

# 牛津商务 英语教程 (中国版)

Oxford Business English Skills (China Edition)

## 成功谈判

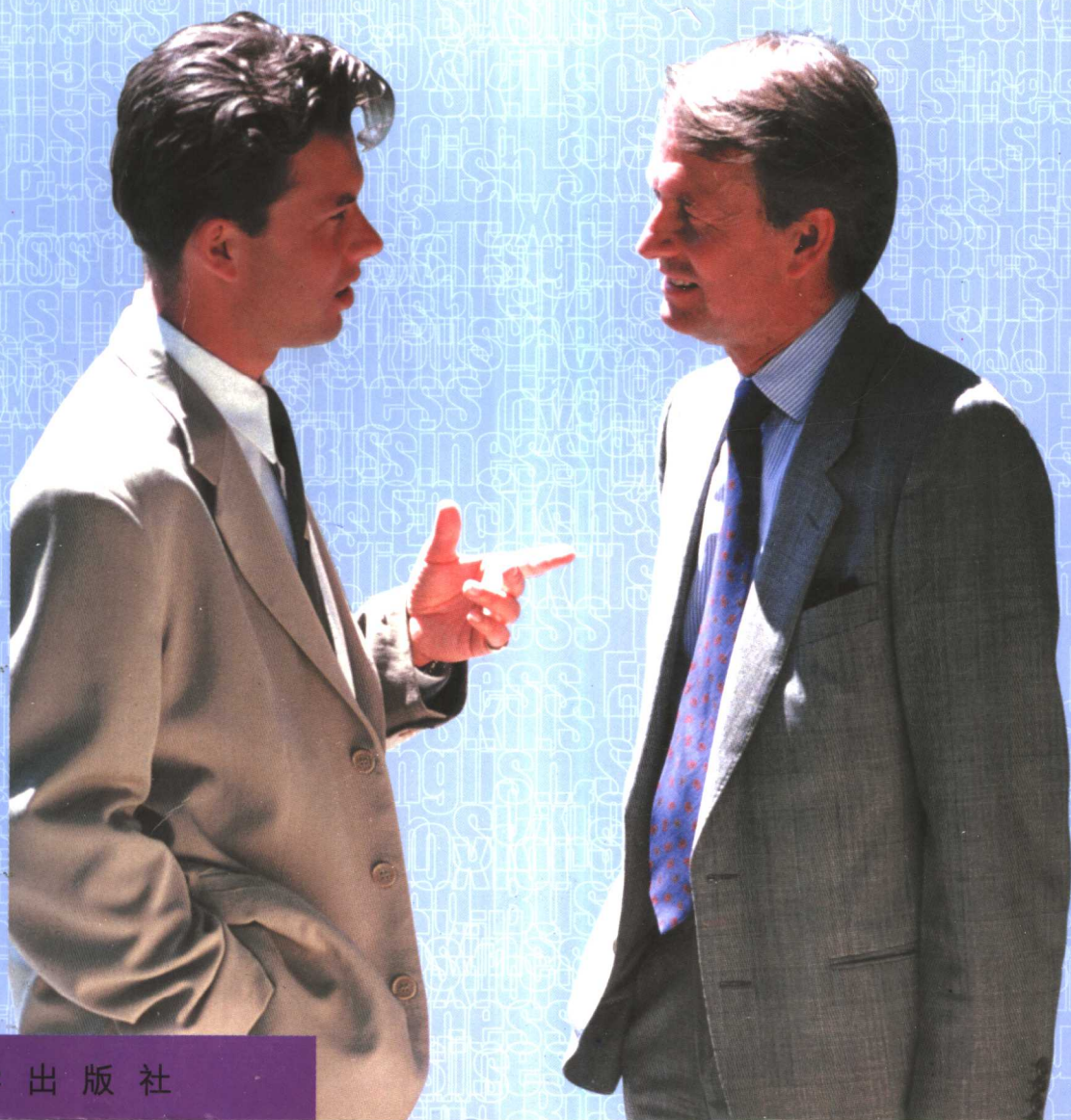
本册改编者：王关富 宿玉荣

# EFFECTIVE NEGOTIATING

Jeremy Comfort 著

总改编者

陈苏东



复

版社

牛津大学出版社



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## ——成功谈判

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with York Associates



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## 内 容 提 要

随着我国对外开放力度的不断加大,英语学习早已从单纯的语言交流走向多元化,对既熟悉国际商务又熟练掌握英语的高级复合型人才的需求也越来越大。正是基于这种广泛的社会需求,复旦大学出版社与牛津大学出版社合作,引进广受赞誉的牛津商务英语系列教程。全书分别为:《成功通话》、《成功交际》、《成功会谈》、《成功演讲》和《成功谈判》。

牛津大学出版社以出版高质量英语教材驰名,该套英语系列教材有着鲜明的风格与特点:一是实用性强,书中的每一选题都来自经济和商务活动,使读者通过学习对商务活动各个层面可全方位掌握;二是可操作性,整套图书确立一个容易理解、进入的起点,通过VCD和录音带等模拟商务活动的真实场景,让读者得以进入商务实践,并在实践中获得技能的提升。

## 前 言

世界经济一体化步伐在加快,中国加入WTO进程已迈入实质性阶段,我国对外开放领域的深度和广度不断拓展,逼人的形势对商务英语人才的素质提出越来越高的要求。

对日前形势的分析和预测显示,未来的国际经济活动有以下特征:1)国际间多层面、多目标、多方式的交流空前活跃。不同经济、政治、文化背景的交往空前广泛,人们越来越清楚地认识到交流的目的不是征服,而是互惠;2)信息在国际经济活动中充当主角,语言作为信息交流的载体扮演着重要的角色,而英语作为世界各地的“通用语”,作用更是巨大;3)网络贸易方兴未艾,以英语为表现形式的资源占全部网络资源的绝大部分;4)电子商务成为国际商务的发展方向;5)技术创新成为国际经济活动的原动力;6)人力资源成为国际经济活动持续发展的内因。

这种国际经济活动的特征,对人才的规格提出以下要求:1)奠定在全面素质基础上的创新型的人才;2)能够实现跨文化交流的国际性的人才;3)熟练掌握信息技术的人才。概括地说,这些人才应该融会东西方文化,具备丰富的知识,掌握国际通用语言,具备创新的头脑。

商务英语教学与创新型人才培养之间存在着这样一种辩证关系,即:1)时代和社会对创新型人才的迫切需求,进而对商务英语教学改革也提出了越来越高的要求;2)商务英语教学改革制约着创新型人才培养的质量和水平。因此,商务英语教学与创新型人才培养是相互依存、相互促进的良性循环关系。

在教学活动中,教师、教学组织形式以及教材是基本要素。教材是教学的载体,是学生学习的主要材料,是他们获得知识的主要来源。一套好的教材也可以供社会上与本专业有关的其他学科领域的教师、学生和工作人员学习、参考,使相当多的人受益。它的传播不受时间、空间的限制,可以在很大的范围和相当长的时期内流传。改革是教学的主题,也是教材的主题,随着时代变化,教材也需要不断丰富和完善。

顺应这一趋势,牛津大学出版社组织商务英语教学专家与音像技术人员完美合作,精心编撰了这套 Oxford Business English Skills。

区别于以往教材,该套教材有以下特点:

1) 实用性:该教材的每一选题和所有选题中的每一单元都紧扣经济与商务实践中的某一个方面,而教学安排也围绕学生在该领域的实践中将要面对并应该有所了解和掌握的问题;每一选题都依据这一方面实践的顺序展开;每一选题都在一个模拟的真实场景中展开全部内容;每一节都配有在实践中成功和失败的两方面的例子,便于学习者在明辨规则的基础上领会实战。

2) 可操作性:首先,每一单元都有一个既关键又容易理解的切入点。其次,尊重客观规律,设定不同角度,以使學生能积极主动地举一反三,在学习英语的同时,提高商务操作能力。第三,以VCD和录音带为纽带,使教学成为视、听、说、讨论、评价等多种形式有机结合的活动。

3) 灵活性:表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排。

4) 对象的广泛活用性:这套教材适用于全日制英语、经济和商务专业以及全日制非英语、经济和商务专业的大学生、成人教育的提高班、职业培训班的学生,也适用于英语、经济、

商务、涉外专业的中专学生。

5) 多功能: 以往的教材, 功能过于单一, 过于强调技术层面; 而该套教材则体现为全方位、多功能, 培养学生的综合素质, 重整体综合运用。

6) 以人为本: 过去的教材过多地体现为产品导向, 而该套教材尊重人的认知规律和需要, 强调人的业务、心理、文化在商务活动中的作用, 充分体现出人本主义的特征。

7) 内容的丰富性: 该套教材涉及商务领域的各个环节, 包罗语言、文化、经济、社会等各方面的知识。

8) 前瞻性: 不仅注意吸收过去商务英语教材的优点, 充分尊重历史和现状, 而且有独创性, 考虑长远, 高屋建瓴, 开拓未来。

9) 针对性: 中国版改编者均为有长期商务英语教学经验的教师, 针对中国学习者及商务活动的特点和需要, 补充了内容和语言方面的注释及练习。

综上所述, Oxford Business English Skills 不仅是当今商务英语教材中的精品, 也是商务英语教材出版事业的又一项丰硕成果。

**改编者**

## 关于《成功谈判》

本书以如何成功地进行谈判为主题，将谈判的全过程分成八个步骤，分别用八个单元来详细加以论述，涉及谈判须做哪些准备工作；如何开始进行谈判（例如如何开场，如何确定谈判的议程等）；如何陈述各自的立场和观点；如何采取积极聆听去洞悉别人的立场和观点；如何征求各方的意见；如何有技巧地提出措施和如何解决争端和打破僵局；如何迫使另一方尽快妥协以及如何总结谈判并最终签订协议。虽然这个步骤加起来构成了一个完整的谈判过程，但是每个单元都可以作为一种交流技巧来单独学习。

每个单元都由四部分组成：交流技巧、文化与策略、语言知识以及谈判实践。交流技巧的讲授主要是以VCD为基础。学生通过对VCD中展示的交流技巧进行总结、讨论和评价以达到识别及应用这些交流技巧的目的。在文化和谈判策略部分中，针对VCD中的一些文化现象，补充一些文化背景知识，从而使学生认识到不同的文化背景是影响谈判成功与否的重要因素。由此，学生在具体的谈判过程中，往往可以针对不同的文化背景，采取不同的谈判风格和谈判策略。语言知识的学习是通过掌握一些在谈判过程中所使用的相对固定和常用的句子，从而熟悉谈判的常用语言这些惯用句型适用于如何开始；如何陈述谈判的主要议程和打断对方；如何提问；如何询问；如何澄清和评价对方的观点及阐明自己的观点；如何表示同意和反对；如何提出建议以及如何总结及结束谈判等场合。语言知识这一部分包括录音磁带的听力练习以及其他笔头或口头的练习以进一步巩固上述语言点。谈判实践是通过一些讨论练习及模拟谈判来巩固在交流技巧及语言知识中学到的知识。

使用方法建议：

1. 由于每一单元都集中讲述一种技巧，在上课前可以首先明确本课的目标。然后按照交流技巧、文化与策略、语言技能、谈判实践这四部分的顺序来安排课堂活动。

2. 在交流技巧这一部分之前，通常有一些预习的问题。可以就这些问题让学生进行课前讨论，为看VCD做好准备。

3. 在看VCD之前，一定要让学生熟悉VCD背景资料中对人物和公司的介绍以及对这次具体的谈判过程的一些简要的提示。首先可以让学生完整地看一遍VCD以便对谈判的内容及进度有一个大体的了解。在第一遍中可以把声音开得小一些，提醒学生注意身体语言的运用。在重放中，运用VCD机上的暂停键让学生先看一下不成功谈判的VCD，总结失败的原因。然后再看成功谈判的VCD，进行对比，得出结论。看完VCD后有一个与此相关的练习。

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5. 在组织谈判实践时，要明确该练习的主要目的，即要明确该练习是针对哪一技巧的应用。在谈判结束后，要给出反馈意见。

6. 每一章后的补充练习可根据需要选用。

7. 四章之后的其中复习单元与八章之后的期末复习单元要求学生将已学单元中介绍的谈判各个环节的交流技巧、文化与策略、语言知识、谈判实践综合应用，最终达到熟悉与掌握完整的谈判过程及成功地进行谈判的目的。

改编者

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本书以如何成功地进行谈判为主题，将谈判的全过程分成八个步骤，分别用八个单元来详细加以论述，涉及谈判须做哪些准备工作；如何开始进行谈判（例如如何开场，如何确定谈判的议程等）；如何陈述各自的立场和观点；如何采取积极聆听去洞悉别人的立场和观点；如何征求各方的意见；如何有技巧地提出措施和如何解决争端和打破僵局；如何迫使另一方尽快妥协以及如何总结谈判并最终签订协议。虽然这个步骤加起来构成了一个完整的谈判过程，但是每个单元都可以作为一种交流技巧来单独学习。

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改编者



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# Introduction

## Introduction to the course

Negotiating is very much a key communication skill for all Business English learners. Although you may not be involved in high-level international negotiations, most of you will have to negotiate with colleagues, bosses, customers, and suppliers at some stage in your career. Negotiating effectively promises some of the biggest prizes of all communication skills – the right deal for the company, a salary rise, a budget increase, even a day off work. It is a sophisticated skill because it requires the negotiator to be competent in all key communication and language skills and to often maintain their performance under pressure. The skilled negotiator must also be aware of cultural differences which can so easily lead to communication breakdown.

*Effective Negotiating* is divided into eight units which approach the skills and language step by step. Starting with preparation and opening, through clarifying and dealing with conflict to bargaining and concluding, the learner is taken through a variety of practice activities which aim to develop both confidence and competence. At the same time, each unit addresses a key cultural issue which can affect the success of a negotiation.

## Course components

The course consists of four components: a VCD, a Student's Book, an audio cassette, and a Teacher's Book.

### The Video

The VCD, which lasts approximately 30 minutes, is the central component of the course and acts as a springboard for all the activities in the Student's Book. Based around a negotiation between a Belgium-based multinational and a British IT company, it illustrates key moments from a typical business negotiation, both internally, and between the teams.

### The Student's Book

The book consists of eight units which correspond to those in the VCD. Each unit is divided into four sections: *Communication skills*, *Culture and tactics*, *Language knowledge*, and *Negotiating practice*.

The *Communication skills* section identifies and practises key negotiating skills which are illustrated in the VCD, and aims to involve the learner in a process of feedback, evaluation, and development. The *Culture and tactics* section raises a number of key cultural issues which may lead to

misunderstanding and communication breakdown, and looks at how such problems might be avoided. The *Language knowledge* section, supported by the audio cassette, focuses on and expands the learner's knowledge in key functional and lexical areas. The concluding *Negotiating practice* section gives the learner the opportunity to put communication skills, cultural awareness, and language knowledge into practice, using a variety of role-plays and simulations.

### **The Audio Cassette**

This consists of approximately 50 minutes of extracts from a wide range of negotiations and forms the basis of the listening activities in the *Language knowledge* section of the Student's Book.

### **The Teacher's Book**

This book provides an introduction to the course from a teacher's point of view. It is intended as a guide to help the teacher to handle the different components of the course most effectively. It offers suggestions for further exploitation in the classroom and self-study time, and contains extra, photocopiable materials for negotiating practice.

## **The approach**

In each unit, *Effective Negotiating* first illustrates a poor model of negotiating practice in order to demonstrate what can go wrong and how (*Version 1*). It then moves on to look at a good model in which the negotiators communicate effectively and progress is made (*Version 2*). The VCD is essential as the starting point for each unit. The approach is designed to develop learners' abilities in three main areas.

### **Communication skills**

The course develops the key skills which make negotiations successful. It seeks to build the learner's confidence in their ability to deal with all stages of the negotiating process. Skills such as opening the negotiation, establishing your position, dealing with conflict, making proposals, bargaining, and consolidating your position and concluding are demonstrated on the VCD. These are then analysed and practised with the support of the Student's Book. Learners are encouraged to develop their own style of negotiating based on an awareness of their own particular strengths and weaknesses.

### **Culture and tactics**

In order to develop the learner's awareness of how cultural background can affect negotiating styles and tactics, the course highlights and contrasts certain key communication styles – including, for example, task- versus person-orientation and emotional versus neutral response. The VCD demonstrates the problems arising when opposing cultural styles clash, whilst the follow-up tasks guide the learner into an analysis of the communication styles fostered by his/her business culture. These concepts are then used to develop the learner's flexibility in dealing with negotiating partners from different cultures.

### **Language knowledge**

Language areas such as sequencing, asking questions, making suggestions, threatening, and making conditions are presented and practised in the Student's Book. The audio cassette is used to further illustrate and practise these areas. Additional exercises at the end of the section seek to develop the

listening skills with new language. The exercises at the end of the section provide an opportunity for learners to practise key language functions and structures and to develop their negotiating vocabulary.

## Using the course

All parts of the course (except the *Negotiating practice*) are designed to work either as classroom material or for self-study.

### In the classroom

Each unit takes the learner through the objectives in the areas of *Communication skills*, *Culture and tactics*, *Language knowledge*, and *Negotiating practice*. There is an introduction designed to make the learner think about his/her own experience and to anticipate the focus of the material which follows. Depending on the needs of the group or the amount of time available, the course can be followed from start to finish, or learners can concentrate on selected units. The *Negotiating practice* activities in the Student's Book provide relevant, context-based practice of the key aspects of the unit. These activities are designed for either pairs or small groups. Wherever possible, they should be recorded on audio or video cassette to enable both teacher and learners to analyse and correct the learner's performance when the tape is played back.

### Self-study

The VCD-based activities focusing on communication skills have been developed with the classroom in mind. However, most of the questions have answers in the Answer key, and individuals can use the VCD on a self-access basis. The *Culture and tactics* section usually provides some reading input, followed by questions for discussion, self-assessment, or just food for thought. The *Language knowledge* section is ideally suited for self-study, since students can correct their exercises by referring to the Answer key. The *Negotiating practice* section involves pair or group work, although preparation for these activities could also be done during self-study time.



# Who's who in Effective Negotiating

## The company



Levien SA is based in Brussels, Belgium. It is an international company which manufactures specialist paints and dyes. In its head office it has a small IT function which the company has decided to outsource.

## The people



**Françoise Quantin** is the current IT Manager at Levien. She is about to be promoted to Head of Logistics. She is keen that her IT team are protected.



**Sean Morrissey** is from Levien's main subsidiary in Chicago. He has been sent to the Brussels Office to develop Levien's procurement policy.

## The negotiation

Okus have sent a detailed written proposal to Levien. The meeting has been arranged to negotiate the terms of any agreement. In particular the following two issues are likely to be sticking points.

### 1 Staffing

Levien would like to protect the jobs of their current IT team. They want Okus to employ the four members of the team, and are under pressure from the unions to make sure outsourcing contracts like this do not lead to redundancies.

Okus, on the other hand, will not want to take on Levien's whole team. They already have project engineers based in Swindon.

### 2 Pricing

Okus have proposed two levels of IT support.

**Level A:** A fixed monthly price which will cover all support work (daily maintenance and customer support) and specified project work (hardware and software upgrades, training, etc.).

**Level B:** A lower monthly invoice based on just support work. Any additional project work will be logged and then added to the invoice the following month.

As the VCD begins, Andrew and Karen have arrived at Levien's offices and are waiting to meet Françoise and Sean.

## The company



Okus IT are based in Swindon, in the South of England. They specialize in managing IT projects and taking over the IT departments of their client companies.

## The people



**Andrew Carter** is Export Sales Manager for Okus IT. He has been recently recruited by Okus to strengthen their marketing effort outside Britain. He made the initial contact with Levien.



**Karen Black** is a Project Manager at Okus IT. She has prepared the specifications for this contract. This is the first time she has been involved in negotiating an overseas outsourcing contract.



# 1 Preparing the ground

## Objectives

Communication skills	agreeing objectives, strategy, and roles
Culture and tactics	task-orientation versus people-orientation
Language knowledge	welcome and introductions, negotiating idioms
Negotiating practice	preparing and making opening introductions

## Communication skills

### Pre-viewing

- 1 What types of negotiation do you participate in? How would you define a 'negotiation'?
- 2 How can you prepare for a negotiation? What issues do you need to discuss beforehand?
- 3 Read the VCD Negotiating Context.

## VCD Negotiating Context

### The people



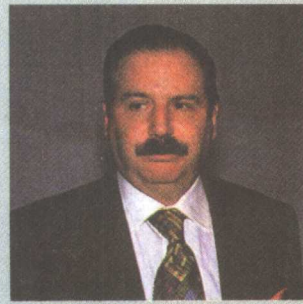
**Andrew Carter**  
is Export Sales Manager for Okus IT. He made the initial contact with Levien. He has met one of the Levien team – Sean – before.



**Karen Black**  
is a Project Manager at Okus IT. She has prepared the specifications for this contract. This is the first time she has been involved in negotiating an overseas outsourcing contract. She is anxious about the meeting.



**Françoise Quantin**  
is the current IT Manager at Levien. She is about to be promoted to Head of Logistics. She is keen that her IT team are protected.



**Sean Morrissey**  
is from Levien's Chicago office. He has been sent to the Brussels office to develop Levien's procurement policy.

### The negotiation

Andrew and Karen have arrived at Levien's offices and are waiting to meet Françoise and Sean.



## Viewing

- ▶ 4 Watch Version 1. How confident are you that the negotiation will go well?
- ▶ 5 Watch Version 1 again from the beginning to the point where the Levien team enter. How could Karen and Andrew have improved their preparation?
- ▶ 6 Watch Version 1 from the entry of the Levien team through to the end. If you were the host, how would you welcome your guests?
- ▶ 7 Watch Version 2. How do the two teams establish a more positive atmosphere?
- ▶ 8 Watch Version 2 from the entry of the Levien team through to the end. How does Françoise manage the introductions?

## Post-viewing

- 9 How can you prepare effectively for a negotiation? Work in pairs or small groups and brainstorm your ideas. Use the four headings below to help you draw up a preparation checklist for negotiating. When you have finished, compare your checklist with the one in the Answer key on page 101.
  - Objectives
  - Roles
  - Strategies
  - Communication

## Culture and tactics

- 1 Work in pairs. Each of you should read one of the texts below. Prepare to present a summary of the text in your own words to your partner.

### Task-oriented

Classically American business culture is very task- or achievement-oriented. In the VCD, Sean reinforces this stereotype. He doesn't want to waste time with the social niceties; he wants to get down to business. Another way of classifying this type of approach is to say that it is very *specific\**. People who adopt this approach tend to focus hard on specific issues – this should mean that time is saved and objectives reached most effectively. However, there is always a danger that the larger picture may be missed and that personal issues can be ignored. These personal issues may be the ones which make or break the deal!

### People-oriented

Françoise and Karen reveal themselves as more people-oriented in this first unit. In this respect, they reinforce gender stereotypes from which we expect women to be more aware of people's feelings. Françoise gives time to some small talk before the meeting starts because she believes this will improve communication and lay the basis for possible future relationships. Another way of looking at this is to call it *diffuse\**. A diffuse approach to business will place great importance on all the events which surround the actual discussion of the deal. For example, lunch together, social conversation on the way to the airport, or a chance to meet your partner's family.

# HOW DO YOU SEE YOURSELF?

## 2 How do you see yourself?

Use the questionnaire below to find out. Tick one or the other of the following statements. If you can't decide, tick neither.

- a i I start the day with a list of things to do.  
ii I start the day by having a chat with my colleagues.
- b i I don't let personal feelings influence decisions.  
ii When making decisions, I look at the human angle first.
- c i If colleagues do a good job, it does not matter if I like them or not.  
ii It's important for me to like the people I work with.
- d i I see meetings only as a means to get business done.  
ii I see meetings partly as an opportunity to develop team relationships.
- e i At the end of the day, I am frustrated if I haven't achieved what I set out to.  
ii At the end of the day, I feel 'low' if I haven't got on with my colleagues.

Scoring: Score 2 points for every **i** sentence you ticked.  
Score 0 points for every **ii** sentence you ticked.  
Score 1 point for every time you ticked neither.

Analysis: 6-10 points task-oriented  
4-5 points balanced  
0-3 points people-oriented

\* see acknowledgement on the copyright page

## Language knowledge



*'Sorry to have kept you waiting. You must be Karen Black. I'm Françoise Quantin and this is Sean Morrissey.'*



### 1 Listen to the extracts. Match them to the situations below.

#### Situations

- a An informal negotiation between a customer and salesman who know each other well. \_\_\_\_\_
- b An internal negotiation between a boss and a subordinate about promotion and salary. \_\_\_\_\_
- c A formal joint-venture negotiation between two international companies. \_\_\_\_\_
- d An informal negotiation between colleagues. \_\_\_\_\_



2 Listen again to Extract one. Note down the expressions used to do the following:

a Welcome visitors/guests – Chairman: \_\_\_\_\_

b Introduce yourself/your position – Peter: \_\_\_\_\_

c Introduce yourself/your position – Ulrike: \_\_\_\_\_

d Introduce a colleague 1 – Yves: \_\_\_\_\_

e Introduce a colleague 2 – Yves: \_\_\_\_\_



3 Listen again to Extracts two, three, and four. In each case note down the expression used to switch from small talk subjects to business.

a Extract two \_\_\_\_\_

b Extract three \_\_\_\_\_

c Extract four \_\_\_\_\_

## Language focus Welcome, introductions, and small talk

### Welcoming

Formal

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

Less formal

*Welcome to ...  
Thank you for coming all this way.  
It's nice to be here.*

### Introductions

*This is ... He's in charge of ...  
He looks after ...  
He's our ... Director/Manager.  
Let me introduce you to ...  
Have you met ...? She's just taken over as Head of ...*

### Starting the negotiation

*I wondered if I could start by saying ...  
We're short of time, so let's get started ...  
We've got a very full agenda, so perhaps we'd better get down to business.*

### Greetings

Formal

*How do you do.  
Nice to meet you.*

Less formal

*How are you?  
Good to see you (again).*

### Small talk

*Did you have a good journey?  
How was your flight?  
Is this your first visit to ...?  
Is your hotel comfortable?*