

Teacher's notes Unit 5 Making deals

Level: Intermediate

Slides 1, 2, 3 and 4 introduce some of the ideas found in the *Subject background* section on page 63 of the *Teacher's Book*. The main points to make are that negotiations are not just about bargaining but that there are many stages, from planning through to confirming agreement, and that negotiations can have different structures and be very fluid.

You might choose to introduce this content just before you do *5.4 Speaking* on page 64 of the *Student's Book*, which focuses on the bargaining stage of negotiations.

Slide 1: an introduction to negotiations

Slide 1 is a quick warm-up task, which gets students to **speculate** about the stages of a negotiation in relation to four photos. Clearly there is no right or wrong answer here so you would expect your students to use phrases like *maybe*, *probably* and *it could be*.

Commentary

Photo 1 looks like a **coffee break**, which is an opportunity to **relax** and **build rapport** with the people with whom you are negotiating.

Photo 2 looks like the **bargaining stage** of a negotiation. You could ask your students what they think of the **hand gesture** and how they would react if someone wagged their finger at them! It is quite aggressive and inappropriate in some cultures.

Photo 3 looks like a **time out** where colleagues are discussing their strategy during a break.

Photo 4 could either be at the **welcoming** stage of a negotiation or at the point where **agreement** has been reached.

[5 minutes]

Slide 2: the stages of a negotiation

Slide 2 follows on from **Slide 1** by getting students to think more analytically about all the stages of a negotiation. This is a task that students could do in pairs.

Commentary

There is a **suggested** order below. Again, there is no right answer. For example, *Information gathering* might well come before *Establishing rapport*. And *Confirming the terms* could come before *Making the deal* as a means of checking that both sides have the same understanding of what has been agreed.

Planning

Establishing rapport

Information gathering
Establishing needs
Bargaining
Making the deal
Confirming the terms of the deal

[5 to 10 minutes]

Slide 3: suggested order of stages in a negotiation

This is provided so your students can compare their order of stages with our suggested order.

Slide 4: the language of negotiations

This task focuses on the **language** you might hear during these seven stages of a negotiation. Students could do this task in pairs.

Answers

Planning - *I suggest we go through points 1, 2 and 3 on the agenda and then break for coffee. Is that OK?*

Establishing rapport - *Thanks very much for coming to the meeting today. We really appreciate it. I'm really confident we can agree a deal that is beneficial to both parties.*

Information gathering - *Could you tell us how quickly you could supply the software if we agree terms?*

Establishing needs - *So what you are saying is that you would want half the payment on signature of the contract. Have I got that right?*

Bargaining - *Well, we could agree to that price if you can include training in that figure.*

Confirming the terms of a deal - *So, just to summarize, the deal is that you will make a \$10,000 contribution to the marketing budget.*

Making the deal - *That's agreed then. I'll get our lawyer to draw up a draft contract. Let's have lunch to celebrate.*

[5 to 10 minutes]

Slide 5: link to Wikipedia site

A Wikipedia search on “principled negotiation”, which is recommended as the Internet research on page 60 of the *Student's Book*, leads you on to *Getting to Yes*, a seminal book on negotiating published in the 1980s, which promoted the concept of **win-win** negotiations.

[5 to 10 minutes]

In addition, you could explore this question *How good a negotiator am I?* This is one that business people often ask themselves.

This site provides you with a simple, short, interactive questionnaire on negotiating skills, which your students might enjoy doing in their own time for a bit of fun.

<http://www.everyone negotiates.com/testyournegotiationskills.htm>

Slide 6: the bargaining stage of negotiations

This structure from page 65 of the *Student's Book* is provided to allow you to go through the stages of these two informal negotiations between colleagues in detail, before or after students do the task themselves. With weaker students it may help to do the first scenario together as a class.

Slide 7: model dialogue between Student A and B for Scenario 1, Negotiating

This is provided as a model of what *might* have been said for you and your students to analyze and comment on. Note that the tone is quite informal and direct as the conversation is assumed to be between two colleagues of equal status in their company who know each other well.

Commentary

Student A: Could I ask a favour? Could you do the presentation to the sales team? [**Asks favour**]

Student B: Again! What's the problem this time?

Student A: I've got an important client meeting at the same time and I can't get out of it.

Student B: Well, I might be able to do it, if you do the PowerPoint slides for me.

[**Tentative offer**]

Student A: I haven't got time for that. If I give you the figures, will you input them?

[**Counteroffer**]

Student B: No, I want the whole thing. It's that or nothing. [**Firm offer**]

Student A: OK, I'll do the text for the PowerPoint but could you format it? [**Compromise proposed**]

Student B: Maybe. And I want you to help me on doing the business plan for next year.

[**Something valuable in return**]

Student A: Oh, all right. [**Agreement**]

Student B: Fine, but this is the last time. You need to be more organized! [**Agreement**]

Slides 8 and 9: a written proposal for a new website

This is the model answer from page 73 of the *Teacher's Book* to the second writing activity (5) on page 67 of the *Student's Book*. It is provided to allow you to give your students feedback on their versions of the written proposal, or with weaker students to run through before they do the activity themselves, perhaps as homework.

Acknowledgements:

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