *So let's move on to the next point. We can come back to this later.*
- 6 *Listen, I've been in lots of negotiations before, and this always happens just as we're about to agree a deal. Please treat me with a bit more respect than that.*
- 7 *I'm not going to talk about the colour of the boxes at this stage, unless you want to go right back to the beginning. But perhaps we can look into using stickers on the boxes. Of course that would be separate from the deal we're discussing now.*

- 5  **2.34** Trainees work in pairs to complete the matching exercise. Then play the recording to check. Discuss any other possible combinations with the class (e.g. sentence 1 might also go with response d).

Extension activity

Trainees work in pairs or groups of three to test each other. One trainee reads a sentence from the right to elicit a suitable response from their partner, whose book is closed.

These responses do not have to be exactly the same as the responses from exercise 5: encourage trainees to improvise and invent their own responses.

- 6 If possible, print out game boards from the website. Divide the class into groups of around four trainees. Go through the instructions with the class. Make sure they know that they arrows mean 'go forward' or 'go back' the specified number of squares.

Allow around fifteen minutes for the game. If they finish early, trainees could go through the red squares as a group to plan the best way to respond to each of them. Afterwards, discuss the best responses with the class. Trainees can also compare their ideas with the *Suggested responses* on page 76.

If you don't have dice, you could give each group six identical squares of paper, each with a number from one to six written on one side. The groups place the numbers in mixed up order face down on their desk. Players take turns to close their eyes to choose a square of paper. Note that you can use coins instead of counters, as long as each trainee in a group has a different coin.

International Negotiations

Trainer's Notes

9A Handling breakdowns

Quote

Trainees read the quote to find three positive things to say about disagreements.

Answer



- They stretch our minds.
- They broaden our perspectives.
- They help us understand people and their motivations.

- 1 Trainees discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Then tell trainees to read the commentary on page 76 to compare it with their ideas.

Language note


If somebody is *disagreeable*, they are unpleasant, negative, etc. It is perfectly possible to *disagree* (= express a different opinion) without being disagreeable.

- 2 Trainees discuss the task in pairs. Then draw the scale on the board and elicit the position of each phrase from the class. Allow room for discussion and disagreement, as this is one of the main aims of the module.

Extension activity

Elicit from the class the most useful phrases from exercise 2, which trainees might want to learn and use in their own negotiations (probably phrases **c**, **d**, **f**, **g** and **h**, the more diplomatic phrases). Then elicit from the class some statements and questions from one negotiator which might generate the disagreeing phrases in response, e.g. *We'd like to have the right to cancel orders without notice. Can you cut the price by another 10%?* Write these on the board. Trainees then close their books and test each other in pairs or groups of three by reading one of the phrases from the board to elicit the most suitable response. If you think trainees will struggle to come up with the responses from exercise 2, you could also write the first letter of each word on the board (e.g. phrase **c**: *I/A/W/C/A/T*).

- 3 Discuss the question with the class, and then tell trainees to compare their answers with the commentary on page 76. Trainees then work in pairs to practise saying each phrase in two ways: as *sarcastically* (= saying the opposite of what you mean in order to hurt or humiliate) as possible and as delicately as possible. Of course, we should not train our trainees to use sarcastic intonation, but we should raise their awareness of what it sounds like, so that they can avoid it in real life.

- 4  **2.35** Go through the questions with the class. Then play the recording for trainees to make notes of the answers. They discuss their answers in pairs before feeding back to the class.

Background note

The concept of 'face' is very important in many cultures. This concept is covered in detail in Unit 4B of *Communicating Across Cultures* – see www.cambridge.org/elt/communicatingacrosscultures.

Extension activity 1

Write the following words and phrases on the board. Check that everyone understands the meaning of all the words. Trainees work in pairs to discuss which speaker(s) mention each word, and what they say about it. They then listen to the recording again to check. Go through the answers with the class.

<i>ambiguity</i>	<i>conflict</i>	<i>frustrating</i>	<i>interpret</i>
<i>atmosphere</i>	<i>diplomatic</i>	<i>generalisations</i>	<i>read between the lines</i>
<i>cliché</i>	<i>elaborate</i>	<i>impersonal</i>	<i>upset</i>

Answers




- Japanese speaker: *impersonal, frustrating, conflict* and *upset*.
- French speaker: *ambiguity, cliché, read between the lines* and *elaborate*.
- Arab speaker: *generalisations, diplomatic, atmosphere, conflict* and *interpret*.

Extension activity 2



Use these questions to generate a class discussion on what the three speakers say.

- How important is the concept of 'face' in your culture? Do you think it is important to avoid conflict and making somebody lose face?
- How do you feel about having to read between the lines in a negotiation? Should everybody be more direct?
- The Arab speaker says that 'We can cover the costs' means the same as 'We could cover the costs'. Whether you agree with him/her or not, how might this statement influence your choice of language when dealing with negotiators from different cultures?

- 5  **2.36** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers on page 76 with the class. You could also elicit any rules: *Which modal verbs can have this effect? Which qualifiers can be used in which contexts?*


Language notes

- We can use *may, might, could* and *would* to make negative-sounding statements less direct. We can also use *should* to be diplomatic, but normally only with positive-sounding statements (e.g. *That isn't a problem* → *That shouldn't be a problem.*)
- We can use *rather, a little* and *somewhat* before adjectives. We can use *slight* and *small* before nouns.

- 6  **2.37** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers on page 76 with the class.
- 7  **2.38** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers with the class.



Language note

Note that the adverbial phrases in exercise 6 (*with respect, to be honest, etc.*) usually come at the beginning of a sentence. The restrictive phrases in exercise 7 (*at this stage, at this time, etc.*) usually come at the end.

- 8  **2.39** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers with the class. You could also elicit any rules: *Which verbs work in this way? Why does changing the tense make them less direct?*

Language note

- As a general rule, English speakers often use past tenses to express their wants and expectations to make them sound as if the idea has not just occurred, even though the meaning is still present. For example, *So next, I wanted to discuss the delivery times* implies that I want to discuss them now but I have been thinking about this for some time. Other verbs to express wants include: *plan, hope, think, wonder, expect, assume*.
- Use of continuous forms suggests something that is an ongoing process and is not something the speaker has just thought about. Using both techniques together in a continuous past form distances the speaker from the thought and increases the sense of being less direct, e.g. *So next, we had been hoping to discuss the delivery times*.

- 9  **2.40** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers with the class. Elicit from the class why the passive is useful for this function (because it can be considered aggressive to mention who is responsible for causing a problem). Of course, if the problem continues, it may become necessary to revert to the active voice in order to identify exactly who said what.
- 10  **2.41** Trainees work alone to transform the sentences and then compare their answers in pairs. Play the recording and then go through the answers with the class.

Extension activity

Trainees work in pairs or groups of three to test each other on the techniques from exercises 4 to 10. One trainee reads ten 'direct' statements from the exercises. His/Her partner, whose book is closed, has to use the techniques from the module to make each statement more delicate. They do not need to use exactly the same techniques as in the exercises, but encourage them to use as many as possible. They then swap roles.

You could also repeat the activity with the whole class in teams. Read a direct statement aloud to the class. Volunteers from each team try to make the statement more diplomatic. Award points for the best answers.

- 11 Divide the class into two teams. If one team is larger than the other (e.g. two trainees against one), the larger team should take the Player 2 role, as Player 2 has a longer path to connect. Go through the instructions carefully with the class. Make sure they know that if they fail to make a statement more delicate, that hexagon remains in play: either player can choose it again. If you don't have counters, trainees could use coins of two different values. Alternatively, you could print off copies of the game board from the website. Each trainee has a different coloured pen, and simply crosses off the hexagons that they take. The advantage of using printouts is that the game can be played several times.

Allow around ten minutes for trainees to play the game once or twice. If they finish early, they could go through the hexagons one by one to decide on the best way of making them indirect. Afterwards, go through the best answers with the class, and tell trainees to compare their answers with the suggested answers on page 77.

If you have a large class, it may be impractical to have only two teams. If so, divide the class into pairs of teams of around three trainees each, and appoint an independent judge for each pair of teams. The judge can use the suggested answers on page 77 and his/her own judgement to decide if a player is successful or not.

International Negotiations

Trainer's Notes

9B Handling breakdowns

Quote

Trainees read the quote to find four *-ly* adverbs which describe how we should negotiate. Briefly discuss with the class what they mean and what William Ury says about each of them.

Answers



- Try to see the situation *objectively*.
- Evaluate the conflict *calmly*.
- Think *constructively*.
- Look for a *mutually* satisfactory way to resolve the problem.

- 1 Make sure everyone understands the meaning of *momentum* (see **Background note** below). Trainees then discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. If trainees have difficulty remembering the term BATNA, refer them to Module 7C.

Background note

In physics, *momentum* is calculated as mass times velocity (speed). It is what keeps a fast-moving heavy object (such as a bus) moving forward, even when there is no force being applied to it. Metaphorically, a negotiation (or other process) acquires momentum (= positive energy, power) as it makes progress, and often this momentum can be enough to push the negotiators to finalise the deal.

Extension activity

Tell trainees to read the commentary on page 77 to identify three benefits of regular time-outs, three reasons for 'climbing onto the balcony', and one situation where you shouldn't call a time-out. Discuss with the class whether everyone agrees with the analysis.

Answers



- Benefits of regular time-outs: you can *recharge your batteries* (= relax, build up energy again); you can reflect on how things are progressing; you can confer with the other members of your team.
- Reasons for 'climbing onto a balcony': you can deal with serious breakdowns without striking back at your opponent, etc.; you can buy time to reconsider your BATNA; you can identify the interests of both sides.
- You shouldn't call a time-out when you are very close to finalising a deal.

- 2 2.42 Go through the instructions and check that everyone knows that the picture shows a camel. Then play the recording. Trainees discuss the story and its moral in pairs and then share their answers with the class before checking the commentary on page 77.

- 3 Trainees work in pairs to match the strategies with the phrases. Then check with the class.

Extension activity 1

Point out that most of the useful phrases in exercise 3 include metaphors and other images. This makes the phrases very powerful to use in a negotiation, and also easier to remember. Discuss with the class possible literal meanings of each expression. Then tell trainees to close their books. Remind them of some of the literal meanings to test whether they remember the original expressions or even the whole phrases.

Suggested answers



- ... *we're looking at this the wrong way*: trying to understand an abstract piece of modern art.
- *Let's try coming at it from a different angle*: trying to shoot a target with an arrow.
- ... *we seem to be stuck ...*: trying to walk through mud but unable to move.
- ... *let's add something extra to the mix*: cooking – adding a surprising new ingredient to a recipe.
- ... *the main sticking point ...*: the thing that is causing a machine to get jammed.
- ... *let's see how we can get round that*: there is a barrier blocking our way down a path.
- *Would you be prepared to meet us halfway?*: I live in town A; you live in town B. Let's meet in town C.
- *How about splitting the difference ...*: in maths, the difference equals my price minus your price. Let's split it in half, like cutting an orange.
- *I think that's as far as we can go*: we've reached the end of the path through a forest.
- ... *if we could find a way ...*: we're lost in a maze.
- ... *to pay upfront*: in front of you, i.e. in advance.
- ... *what's on the table ...*: we have a lot of documents (= offers, counter-offers). on our negotiating table.
- ... *let's set that to one side ...*: let's move those documents away from the middle of the table.

Extension activity 2

Elicit two words from each phrase from exercise 3 and write these on the board (e.g. *a: looking, angle*). Trainees close their books and, in pairs, try to remember the whole phrases using only the words on the board.

- 4 Trainees discuss the nine strategies in pairs or small groups. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to compare their ideas with the commentary on pages 77 and 78, and discuss any differences with the class.
- 5 Trainees work in small groups to discuss the three quotes. After a few minutes, open up the discussion to include the whole class. Finally, tell trainees to compare their ideas with the commentary on page 78, and discuss any differences with the class.

Background note

Sun Tzu was an ancient Chinese military strategist who lived around the 5th century BC. His treatise, *The Art of War*, has become popular in business and management because of its insights into planning and strategy. See <http://www.online-literature.com/suntzu>.

- 6 **2.43–2.47** Go through the instructions with the class. Then play the recordings for trainees to take notes. They compare notes in pairs and then listen a second time if necessary to check before feeding back to the class. Trainees then read the commentary on page 78 to compare it with their ideas.

Extension activity

Write the following questions on the board. Trainees look at the audio script on pages 58 and 59 and read and listen again to answer the questions. They discuss their answers in pairs before feeding back to the class.

- 1 In the first extract, how many times did she back her opponent into a corner?
- 2 In the second extract, what three phrases does she use to highlight the benefits of her plan?
- 3 In the third extract, in what way has the man changed his story?
- 4 In the fourth extract, what phrase does she use to hide her own opinion? How does she make her boss think it's his idea?
- 5 In the final extract, what phrases does the woman use to try to recover the situation?

Answers



- 1 Three times: *So, basically, that's your final offer?; It's take it or leave it?; It's not negotiable?*
- 2 *I'm not asking you to compromise; The way I see it, you'd actually be gaining; You can't lose really.*
- 3 First he said he had to stay within a budget; later he said there might be some flexibility there.
- 4 She hides her opinion with double negatives: *I'm not convinced we couldn't do as well ourselves.* This is much less direct than the simpler alternative: *I'm convinced we could do as well ourselves.* She uses the phrase *Why didn't I think of that?* to flatter her boss and make him think it was his idea.
- 5 *Perhaps I was a bit hasty; Maybe we can sort something out.*

- 7 Distribute the feedback forms (see page 111 and www.cambridge.org/elt/internationalnegotiations) and go through them so that everyone knows what to focus on. Divide the class into groups of three and allocate roles. Make sure they know that a different person should monitor in each situation.

Allow at least five minutes per role play for trainees to read the role cards on pages 102 and 103 and prepare for each negotiation. In each case, the observer should read both role cards. Monitor carefully to make sure everyone fully understands everything on their role cards.

Allow around ten minutes for each role play. Monitor carefully for language and the effectiveness of the techniques from this module. After each role play, the observer in each group should give feedback using the form.

Background note

Factoring (Negotiation 2) involves selling your accounts receivable (= the money that your customers owe to you) at a discount, often to a factoring agency. See <http://dictionary.cambridge.org/dictionary/business-english/factoring?q=factoring>.

If you don't have a multiple of three trainees, the role plays will also work without an observer, so you could have one or two groups of two.

- 8 Discuss the three situations in the class, including the solutions that were found and the techniques that were used. Finally, tell trainees to read the three suggested solutions in the commentary to exercise 7 on pages 78 and 79. Discuss the suggested solutions with the class, including whether any of the trainees found similar solutions.

International Negotiations

Trainer's Notes

10 Closing the deal

Quote

Trainees read the quote to find two risks in closing a negotiation. Discuss with the class any real-life examples they can think of where a negotiation was too long or too short.

Answer



- Losing gains you've acquired.
- Not acquiring all that you could have gained.

- 1 Make sure everyone understands the phrases *loose ends to tie up* (= small details which need to be agreed on), *hammered out* (= discussed thoroughly and decided on) and *the ink's dried* (= the contract has become legally binding). Trainees discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.
- 2 Trainees discuss the questions in pairs and then share their ideas with the class.
- 3 **2.48** Trainees listen to the seven speakers to make notes. They discuss the questions in pairs and then share their ideas with the class.

Background note

Due diligence is a process where a party conducts detailed research before signing a contract. The best known example of due diligence occurs when one company is buying another. In such cases, lawyers can spend many hours checking all the documentation to make sure there are no unpleasant surprises once the deal has gone through.

Extension activity

Write the following questions on the board.

Which speakers talk about ...

- | | |
|---|------------------------------------|
| • checking everything carefully? | • being flexible? |
| • quick decision-making? | • slow decision-making? |
| • negotiating tactics? | • making changes to the agreement? |
| • contracts? | • the speed of the follow-up? |
| • involving other people in the negotiation? | |
| • the long-term relationship between the parties? | |
| • bringing emotions into the negotiation? | |

Trainees discuss the questions in pairs, then listen again to check. Discuss answers with the class. There may be some room for discussion with some of the answers. For example, the British speaker mentions calling another meeting to finalise things, which implies checking carefully; the Chinese speaker talks about marriage, which implies emotion.

Answers

- Checking everything carefully: American (*a lot of legal stuff to work through ... to protect ourselves*), German (*a lot of research will be done*), Russian (*verify all that's been decided*), Brazilian (*do your due diligence*), French (*everything must be crystal clear*)
- Being flexible: Chinese (*you have to be flexible*), British (*flexible business partner*)
- Quick decision-making: American (*tend to push for quick decisions*), German (*You might think ... decision-making would be fast in Germany.*)
- Slow decision-making: Chinese (*Decision-making can be slow*), German (*it can be quite slow*), Russian (*we will sit it out forever*), British (*reluctant to make any snap decisions*), Brazilian (*Getting a decision takes time in Brazil.*)
- Negotiating tactics: Russian (*Our stalling tactics are legendary.*), French (*When everything is on the table, then we'll see if we agree.*)
- Making changes to the agreement after it has been agreed: Chinese (*It's a statement of intention, not an obligation.*), Brazilian (*there'll be a lot of loose ends to tie up*), French (*we won't want to be tied to a contract*)
- Contracts: American (*Have you ever read an American contract?*), Chinese (*a contract in China is more like a marriage than a legal document*), German (*before we sign the contract*), French (*we won't want to be tied to a contract*)
- The speed of the follow-up: American (*we're much slower to implement*), German (*Once we sign, however, we spring into action.*)
- Involving other people in the negotiation: Chinese (*There is often state involvement.*), Brazilian (*give everyone a chance to express their opinion*)
- The long-term relationship between the parties: Chinese (*to stay loyal to our partner 'for better or worse'*), British (*a fairly trustworthy and flexible business partner*)
- Bringing emotions into the negotiation: Russian (*Russians are big on emotional appeals.*), Brazilian (*People may get quite excited in the meeting*)

- 4 2.49 Trainees work alone to complete the sentences and then check in pairs. Play the recording for them to check their answers and then go through the answers with the class.

Background note


A TNA is a *Training Needs Analysis* (or *assessment*), i.e. the research that takes place to establish the objectives of a training course or programme.

Extension activity

Trainees work in pairs to identify all the main verb forms (tenses) used in the extracts. Then discuss the answers with the class.

Answers

- The most common verb form is the present perfect: *we've decided; we've settled; we haven't talked*. The present perfect is used to focus on the results of the negotiation, rather than the time each thing happened. Past simple is also possible in these cases, and is used once: *we agreed*.
- The negotiator uses *will* for almost all the future references: *we'll take care; you'll supply; we'll obviously need; we'll fix; we'll have to; we'll report back; we'll need*.
- There is also one use of future perfect (*will have done*), looking back in time at the things achieved before a point in the future: *By the time of our next meeting we'll have worked out ...*
- A few verbs with *would* or in the present simple are followed by *to*-infinitives, with a future meaning: *You'd like to go ahead; we still need to work out; remains to be clarified; you'd like to add*.

- 5  **2.50–2.51** Trainees work in pairs to use the phrases from exercise 4 to summarise the deals. They could each take one deal or they could take alternate lines. Make sure that everyone knows that *AOB* stands for ‘any other business’ (i.e. *Is there anything else that we need to discuss?*). Play the recordings for trainees to compare with their versions. Afterwards, discuss any differences with the class.

If you have an odd number of trainees, you will need to have one group of three, where the third member takes the first three lines from deal 1 and the last three from deal 2.

Extension activity

Trainees repeat exercise 5 without looking back at the useful language in exercise 4.


Quote

Trainees read the quote to identify the main advice. You can then discuss with the class whether they agree with the advice, and how important it is. You could also discuss what trainees understand by the term ‘Power Negotiator’.

Answers



Make others feel that they won. See some of the articles on Roger Dawson’s website to find out what he means by ‘Power Negotiating’: <http://www.rdawson.com/articles.html>. One of his key points is that ‘you will never make money faster than when you are negotiating’.

- 6  **2.52** Trainees work in pairs or groups of three to take turns to emphasise one benefit. Then elicit from the class a range of ways of emphasising each benefit. Finally, play the recording for trainees to compare it with their ideas.

Extension activity

Trainees repeat the activity, this time with the useful phrases covered, so that they have to try to remember as many of the phrases as possible.


Quote

Trainees read the quote to find which key negotiating concept it relates to.

Suggested answer



BATNA (Best Alternative To a Negotiated Agreement – if there is no alternative then you must be prepared to walk away from the deal)

- 7  **2.53** Make sure everyone understands the meaning of *clinch the deal* (= close or finalise the agreement) and *upbeat* (= positive, optimistic). Trainees then work in pairs to read one or both of the closes in an upbeat way. Play the recording for trainees to compare it with their versions. Finally, ask some volunteers to read their closes aloud.

Extension activity

Trainees close their books. Play the recording again, pausing in the middle of each sentence to elicit from the class how the close continues (e.g. *Well, ladies | and gentlemen. I think that’s about as | far as we can go*). Trainees can repeat the activity in pairs, with one trainee reading the beginning of a sentence for their partner to finish.

Final negotiation activity

The full and final negotiation activity, **The East Africa Tender**, can be found online in the Resources section at www.cambridge.org/elt/internationalnegotiations. You can download the activity for your trainees, along with a feedback form and full Trainer’s notes.