

antener

KÉSZÜLT: 2019-BEN. 1.VERZIÓ

ÜZLETI KÉSZSÉGFEJLESZTÉS ANGOLUL



Projektünk létrejöttét az Európai Bizottság támogatja. kiadványban megjelentek nem szükségszerűen tükrözik az Európai Bizottság nézeteit..

Képzési programunk és tananyagunk a 2017-1-HU01-KA104-035619 számú nyertes mobilitási projektünk eredményeképp jött létre.

Üzleti készségfejlesztés angolul 1.
munkaanyag
1.verzió

A munkaanyag az Antener Oktatásszervező Kft. munkatársainak mobilitási tevékenységén szerzett tapasztalatokon és forrásokon alapulnak.

Projekt megnevezése: Innovatív módszerek a vállalati nyelvvoktatásban

Projektszám: 2017-1-HU01-KA104-035619

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Current Trends – Theory and Practice in ELT	Sarkadi Milán
Problem/Inquiry Based Learning	Lukács Kati
Five Teaching Innovations	Veres András
Teaching Business English	Soós Erika
Business English in the Adult Classroom	Lakatos Ferencné
Flipped Classroom	Bartha Csilla
Train the Trainer	Wolfné Janata Krisztina
Innovative Teaching Method	Palicsi Nóra
Game-Based Learning and Gamification	Petre Anett
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New Ideas for the English Classroom	Bruckner Erika
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A projektet az Európai Bizottság támogatta. A kiadványban (közleményben) megjelentek nem szükségszerűen tükrözik az Európai Bizottság nézeteit.

Module 1 (10 hours) – Introduction to the program.

Topics:

- Small talk – Communication
- Arguments

Tasks:

1—Wish for change

Use the following exercise to uncover a way in which participants might like their lives to be different, and to examine in greater depth what needs and values this would nourish. It's about tapping into participants' motivation for change.

Individual/Question/Worksheet: Suppose a genie grants you one wish to change your life. What would you wish for? Why would you choose this? How would it really make life better? You may need to offer an example to give them an idea of what you mean.

Group/Share: Encourage participants to share their fantasies—share your own, too, especially if there are no volunteers. Tease out how this wish would really make life better; what needs might it serve? Summarise by saying something like 'It can be hard to get what you want if you aren't really clear about what it is' or 'If you don't know where you are going, it's hard to get there.'

2—Communication challenge Individual/Worksheet: Recall and describe a significant situation involving difficult communication with another person. Group/Share: Recall some difficult communication situations (leader: share your own to stimulate discussion if necessary). What was difficult about it? Maybe the other party didn't seem to understand you, perhaps you couldn't achieve the outcome you sought, you parted with one or both parties feeling bad, or something similar or different. Who would like to have handled things differently?

3—Why do we communicate? Group/Invite/Board/Worksheet: Ideas about the purpose of communication. The list should include: to exchange information to establish, maintain or modify relationships.

4—Internal and external communication processes The purpose of the following activity is to provide the participants with a list of words connected with communication and, through discussion, have them generate clarity about the relationship between internal mental processes, external processes and the interfaces between them. Try to represent this understanding in a diagram such as the one on the next page. It may look rather complicated, but in practice it's actually not so bad. It is a way of pulling together people's thinking. If you end up with something like this, give yourself a pat on the back! Board: Draw the diagram outline that the participants have on their Worksheet, and write the words: needs, thoughts, words and gestures,

feelings, actions, receive, send, respond, sights and sounds, etc. (some of these words will need to be used more than once). Group/Discuss: Generate a flow diagram of actions and thoughts involved in a communication between two people, using the words from the list and arrows to connect them.

5—The way you say it Group/Brainstorm: Use the following messages (or generate your own), to explore the range of possible ways to deliver each message, by choosing different words and gestures. For example: Get your feet off the table. I've made dinner; it's time to come and eat. I don't agree with you. You made a mistake, do it this way. Group/Question: What generalisations could be made about the style—the how—of delivery? For example, choice of words, tone of voice, underlying intentions, gestures etc.

6—Reflecting on communication Individual/Question/Worksheet: Consider the learning from this unit. Task: Distribute Notes—Orientation

Module 2 (10 hours)

Topics covered:

- Problemsolving
 - Time managaement
 - Arguments
-
1. There are 4 major styles to solving problems: Divergers, Accommodators, Assmilators and Convergers. These styles depend on our need for either concrete experience, abstract conceptualization, active experimenting or reflective observation when faced with a problem that we need to resolve. These are the areas that will be scored when we take the “Problem Solving Self Evaluation” shortly. Explain the 4 major styles.

Problems Solving Self-Assessment

Part I: Concrete Experience vs. Abstract Conceptualization

1. I prefer...
 - A. Hands-on learning experiences.
 - B. Learning through thinking and reasoning.
2. I tend to...
 - A. Rely on feelings when making decisions.
 - B. Rely on logical reasoning when making decisions.
3. I learn more effectively from...
 - A. My peers.

- B. My teachers.
- 4. I like learning through...
 - A. Simulations.
 - B. Lectures.
- 5. I learn well by...
 - A. Practical experience.
 - B. Applying theories to hypothetical situations.
- 6. I am best at learning...
 - A. Facts.
 - B. Concepts.

Total of As _____ = Concrete Experience (CE) score

Total of Bs _____ = Abstract Conceptualization (AC) score

Part II: Active Experimentation vs. Reflective Observation

- 1. I learn best through...
 - C. Active involvement in projects.
 - D. Observation.
- 2. I would rather...
 - C. Do volunteer work with disadvantaged youth.
 - D. Read about disadvantaged youth.
- 3. I prefer assignments that...
 - C. Require me to work examples.
 - D. Require me to think about situations.
- 4. I learn well through...
 - C. Participating in a discussion
 - D. Listening to what others have to say.
- 5. I tend to...
 - C. Jump right in and do something new.
 - D. Think about possible outcomes before trying something new.
- 6. I learn best...
 - C. By doing.
 - D. Watching and then reflecting.

Total of Cs _____ = Active Experimentation (AE) score

Total of Ds _____ = Reflective Observation (RO) score

Interpretation

Area	My Score
A responses = Concrete Experience (CE)	
B responses = Abstract Conceptualization (AC)	
C responses = Active Experimentation (AE)	
D responses = Reflective Observation (RO)	

Converger

Those with highest scores in Abstract Conceptualization (AC) and Active Experimentation (AE) are Convergers.

This person's greatest strength lies in the practical application of ideas. A person with this style seems to do best in those situations where there is a single correct answer or solution to a question or problem and can focus on specific problems or situations. Research on this style of learning shows that Convergers are relatively unemotional, preferring to deal with things rather than people. They often choose to specialize in the physical sciences, engineering, and computer sciences.

Diverger

Those with highest scores in Concrete Experience (CE) and Reflective Observation (RO) are Divergers.

Divergers have characteristics opposite from Convergers. Their greatest strengths lie in creativity and imaginative ability. A person with this learning style excels in the ability to view concrete situations from many perspectives and generate many ideas in a brainstorming session. Research shows that Divergers are interested in people and tend to be imaginative and emotional. They tend to be interested in the arts and often have humanities or liberal arts backgrounds. Counselors, organizational development specialists, and personnel managers tend to be characterized by this learning style.

Assimilator

Those with highest scores in Abstract Conceptualization (AC) and Reflective Observation (RO) are Assimilators.

This person's strength lies in the ability to understand and create theories. A person with this learning style excels in inductive reasoning and in synthesizing various ideas and observations into an integrated whole. This person, like the Converger, is less interested in people and more concerned with abstract concepts, but is less concerned with the practical use of theories. For this person it is more important that the theory be logically sound and precise; in a situation where a theory or plan does not fit the facts, the Assimilator would be likely to disregard or re-examine the facts. As a result, this learning style is more characteristic of the basic sciences and mathematics rather than the applied sciences. Assimilators often choose careers involving research and planning.

Accommodator

Those with highest scores in Concrete Experience (CE) and Active Experimentation (AE) are Accommodators.

Accommodators are polar opposites from Assimilators. Their greatest strengths lie in carrying out plans and experiments and involving themselves in new experiences. They are risk-takers and excel in those situations requiring quick decisions and adaptations. In situations where a theory or plan does not fit the facts, they tend to discard it and try something else. They often solve problems in an intuitive trial and error manner, relying heavily on other people for information. Accommodators are at ease with people but may be seen as impatient and pushy. Their educational background is often in practical fields such as business or education. They prefer action-oriented jobs such as nursing, teaching, marketing, or sales.

2. Go through on the four step creative problem solving and decision making process. Collect ideas for the four steps before working on the following:

a. Problem Definition

- Systematic Problem Definition Six Basic Questions;

- What?

What gets you to think more of the magnitude of the problem, the total solution, its consequences, and the time scale.

- Why?

Why gets you to think about why the problem is happening now and why it is unsolved.

- When?

Answering the question when prompts you to think about when you first noticed the problem. Is it related to any other new factors or recent changes that have been introduced and is there a certain pattern forming?

- **How?**
How gets you thinking of how the problem was recognized and how it affects you, other parties, the company, or the process. You also find out how this problem was handled before.
- **Who?**
Who discovered the problem? Who is responsible? Who else is involved, and who is most affected? Who can we consult to help us solve or define the problem even further?
- **Where?**
Where does the problem occur? In which area/level, etc.?
- **Tell:** Make sure to get answers to all these questions while defining the problem. This will help you ensure you don't miss any of the critical factors in your initial analysis and defining the problem precisely.
- **Systematic Problem Definition – Grid;**
- To further analyze the problem and approach it in a more systematic way, list the six basic questions on this grid. Using the grid will help you to more precisely define the problem. This will help you find the root cause and not just a symptom of the problem.

Activity: Problem Definition

Instructions:

- Split class into teams of four.
- Give each team one sheet of flip chart paper and markers.
- Ask each team to use either the Six Basic Questions or the Systematic Problem Definition Grid to analyze the problem of traffic and getting to places on time.
- Allow 10 minutes to analyze the problem. Ask each team to select a spokesperson to present their team problem definition.
- **Ishikawa or Fishbone Diagram;**

Cause and Effect or Fishbone diagrams aka Ishikawa were created by **Kaoru Ishikawa** (1968) to show the causes of a specific event. This is a simple yet powerful method of visually recording possible causes and relating effects. Originally this method was used to investigate the processes responsible for quality problems. It provides a convenient way of revealing relationships between causes and can help in defining the problem more closely. This method is quick and structured so it is good for groups who have little experience of problem analysis methods.

The diagram is created in three steps:

1. Establish what the problem or effect is; start the diagram by putting this in the box.
2. Identify the major causes. The typical headings are Material, Method, Manpower, and, Machinery. Put these in boxes on branches of the fishbone.
3. Brainstorm for sub divisions of the major causes.

Instruction: Write the main causes of the problem on the main bones. You can add more main bones. Then write the additional factors for each main cause on ancillary horizontal bones.

Use large diagrams, as others cannot participate in the process if they cannot see it clearly. If the diagram becomes overloaded with causes, then the problem is not defined clearly and should be reviewed again. Focus discussion by circling the most likely causes and draw lines to indicate the relationships between them.

Make the point: As with all problem analysis techniques, the purpose is not to solve the problem but to understand the underlying causes before attempting to find solutions. It helps people see the overall nature of the problem and the interrelated causes. It can enable you to prioritize which areas to focus on first and then give you a prototype project plan for solving the problem.

The Why-Why Tree Diagrams

This method is similar to the Fishbone method but with a freer format. State the problem and then ask the question “Why?” This should elicit some initial main answers. Then for each of these answers, ask the question “Why?” again. Repeat this process until you see a full picture of all the causes. This method probably suits more difficult problems and more confident groups than Fishbone.

Tell: This method encourages us to think like a child. Children often ask “Why?” and continue to ask until it becomes irritating. It is a highly effective technique for getting to the bottom of an issue, but it is one that we abandon when we no longer wish to appear childish. Use this technique to rediscover the power of the child’s questioning technique.

This is the recommended method of creating and using a Why-Why diagram.

1. Write the problem on a Post-it note and place it to the left of a large work area on the wall. A big sheet of brown paper or several flip-chart pages taped together can help.
2. Ask “What are the main sub-areas that may lead to this problem?” Write each of these on a Post-it Note and stick them up, well-spaced out (to allow lower-level trees to develop) to the right of the problem Post-it note.
3. Repeat this sequence of breaking down the problem once more, this time simply asking “Why does this happen?”
4. After this third level, a fourth detailed level would overcrowd the work area, so start to focus by only developing likely-looking causes or solution areas. In each of these, keep asking “Why” until you have a root cause or a complete solution.
5. When you have completed the analysis, discuss and identify the key cause to address. When examining the diagram, the same sub-cause may turn up several times in various places. This may well mean that if these are addressed, then you will kill several birds with one stone, getting multiple benefits from one action.

Activity: Case Study Introduction

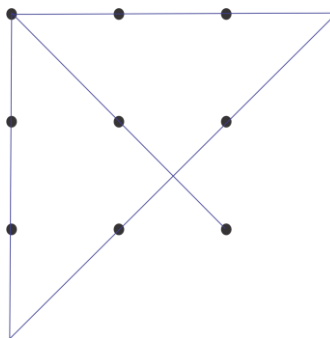
to apply the problem definition techniques we covered to the case study. Use either the Systematic Problem Definition Process, Problem Grid, and/or the Fish Bone Diagram to try and find out what the real problem is.

b. Find Creative solutions using creativity tools

Tell them they must connect all of the dots using no more than four straight, continuous lines, without lifting the pen off of the paper. After 5 minutes, ask the group to raise their hand if they were able to solve the puzzle. Most (unless they've done this exercise in the past) will not raise their hand.



The only way to solve this puzzle is to look beyond the imagined borders of the puzzle.



Introduce the five creative thinking tools briefly.

Tell: Before going into each tool in detail and since we are talking about creativity, first let's look at the eight most common blocks to creative thinking.

Tell: These are the eight most common blocks that stop us from thinking creatively and coming up with out of the box innovative ideas. Let's go through each one in turn.

Block #1: Believing you are not creative

This will be true if I keep telling myself or at some point in my life I made that judgment about myself that I wasn't a creative person. I will simply never be creative because I simply convinced myself of this. Now, I continue to live with this idea in my head and take it as a fact.

Block #2: Making assumptions

Another big block to thinking creatively is making too many assumptions. If I keep assuming too much about the outcomes of implementing my solution that can be very counter creative. Try to focus on what can be done to implement the solution and make it work instead of making assumptions in advance which will only lead to more reasons not to try something new, different, and possibly even better.

Block #3: Following the rules too strictly

Thinking creatively means challenging the status quo, doing things in a new and different way that's away from what's customary and what is considered the norm. Following the rules too strictly is another big creativity. When thinking creatively, you should always be prepared to twist and, sometimes, even break the rules to come up with a completely out of the box solution.

Block #4: Being too serious

Creativity grows and prospers in a fun environment. Loosen up and have some fun, being more fun means being a little adventurous and that's a frame of mind that's inviting to creative thinking. Most creative people, most creative companies, are both fun and adventurous.

Block #5: Avoiding risks or being wrong is bad

One of the qualities of human beings is that they make mistakes. The value of making mistakes is that we learn very good lessons from them. If you avoid taking risks because you are afraid of making a mistake, well think again. It's ok to make mistakes. It's how the human brain learns to do better next time.

Block #6: Always staying with your routines/habits

It's a fact that changing something we've been doing for a long time is tough. It's much more comfortable doing what we're used to doing. We feel more secure and in control and know what we're going to get. But remember, the definition of insanity is doing the same thing over and over again in the same way and expecting a different result. If we keep doing things the good old way, we will always get what we always got before. We will never come up with more creative and innovative ideas.

Block #7: Thinking there is only one solution

This oftentimes happens to us when we are faced with a recurring problem, or we have faced the same problem. Our minds get programmed to instantly jump into the solution that worked before without considering other options or more creative solutions.

Block #8: Making judgments too quickly

One of the habits that can actually kill creativity in its infancy is making judgments too soon about ideas. Considering new and innovative ideas especially the ones that seem too simple or too inappropriate at first glance can be a major block to creative thinking as well.

Activity: Paper Airplanes

Overview:

This is a quick fun activity that is often used to prompt participants to think creatively and come up with out of the box ideas in a simple fun and competitive game.

Instructions:

- Split participants into equal groups of 4 or 5 per group
- Give each group 10 sheets of A4 or Letter size paper. (Each group gets a different color paper.) sheets),
- Use the masking tape to create a start line where all groups will need to stand behind and a finish line (Distance between the start and finish lines is 1.5 to 2 meters or 5 to 6 feet)
- Announce to the group the rules as follows:
 - The goal is to get the most paper airplanes across the taped line.
 - You will have 3 minutes to strategize without your paper.
 - You will have 5 minutes to build your airplanes and get them across the taped line.
- Give the groups 3 minutes to come up with their strategy first then hand each group their different color paper.
- Give them 5 minutes to build their airplanes.
- Ask each team to bring their airplanes to the start line and fly their planes.
- Once each team is done, count how many paper airplanes successfully passed the finish line and declare the winning team.

Creative Solutions:

1 – Brainstorming

Brainstorming works by focusing on a problem and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the brainstormers not only come up with new ideas in a session, but also **spark off** from associations with other people's ideas by developing and refining them. For a brainstorming session to be successful, set some ground rules. Ground rules here are not restrictions on the solutions. The main goal is to give the group the freedom to suggest new, creative, and effective solutions.

2 –Reverse Brainstorming

Reverse brainstorming is a useful activity when there is lots of negativity in the room or about the topic/subject you are talking about. It involves reversing normal brainstorming and defining the statement which is to be brainstormed in the negative. For example, if you wanted to maximize attendance on training courses, brainstorm the statement 'How can we make sure nobody attends training courses.' Participants might say things like bringing a boring trainer, no breaks in the training, non-air-conditioned room, bad food, etc.

By stating the problem in the negative, it taps into the creativity of the human mind and allows an escape route for lots of built up frustration and negativity.

3 –SCAMMPERR:

Michael Michalko is a creativity expert who leads creative-thinking workshops, seminars, and sessions for clients around the world. After leaving military service, he applied the creative-thinking techniques that he'd researched to problems in government and business. His creative-thinking workshops, instruction, and seminars are popular with corporations, governments, and associations throughout the world.

Substitute: What could be substituted in the situation to make the solution work?

Combine: How could ideas or elements be combined to provide a solution?

Adapt: How could the solution be adapted to make it work?

Magnify: How could ideas or elements be magnified to make the solution work?

Modify: What could be modified within the solution to make it work?

Put: What might be put to a different use to make the solution work?

Eliminate: What could be eliminated from the situation to allow the idea to work?

Rearrange: How could elements be rearranged to enable the solution to work?

Reverse: How might the solution be turned around to make it work?

4 –Mind Mapping

Another great tool we can use is mind mapping. A **mind map** is a diagram used to visually outline information. A mind map is often created around a single word or text, placed in the center, to which you add associated ideas, words, and concepts. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to a central key word or idea. The term "mind map" was first popularized by British popular psychology author and television personality Tony Buzan.

Quick Activity: Radiant Thinking Game

On the bottom of the slide you will see the word 'FUN' nestled in the center of a face. Five branches radiate away from the face, and off each of those branches radiate, much like a tree or a river delta, five more branches.

Game: On the five central branches, print the first five words that come into your head, one on each branch, whatever they are, when you think of the concept FUN. When you have done this, go out to the next level of branches, and quickly print on each of the five lines, the five words that first come into your mind when you think of the key word on the main branch (again, one word on each branch).

Make the point:What your brain has just done is something quite profound. You took a single concept, FUN, and radiated from it five key ideas. Thus you multiplied your first creative output by five – that’s a 500% increase in creative output. Next you took your five new, freshly created ideas, and from each of them you created five more new ideas. Another five-fold or 500% increase! In no time at all you started from one idea, and created 30 new ones. Now ask yourself: “Could I create another five words/ideas from each of the 25 words that radiate from the original key five?” Of course you could! That’s another 125 ideas created!

Could you add another five from each of those? Again, of course you could – another 625 ideas! *That’s 6,250% more ideas than when you started!* Could you keep going to the next level? And the next? And the next and the next?Of course you could! And for how long? Forever! Generating how many ideas? Infinite number of ideas.

„Congratulations! You have just demonstrated your first mind map. A very powerful creative ideas generating technique.”

Activity: Mind Mapping

Instructions:

- Split class into three teams,
- Assign each team one of the problems below
- Create a mind map with the potential solutions for each.

Problems:

- Getting a promotion
- Getting to places on time
- Learning a new language

5 –De Bono’sSix Thinking Hats

The Six Thinking Hats method lets us focus our thought process and filter out ideas and outputs. Consider this new paradigm. We have to train our minds into doing one thing at a time. We cannot be emotional, logical, factual, creative, and organized all at the same time. The Six Thinking Hats method is very easy to understand and therefore, simple to use. This tool can be used no matter how big or small your organization is, to create a more creative atmosphere, improve communication, and train people to use a clearer way of thinking.

A hat is something you can easily put on and take off. The hats are visual cues for us to allow an easy switch in our modes of thinking. The wonderful thing about this method is that it can be taught to children as well as top executives!Dr Edward de Bono studied medicine at Christ Church, Oxford, where he gained an honors degree in psychology and physiology. He also holds a PhD from Cambridge and has held appointments at the universities of Oxford, London, Cambridge and Harvard. He is the originator of what is known as “lateral thinking” which is a way of thinking about problems by changing the assumptions you are working under or by questioning what you think are the problem's component parts.De Bono described that when

people approach problem solving they do so from quite different perspectives. He associated this with people wearing different hats and identified the different approaches by using hats of different colors. This led to the development of his, now famous, six thinking hats theory. The theory suggests that people tend to have a preferred approach to problem solving, i.e. they tend to wear a particular hat. It concludes that, by imagining that you are wearing different hats, you will be encouraged to think about the problem from different perspectives. This results in a wider range of possible solutions.

- **The White Hat** is neutral and objective. It is concerned with facts and figures.
- **The Red Hat** is the realm of the emotional view and feelings.
- **The Black Hat** is the hat of caution. It points out weaknesses in an idea.
- **The Yellow Hat** is positive, sunny, and optimistic.
- **The Green Hat** belongs to creativity and new ideas.
- **The Blue Hat** is cool and like the sky, is above all. It is concerned with control, organization of the thinking process, and the use of the other hats.

Activity: Case Study

Generate Creative Ideas Exercise

Back to the case study to apply the creativity tools we've just reviewed. Working in your teams, revisit the problem you identified from the case study. Use one or more creative idea generation techniques to generate potential ideas. Use any of the creative thinking techniques to select the best idea. Try to come up with at least three workable ideas.

c. Evaluate and Select Solutions

Pro's and Con's List

This is one of the simplest and most straight forward methods of decision making. It's a simple table listing of both the good points on one side and bad points on the other side of your idea. Count off to see if there are more pro's or con's and make your decision accordingly.

d. Implement solutions & Create Action plans

Planning is actually not very complicated. It's actually a very simple and straightforward process to make a plan starting from your daily to do list all the way to planning your PDP (personal development plan) or planning to achieve your life goals. Next, we will go through the step by step process of putting any plan together

Step 1: Write down your plan goal.

Each plan is created to achieve a specific goal. Make sure that the goal is crystal clear and written down. You have to define exactly what your plan is supposed to achieve.

Step 2: Brainstorm all steps that need to be done.

The second step in planning, or to start creating any plan, is to simply think and put

down all the steps that need to be done to reach your specific plan goal.

Step3: Put activities in order

The next step is to prioritize or organize the steps and actions that need to be done to activate your plan. Think of which steps must be completed first and which steps depend on others and put them in a logical order.

Step4: Identify who will complete each activity

Which steps of your plan will you have to complete; which steps you will need to depend on others to help you with? You need to identify who is responsible for each step.

Step5: Build milestones to monitor

An essential step for your plan is to build milestones and checkups within your plan to constantly monitor and check both quality and deadlines of each step.

Activity: Create an Action Plan to Implement Solution

In your teams, develop an action plan for the solution your team selected for the case study, Be sure you have:

- Action steps
- Persons responsible for each action step
- Deadlines for completion
- Follow-up checkpoints

Tell: Be prepared to share your ideas with the class

Module 3 (10 hours)

Topics: Presentation

Introduction: Our job as speakers is to motivate and impel listeners to think, feel, and act differently as the result of our message. This means we have to be aware of the three main ingredients of persuasion: character, logic and emotion. Ensuring our message includes at least one of these ingredients is crucial to making our listeners take action of some kind, to motivate them to “march!” and do something different.

Bring Character, logic and emotion to your presentation if you want to ensure your message is effective and persuade your audience of your point of view. Make your presentation appeal to at least one. Always remember that the most brilliant presentations combine and appeal to all three.

Activity: Character, Logic and Emotion

Instructions:

- Split class into 3 groups.
- Issue post it's to each group.
- Ask group 1 to come up with ways to show logic when preparing presentations. Look for: Show credible research results, figures, quotes from subject matter expert, etc.
- Ask group 2 to come up with ways to show character as presenters. Look for: Humbly pronounce credentials and knowledge of topic, show a calm confident manner, etc.
- Ask group 3 to come up with ways to show emotion while presenting. Look for: Building rapport with audience, using personal stories, using relevant examples, grabbing and maintaining audience attention, etc.
- Ask groups to write just one thing on each post it. And once they are done to transfer them to the corresponding part of the circle on the projected slide.
- Give the groups 10 minutes to come up with their answers and write them on their post-it's.
- Once all groups have finished and moved their post-it notes onto the projected slide, go through each post-it and discuss each with the group.

The Three Principles of Presenting

The three powerful main presentation principles are Focus, Contrast, and Unity. Ensuring these three principles apply not only to your presentation as a whole but also to every individual slide or visual you use, this can have a dramatically positive impact on making your message memorable and impactful. We will go into each of them in more detail next to explain more.

Go offline!

The most fundamental question to ask yourself first is “Why?” Most presenters focus only on the “what” (information, data, more information, and more data, just in case). Then, spend some time on the “how,” which often results in the creation of typical bullet-point-driven PowerPoint slides. Almost no time is spent really thinking about the “why.” The “why” is where we should start almost all projects, including presentations.

You must ask questions like:

Why does your topic and conclusion matter?

Why is it important for the audience or why it's not important?

Why am I going to give this presentation?

- To provide information?
- To represent my function?

- To entertain?
- To fill up the agenda?
- To sell my ideas?
- To defend a position?
- Sell my product and my company

Knowing Your Audience

The next step is audience analysis. You need to try and get as much information as possible about your audience and their expectations focusing on the following questions.

- Who will be attending the presentation and what is their level of seniority/importance?
How many?
- Who is the decision maker (where relevant)?
- Is there any point in giving the presentation if certain people are unable to attend?
- Will people be attending your presentation by choice?
- Is their initial attitude likely to be pro, neutral, or anti?
- How intelligent are they? Never talk down to people.
- How well informed are they? Will they have any background knowledge at all and, if so, how much?
- What sort of mood will they be in?
- What will they be expecting from you?

Activity: Attitude, Skills and Knowledge of a Great Presenter

Instructions:

- Split class into 3 groups.
- Issue post it's to each group.
- Ask group 1 to come up with attitudes of a great presenter.
- Ask group 2 is to come up with skills of a great presenter.
- Ask group 3 to come up with knowledge of a great presenter.
- Ask groups to write just one thing on each post it. And once they are done to transfer them to the corresponding part of the circle on the projected slide.
- Give the groups 10 minutes to come up with their answers and write them on their post-it's.
- Go through each post it in turn discussing with each group why they categorized it as a skill, attitude or knowledge. A lot of discussion usually comes out from this exercise.

Encourage everyone to participate and discuss why they chose to stick the post it's in each circle.

Activity: Creating a positive first impression

Model presentation: Common mistakes presenters make

Model presentation: Positive first impression

Participants' presentations:

Personal goals with the programme (Positive first impression)

Prepare, rehearse, deliver RECORDED. Debrief, review, personal feedback

antener

KÉSZÜLT: 2019-BEN. 1.VERZIÓ

ÜZLETI KÉSZSÉGFEJLESZTÉS ANGOLUL 2.



Projektünk létrejöttét az Európai Bizottság támogatja. kiadványban megjelentek nem szükségszerűen tükrözik az Európai Bizottság nézeteit..

Képzési programunk és tananyagunk a 2017-1-HU01-KA104-035619 számú nyertes mobilitási projektünk eredményeképp jött létre.

Üzleti készségfejlesztés angolul 2.

munkaanyag

1.verzió

A munkaanyag az Antener Oktatásszervező Kft. munkatársainak mobilitási tevékenységén szerzett tapasztalatokon és forrásokon alapulnak.

Projekt megnevezése: Innovatív módszerek a vállalati nyelvvoktatásban

Projektszám: 2017-1-HU01-KA104-035619

Kurzus neve	Kiutazó neve
Project Based Learning	Kocsi Bálint
Current Trends – Theory and Practice in ELT	Sarkadi Milán
Problem/Inquiry Based Learning	Lukács Kati
Five Teaching Innovations	Veres András
Teaching Business English	Soós Erika
Business English in the Adult Classroom	Lakatos Ferencné
Flipped Classroom	Bartha Csilla
Train the Trainer	Wolfné Janata Krisztina
Innovative Teaching Method	Palicsi Nóra
Game-Based Learning and Gamification	Petre Anett
Motivation Management	Demeter Nyitrai Veronika
New Ideas for the English Classroom	Bruckner Erika
Teaching Business English	Both Emese
Expert Teaching	Lakatos Norbi
Teacher Trainer Development	Molnár Sylvia Magdolna
Practical Ideas for the Business English Classroom	Piroska Timi
The Business English Trainer's Toolkit	Oláh Judit



A projektet az Európai Bizottság támogatta. A kiadványban (közleményben) megjelentek nem szükségszerűen tükrözik az Európai Bizottság nézeteit.

Is Conflict Good or Bad?

Ask: the following questions.

Do you believe that conflict hurts relationships?

Is resolving conflict based on status and power?

Do you think that nothing can be gained from a conflict situation?

Do you believe that conflict can only produce a winner and a loser?

Do you think that conflict can generate growth?

Conflict is a fact of life; it is inevitable. No matter who you are, or what you do, we all encounter conflict situations. Inside or outside the workplace, there is no running or hiding from this fact. But before we start freaking out about being in a conflict situation which will eventually happen sooner or later, there are a few facts about conflict that we must understand.

Make this point: First, conflict is not always a bad thing. Just think about how many times you've been in conflict throughout your life. You may have had a conflict with someone or started off on the wrong foot, and then you ended up being best friends? How many times you have had an argument or a conflict with someone, then after it was resolved, your relationship became even stronger than it was before? Conflict can actually be an opportunity if we use it to build stronger relationships with others in or outside of work.

Tell: Many people suggest that conflict is healthy and constructive. While conflict can provide broader perspectives and deeper understanding for most people conflict is destructive.

Make the point: Conflict can be constructive if:

- The relationship gets stronger.
- You understand each other better.
- There is greater willingness to meet each other's needs.
- There is greater trust.
- You have resolved the source of future conflicts.
- There are richer perspectives.

If the conflict results in deeper frustration, negative feelings and a growing hostility, it is destructive to the relationship. You have created a remedial situation from which you have to recover.

Next, to understand conflict better, let's look at some potential costs and benefits of conflict

Potential Benefits of Conflict if it was handled properly

Cost of Conflict

Explain each key point as follows:

- Higher stress amongst the parties.
- Lower productivity as effort and resources are redirected into the conflict and away from the work at hand.
- Lower interpersonal cohesion as individuals and their supporters, take sides and begin to stereotype each other.
- Time spent in resolution is taken away from other, more important matters.
- Inappropriate decisions are made to support the various causes and positions of the parties. Status and ego become more important than reason and reality.
- The possibility of increased costs to cover negotiation preparation, negotiation time, mediation and/or arbitration costs and, possibly, legal costs.

Exercise: Is This a Conflict?

Explain: The last scenario is a workplace conflict. But, why? What is it about this last scenario that is different from the first three?

Tell: Jon and Donna are experiencing conflict because:

1. They are interdependent. That is, each needs something from the other, and they are vulnerable if they don't get it. Donna needs a quiet place to work, but Jon's pacing disturbs her. Jon needs to pace in order to think, but Donna's complaints about his movement prevent him from doing so.
2. They blame each other. That is, they find fault with each other for causing the problem. Donna criticizes Jon for being inconsiderate of her need for peace and quiet. Jon criticizes Donna for being unwilling to accept his need to move around. Here, their fault-finding has become personal, going beyond the immediate workplace issue. Donna hints that Jon may have some kind of medical or personal defect that keeps him from working quietly like a "normal" person should. Jon is not so subtle. He criticizes Donna's taste in perfume and even questions her personal hygiene.
3. They are angry; that is, they feel emotionally upset. Donna and Jon are openly angry with each other. But, in many conflicts anger is kept hidden. Sometimes

we keep up the appearance of politeness and cordiality so well that our coworkers might not even be able to see that we are emotionally upset. Whether hidden or obvious, the emotion we all know as anger is always present when there's a conflict.

Their behaviors are causing a business problem. That is, each one's productivity and job performance is affected by their lack of cooperation. Both Donna and Jon are distracted from their own work by the other's actions. The fact that they don't like each other is not the business problem. The problem that matters to the business is the impact on job performance caused by the behaviors that each one uses as they interact.

When Does a Situation Qualify as a Workplace Conflict that Requires Action?

Before getting into the actual process of resolving conflict, let's look more closely at the definition of workplace conflict. Not every minor disagreement and even some major ones we have with a co-worker can be considered a workplace conflict.

There is no rule that says you have to like and be liked by every person at work. Your company doesn't pay you your salary to like and be liked by everybody. Sure, it's important for the company to have all employees working in harmony and to like each other. But, at the end of the day, your company pays you to get the job done.

Make the point: For any situation to qualify as a workplace conflict it must hinder or stop you from doing your job properly.

A situation qualifies as a workplace conflict:

1. When the two parties are interdependent.
2. The two parties blame each other; that is, they find fault in each other for causing the problem.
3. They are angry and feel emotionally upset.
4. The problem is affecting work productivity. (Major Reason)

The definition of workplace conflict is "A condition between or among workers whose jobs are interdependent, who feel angry, who perceive the other(s) as being at fault, and who act in ways that cause a business problem."

Difference Between Conflict and Confrontation

Ask: What is the difference between conflict and confrontation?

Conflict is when you have two divergent needs or perspectives. Confrontation is when both sides refuse to move from their original position.

Make the Point: It is important to make this distinction. Not every conflict situation needs to end up as a nasty confrontation. Next we will be looking at dealing with conflict in a broad general sense. Then we're going to move into examining conflict more closely. Hopefully, we will be able to provide you with some specific skills and techniques to handle conflict better.

- 1 –Possible conflict outcomes
- 2 –Conflict resolution strategies
- 3 –Styles of conflict resolution
- 4 –Find out your conflict resolution style

The Four Possible Conflict Outcomes

Tell: Reaching an agreement is a process of compromise or finding common ground while avoiding argument or conflict. There are four possible outcomes to a conflict situation. Only one of them is satisfactory to both parties.

Review each possible outcome as follows:

- Positive sum +2 = Party A (+1), and Party B (+1) satisfied and the conflict is resolved.
- Zero sum 0 = Party A is satisfied (+1), but Party B is resentful (-1), and the conflict continues.
- Zero sum 0 = Party A is resentful (-1), but Party B is satisfied (+1), and the conflict continues.
- Negative sum -2 = Party A is dissatisfied (-1), and so is Party B (-1), and the conflict continues

Make the Point: Our focus will be on the positive sum and how both parties can come out satisfied from a conflict situation. Let's do a quick exercise to experience what it feels like when you are trying to resolve conflicts or deal with difficult situations.

Exercise: Orange

1. Divide participants into groups of 3.
2. Provide each group with an orange.
3. One person will be the mediator; the other two will try to resolve how they want to divide the orange.
4. The mediator will decide on a solution.

5. Give the group 5 minutes to find a solution.
6. Ask each group to share their solution and process. Most will either:
 - a. Cut the orange in half
 - b. One cuts the orange, and the other chooses the side he/she wants

In the first solution, both people get 50/50, and it's a win/win solution. In the second solution, if the person cutting the orange chooses to cut the orange unevenly, then one gets a bigger half, and it's a lose/win solution. But, what if instead of thinking that each person wants 100% of the orange, consider that each person wants to be 100% satisfied. What if you asked each person what they wanted and found out that one person only wanted the peel and the other only wanted the fruit?

Make the point: Imagine this situation in your work environment. How often do you deal with others who are not clear about what they want? But, are also adamant of getting it? The first lesson when dealing with conflict situations is to use the power of questions to get all the facts straight first. This also gives the other party a chance to explain how he/she sees the problem.

Conflict Resolution Strategies

Review each strategy.

Exercise of Power

Here, the party with the most power usually wins. Might is right. This is a win/lose orientation, and the conflict remains because the loser still experiences resentment. This competitive approach uses games and tactics to disadvantage the competition and comes from an "I am right, and you are wrong" life position. If both parties are fairly equal in power, they could bring about a lose/lose catastrophe where no one gains.

Exercise of Rights

Decisions fall under the requirements of the law or the prevailing culture for the disputants. Agreements and resolution can be achieved, but this in no way guarantees conflict resolution. In fact, after a decision all those involved can still be dissatisfied.

Exercise of Mutual Interests

Because there is mutual interdependency and the parties usually have to continue living and working together, agreements achieved by recognizing mutual long-term interests can bring about solutions that are, for the most part, satisfactory to all

concerned. Both parties gain something. This is a sign of true conflict resolution since all parties continue to work together effectively once the conflict has been resolved.

Styles of Resolving Conflict

As humans, we all have unique experiences and we all perceive the world from a different point of view. Our uniqueness is one of our strengths: No two people are exactly alike. As this may in many cases lead to conflict, it also means that we will each have a preferred style of resolving conflict due to our differences in values, needs, thoughts and feelings.

Make the Point: Each of us has a preferred style for resolving conflict which is influenced by our personality and our experience of dealing with similar conflict situations. By being aware of and recognizing the different approaches people take when faced with a conflict situation, you can better anticipate how others may react and adjust your approach accordingly. Let's uncover the different styles of resolving conflict by doing a few activities. Will start off with a role play to get a better understanding of the different styles in general and then get an idea about our own preferred style.

Role Play – Styles of resolving conflict

Directions: Split the class into three-person teams. Explain to the teams that in this activity they will get the chance to discuss and role-play a scenario, after which they will examine the four major styles or approaches to conflict resolution.

1. Have each team to assign an observer and issue the "Styles of resolving conflict role play handout 1 – observer guidelines" to the observer.
2. For each team, distribute "Styles of resolving conflict handout 2 – situation A" to one of the team members and the "Styles of resolving conflict handout 3 – situation B" to the other team member, making sure neither of them can see the other person's handout.
3. Tell the teams that their task is to use their assigned handout scenario and role play the situation and resolve this conflict. The observer also is tasked to follow the guidelines in his/her handout and take notes and be ready to report on what happened during the role play.
4. Give the teams 15 minutes to role-play the situation, then bring all the teams back together and in turn, ask the observer in each team to recount what happened during the role play and state their observations.

AVOIDANCE—(I lose, You lose)

Explain: Some people do whatever they can to stay away from issues over which conflicts are occurring. They believe it is easier to withdraw than to face conflict, and generally do not like to work with people who are quick to engage in any sort of conflict.

COMPETITION—(I win, You lose)

Explain: Some competitive people believe that “winning is everything” and try to overpower their opponents by forcing their solution on them. Their goals are highly important to them, but the relationship is not. They do not feel that the needs of others are important, and seek to achieve their goals at all costs.

COOPERATION—(I win, You win)

Explain: These people value their own goals and relationships. They view conflicts as problems to be solved and seek solutions where both parties achieve their goals. In fact, they often see conflict as improving relationships by reducing tension between two people. They will go to great lengths to find a solution acceptable to both parties.

ADAPTATION—(I lose, You win)

Explain: People who feel that relations are more important than their personal goals fit the adaptation approach. They want to be liked and accepted by others. Harmony is the most important thing, and they are willing to give up their goals in order to save relationships.

Ask the groups to re-form once more and discuss the following in light of the four different styles and start a discussion around the following questions:

- Which approach they feel is most suitable for them or are they most comfortable with?
- Which approach did their teammate use during the role play we just finished?
- What would they have done differently after going through the 4 styles?
- Were the natural approaches used in the small groups evident, in relation to the 4 styles we discussed?
- Did the role play help you determine your own natural approach?
- What approaches have you seen in other teammates? Where the differences noticeable?
- What did you learn from this role play?

Make the point: The most useful style or approach to conflict is the Cooperation style (I win – You win), but there are times when other approaches are also appropriate. What is important is to be aware of your own approach and to recognize the approaches other people take. In that way, you will be able to anticipate how others may react and adjust your own style accordingly.

Activity: Find out your preferred conflict resolution style

This activity will help you find out your preferred conflict resolution style and get more familiar with the four styles.

Instruct the group to individually read each statement and indicate on the scale how each statement closely describes how they feel about a conflict situation. Once finished, instruct them to go to the next page “Score sheet” and rank their statements and total the numbers in each column to find out their preferred style of resolving conflict.

Activity: When to use each style?

To practice and get used to the four styles of conflict resolution more and identify when can one style be more useful and effective than others, let’s do this quick activity.

Instruct participants to read each statement and depending on the situation, identify which style do you believe will be most suitable by placing a check mark in the appropriate column. Once all participants are done, ask them to turn to the “Answers” page and check their answers.

Conflict Analysis Worksheet: Are You in Conflict Now?

1 –The six conflict resolution fundamentals

2 –Turn opinions into facts

3 – Talk future not past

The importance of using the right language in a conflict situation

There’s no doubt that your choice of words plays a huge role in the success or failure of any attempt to resolve any conflict situation. The importance of using the right language goes beyond choosing the right words to say but also the subtext or the meaning that’s carried between those words. Sometimes what you don’t say can be more important than what you do say.

In this module, we will focus on language to use and language to avoid when resolving conflict. First, we will look into Six fundamentals of proper conflict resolution language

Go over the 6-conflict language fundamentals, and tell participants that we will be going over each in more detail to clarify further.

1- Be Specific and Avoid Vague Language.

specificity is at the crux of any successful communication. It's one of the cornerstones of any effective resolution to a conflict situation. Vagueness creates questions and leaves room for confusion.

Example: You provide excellent service.

What kind of service? What does the person specifically do?

Specificity on the other hand provides answers. For example:

You respond to customers e-mails within the same day and provide complete answers to their questions.

Explain: Here the statement describes the actions of the person. To be specific, you have to explain what the person did specifically. Specify a situation, the behavior you actually observed and specify the impact this behavior will have.

Be specific and avoid vague language such as:

- ✓ As soon as possible
- ✓ If necessary
- ✓ Wherever appropriate
- ✓ When convenient
- ✓ More or less

Be specific! Use language such as:

- ✓ By (date and time)
- ✓ No later than
- ✓ Completed on
- ✓ Via company e-mail

Activity: Be Specific

Ask for volunteers to share answers.

1. I like the way you do your work.

Sample answer: Your reports are always complete and you make sure all relevant information is included.

2. You are always late.

Sample answer: You were late for 15 minutes on Tuesday and 10 minutes on

Thursday.

3. Your desk is a mess.

Sample answer: The disorganized piles of files, papers, and notes on your desk will make it very hard to find what you need.

4. You aren't nice to the customers.

Sample answer: I've noticed that you don't smile when you talk to customers.

5. You are so friendly.

Sample answer: You always remember everybody's birthday.

2- Use "I"- Messages

The language you use has a great impact on the conflict resolution process. It can often make or break the whole process. After all, it's not actually what you say; it's how you say it. When sharing your perspective, it is important to describe your own experience and how you perceive the situation. The best way to do this is to use "I" messages.

For example, when talking about hurt feelings say, "I felt bad when you didn't answer any of my email." The point in using "I Messages" is to make the other party understand your point of view and how you interpret the situation. You are not accusing them, and they may not get defensive.

Avoid pointing fingers or using language that places blame or labels people. If you use this kind of language, you will force the other party to get defensive. The other party will start attacking you in defense. Generally, when trying to resolve conflict situation or give feedback you should stay away from the following:

- You always
- You never
- You should
- You didn't

Other examples of "You" messages that will put people on the defensive include:

- You made me angry when you said I was lazy.
- You are frustrating when you keep saying the same thing over and over again.

When you use "I" messages take responsibility for your own feelings. E.g.

- I am angry because I heard you say I was lazy.
- I am frustrated because I think you are saying the same thing over and over again.

Avoid generalizations by saying things like "Everybody knows" which is far too broad to

be true. When you say words like “You always...” or “You never...” is likely to get an unhelpful response

Rather than saying something like, ‘You are always late’ try this: ‘When I am kept waiting, I feel unimportant.’ Try something like, ‘When I sense I am excluded from the decision-making process’ rather than ‘You never involve me in decision-making.’ ‘Always’ and ‘never’ will always (well almost always!) shift the focus away from the real issue. You have created a diversion and probably something else to row about.

Make the point: Always talk about yourself and how the person’s behaviour affects you. Using “I” language rather than “you” language can prevent the situation getting personal.

Avoid

‘You are ...’

‘You never ...’

‘You should ...’

‘You always ...’

‘You don’t ...’

‘You make me feel ...’

‘Why can’t you ...’

Say

‘I feel ...’

‘I’d prefer ...’

‘I’d like ...’

‘I need ...’

‘My concern is ...’

‘I don’t like ...’

I believe ...’

‘As I see it ...’

Activity: 'I' Messages

Ask for volunteers to share answers.

3-Focus on Behavior Not Personality

Tell: Personality statements are generally judgments (positive and negative) about a

person.

Examples:

- You are a nice person.
- You are lazy.

Behaviors statements describe how a person is acting.Examples:

Personality Judgment: You are a nice person.

Behavior Statement: You make a point of saying hello to everyone every day.

Personality Judgment: You are lazy.

Behavior Statement:You don't ask customers for all the information we need on the applications.

Activity: Behavior Statements vs. Personality Judgments

1. You are just impossible to work with.
2. You roll your eyes when you talk to customer.
3. You are messy.
4. You have a great attitude.
5. I'm glad to see you are on time for this meeting.
6. You aren't serious enough.
7. Why don't you act like a professional?
8. You answered the call within 2 seconds.
9. You were unavailable for calls for 3 minutes.
10. You aren't friendly.

4- Acknowledge the Point

Exercise

1. Get a volunteer from the group and have them role play a scenario with you (seafood vs. Italian, hummer vs. smart car, etc.).
2. Each person has to begin the role play using the word 'yabut'.
3. Now, with the same volunteer, use the same scenario, but instead of using 'yabut', each person has to first acknowledge the other person's point of view.

Once you're done, thank the volunteer.

Tell: Imagine if both person 1 and 2 acknowledged each other's' points

Person 1: "I want to eat at an Italian restaurant"

Person 2: "I know you like your Italian, but I'd really like seafood"

Person 1: "I know Italian isn't your favourite, but we did eat seafood last week"

Person 2: "I know...we did... Italian's just not my favourite"

Person 1: "Is there a place around that sells both?"

Make the point: When you're resolving a conflict situation with someone, always acknowledge their point of view. You can restate it, re-frame it, or even just say little phrases like, "That's fair" or "I hear you". You will be amazed at how much more positive the outcome will be.

1. Once you have done this, get the audience into pairs.
2. First have them do the 'Yabut' scenario and then have them change the scenario to acknowledging each other's point of view.

Activity: Acknowledge or escalate

Acknowledging what the other person says plays a great role of reducing the tension in any conflict resolution attempt. Let's practice acknowledgment more by doing this activity.

Directions: Tell participants that in this exercise there's a list of typical remarks that can be heard in a conflict resolution session. Each person has to individually Mark "E" for those that lead to escalation, or "A" for those that acknowledge the other party's position. (The first two lines are an example).

Once participants are done, ask them to turn to the answers page of the handout and check their answers.

5- Turn opinions into facts

In conflict, we tend to voice our opinions as if they are facts. When in fact opinions and facts are two different things.

Opinion: "You drive too fast."

Fact: "You went twice over the speed limit."

Opinion: "I deserve a pay raise."

Fact: "I've been working overtime for over 2 months now."

Opinions are points of view. They are what you are noticing through that window of yours, which is of course, different to what others are noticing through their window.

Activity: Fact or Opinion

Distribute a copy of the "Fact or Opinion" handout to each participant and explain the below directions:

Part 1: Place the letter "F" in front of the sentences you see as statement of fact and place the letter "O" in front of the sentences you see as Opinions.

Part 2: Once you complete part one, rewrite the statements that you identified as opinions on the lines below, putting them in the form of factual statements.

6- Talk future not past

Tell: The final conflict language fundamental is a simple but important language technique to keep in mind. While accepting that some people need to come to terms with a situation by talking about the past, which can also trigger some bad feelings and often leads to arguing, blame and accusation, to resolve the conflict situation, keep your statements about moving out of the past by focusing on solutions rather than problems. Keep the conversation about how you want things to be rather than what has led to the present conflict.

Let's do another activity to practice using engaging language when resolving conflict.

Activity: Language and mindset of resolving conflict

Tell: Resolving conflict is all about using engaging language and inviting more positive communication where needs and concerns can be seen as mutual. The more you use

language that finds mutual ground, notices mutual needs, concerns and feelings, the more likely you will create a win-win environment. This starts by having a bridging mindset, language as well as body language.

Distribute post-it notes to each team. Split the group into 6 teams as follows:

Team 1 will brainstorm positive and engaging mindset that encourages resolving conflict

Team 2 will brainstorm negative and closed mindset that escalates conflict

Team 3 will brainstorm positive and engaging language that encourages resolving conflict

Team 4 will brainstorm negative language that escalates conflict

Team 5 will brainstorm open body language that helps resolving conflict

Team 6 will brainstorm closed body language that does not help while resolving conflict

Direct each group to write their ideas on their post-it notes (One Idea per note), give the groups 15 minutes to brainstorm and come up with their ideas. Once the teams are done, ask them to come up to the front of the room and stick their post-it's on the correct place on the projected slide.

Once the 15 minutes are over, and all the groups finished placing their post it notes on the slide, discuss the ideas that each group came up with as follows:

For Team 1, look for:

- You are OK
- Let's work together
- I want us both to win
- I want power with you
- Your needs are important
- Let's problem-solve rather than argue
- We have a mutual problem to be solved

For Team 2, look for:

- I am right
- You should change
- You are the problem
- I want power over you
- I want to lay down the law
- I want to prove you wrong
- I am indifferent to your needs
- You are trying to control me
- You are wrong and you should be different
- My needs are more important than yours

For Team 3, look for:

- Us
- We
- Our
- Can
- Let's talk
- Appreciate
- Alternatives
- What do you need?
- What do you think?
- Help me understand
- What would you say to...?
- Let's see how we can make this work...

For Team 4, look for:

- Me
- You should
- Waste of time
- Your problem is

- That won't work
- Out of the question
- That's my final word
- This is non-negotiable
- You don't understand
- I've heard all this before
- You wouldn't understand

For Team 5, look for:

- Soft gestures
- Open posture
- Make eye contact
- Voice low and slow
- Look and act approachable
- Use open hand gestures – palms slightly upturned

For Team 6, look for:

- Frowning
- Lip-biting
- Raised voice
- Arms crossed
- Hands on hips
- Sharp gestures
- Hands in pockets
- Hands over mouth
- Avoiding eye contact
- Narrowing of the eyes

- 1 –The conflict resolution process
- 2 –Conflict resolution process skill practice
- 3 –Games and conflict resolution

The Conflict Resolution Process

1. State the problem in a non-defensive manner.

Tell: Simply stating the problem in a non-defensive way is the natural first step. Find a private area with the other party with whom you have the conflict and simply tell him/her that you believe that we have a conflict situation. Offer to work together to get it resolved. Ask the other person to tell you honestly what exactly is bothering him/her and how is that related to you.

2. Listen

Just listen and do all you can to encourage him/her to keep talking, It's very important to stay calm and in control because he/she can start saying things that may not be exactly true. It may feel so unfair at times. It's natural to feel you want to jump in there and interrupt this person. But, it's very important here to resist this urge to interrupt.

Make the point:It's very important to keep control and not interrupt or defend yourself. If you do, the situation may easily turn into an argument. If you really want to resolve the conflict, this is the last thing you want right now.

3. Ask questions and be sure that both sides of the conflict have been aired and understood.

Ask a lot of open questions and TED (Tell, Explain, and Describe) questions to get him/her to talk more and explain the situation.Keep asking questions until the other party has explained everything from his/her point of view.

4. Remain non-defensive.

Stay in control and do not get defensive. This can be the big challenge while you are hearing possible untrue and unfair comments about yourself. Resist the urge to defend yourself.This is not the right time to do so.

5. Perception is 100% of the conflict.

Remember: perception is 100% of the conflict. You must deal with perceptions to solve the issue and move on. Keep in mind that this person's perception is their reality. Try to see things from their view point.

6. Get permission to tell your side of the conflict.

Tell: It's important to get permission first to tell your side of the conflict.Make sure you both know that he/she has finished saying everything and now it's your turn. This should make him/her listen to you and give you a chance to tell your side of the *story.

Remind participants of the 6 conflict language fundamentals we covered the last module

Ask: Why do some discussions turn into arguments?What causes arguments to

become escalated?

Looking for:

- No acknowledgment
- One of the parties doesn't feel he/she was heard

7. Focus on behavior not personality.

Tell: Always keep your conversation focused on specific behaviors rather than on personality judgments you have about his/her personality.

8. Be specific and provide evidence.

Tell: Try to include evidence to back up your case. Don't forget to be specific and avoid generalizations. Remember: specificity provides answers and vagueness creates questions.

9. Agree on what the problem is.

Tell: Try your best both to agree on what the specific problem is. It is very important to have concurrence from both parties to agree to what the problem-specific problem is.

10. Agree on a solution and plan of action.

Tell: The resolution of any conflict situation almost always involves both parties' doing something different, even if it is just the boss supporting skill development toward a promotion. And when trying to change behavior, it helps to regularly monitor progress and fine-tune actions with intentions. Agree together on a mutually convenient compromise and put an action plan together designating specific actions for each party.

11. Follow up

Skill Practice Role Play

Activity: Role Play

Review instructions:

- Each group will choose one of the two role plays where each team will have one person doing the confrontation, one person being confronted, and an independent observer.
- You will have ten minutes for the role play. After ten minutes, the observer will take two minutes to share his/her observations of how the other group members followed conflict resolution process
- When each person has had a chance to play all three roles, we will reconvene to share your insights and observations with the whole class.

Counter Tactics and Dealing with Games

Counter Tactic 1

Tell: The best defense against a game is to point out to the player that you recognize the game for what it is. Forexample: "Playing the "All or nothing game" is not helping this negotiation."

Counter Tactic 2

Tell: Another approach is to play a game called Broken Record. You ignore the person's game or gambit and just repeat yourself over and over again. If you do this often enough game players soon stop playing their games.

Make the point: It is important not to take offence or to get emotional when others play games. Games are not personal; they just go with the territory of conflict resolution. In fact, spotting them and their variations can be fun.

Costs Associated with Unresolved Conflict

Tell: Unresolved conflict comes with a cost. Soft costs, on the surface, are those things that may not seem measurable or easily assigned a specific dollar amount, but they still affect your bottom line. Soft costs often distinguish you from your competitors — they're the intangibles that contribute to or detract from your success. Here are just a few examples of soft costs:

- ✓ **Lowered Morale:** People are likely aware of an ongoing conflict and this awareness can affect morale on all levels. Over time, when employees are unhappy, they share their disgruntled attitude with others. The situation wears on those who have to listen to them and shades their view of the company as a whole. Even staff who aren't directly involved in the conflict may start to believe that the company doesn't care, so why should they give it their all?
- ✓ **Decreased Customer Service:** Taking care of employees who interact with customers keeps clients satisfied. If someone who deals with clients is unhappy, you run the risk of him/her taking it out, knowingly or not, on customers. The cost to the bottom line could be devastating.
- ✓ **Lowered Reputation:** Word gets around fast when people find a great enterprise that really values its employees. When conflict goes unresolved, it also affects a company's reputation. When employees and customers begin speaking negatively about their experiences, reputations erode. Disgruntled employees' comments can scare off a future valued employee as well as potential customers.
- ✓ **Loss of Skilled Employees:** In addition to the hard cost associated with employee turnover, consider the soft cost when a skilled employee leaves out of frustration. You have to train a new employee. In addition, when a highly skilled employee leaves, he takes with him everything you taught him, and he gives his expertise to your competitors. Retaining skilled employees keeps production high and

training time to a minimum.

- 1 –What is mediation?
- 2 –Characteristics of a mediator
- 3 –Key mediation tips
- 4– The four steps of mediation

What is Mediation?

Tell: Some workplace situations may require you to help and resolve conflict between two parties. Which means you will have to play the role of the “The Mediator” between the two parties.

Explain the definitions of mediation as follows:

Mediation: The mediator helps both parties understand the various positions of the stakeholders in hopes that a mutually acceptable agreement is possible.

Mediating a discussion is a lot more than just positioning yourself between two people who aren't getting along and blocking verbal punches. There's an art to reading the situation in a way that puts you in the facilitator's seat but allows you enough involvement in the discussion to move the conversation forward. It's not refereeing; it's guiding. And it's guiding without the parties feeling manipulated. Stay on top of the conversation without getting too involved in it.

Make the point: Being a successful mediator requires some special skills, so let's take a look at some of the skills of a successful mediator.

The Mediator

Tell: It takes a special type of person to be a mediator. The individual must not only be acceptable to both sides but also possess the qualities of a super person. Qualities required include:

- Interpersonal skills
- Good listening skills
- Excellent communication skills
- Impartiality and independence
- Counseling skills
- Flexibility
- Patience
- Creativity

- Persuasiveness
- Influencing skills

Key Mediation Tips

The extent to which the two parties feel comfortable with you mediating the conflict is a key to the success of the mediation. It's vital that they see you as a neutral and impartial facilitator of their dialogue. The words you choose and the tone you use set the stage for either a productive conversation or a gripe session ensue. The following tips will help you establish good rapport and make everyone feel comfortable:

Use open language

Use words that encourage positive interactions and avoid words that detract or shut down interactions:

Activity: Language of mediation

Split the class into two equal teams. Issue one flip chart paper and markers to each team.

Team 1 will brainstorm words that encourage positive interaction in a mediation session.

Look for: share, cooperate, create, explore, encourage, clarify.... etc.

Team 2 will brainstorm words that detract or shut down interaction in a mediation session

Look for: must, should, require, expect, demand, and impose.

Be brief

making a lengthy sermon about expectations may do more harm than good. Your opening comments should be lengthy enough to describe the process and expectations but not so long that you lose their interest.

Project confidence

The two parties at the table are looking to you to keep the meeting on track and civil,

and to help them focus on the issues. If you appear nervous or uncomfortable, the parties will feel it and will get nervous and uncomfortable as well.

Show them you are impartial

Any decision or judgment you may reach will be much better received by the parties if you present yourself as neutral and impartial during the conversation. Be equally interested in what each person has to say by providing the same opportunities to each throughout the mediation session; allow equal opportunity for them to share their stories and to add content to the meeting agenda.

Position yourself in the middle.

You should place yourself not only figuratively but also literally in the middle between both parties. For example, you may place yourself at the head of the table with the parties on either side. Your position should maintain an easy balance between the two parties.

Strive for balanced eye contact

Use eye contact to minimize outbursts and create a sense of awareness of their needs by constantly giving them a feeling you're paying attention by managing a balanced amount of time connecting with eye contact. Spend most of your time connecting with the person who's speaking, but be sure to check in periodically with the other person.

Keep a poker face

You may hear some shocking and surprising things, try to watch your reactions and keep them in check. Beware of raised eyebrows, rolled eyes, or dropped jaws at the wrong moment which can send a pretty clear message that you've made up your mind already and consequently lose your objectivity.

Balance your feedback

It may not be reasonable to expect that your feedback will take exactly as long for one of the two parties as the other. You do, however, want your feedback to be roughly in balance in terms of timing, tone and content.

Facilitate dialogue

Your goal for this mediation meeting is not to assign blame or responsibility for the problem, nor is it to solve the problem for them. Instead, your main purpose should be to give them space to create their own conversation, to acknowledge and validate their perspective, and to facilitate them solving their own problem.

Next, we will have an overview of general steps then go through the process in detail.

The Four Steps of Mediation

Tell: There are four general steps in the mediation process:

Open

During the opening, the mediator explains his role and the way he would like to move forward in the resolution process. All parties agree on the rules of engagement. Additionally, all parties agree there should be mutual respect and an absence of blame.

Discover

Each party presents their aspirations and concerns. The mediator helps clarify misperceptions. The mediator makes every effort to help the parties understand their own positions and those of the other stakeholders.

Unite

Once both sides have outlined their positions, the mediator encourages, generates, and evaluates options for solutions. The mediator then suggests and reviews possible concessions and bargains. Parties can then strike tentative agreements and agree on time frames.

Close

The mediator then captures the mutual agreements. The mediator also ensures that all parties are satisfied and that the resolution is acceptable, pragmatic, and perceived as fair. Sometimes the mediator will build a review process into the agreement. Agreements can be set down on paper or accepted verbally.

Tell: Now let's go into the process in more detail

Reflecting what others say

Tell: Reflecting and summarizing what others say takes some practice. Try to listen and focus on the core messages when listening to other people having conversations. Pick out specific emotions and values that you hear when others speak. Once you identify those key emotions and values, the language you use to frame them will come fairly quickly and easily. Try not to use the same exact words they use and refrain from

using the same line to reflect responses. For example, you've probably heard someone start a reflecting statement with, "It seems like you're feeling" In and of itself that's good language. But you start to sound artificial if each time you reflect emotion you begin with, "It sounds like you're feeling...". Find different ways to frame your response, such as:

"It sounds like..."

"I believe is important to you."

"You feel strongly about"

"when you said, I understood"

"So for you it's important to"

Activity: Reflect & Reframe

Handout a copy of the 'Reflect and reframe' document to each participant (see exercises-activities folder).

antener

KÉSZÜLT: 2019-BEN. 1. VERZIÓ



ÜZLETI KÉSZSÉGFEJLESZTÉS ANGOLUL 3.



Projektünk létrejöttét az Európai Bizottság
támogatta. kiadványban megjelentek nem szükségszerűen tükrözik
az Európai Bizottság nézeteit..

Képzési programunk és tananyagunk a
2017-1-HU01-KA104-035619 számú nyertes
mobilitási projektünk eredményeképp jött
létre.

Üzleti készségfejlesztés angolul 3.

munkaanyag

1.verzió

A munkaanyag az Antener Oktatásszervező Kft. munkatársainak mobilitási tevékenységén szerzett tapasztalatokon és forrásokon alapulnak.

Projekt megnevezése: Innovatív módszerek a vállalati nyelvvoktatásban

Projektszám: 2017-1-HU01-KA104-035619

Kurzus neve

Project Based Learning
Current Trends – Theory and Practice in ELT
Problem/Inquiry Based Learning
Five Teaching Innovations
Teaching Business English
Business English in the Adult Classroom
Flipped Classroom
Train the Trainer
Innovative Teaching Method
Game-Based Learning and Gamification
Motivation Management
New Ideas for the English Classroom
Teaching Business English
Expert Teaching
Teacher Trainer Development
Practical Ideas for the Business English Classroom
The Business English Trainer's Toolkit

Kiutazó neve

Kocsi Bálint
Sarkadi Milán
Lukács Kati
Veres András
Soós Erika
Lakatos Ferencné
Bartha Csilla
Wolfné Janata Krisztina
Palicsi Nóra
Petre Anett
Demeter Nyitrai Veronika
Bruckner Erika
Both Emese
Lakatos Norbi
Molnár Sylvia Magdolna
Piroska Timi
Oláh Judit



A projektet az Európai Bizottság támogatta. A kiadványban (közleményben) megjelentek nem szükségszerűen tükrözik az Európai Bizottság nézeteit.

TASK	PROCEDURE
Introduction	<ul style="list-style-type: none"> • "Like it or not, you are a negotiator..." Ask Ps to list negotiating situations (policeman+speeding, wife+holiday, teenage son+smoking, peace talks, terrorists+hostages, WTO talks, EU talks... Ask Ps for a definition of negotiating • Surprising facts about people's negotiating skills • Negotiation sandtraps Ask Ps to list examples of negotiation sandtraps • Negotiation myths Ask Ps to think of reasons why these assumptions are wrong
Buying a souvenir #1 (Haggling – positional negotiating)	<p>Introduction</p> <ul style="list-style-type: none"> • Explain the situation • Explain OP, TP, WAP <p>Preparation (pairs of the same role)</p> <ul style="list-style-type: none"> • Ps read role cards carefully • set OP, TP and WAP • list arguments why the souvenir is or is not worth the price <p>Negotiation (change pairs)</p> <ul style="list-style-type: none"> • deadlock OR concessions <p>Evaluation</p> <ul style="list-style-type: none"> • Ps answer Qs in WB • Ps compare results with pair of the same role <p>Feedback</p> <ul style="list-style-type: none"> • Who won the negotiation? (What is the reference point? €40 / €10 - BATNA) • How do Ps feel about the negotiation and the other person? • Did they build long term relationship?
Buying a souvenir #2 (understanding the other person's situation SOFT negotiating)	<p>Introduction</p> <ul style="list-style-type: none"> • Explain the reverse situation: Ps swap roles <p>Preparation (pairs of the same role)</p> <ul style="list-style-type: none"> • Ps read role cards carefully • set OP, TP and WAP • list arguments why the souvenir is or is not worth the price <p>Negotiation (swapping back to original roles!)</p> <ul style="list-style-type: none"> • deadlock OR concessions <p>Evaluation</p> <ul style="list-style-type: none"> • Ps answer Qs in WB • Ps compare results with pair of the same role <p>Feedback</p> <ul style="list-style-type: none"> • How was the result different in the second round? • How do Ps feel about the negotiation and the other person? • Did they improve their relationship?
Positional bargaining vs Principled Negotiation	<p>Criteria of effective negotiation</p> <ul style="list-style-type: none"> • It produces a wise agreement if agreement is possible (meets the legitimate interests of both sides to the extent possible, resolves conflicting interests fairly, is durable, and takes community interests into account) • It is efficient. • It improves, or at least does not damage the relationship between the parties. <p>Arguing over positions is NO GOOD Refer to the TASK: Buying a souvenir #1</p> <ul style="list-style-type: none"> ⊗ produces unwise agreement: <ul style="list-style-type: none"> • you build a wall around your position – PRISON (encoded in the preparation) • you only see your own position – (the other exists only in stereotypes – see #1) • your ego wants "to save face" ⊗ is inefficient <ul style="list-style-type: none"> • takes a lot of time and effort ⊗ endangers an ongoing relationship <ul style="list-style-type: none"> • leads to anger, bitter feelings and resentment (fucking stupid Arabs / fucking rich Americans)

	<p>Being nice is no answer Ask Ps why? – because:</p> <ul style="list-style-type: none"> • a hard negotiator will take advantage of you • agreement will be unfair and biased • you will lose your shirt • profitable opportunities will be missed (money left on the table) <p>Ps arrange SOFT / HARD cards in the Positional Bargaining chart Feedback: explaining each point</p>
Conflict resolution styles	<p>How do we face situations with conflicting interests? Ps do the questionnaire Evaluate the answers</p> <p>Feedback</p> <p>Conflict resolution action plan</p>

<p>PRINCIPLED NEGOTIATION</p> <p>I. Separate the People from the Problem</p>	<p>“Negotiators are people first”</p> <p>Two kind of interests: in the substance and in the relationship</p> <p>The HEART and the MIND</p> <ul style="list-style-type: none"> • positional bargaining puts relationship and substance in conflict • Principle Negotiating separates the relationship from the substance <p>How to deal with the people problem</p> <p>All along, refer to souvenir story for examples</p> <ul style="list-style-type: none"> • Perception <ul style="list-style-type: none"> ○ Put yourself in their shoes ○ Don't deduce their intentions from your fears (the souvenir is probably a fake) ○ Don't blame them for your problem (not his fault that you're in a hurry) ○ Discuss each other's perceptions (high margins in Egypt vs margins in USA) ○ Surprise them with your behaviour (Sadat in Jerusalem 1977) (show them family photos) ○ Give them a stake in the outcome by making sure they participate in the process (Get them involved early on. – ask questions about the product, etc) ○ Face-saving: Make your proposals consistent with their values (don't offer to pay w alcohol) <p>Ps do task on <i>different perceptions of landlady/tenant and Customer service / customer</i></p> <p>Perception action plan</p> <ul style="list-style-type: none"> • Emotion (fear, anger, worry, embarrassment, nervousness, feeling of inferiority/superiority) <ul style="list-style-type: none"> ○ First recognize and understand emotions, theirs and yours ○ Make emotions legitimate and express them, talk about them (yours and theirs) ○ Allow the other side to let off steam (buyer moaning about shopkeepers trying to cheat him) ○ Don't react to emotional outbursts (○ Use symbolic gestures (invite buyer to tea, give small present) <p>Ps do task: Treat the other w respect (e.g. dogs: if you know them you're not afraid of them)</p> <ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ○ Listen actively and acknowledge what is being said ○ Gain attention and speak to be understood ○ Speak about yourself and ask about them ○ Speak for a purpose <p>Ps give examples of how the above advice helped or could have helped in real-life situations</p>
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Communication framework of successful negotiations	<p>Communication framework of successful negotiations Go through the framework and discuss the points</p> <p>Role-play Neighbours Ps take it in turns to be Neighbour upstairs, Neighbour downstairs and Witness</p> <p>Feedback</p>
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<p>Preparation: What to do before negotiation</p>	<p>Intro: thorough preparation pays off In a scientific study managers named preparation as the most important factor in negotiations Show six skills named as most important</p> <ul style="list-style-type: none"> • Planning and preparation • Clear thinking under stress • Practical intelligence • Verbal skills • Knowing the product • Personal integrity <p>Pr read role cards for Sewage Treatment Project</p> <p>Excellent preparation includes:</p> <ol style="list-style-type: none"> 1. Self-assessment 2. Assessment of the other party 3. Assessment of the situation <p>Ps give examples in two groups: Group 1: salary negotiation / Group 2 : buying a house</p> <p>SELF ASSESSMENT</p> <ol style="list-style-type: none"> 1. What do I want? What is my target point / aspiration point? <ul style="list-style-type: none"> • Do not go for too little (<i>the winner's curse</i>). What is the realistic maximum you can get? • If your aspiration point proves to be too high, be prepared to make concessions. • Be sure you know what you want. (opposite: <i>the grass-is-greener negotiator</i>) - KIDS 2. What alternatives do I have? <p>BATNA – (helps identify your Walk-Away Point) - do extensive research on your BATNA</p> <ul style="list-style-type: none"> • Constantly reassess and improve your BATNA • Don't let the other party manipulate your BATNA 3. Determine your Walk-Away Point – using your BATNA <ul style="list-style-type: none"> • Brainstorm your alternatives (e.g. to a pay rise) • Evaluate each alternative (pairs of comparison) • Attempt to improve your BATNA (repaint house or go to job interviews) • Determine your Walk-Away Point 4. Beware of focal points (round figures, price in an ad, hearsay numbers: Torgyán's 413M) Ps write the last 4 digits of their social security number on a piece of paper and then decide if the number of physicians in Hungary is lower or higher than that, finally guess the number) 5. Beware of Sunk Costs (money you've already spent on your old car) 6. Do not confuse your Target Point with your Walk-Away Point (you might miss an opportunity) 7. Identify the issues in the negotiation to make it more complex <ul style="list-style-type: none"> • Identifying several issues adds value to negotiations (avoids fixed-pie situations) 8. Identify the alternatives for each issue 9. Identify equivalent packages of offers 10. Don't state a range: it's premature concession (price bw 2500 and 2700, meet me bw 9 and 9.15) <p>ASSESSING THE OTHER PARTY</p> <ol style="list-style-type: none"> 1. Who are the other parties? 2. Are the parties monolithic? (easier to divide but beware of good guy/bad guy) 3. Issue Mix – What are the other party's issues? 4. Others' interests and position – what are their alternatives?
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	<p>5. The other party's BATNA</p> <p>ASSESSING THE SITUATION</p> <ol style="list-style-type: none"> 1. Is the negotiation one-off, long term or repetitive? 2. Is agreement required? 3. Is ratification required? (okay from the boss tactic) 4. Is third-party intervention a possibility? 5. Do negotiations involve more than one offer? (norms vary from industry to industry)
<p>Prepare to Negotiate Sewage Pumping Station Project</p>	<p>Prepare to Negotiate the Sewage Pumping Station Project</p> <p>Ps go through the instructions and answer Qs in the WB + The two sides can buy information from the consultant</p>
<p>Negotiation Tactics</p>	<p>At the beginning:</p> <ul style="list-style-type: none"> • Ask for more than you expect (MPP – Maximum Plausible Position) <ul style="list-style-type: none"> ○ You might just get it ○ It gives you some negotiating room ○ It raises the perceived value of what you're offering ○ It prevents negotiation from deadlocking ○ It creates a climate in which the other side feels they have won • Bracketing: halve the difference • Never say yes to the first offer <ul style="list-style-type: none"> ○ I could have done better ○ Provides no information on my opportunities) ○ Something must be wrong • Flinch at proposals (show surprise) <ul style="list-style-type: none"> ○ Makes your reaction visual ○ Is often followed by a concession • The reluctant seller / buyer • The Vise Technique: "I'm sorry, you'll have to do better than that." <ul style="list-style-type: none"> ○ Reply: "Exactly how much better than that do I have to do? – to pin the other down to a specific ○ Don't look at percentages, look at the dollar value (a negotiated dollar is pure profit) <p>During the Negotiation</p> <p>Impasse: complete disagreement on one issue</p> <p>Stalemate: both sides are talking but they are not making any progress toward a solution</p> <p>Deadlock: both sides are so frustrated by the lack of progress that they see no point in talking to each other</p> <ul style="list-style-type: none"> • Handle an impasse with the "Set-Aside Gambit" – create momentum by talking about the other issues first • Handle a stalemate by changing the dynamics of the negotiations • Handle a deadlock by involving a third party (should be seen as neutral) <p>Dirty tricks / tactics</p> <ul style="list-style-type: none"> • Shock them with your opening offer • Deliberately misunderstand them using English as an excuse • Kill them with silence • Use emotion to your advantage • At the end say you still need the okay from your boss • Make a last-minute demand <p>How to handle dirty tricks:</p> <ul style="list-style-type: none"> • Don't get personal • Don't agree to anything until you've discussed everything • Don't make any concessions without asking for something in return • Ask lots and lots of questions

	<ul style="list-style-type: none"> • Don't give in to pressure
Negotiating the Chengdu Waterworks Project	<p>Ps negotiate the deal</p> <p>Each team has to use two or three dirty tricks and try to handle those employed by the other team</p> <p>At some point negotiators will receive news that may change the course of the negotiation</p> <p>Evaluation and insights in groups of 2 Evaluation and insights in groups of 4</p>

SELF ASSESSMENT

The following 12 skills are believed to make a good negotiator. How good are you at them?

1. Planning

Excellent —————→ Poor

2. Thinking clearly under stress

No problem at all —————→ I often break down

3. Practical intelligence

Superior —————→ Poor

4. Verbal skills

Excellent —————→ Poor

5. Knowledge of product / subject

Perfect —————→ Poor

6. Integrity

Total —————→ Poor

7. Identifying negotiating power and taking advantage of it

Always —————→ Usually not

8. Self-esteem

High —————→ Low

9. Aspiration level

High —————→ Low

10. Ability to handle ambiguous situations

Always —————→ Never

11. Willingness to challenge your own assumptions

Always —————→ Never

12. Ability to judge your own and your opponent's goals objectively

I always do —————→ I often fail to

NEGOTIATION SANDTRAPS

Give examples (from your own experience, or imagine situations) of the following mistakes:

- **Leaving money on the table**
- **Settling for too little**
- **Walking away from the table**
- **Settling for terms that are worse than the alternative**

NEGOTIATION MYTHS

With a partner, discuss examples of why the following ideas about negotiations are myths.

Myth 1: Negotiations Are Fixed-Sum

Myth 2: A Negotiator Is Either Soft or Tough

Myth 3: Good Negotiators Are Born

Myth 4: Experience Is a Great Teacher

Myth 5: Good Negotiators Take Risks

Myth 6: Good Negotiators Rely On Intuition

POSITIONAL VS PRINCIPLED NEGOTIATION

ASPECT OF NEGOTIATION	PROBLEM: Which Game Should You Play: HARD or SOFT? (Positional Negotiating)		SOLUTION: Change the Game: Negotiate on Principles
	SOFT	HARD	PRINCIPLED
Relationship of participants			
Goal			
Concessions vs Relationship			
Soft or hard on people/problem			
Trust			
Position vs Interests			
Offers / threats			
Bottom line (walk-away)			
Conditions of agreement			
The answer to the problem			
Insist on ...			
Contest of will			
Pressure			

Here is what the tourist in the souvenir shop thought about the shop owner.

What do you think the shop owner's perceptions were about the same things?

PERCEPTIONS OF THE TOURIST

SHOP OWNER'S PERCEPTIONS

1. The artefacts he sells are probably all fake.
2. He probably makes a lot of money because his margins are so high.
3. His English is very bad – why doesn't he learn better English to talk to the customers?
4. I'm in a hurry, and this guy will bargain for hours on a simple cushion.
5. They try to rip off every tourist because they think we are rich American bastards.
6. He said \$30 was his last price but I'm sure he would be happy with \$25.
7. These guys think of us, tourists, as money bags, not as human beings.
8. These Arabs hate all Americans and only smile to get our money.
9. He just sits in his shop all day, smoking his water-pipe – I wouldn't call that 'work'.

[illegible]

We often find people with negative behaviour difficult to deal with. The stress they cause in us decreases our negotiating power. One way to fight that stress is to explore the motives of the difficult person.

By understanding their motives we will not see them that dangerous any more.

1. Think of **a difficult person** you will have to negotiate with in the near future. (Name, position, company, etc.)
2. **What feelings** do you have when you think of them?
3. Identify and describe their **concrete disturbing behaviour**.
4. What are the **negative results** of this behaviour?
5. What could be the **constructive, positive intention** behind this behaviour (positive for them)?
6. What **positive qualities** (characteristics) of the other person can you identify?
7. What **feelings** do you have **now**, when you think of that person?
8. How can you **change your behaviour** with this person?

A **conflict** is a situation where there is a discrepancy (difference) between our intentions and other people's intentions. Different people react to these situations in different ways.

You will read pairs of statements that describe various ways of reacting to conflict situations. For each pair of statements, please decide which statement better describes your own behaviour. Circle letter A or B according to your choice.

You may well find that neither A or B seems appropriate to describe your behaviour; still, choose the one which would be more likely to happen.

1. A There are situations when I let others take responsibility for solving a problem.
 B Instead of talking about things we do not agree on, I try to emphasise things we both agree on.
2. A I try to find a solution based on compromise.
 B I try to focus on everything that is important for the other and for me.
3. A I am usually confident in working for my goals.
 B I try not to hurt the other person's feelings and protect the relationship.
4. A I try to find a solution based on compromise.
 B I sometimes give up my interests to meet the other person's needs.
5. A I always seek the other person's help in working out a solution.
 B I try to do what is needed to avoid unnecessary tension.
6. A I try to avoid putting myself into uncomfortable situations.
 B I try to get into a winning position.
7. A I try to put the thing off (postpone it) so I have time to think it over.
 B I make concessions in certain issues on a give-and-take basis.
8. A I am usually confident in working for my goals.
 B I want to have all aspects of the situation and all conflicting issues clearly spelt out.
9. A I believe it's not always worth worrying about conflicting points of view.
 B I don't mind the effort of doing things my own way.
10. A I am confident in working for my goals.
 B I try to find a solution based on compromise.
11. A I do my best to have all aspects of the situation and all conflicting issues clearly spelt out.
 B I try not to hurt the other person's feelings and protect the relationship.
12. A Sometimes I avoid stating my position when it would lead to debate.
 B I don't mind the other person maintaining some of their position as long as they let me maintain some of my own.
13. A I suggest common ground.
 B I try to have my arguments accepted.
14. A I speak out my ideas and I'm interested in theirs.
 B I try to spell out the logic and benefits of my position.
15. A I try not to hurt the other person's feelings and protect the relationship.
 B I try to do what is needed to avoid tension.

16. A I try not to hurt the other person's feelings.
 B I try to convince the other person that my position is right.
17. A I am usually confident in working for my goals.
 B I try to do what is needed to avoid unnecessary tension.
18. A If that's what makes the other person happy, I don't mind letting them have things their way.
 B I don't mind the other person maintaining some of their position as long as they let me maintain some of my own.
19. A I want to have all aspects of the situation and all conflicting issues clearly spelt out.
 B I try to put the thing off (postpone it) so I have time to think it over.
20. A I try to discuss all conflicts as soon as they come up.
 B I try to find a combination of gains and losses that is fair on both of us.
21. A While negotiating, I try to consider the other person's needs.
 B I'm always ready to discuss the problem directly.
22. A I try to find a solution somewhere between their position and mine.
 B I try to have things my way.
23. A I often try to make sure that the solution makes all of us happy.
 B There are situations when I let others take responsibility for solving a problem.
24. A If I feel that the other person's position is very important to them, I try to adapt to their intentions.
 B I try to get the other accept a compromise.
25. A I try to spell out the logic and benefits of my position.
 B While negotiating, I try to consider the other person's needs.
26. A I suggest common ground.
 B I nearly always make a point of having a solution that is satisfactory for both of us.
27. A Sometimes I avoid stating my position when it would lead to debate.
 B If that's what makes the other person happy, I don't mind letting them have things their way.
28. A I am usually confident in working for my goals.
 B I usually seek the other person's help in finding a solution.
29. A I suggest common ground.
 B I feel it is often not worth worrying about conflicting points of view.
30. A I try not to hurt the other person's feelings.
 B I always share the problem with the other person in order to find a solution.

Circle the letter in each row that you circled on the questionnaire.

1	A	B			
2				A	B
3		B	A		
4		B		A	
5	B				A
6	A		B		
7	A			B	
8			A		B
9	A		B		
10			A	B	
11		B			A
12	A			B	
13			B	A	
14			B		A
15	B	A			
16		A	B		
17	B		A		
18		A		B	
19	B				A
20				B	A
21		A			B
22			B	A	
23	B				A
24		A		B	
25		B	A		
26				A	B
27	A	B			
28			A		B
29	B			A	
30		A			B
Total:					

Avoiding	Adaptive	Competitive	Compromising	Co-operative
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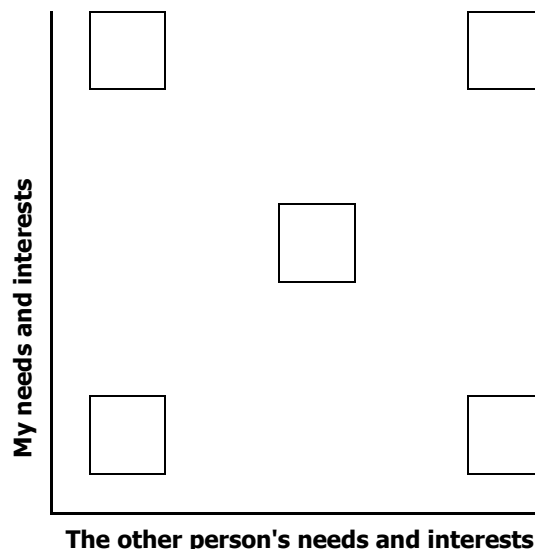
1. Avoiding	Negative consequences:	Positive consequences:
"I'll think about it later."	Does not want to see the problem, cannot see solutions. Puts off facing the problem until it gets solved in some way.	Unimportant problems might get solved by themselves. Save the effort of dealing with minor issues.

2. Adaptive	Negative consequences:	Positive consequences:
"Let them have their way"	The adaptive attitude may reinforce the conflict. The problem continues to exist below the surface.	Generous, altruistic attitude may bring results if the other is fair.

3. Competitive	Negative consequences:	Positive consequences:
"I'll have my way!"	Dominant, self-centred position, inconsiderate, sometimes ruthless. Tends to end conflicts in an aggressive way.	May prompt the other person to stand up for their interests.

4. Compromising	Negative consequences:	Positive consequences:
"Let's make a deal – you give up a bit and I give up a bit."	Does not explore all the needs and issues. Provides only short-term balance.	Often seems reasonable when the conflict is too grave. May ease tension so further negotiations are possible.

5. Co-operative	Negative consequences:	Positive consequences:
"Let's think of a better solution for both of us."	May take too long to achieve a solution – is it worth all the trouble?	Explores the needs of both (or all) sides. Provides for needs in a way which stabilises the relationship.



CONFLICT RESOLUTION STYLE ACTION PLAN

A situation where I need to change my conflict resolution style in order to find better solutions:

.....

.....

What style do I usually adopt in this situation?

.....

.....

Why does it not work?

.....

.....

The style I should adopt in order to achieve better solutions:

.....

.....

Things I will start doing to achieve this:

.....

.....

Things I will stop doing to achieve this:

.....

.....

I will now I'm making progress when:

.....

.....

PHASE 1 LISTEN ACTIVELY

- SHOW the other that you understand that SOMETHING is very important to them,
- SHOW that you understand WHAT is important to them,
- SHOW that you want to know WHAT THEY THINK and HOW THEY FEEL about it.

(Use non-verbal communication: nodding, gestures, eye-contact, body language, etc.)

PHASE 2 GAIN ATTENTION

- Refer to what the other has said
 - quote their words
 - "I understand your number one priority is "....."
 - "So what you would like is "....."

- Show your feelings about the situation / their position.

- "I'm very happy that"
- "I'm quite surprised to hear that ..."
- "I'm actually shocked by ..."

(glad, happy, interested, curious, fascinated, amazed, ...)

(confused, surprised, shocked, don't understand..., disappointed, ...)

- Explain your own position clearly and in a friendly manner.
- Find connection with their position / interests
(find common ground where their interests and your interests overlap)

PHASE 3 BUILD A COMMON SOLUTION

- Refer to their interests
- Add your own interests

It is important that the solution is based on the interests of both sides.

"Both parties should see their own bricks in the house."

Focus on interests, not positions

- Behind opposed positions there are shared and compatible interests, as well as conflicting ones.
- Identify interests:
 - i. Ask "Why?"
 - ii. Ask "Why not?"
- Each side has a variety of interests.
- The most powerful interests are basic human needs:
 - security
 - economic well-being
 - a sense of belonging
 - recognition
 - control over one's life
- Talk about interests (yours and theirs)
- Be concrete but flexible
- Be hard on the problem, soft on the people
- Make your interests come alive
 - Show that the other side's interests are important to you
 - Be specific about your interests
- Put the problem before your answer
- Look forward, not back

Generate options for mutual gain**Diagnosis:**

- Premature judgement
- Searching for the single answer
- Fixed-sum thinking
- "Solving their problem is their problem"

Prescription:

- Separate inventing from deciding
- Broaden your options
- Go from specific to the general and back (multiply options)
- Look through the eyes of different experts (doctor, lawyer, engineer, boxer, etc)
- Invent agreements of different strength

substantive	procedural
permanent	provisional
comprehensive	partial
final	in principle
unconditional	contingent
binding	nonbinding
first-order	second-order

Look for mutual gain

- Identify shared interests
- Dovetail differing interests
- Ask for their preferences
- Make their decision easy

The following are fair tactics that will help you get the best deal in a fair way. Use them.

- **Don't get personal, ever.**
Why?
It keeps you from concentrating on the real issues.
- **Always ask for more than what you expect to get.**
Why?
You might just get it.
It gives you room for negotiation and concessions.
- **Never accept their first offer.**
Why?
It won't make them happy. They will think they could get more out of you.
- **Don't make any concessions without asking for something in return.**
Why?
One-sided concessions will make them ask for more.
("Give them an inch and they'll take a mile")
- **Don't agree to anything until you've discussed everything.**
Why?
They will make you make concessions bit by bit.
- **Ask lots of questions.**
Why?
This will help you understand their real interests and needs.
- **Don't give in to pressure.**
Why?
They will take advantage of you.
Be hard on the problem but not on the person.

HOW TO HANDLE UNFAIR NEGOTIATION TRICKS

When they:	You:
... try to shock you with their opening offer:	Don't panic, they are trying to trick you. Express surprise: <ul style="list-style-type: none">• <i>"I'm afraid, that sounds rather unrealistic. I'd like you to quote a more realistic price."</i>
... refer to higher authority:	Make them as specific as possible: <ul style="list-style-type: none">• <i>"They follow your advice, don't they?"</i>• <i>"You will recommend us for the job, won't you?"</i>
... play disinterested seller / buyer:	Watch out and don't be tricked. Play disinterested too.
...try to get you to make the first offer:	Try to avoid it, if possible.
... flinch at your proposal:	Don't panic, they are trying to trick you. Say: <ul style="list-style-type: none">• <i>"Well, I did mean exactly what I said,"</i> and repeat your offer.
... confront you with the difference:	Try to get them split the difference.
... try to kill you with silence:	Do not panic. Say: <ul style="list-style-type: none">• <i>"You seem to be seriously considering my offer. Is there anything to be made more clear?"</i>
... play "good guy – bad guy":	Watch out for the game. Don't be afraid from the "bad guy". Ignore his attitude, but prepare to negotiate with him if necessary.
... display exaggerated reaction:	Silence works best.
... press you for time:	Don't give in to pressure. <ul style="list-style-type: none">• <i>"We are prepared to go ahead when it makes sense for both of us."</i>
... say they need the OK from the boss:	Say the same.
... make a last-minute demand:	Ask for something in return. Or reject it, saying: <ul style="list-style-type: none">• <i>"Well, in that case we'll have to renegotiate the whole contract."</i>
... are hesitating to close the deal:	Stop talking and close the deal. <i>"We've worked on this long enough. Let's wrap it up."</i>

Never take hostile questions personally, don't become defensive.

The worst thing you can do is to go right in and answer the question in a defensive way.

1. Listen to the question carefully.

You need to understand precisely what they mean. Don't confuse their intentions with your fears.

Don't say "*Thank you for the question.*"

It will not sound sincere and you do not want that.

2. Identify the neutral core of the issue.

There is always a positive value underlying the attack.

3. Cushion the attack.

Refer to and confirm the positive value.

Address your speech to the whole audience, not just to the person who asked the question.

Express a positive attitude, be relaxed, smile.

4. Make a positive statement about the problem.

Say you will investigate the problem to have a clear picture.

If it is a minor problem:

Make it sound as something bad that happens sometimes.

If the problem is real:

Explain the course of action you will take to remedy the problem.

Refer to rules and regulations to be followed.

If the problem is not real:

Provide evidence that the problem is not real.

5. End on a high note and refer to the future in a positive way.

	A	?
P R _ C		O _ E ?
	O	T _ _ _
A _ _ E E _		_ T
	D	K !

Extract 1

- A: Now, the next thing is: *(the price is too high)*..... . We had a rather lower figure in mind than the one you've quoted us.
- B: OK. *(How much would you give us?)*?
- A: Well, something nearer to seven million euros.
- B: Now, *(What??!!)* You're offering us seven million for the whole construction contract?
- A: That's right.
- B: And *(what is the deadline?)* ?
- A: We would expect you to complete the project within 18 months.
- B: How flexible can you be on that?
- A: Not very. We were hoping to have the plant fully in operation by next September.
- B: I see ... *(I have an idea)* ?
- A: Go ahead.
- B: Well, *(can we negotiate?)* ?
- A: That depends on what kind of compromise you had in mind.
- B: Well, *(What about an alternative solution?)* ?
What if you paid us two million in advance, two million mid-contract, and another 3.2 million on completion.
- A: On schedule?
- B: On schedule. 18 months ... Or thereabouts.
- A: Hm. So that's 7.2 million euros in all.
- B: Correct.
- A: And what if you run over schedule?
- B: Then there would be a penalty. Let's say 25 thousand euros for each week we ran over schedule.
- A: Hm. *(That's not good enough.)* What we need from you is a guarantee that the project will be finished on time.
- B: And, as you know, I can only give you that guarantee by bringing in more outside contractors.
- A: Which ups the price to your original bid of 7.8 million euros?
- B: Yes.
- A: *(No way.)*
- B: 7.8 million really is my best price on that.
- A: Well, in that case, *(That's it.)*
- B: Now, wait a minute. We're not going to lose this deal for 600,000 euros, surely ... How about this ...?

Extract 2

- A: Right. (*We'll soon agree.*)..... . But, erm, before we finalize things, (*let's sum it up*)?
- B: Sure.
- A: Now, you'll provide a series of eight two-day in-company seminars for our telesales team over the next six months. You yourself will be conducting most of the sessions with two other trainers, using materials specially designed to meet our specific needs and approved by us four weeks prior to the first seminar?
- B: That's correct.
- A: And, er, (*let me check*), each seminar is to have no more than 16 participants, is that right?
- B: Yes. We find the seminars are much more effective with smaller groups.
- A: Hm, I suppose you're right. It does also mean running more courses, but OK. Now, since we are booking eight seminars, we'll obviously expect a reasonable discount on your usual fee.
- B: Erm, yes. (*How much discount do you want?*) ?
Because with this particular course ...
- A: I would have thought a 15% discount was fair. So that's eight times £3,000 is £24,000 minus 15%, which is, erm, £3,600. And that would come to a total fee of £20,400. And you'd invoice us on completion of the whole series of seminars. (*OK?*)?
- B: Er, well, just a moment. We haven't actually agreed on the discount yet. As I was about to say, with this particular course there wouldn't normally be such a large discount. We offer 10% on five or more of our standard seminars, but this is a specially designed course for your personnel only. Obviously, we have to cover our development costs.
- A: I should think you could cover them quite easily on just over £20,000, Mr Smart. No, my mind's made up. 15% - take it or leave it.
- B: Well, now, (*I have one condition*)
- A: Which is?
- B: Erm, we'd want a 25% non-refundable deposit in advance ...
- A: Done.
- B: You see, ... erm, sorry?
- A: 25% deposit - no problem. I'll get accounts to make you out a cheque for, let me see, £5,100 ... (*We have finished. Let's celebrate.*).....!
- B: Erm, well, yes. Nice doing business with you.

GRAMMAR OF DIPLOMACY #1

Rephrase the following sentences (using the phrases in brackets) **to sound more diplomatic, less direct.** (Turn to the next page if you need help.)

a That's impossible. (unfortunately / would not / possible)

e.g.: Unfortunately, that would not be possible.

b We can't go higher than 7%. (would find / quite difficult)

c We won't accept less than \$5 a unit. (afraid / not in a position / this stage)

d You'll have to pay more if you want that (may /slightly)

e We need a commitment from you now. (would / some kind)

f We should spend more time looking for a compromise here. (shoudn't / little?)

g It would be a good idea to agree on a price before we go any further. (Wouldn't / better?)

h We hoped you'd pay a deposit today. (were hoping / able)

i It will be difficult to get my boss to agree to this. (might not / very easy)

j That's as far as we can go. (think / about / the moment)

GRAMMAR OF DIPLOMACY #2

Rephrase the following sentences (using the phrases in brackets) **to sound more diplomatic, less direct.** (Turn to the page after next if you need help.)

- a) **This is too expensive.** (unfortunately / would)
- b) **We're not interested in your economy model.** (would / less)
- c) **It will be difficult to sell the idea to my boss.** (unfortunately / may / very easy)
- d) **We should be near a decision by now.** (shouldn't / a bit nearer?)
- e) **We can't pay straight away.** (afraid / might not able)
- f) **I won't make any promises.** (not / position / this stage)
- g) **This is difficult for us to accept.** (would, / a little / the moment)
- h) **You said you wanted immediate delivery.** (understood)
- i) **We hoped you would provide after-sales service.** (honest / hoping)
- j) **Our discussions have been unproductive.** (not very / so far)
- k) **A fixed interest rate would be a good idea.** (wouldn't / better?)
- l) **We had aimed to get further than this this morning.** (aiming / slightly)

Which of the following sounds more diplomatic, less direct?

We reject your offer. OR I'm afraid at this point we would be unable to accept your offer.

1. Modals: would, could, may, might

- This is a problem.
 - > This **would** be a problem.
- Of course there's a disadvantage to this.
 - > Of course, there **could** be a disadvantage to this.

In both examples above the speaker sounds less direct, but in the first example the basic message doesn't change. *This would be a problem* still means it is a problem! But it sounds better.

2. Qualifiers: slight, a bit, rather, a few, etc.

- There may be a delay.
 - > There may be a **slight** delay.
- We're disappointed with the discount you're offering.
 - > We're **rather** disappointed with the discount you're offering.

Qualifiers soften the impact of bad news, but don't actually change it.

3. Rephrased negatives 1: not very, totally, completely + positive adjective

- We're unhappy with this arrangement.
 - > We're **not very happy** with this arrangement.
- I'm unconvinced.
 - > I'm **not totally convinced**.

Using positive adjectives makes you sound more positive - even when you use them in the negative!

4. Rephrased negatives 2: unable, not able, not in a position to

- We can't go any higher than 7%.
 - > We're **unable** to go any higher than 7%.
- We won't accept anything less.
 - > We're **not in a position to** accept anything less.

Try to avoid using *can't* and *won't*. They make you sound powerless and obstructive.

5. Negative question forms: Shouldn't we ...?, Wouldn't you...?

- We should be working together on this.
 - > **Shouldn't we** be working together on this?
- You'd be taking an enormous risk.
 - > **Wouldn't you** be taking an enormous risk?

Negative question forms are incredibly powerful in negotiations. Questions sound more tentative than statements and are also more persuasive. Use them to make suggestions and give warnings.

6. Comparatives: -er, more, less

- We're looking for something cheap
> We're looking for something **cheaper**.
- Would you be prepared to consider this?
> Would you be **more prepared** to consider this?

The use of comparatives makes what you say sound more negotiable.

7. Softeners: unfortunately, I'm afraid, to be honest, with respect, etc

- This doesn't meet our needs.
> **Unfortunately**, this doesn't meet our needs.
- You don't quite understand.
> **With respect**, you don't quite understand.

Softeners at the beginning of a statement signal bad news. *With respect* is a particularly bad sign!

8. Restrictive phrases: at the moment, at this stage, so far etc.

- That's our position.
> That's our position **at the moment**.
- I don't think we can go any further.
> I don't think we can go any further at this stage.

Using a restrictive phrase does not exclude the possibility of future movement.

9. The passive: it was understood, it was assumed, etc.

- You said you were ready to sign.
> **It was understood** you were ready to sign.
- We thought you had accepted these terms.
> **It was assumed** you had accepted these terms.

By avoiding the use of statements beginning *You said...* and *We thought* and using passive forms instead, you depersonalise the situation and reduce the amount of personal responsibility or blame.

10. The -ing form: were aiming, had been hoping

- We aimed to reach agreement today
> We **were aiming** to reach agreement today
- We had hoped to see some movement on price.
> We **had been hoping** to see some movement on price.

Using the Past Continuous keeps your options open - you were aiming to reach agreement and still are. The Past Perfect Continuous closes the door a little more - you've stopped hoping, but could be persuaded to hope again.

Aguila Motocicletas is a small independent manufacturer of luxury motorcycles in Argentina. Philectric supplies electronic sensors for Aguila's automatic gearbox

Amanda Norton (Aguila's Chief Buyer) and Raul Cruz (Philectric's Sales Engineer) both wrote to each other on the same day; their messages crossed in the mail. Read the two e-mails.

Re: black marks

Raul,

I have just heard from my Quality Manager that we still have the problem of the mysterious black marks on the latest batch of sensors. I must say I am very surprised, since you told me you would look into the problem when we talked about it two months ago. We are returning the shipment to your factory today and we expect to receive replacements as soon as possible. Would you let me know what's happening?

Regards,

Amanda

Re: spec changes

Dear Amanda,

Thank you for your order for Q1 which I received yesterday. Unfortunately, the specification changes you have made are outside the range defined in our quotation. These modifications require different components from those we have already ordered for you, as well as extensive retooling. Consequently, I have no option but to revise our price and delivery times, unless you wish to go back to the original specifications. Could you let me know your decision?

Best wishes,

Raul

Take the role of Amanda Norton and prepare for the negotiation with Raul Cruz from Philectric.

Read the instructions for Meeting 1 and have a meeting with Raul Cruz.**Meeting 1** (behaviour: aggressive – competitive)

You have experienced increasing numbers of defects in the components Philectric have supplied. Despite numerous negotiations, the situation has not improved. Now it seems that Philectric are consistently and deliberately ignoring your e-mails and telephone calls. When you visited the company, they promised to implement the changes you asked for, but since then nothing has changed. You take this as a personal insult. You are angry and aggressive; you shout and point your finger at your supplier. Apparently Philectric thinks Aguila has been unreasonable in demanding a large investment of time and resources to solve minor quality problems - but this is nothing compared to Philectric's rudeness and lack of professionalism. Try to obtain satisfaction.

Read the instructions for Meeting 2 and have a meeting with Raul Cruz.**Meeting 2** (behaviour: assertive – co-operative)

Philectric's delivery record is very disappointing, but you are sure there are simple reasons for the problem which can easily be corrected. Philectric is basically a good supplier for Aguila; you want to find a reasonable solution to maintain good relations, but at the same time you want to make it very clear that deliveries must be made on time. It seems that Philectric have had problems when Aguila has not respected its administrative procedures. You are prepared to accept responsibility for this provided Philectric make a similar effort on deliveries. You are calm, confident and assertive; your voice is firm and clear, your posture is upright, but comfortable and your gestures are open. Try to find an agreement.

Read the instructions for Meeting 3 and have a meeting with Raul Cruz.**Meeting 3** (behaviour: passive – adaptive)

Philectric's prices have risen regularly in a market where prices are falling. You expect you will have to accept another increase when the new specifications are implemented. Nothing you can say seems to make any difference and you are resigned to the fact that your supplier is exploiting you; Philectric know that it will take at least a year to obtain the same product and service from another supplier. You also know that Aguila pays very slowly, and that Philectric are unhappy with this. You are submissive, apologetic, and passive; you cross your arms in protection and speak in a quiet voice with a nervous smile. Try to limit the damage.

Listen to three recordings. Which adjectives characterize Amanda in each one? Write the number of the recording next to the adjectives.

interrupting	angry	trusting	threatening	responsibility
domineering	confident	loud	sarcastic	sensitive to others
anxious	confused	calm	submissive	problem solving
guilty	apologetic	self assured	accepting	

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Best wishes,

Raul

Take the role of Amanda Norton and prepare for the negotiation with Raul Cruz from Philectric.

Read the instructions for Meeting 1 and have a meeting with Amanda Norton.**Meeting 1** (behaviour: passive - adaptive)

You have worked with Aguila for several years. They have constantly complained about very minor quality problems, for example, the colour of the paint or small black marks on the sensor casing. These insignificant problems are enormously expensive to resolve and your profitability has fallen to a dangerously low level. You are depressed, confused and passive; you avoid eye contact and make nervous gestures. You admit there are small quality problems with the product, perhaps your fault, but you can't invest any more in solving them - now you try to avoid negotiating with Aguila because they are always asking for more. Try to avoid conflict.

Read the instructions for Meeting 2 and have a meeting with Amanda Norton.**Meeting 2** (behaviour: aggressive – competitive)

Aguila seem incapable of respecting your administrative procedures. Forms are not completed properly, orders are not signed or just placed by telephone and never confirmed in writing, documents are missing or lost and their requirements are unclear. This complicates your production planning and causes delays. Aguila do not seem to understand that late deliveries are almost always due to their own poor paperwork. You are angry, loud and aggressive; you make threatening gestures and try to intimidate your customer. Aguila should resolve their own difficulties before demanding changes from you. Try to obtain an apology and a commitment to respecting your procedures.

Read the instructions for Meeting 3 and have a meeting with Amanda Norton.**Meeting 3** (behaviour: assertive – co-operative)

Aguila is notoriously slow in paying its suppliers - often more than 120 days (this is one reason why you are forced to negotiate for better prices to compensate for the cash flow difficulties Aguila cause). You understand that they also have difficulty in obtaining quick payment from their distributors, but it should be possible to find an arrangement. You know that Aguila are unhappy about the price you have quoted for the new specification sensors - provided they promise to pay more quickly, you are prepared to reduce the price. You are respectful and sensitive to your customer's problems, but also objective and assertive; you speak calmly but firmly and maintain direct eye contact. Try to reach an agreement.

Listen to three recordings. Which adjectives characterize Amanda in each one? Write the number of the recording next to the adjectives.

interrupting	angry	trusting	threatening	sensitive to others
domineering	confident	loud	sarcastic	problem solving
anxious	confused	calm	submissive	
guilty	apologetic	self assured	accepting responsibility	

1. You are a buyer for Sailing Heaven, meeting a prospective client at a boat show. Introduce yourself and your company. Find out about your client and his/her company.

COMPANY	Sailing Heaven
DESCRIPTION	North America's largest and most successful sailing and water sports holiday company
HEAD OFFICE	Fort Lauderdale, Florida
FOUNDED	1972
LOCATIONS	1 100 yachts in 36 bases in 22 countries, 9 water sport beach clubs in the Carribean
VALUE	Over \$60 million
TODAY	You are looking at 12 metre yachts

2. Listen to a salesman talking about the Elbe 38 Yacht and complete the table.

ELBE 38
MADE IN:
NUMBER OF CABINS:
FACILITIES:
PERFORMANCE:
OPTIONS:
PRICE:

3. You have received the following quotation from Elbe Yachts.

Type: Elbe 38							
Delivery to:	Fort Lauderdale, USA	Price:	85,000 + tax	engine	21 kW	length:	12.13m
Delivery time:	21 days	Payment terms:	30 days	beam:	3.87m	mainsail:	37,6m ²

4. Meet the Elbe representative again. You need a minimum of twelve and a maximum of twenty Elbe 38s. Look at the table and decide on your objectives. Negotiate the terms.

Number of yachts	score	Sailing Heaven colours and logo	score	Delivery time	score	Payment terms	score	Price per yacht	score
17 or more	0	Free	1	> 30 days	0	60 days	3	> 80K	0
14 - 17	2	Extra cost	0	25 to 30 days	1	45 days	1	75-80K	3
10 - 13	4			< 25 days	2	30 days	0	< 75K	6

Promise to buy more yachts next year: -1

1. You are a representative of Elbe Yachts, meeting a prospective client at a boat show. Introduce yourself and your company. Find out about your client and his/her company.

COMPANY	Elbe Yachtbau GmbH
DESCRIPTION	Germany's second largest manufacturer of sailing and motor yachts
HEAD OFFICE	Near Hamburg; ultra-modern fully automated shipyard
FOUNDED	1854
STAFF	550
TURNOVER	175 million euro; 2,500 yachts per year; 90% for export
TODAY	You are presenting the Elbe 38, your best-selling 12-metre yacht

2. Listen to a salesman talking about the Elbe 38 Yacht and complete the table.

ELBE 38
MADE IN:
NUMBER OF CABINS:
FACILITIES:
PERFORMANCE:
OPTIONS:
PRICE:

3. You have sent the following quotation to Sailing Heaven.

Type: Elbe 38							
Delivery to:	Fort Lauderdale, USA	Price:	85,000 + tax	engine	21 kW	length:	12.13m
Delivery time:	21 days	Payment terms:	30 days	beam:	3.87m	mainsail:	37,6m ²

4. Meet the Sailing Heaven representative again. This will be your first contract with this customer, and you hope to build a long-term partnership. Look at the table and decide on your objectives. Negotiate the terms.

Number of yachts	score	Sailing Heaven colours and logo	score	Delivery time	score	Payment terms	score	Price per yacht	score
17 or more	4	Free	0	> 30 days	2	60 days	0	> 80K	6
14 - 17	2	Extra cost	2	25 to 30 days	1	45 days	1	75-80K	3
10 - 13	1			< 30 days	0	30 days	2	< 75K	0

Promise to buy more yachts next year: 1
