

Negotiate to win, Present to make a deal.

Business Presentations and Negotiations in English

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THE INSTRUCTIONAL CONTEXT:

The course is addressed to business people whose level of English is upper-intermediate. The students work in various departments of the same company. The classes take place in the company where students work, which is a common way of organizing language courses in Poland. Specifically, the teacher visits the company where students work and teaches them either during or after their workdays.

The language course is offered and organized by a private school in Warsaw which specializes in offering language courses for companies as well as individuals who want to learn a foreign language. It offers courses such as General English, Business English, FCE, CAE CPE Cambridge Examination courses, Conversation Course, and an LCCI course. The course described in this Course Development Project is a Business English course at B2 level, according to the Common European Framework.

While the language school provides teachers with information about the students and their level, it is the responsibility of the teacher to develop a course, assess students' specific needs as well as develop appropriate teaching materials. As a result, to a large extent, the course reflects the philosophy and knowledge of the teacher who teaches a specific course.

I decided to choose this instructional context because I have experience in teaching business people; however, I never had a chance to develop a course for them. Most often, what guided me in planning lesson units were the textbooks that I was using. Rather than critically analyzing and examining the teaching context and developing a course based on that analysis, I relied on a textbook and lesson-by-lesson adapted it to students' needs.

GOALS AND OBJECTIVES:

The key goal of the course is to develop students' business skills in English. The focus will be placed on presentation and negotiation skills. Within each of these areas, students' awareness of the role of cultural awareness will be raised. Moreover, engaging students in analyzing case studies will allow them to practice the targeted skills in a semi-real setting. Another important goal of the course is to show students how reflection can deepen their understanding of the progress which they are making as well their awareness of the areas for improvement. Overall, the instructor will capitalize on a variety of various pedagogical methods and adjust them to the students' needs.

However, given the goals of the course, specific emphasis will be placed on developing communication skills.

Specific course objectives include:

- Developing and practice giving elevator speeches using concise language
- Summarizing information and giving reports
- Presenting changing trends
- Giving instructions, asking and answering questions
- Using expressions to open and close negotiations, suggest an agenda, and bargain
- Using expressions in order to present a point of view, agree, disagree, and change the topic
- Learning to consider the intercultural dimension while participating in negotiations and giving presentations
- Becoming more aware of body language while presenting and negotiating (some of students presentations will be videotaped and they will see how they use body language and find ways of becoming more aware of how to use it more consciously)

NEEDS ASSESSMENT:

The group of learners consists of 8-10 students who are middle managers working in an international company based in Warsaw. Their level of English is upper-intermediate. Students' jobs require giving presentations and negotiating business deals. They also include building strong relationships with the representatives of other branches of their companies as well as with the managers of international companies representing the same sector of economy. The employees of their company represent various nationalities, which means that the language used in their organization is English. Moreover, their job requires frequent business trips to foreign countries.

In order to improve their performance at work, the managers need to work on developing the above skills and, at the same time, gain awareness of the importance of the cultural backgrounds of their business partners.

The students' prior language learning experiences encompass learning English in various language schools as well as tutoring. Moreover, an important part of their language learning happens outside

classrooms where students use language in work-related settings; for instance, they participate in negotiations with international companies or present at international conferences.

Students' needs will be assessed in a two-pronged approach. Firstly, before the beginning of the course students will be asked to fill out a questionnaire. The questionnaire will address two key aspects: the nature of students' responsibilities with regard to giving presentations and participating in negotiations, either in Polish or English, as well as students' expectations of the course content.

Secondly, a questionnaire will be sent out to the organizations where students work. The mentors or bosses of the course participants will be asked to say what improvements they would like to see in their employees' English proficiency.

Questionnaire for Course Participants

Name: _____

Company: _____

Presentations:

1. What type of presentations do you give at work? Consider the following aspects:

- what are your presentations about;

- do you present in your own company or outside the company;

- who is your audience and how big is it;

- how long are your presentations?

2. What do you find challenging about giving presentations?

Presentations in Polish _____

Presentations in English _____

3. How often do you give presentations in English? How often do you give presentations in Polish?

Presentations in Polish _____

Presentations in English _____

4. How does the experience of giving presentations in English differ from delivering presentations in Polish? What are the challenges?

Negotiations:

1. What type of negotiations do you participate in at work. Consider these aspects: the role that you play in those negotiations; who your interlocutors (your boss, other employees, customers, etc. are); what the negotiations are about.

Negotiations in Polish _____

Negotiations in English _____

5. What do you find challenging about participating in negotiations (both in Polish and English)?

Negotiations in Polish _____

Negotiations in English _____

6. How often do you participate in negotiations conducted in English? How often do you participate in negotiations conducted in Polish?

Negotiations in Polish _____

Negotiations in English _____

7. How does the experience of negotiating in English differ from negotiating in Polish? What are the challenges?

Language Course:

1. Why did you decide to participate in the course?

2. What aspects of giving presentations and participating in negotiations in English would you like to work on in the course?

3. What are the goals that you hope to achieve in this course?

Questionnaire for organizations where the students work

Company's name: _____

Client's name: _____

1. What improvements would you like to see in your employee's command of English?

EVALUATION

The evaluation will address the following four key areas.

1. Before the course starts, I will use a diagnostic test to assess to what extent students know the material and possess the skills outlined in the course objectives. Therefore, this evaluation constitutes an element of assessing students' needs and knowledge.
2. Another area of evaluation regards the assessment of students' progress and participation in the course. Providing students with feedback will draw their attention both to the progress they have already made as well as to the areas which need improvement. Apart from the teacher and the student, the students' company will have access to the information about the student's progress. (Component 1)
3. Students' self-evaluation which will encourage them to reflect on their progress and on the aspects of English which they would like to improve. Students will share this reflections with the instructor, who is expected to provide feedback. (Component 2)
4. Another assessment component concerns the evaluation of the course effectiveness in which students give their feedback on the strengths and weaknesses of the course. (Component 3)

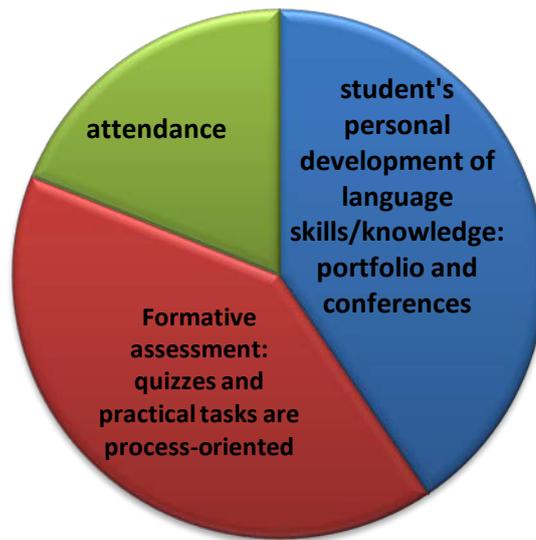
Component 1:

In-Course Assessment: 12 weeks; 2 classes (90 minutes) every week

The following table includes the assignments that will be used to evaluate students' work as well as the grading policy.

1.	4-5 practical tasks: testing students skills and knowledge in practice. This type of performance items reflect the goals of the course which aims to help student develop presentation and negotiation skills. After engaging in and completing such tasks, student will be given feedback. <ol style="list-style-type: none">1. Give an elevator speech.2. Negotiate in company with colleagues/boss.3. Present your company.4. Negotiate a business deal with another company.5. Give a sales presentation.	Each task: 10% Overall: 50 %
2.	1 final practical task (student's choice: presentation or negotiations)	10 %
3.	5 mini-quizzes (every two weeks): both selected and constructed response testing students' knowledge of grammatical points, vocabulary, and functions.	Each quiz: 7% Overall: 35%
4.	Conferences: two meetings with the teacher during the semester in the middle of the course and at the end. The aim of the conferences is to talk with the student about the progress he/she is making as well as the areas for improvement and the challenges that he/she is facing.	Not graded, but an obligatory element to pass the course
5.	Portfolio: collection of learning materials developed by the student during the course; the student's written reflections on his/her progress	Every 2 weeks during class you will share/show the materials which you use to develop your skills and knowledge. Not graded, but an obligatory element to pass the course
6.	Attendance: 2 absences allowed	5 %

The following graph shows my conceptualization of assessing students. It shows that even though the portfolio and conferences are not graded they are equally important as the graded elements of the course.



Student's personal development of language skills/knowledge: great emphasis will be placed in the course on students' own work and responsibility for developing language skills and knowledge. This will be achieved by encouraging students to reflect on ways in which they can directly apply the knowledge from the course in their professional lives. Students will also develop their own learning materials such as rubrics with vocabulary and expressions which they can refer to also outside the classroom setting.

Formative assessment: quizzes and practical tasks are process-oriented; students are expected to exhibit knowledge of the material covered in class as well as show that they developed certain skills; however, the crucial part of this assessment is the feedback that students will receive both from the instructor and other course participants.

Rubric for assessing students' presentations:

Criterion	Not satisfactory	Good	Excellent
Structure and development of the presentation	Presentation was disorderly (no clear and introduction, body, conclusion); main points were not clearly stated and were difficult to understand.	Presentation was easy to follow; clearly distinguished key parts and main points; easy to understand	Smooth transitions between different parts of presentation; topic well-developed; presenter shows an in-depth understanding of the topic

Use of additional aids (power-point presentations, other visual aids)	Additional aids used ineffectively; loosely related to the content of the presentation; too much text on the slides; difficult to read.	Additional aids are used effectively for the most part; text on the slides is easy to read on the majority of slides. Tightly linked to presenter's words.	Very effective use of additional aids; power point presentation very clear and easy to read; power point provides additional information or illustration, but does not repeat the words of the presenter
Formal level: vocabulary choice, grammar, pronunciation	Many mistakes in grammar and choice of vocabulary which at times make it impossible to understand the presenter. Mistakes in pronunciation impede understanding.	Occasional mistakes in grammar and choice of vocabulary do not impede understanding. Occasional mistakes in pronunciation do not impede understanding.	Very few or no mistakes in grammar and choice of vocabulary. Clear and correct pronunciation.
	Not satisfactory	Good	
Non-verbal engagement with the audience (eye contact, body language)	Presenter does not maintain eye contact with audience. Little control over body language or inappropriate body language.	Presenter keeps eye contact with audience for the majority of time. Controls and uses body language in a way that supports the content of the presentation and allows presenter to establish a positive rapport with audience.	
Voice: pace and clarity	Presenter doesn't speak at an appropriate pace for the most part. Production is often unclear.	Presenter speaks at an appropriate pace; speaks clearly and fluently.	

Component 2:

Self-Evaluation: Conducted twice in the semester (week 6 and 11)

1. What have you learned so far in the course? What subjects that we talked about were useful? Learning/reviewing which language structures was the most useful? Which subjects/language structures were the least useful?
2. Which business skills have you improved so far?
3. What have learned about yourself in the course? (for instance, regarding your body language, presentation and negotiation style)

4. Were you able to apply the knowledge/skills from the course in your professional/personal life? If so, what were the situations in which it happened? What knowledge did you apply? If not, why? What is the reason?
5. Overall, have you achieved some of the goals that you set for yourself at the beginning of the course? What were those goals? How have you achieved them?

Component 3:

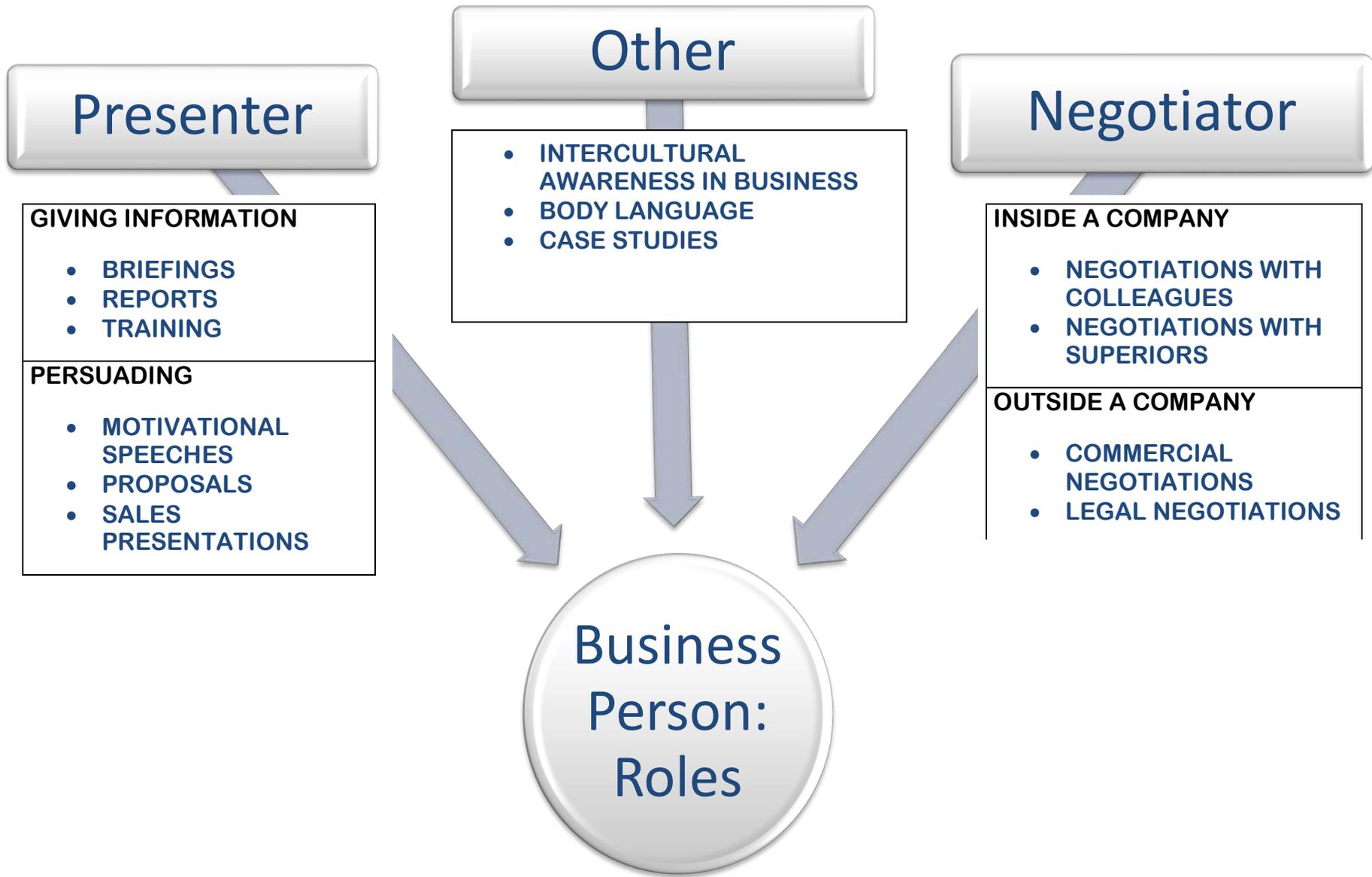
Evaluation of the course effectiveness: Conducted twice in the semester (week 6 and 11)

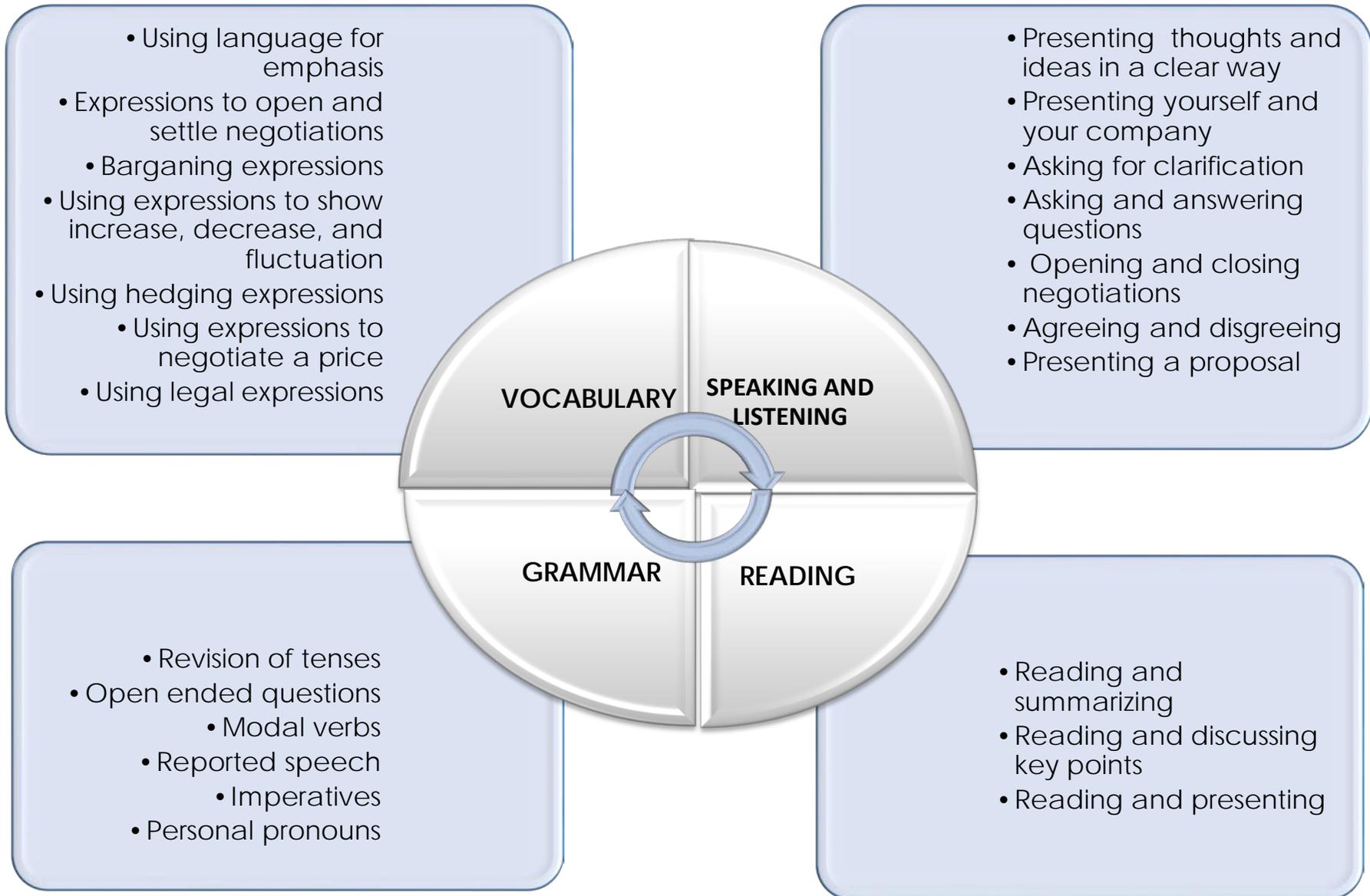
1. Is the course meeting your expectations? If so, in what respects? If not, in what respects?
2. What are the strengths of the course? Consider aspects such as: content of the course (subjects covered), materials, instructor, venue, time etc.
3. What are the weaknesses of the course? Consider aspects such as: content of the course (subjects covered), materials, instructor, venue, interactions, time etc.
4. What changes implemented in the second semester would contribute to your learning?
5. Other comments: _____

As shown above, the course does not include any percentage-based assessment due to the fact that the course is focused on improving soft skills. The progress which individual students make is difficult to measure as every student starts from a different level. As a result, the feedback that students will receive will mostly be descriptive, either in a written or an oral form.

CONCEPTUALIZING CONTENT

I conceptualize my curriculum around two roles that my students need to perform at work on regular basis. These are: the role of a presenter at various business meeting, both in and outside the company, as well as the role of a negotiator. There is also the third area, which I termed "Other," including various aspects related to the successful fulfillment of the two roles. I specified particular situations which relate to these functions. Moreover, below I listed skills and linguistic content which students need to acquire or develop in order to effectively fulfill their roles.





SELECTING/ADAPTING/CREATING MATERIALS AND ACTIVITIES

Using those graphs I will develop lessons which will focus on the two roles. For instance, in one of the weeks, students will practice giving sales presentations and this subject will also be useful when they practice participating in commercial negotiations. Additionally, students will analyze a case study and use presentation or negotiation skills to role-play a part of the case study.

Course Organization	PRESENTATION	PRESENTATION
NEGOTIATION	WEEK 7/8: sales proposal presentations & commercial negotiations requiring presenting an offer	
	Case Study: Discussing profitability of a store& giving presentations	
NEGOTIATION		WEEK8/9: sales presentations: asking and answering questions & commercial negotiations focusing on contract modification Case study: Intercultural Contract Negotiations

The organization of the syllabus around specific topics will help me stay focused on the goals and objectives for a given class. Aware of the particular objectives I will select both textbook and authentic materials which would enable students to meet the objectives.

For example, in order to fulfill the objective from the lesson presented in the above chart, students will participate in a discussion on possible ways of improving the profitability of a department store Yedo. This activity will create a context in which students will use expressions which describe decrease, increase and fluctuation The case study of the store comes from *Market Leader Upper-Intermediate*, p.123.

Another objective of this lesson is that students will be able to list a few techniques used in commercial negotiations. I would select an authentic material to fulfill that objective. The article "7 Negotiation Techniques Every Small Business Owner Should Know" published at

Huffington Post would be a good way of exposing students to real life materials and meeting the goal. (Source of the article http://www.huffingtonpost.com/2013/10/30/negotiating-tips-small-business_n_4058588.html)

Instead of choosing a single textbook, I decided to select materials from a variety of coursebooks in order to provide a variety of materials which concern the subject of presentations and negotiations.

One of the unique factors that I need to consider in my instructional context is related to the fact that the course's goal is to establish a link between the material taught in class and students' professional responsibilities. Many tasks will require that students prepare presentations that are directly linked to their work experiences. I imagine that there might be students, who will not feel comfortable about this kind of arrangement. For instance, they might be accustomed to a different type of learning which is more theoretical than practical and, as a result, they may prefer to practice their language skills on some more hypothetical scenarios. In such a situation, I would encourage students to take very small steps in relating the content of the lesson to their professional context. I believe that gradually they might notice that by doing that their learning is enhanced.

CONSIDERATION OF RESOURCES AND CONSTRAINTS

The organizational challenges that I am likely to experience regard the availability of offices in the company where classes can take place. It might happen that at a company there are meetings in the majority of offices and none of them can be used as a classroom. In such a situation, students from a given company will try to organize a place where we could have a class. I would also ask one of the students to always check in advance whether there is an available office.

Another constraint is related to the lack of materials such as a CD player, whiteboard, and markers in the company where I will teach. To manage this problem I will try to bring my own laptop, my own small whiteboard, which is a size of a big notebook, and my own markers.

Another challenge that I could face is students' availability. If the class takes place during a workday, students might have to fulfill their work responsibilities, for instance participate in a meeting, during class time. In such a situation, I would provide them via email with the material that was covered in class as well as encourage them to ask questions regarding that material.

The resources that I can take advantage of include teaching materials offered by the school. One significant advantage is a small number of students in the group which will allow me to focus on students' individual needs.

ORGANIZATION OF CONTENT AND ACTIVITIES : COURSE SYLABUS

WEEK	DAY	FOCUS	Specific Focus and GOALS	LANGUAGE (GRAMMAR/ VOCABULARY)	SKILLS	Homework/ Reflection/ Personalizing knowledge
WEEK 1	M	Presentati on	Features of effective presentations: <ul style="list-style-type: none"> Students will practice giving elevator speeches Students will learn the characteristics of successful presentations Students will revise the use of tenses Students will use open-ended questions in order to make their elevator speeches more effective 	Tenses: revision Open ended questions	Presenting yourself and your organization Talking about your unique selling proposition Reading about and discussing tips on giving effective presentations	<p>You meet the CEO of your dream company. Give a 30 second elevator speech after which the CEO will be likely to cooperate with you. You will present your elevator speech in the next class.</p> <p>Reflection: In what situations in your professional and personal life could you use an elevator speech?</p>
	W	Other	Intercultural awareness: 1 <ul style="list-style-type: none"> Students will become more aware of the impact that culture has on various business situations Students will think of business situations in which cultural differences can play an important role 	Adjectives: describing cultures Modal verbs: accommodating your message	Greeting business partners coming from various cultural backgrounds Listening to and asking questions	<p>You are going to do business with a Chinese company. Prepare for your business meeting. Consider these aspects: how will you greet your business partners; will you give a gift?; how will you prepare for negotiations? In the next class we will role-play the above activity.</p> <p>Reflection: How do cultural differences influence your professional life?</p>

WEEK 2	M	Negotiation	Effective negotiations: <ul style="list-style-type: none"> Students will learn expressions to start negotiations, clarify and evaluate positions Students will learn characteristics of effective negotiations Students will become aware of the role of intercultural differences 	Modal verbs in questions. Making suggestions: <i>How about...?</i> Using expressions to signal change of topic/ order of negotiations: <i>So, I understand that..., I thought we could start...</i>	Opening negotiations and setting ground rules Establishing goodwill Suggesting an agenda	<p>Your task is to call the business partner that your company would like to do business with. You need to open negotiations, establish goodwill, and suggest an agenda. In order to be clear and effective, you need to prepare what you want to say.</p> <p>In the next class we will role-play the above activity.</p> <p>Reflection: Speaking from your personal experience, what aspects are challenging about conducting negotiations in English?</p>
	W	Presentation	Briefings <ul style="list-style-type: none"> Students will practice summarizing information Students will learn how to be concise and effective in reporting information 	Reported speech Using imperative: when is it appropriate?	Summarizing offers Reporting decisions made in meetings Reading and analyzing information	<p>You just received an email from one of your current suppliers who decided to withdraw from the contract he had signed with your company. At the moment your boss is negotiating another contract whose terms depend on the contract with the supplier who sent the email. Your task is to brief your boss on the unexpected changes. Be prepared to role play this situation in our next class</p>
WEEK3	M	Other	Intercultural awareness: Case	Students will engage in analyzing a case study of a Taiwanese-based company BenQ, which acquired the mobile phone division of Germany's Siemens and launched the brand BenQ-		

			<p>study:</p> <ul style="list-style-type: none"> Students will analyze how the lack of consideration for cross-cultural difference led to a failure of a business merger. 	<p>Siemens.</p> <p>Students will then engage in a role play activity reflecting some of the problems encountered by the companies.</p> <p><u>Information about the case study:</u> http://www.ijbssnet.com/journals/Vol_3_No_3_February_2012/12.pdf</p>		
	W	Negotiation	<p>Negotiations with colleagues:</p> <ul style="list-style-type: none"> Students will learn to use expressions useful in discussions with team members The lesson will be based in a large part on the idea of 6 <i>Thinking Hats</i> created by Edward de Bono. Students will engage in a brainstorming activity in which every one of them will be assigned a different hat. Students' task will be to present their point of view in line with the characteristic features of the hat that they are wearing 	<p>Using phrases to express agreement and disagreement in negotiations</p> <p>Using expressions which suggest considering another perspective</p>	<p>Discussing various options</p> <p>Agreeing and Disagreeing</p> <p>Reaching consensus</p>	<p>Which of the expressions that we practiced today will you use in professional negotiations? Make a list of them and bring it to the next class.</p> <p>Reflection: How did you feel wearing your hat? Did it reflect your natural style when you negotiate with others? How did the various perspectives represented by different-colored hats enrich your group discussion?</p> <p>In what situations would using this technique in your professional life be beneficial?</p>
WEEK 4	M	Presentation	<p>Describing Change: Reports</p> <ul style="list-style-type: none"> Students will learn how to report/describe trends and changes 	<p>Using expressions describing increase, decrease, fluctuation, no change</p>	<p>Presenting reports with graphs</p> <p>Asking questions/Asking for clarification - active listening</p> <p>Talking about change</p>	<p>Report on your company's financial results. Be prepared to give a 2 minute presentation in the next class.</p> <p>Reflection: What other skills and knowledge would help you to become more confident in giving</p>

						presentations that focus on describing trends and changes? In what way can you develop your knowledge?
	W	Other	Body Language: Presentations <ul style="list-style-type: none"> Students will learn about methods which they can use to work on their presentation skills in regard to body language. Students will practice using emphatic expressions which will make their presentations more effective 	Emphatic expressions: <i>What is really important.../What we find interesting...</i>	Giving concise and clear presentations Using body language to make presentations more effective Reading and summarizing information <i>(Forbes article: Tips on Presentations)</i>	Look for a short article from your career field and prepare a 3 minute presentation using knowledge acquired during the lesson as well as emphatic expressions. You will give your presentation in the next class. Reflection: How can you use the knowledge about presentations in your professional life? Which expressions are you going to use in your professional presentations and negotiations?
WEEK 5	M	Negotiation	Negotiations with a superior: salary negotiations <ul style="list-style-type: none"> Students will learn useful expressions used during conflict negotiations Students will learn about conflict negotiation 	Expressions used in opening and settling negotiations Bargaining expressions	Negotiating a higher salary Opening and settling negotiations Bargaining	Make a list of useful expressions that you think might help you in participating in your professional negotiations. Reflection: How can you use this knowledge in your professional life? In what type of negotiations are you likely to use this knowledge?

	W	Presentati on	Training <ul style="list-style-type: none"> Students will practice conducting mini-training sessions in which they will have to teach something to other students 	Imperatives Modal verbs: giving instructions	Giving instructions Explaining an idea and making sure others understand it	<u>Review your lists of expressions</u> – review phrases and expressions used to make your presentations and negotiations more effective. Bring the list to the next class. You might need it in your negotiations and presentations.
WEEK 6	M	Other	COMBINING KNOWLEDGE: Body Language, Negotiations, Presentations Case study <ul style="list-style-type: none"> Students will use the knowledge that they gained so far to engage in a case study Students will practice using expressions that they have learned so far Students will practice using body language in presentations and negotiations 	Students will analyze the situation of an American company specialized in providing gas and electricity services which has recently acquired a French white goods company. Students will analyze the reasons for the acquisition as well as problems which emerged in its aftermath. Next, students will engage in a role-play activity in which one group will represent the American company and the other one will represent the interests of the French company. Skills practiced: Recognizing how intercultural differences affected the cooperation between the Americans and the French Preparing for in-company negotiations Using expressions to express agreement, disagreement, show dissatisfaction, and to bargain <u>Source of the case study:</u> Market Leader Intermediate, Unit 11, p. 92 (note: despite the fact that it is an intermediate level course book, the case study can be	Reflection: Think how your presentation and negotiation skills in English have changed. Have they improved? If so, how? If not, why? How do you see your participation in the next part of the course?	

				adapted for higher-level students)		
	W	Negotiation	Negotiations with superiors: duties and responsibilities negotiations	Using hedging expressions to express your dissatisfaction or lack of acceptance: <i>I hope you understand that... / I hope you wouldn't mind if... / I'm afraid that... / You probably think it is...</i>	Expressing lack of acceptance Solving a problem and suggesting solutions Reading a text about assertiveness	Think about a situation at work in which you did not act assertively and agreed to do something that was beyond your responsibilities. Imagine that now you decide to discuss this problem with your boss. Prepare for this negotiation; use appropriate expressions. Be prepared to role-play this activity at the beginning of our next class.
WEEK 7	M	Presentation	Sales Proposals 1 <ul style="list-style-type: none"> Students will practice presenting proposals In order to complete the task students will use the knowledge that they have gained so far about presenting their companies as well as describing trends Students will analyze the features of English proposals using relevant vocabulary 	Using vocabulary to talk about proposals Using expressions to describe increase/decrease/fluctuation	Presenting a proposal: <ul style="list-style-type: none"> Presenting the company Showing the strengths of the company and the proposal 	<p>You were asked by your boss to prepare and present a sales proposal. Using expressions that you practiced in the lesson, be ready to present a sales proposal in our next class. Your sales presentation should be 4 minutes long.</p> <p>Reflection: What knowledge from our previous lessons did you use in today's class?</p>
	W	Other	Case Study: <ul style="list-style-type: none"> Students will practice participating in a discussion as well as giving presentations 	<p>Students will hold a discussion on the possible way of improving the profitability of a department store <i>Yedo</i>.</p> <p>Having come up with their ideas, their task will be to prepare a short presentation to <i>Yedo</i> executives</p> <p><u>Source of the case study:</u> <i>Market Leader Upper-Intermediate</i>, p.123</p>		

WEEK 8	M	Negotiation	<p>Commercial negotiations: customer/supplier:</p> <ul style="list-style-type: none"> Students will practice negotiations with suppliers and customers Students will become familiar with various techniques used in commercial negotiations 	<p>Vocabulary used in commercial negotiations (e.g. <i>bulk discounts, credit check, due diligence, exit procedures, after-sales services</i>)</p> <p>Using expressions to bargain and negotiate a price (e.g. <i>there may be some room for maneuver / we wouldn't expect to pay more than / 'Well, could you meet us halfway / 'I am afraid that we can't match that</i>)</p>	<p>Practicing bargaining and negotiating price</p> <p>Reading a text about negotiation techniques (doing the research, knowing what you are willing to give up, learning about your counterparty's past performance)</p> <p>Article: "7 Negotiation Techniques Every Small Business Owner Should Know"</p> <p>Source of the article http://www.huffingtonpost.com/2013/10/30/negotiating-tips-small-business_n_4058588.html</p>	<p>Your company found three potential suppliers. You think that the offer of one of the suppliers meets your company's needs at the best level, however, the price which they suggest is too high. Prepare for negotiations using expressions from today's class. Be ready for a role-play in our next class.</p>
	W	Presentation	<p>Sales Presentations 2</p> <ul style="list-style-type: none"> Students will focus on asking and answering questions in sales presentations meetings 	<p>Various types of questions: <i>Could you elaborate on.. / What if we don't...?</i></p> <p>Using hedging expressions to answer difficult questions: <i>Yes, it is correct that... however if we consider...</i></p>	<p>Practicing to ask and answer questions</p> <p>Anticipating questions</p> <p>Practicing giving sales presentations</p>	<p>You are going to give a sales presentation to a potential business partner. Predict what questions you might be asked. How will you answer them?</p>

WEEK 9	M	Other	Case Study: Intercultural Contract Negotiations <ul style="list-style-type: none"> Students practice negotiating terms of a contract 	Students engage in contract negotiations between a Japanese and an American company. The American company wants the Japanese company to manufacture guitars which will be distributed in the American market. The two parties negotiate the terms of the contract. Source: Market Leader Intermediate, Unit 6, p.53		
	W	Negotiation	Commercial Negotiations : contract modification <ul style="list-style-type: none"> Students will learn to participate in negotiations in which they need to modify a contract after signing it 	Modal verbs: suggesting changes Using verbs + prepositions <i>(e.g. biased against, insured against, account for)</i>	Explaining reasons for contract modification Asking for agreement	You have signed a contract with another company and after a few months your company needs to change the duration of the contact and the payment rate. Prepare for negotiations. Use appropriate expressions
WEEK 10	M	Presentation	Motivational Speeches: <ul style="list-style-type: none"> Students will practice giving motivational speeches Students will learn what makes motivational speeches effective 	Using questions to evoke interest Using personal pronouns to direct attention to the audience	Practicing motivational speeches Using stories to grasp attention Showing emotions and passion to convey a powerful message Listening to motivational speeches and identifying features which make them effective	Your boss asked you to motivate the employees of your company whose morale seems to be dwindling after they found out about the changes which will take place in your company. Prepare a motivational speech which will improve the employees' morale.

	W	Other	Case Study: Pros and Cons of our outsourcing to Russia <ul style="list-style-type: none"> Students will practice discussion and presentation skills 	<p>Students will analyze the advantages and disadvantages of outsourcing its software development to a Russian organization. Having discussed the issue, they will present their findings to the company's executives.</p> <p>Business Result Upper-Intermediate, Unit 8, p.53</p>		
WEEK11	M	Negotiation	Legal Negotiations: <ul style="list-style-type: none"> Students will participate in legal negotiations 	Using basic legal expressions <i>(e.g. collective agreement, confidentiality agreement, registered office, underwriter)</i>	Using basic legal expressions in negotiations Listening to a video in which a lawyer participates in negotiations	Prepare for final presentations
	W	Presentation	Wrap – up: students' presentations	<p>In the final sessions students will have a chance to practice giving various types of presentations as well as participating in various kinds of negotiations. The sessions will also include a reflective component which will allow students to look back at what they have learned and how they have applied that knowledge in their professional lives. These sessions will also include assessment components: students will assess themselves as well as the course effectiveness.</p>		
WEEK 12	M	Case study	Wrap – up: students' role plays			
	W	Negotiation	Wrap – up: students' role plays			

LESSON PLANS

Lesson Plan 1: Week 4, Monday: Describing Trends

Time: 2 hours

Teaching Goal: Equip students with vocabulary used to describe change and practice giving short presentations about changing trends.

Learning Objectives:

1. Students will learn expressions describing increase, decrease, and a state where no change takes place.
2. Using their knowledge of vocabulary and tenses, students will be giving short group presentations in which they will describe graphs
3. Students will practice their listening skills in the context of describing graphs.

Materials and Tools:

1. Pictures
2. Handouts
3. Materials prepared by students

Time	Plan	Purpose
10-15 min	<p><u>Warm-up - Talking about change:</u></p> <p>Half of the students will choose a picture that they associate with change. The other half will choose a proverb which reflects their understanding of change</p> <p>Student with a picture works with the student with a proverb. They exchange their ideas and in pairs come up with their definition of change.</p> <p>During their discussions students will try to answer the question:</p> <ul style="list-style-type: none"> • Why is change important in business? • Is change necessary if a company wants to be successful? <p><u>Appendix 1</u></p>	<p>This activity will engage students in the subject of change. It will activate their previous knowledge regarding this subject and encourage them to think about change in the context of their professional lives.</p>
25-30 min	<p><u>Vocabulary in Discourse: part 1</u></p> <p>Running dictation: Students will work in groups of three and will try to write down the text about the financial results of a company</p> <p>Having written down the text, they will answer</p>	<p>Students will become familiar with a discourse-based context within which vocabulary describing change is used. They will first try to understand the general context and later they will focus specifically on vocabulary.</p>

	<p>questions on the handout.</p> <p><u>Appendix 2</u></p>	<p>Using a running dictation activity will allow students to practice skills such as speaking, listening, and asking for clarification. The next stage of the activity will allow students to pay attention to vocabulary and various tenses used in the text.</p>
15-20 min	<p><u>Vocabulary in Discourse: part 2</u></p> <p>Stage 1: Listening activity: teacher reads 12 sentences which include expressions describing change. Students’ task is to write the right expressions next to the pictures.</p> <p>Stage 2: students categorize the above expressions into three –four categories. They can use the table from the “Running dictation activity”</p> <p>Stage 3: students compare and discuss their answers</p> <p><u>Appendix 3</u></p>	<p>This activity will enlarge the scope of vocabulary that students will later need to describe change on their own. Before, students used a written text to learn vocabulary; this time they will listen to sentences and try to write the correct expressions.</p>
20-25 min	<p><u>Communicating:</u></p> <p>Step1: Teacher divides students into two groups - A and B: group A forms pairs and so does group B. In pairs students analyze their graphs and write down descriptions of the changes shown in the graph.</p> <p>Step 2: individually students write down key words and expressions that they will later use to describe their graphs.</p> <p>Step 3: Information gap activity: Students A and B form pairs. Looking at key words student A describes her graph. During this time, student B tries to draw the graph using a blank template. Next, students compare their graphs and change roles.</p> <p><u>Appendix 4</u></p>	<p>Students use the vocabulary that they have learned to describe graphs. In this way, the new vocabulary becomes part of their productive knowledge.</p> <p>The information gap activity will resemble a real-life conversation in which one person presents information and the other has to understand it.</p>
7 min	<p><u>Presenting</u></p> <p>For this part, students will use materials which they were asked to bring to class. The materials</p>	<p>This activity will allow students to relate the knowledge they acquired with their own professional experiences. As a result,</p>

25-30 min	<p>are related to changes taking place in the students' companies (or invented companies); the changes are connected to increases and decreases of various aspects related to their companies (sales, profits etc.)</p> <p>Students will take time to prepare their 4-5 minute presentations. Next, in groups of 4 students will give their presentations. The students, who will be listening to presentations, will try to think of one question related to the presentation.</p>	it will be a more personalized activity.
5 min	<p>Homework:</p> <ul style="list-style-type: none"> • Use the newly learned vocabulary in your presentations at work (if possible) Practice giving the presentation that you gave at the end of today's class. Be prepared to present it again in the next class. • Reflection: What other skills and knowledge do you need to become more confident in giving presentations that focus on describing trends and changes? In what way can you develop your knowledge? 	The homework activity will further personalize the knowledge acquired in the lesson.



If you don't like something, change it. If you can't change it, change your attitude.

Maya Angelou

God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.

Reinhold Niebuhr

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

Barack Obama

You must be the change you wish to see in the world.

Mahatma Gandhi

For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something.

Steve Jobs

When we are no longer able to change a situation - we are challenged to change ourselves.

Viktor E. Frankl

Never believe that a few caring people can't change the world. For, indeed, that's all who ever have.

Margaret Mead

Everyone thinks of changing the world, but no one thinks of changing himself.

Leo Tolstoy

If you change the way you look at things, the things you look at change.

Wayne Dyer

If we don't change, we don't grow. If we don't grow, we aren't really living.

Gail Sheehy

If there is no struggle, there is no progress.

Frederick Douglass

Any change, even a change for the better, is always accompanied by drawbacks and discomforts.

Arnold Bennett

Things do not change; we change.

Henry David Thoreau

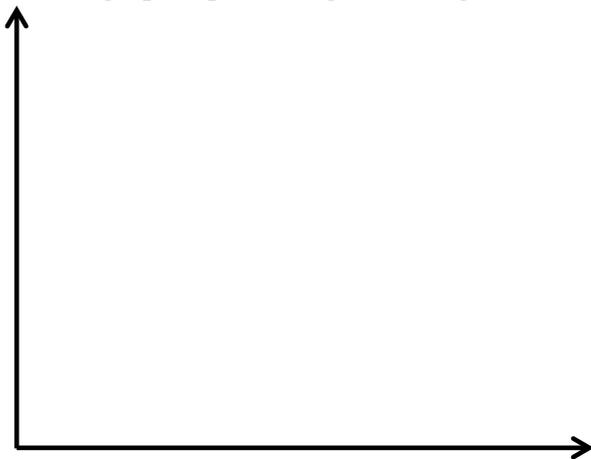
Appendix 2

We had a good January – 5.3 million. January is a difficult month because sales always drop after Christmas. In February we launched the new children’s line and it went very well. Total sales rose to almost 8 million. Unfortunately they then plummeted after the fire in the main factory . But by the end of April we recovered – 10.2 million was the figure – and since then sales have gone up steadily month by month. The December figures aren’t in yet, but it looks like we will probably reach 15 million this month.

Text adapted from Market Leader Intermediate, p.73

Questions:

1. Imagine that you hear someone saying the above text – where are you? Who is speaking? Why is he saying the above text? What is its purpose? What other people are present?
2. How is the company performing? Is it a successful company?
3. How has the performance of the company been changing throughout the year – try to draw a graph representing the change:



4. Which words from the text describe increase/decrease/other type of change?

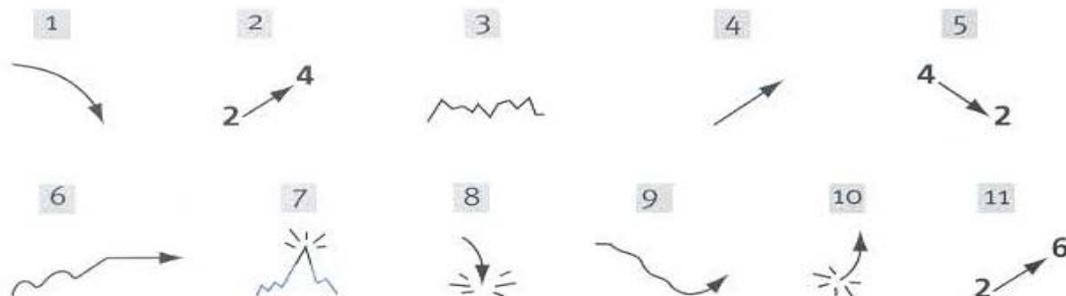
Increase	Decrease	Other

5. When did/has the change happen(ed)? What tenses were used in the text?

Appendix 3. (sentences come from various online articles)

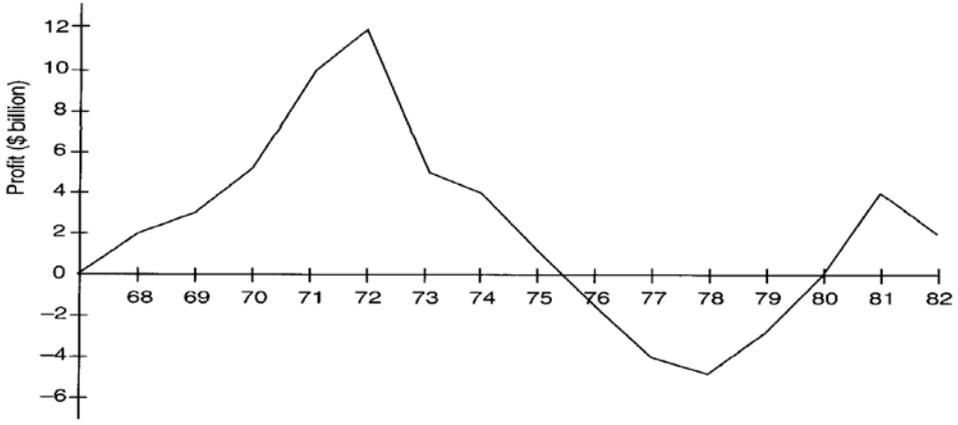
Listening:

1. The latest numbers from IDC show that PC sales **declined by 7.6%** in the third quarter of 2013.
2. Investment ratios also **fell and recovered** in East Asia following the crisis.
3. Facebook recorded a 60 per cent profit **increase** in the third quarter of 2013.
4. House prices have **plummeted** in recent months.
5. Rwanda's coffee-export revenue **doubled** in the first quarter.
6. Gold pricea fluctuated and **decreased** to levels close to \$1 400/oz.
7. Carnarvon avocado growers have seen a **drop** in production this year, with one grower reporting his production has **halved**.
8. According to the company, revenue **rose** to \$2 billion from \$1.26 billion in the third quarter.
9. Per capita income **tripled and peaked** in 2008 at \$3,786.



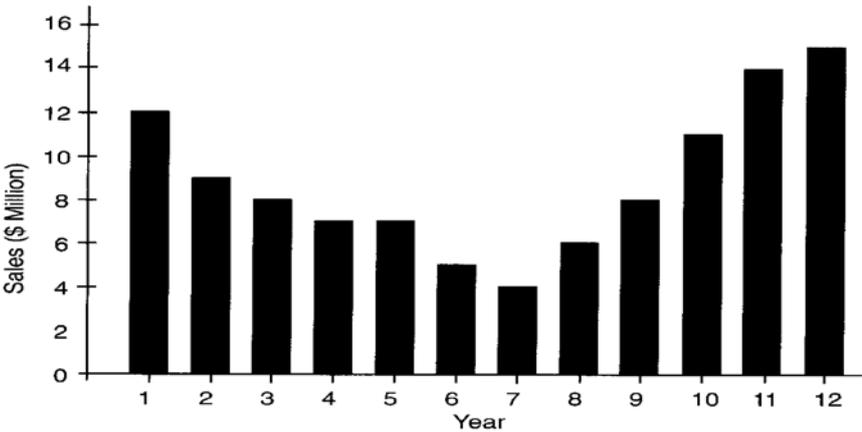
Graphs come from *Financial English*, Ian MacKenzie

GRAPH 1 Profits 1967–1982



- The company came out of the red in 1968 _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

GRAPH 2 Sales Years 1–12



- The year after we took over the company sales were good, at \$12 m.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Lesson Plan 2: Week 4, Wednesday: Role of Body Language in Presentations

Time: 2 hours

Teaching Goal: Help students understand how important body language is while giving presentations. Provide them with knowledge about methods which they can use to work on their presentation skills in regard to body language.

Learning Objectives:

1. To practice giving concise and clear presentations
2. To equip students with practical knowledge which can help them improve their presentation skills by focusing on their body language
3. To broaden students' vocabulary used to emphasize important information while giving a presentation
4. To raise students' awareness of their own body language

Materials and Tools:

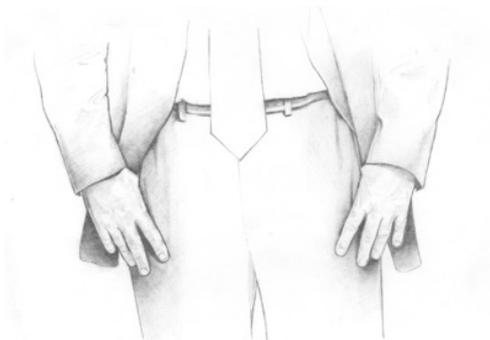
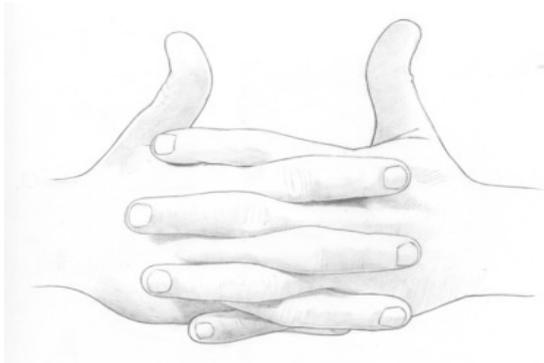
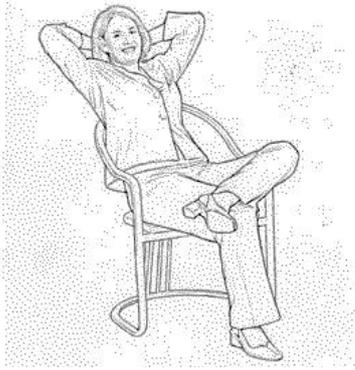
1. Pictures
2. You Tube video: <http://www.youtube.com/watch?v=zmR2A9Tnlso>
3. Forbes Article: "Seven Tips for Effective Body Language on Stage" written by Carol Kinsey Goman. <http://www.forbes.com/sites/carolkinseygoman/2012/02/13/seven-tips-for-effective-body-language-on-stage/>
4. Handout: table for making notes about the article

Time	Plan	Purpose
10-15 min	<p><u>Warm-up: Describing Pictures</u></p> <p>Stage 1: The teacher puts up pictures showing various examples of body language (gestures, postures etc.) Students work in pairs and think of adjectives describing a person who makes a certain gesture or stands in a certain way.</p> <p>Stage 2: After the students describe the pictures they answer the question:</p> <p>How do you think, which gestures or postures represent your "style" when you talk to someone at work or give a presentation?</p> <p><u>Appendix 1</u></p>	<p>This exercise will encourage students to think about the messages conveyed by various gestures or postures. Students will use adjectives that they learned earlier in the course to describe the pictures.</p> <p>The target vocabulary includes the following adjectives:</p> <p><i>comfortable, dominant, confident, focused, to have a positive outlook, optimistic, insecure, to project a sense of ease, friendly, comfortable, receptive, uncomfortable, doubtful, insecure, concerned, fearful, worried, be in control.</i></p> <p>Answering the question from stage 2 will encourage students to think about</p>

		their own body language.
7 min	<p><u>Dictogloss Activity:</u></p> <p>Stage 1: Students work in groups of 2-3 and watch a 35 second video (from second 40 to 1min15s) (http://www.youtube.com/watch?v=zmR2A9TnIso). Their task is to reconstruct what is being said. The teacher will draw students’ attention to the question that Amy Cuddy asks in the sixty-fourth second of the video.</p>	This activity will introduce students to the idea of “power posing.” Knowing and implementing this technique into their professional lives is likely to improve their presentation skills.
10-15 min	<p>Stage 2: Having reconstructed and read their versions of the video, students listen to the rest of the video (4 minutes). Their task is to answer the question asked by Amy Cuddy as well as make notes of the most important information.</p>	Reflecting on the importance of power posing will encourage students to think in what situations they might benefit from using the “power poses.” They might see that they could benefit from implementing them in situations such as: giving presentations, participating in negotiations or managing conflict.
8-10 min	<p>Stage 3: Students discuss the information from the video and answer the question:</p> <p><i>What is the finding made by the researcher?</i></p> <p>Do you think you could use it to improve your presentation skills? If so, how?</p>	Moreover, the dictogloss activity will help students develop their listening, writing, and speaking skills.
10-15 min	<p>Stage 4:</p> <p>Language Focus: Students will listen again to an extract of the video and read it at the same time. Their task will be to underline expressions used by Amy Cuddy to emphasize certain information or draw the viewer’s attention. Students will try to make sentences in relation to the video, for instance:</p> <p>What I found very interesting was that.....</p> <p>What was surprising to me was that.....</p>	Stage 4 of the activity will broaden students’ scope of expressions which can be used in giving presentations
10min	<p>Stage 5: Mini-Presentation</p> <p>Students give 2 minute presentations on the role of power gestures in giving presentations. They will include a few emphatic expressions such as “What is really important....” They will use their notes and reflection. Students work</p>	

	<p>in groups of three.</p> <p><u>Appendix 2</u></p>	
10 min	<p><u>Reading and Presenting:</u></p> <p>Stage 1: Each student will read one paragraph from a <i>Forbes</i> article entitled “Seven Tips for Effective Body Language on Stage” written by Carol Kinsey Goman. Every student will take time to prepare a short presentation of their paragraphs. They will think of the most effective way of presenting the paragraph to other students (e.g. students can create a visual representation of their paragraph or include gestures/movement to present their paragraph).</p>	<p>In this part of the lesson students will learn tips which will help them work on their body language while giving presentations.</p>
10 min	<p>Stage 2: Students will work in pairs. One student presents his/her paragraph to another student. Students give each other feedback.</p>	<p>Students will reflect on the ways in which tips can help them become better presenters.</p> <p>The activity will also help students practice reading skills and giving each other feedback.</p>
15 min	<p>Stage 3: Students give short (up to 1.5 min) presentations in front of the whole group about the information from their paragraph. They take into account the feedback which they earlier received from their colleagues.</p> <p>As they listen to other students they take notes about other tips in regard to giving presentations.</p>	<p>In the last part of lesson students will give very short presentations. The reason behind the time limit is that students need to present the key ideas in a very clear and concise way. This, in turn, requires good preparation.</p>
15 min	<p>Stage 4: Reflection: Students will think about the ways in which they could use the tips in their professional lives.</p> <p><u>Appendix 3</u></p>	
5 min	<p>Homework: students look for a short article from their career field and prepare a 3 minute presentation using knowledge acquired during the lesson as well as emphatic expressions.</p> <p>Reflection: Which expressions are you going to use in your professional presentations and negotiations?</p>	-

Appendix 1





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Appendix 2

You Tube video: <http://www.youtube.com/watch?v=zmR2A9Tnlso>



Extract from the video:

What we know is that sitting or standing in those high power poses causes these changes that are consistent with having power. **What we want to know now** is how far it can go outside the lab. You know, **what can you do with that? Where can you take that?** (Wall Street) **What we were interested in was** not turning Gordon Geckos into bigger Gordon Geckos. **What we were interested in were those students** who were sitting quietly, even if they were really smart, but they were lacking the confidence to really get in there. We knew that it would be a problem for them not only in the classroom, but after they leave school, in job interviews, leading team meeting, just sort of, in life in general.

If you think about what people are doing before job interviews, what you picture probably is someone sitting in a chair and they are sort of hunching over their iPhone or blackberry. They are making themselves small. **What we are finding so far in** this ongoing research is that the people who sit or stand in these high power poses for just a couple of minutes they are evaluated more positively overall and they are more likely to get the job.

Appendix 3

Seven Tips for Effective Body Language on Stage

1. Manage your stress level

While you are waiting backstage, notice the tension in your body. Realize that some nervous energy is a good thing – it’s what makes your presentation lively and interesting, but too much stress results in nonverbal behaviors that work against you.

Before you go on stage, stand or sit with your weight “centered” – evenly distributed on both feet or sit bones. Look straight ahead with your chin level to the floor and relax your throat. Take several deep “belly” breaths. Count slowly to six as you inhale and increase the tension in your body by making fists and tensing the muscles in your arms torso and legs. As you exhale, allow your hands, arms and body to release and relax.

2. Get emotional

In order to engage an audience, they need to be emotionally involved. So before you go on stage to deliver your message, concentrate on emotions and feelings. How do you personally emotionally connect with what you are about to say? What do you feel about it? How do you want the audience to feel? (The more you focus on the emotion behind your message, the more convincing and congruent your body language will automatically become.)

3. Make a confident entrance

Staying relaxed, walk out on stage with good posture, head held high, and a steady, smooth gait. When you arrive at center stage, stop, smile, raise your eyebrows and slightly widen your

eyes while you look around the room. A relaxed, open face and body tells your audience that you're confident and comfortable with the information you're delivering. Since audience members will be reacting to any display of tension, your state of comfort will also relax and reassure them. (This may sound like common sense, but I once worked with a manager who walked onstage with hunched shoulders, a furrowed brow and squinted eyes. I watched the audience squirm in response. It was an unsettling way to begin a "let's get together and support this change" speech.)

4. Maintain eye contact

Maintain steady eye contact with the audience throughout the talk. If you don't, you will quickly signal that you don't want to be there, that you aren't really committed to your message, or that you have something to hide.

While it is physically impossible to maintain eye contact with the entire audience all the time, you can look at specific individuals or small groups, hold their attention briefly, and then move to another group or individual in another part of the room.

5. Ditch the lectern

When possible, get out from behind the lectern. A solid lectern not only covers up the majority of your body, it also acts as a barrier between you and the audience. Practice the presentation so well that you don't need to read from a script. If you use notes, request a video prompter at the foot of the stage.

6. Talk with your hands

Speakers use hand gestures to underscore what's important and to express feelings, needs and convictions. When people are passionate about what they are saying, their gestures become more animated. That's why gestures are so critical and why getting them right in a presentation connects so powerfully with an audience. If you don't use them (if you let your hands hang limply to your sides or clasp them in the classic "fig leaf" position), it suggests you don't recognize the crucial issues, you have no emotional investment in the issues, or that you're not an effective communicator.

7. Move

Human beings (males, most especially) are drawn to movement. Movement keeps an audience from becoming bored. It can be very effective to walk toward the audience before making an important point, and away when you want to signal a break or a change of subject. But don't move when you are making a key point. Instead, stop, widen your stance, and deliver that important message.

This article is available online at:

<http://www.forbes.com/sites/carolkinseygoman/2012/02/13/seven-tips-for-effective-body-language-on-stage/>

Table for making notes about the article:

Seven Tips for Effective Body Language on Stage	
<u>TIP AND ITS DESCRIPTION</u>	<u>REFLECTION:</u> Can I apply it to my practice of giving presentations? If so, how? If not, perhaps it needs some personalization/modification.
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Lesson Plan 3: Week 5, Monday: Negotiations with a superior: salary negotiations

Time: 2 hours

Teaching Goal: Practice participating in negotiations with a superior using appropriate expressions

Learning Objectives:

1. To practice participation in negotiations with superior
2. To equip students with the knowledge of strategies used in such negotiations as well as ways to prepare for such negotiation.
3. To broaden students' range of expressions used in conflict negotiations.
4. To develop student's reading skills.

Materials and Tools:

1. Salary Negotiation dialog: <http://www.englishclub.com/business-english/negotiations-process.htm>
2. Templates used to prepare for negotiations:
<http://lin.ca/sites/default/files/attachments/MNPF.pdf>
3. Handout; idea from Negotiation Basics: Interests vs. Positions
<http://web.mit.edu/negotiation/www/NBivsp.html>

Time	Plan	Purpose
7min	<p><u>Warm-up: "Orange Dilemma"</u></p> <p>Students work in pairs to find a solution to the "Orange Dilemma."</p> <p>When students finish discussing their solutions in pairs, they will share their ideas with the whole group.</p> <p>Next, the teacher will show the original solution to the orange dilemma.</p> <p>The activity will be a starting point to a group discussion . Students will try to answer the question:</p>	The activity will introduce students to the subject of conducting negotiations. The activity will prompt them to think about the question what is important in negotiations.
5-7 min	<p><i>What is the difference between the position in which someone is and the interest that someone has?</i></p> <p><u>Appendix 1</u></p>	

15 min	<p><u>Negotiations: Reading and Analyzing</u></p> <p>Students will read a dialog between Markus (employee) and Louis (boss). In the conversation, Markus negotiates a higher salary.</p> <p>The dialog comes from: http://www.englishclub.com/business-english/negotiations-process.htm</p> <p>Stage 1:</p> <p>Students read the opening part of negotiations. They work in groups, in which one student reads aloud the part of Markus and the other reads Louis's part. Next, working in groups, they analyze the opening statement and answer the questions:</p> <ol style="list-style-type: none"> 1. What strategy did Markus use (in his opening statement)? 2. What tone did his opening statement could set for the next part of the negotiation? <p>Next, all groups share their ideas. The teacher guides the students if necessary.</p>	<p>The purpose of this activity is to familiarize students with various strategies that can be used in negotiations. Teacher's role will be to lead students in their discovery of various negotiation skills.</p> <p>In the opening part students will analyze:</p> <ul style="list-style-type: none"> • the role of the opening statement • the importance of foregrounding positive information (such as the appreciation that you have for the other party)
20 min	<p>Stage 2:</p> <p>Students read the main part of negotiations. In groups, students will analyze the interest and options that the boss and the employee have. In order to do this they will use the Master Negotiator's Form.</p> <p>Next, all groups share their ideas. The teacher guides the students if necessary.</p>	<p>In the main part and the settlement part of negotiation students will analyze:</p> <ul style="list-style-type: none"> • the parties' interests and positions • the negotiation strategies used by Markus
20 min	<p>Stage 3:</p> <p>Students predict how the negotiation ended. Next, working in groups, they read and analyze the settlement part. They try to answer the following questions:</p> <ol style="list-style-type: none"> 1. Having read the settlement part of the negotiations, can you add some points to the Master Negotiator's Form? 2. What strategies did Markus use in the settlement part of the negotiations? 	
25 min	<p><u>Focus on vocabulary</u></p> <p>Students will work in groups of three. Each group</p>	<p>In this part students will focus on the lexical dimension of negotiations. They will see how</p>

	will analyze the vocabulary/expressions used in one part of the negotiations (opening, main part, settlement). Next, students will form groups with one member from each group. Their task will be to teach useful phrases to other group members.	negotiation phrases are used in context.
25 min	<u>Negotiation Practice:</u> Drawing on the knowledge from the previous part of the lessons, students work in pairs and role-play a conversation in which an employee negotiates a higher salary. Next, they change their partner and play another role. Students will have time to prepare for the negotiations.	In this part students will have a chance to use the knowledge about negotiations in practice. In their role-plays students will use some of expressions they learned in the previous parts of the lessons.
5 min	Homework: Make a list of useful expressions that you think might help you in participating in your professional negotiations. Reflection: How can you use this knowledge in your professional life? In what type of negotiations are you likely to use this knowledge?	

Appendix 1

ORANGE DILEMMA (idea from Negotiation Basics: Interests vs. Positions
<http://web.mit.edu/negotiation/www/NBivsp.html>)

CHEF A: Main Course

You are a prominent chef working at *Sheraton*. You are preparing the main course for the Minister of Education. Time is running out and you need an orange pulp to make duck sauce. However, there is another chef at your restaurant preparing desert for the President. He also needs an orange. The problem is that there is ONLY ONE left and there is no time to get another one. What will you do? Try to work the best solution.

CHEF B: Dessert

You are a prominent chef working at *Sheraton*. You are preparing the dessert for the Foreign Affairs Minister. Time is running out and you need an orange peel to finish your crepe. However, there is another chef at your restaurant preparing the main course for the President. He also needs an orange. The problem is that there is ONLY ONE left and there is no time to get another one. What will you do? Try to work the best solution.

SOLUTION:

Time was running out and they both needed an orange to finish their particular recipes for the President's dinner. They decided on a compromise: they grabbed one of the large kitchen knives that was lying around, split the orange in half, and each went to his corner to finish preparing his meal. One chef squeezed the juice from the orange and poured it into the special sauce he was making. It wasn't quite enough, but it would have to do. The other grated the peel and stirred the scrapings into the batter for his famous cake. He too didn't have as much as he would have liked, but given the situation, what else could he have done?

Appendix 2

Opening

It's finally lunchtime and Markus and Louis meet as planned. Markus offers for Louis to speak first, but Louis declines:

Markus: Thanks again for agreeing to meet today. I really appreciate you taking the time during your lunch.

Louis: Okay, well, let's get started. I'd like to resolve this as soon as possible so we can get back to work.

Markus: Great. First of all I want you to know that I am fully aware of the challenges you have faced in running this company in the last few years. I understand that the poor weather last year ended up costing you and all of the local landscape companies a lot of money. However, I think you realize that I am unsatisfied with my current salary. I've been with Landscape laborers for 5 years now and there have been many other years that were profitable. Despite how much your business has grown, I'm making less than a dollar more than I was the day I started.

<p>Analyze Markus's opening statement: What strategy did he use? What tone did his opening statement could set for the next part of the negotiation?</p>	<p>Useful Expressions used in the opening:</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------

Negotiations: Main Part

Louis: You're lucky to have a job in these times.

Markus: Yes, and I'm very thankful that you have employed me all this time, especially during the slow seasons when the company is struggling to make a profit. It means a lot to me to have that stability, which is why I have remained loyal to your company.

Louis: You haven't had much choice but to remain loyal, Markus. There are no jobs out there.

Markus: Well if you don't mind, I'd like to finish what I have to say and then you can let me know what your position is. As a matter of fact, there are a few companies hiring right now in our area. These are not all necessarily companies that I would be interested in working with. For example, you and I both know that I would never want to work for a company such as Powell

Designs. I'd much prefer to be associated with a company like Landscape Laborers because we do a good job. Having said that, I took the liberty of calling a few other local companies to find out what type of salary packages they offer to their foremen.

Louis: Foremen? I don't have a foreman. I never have. It's not my style. Don't forget, you're a contract laborer just like the rest of the crew.

Markus: Yes, I thank you for bringing that up. Besides deserving a higher salary, one that is competitive with local companies, I also think that I deserve a new title. You and I both know that the crew looks to me as though I am a foreman, even though I don't have the title.

Louis: You don't have the title, but you also don't have the responsibility. It's a lot of work being a foreman.

Markus: Exactly. And you can't say that you haven't noticed me coming in earlier than the others and leaving later. I also designate jobs to all of the crew members each morning and call suppliers when needs arise. These are duties of a foreman, am I right?

Louis: I suppose. But a foreman also helps solve conflicts that arise within a team, and deals with customer complaints. You always pass those things on to me.

Markus: I agree with you on that. However, I would be willing to take on these extra responsibilities, should you offer me a foreman position at a rate of \$25.00 per hour.

In order to prepare for his negotiations, Markus used the following form. Analyze the main part of the negotiation and try to fill in the form.

The Master Negotiator's Preparation Form™

Interests	
Our Interests	Their Interests
1.	1.
2.	2.
3.	3.
4.	4.

Useful expressions used by Markus during the negotiations:

Options at the Table	
Our Options	Their Options
1.	1.
2.	2.
3.	3.
4.	4.

Useful expressions used by Markus during the negotiations:

Can you predict how the negotiations ended?

Settlement

Louis: Look, we're running out of time here and I've barely had a bite of my lunch.

Markus: I know, and we have a lot of work to get done this afternoon.

Louis: Well, I guess we'll have to settle this at another time.

Markus: Actually, I'd really like to get this settled today. I know how busy you are, and it's not easy to get you to sit down and talk.

Louis: (standing up and getting ready to walk out of the room) Well, we're not getting anywhere.

Markus: Please sit down for a few more minutes so we can make a decision.

Louis: And what if I don't? Are you going to quit?

Markus: I am a loyal employee, and I believe that it is in the best of both of our interests to have this conflict resolved. This should only take a few more minutes.

Louis: Fine. You can be the foreman. I'll even change the title on your pay stub. But no raise.

Markus: I think you and I both know, that the raise is more important to me than the title itself.

Louis: You know, not very many owners would agree to give a person like you the title of foreman. You don't even have your proper certification.

Markus: You've said before that experience means more to you than education. Remember that guy Samuel that you hired. He had a four year diploma in landscape design but had never worked a day out on the fields. You let him go before his probation was up.

Louis: Oh, don't remind me of that kid.

Markus: Look, I'd be willing to accept \$24.00/hr, if you agree to review my salary again come spring.

Louis: Fine. I guess, that's fair. You are my best employee, right now at least.

Markus: Great, then, you won't mind changing my status to crew foreman. I won't disappoint you. Remember, I'm willing to take on the extra duties of a foreman, which will give you more time to find new clients.

Louis: Speaking of new clients. I'm expecting an important phone call in ten minutes, so let's wrap this up.

Markus: Well, I think we've both agreed on the terms. Can we shake on it? I mean, can I have your word that my new hourly wage will begin at the beginning of next month?(Markus holds out his hand.)

Louis: (Louis shakes it.) Okay, Mr. Foreman. Get back to work, would you. And, I'll need you to order all of the supplies for Monday.

Markus: Thanks, Louis. I'll get on that right now.

Settlement questions:

1. Having read the settlement part of the negotiations, can you add some points to the Master Negotiator's Form?
2. What strategies did Markus use in the settlement part of the negotiations?

Useful expressions used by Markus in the settlement part:

