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В пособии рассматриваются следующие темы: «Планирование, подготовка и проведение переговоров», «Навыки и техника ведения переговоров», «Технологии успешных переговоров» и др.

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## **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Цель пособия – расширение языковых знаний, словарного запаса, совершенствование навыков устной и письменной речи, развитие навыков перевода оригинального английского текста профессиональной направленности.

Настоящее пособие является коммуникативно и профессионально ориентированным, его тематика соответствует профессиональным интересам и задачам специалистов в сфере мировой экономики. Задания направлены на формирование знаний, необходимых в профессиональной деятельности.

## UNIT 1. PLANNING AND PREPARATION OF NEGOTIATIONS

**Task 1. Read and translate the text. Pay attention to the importance of planning and preparation of negotiations:**

### NEGOTIATIONS. PLANNING AND PREPARATION

Successful professional negotiators agree on one thing: the key to success in negotiation is preparation and planning.

There are at least two levels or stages of preparation for negotiation. One involves getting ready for a specific negotiation, when we want to learn more about the other party, the situation we face, and so on. The other involves making ourselves ready to negotiate at any time.

Both experience and research findings indicate that a negotiator's commitments to (1) gather information, (2) set high goals, and (3) take risks produce higher settlements. The chief executive should clearly demand these commitments of negotiators, then follow through in providing the time, resources, and atmosphere for their development.

*Gathering Information.* Commonly, negotiators underestimate their own power and overestimate that of the other party. Knowledge is power in negotiations. The more a company knows about its own position, that of the other party, and the marketplace, the better is its bargaining position. The chief executive can facilitate information gathering in two ways. The initial meeting with department managers helps serve this purpose.

It is important that the negotiating team follow through by expanding upon and using these channels of communication. Second, the chief executive officer can install a framework to guide the team in its overall preparation.

The approach must be flexible. In certain situations, some stages will become more or less important; others may have to be added.

- **The Company.** Study its situation and concerns, including the needs, strengths, and limitations of each department and how each will be affected by various negotiated conditions. Brainstorm for alternative solutions.

- **The Other Party.** Study its situation and concerns. Project possible strategies, questions, and alternative proposals it may raise during the talks.

- **External Trends and Developments.** Place the negotiations within economic, government, and social contexts. An upcoming labor contract, for example, will be influenced by other settlements in the industry.

- **Opportunities for Mutual Gain.** Negotiating is not all conflict and competition; two parties get together because of complementary needs.

The outcome, therefore, should benefit both parties; even if they never conduct business together again, they still must carry out the terms of the agreement. Look for issues that lend themselves to cooperative problem solving.

Top management is rarely directly involved in this technical, fact-finding stage. However, once information has been collected, management is responsible for helping place it within the context of long-term company goals. This placement leads, in turn, to the development of strategic objectives and the setting of specific goals.

*Setting Goals and High Targets.* Effective leaders are those who lift the aspirations of their followers from lower to higher goals. This observation by Abraham Maslow applies to the leadership role of management in negotiations. Research indicates that a negotiator's commitment to high targets is a key factor in results. The crucial word is commitment. High targets should not be unilaterally set by the chief executive officer because this may cause resentment in the team. The chief executive is supposed to state broad objectives.

In summary, the role of the chief executive officer in negotiations is a complex one that demands many executive skills: providing the necessary overview and conceptual framework, organizing staff and team, helping plan and make decisions regarding priorities and objectives, and motivating negotiators to achieve them.

*A Framework for Analyzing Issues.* In larger organizations the chief executive officer can provide the team with a framework to guide the analysis and development of goals.

Few negotiable issues can be ranked neatly in order of priority. Often however, they lend themselves to general categorization. The team can put each issue into one of the following categories:

- Essential.
- Desirable.
- Tradable.

For each quantifiable issue, the team can plan:

- A high target price or demand.
- A minimum offer that the company would accept.
- A starting price.
- A cogent reason for that price.

The importance of this comprehensive analysis cannot be over-emphasized; company negotiators must have a facility with the issues that allows them to understand and deal with the varied combinations the other

party may present. In addition, the analysis of issues will help the team prepare its own alternative strategies and package proposals.

The chief executive must instruct the team to preserve flexibility. The negotiating process is dialectical: What one party does depends on the moves and countermoves of the other. An unexpected concession by one side may allow the other to change a nonnegotiable demand. Options must remain open. Although issues and priorities may change, they must always be understood.

*Taking Risks.* Few business opportunities can be known with certainty; instead, they present themselves in terms of relative tendencies and probabilities. This is especially true with negotiations. (If terms were known in advance, there would be nothing to negotiate.) Reducing uncertainty can reduce risk. The knowledge gained from the planning and preparation processes discussed here should lessen uncertainty for the negotiating team. There are two additional actions the chief executive can take to encourage risk-taking by the team. The chief executive has to state that he or she understands and accepts the risks of planned strategies and objectives. Commitment to high goals also increases the likelihood of stalemate. Every part of the organization, including the board of directors, if appropriate, must be prepared for the implications of deadlock.

*The Role of Top Management with Respect to Tactics.* Certain tactics, such as the use of publicity or the take-it-or-leave-it gambit, should not be used without management's approval. Also, the chief executive officer is responsible for the ethical and legal standards of those representing the company and must never condone lying, deliberate misrepresentation, or illegal acts. A policy based on presentable facts will best serve the interests of the company. Management should assure itself that tactics used by the team are in the company's long-run interests.

*Final Preparation.* The dry run and drawing up the agenda for negotiations are the final steps in the preparation. Management should direct team members to hold practice sessions to pool and assess all they have learned and to anticipate how the negotiations are likely to unfold. Drawing up the agenda that is, outlining what issues need resolving and the order and timing of those decisions – presents an opportunity to gain control of the talks. It is clearly advantageous for the team to suggest an agenda.

**Task 2. Read the information about national peculiarities of preparing and conducting negotiations (see appendix at p. 28). Retell it in English.**

## **UNIT 2. NEGOTIATIONS**

### **Task 3. Skim the text for getting the main idea:**

#### **BUSINESS TALKS**

If the planning and preparation have been done well, the actual negotiations should go smoothly. The chief executive officer rarely will be directly involved in the talks and, in fact, must refrain from trespassing. Interference can cause serious damage to the credibility and sense of authority of the team in the eyes of the other party.

This is not to suggest that top management should never sit at the bargaining table. Its presence may be necessary in certain situations, such as (1) initial meetings, to display interest and commitment, (2) to speed decisions or break deadlocks, and (3) to arrive at an agreement in principle (the legendary Onassis handshake), with details to be worked out by respective staff.

Related to this topic is the decision the CEO must make about how much authority to delegate to the team. Restraint is essential. Full authority is often a great handicap – history is filled with blunders made at summit meetings – whereas limited authority gives the negotiator additional time to think and plan countermoves while checking upstairs for approval. Also, with limited authority, negotiators can give budget limitations, company policy, and an adamant boss as reasons for not making a concession.

Generally, a negotiator who has easy access to decision makers and who can obtain quick and decisive responses will not lose credibility or power.

Occasionally, a representative of the other party may go over the head of the team and attempt to deal directly with top management. This can set an unfortunate precedent. A few years ago the president of a large trucking firm permitted the traffic vice president of an automotive company to circumvent his negotiating team and deal directly with him. Not only was the morale of the president's team damaged, but also this action established a pattern in future negotiations for leapfrogging at the first sign of difficulty.

### **UNIT 3. RATIFICATION**

#### **Task 4. Read the text and speak on the process of ratification:**

##### RATIFYING A CONTRACT

When the parties are moving toward agreement, provision usually is made for periodic noting of progress. In the Paris fashion industry, for example, there is a wire around the negotiating room on which daily summaries of tentative agreements are posted. Successful negotiators can sense a willingness to settle. Often, at this stage, a private meeting of one member of each party is held to reach an understanding, the details of which are filled in by representations of the two teams, subject to further refinement by legal and other staff groups. These drafts are then submitted to the top management of each side for approval.

Generally, top management should not be afraid to ratify a contract that is in substantial agreement with the company's goals. If an important issue remains unresolved, a statement to this effect should be included in the final agreement. The act of ratification may serve as impetus to work out the additional compromise.

Often, ratification is simply a formality. If the chief executive officer has received periodic reports over the course of the negotiations, there should be no surprises in the final agreement.

Asking questions is an effective way to uncover your opposer's thoughts and to assist him in the formation of his ideas. Questions permit you to channel the stream of conversation in any direction you may choose – you can make the conversational stream return to you. Questions are not only a window on the opposer's mind; they are implements for perception.

#### **UNIT 4. FORMULATING QUESTIONS**

##### **Task 5. Read the text and explain how to formulate questions:**

##### HOW TO FORMULATE QUESTIONS

Subconsciously your opposer realizes the tremendous force that is potentially contained in questions. Therefore, if the questioning process is not handled in an understanding way, it can cause great anxiety in the person being questioned. This anxiety is a sign that one feels that one's self-esteem, self-regard, or person is endangered. If your opposer shows signs of anxiety during the questioning process, you should do something about

it – you should act immediately to remove the source of discomfort. You can progress into another area or eliminate the uncertainty of the question by making your purpose clear. As Dr. George Gallup points out, “When you start asking questions, the other person immediately wonders”, “Why does he want to know?” One way to help eliminate this doubt is by laying a foundation for the question in advance. This will help put the other’s mind at ease, because you have told him what you are going to try to achieve. You have given him some insight into what you are doing and why you are doing it.

Creating anxiety can also be avoided by giving attention to transitions. When it is necessary for you to change subjects, know in what direction you want to proceed, making sure the shift is smooth and logical. Finally, be sensitive to the knowledge that the questioning process causes reactions in the other person’s mind and be aware of his reactions. Comprehend what you are trying to evoke in the other person’s mind. Don’t ask questions haphazardly without regard to possible consequences.

Some people have divided questions into categories: what questions to ask, how to phrase them, and when to ask them. They have said, for example, that if a question was put one way you might get a worthwhile contribution; put another way, however, the question might infuriate or confuse the opposer or cause him to pull away. Let us consider these arbitrary categories briefly.

*What?* Questions should not offend. They are not disciplinary measures, nor should they show signs of leadership. Questions should be relevant to help form new meanings and insights and help provide new “experiences.” “When an employee comes in late and you say, “Do you know what time it is?” you do not really want to know what the time is, you want to discipline him, you want to show who is boss. An entirely different way to handle the situation is to start by asking, “Do you have any problem that is causing you to be late, and can I help with it?” Perhaps difficulty at home has caused his tardiness.

*How?* Questions should be nonforcing; they should not put a person in a spot. St. John reminds us, “It is the modest, not the presumptuous inquirer, who makes a real and safe progress.”

If you are dealing with a question concerning the future, it is important that you recognize what you are looking for: Are you asking in terms of evidence or in terms of *estimates*? The one asks for facts, the other for opinion. Finally, phrase your questions so that the answer that you want is easier.

*When?* If you want to gain control of a conversation or overcome an interruption, a question can be used. First, incorporate the interruption into



your next question. Let us say a telephone call from the buyer's wife interrupts a 15-minute sales talk just before the close. You cannot start the sales presentation all over again. You might say, "Look, the big decisions we reserve for our wives, but we still have to make the little business decisions, don't we? We still have to decide whether to buy 300 tractors this year. As I was saying, with 300 tractors..."

Second, if you incorporate the last statement of a group with your question, this can lead the group thinking back to where you want it applied. You will find it a very useful questioning process. For example, you have called a conference for the purpose of getting some information on production problem. For an hour after the conference has started they are still discussing the supply problem. Try, at the appropriate time saying where you honestly can, "Jim, can you apply the same insight you have shown for the supply problem to the production problem?" You have them back on your track.

What purposes does a question serve in the communication process? This avenue can provide useful insights and can be helpful in enabling you to compose questions. Questions appear to be able to be divided into five basic functions:

- Cause attention. Provide preparatory conditions for the operation of the other's thinking. "How are you?"
- Get information. Provide questioner with information. "How much is it?"
- Give information. Provide the other with information. "Did you know you could handle this?"
- Start thinking. Cause the other's thinking to operate. "What would your suggestion be on this?"
- Bring to conclusion. Bring the other's thinking to a conclusion. "Isn't it time to act?"

There are advantages to this form of approach in considering the questioning process. Understanding that a question can serve one or more of these functions allows you to prepare a series of functional questions which can be used during the course of a negotiation. Having a reserve of functional questions ready at any time will permit you to direct the stream of conversation in any manner you want. You can make up several questions that will help guide your overall strategy. At the same time, under each individual tactic, have several questions ready for moment-to-moment guidance. Even where the opposer is doing most of the talking, you can safely permit this because with the use of a question you can always obtain conversational control.

Let us consider each separate function of questions:

### *Function I. To Cause Attention*

When the commuter that you meet asks you the question “Beautiful morning, isn’t it?” this is more or less devised to break your preoccupation. Many of the ritual questions (i.e., “How are you?”) that are asked are under this function. Here are some specific examples: “Wouldn’t it be wonderful...?” “Would you mind...?” “Could you help me...?” “By the way, how often have I...?” “How many times have I...?” “May I...?” “Could you tell me...?” “If you would be kind enough...?” You can see that in this function of questions there is little that would cause any anxiety.

### *Function II. To Get Information*

These are questions designed to obtain information. Some words that lead off this type of question are as follows: *who, what, when, where, should, shall, could, is, do, for instance, will*. Anxiety can be caused if the reason for wanting the information cannot be ascertained.

### *Function III. To Give Information*

We know very well that many times questions contain and give a great deal of information in spite of the fact that they might seem to be grammatically structured to get information. For example, take the desperation questions “Why was I born?” and “What is there to live for?” These contain a great deal of information which anyone listening to them can readily understand. Questions can accuse. There is the story of an automobile that ran down a hill and hit the side of a house. The mother inside immediately looked for her young son. She shouted the question, “George, where are you?” A timid voice replied, “Mother, I didn’t do anything.” Other questions serving this function might be used to bring hidden objections out into the open: “All right, why don’t you want to go?” Some other illustrations are: “Do you like being pushed?” “Was it also ... ?” “Can *any of your* problems be solved?” “Oh, really?” Sometimes you want to sustain the interest of the other person and say: “Have you ever ... ?” Or perhaps you want to put the listener on the defensive: “Isn’t it so ... ?” Some words that are used in these forms of questions are: *because, if you, did you, would you*.

The questioning process itself is a way of supplying information. Questions have a kind of educational force that carries through. They carry information along with them. People who are asked the same question twice may answer differently a second time because their attitude has been changed by having been asked the question the first time. Questions asked in a certain series have a tendency to carry information – for example, “Is

there justice in the United States?” “Is there justice for all?” “Is there justice for the blacks?” Follow-up questions tend to give more and more information. Anxiety is caused by Function III when the replier feels that the information given is threatening.

#### *Function IV. To Start Thinking*

These are such questions as: “Have you ever ... ?” “Are you now ...?” “How much would you guess that it sells for?” “Aren’t we lucky to ... ?” “To what extent... ?” “If I were to ... ?” “Is there ... ?” Some of the words used in these questions are: *how, why, did, would, describe*. Anxiety can be a by-product of the thinking if the replier feels endangered.

#### *Function V. To Bring to a Conclusion*

This function can cause anxiety when you want to lead the listener where you want him to go and where he might not want to go. This may happen when you start out with questions such as: “Isn’t it true?” “Which do you prefer?” “Is this the only way?” “Where would you rather eat, here or there?”

## **UNIT 5. ANSWERING QUESTIONS**

### **Task 6. Read the text and try to remember the information given:**

#### **HOW TO ANSWER (OR NOT) WHEN QUESTIONED**

##### *1. Leaving the Other Person with the Assumption That He Has Been Answered*

In the questioning process we deal with two sets of assumptions – those of the questioner and those of the person questioned. In answering we should try to handle the questioner’s assumptions and attempt to leave out our own. An army captain once made the wrong assumption when faced with a question. He had been in charge of his company’s officers’ club funds, which he had slowly misappropriated over a long period of time. While in the PX one day he was accosted by two military policemen. One put his hand on the captain’s shoulder and said, “Captain, would you come outside with us?” The officer replied, “Could you excuse me for one moment?” He went into the men’s room at the rear of the PX and shot himself. The MP’s were astonished. They had come in to tell the captain his jeep was parked by a fire hydrant. He would be alive today, but possibly behind bars, if he had made an effort to consider the question on the basis

of the other person's assumptions rather than his own. He might have answered the MP's question with a challenging "Why?" and acted accordingly.

## *2. Answering Incompletely*

An incomplete answer is one in which we cover a much more limited area than the questioner intends. Let us say you have just had dinner at the home of a newly married friend and his wife has cooked the meal. The next day the husband asks you, "Well, how did you like my wife's dinner?" Your answer might be, "She certainly sets a beautiful table. The silver was especially fine. Was it a wedding present?"

Use restricted meanings to the questions asked. Sometimes in a negotiation if details are presented and both sides are concerned that they could never agree on the specifics, they will ask questions which are subject to restricted answers rather than obtain an absolute rejection which they do not want. When, for example, the question was asked of the manufacturer, "Could you handle this order?" the manufacturer, considering a restricted meaning, said, "Certainly we can handle an order of this sort." Neither side was asking or receiving an answer to the question of when delivery could commence.

As previously stated, you should ask questions considering the level that you wish to receive answers on. If you ask a high-level question you will probably get a high-order, abstract answer. A lower-level question will elicit more precise, detailed information. In answering questions, however, this process can be reversed. When you are asked a high-order question, you can give a low-order answer by prefacing your answer with "Well, to be more fundamental..." When the question is asked, "How do you think the disarmament talks are going?" the answer might be "As skilled diplomats, our representatives are in direct and constant communication with the representatives of the other side." A low-order question can be given a high-level answer, as when asked, "Why didn't the president of Columbia take more immediate action against the students when they started their disruptive activity?" The answer might be "Rugged individualism is dead in the United States." Another method of answering incompletely is to sidestep the question. Let us say that you are a salesman and are in the middle of your presentation. At this point the customer asks, "How much does it cost?" Your object is not to answer at this time; you wish to complete your presentation before revealing the price. You might reply, "The dollar value is what I'm sure you're interested in. Therefore, let me round out the details and present the various costs so that I may more fully be able to answer your question." You might also say, "When

I've finished my presentation of the entire article, I'm looking forward to asking your opinion of the price." Sometimes use of the restricted meaning can be of assistance; tell him the price of the part that is being demonstrated at the time, then go on with the presentation.

### *3. Answering Inaccurately*

Use an analogy beginning "As I understand your question..." and then set forth your own version of the question; or begin with "A similar situation..." and state a situation that you are prepared to compare it to; or set forth a typical analogy to which you would like to relate the question.

You can also change the question by substituting a different question. Suggest that you are going to answer and deftly change the subject: "I thought you might say that, and you deserve an answer. But before I reply, let me ask this question." "Yes, I agree with the intent of the question, but let me rephrase it slightly." If the questioner is still unsatisfied and says, "I don't think the answer is pertinent," your answer might be "Perhaps you're right. How would you phrase it?" or "How would you have stated it?" or "Would you prefer that I put it this way?" or "How would you like me to say it?"

### *4. Leaving the Other Person without the Desire to Pursue the Questioning Process Further*

State many answers without committing yourself to any one. For example: "Why can't we improve railroad service?" Answer: "When we consider shifting population, the change in the economic conditions of people in various sections of the area, the failure of the state to supply necessary funds, the federal government's preoccupation with supersonic jets, labor's inclination to give as little for the dollar as possible ..."

State that the answer to the question is that the question cannot be answered: "That's one of those unanswerable questions." "The future holds the key to that problem." "It would serve no purpose in this instance to speculate on the future."

Use humor in answering questions: "Who were the first people to discriminate against you?" Answer: "My parents."

Don't answer. The method used can take many forms: You are distracted; you cause a distraction; you intentionally continue creating a distraction by choosing another question or appointing someone else to answer the question.

Consider what occurs when a person asks a question. He has problems too – and look at the interrogator's problems! He lacks the depth and the knowledge of the circumstances that the other party may have to answer

the question and he may even lack knowledge of the vocabulary used to describe the circumstances that are involved. He may not really have decided on what he wants to know, and he is not at ease in asking his question. The inquirer may also feel that he cannot reveal the true question because of its sensitive nature. He may also have prejudices against various groups or occupations and consequently may avoid giving a true picture of his own feelings. And finally, the inquirer may lack the confidence in the respondent's ability to deal with the question. These elements must be considered as natural barriers in the questioning process.

## **UNIT 6. SKILLS OF NEGOTIATING**

### **Task 7. Read the text and be ready to discuss it:**

#### **TACTICS OF CONDUCTING NEGOTIATIONS**

Most negotiations are conducted with a view to reaching a compromise agreement. Both parties together move towards an outcome which is to mutual benefit.

This is a range of tactics which can help conduct negotiations.

It's no use immediately discussing business matters. The topic at the outset of negotiations should be neutral, non-business. It could be immediate experiences, the sort of journey the visitor has had; football, ice-hockey, the morning's newspaper headlines, common interests, etc.

Five per cent of the negotiating time is devoted to breaking the ice. The two parties adjust their thinking and behaviour to one another.

If you want to follow the reaction of your visitor introduce in your speech the question – "Agree?"

At the very beginning of the talks get agreement covering the purpose, plan, agenda of a meeting.

Here is some advice to a negotiator:

- First discuss major items, then minor items.
- Follow the headlines of the plan one by one.
- Come over to the next point after you have resolved the previous one.

There are always differences of view between the parties. Here is some advice on problem-solving tactics:

- Present a problem in general and obtain the other party's view on it.
- Look together at the possibilities of joint advantage.
- Suggest practical actions to resolve a problem.

If negotiations are difficult and you are in a deadlock, take time-out. It'll help you build bridges between yourself and your partner when you resume negotiations.

People involved in negotiating:

team leader

production people

financial managers

commercial managers

people with technical expertise.

*Words and word combinations:*

to mutual benefit

к взаимной выгоде

agenda

повестка дня

adjust

приспосабливать

deadlock

тупик, безвыходное положение

expertise

опыт

*Useful language:*

Welcome. How nice to see you. How's business?

I'm glad to see you got here all right.

Did you have a nice trip?

How do you feel about some coffee?

Can we first agree on the procedure?

I've assumed that this meeting will take about an hour.

Excuse me a moment but may we start with...

Let's exchange information on our respective positions.

We are meeting in the hope to reach agreement in principle.

Is that how you see the purpose?

The issues we need to settle will be...

Any questions you want to clarify?

Does it cover the issues you want to clarify?

Our position on the price is...

Tax exclusive (inclusive)?

That is the price per unit, is it?

How do you justify it?

Have you managed to get the quality put right?

What has been happening to your deliveries?

Our position is...

My understanding is...

My impression is...

That's how we see it.

Is that agreeable to you?  
Is that all right for you?  
What can we do about it together?  
We can readily agree on...  
We really cannot do it.  
Do you have authority to settle the matter?

**Task 8. Answer the following questions:**

1. What is the purpose of business negotiations?
2. What should be the topics at the outset of negotiations?
3. Why is it important to break the ice?
4. What are the tactics of conducting negotiations?
5. How should parties come out of a deadlock situation?
6. What would you say to your partner at the very first moment of the talks?
7. How would you break the ice if:
  - a) you see your visitor for the first time?
  - b) your visitor is your long-standing partner and you know his family and his hobby?
8. What would you say at the close of the talks if:
  - a) you've come to a compromise?
  - b) you've failed to reach a compromise?

**UNIT 7. NEGOTIATION. INTERNAL BARGAINING**

**Task 9. Read the text and speak about the importance of negotiations in manager's activity and their role in fostering a climate of cooperation:**

**THE IMPORTANCE OF NEGOTIATIONS  
IN MANAGER'S ACTIVITY**

Most managers dislike the process of negotiation, believing it to be a clash of wills from which only one conclusion is certain, both parties will lose something. But negotiating is a feature of almost every bargain struck in every workplace.



Managers regularly have to negotiate – with peers, the boss and subordinates – especially as giving and taking orders becomes a less acceptable aspect of business behavior.

In theory, conflicts are resolved by reference to who is “right”. Reality is much more complex, with its systems of favours done and owing.

Internal negotiations are much more difficult than external ones. Each agent has his/her own idea of what is best for the company. This, coupled with individual needs and relationships, heightens the potential for conflict. The loser in the negotiation may work in the same building, doing a similar job. The loser may be the winner in the next negotiation, may be a rival for promotion, a close friend or a bitter enemy.

Therefore, if you don’t have to negotiate, don’t. If cooperation can be achieved without bargaining or compromise, accept it. Don’t believe that you have to negotiate every point, complicating the manager/subordinate relationship by encouraging negotiation of the most trivial matters. It is your duty as a manager to foster a climate of cooperation.

### **Task 10. Answer the following questions:**

1. What do successful negotiators agree on?
2. How many stages of preparation to negotiations are there?
3. What are the negotiator’s commitments?
4. Should the approach to negotiations be flexible?
5. Is top management involved in the fact-finding stage?
6. What observation can be applied to the role of management in negotiations?
7. Can a comprehensive analysis be used in analyzing issues?
8. Is preserving flexibility very important while negotiating?
9. What factors should lessen uncertainty for the negotiating team?
10. Which tactics shouldn’t be used without management approval?
11. What are the final steps in preparation for negotiations?
12. When is the presence of top management necessary at meeting?
13. Which are the usual procedures of the ratification of the agreement?
14. How should important questions be formulated?
15. What main functions do the questions perform?

**Task 11. Translate the following sentences into Russian:**

1. It is important that the negotiating team follow through by expanding upon and using these channels of communication.
2. The role of the chief executive officer in negotiations is a complex one that demands many executive skills.
3. Few negotiable issues can be ranked in order of priority.
4. It's clearly advantageous for the team to suggest an agenda.
5. The more the company knows about its own position, that of the other party, and the marketplace, the better is its bargaining position.
6. However, once information has been collected, management is responsible for helping place it within the context of long-term company goals.
7. Management should direct team members to hold practice session to anticipate how the negotiations are likely to unfold.
8. The anxiety is a sign that one feels that one's self-esteem, self-regard, or person is endangered.

**Task 12. Use the following word-combinations in sentences of your own:**

to gather information, a flexible approach, to work out details, to cause damage, to make a concession, to move toward agreement, to conduct business, to make decisions, to gain control, to give attention to, to obtain information, to cause anxiety.

**Task 13. Write down as many words as you can which start with the prefixes in the box:**

un-, non-, en-, over-, pre-, mis-, in-, dis-.

**Task 14. Match the prefixes in the box above to the words in the box below:**

negotiable, fortunate, danger, come, cover, expect, able, occupation, appropriate, complete, armament, productive.

**Task 15. The paragraphs of the following text have been jumbled. Put them in the correct order. The first one has been done for you:**

A								
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A. Have you ever been involved in formal or informal negotiations? What was it like?

B. The point of all this is simple: we are negotiating all the time, whether we realize it or not. Yet, few of us consider ourselves negotiators.

C. Let's say you are a buyer, and you know the seller has some flexibility on price, and you have alternative sources of supply. Seller offers you the goods (it could be services or anything else) for \$10 per unit. You don't really feel you should pay more than \$8 per unit. So, you are going to try to convince the seller why he/she should move to your position and sell you the items at your \$8 price. Are you negotiating?

D. Ultimately any time you are in a position where you feel you have to persuade someone of your position you are negotiating.

E. When you are involved in what most people normally consider a negotiation, what are you doing? Let's examine. First, are you usually discussing something with a person with whom you don't fully agree? Second, is that person trying to sell you something or vice versa? This is the typical negotiation scenario envisioned by most people. But when we break it down, what is really going on?

F. What about when your seven year-old son or daughter comes to you an hour before dinnertime wanting to eat that last piece of cake. You don't think your child should have the cake; it will spoil his appetite. Are you going to try to get him or her to understand your position? Is your child negotiating?

G. Negotiation is an important tool for sales, but it is also a skill that we all use, everyday, in business and in personal life. Some of us use it to better effect than others, but it is a skill that can be developed and cultivated with a little practice and effort.

H. But wait! There's good news. The truth is that highly effective negotiators are not born, they're made. Negotiating is an acquired art and skill, with universal principles underlying its practice.

I. Your boss feels you have done a pretty good job, and deserve a \$2,000 rise this year. You feel you have done a great job and deserve no less than a \$3,000 rise. Isn't this going to be a negotiation in which you will try to convince your boss of the righteousness of your position?

J. Now let's look at a few different scenarios.

**Task 16. What makes a good negotiator? What skills should he (she) have under the belt? Advertise for a sales negotiator and point out the essential and desirable skills he (she) should have. Exchange the advertisements. Do you meet the requirements?**

**Task 17. Your boss feels you have done a pretty good job, and deserve a \$2,000 rise this year. You feel you have done a great job and deserve no less than a \$3,000 rise. Try to think of all the possible arguments you could give to your boss to convince him of the righteousness of your position. There are no guarantees that you will not be in the shoes of the boss yourself. What arguments could you give to your employee?**

**Task 18. It's high time you approached the boss and asked for a \$3,000 rise, isn't it? Time is money. Don't waste it!**

**Task 19. Quiz time. Ask your fellow student the following quiz questions and then get him to ask you. Do your answers differ much?**

*What type of negotiator are you?*

1. Your aim in negotiation is:
  - a) to find the greatest area of agreement in the joint interests of both parties;
  - b) to win and to make the other side lose;
  - c) to find the best deal for your side.
  
2. When the other side is talking you:
  - a) use the information you are hearing to identify weaknesses in the other party;
  - b) plan what you are going to say next;
  - c) listen with maximum attention.
  
3. You think that:
  - a) part of the available time must be spent socializing and getting to know the other side;
  - b) goodwill is important but the speed of the meeting should be quick and businesslike;

c) the meeting should get down to business as soon as possible and reach quick decisions.

4. When you speak in a negotiation you:

- a) make bold and forceful statements possibly banging on the table;
- b) make carefully considered statements in a calm, controlled voice;
- c) are occasionally forceful and inflexible.

5. If the other side disagrees with you, you:

- a) try hard to find a creative position by modifying your position;
- b) repeat your demands and will not concede – your objective is to make the other side give in;
- c) reshape your offer without fundamental changes.

6. If the other side states an opinion you disagree with, you:

- a) tentatively suggest an alternative;
- b) ask for clarification and explanation;
- c) ridicule it with sarcasm.

*Now calculate your total and see what kind of negotiator you are.*

To see which kind of negotiator you are, calculate your total based on the following system.

1. a) 3; b) 2; c) 2;      2. a) 1; b) 2; c) 3;      3. a) 3; b) 2; c) 1;  
4. a) 1; b) 3; c) 2;      5. a) 3; b) 1; c) 2;      6. a) 3; b) 2; c) 1.

If you score 15 or more you are a creative negotiator. 11–14 you negotiate to an independent advantage. 7–10 you are a fighter. Less than 7 you should get a gun license.

**Task 20. Read the following text and put the correct advice into each gap:**

- a) allow them to save face and keep asking questions until you lose imagination or control;
- b) ask them to propose a solution to the issue they have raised;
- c) do not interrupt, counter or counter attack;
- d) stay “cool” and take a few breaths while maintaining eye contact;
- e) stay present and acknowledge that you heard them with a pause or a nod without taking sides or using blaming language;
- f) try staying mindful of your worst side and their best side as you find yourself falling into an escalating argument;
- g) try to “warm up” to the part of the person you can respect.

## KEEPING COOL WHILE UNDER FIRE

The number one reason people get fired in the U. S. is anger and the number one problem people say they have at work is they do not feel heard and respected. How do we make people feel heard when they are difficult to be around – and still stand up for ourselves? If the only tool you have is a hammer, you treat everything like a nail. Here's some more «tools» to add to your “toolbox” for the next time someone is upset and taking it out on you. None will work all the time, some will work better for your personality style than others. Here are some suggestions:

When others act “hot” we tend to either escalate (become like them and get loud, more hostile or other mimicking reactions) or withdraw (poker face, quiet down, etc.). Either approach gets us out of balance. Both reactions are instinctively self protective but self sabotaging because they are akin to saying “I don't like your behaviour – therefore I am going to give you more power.” Instead, **1** ... . Rather than getting “hot” yourself by moving or talking louder or faster, **2** ... . This will buy you time to think out what you want to do and prove that you've heard them.

You can acknowledge by saying “I understand there's a concern” (rather than I understand you're upset – which is emotion laden language.) Your goal is to de-escalate conflict. **3** ... : focus on it mentally and refer to it verbally: “You are so “dedicated”, or “knowledgeable”, or whatever their self-image is which leads them towards rationalizing their behaviour. Then say, “May I tell you my perspective?” This sets them up to give you permission to state your view.

Nobody wants to be told they are wrong. Whenever you have reason to believe someone is not making sense or lying, you will not build rapport by pointing it out to him or her. **4** ... . Say, for example, “How does that relate to the...(then state the apparently conflicting information.) You may find you were wrong and you thus “save face.” Or, by continued non-threatening questions, you can “softly corner” them into self-correcting which will protect your future relationship.

Note the human inclination in arguments to mentally focus on the smart, thoughtful and “right” things you are doing while obsessing about the dumb, rude and “wrong” things they are doing. This tendency leads us to take a superior or righteous position, get more rigid and listen less. Difficult as you may find it, **5** .... You will probably be more generous and patient with them, and increase the chances.

If someone is dumping on you, **6** ... . When they are done, ask, “Is there anything else you want to add?” Then say, “What would make this situation better?” or “How can we improve this situation in a way you believe we can both accept?” **7** ... . If they continue to complain or attack,

acknowledge you heard them each time and, like a broken record, repeat yourself in increasingly brief language variations: “What will make it better?” Do not attempt to solve problems others raise. They will make wrong.

*After Rare Anderson*

### **Task 21. Case Study. Work in small teams:**

#### IT’S NOT WHAT YOU SAY – IT’S HOW YOU SAY IT

Goody Startman was furious. He had an excellent 20-year relationship with a fortune 100 company. He provided a service to this fortune 100 company. A recent request for his service had been ordered via a standard purchase order. It was then abruptly canceled. When Goody inquired for a reason, a member from procurement, Barry, told him “We don’t give reasons to our vendors. We can cancel anytime we want to without any explanations to anybody.”

*Imagine yourself in the shoes of Goody Startman. What actions would you take? Share your ideas in your teams. Are they similar?*

Goody had faith that his client was better than this. This was a case of power gone bad, leverage abused, relationship trivialized. He called Barry’s manager and explained the situation as best as he could. Barry’s manager said he would look into the situation. He also explained that his company valued their vendor relationships. He went on further to say that an appeals board was established for just such situations when a vendor feels they have been treated unfairly in some manner. Goody was welcome to use it if he chose to. This approach, before any final decisions were rendered, made Goody feel much better about his customer and their relationship.

*Would you make a claim to the appeals board to make Barry pay for his treating you like that?*

Goody’s response to the manager was that he too valued their 20-year relationship. He preferred not to use some internal escalation process. He felt that he was now receiving a fair hearing from this manager and would await the outcome. As you might suspect, Goody’s services were reinstated. But even if that was not the ultimate result, he perceived that he was getting a fair hearing. Regardless of the outcome, he would not have appealed.

Most of the time it’s not what you say, its how you say it. Had Goody Startman received any type of reasonable explanation for the initial cancellation he would probably have been satisfied. When leverage is misused or

abused, relationships are damaged or fail. And that's the beginning of the end. Word gets out. Vendors will avoid you. Customers will avoid you. Even prospective employees may avoid you. If they do business with you, negotiations will be more difficult. Credibility will be suspect and contracts will be more detailed. Dealing with a customer or vendor arrogantly can also have very unintended consequences. Had Goody utilized his customers appeal process it's possible the original procurement person, Barry, might have lost his job. Now, that would have been the ultimate in poetic justice or arrogance backfiring.

Relationships are every technology company's future. Credibility in the marketplace is essential to sustain relationships.

The key *point* is that good relationships make money for you through *productivity* and *reliability*. This doesn't mean you give up your leverage or abdicate sound business judgment. What it does mean is that you choose your words carefully: "It's not what you say, it's how you say it."

**Task 22. Fill in the gaps in the following sentences with appropriate prepositions:**

1. We are negotiating ... the salary rise.
2. They have refused to negotiate ... the issue.
3. Try to convince your boss ... the righteousness of your position.
4. We must persuade the management ... the need of change.
5. Have you ever been involved ... formal or informal negotiations?
6. We will be forced to make concessions ... your company.
7. The first item ... the agenda is to approve ... the minutes of the previous meeting.

**Task 23. Role Play. Work in three groups:**

SALARY NEGOTIATIONS

*Introduction*

You will play the role of either a manager or subordinate in negotiation over salary. Both in securing employment as well as promotions, we frequently are in a position to negotiate with our superiors over salary; and, once we achieve managerial rank, we do the same with subordinates. This is one of the most common and, at the same time, most personal forms of negotiation; for many people, it is also the most difficult. Since salary can



be a means of satisfying many needs – economic, recognition, status, or competitive success measure – it leads to complex negotiations.

*Procedure*

*Step 1: 5 Minutes*

The class will be divided into groups of three; two will be assigned the roles of manager and subordinate, the other as an observer. Role-players will be assigned either an “A” or a “B” role in one of the Salary Simulations below. Assemble with your trio in the place specified by the instructor.

*Step 2: 5 Minutes*

Read your assigned role and prepare a strategy. If you are an observer, review the Observer Reporting Sheet and make sure you understand what to look for.

*Step 3: 10 Minutes*

Carry out your discussion with your counterpart. If you finish before the allotted time is up, review the sequence of events with the other party and tell the other what he or she did that was productive or unproductive to the negotiations.

If you are an observer, make brief notes during the role-play on your Observer Reporting Sheet. When the role-play is over, review the sheet and add further details where necessary.

*Step 4: 10 Minutes*

In your trio, discuss the outcome of the negotiation. The observer should report what he or she saw each party doing. Review what steps or positions seemed most and least useful.

At the end of the time for step 4, the observer should hand his Observer Reporting Sheet to the instructor.

*Step 5: 5 Minutes*

In your trio, change role assignments so that the person filling an A role now fills a B role, the person filling the B role now becomes observer, and the previous observer now fills an A role.

*Step 6: 5 Minutes. Repeat step 2.*

*Step 7: 10 Minutes. Repeat step 3.*

*Step 8: 10 Minutes. Repeat step 4.*

*Steps 9, 10, 11, 12: 30 Minutes. Repeat steps 5, 6, 7, 8.*

Observer Reporting Sheet

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Round \_\_\_\_\_.

How did A open the meeting? \_\_\_\_\_

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How did B respond to the way A opened the meeting? \_\_\_\_\_

Was an agreement reached? Yes ..., no ... .

What was the salary agreed to, if there was an agreement? \_\_\_\_\_

Were there any other added features in the settlement achieved? \_\_\_\_\_

Will future relations between A and B be better (+), worse (-), or the same (=) as a result of this meeting? List the opinions of A, B, and the observer.

A \_\_\_\_\_, B \_\_\_\_\_,

Observer \_\_\_\_\_.

*Step 13: 30 Minutes*

The instructor will post the results from the three sets of role-plays. Examine the different outcomes and explore reasons why they occurred and their consequences.

*Discussion questions:*

1. Were there any differences in the way negotiations were handled when:

- Both parties in a role-play were satisfied?
- One was satisfied?
- Both were dissatisfied?

2. Were some people playing the same role dissatisfied with an outcome that others in the same role found satisfying? Why? How do you account for this?

3. Poll quickly those who were satisfied with the outcome. Ask why they were satisfied.

4. Poll quickly those who were dissatisfied with the outcome. Ask why they were dissatisfied.

5. What was the effect of observing another's negotiation on how you negotiated? Did what you see as an observer affect how satisfied you felt with your own outcome?

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## **Национальные особенности подготовки и проведения переговоров**

У представителей разных стран и народов есть свои отличительные черты, которые необходимо учитывать при ведении международных переговоров. Участники переговоров ведут себя в соответствии с их жизненным опытом и национальной культурой. Процесс переговоров гораздо легче осуществлять, когда партнеры по бизнесу совместимы по признаку общности профессиональной и организационной культуры. К переговорам необходимо готовиться заранее. Один из этапов такой подготовки – изучение национальных особенностей представителей разных стран. Важным является также вопрос соблюдения этики в международном бизнесе. Во всех западных странах точность считается признаком хорошего тона. Опоздать на встречу более чем на 15 минут – грубая невежливость. Если есть возможность, то в случае опоздания нужно предупредить о нем и извиниться. Приходить на встречи заранее тоже не следует.

При ведении переговоров следует учитывать особенности поведения людей в рамках общественной жизни. Западные немцы, например, предпочитают демонстрировать свое богатство: большой дом, дорогую машину и т. п. В то же время швейцарцы предпочитают не говорить о своих деньгах. При ведении переговоров следует учитывать, что в Швейцарии и Германии они проходят целенаправленно и сухо. Австрийцы же не любят говорить «нет». Резкий отказ, по их мнению, является недопустимым.

Российские бизнесмены при ведении переговоров с иностранцами бывают подвержены смене настроений. Искреннее, максимально доброжелательное расположение к партнерам может смениться у них проявлением строгой официозности, натянутости, сухости. Это происходит при неблагоприятном для русских ходе переговоров. Россияне при этом не пытаются скрыть перемену в настроении. Серьезный недостаток в деловом имидже русских – неумение правильно торговаться. Российские предприниматели часто не знакомы с реальной ценой товара и вынуждены за него основательно переплачивать. Этим умело пользуются некоторые зарубежные фирмы, подчас сбывая в России продукцию низкого качества по завышенным ценам. К заключению сделок с иностранцами российские бизнесмены подходят весьма оригинально. Главное для них – извлечь максимально возможную для себя выгоду, отрезать от общего пирога наиболее ла-

комый кусок. Интересы партнера при таком подходе учитываются далеко не полностью. И дело здесь не в русской жадности. Просто русские воспринимают сделку как конкуренцию, а отнюдь не стремление к обоюдной выгоде, что несколько затрудняет переговоры. При заключении соглашений с зарубежными партнерами россияне предпочитают оговаривать лишь общие цели и намерения, не определяя механизмов исполнения задуманного. Это не всегда устраивает иностранцев, из-за чего в переговорах возникают сложности, которые могут привести и к их срыву. Для русских бизнесменов характерно нежелание рисковать своим капиталом. Они стараются избегать рискованных операций, даже если те сулят высокие прибыли. В данном случае русские проявляют чрезвычайную осторожность. На переговорах с зарубежными предпринимателями россияне часто выдвигают явно завышенные требования. Иностранцам приходится вести длительные дискуссии, чтобы смягчить российскую позицию. Сделать это непросто, так как русские крайне неохотно идут на компромиссы, рассматривая их как проявление собственной слабости и неуверенности. Бывает и так, что русские после резких возражений неожиданно принимают предложения партнеров, приводя их в изумление.

Для установления деловых отношений можно использовать принятую в Германии практику организации сотрудничества через агентские и посреднические фирмы. Высокий профессионализм и безусловное выполнение обязательств способствуют налаживанию долгосрочных деловых связей с немецкими фирмами. Время предстоящей встречи обязательно согласовывается. Это можно сделать по телефону. Разговор по телефону начинается с представления. Все обещания, данные в процессе телефонного разговора, как правило, выполняются. Переговоры ведутся с участием одного или нескольких партнеров. Своей пунктуальностью вы сразу заслужите уважение ваших немецких коллег, что в свою очередь благотворно скажется на переговорах. Церемония представления и знакомства соответствует международным правилам: рукопожатие и обмен визитными карточками. Немцы предпочитают те переговоры, в которых они с достаточной очевидностью видят возможность нахождения решения. Обычно участники очень тщательно прорабатывают свою позицию. В ходе переговоров они любят обсуждать вопросы последовательно один за другим. При заключении сделок немцы будут настаивать на жестком выполнении принятых обязательств, а также уплате высоких штрафов в случае их невыполнения. Они могут требовать предоставления значительного гарантийного периода на поставляемый к ним товар, а также залога на случай поставок недоброкаче-

ственного товара. Во время переговоров немцы могут вести себя достаточно жестко, при этом они предоставляют очень хорошие условия для их ведения: помещение, необходимое оборудование. В ходе переговоров немцы довольно профессиональны и официальны. Они обычно ожидают от вас того же. Обращаться следует по фамилии, например «господин Шмидт» (а если есть титул – то с указанием титула), а не по имени, как принято у американцев. Во время официальных встреч немцы, как и японцы, довольно консервативны в одежде. Если вас в перерыве переговоров пригласили в ресторан, то не забудьте, что, во-первых, счета в ресторане иногда оплачиваются раздельно приглашающими и приглашенными. Во-вторых, за столом следует пить, только когда хозяева произнесут традиционное «Прозит!». Наконец, в-третьих, следует избегать разговоров политического характера.

Специфическую манеру поведения имеют партнеры из США. Американцы с большой легкостью используют психологическое давление в процессе принятия решения: теряют уверенность, когда их партнеры по переговорам обязаны согласовывать действия с вышестоящим руководством; стараются быстро перейти к подробному обсуждению дела, пытаются прагматически классифицировать вопросы.

Американские бизнесмены при ведении переговоров предпочитают не отвлекаться на посторонние темы, а сразу переходят к существу дела. Сначала они стремятся прийти к общему соглашению, определить рамки договоренностей. Затем начинается обсуждение деталей соглашения. Американцы всегда настаивают на тщательной проработке механизмов реализации договоренностей. В противном случае переговоры могут сорваться. Декларация общих намерений американцев не устраивает. Исполнение принятых решений предполагает для них также обязательную специализацию партнеров, разделение сфер ответственности. Для достижения успехов на переговорах с партнерами американцы стараются создать дружественную атмосферу. Они редко строго придерживаются протокола, любят шутки, остроумные сравнения, демонстрируют открытость, благорасположение к партнерам. В большинстве случаев такая тактика идет им на пользу.

Еще одна черта американской договаривающейся стороны – высокий профессионализм. Крайне редко на переговорах можно встретить американца, не разбирающегося в сути вопроса. Адекватной компетентности американцы ожидают и от другой стороны. Иностранцам следует четко определить, чем они занимаются и чего хотят добиться от сделки. Иначе американцы найдут другую фирму, которая знает о себе все. На переговорах с американцами иностранцам

желательно не только отстаивать собственные интересы, но и показать американцам выгоду, которую они извлекут из соглашений. Подобные жесты американские бизнесмены ценят очень высоко.

Американцы с детства приучены любыми путями достигать поставленных целей, предпочитают заранее получить информацию о партнерах по переговорам, бывают очень признательны, когда партнеры накануне переговоров предоставляют им CV – краткое изложение профессиональной биографии. Переговоры американцы ведут энергично, напористо, сосредоточиваясь на узловых моментах. Они любят и умеют торговаться. Не всегда, правда, это приносит им желаемые плоды. Зачастую американские предприниматели навязывают собеседникам свой стиль ведения переговоров, считая его единственно приемлемым. Они ощущают себя законодателями переговорной моды. Далеко не всем это по душе. Чрезмерная напористость нью-йоркцев или чикагцев может быть расценена иностранцами как неприкрытый эгоизм, неуважение к партнеру. Переговорная заносчивость американских бизнесменов порой затрудняет им путь к успеху. Если во время переговоров возникают трудноразрешимые противоречия и стороны не могут прийти к соглашению, американцы предлагают решать проблему «в пакете». «Пакет» разделяет договор между сторонами на ряд соглашений, в которых определяется ответственность каждой из сторон, фиксируется предполагаемая прибыль. Данная форма взаимодействия позволяет сбалансировать интересы сторон. Иногда американцы заранее готовят к переговорам «пакет» предложений. Деловые люди Америки точны и пунктуальны. Они никогда не опаздывают к началу переговоров. К опозданию же партнеров относятся очень негативно, усматривая в этом элемент неуважения и незаинтересованности в успехе дела. Особенно строги в этом отношении бизнесмены восточных штатов США.

Деловые приемы в США очень короткие. Потребление спиртных напитков на них сведено к минимуму – американцы всерьез озабочены своим здоровьем. Партнеру могут предложить слабый коктейль или пиво. Основные переговоры проходят в рабочем кабинете руководителя фирмы. Стены таких кабинетов часто завешаны фотографиями известных лиц, посетивших фирму, сертификатами, грамотами с международных выставок и т. д. Таким образом деловые американцы стремятся подчеркнуть величие и надежность своих фирм, вызвать доверие партнеров. Преимущество американского переговорного стиля состоит в сочетании деловитости, открытости и высокого профессионализма. В этом смысле американцы действительно «впереди планеты всей».

Деловой мир Соединенных Штатов за свою историю выработал стройную систему общения между фирмами как внутри страны, так и за ее пределами. Это касается всех форм коммуникации: переписки, переговоров, рекламы.

Американских бизнесменов интересует следующая информация: способы удешевления продукции для получения большей прибыли, пути создания новых рынков сбыта или привлечения новых клиентов для своего производства, возможность заключения выгодных контрактов, создание хорошего имиджа для фирмы и ее продукции.

Деловой мир Англии заметно отличается от деловых кругов других стран. Для английского бизнеса характерна кастовость, которая, с одной стороны, определяет его высокий профессиональный уровень, а с другой – препятствует притоку свежих сил. Хотя английские бизнесмены – одни из наиболее квалифицированных в деловом мире Запада, в то же время промышленный сектор бизнеса еще не достиг тех высот развития, которые характерны для США, Германии и Японии. Английские бизнесмены в целом не могут подняться до высочайшего уровня анализа долгосрочных перспектив. Как правило, они проявляют напористость, когда речь идет о сиюминутной выгоде, при заключении сделок, приносящих немедленную прибыль, и очень неохотно идут на расходы, отдача от которых будет через пять – десять лет. Английскому бизнесу свойственен консерватизм, вследствие которого наблюдается недостаточная разработанность механизма внедрения идей и технологий в серийное производство при высокой изобретательности народа.

Весьма характерен портрет английского бизнесмена. Это вышколенный, эрудированный человек, в котором сочетаются высочайшая профессиональная подготовка и своеобразный политический инфантилизм. Чисто человеческие качества имеют для него решающее значение. Он не замыкается в своей работе, а имеет широкий круг интересов, связанных не только с экономикой, но и со спортом, литературой, искусством. Он очень наблюдателен, хороший психолог и не приемлет фальши и сокрытия слабых сторон профессиональной подготовки. Круг английских бизнесменов довольно узок и пополняется в основном за счет семей, которые занимались предпринимательством многие годы. Поэтому молодые люди, вступающие в мир бизнеса, имеют превосходную психологическую подготовку. Теоретически и практически они подковываются в колледжах и специализированных коммерческих школах. Помимо специализированной информации студентам преподают в форме деловых игр тактику и стратегию ведения деловых переговоров, предлагают типовые реше-



ния коммерческих задач. В английском бизнесе существует определенный ритуал общения, которого стараются придерживаться при личном и телефонном контакте, при проведении деловых обедов, симпозиумов, конгрессов, семинаров, выставок и участия в работе престижных клубов. Для британской элиты, в том числе и для бизнесменов, немаловажное значение имеет посещение таких зрелищных мероприятий, как теннисные турниры, скачки и т. п. Все это надо учитывать, чтобы расположить к себе английского бизнесмена. Установив с ним контакт, вы приобретете не только делового партнера на данный момент, но и сформируете основу для установления длительных деловых взаимоотношений, которые в будущем принесут вам и вашему предприятию немалую выгоду.

Переговоры традиционно начинаются с обсуждения погоды, спорта. Переговоры ведутся с привлечением многочисленного фактического, справочного и статистического материала. Оговаривается и определяется не только все, что связано с контрактом, но также и деятельность, направленная на дальнейшее развитие делового сотрудничества, в частности перспективы заключения других возможных сделок, возможность сотрудничества в производственной области и сфере сбыта. Переговоры с английскими фирмами не следует проводить без тщательной подготовки и согласования. Импровизации здесь не допустимы. Не обязательно сообщать своим английским партнерам о своем прибытии, если согласованы сроки и программа пребывания. Пунктуальность в Великобритании – жесткое правило. Обмениваться рукопожатиями принято только при первой встрече. В дальнейшем англичане довольствуются простым устным приветствием. Англичане принимают решения медленнее, чем, например, французы. На честное слово англичан можно положиться. К переговорам они подходят с большой долей прагматизма, полагая, что в зависимости от партнера на самих переговорах может быть найдено наилучшее решение. Они достаточно гибки и охотно откликаются на инициативу партнера. Традиционным для британцев было и есть умение избегать острых углов во время обсуждения проблем. Поэтому до начала переговоров следует изучать аутостереотипы противоположной стороны.

Эффективная коммуникация – это не только искусство, но и наука, требующая владения определенными навыками вербального и невербального общения для формирования профессиональной и социокультурной компетенции в политической, профессиональной и бытовой сферах в многокультурном разнообразии современного мира.

От коммуникативного успеха зависит как судьба конкретных переговоров в сфере бизнеса, так и глобальный процесс сближения и взаимопонимания культур.

## СОДЕРЖАНИЕ

Пояснительная записка.....	3
Unit 1. Planning and Preparation of Negotiations .....	4
Unit 2. Negotiations .....	7
Unit 3. Ratification.....	8
Unit 4. Formulating Questions.....	8
Unit 5. Answering Questions .....	12
Unit 6. Skills of Negotiating .....	15
Unit 7. Negotiation. Internal Bargaining .....	17
Список рекомендуемой литературы .....	28
Приложение.....	29

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для реализации содержания образовательных  
программ высшего образования II ступени**

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