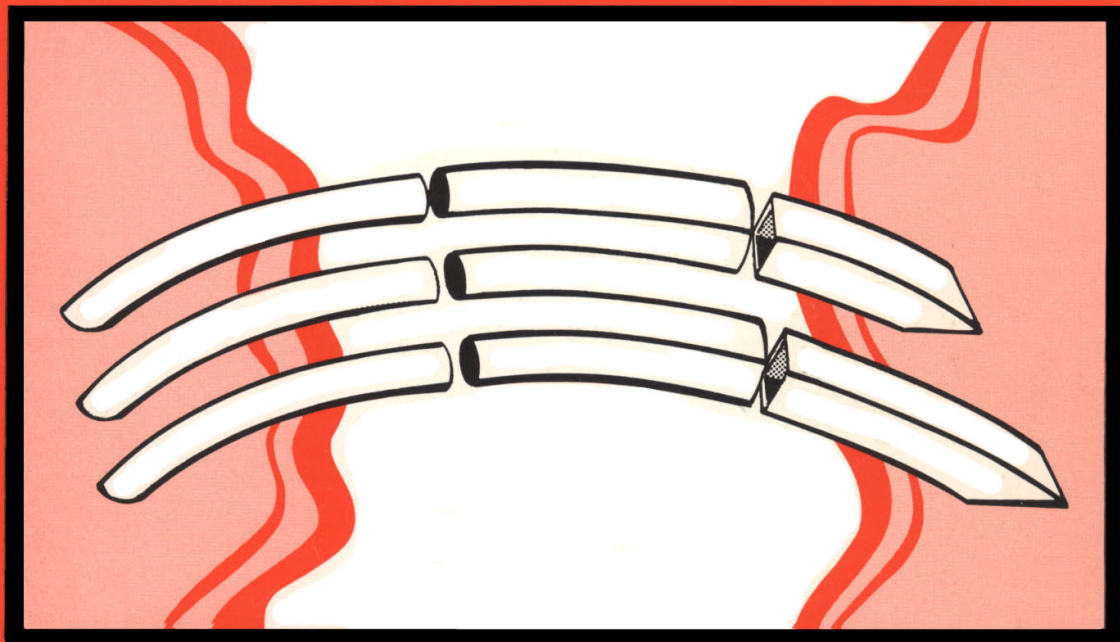


BRIDGES

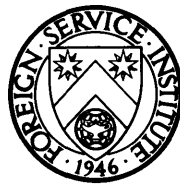
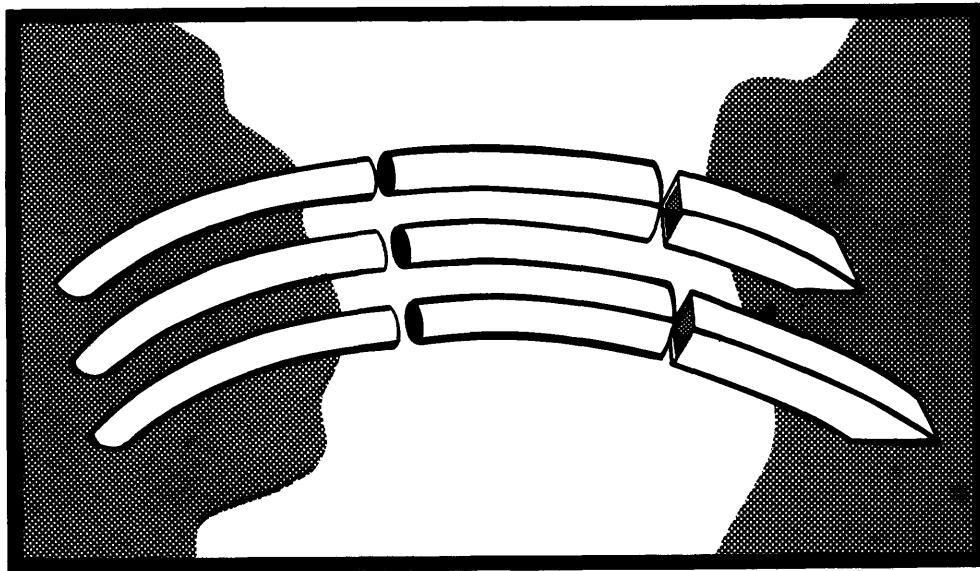
SCHOOL OF LANGUAGE STUDIES



FOREIGN SERVICE INSTITUTE
U.S. DEPARTMENT OF STATE

BRIDGES

SCHOOL OF LANGUAGE STUDIES



FOREIGN SERVICE INSTITUTE
U.S. DEPARTMENT OF STATE

1986

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GLOSSARY

<i>CMD</i>	“Conversation Management Device” - a verbal gambit which will help you control the interaction
<i>Desnagging</i>	A verbal device to help you when you don't understand what's been said to you
<i>Function</i>	Description of what a particular phrase, sentence, or series of sentences accomplishes
<i>Getting the gist</i>	(or gisting) - Getting the meaning or salient facts to serve your purpose, without getting all the details or doing an exact translation
<i>Interlocutor</i>	Any of the people engaged in a conversation
<i>Key lines</i>	What you need to say to fulfill the linguistic needs developed in the task consideration
<i>Key line elicitation</i>	The process of coming up with the key lines
<i>Key line practice</i>	Your opportunity to work with your key lines
<i>Microtask</i>	Role playing the same type of task within a scenario of your choice, related to your coming assignment; you make it up, if you wish
<i>Rehearsal</i>	Your chance to practice doing the task
<i>Restricted/Unrestricted</i>	Changes in content or reaction of the native speaker which make the task harder or easier
<i>Sample</i>	Speech (or written materials) that illustrate the task
<i>Simulation</i>	Role playing the task one on one within the scenario of the Bridge
<i>Task</i>	The major “purpose” of the Bridge exercise, e.g., Negotiating Arrangements
<i>Task consideration</i>	Drawing on <u>your</u> experience to come up with a set of functions you will be using to accomplish the “task”

PREFACE

Bridges were created as a complement to FSI basic courses by the Department of Program and Staff Development of the Foreign Service Institute to provide training appropriate to its students' needs.

Under the guidance of Foreign Service officer Douglas H. Jones, a task force composed of FSI curriculum specialists H. David Argoff, Gary D. Crawford, Thomas E. Madden, Gloria Stewner-Manzanares, and Earl W. Stevick initiated the program and provided some of the material included in this text. The Bridge program is currently under the overall coordination of Francine Haughey, curriculum specialist and French instructor.

The cover and title page were prepared by Anne N. Meagher and John C. McClelland of the FSI audiovisual staff. The text was compiled by Francine Haughey. The text was edited by Hedy St. Denis.

The French portions, with the additional written and taped material which completes this text, were prepared by the following members of the French teaching staff: Edith Bernard, Jacqueline Birn, Janine Bland, Jean Demarteau, Elisabeth de Maynadier, Henri Fourcault, Francine Haughey, Marcellin Hépié, Marthe Hotaling, Josette Howarth, Liam Humphreys, Suzanne Jaranilla, Michael Kent, Elizabeth Knutson, Sylviane Leblond, Viviane Linssen, Paulette Lovich, Marie Matthias, Josiane Mims, Antoine Napel, Aristide Pereira, Lydia Roffe, Paulette Ryan, Jean-Louis Santini, El Hadji Seck, Armine Théodore, Claude Sheldon, Hedy St. Denis, Lydie Stefanopoulos, Jack Ulsh, and Khadija Zerhouni, with counsel from Thomas E. Madden.

Special mention should be made of the contributions of Janine Bland, Henri Fourcault, Katryn Nicolaï, Aristide Pereira, and Lydie Stefanopoulos with regard to the research and writing of some French portions of Bridges described in this text. These tasks were accomplished under the direction of Lydie Stefanopoulos.

NOTES

INTRODUCTION TO BRIDGES

Your language training has been tailored to the special needs of US government personnel serving abroad. One special feature of your program is the periodic occurrence of work-related language-use exercises. These exercises are known as «Bridges» because they help bridge the gap between the study of the language in the classroom and its use after training on the job. Bridges are an integral part of your language training, providing you with practice during training at using the language to accomplish job-like tasks.

Each bridge exercise lasts approximately 2 1/2 class days and consists of a number of activities. Each bridge focuses on the skills involved in doing a particular type of task requiring the use of the target language. The tasks were drawn from the results of an extensive survey of Foreign Service Institute graduates who were asked to identify language-use situations which they felt least well prepared to handle despite their otherwise successful language training.

Certain situations were reported as difficult because they demanded specialized or technical vocabulary. Others were difficult because they didn't happen very often. Unfortunately, neither of these problems can be remedied by adding to the mainstream course of study.

A number of situations reported as troublesome, however, were neither rare nor specialized. On the contrary, they are common to the work of all officials in all agencies. These, then, were selected to be the central tasks of a number of special supplements to all FSI full-length language training courses.

Seven bridges have been designed:

- o The REQUESTS bridge: Learning how to deal with the array of requests put to American officials overseas
- o The FACTS bridge: Learning how to get facts accurately--over the phone
- o The HOSTILITY bridge: Learning how to use the language to cope with situations that are not cordial and congenial
- o The BRIEFING bridge: Learning how to conduct a cogent briefing and to deal effectively with questions and comments from your audience
- o The OPINION bridge: Learning how to solicit informed opinion during an interview, even when the interviewee is not entirely forthcoming

- o The NEGOTIATING bridge: Learning how to make proposals, bargain, compromise, and insist

- o The DEBATING bridge: Learning how to explain US policy, persuade, and parry counterarguments

Bridges are lessons in language use. They are «milestones» in your growing language proficiency. They are further opportunities to learn when and how to use the language you have learned so far. Here are some things that bridges are not.

1. **Bridges are not «professional training» in any direct sense.** It is assumed that you have these skills already--in English. The aim is to ensure that you still have them available when you must operate in another language. In other words, **bridges are lessons in application of language.** Far from presuming to teach you how to do your job, we will be calling upon your professional experience to make the exercises work.

2. **Bridges are not job-specific.** Although each exercise is set in a particular context for practice purposes, these practice contexts are arbitrary. In one bridge, you will practice in the context of a USIA officer; in another, a military officer. The choice is irrelevant because **the skills involved are needed by all.**

3. **Bridges are not «realistic» in all respects.** Every attempt has been made to select situations which are plausible and true-to-life, and teachers will enact their parts as realistically as possible without being silly. Because of your professional background, you will find it easy to take potshots at technical inaccuracies. Don't bother. Some are intentional because the details would interfere with language learning; others are inadvertent but don't interfere with language learning.

4. **Bridges are not always as «comfortable» as most traditional language lessons.** Most lessons present a chunk of language to master. In bridge exercises, you will encounter much language you cannot «master»--at least not during the bridge. This is intentional, so that you can learn to cope effectively with native speakers speaking natively. But all activities are **feasible**--you won't be asked to do something you can't do.

5. Finally, **bridges are not tests.** Your performance is not graded or reported in any special way. Bridges are simply activities which give you an opportunity to display (to yourself as well as to your teachers) how effectively you can apply what you have learned. They provide this opportunity by being relatively lifelike, and by making special demands on your imagination and your initiative. At the same time, you will probably find that in applying your skills you have also improved them.

DEALING WITH REQUESTS

SCHEDULE I

<i>Day before the Bridge: Read Introduction to Bridges, Schedule, & Generic Student Notes</i>		
Day I	Day II	Day III
<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «A» - Comprehension & Examination -Study Period -Recognizing Info in Documents 	<ul style="list-style-type: none"> -Task Consideration & Key Line Elicitation -Key Line Practice -Sample «B» - Comprehension & Examination -Appropriateness Discussion -Handwritten Materials 	<ul style="list-style-type: none"> -Coaching Session -Simulations -Microtasks -Wrap-up Session
<ul style="list-style-type: none"> -Overheard Conversations 1 - 4 -Restricted Rehearsal 	<ul style="list-style-type: none"> -Overheard Conversations 5 - 8 -Unrestricted Rehearsal 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines 	

DEALING WITH REQUESTS

SCHEDULE II

Day before the Bridge: <i>Read Introduction to Bridges, Schedule, & Generic Student Notes</i>		
Day I	Day II	Day III
	<ul style="list-style-type: none"> -<i>Restricted Rehearsal</i> -<i>Handwritten Materials</i> -<i>Overheard Conversations 1 - 4</i> -<i>Task Description</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Recognizing Info in Documents</i> 	<ul style="list-style-type: none"> -<i>Overheard Conversations 5 - 8</i> -<i>Coaching Session</i> -<i>Simulations</i> -<i>Microtasks</i> -<i>Wrap-up Session</i>
<ul style="list-style-type: none"> -<i>Task Description</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «A» - Comprehension & Examination</i> 	<ul style="list-style-type: none"> -<i>Sample «B» - Comprehension & Examination</i> -<i>Appropriateness Discussion</i> -<i>Unrestricted Rehearsal</i> 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	

OVERVIEW

The aim of this bridge is to enable you to cope successfully with situations where you are approached by a native speaker with some sort of request. Such situations occur at work, at social gatherings, and sometimes on the street. Although the requests themselves cannot be foreseen, it is possible to learn how to «deal with requests» in general.

In most cases, this exercise will take about 15 hours, or two and one-half class days. Most of the time will be devoted to various activities in preparation for simulations on the last day.

The setting chosen for this bridge is that of a post «duty officer» dealing with local citizens who arrive with various requests during periods when the embassy is closed. Your teacher will take the part of a local citizen; you will play yourself trying to deal with the teacher's request.

Remember, language proficiency is the ability to put the language to use. The bridges are lessons in language-use. Since language use is different from language study, some of the bridge activities may be somewhat unfamiliar at first. Your teacher will provide a schedule showing the order of events.

The following notes describe the main activities. Please read them before beginning the exercise.

TASK DESCRIPTION

The preparation phase of the bridge makes use of this «practice scenario»:

You are the post duty officer, sitting in your office on a Saturday morning, reading cable traffic. You get a call from the marine guard on duty. He says there is someone in the lobby who seems upset and who is trying to explain something. The person speaks no English.

Keep in mind that:

- o the embassy is closed and most applicants should be told to return during business hours*
- o only emergencies justify calling another officer*
- o some requests should be referred to authorities other than the American embassy*

TASK CONSIDERATION

The purpose

The first step in preparing for this (or any) situation is to speculate about what might happen and what you want to be able to handle well. (Classroom experience at FSI has demonstrated the critical importance of imagining the situation in some detail before preparing for it.)

Of course, you can never know what the other person will say. But you will have an agenda too, and you can prepare for that.

In this exercise, you don't know either the visitors or their requests, but you do know what you want to do: to figure out the request, decide whether or not it is an emergency, and provide appropriate advice.

The procedure

Take 15-20 minutes to consider the task confronting the duty officer. Working as a class, identify 8 to 12 things one would certainly want to be able to do well in the target language before attempting to play the part of the duty officer.

List these «functions,» in any order, on the board in English. Your list will serve as the starting point for the preparation activities. Items can be added later.

NOTE: During this activity the teacher serves as an observer, answering questions of clarification when called upon. The class discussion takes place in English.

KEY LINE ELICITATION

In this activity, you develop a set of «key lines» which will enable you to begin rehearsals of the practice scenario.

Suggest one simple line in the target language that would enable you to carry out each of the functions you have listed.

Your teacher will record the suggested lines on the board. Make your own copy of this list as it is developed, leaving spaces between the lines so that other lines can be added later. If your class cannot generate an acceptable key line, the teacher will provide a needed word or phrase. But do your best first; you must become accustomed to working with the language you already know.

KEY LINE PRACTICE

Your teacher will first review your pronunciation of the key lines until you are satisfied you can say them without hesitation.

Then you will begin to practice using the key lines. «Using» is different from «saying.» Your teacher will engage you in a series of 3-line exchanges.

If the teacher begins, listen carefully, respond with an appropriate key line, and listen to the teacher's reaction.

If your key line begins the exchange, listen to the teacher's response, and provide a sensible reaction to it.

By the end of this exercise, you should be able to produce the right key line smoothly when the need to carry out a particular function arises.

SAMPLE A & SAMPLE B

A «sample» illustrates one way the situation might play out. Samples are prepared in advance by the faculty, and may differ from the way your class has imagined the situation. Samples are not recommendations for how you should handle the situation. They do contain useful language and other information you will find helpful in your preparation. Samples are used in three ways.

1. Comprehension

First, listen to the sample on tape. Play the dialog all the way through once and then discuss what you heard. (To allow for the freest possible discussion, your teacher will leave the room during this period.)

You don't need to understand everything that is said. Concentrate on discovering: a) *what the request was about*, and b) *how the duty officer handled the request*. Anything else you understand is gravy.

After you establish these two things, play the tape a second time to resolve any disputes.

Then call your teacher.

NOTE: The sample is fairly «natural,» with the native speaker speaking natively and the American doing his/her best to handle the situation. You may have some difficulty following it the first time, but try. Keep paying attention even though you have missed something. Guess! Compare guesses with your classmates.

2. Examination

The prepared sample is a valuable source of additional language-use information--new or different key lines, transitional phrases, conversational management techniques, and so on. For this purpose, a script of the sample is provided.

Read along in the script as the teacher plays the tape. Concentrate on the American's part--what s/he does and what language s/he uses. The teacher will stop the tape from time to time to call your attention to various points.

Raise any questions you may have about tactics or possible alternative lines. This is also a good time to add variants to your list of key lines.

3. Homework

Following this activity, your teacher will provide you with an English translation of the sample. The tape and the scripts may be studied outside of class in whatever way you wish. You will not be expected to recite any sample at any time.

RESTRICTED REHEARSAL

Rehearsals are for you to practice putting the whole performance together. During rehearsals, you will always take the part of the American, with the teacher taking the part of the native speaker. Your aim is to develop fluency and confidence with the functions involved in the duty officer's task--dealing with requests.

In this round of rehearsals, the teacher will restrict the number of complications and difficulties that arise so that you can concentrate on assembling the parts into a whole. These restrictions will be set aside in later rehearsals.

Rehearsals are not simulations. They can be stopped at any time for discussion and to work out difficult portions. If something is not clear to you, this is the time to ask your teacher.

OVERHEARD CONVERSATIONS

The «overheard conversations» aim at developing your ability to get the gist of a conversation in which you are not a participant. In this bridge, you have the opportunity to observe a slightly more experienced duty officer handling visitors to the embassy. These encounters are on tape.

You need not understand every word. Even the «more experienced officer» has difficulty understanding the visitor. You have two tasks: 1. *identify the reason for the visit*; 2. *notice how the officer elicits information, clarifies what s/he doesn't understand, and «manages» the encounter in spite of obvious language limitations.*

Procedure: Your teacher will provide you with the tape and leave the room. Then:

- o Play the first conversation once and get the gist as best you can. (Unlike getting the gist of written matter, getting the gist of aural language must be accomplished in one hearing in real life.)
- o Work together with your fellow students to identify the reason for the visit. Mention everything you think you heard; pool your guesses. Take notes of your conclusions or disputes.

- o If necessary, play the tape a second time, listening carefully for the information you need to arrive at a conclusion and to resolve any disputes. Not all portions are pertinent; focus on what is important. This time, notice in particular how the officer handles the situation.
- o Discuss what you understood with your teacher.

NOTE: Try to avoid the very common «tune-out» reaction, where an incomprehensible sentence or two causes one to stop listening. This is not a translation exercise, nor will you be asked to reproduce any of this language.

TASK CONSIDERATION AND KEY LINE ELICITATION

Now that you can handle some of the more common types of requests, you should consider some of the unusual requests you may encounter and the special difficulties that might arise.

Follow the same procedures as the first time around. Identify additional functions, work out good key lines, and add these to your inventory.

IDENTIFYING DOCUMENTS

Persons arriving at the embassy may bring along documents of various kinds to establish their bona fides or to substantiate their claims. Before long you will be able to read such documents in full, but for now you are asked only to skim the documents in search of answers to specific questions. In this case, the questions are:

- o What type of document is it? (marriage certificate, driver's license, etc.)
- o What is the visitor's name and address?

Both pieces of information may be useful if you refer the matter to another officer. («Sorry to bother you, Ralph, but there is a lady here who needs a visa today, I think. She has ID--a driver's license and a birth certificate. Her name is ... Her son has been hospitalized in California and she has reservations on a flight tonight»)

Use any clues you can--cognates, numbers, seals--to get the gist of the sample documents your instructor will provide. This is not a translation exercise, and you

will have only a few minutes to examine each sample. After you and your fellow students have skimmed the documents, your teacher will return to check your answers and to point out any clues you might have missed.

APPROPRIATENESS DISCUSSION

You will now use your lists of key lines, eventually enriched. With your teacher's help, work out a whole variety of possible key lines, illustrating different levels of politeness in the target language.

Although «functionally equivalent,» these alternatives are not identical. They often vary in tone, politeness, or formality. Perhaps you have already developed some idea about which alternative is appropriate to use in which situation for which purpose. In any case, now is not too soon to begin noticing such features. Misunderstandings sometimes arrive overseas not because we have said something «wrong,» but because we use something right inappropriately.

HANDWRITTEN MATERIALS

Persons making a request may provide you with handwritten material, or you may ask them to write down a message, name, or address.. Handwriting often differs considerably from printed material and, in some countries, the form of a name and address is unlike the American practice.

You are to examine the handwritten samples provided by your teacher and to «decipher» them. Determine how a name is written and spelled, and figure out any numbers or abbreviations. Your teacher will help. This activity should last up to 20 minutes.

KEY LINE PRACTICE

Follow the same procedure as in the first Key Line Practice, this time concentrating on new key lines.

SAMPLE B - COMPREHENSION & EXAMINATION

This second sample illustrates another encounter between a duty officer and a «walk-in» visitor to the embassy. The visitor is a different character with a different request, but the task is the same: *identifying each other; figuring out what the visitor wants; explaining that the request can't be granted (for one reason or another); understanding the visitor's reaction; and so on.*

Follow the same procedure as with Sample A. Use the tape first as an aural comprehension exercise, examine the script in detail, and borrow from it whatever is useful.

UNRESTRICTED REHEARSAL

Your teacher will role-play various visitors with a variety of requests. Use what you have learned to guess the nature of the request and to respond appropriately. Borrow from any and all scripts you have studied. You may employ lines of your own construction, but try to avoid slowing the pace to a crawl while you grope for words. Remember that the greatest challenge in this first bridge is following what the native speaker is saying well enough to keep going and get the job done.

By now, you should have collected lots of phrases that help you get «unstuck» when you don't understand fully what has been said. All such phrases are extremely useful and they are especially important to practice. Notice that some of them (such as «Sorry, I didn't understand») are less effective in finding out what you need to know than are others (such as «Beg pardon, are you requesting a visa?»). Employ the line that takes you furthest; make guesses and ask for YES-NO verifications, or grab onto a word or two that you did understand and repeat it back (You said something about a document ...?). Toward the end of this activity, you will have the chance to rehearse a situation straight through without interruption.

Remember that you don't need to understand every detail. Find out enough to dispose of the visitor appropriately. Here is a simple flowchart:

- Determine whether or not the request is embassy business.
- If not, refer the visitor elsewhere.
- If it is embassy business ...
 - decide whether or not it is an emergency ...
 - if not, tell the visitor to come back.
 - if it is, get the name and some details, have him/her wait, and
 - explain what you are going to do.

COACHING SESSION

This activity is an opportunity for you to discuss portions of the duty officer task you feel still need work. Imagine the teacher to be a helpful Foreign Service National (FSN) employee to whom you have gone for assistance prior to your first time as duty officer. You could seek advice about the kinds of requests that might be encountered and how to handle them, or ask to be coached on any language problems.

You have the initiative in this activity. If you wish to rehearse, set up a situation and describe the part you want the teacher to play. If you want a more specific kind of practice, describe what you want and the teacher will help.

If time permits, your teacher may conduct a review of the main functions involved in this bridge.

SIMULATIONS

A simulation is neither a rehearsal nor a test. It is a «culminating» practice, an opportunity for you to draw upon all that you have learned to deal with a request under fairly lifelike conditions. It is also the last use that will be made of the duty officer scenario.

A teacher will take the part of a visitor to the embassy, making a request of some sort. The only difference between this simulation and previous practices is that the encounter will be role-played as realistically as possible. The visitor will be played by a teacher other than the bridge teacher, the encounter will be enacted one-on-one, and there will be no correction or instant replays.

Your objectives are to handle the situation *EFFICIENTLY, APPROPRIATELY, and CONFIDENTLY*. You need to understand only enough to move ahead with your agenda. Get control of the situation as quickly as you can, and sort out the nature of the request. If you judge that the request should be immediately brought to the attention of another officer, get enough information to make such a phone call.

The object is to make fluent and sensible use of the language to get the job done well.

NOTE: If you wish, the simulations may be taped and the bridge teacher will give you a critique after listening to the tapes.

MICROTASKS

The duty officer situation was a context for practicing the ability to deal with requests in general. Now that you have developed these skills, you have an opportunity to apply them in another context--one you are likely to encounter. The roles, requests, and settings of the microtasks are all different, but the task is essentially the same. Identify yourself and the other party, determine the nature of the request, and manage the situation successfully.

First you will be given a role description, outlining the setting and the part you are to assume. Up to a half-hour is set aside for you to consider how you might deal with such a situation and to learn from your teacher any new words and structures you think might come in handy.

After this preparation period, your teacher will role-play the situation with you in class. Each student will have a microtask, so you will be able to see a number of different encounters handled by your classmates.

N.B. Additional student notes are provided in succeeding bridges when the activity they describe varies from the generic notes.

OVERHEARD CONVERSATION I

5*. BERNE

Content questions

- a. What does the visitor request?
- b. What does the visitor fear?
- c. Is this the visitor's first visit to the embassy?
- d. Is the request legitimate? What is the duty officer's resolution?

Analysis questions

- a. At first glance, how would you identify the visitor?
- b. What rate of speech and tone of voice does she use? Does this vary during the interview?
- c. What does the visitor's tone of voice indicate?
- d. How would you describe the visitor's behavior?

*Order of vignettes on video

OVERHEARD CONVERSATION II

6. DAKAR

Content questions

- a. What does the visitor request?
- b. What does he offer as proof?
- c. Is the request urgent?
- d. Is the request granted?

Analysis questions

- a. At first glance, how would you identify the visitor?
- b. What do his tone of voice and rate of speech suggest?
- c. What do his behavior and statements indicate to you?
- d. Does the visitor seem willing to accept the duty officer's resolution?

OVERHEARD CONVERSATION III

7. PARIS

Content questions

- a. What is the visitor's request?
- b. Can the visitor substantiate her request?
- c. Is the request urgent?
- d. Is the request granted?

Analysis questions

- a. How would you describe the visitor's behavior?
- b. What are the visitor's tone of voice and rate of speech? What does this suggest?
- c. Is the visitor amenable to suggestions?
- d. Is the visitor satisfied with the duty officer's resolution?

OVERHEARD CONVERSATION IV

8. ABIDJAN

Content questions

- a. What does the visitor request?
- b. What is the visitor's nationality? What proof does he give?
- c. Is the request urgent?
- d. Is the request granted?

Analysis questions

- a. How would you identify the visitor?
- b. How would you describe his behavior?
- c. What do the rate of speech and tone of voice suggest?
- d. What does the visitor's repetitions indicate to you?

OVERHEARD CONVERSATION V

1. GRAMBAGE

Content questions

- a. What does the visitor have in his possession?
- b. What does he want in exchange?
- c. What are his reasons?
- d. Is his request granted?

Analysis questions

- a. Describe briefly the visitor's seeming identity.
- b. What rate of speech and tone of voice does he use? What does this suggest?
- c. How would you describe his behavior?
- d. Does he at any time seem aggressive or threatening?

OVERHEARD CONVERSATION VI

2. PARIS

Content questions

- a. For what reason does the visitor come to the embassy?
- b. Who is involved?
- c. Does he paraphrase himself? Give an example.
- d. Is the visitor's request granted?

Analysis questions

- a. Describe briefly the visitor's seeming identity.
- b. What rate of speech and tone of voice does he use? What does this suggest to you?
- c. How would you describe his behavior?
- d. Does he at any time seem aggressive or threatening to you?

OVERHEARD CONVERSATION VII

3. PARIS

Content questions

- a. What does the visitor request?
- b. Is the request for herself?
- c. Is the request urgent?
- d. Is the request granted?

Analysis questions

- a. At first glance, would you say that the visitor has a complaint?
- b. In your opinion, what does the visitor's tone of voice suggest?
- c. Is the visitor amenable to suggestions? Give one example to support your opinion.
- d. Is the visitor satisfied with the duty officer's resolution? Why?

OVERHEARD CONVERSATION VIII

4. ABIDHIO

Content questions

- a. What does the visitor request?
- b. What proof does he give to support his request?
- c. What is the visitor's country of origin?
- d. Is the request granted?

Analysis questions

- a. At first glance, how would you identify the visitor?
- b. How would you describe his behavior?
- c. What rate of speech and tone of voice does he use? What does this suggest?
- d. Is the visitor satisfied with the duty officer's resolution?

NOTES

NOTES

GETTING THE FACTS

OVERVIEW

The main goal of this bridge is to help you acquire the skills necessary for using the telephone to get needed facts accurately.

So far, you have been exposed to face-to-face conversations, involving a wide range of nonverbal cues (gestures, facial expressions, etc.). In your previous bridge (Requests bridge), your main task was to cope with language well over your heads. Getting the facts over the phone also requires an ability to cope, and your comprehension skills once more are going to be very important. This time, however, you will also have to control the conversation to get all the important, factual information you need.

Many times, a caller has more (or less) information than you need, or s/he has trouble understanding what you need. S/he may get off the track, or give incomplete answers, or give answers to questions you haven't asked. When you have a specific agenda--a set of issues you must have information about--your success depends on being able to communicate these needs effectively.

You should: (1) determine what information you need; (2) practice stating your questions clearly and concisely; (3) paraphrase your questions to make sure they are understood; and (4) practice guiding the conversation and, as necessary, verifying, restating, specifying, and insisting on a complete answer.

Remember, you have much of the vocabulary you need. The trick is to organise what you already know, to supplement it as needed, and to practice putting it to work.

GETTING THE FACTS

SCENARIO

On August 5, 1980, hurricane Allen hits the island of Haiti. The US ambassador offers assistance as a humanitarian gesture, and the offer is accepted by the Haitian government.

You are the air attaché, sitting in your office, awaiting telephone calls from some authority of the local government and from authorities in the affected areas once communication is reestablished.

During the next several «hours,» your task will be to find out all you can about the disaster and how the US might help. The following sources will be available to you: radio and/or TV newscasts, wire service reports and/or newspaper articles, the local disaster plan, and maps. The best source, of course, will be your official contacts with the host government's officials involved in the relief operations.

You must get as much factual information as possible concerning conditions so that it can be relayed to the Office of Foreign Disaster Assistance (AID/OFDA), so that the magnitude and logistics of the rescue and relief mission can be worked out.

You are in the office when the phone rings ...

SCHEDULE I

Day before the Bridge: <i>Read Overview, Scenario, Student Notes, & Radio Newscast 1</i>		
Day I	Day II	Day III
<ul style="list-style-type: none"> -Radio newscast 2 -Task Description -Task Consideration -Key Line Elicitation (Pronunciation) -Key Line Practice -Sample «A» - Comprehension & Examination -Expressions of sympathy (Appropriateness discussion) 	<ul style="list-style-type: none"> -Review Homework -Task Description -Task Consideration -Key Line Elicitation (Pronunciation) -Key Line Practice -Samples «B» - Comprehension & Examination -Written Document (Student note 2) 	<ul style="list-style-type: none"> -Microtasks -Wrap-up Session -Written Document
<ul style="list-style-type: none"> -Map exercise (Student note 1) -Restricted Rehearsal Unscripted call - T* -Written Documents 	<ul style="list-style-type: none"> -Unrestricted Rehearsal - T -Coaching Session -Simulation - T -Written documents 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines & CMDs -Paraphrasing exercise (optional) 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines -Prepare microtasks 	

*On the telephone, if possible

GETTING THE FACTS

SCHEDULE II

Day before the Bridge: <i>Read Overview, Scenario, & Student Notes</i>		
Day I	Day II	Day III
	<ul style="list-style-type: none"> -Review Homework Sample «A» - Comprehension & Examination -Expressions of Sympathy <i>(Appropriateness discussion)</i> -Restricted Rehearsal Unscripted call - T* -Map reading <i>(Student note 1)</i> -Written Documents <i>(Student note 2)</i> <i>(Aide-mémoire 3)</i> 	<ul style="list-style-type: none"> -Review Homework -Unrestricted Rehearsal - T -Coaching Session for unscripted call - Simulation - T -Written documents
<ul style="list-style-type: none"> -Radio newscast -Task Description -Task Consideration -Key Line Elicitation <i>(Pronunciation)</i> -Key Line Practice -Sample «A» - <i>(Tape)</i> 	<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation <i>(Pronunciation)</i> -Key Line Practice -Samples «B» Comprehension & Examination 	<ul style="list-style-type: none"> -Microtasks -Wrap-up Session -Written document
Homework	Homework	
<ul style="list-style-type: none"> -Sample «A» - <i>(Tape & Text)</i> -White-out exercise 	<ul style="list-style-type: none"> -Paraphrasing exercise <i>(optional)</i> -Review Key Lines & CMDs 	

*On the telephone, if possible

OVERHEARD CONVERSATION - NEWSCAST 1

1. **Cyclone Allen is at present:**
 - a. at sea.
 - b. along Montego Bay.
 - c. off the southern coast of Cuba.

2. **Cyclone Allen will:**
 - a. reach the southern coast of Haiti at 1800 hours.
 - b. hit Montego Bay at 0600 hours.
 - c. hit the southern coast of Haiti at 0600 hours.

3. **The winds are blowing from:**
 - a. NE to SW
 - b. SE to NW
 - c. SW to NE

4. **The winds of the cyclone are reaching:**
 - a. 35 m.p.h.
 - b. 125 m.p.h.
 - c. 135 m.p.h.

5. **The government has announced a state of emergency for:**
 - a. the southern peninsula.
 - b. the northern peninsula.
 - c. the island of Gonâve.

MAP READING

During your unscripted call, the person you talk to will very likely need to help you locate certain unfamiliar points on a map--medical facilities, landing facilities, evacuation points, relief team headquarters, etc.

In this activity, you will practice locating such places or routes to these places on a map, following oral directions. The instructor will describe the point in question and its location, and the whole class should take notes while following along on a map. You can ask for clarification at any time («You said 2 miles or 10 miles east of X?»). When you feel you have located the area on the map, mark it down. Then check with your fellow students to see if you have all arrived at the same place. The instructor will have a map with answers to check yours.

WRITTEN DOCUMENTS

The embassy's wire service machines have been clicking out stories from the local news service about the devastation. Here is a page of such reports. You will be asked to get the gist of these reports, and subsequent documents--not to translate them. To keep you from dwelling on details of little significance, you will be given a time limit in which to read through them.

Before you begin, read over the «aide-mémoire,» which will help you focus on the important points. When getting the gist of documents, take full advantage of contextual clues (what makes sense under the circumstances) and cognate words. Discuss with your fellow students the answers to the questions. Check with the teacher any disagreements or questions you may have about the meaning of some points, but do not allow this to turn into a translation exercise or the experience of «gisting» will have been lost.

GETTING THE FACTS

SIMULATION

You, as the assistant air attaché, are to elicit as much general information and details as possible about the situation in the region. Get all the pertinent information AID needs to justify fulfilling specific requests for aid.

This simulation will be role-played as realistically as possible. While in a private office, you will receive a call from a «government official,» without other students present. After your calls, you and your fellow students are to organize the information you obtained so that it can be sent to the AID Office of Foreign Disaster Assistance, so that the magnitude and logistics of the rescue and relief mission can be worked out.

Your objectives are to handle the situation. Use CMDs to get your interlocutor to slow down, repeat, or explain in simpler terms. While you should not abandon grammatical accuracy, the more important thing at this point is fluent and sensible use of the language to get the job done well .

NOTES

NOTES

COPING WITH HOSTILITY

OVERVIEW

The main goal of this bridge is to help you acquire the linguistic skills you may need overseas in dealing with stressful situations. A dimension of reality is missing from your training if you have never experienced the aggressive use of language and never practiced coping with it.

Hostile situations you may encounter overseas could range from harassment by the authorities to meetings with an antagonistic interlocutor at a social function, or outbursts of hostility or frustration on the part of the ordinary person in the street.

Try to look beyond the specific content of the scenarios presented in this bridge and focus on the communicative skills being practiced, e.g., stating your rights, making requests, explaining and/or mollifying when you are at fault because of some misunderstanding, standing your ground when you are justified, etc.

During this bridge you will also: (1) listen to several overheard conversations (involving HCNs coping with stressful situations), (2) get the gist of Written Documents, (3) learn how to recognize traffic signs and other signs forbidding or ordering you to do something, and (4) be exposed to a series of «Blasts and Commands» exercises. You are more likely to deal properly with a hostile situation if you understand the commands and blasts directed at you. (A suitable response to a command such as «Hands up» is definitely not, «I beg your pardon, could you repeat that please?»).

Your teachers will not try to teach you how to cope with police harassment or some other kind of hostile situation. Instead they will help you acquire necessary linguistic skills and provide you with some cultural insight into the host country. How you handle a given situation depends, of course, on your personal and professional experience and judgment.

Before you start tomorrow's bridge, think of some hostile situations you may have experienced at previous post(s) or imagine some that might happen at your next post.

COPING WITH HOSTILITY

SCENARIOS

In this bridge, two different scenarios have been chosen as samples. The first scenario will help you to successfully manage an encounter with an official of some kind. In the second scenario, you are faced with a situation where your diplomatic immunity is not going to be of any help.

Scenario A - Coping with Official Hostility

You are a first secretary of the US embassy in Paris. You are on your way back from Spain where you were on vacation. You stop at the small French border control post of Cerbère, where you have a train connection for Paris. As you go through the police formalities, an inquisitive official detains you and asks what you think are irrelevant questions.

Scenario B - Coping with Nonofficial Hostility

You have just recently arrived in the country of your assignment. You are at a dinner party chitchatting with a host country national, expressing your appreciation of a dish served during dinner. The conversation takes an unexpected turn and your interlocutor starts haranguing you about US economic policy and its repercussions for the third world.

In each case, your task is to understand the accusations, tactfully appease the person making them, and extricate yourself without getting involved in lengthy explanations.

COPING WITH HOSTILITY

SCHEDULE I

Day before the Bridge: Read Overview, Scenario, Schedule, & Student Notes		
Day I	Day II	Day III
<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «A» - Comprehension & Examination -Blasts & Commands (Student note 1) - Sign reading 	<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «B» - Comprehension & Examination -Blasts & Commands -Written Documents 	<ul style="list-style-type: none"> -Coaching Session -Simulations -Microtasks -Wrap-up Session
<ul style="list-style-type: none"> -Overheard conversations -Blasts & Commands Restricted Rehearsal 	<ul style="list-style-type: none"> -Overheard conversations -Blasts & Commands -Unrestricted Rehearsal 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Review Key Lines -Prepare for simulation 	

Blasts & commands may be inserted at any time.

COPING WITH HOSTILITY

SCHEDULE II

<i>Day before the Bridge: Read Overview, Scenario, Schedule, & Student Notes</i>		
Day I	Day II	Day III
	<ul style="list-style-type: none"> -<i>Restricted Rehearsal</i> -<i>Overheard Conversation</i> -<i>Blasts & Commands (Student note 1)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sign reading</i> 	<ul style="list-style-type: none"> -<i>Unrestricted Rehearsal</i> -<i>Overheard Conversation</i> -<i>Blasts & Commands</i> -<i>Coaching Session</i> -<i>Simulations</i>
<ul style="list-style-type: none"> -<i>Task Description</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «A» - Comprehension & Examination</i> 	<ul style="list-style-type: none"> -<i>Written Documents</i> -<i>Blasts & Commands</i> -<i>Sample «B» - Comprehension & Examination</i> 	<ul style="list-style-type: none"> -<i>Microtasks</i> -<i>Wrap-up Session</i>
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	

Blasts & commands may be inserted at any time.

BLASTS & COMMANDS

One of the characteristics of hostile situations is that they often begin with high-speed, high-pitch language. Understanding these “blasts,” and responding appropriately, is the first order of business.

During the next two days you will be exposed several times to «blasts and commands.» In most cases your responses will be physical, not verbal (standing up, moving, handing your papers, etc.). Each time, you will be instructed beforehand only where you are (walking in the street, driving, etc.).

On some occasions, it may be more appropriate to react verbally and refuse to comply by claiming diplomatic status. Remember, however, that at times (for example, when you see a gun pointed at you), your diplomatic status will not help you. During this activity, unless you feel very strongly about a situation, concentrate on understanding and complying. You will have plenty of time to practice stating your rights, refusing to comply, etc.

Procedure

- 1st day - Upon hearing the following «blasts & commands,» try to understand what is being asked of you and give the appropriate response, either verbally or physically.
- 2nd day - The following «blasts & commands» exercises will take place within a given situation or setting which your instructor will briefly explain beforehand. Two students will work as a team, one of them acting as an interpreter for the other who will pretend not to understand the «blasts and commands.» Of course, each of you will take turns playing the part of the interpreter.

OVERHEARD CONVERSATION I

At the record store

1. **The customer complains that:**
 - a. () she does not like two of the songs on the record.
 - b. () the salesperson gave her the wrong record.
 - c. () the record is damaged.

2. **The customer goes to see the manager because:**
 - a. () the salesperson suggested it.
 - b. () the salesperson refused to help her.
 - c. () the salesperson was more interested in chatting with her colleagues and couldn't spare the time to help her.

3. **The manager says that:**
 - a. () the customer didn't buy that record in that store.
 - b. () the customer's children probably broke it.
 - c. () since the record was new and in its original jacket cover, it must have been in good condition when she bought it.

4. **The manager says that:**
 - a. () customers always return merchandise to the store.
 - b. () the lady is the only customer who has ever tried to return a product.
 - c. () she is too upset to make a decision and the customer should come back another time.

5. **The customer wants:**
 - a. () to be reimbursed.
 - b. () to exchange the bad record for a good one.
 - c. () to talk to the director of the company.

OVERHEARD CONVERSATION II**At the restaurant**

1. **The American:**
 - a. () has lost his way and has decided to stop at the restaurant to eat and get directions.
 - b. () is passing through the city on his way somewhere else.
 - c. () is admiring the city.

2. **The Maître d' tells him:**
 - a. () to put on better clothes and come back around 10:30.
 - b. () that the entire restaurant has been reserved for a large party.
 - c. () that he does not have a table available until 10:30.

3. **The Maître d' tells the American :**
 - a. () that he'll show him the way to McDonald's.
 - b. () that McDonald's is about 200 meters down the road.
 - c. () that McDonald's takes away all the business in the neighborhood.

4. **The American says:**
 - a. () that he knows a restaurant with the same name in the States.
 - b. () that he's read favorable reviews about the restaurant in a tourist guide.
 - c. () that friends in the States recommended the restaurant.

5. **The American asks:**
 - a. () if the restaurant rents out suits.
 - b. () if the Maître d' can lend him a tie.
 - c. () if the restaurant rents out ties.

OVERHEARD CONVERSATION III

At the airport customs office

1. **The customs officer is upset because:**
 - a. the lady has brought the wrong receipt.
 - b. the lady does not have the merchandise with her.
 - c. the merchandise declared on the receipt cannot be exported.

2. **The passenger says that:**
 - a. she must have been misinformed by the store.
 - b. a friend who owns a store told her she could take anything she wanted overseas.
 - c. she had called the customs office and had been told to come without the merchandise.

3. **The customs officer says that:**
 - a. one must buy 800 francs' worth of merchandise to get a tax exemption.
 - b. 800 francs' worth of merchandise is not enough to get a tax exemption.
 - c. 800 francs' worth of merchandise is too large an amount to be handled by this office.

4. **The customs officer says that:**
 - a. if the passenger had a destination other than New York, the problem would be easier to solve.
 - b. the passenger should bring the merchandise back tomorrow.
 - c. she cannot give her a tax exemption without seeing the merchandise.

5. **The passenger asks if:**
 - a. she can solve the problem in New York.
 - b. she should cancel her trip to New York.
 - c. she can talk to a higher authority.

OVERHEARD CONVERSATION IV

At the museum

Content questions

1. Why does the lady interrupt?
2. Who is she?
3. What does she ask the American to do?
4. Does he comply?

Analysis questions

1. What do her tone of voice and gestures suggest at first?
2. Does she seem interested in what the American says?
3. Does the rate of language delivery vary? What does it indicate to you?
4. What do her tone of voice and attitude suggest at the end of the conversation?

OVERHEARD CONVERSATION V

At the consulate

Content questions

1. Why did the lady come in person?
2. Why does she want to go to the United States?
3. What choices does the consular officer offer?
4. Does she accept the consular officer's advice?

Analysis questions

1. What do her tone of voice and gestures suggest as to her feelings, at the beginning?
2. What does her attitude indicate to you?
3. What can be inferred from her attitude?
4. Does her tone of voice indicate aggressiveness or compliance? Explain.

COPING WITH HOSTILITY

SIMULATION

During the simulation, you will play the role of the American who talked with the host country national at the cocktail party (sample B).

You meet him/her again quite unexpectedly on a bus, where upon noticing you, s/he decides to take the seat next to you and insists on picking up the conversation where it had been interrupted the last time.

NOTES

SOLICITING INFORMED OPINION

OVERVIEW

The object of this bridge is to improve your ability to gather opinion via interview. You will have to accomplish a task which requires you to do opinion gathering. You will work out how best to approach the task, practice the interview, conduct it, and compile all the opinions you have gathered.

The skill of opinion gathering has wide professional applicability. No matter what your particular job, there will always be situations in which you must seek advice, get someone's interpretation of certain facts, ask for an evaluation of a program, elicit a forecast of a state of affairs, check out the implications of a move or decision, inquire about the effectiveness of a program or method, and so on. At the core, the skills needed for all these are the same.

From your own experience, you probably know of individuals who are a pleasure to interview; they seem to know just what kind of information or opinions you need. With some people, on the other hand, interviewing is like pulling teeth. Then, in between the two extremes, there are those who, although they have every intention of helping you, tend to miss the drift of your questions. It takes more than the usual amount of explaining to get across what kind of answers you want. People who are good at interviewing for informed opinion have discovered certain techniques or tactics for dealing with the various responses they encounter. As part of this bridge, we want you to consider what some of these tactics are, and then with your teacher as linguistic coach and cultural advisor, to implement these tactics in the language you are learning.

The specific scenario for this bridge, chosen because it is typical of situations in which one needs to interview for informed opinion, deals with a commercial/economic officer's task. Your chances of ever having to do this particular task, of course, are relatively slim. Nevertheless, we believe that the scenario is rich enough to be an interesting one in which to practice your opinion gathering skills. In addition, it has the advantage of requiring only everyday vocabulary, for the most part. Note that despite the commercial aspect, what is not involved in the task is any kind of salesmanship or persuasion. Your job is simply to elicit opinions, not to try to influence the other person's opinion.

SOLICITING INFORMED OPINION

SCENARIO

The American embassy receives an airgram from the Department of Commerce, asking the economic/commercial section to assess the potential for increasing the sales of US consumer goods in the country and providing a list of goods about which they are primarily concerned.

The economic counselor assigns you to write the report for Commerce. You will get in touch with various trade and commercial representatives of the host country (a department store manager, the deputy director of a firm, etc.) to set up appointments for interviews in which you will ask for their opinions and recommendations on this subject. In preparation for the interviews, you will want to utilize all readily available sources of opinion on the subject. You will:

- o research current publications and scan recent newspapers for relevant information
- o interview some typical consumers
- o keep your ears open when you are with host country nationals for any information or opinions that bear on your report

With your senior FSN employee (your instructor), you will prepare some key questions for the interviews, as well as other lines you undoubtedly will need to ask based on the responses you get.

Several complications may arise in conversation during the interview itself. For example, the person interviewed may:

- o give gratuitous, unsupported recommendations
- o give only factual information, but not use it as a basis for making suggestions
- o misunderstand what you want and provide irrelevant information or opinions

- o misunderstand your purpose in coming, give no information at all, and try to get rid of you
- o constantly get off the subject
- o speak at a rate too fast for you to understand or use expressions you do not understand

In your final report, you will collate the opinions you have gathered.

SOLICITING INFORMED OPINION

SCHEDULE I

Day before the Bridge: <i>Read Overview, Scenario, Schedule, & Student Notes</i>		
Day I	Day II	Day III
<ul style="list-style-type: none"> -<i>Task Description (Optimist)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «A» - Comprehension & Examination</i> -<i>Study Period</i> 	<ul style="list-style-type: none"> -<i>Task Description (Evasive)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Task Description (Pessimist)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «B» - Comprehension & Examination</i> 	<ul style="list-style-type: none"> -<i>Chance Encounters (Student note 2)</i> -<i>Coaching Session</i> -<i>Simulation</i> -<i>The Report (Student note 3)</i> -<i>Microtasks</i> -<i>Wrap-up Session</i>
<ul style="list-style-type: none"> -<i>Overheard Conversations</i> -<i>Restricted Rehearsal</i> -<i>Written Documents</i> 	<ul style="list-style-type: none"> -<i>Overheard Conversations</i> -<i>Unrestricted Rehearsal</i> -<i>Written Documents</i> 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> -<i>Paraphrases (Student note 1)</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	

SCHEDULE II

Day before the Bridge: Read Overview, Scenario, Schedule, & Student Notes		
Day I	Day II	Day III
	<ul style="list-style-type: none"> -<i>Sample «A» (Examination)</i> -<i>Restricted Rehearsal</i> -<i>Written Documents</i> -<i>Task Description (Evasive)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> 	<ul style="list-style-type: none"> -<i>Sample «B» (Examination)</i> -<i>Unrestricted Rehearsal</i> -<i>Overheard Conversation</i> -<i>Chance Encounters (Student note 2)</i> -<i>Coaching Session</i> -<i>Simulations</i>
<ul style="list-style-type: none"> -<i>Task Description (Optimist)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> <p>-<i>Sample «A» - (Tape)</i></p>	<ul style="list-style-type: none"> -<i>Overheard Conversation</i> -<i>Task Description (Pessimist)</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> <p>-<i>Sample «B» - (Tape)</i></p>	<ul style="list-style-type: none"> -<i>The Report (Student note 3)</i> -<i>Microtasks</i> -<i>Wrap-up Session</i>
<p style="text-align: center;">Homework</p> <p><i>Sample «A» (Tape & Text)</i> <i>Paraphrases (Student note 1)</i></p>	<p style="text-align: center;">Homework</p> <p><i>Sample «B» (Tape & Text)</i> <i>Review Key Lines</i></p>	

SOLICITING INFORMED OPINION

List of 82 «Best Prospect» Consumer Goods **(Identified on a «World less-Canada» Basis)**

Product Category (1)

MEDICAL & PHARMACEUTICAL SUPPLIES FOR RETAIL SALE

Hormone Products
Serums, Antitoxins, etc.
Vitamins, Minerals & Nutrients
Antibiotics
Coated Surgical Dressings
Other Medical Supplies

PERFUMES, TOILETRIES, COSMETICS, ETC.

Perfumes, Toilet Waters, & Colognes
Cosmetic, Toilet, & Dental Products

TEXTILE PRODUCTS

Finished Cotton Fabric, not knit
Finished Synthetic Fabric, not knit
Knit or Crocheted Fabric
Made-up Textile Articles of Cotton
Made-up Textile Articles, not cotton
Floor coverings, Asphalt/Paper/Felt Base
Carpets & Rugs, not wool or cotton
Men's & Boys' Synthetic Pants and Shorts
Men's & Boys' Cotton Outergarments
Men's & Boys' Cotton Pants & Shorts
Men's & Boys' Synthetic Shirts
Men's & Boys' Synthetic Outergarments
Women's & Girls' Synthetic Outergarments
Brassieres
Womern's & Misses' Knit Dresses
Women's & Misses' Outerwear, not synthetic
Miscellaneous Clothing Items
Cotton Thread & Yarn

List of 82 «Best Prospect» Consumer Goods
(Identified on a «World less-Canada» Basis)

Product Category (1)

MEDICAMENTS ET PRODUITS PHARMACEUTIQUES POUR LA VENTE AU DETAIL

Médicaments à base d'hormones
Sérums et Antitoxines, etc.
Vitamines, sels minéraux, produits nutritifs
Antibiotiques
Pansements chirurgicaux
Autres fournitures médicales

PARFUMS, OBJETS DE TOILETTE, PRODUITS DE BEAUTE

Parfums, Eaux de toilette et Cologne
Produits de toilette, objets de toilette & produits dentaires

TEXTILES

Tissus tout coton, jerseys non inclus
Tissus synthétiques, jerseys non inclus
Tricots, jerseys ou crochet
Prêt à porter - tout coton
Prêt à porter, articles de coton exclus
Revêtement de sol, papier asphalté/papier/base de feutre
Carpettes et tapis, sans laine ou coton
Vêtements Messieurs et Garçonnetts, pantalons et shorts, fibres synthétiques
Vêtements Messieurs et Garçonnetts en coton
Vêtements Messieurs et Garçonnetts, pantalons & shorts en coton
Chemises Messieurs et Garçonnetts, fibres synthétiques
Vêtements pour Messieurs et Garçonnetts, fibres synthétiques
Vêtements Dames et Jeunes filles, fibres synthétiques
Soutien-gorge
Robes en tricot et polyester pour Dames et Jeunes filles
Vêtements Dames et Jeunes filles, non synthétiques
Articles divers, habillement
Fils de coton, à coudre et à tricoter

Product Category (2)

JEWELRY & PRECIOUS STONES & METALS

- Cut Diamond Gems, Weight less than 1/2 carat
- Cut Diamond Gems, Weight greater than 1/2 carat
- Jewelry of Precious Metal
- Jewelry of Precious Gems
- Manufactures of Precious Metals

DOMESTIC APPLIANCES & TELEVISION

- Domestic, Nonelectric Water Heaters
- Television Receivers
- Domestic Refrigerators & Freezers
- Domestic Washing Machines
- Electro-mechanical Household Appliances
- Electro-thermal Household Appliances

TRANSPORTATION EQUIPMENT

- New Passenger Cars
- Special Vehicles, i e , Jeeps, Snowmobiles, etc.
- Bicycles & Parts
- Personal & Utility Aircraft and Helicopters
- Pleasure boats, canoes, etc

PHOTOGRAPHIC EQUIPMENT & SUPPLIES

- Photographic Paper, Plates, & Film
- Still Cameras
- Still Photography Flash Apparatus
- Slide Projectors
- Photo Developing Equipment and Photo Accessories
- Prepared Photographic Chemicals

SOUND & VIDEO RECORDING & REPRODUCING EQUIPMENT

- Sound Recorders, not office
- Video Tape Recorders
- Recording Machine and Parts
- Phonograph Records
- Magnetic Recording Tape

MUSICAL INSTRUMENTS

- Stringed Musical Instruments
- Electric/Electronic Organs

Product Category (2)

BIJOUTERIE, PIERRES PRECIEUSES & METAUX

- Brillants de moins d'un demi carat
- Brillants de plus d'un demi carat
- Bijoux, de métal précieux
- Bijoux de pierres précieuses
- Objets manufacturés de métal précieux

APPAREILS MENAGERS ET TELEVISION

- Chauffe-eau non-électrique, d'usage ménager
- Récepteurs de télévision
- Réfrigérateurs et congélateurs ménagers
- Machines à laver d'usage ménager
- Appareils ménagers électro-mécaniques
- Appareils ménagers thermo-électriques

MATERIEL ROULANT

- Automobiles neuves
- Véhicules spéciaux -jeeps, scooters de neige
- Bicyclettes et pièces détachées
- Avions et hélicoptères particuliers et cargo
- Bateaux de plaisance, canoës, etc.

EQUIMENTS ET FOURNITURES PHOTOGRAPHIQUES

- Papier, plaques et films photographiques
- Appareils photographiques
- Appareils de flash pour appareils photographiques
- Projecteurs pour diapositives
- Equipements de développement et accessoires photographiques
- Produits chimiques photographiques

MAGNETOPHONES ET MAGNETOSCOPES D'ENREGISTREMENT ET DE REPRODUCTION

- Magnétophones - pas pour bureau
- Magnétoscopes
- Pièces de rechange pour appareils d'enregistrement
- Disques
- Bandes magnétiques

INSTRUMENTS DE MUSIQUE

- Instruments de musique à corde
- Orgues électriques et électroniques

Product Category (2), cont'd.

PRINTED MATTER

Books, except religious

Magazines

SPORTING GOODS, TOYS, GAMES, & AMUSEMENT DEVICES

Indoor Games

Coin-operated Amusement Machines

Toys and Playing Cards

Golf Clubs and Equipment

Outdoor Sports Apparatus, not fishing

MISCELLANEOUS PRODUCTS

Hunting & Sporting Ammunition

Stationery Products

Domestic Glass, not containers

Hand Tools

Household & Furniture

Luggage & Personal Leather Goods

Pens & Mechanical Pencils

Pen & Pencil Supplies & Parts

Paintings & Drawings, done by hand

Product Category (2), cont'd.

IMPRIMES

- Livres, sauf livres religieux
- Revues

EQUIPEMENT DE SPORT, JOUETS, LUDOTIQUE

- Jeux d'intérieur
- Jeux électroniques à sous
- Jeux et cartes à jouer
- Clubs et équipement de golf
- Equipement de sport de plein air, matériel de pêche exclus

ARTICLES DIVERS

- Munition de chasse et de sport
- Papeterie
- Verrerie
- Outils manuels
- Meubles ménagers
- Bagages et objets personnels de cuir
- Stylos et crayons à bille
- Fournitures pour stylos et crayons, et pièces de rechange
- Peintures et dessins, faits à la main

NOTES

James Stevenson cartoon from 3 March 1986
edition of New Yorker Magazine removed.

PARAPHRASING

In any discussion, a useful skill to have is that of paraphrasing what your interlocutor has said.

From the point of view of comprehension, paraphrasing allows you to check whether you have understood him/her correctly. From the point of view of production, paraphrasing will permit you to clarify what has been said and with the addition of various functional sentences («If I understood you correctly, you said that ...»), you will be able to adapt this technique to your own use. For example, you could gain additional time to prepare an answer, or show a different interpretation.

For this activity, the teacher will choose some sentences from the sample dialog and your task will be to reduce each one to a simple, clear statement of one, two, or three sentences.

Don't use the dictionary.

The teacher will check out your paraphrases to make sure they are easy to understand. Don't ask him/her to improve the style of the paraphrases. All you want is to check whether they are clearly expressed.

- Example:
- B: *That's exactly what I mean. There's a market for anything that will take up leisure time: sports equipment and clothing, home-improvements and hobbies, etc. That's what attracts the customer. We might also consider, for instance, household appliances, such as micro-wave ovens, micro-everything, in fact.*
- A: If I understood you correctly then, there is also a demand for our high-technology products?

CHANCE ENCOUNTERS

In this type of assignment, you would want to gather informal opinions from people you might encounter during an average day in the office as well as out. As you have listened to conversations, you would want to take advantage of a shopping trip to get the opinion of the store clerk, the pro at the club, a friendly passenger on the train, FSNs at the office, etc.

In this activity, you will have the chance to practice some of the same skills you will need for your formal interview, but the conversation may be taken up in the middle, rather than always having to start with greetings, small talk, etc. Your teacher will introduce each encounter by setting the scene: who the HCN is, and under what circumstances you have met him/her.

It will be your task to get some information relevant to your report. You need to keep the conversation going only as long as necessary to accomplish your goal. You should take this opportunity to review some of the skills you will need to use during the upcoming simulation. Don't forget to ask for the reason behind the choice your interlocutor makes, and when you are satisfied with the results of your conversation, bring it to an end in an appropriate manner.

THE REPORT

The report is a compilation of the information that you and your classmates have gathered over the last three days concerning the host country's interest in the US consumer goods on your list. The purpose of the report is to check the accuracy and completeness of your comprehension.

Use all the information and opinions you have gathered in the various bridge activities: sample dialogs, overheard conversations, written documents, chance encounters, reading of current publications, and the simulation.

Work on this project as a group and divide among yourselves the information you will give your teacher. This is an oral presentation and your instructor will take it down as an aide-mémoire. Try to include:

- o what products on the list of «best prospect» consumer goods are applicable to the host country market situation
- o what products should be added to the list and why
- o what products are of particular interest to the host country market
- o what media and marketing methods could be used to promote these goods in the host country

Try to substantiate judgments with market data.

OVERHEARD CONVERSATION I

- 1. The people at the golf club:**
 - a. all know each other.
 - b. do not know each other at all.
 - c. know each other, except for the woman who does not know the American.

- 2. The conversation about golf clubs concerns:**
 - a. the merits of all clubs in general.
 - b. the relative merits of American versus Belgian clubs.
 - c. Only US-made golf clubs.

- 3. The woman wishes to:**
 - a. sell American golf clubs in Belgium.
 - b. buy video games for her grandchildren.
 - c. invest in the video games industry in Belgium.

- 4. The Belgian and the Frenchman are:**
 - a. forming a joint venture to sell golf clubs.
 - b. forming a joint venture with J. Singleton to sell Atari in Belgium.
 - c. forming a joint venture to sell video games in Europe.

- 5. The Japanese are seen as:**
 - a. dominating the Belgian market.
 - b. absent from the Belgian market.
 - c. starting to make inroads into the Belgian market.

OVERHEARD CONVERSATION II

1. **The men are:**
 - a. Frenchmen in Belgium.
 - b. Belgians in France.
 - c. Belgian & Dutch.
 - d. Belgian & French.

2. **They speak of:**
 - a. associating in order to capture a share of the industry in Europe.
 - b. investing in the American data processing industry.
 - c. combining forces to distribute and sell American products in Europe.

3. **They speak of:**
 - a. using Belgian product design for building modified video games in the US for the American market.
 - b. using Belgian product design and French industrial capacity to produce video games for Europe.
 - c. popularizing American video football games in Europe and creating a chain of arcades.

4. **The economic situation at the moment is:**
 - a. seen as improving.
 - b. not mentioned.
 - c. in recession.

5. **The main concern seems to be:**
 - a. selling Belgian products in the US.
 - b. modifying US video games in order to capture a share of the European market.
 - c. new Japanese investments in Belgium.

SOLICITING INFORMED OPINION

SIMULATION

During the simulation, you are still the same commercial/economic officer. You will be interviewing Mr. Quatresooz, President of Esomar, a European association for marketing and research (should he be away on business, his assistant will gladly see you). Your task is to sound him out concerning Belgium's interest in US goods.

When you go into the interview, take along the list of products (you do not have to show the list to your interviewee, but you may want to), pen and paper to take notes, and if you wish, your own notes on what to ask.

In your discussion, be sure to use the background knowledge you acquired during all the preparation activities of the bridge. Because your interlocutor's opinions on certain subjects may not have been formulated beforehand, you shouldn't just ask questions; give your interlocutor "fuel" for thinking--test some of your own hypotheses.

Above all, make use of your ability to pursue issues. It is up to you not only to initiate discussion, but also to keep the discussion going until you're satisfied with the response. Furthermore, you must do this in a tactful, appropriate, and inviting way.

You may choose to have your simulation tape-recorded if you would like a detailed critique from your teacher afterwards.

NOTES

NOTES

CONDUCTING A BRIEFING

OVERVIEW

The goal of this bridge is to prepare you to give a talk which includes a number of ideas, explanations and directions, and to handle the question-and-answer session which follows.

When you are dealing in a foreign language with just one or two other people, you can usually count on a good deal of support--such as their helping you with the pronunciation of a difficult word, finishing a thought for you, paraphrasing something you may be having trouble explaining, confirming whether you are understood, and so on. These actions give you not only significant linguistic support, but psychological support as well. When this support is lacking--for example, when you are conducting a briefing in front of a group of people--speaking the foreign language becomes much more of a challenge. This bridge presents you with the challenge of «soloing» in the target language.

Conducting a briefing calls primarily for speaking skills rather than comprehension skills. Moreover, in addressing an audience, you may have to use vocabulary and follow conventions of style rarely used in conversation. You will need to know how a speech is organized in the target language, how to open and close a meeting, and how to control the questioning.

To make the talk easier to follow, you should be able to signal the audience when you are stating your topic, stating policy, explaining procedure, giving reassurance, etc. As you proceed through the talk, the skillful use of transitional words and phrases can help clarify the relationship of one topic to another. You will want to have a ready supply of time fillers («As I mentioned before ...»; «There are several reasons for these ...»; «That is to say ...»; «For example ...»), so that your audience is not left hanging if you get stuck momentarily for what to say next.

Comprehension skills come more into play during the question-and-answer session. You may need to have the questioner rephrase his/her question, break it down into parts, or otherwise help you respond adequately.

To prepare for the task, you should (1) consider what information you need to convey and how best to present it, (2) work together as a group and with the instructor, to develop the necessary key lines in the target language, (3) practice giving the briefing, and (4) practice fielding questions.

CONDUCTING A BRIEFING

SCENARIO

As the embassy personnel officer in Mondelle, you have been assigned to conduct a salary survey and develop a compensation plan for FSNs based on the results. Procedures for such a survey have been established and you have received a booklet of guidelines.

Today you are scheduled to meet with a representative group of FSNs. You are to brief them on the upcoming survey, and answer any of their questions about it. You have overheard them talk about it and know that they are worried. Some may think that they'll lose their job or suffer a reduction in pay.

You will tell them:

what's going to happen

what the study consists of

how it will affect them.

Also, you will proofread a letter drafted by an FSN in the personnel section, which will go out over your signature to the selected employers requesting their cooperation.

SCHEDULE I

Day before the Bridge: <i>Read Overview, Scenario, Schedule, Survey Booklet, & Student Notes</i>		
Day I	Day II	Day III
<ul style="list-style-type: none"> -<i>Task Description</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «X» - Comprehension & Examination</i> -<i>Overheard Conversation I</i> 	<ul style="list-style-type: none"> -<i>Review Homework</i> -<i>Samples «Y» & «Z» Comprehension & Examination</i> -<i>Unrestricted Rehearsal</i> -<i>Written Document (Student note 3)</i> -<i>Appropriateness Discussion</i> 	<ul style="list-style-type: none"> -<i>Microtasks</i> -<i>Wrap-up Session</i> -<i>Overheard Conversation II (Optional)</i>
<ul style="list-style-type: none"> -<i>Restricted Rehearsal</i> -<i>Key Line Enrichment (Student note 1)</i> -<i>Written Document (Student note 2)</i> 	<ul style="list-style-type: none"> -<i>Coaching Session</i> - <i>Simulations (Student note 4)</i> -<i>Prepare Microtasks</i> 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> -<i>Prepare Enhanced Briefing</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> 	

CONDUCTING A BRIEFING

SCHEDULE II

Day before the Bridge: <i>Read Overview, Scenario, Schedule, Survey Booklet, & Student Notes</i>		
Day I	Day II	Day III
	<ul style="list-style-type: none"> -<i>Restricted Rehearsal</i> -<i>Key Line Enrichment (Student note 1)</i> -<i>Samples «Y» & «Z» Comprehension & Examination</i> -<i>Overheard Conversation I</i> -<i>Written Document I (Student note 2)</i> 	<ul style="list-style-type: none"> -<i>Coaching Session</i> -<i>Simulations</i> -<i>Prepare Microtasks</i> -<i>Microtasks</i> -<i>Wrap-up Session</i> -<i>Overheard Conversation II</i>
<ul style="list-style-type: none"> -<i>Task Description</i> -<i>Task Consideration</i> -<i>Key Line Elicitation</i> -<i>Key Line Practice</i> -<i>Sample «X» - Comprehension & Examination</i> 	<ul style="list-style-type: none"> -<i>Unrestricted Rehearsal</i> -<i>Written Document II (Student note 3)</i> -<i>Appropriateness Discussion I</i> 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> -<i>White-out Exercise</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -<i>Review Key Lines</i> -<i>Prepare Simulation</i> 	

CONDUCTING A BRIEFING

SALARY SURVEY

BOOKLET

The following materials were excerpted from an FSI administrative training manual on salary survey procedures (SSP). The information in the form presented here for use by language students should not be regarded as definitive or exhaustive coverage of the procedures.

SALARY SURVEY PROCEDURES

(SSP)

OVERVIEW

This module on Salary Survey Procedures (SSP) explains how to conduct a salary and fringe benefit survey in order to determine salary rates for Foreign Service National (FSN) employees at your post. This module also explains the procedure for developing a compensation plan for FSNs based on the results of the salary survey. The purpose of the SSP is to provide you, the Personnel Officer (PO) overseas, with the information necessary to conduct a survey, develop a compensation plan, and keep the compensation plan current with the wages paid by other local employers.

A salary/fringe benefit survey measures the salary levels paid by employers in the post's locality. Since the US Government wishes to pay wages which are on the average commensurate with those paid by employers in the host country, posts periodically must survey competitive local employers for salary changes.

There are presently two methods for conducting a salary/fringe benefit survey--an "old" system and a "new" system. The old survey procedures are being phased out gradually and replaced with the new procedures. The new survey procedures provide advantages over the old ones in terms of accuracy, efficiency, and standardization.

This module will deal primarily with the new system because many posts already have implemented or are preparing to implement it. Study assignment #6 compares the new and old systems and points out the differences between the two. The initial salary survey* under the

new system takes place at the same time that a Washington-based survey team institutes the new FSN position classification system at a post.** Standards are established during this initial survey which should not be changed in later surveys. **Subsequent to the initial survey, survey teams conduct a Basic Salary/Fringe Benefit Survey at posts every 4-5 years. In between the Basic Salary Surveys, posts conduct Yearly Salary Change Surveys and Spot-Check Salary Reviews.** It is necessary to conduct these surveys because economic conditions change quickly in many countries, requiring posts to be aware of resulting changes in wages paid.

Although this Module explains the methods for conducting all three surveys--the Basic Salary/Fringe Benefit Survey, taken every four to five years, the Yearly Salary Change Survey, and Spot Checks--it directs itself to a post conducting the initial salary survey under the new system. Appropriate study notes will indicate whether or not a particular step described applies to subsequent surveys. This is helpful in cases where the initial survey already has been conducted at your post.

* - The term "Salary Survey" is a shorter title for "Salary/Fringe Benefit Survey."

** - Refer to Position Classification Module (PCM).

STUDY ASSIGNMENT #1

BASICS OF A SALARY SURVEY

This study assignment introduces basic information necessary to conduct a salary survey and explains the terms and concepts needed for an overall understanding of both the old and new salary surveys which you will use with this Module, and which should be available to you at post.

A. SALARY SURVEY

A salary survey is a method for measuring the general level of compensation paid by competitive local employers to their employees. With this knowledge a post may adjust, if necessary, the wages it pays FSN employees. A post wishes to pay its FSNs wages commensurate with those paid to employees of other competitive institutions. When FSN employees know that the post pays them wages in line with the majority of those paid locally, it easier to maintain morale, motivation, and productivity.

B. DEFINITIONS

1. Salary

a. Post Basic (Salary) Rate*

A Post Basic Salary Rate is the money paid to FSN employees for work done during regular working hours. It does NOT include fringe benefits, bonuses, premium pay, or allowances.

b. Employer Basic (Salary) Rate*

An Employer Basic Salary Rate is the money paid by employers in the post locality to their employees for work during regular hours. This rate also does NOT include fringe benefits, bonuses, premium pay or allowances.

2. Direct Fringe Benefit Payments

Direct Fringe Benefit Payments are separate payments made in addition

to an employee's basic salary rate. Fringe Benefits are paid either directly to the employee or to an organization or entity on the employee's behalf. For example, a post may contribute (if it is prevailing practice) to a host government's social security system on behalf of FSN employees.

3. Compensation

Compensation is the total amount paid to employees for work done. It includes the basic salary rate, fringe benefits, bonuses, allowances, and premium pay.

4. Local Employers

Local employers include the organizations and institutions in the post locality with whom the post competes for the same type and caliber of employee. The post surveys many of these employers during the salary survey.

C. SURVEY TEAM

For the initial salary survey, a survey team consists of a group of Washington-based professional contractors whose responsibility it is to conduct a salary survey. For surveys subsequent to the initial salary survey, post employees may make up the survey team.

Members of the survey team do the following:

- 1. Collect the data necessary from local employers for the salary survey.**
- 2. Analyze the collected data, and**
- 3. Develop and propose a compensation plan for the post.**

* -

The terms Post Basic Salary Rate and Employer Basic Salary Rate will be referred to in this Module as Post Basic Rate and Employer Basic Rate

D. **WHEN TO CONDUCT A SALARY SURVEY**

1. **Implementation of New System**

The survey team that institutes the new FSN position classification system at a post will conduct concurrently a salary survey using the new survey procedures.

2. **Updating Initial Survey**

After a survey team conducts an initial salary survey, compensation plans should be completely updated every four to five years with a similar survey. **In the period between the four to five-year surveys, yearly salary change surveys and spot checks take place when necessary at posts in order to keep FSN salaries current with existing salaries outside the post.**

E. **THE PERSONNEL OFFICER'S ROLE IN THE SALARY SURVEY**

Regardless of who conducts the actual salary survey, it is essential that you, as a personnel officer (PO), understand the survey process because you will be involved in all phases of the survey and in developing the post compensation plan.

You will need to:

1. Make all necessary preparations for the contractors who come to do the survey (e.g., get typewriters and typists, provide office space).
2. **Brief FSNs about the survey process before and after it takes place.**
3. **Brief local employers concerning the survey and what will be asked of them.**
4. **Deal with any morale problems which may arise if position downgrading occurs. (Downgrading may occur during the initial survey ONLY).**
5. Coordinate the yearly Salary Change Surveys and spot-check salary reviews if the post rather than contractors conducts the surveys.

Posts construct a PAL when implementing position classification/salary survey procedures. Maintain this PAL for use in subsequent surveys. Once a PAL is established DO NOT change it without prior Washington approval.

**STUDY ASSIGNMENT #2
PREPARING FOR A SALARY SURVEY**

Study Assignment #2 discusses the preparations necessary to conduct a salary survey at post. It explains the details of the preparation process in a chronological sequence, and then introduces the lists, charts, and data collection forms necessary to conduct a survey.

A. **INFORMING PARTICIPATING AGENCIES ABOUT SURVEY**

As soon as you find out when a survey team plans to conduct a salary survey at your post:

1. **Notify participating agencies, constituent posts, and other offices at the mission about the survey.**
2. **Organize a mission-wide meeting to discuss the coordination of the salary survey.**
3. **Notify all employees at a post that a salary survey will take place.**

If this is the initial survey, the post should be well prepared to provide for the needs of the salary team--e. g., housing, office space and supplies, typing services, transportation.

B. **POST RESPONSIBILITIES WITH REGARD TO KEY POSITION SUMMARIES**

1. Add a statement covering education, experience, language, and other qualification requirements as described in the standards to each key position. This will tailor the positions to the situation which exists at a particular post.
2. Prepare a detailed organization chart showing standard key position titles and their relationship to American and other FSN positions. Remember,

key positions describe levels of responsibility, NOT particular positions.

employers to be surveyed (initial survey only).

C. FSN PARTICIPATION

It can be beneficial for both FSNs and the post to have FSN employees participate in the data collection process. FSNs, however, may participate in an assistance capacity only because of the potential for conflict of interest. If you intend to have FSNs participate in data collection, do the following:

1. **Inform local employers of your intention to have FSN employees participate in the collection process.** If an employer feels uncomfortable with this idea, don't allow FSNs to participate in the survey at that particular company. Some employers are reluctant to give out salary information to an American official if an FSN is present.
2. **Provide adequate training for each FSN regarding the steps involved in the survey, and define the role they will play.** (Again, FSNs should participate in the survey only as assistants.)
3. **Make certain that if an FSN employee is to participate in the survey, he/ she accompanies an AMERICAN OFFICIAL.** The American employee should supervise and review the FSN's work, since responsibility for the survey lies ultimately with the American data collector.

D. BRIEFING FSN EMPLOYEES

As a PO, you have an important role to play during the survey as the liaison between FSN employees and the survey team. Since FSNs are the persons directly affected by the salary survey, you should take the following steps:

1. **Hold meetings before, during, and after the survey** in which the survey team briefs FSNs about the salary survey, the role (if any) FSN employees will play, and general results of the survey.
2. **Ask FSNs for their suggestions concerning the selection of local**

They probably know the local economy fairly well, and their suggestions could be beneficial. Also, **this will allow them to have a part in the survey process, whether or not they are allowed to assist in the actual data collection.**

E. CRITERIA FOR SELECTING LOCAL EMPLOYERS

1. **Select representative employers from the locality with whom the post competes for the same type and caliber of employee.**
2. **Select employers who have a sufficient number of positions comparable to those described in the key position summaries.** (These employers usually include the larger local and multinational organizations in the area.)
3. **Maintain a balance between multinational and local organizations.**
4. **Avoid selecting atypical employers, i. e., those who employ workers on a short-term basis or who normally pay very low or very high wages.**
5. **Survey the same employers that you used during the initial survey for all subsequent surveys.** This is important in order to maintain accuracy in subsequent surveys.

F. THE NUMBER OF EMPLOYERS TO SELECT

The following estimates are only approximate. If you find it hard to collect salary data in a certain area, modify these guidelines. It is important, however, to **survey the largest number of employers possible** because the final average of employer rates will be more accurate.

1. For highly specialized professional or technical key positions:
 - a. Small posts
Select at least TWO employers with similar positions.

- b. Large posts
Select at least FOUR employers with similar positions.

2. **For key positions common to several agencies or with large employee populations:**

- a. Small posts
Select at least TEN employers with similar positions.

- b. Large posts
Select at least TWENTY employers with similar positions.

G. CONTACTING EMPLOYERS

1. **Send a letter to the personnel officer or general manager of each employer selected requesting their cooperation.**
2. **Contact all employers in person (preferably) or by phone four to five days after mailing the letter.**
 - a. **Identify yourself clearly.**
 - b. **Explain the kind of information you will need and why you'll need it. Stress that you will treat all data confidentially.**
 - c. **Find out who 'in the organization knows about the salaries and compensation paid to its employees, and arrange an appointment with that person.**
 - d. **Give the employer a copy of the Key Position Summaries and Post Organizational Chart, and urge the employer to become familiar with it before the actual survey begins. (If you speak to the employer by phone, send these materials in the mail.)**
 - e. **Inform the employer that the data collector will need the minimum basic salary rate for the designated positions.**

- (1) **Explain that the minimum base rate is exclusive of any special allowances, benefits, premium rates, etc.**

- (2) **Ask the employer to compute this figure ahead of time.**

- f. **Request a company organization chart and a list of the benefits offered by the company. This will enable you and the data collectors to become familiar with the positions and benefits offered by a particular company before they arrive to do the survey.**

- g. **Arrange a specific date when the data collector will return to conduct the survey.**

H. CODING EMPLOYER'S NAME

In order to keep the information provided by each employer confidential, assign a code letter (A,B, C,...) to each organization to be surveyed. The data collector will use this list later to record his/her impressions as to the reliability of data collected, extent of cooperation, and the like.

1. **Make a list of the organizations and include the appropriate code letter assigned to each one.**
2. **Record the name of the person to contact, the address, and telephone number.**
3. **Leave space between each organization so that the data collector can record all necessary information.**
4. **Photocopy enough copies of the list so that all data collectors have a copy.**

I. PAYMENTS

Listed below are descriptions of the three types of premium compensation .

1. **Overtime**

Overtime work is all work performed other than during an employee's regular basic work week. You must record the basic hourly rate for

overtime payments on the compensation plan if you expect to pay FSN employees overtime. During the salary survey, find out which local employers pay their employees overtime and what the overtime rate is. Base the post overtime rates for FSNs on the prevailing practice in the local area.

2. **Holiday Pay**

Holiday pay for FSN employees is compensation paid in addition to regular pay for work performed during basic working hours on local holidays designated in accordance with 2 FAM 111.2. * FSN employees do not get holiday pay for work done on U. S. holidays unless they are ALSO local holidays, They do, however, get extra compensation for work on U. S. holidays.

FSNs who work on U. S. holidays receive:

- a. **Straight time per hour worked in addition to basic pay.**
- b. **Overtime pay when FSNs work during other than regular working hours.**

If, after surveying local employers, the post plans to pay FSN employees holiday pay, you must include it in the compensation plan.

3. **Night Differential Pay**

Night differential pay is compensation paid to FSN employees for work regularly scheduled at night. Find out from local employers if they pay this kind of compensation to their employees. Often, instead of paying employees who work regular night hours compensation in addition to their regular pay, local employers incorporate the «extra» pay in the regular employee salary.

- a. Record what the post will pay in terms of an additional percentage of basic compensation, and

- b. Indicate the hours in which such differential is payable.

J. **UPWARD OR DOWNWARD POSITION ADJUSTMENTS**

As a result of implementation of position classification standards, some positions may be downgraded or upgraded. Determination of proper levels is done by the contractors conducting position classification, once established standards set up during position classification do not change.

K. **GRADE RETENTION**

If the contractors conducting position classification determine that a certain position should be downgraded, the person currently in that position goes into GRADE RETENTION. This means that the employee will remain in his/her present grade for a period of two years, during which time the employee is eligible for all normal salary increases for that grade.

If two years pass and the FSN has not assumed more responsibility in his/her present job or has been promoted to a higher position, the FSN moves into «saved rate.»

L. **SAVED RATE**

If two years after a downgrading has occurred, an FSN has not assumed more job responsibility and/or has not been promoted to a higher position, and if his/her present salary rate exceeds the maximum rate of the proper lower position, the FSN will go into saved rate and will get only one half of the salary increases for this lower position. This continues until the employee's salary rate approximately equals the rate paid in this lower position.

- * - «Days are designated as local holidays only if:
a -Such days are customarily observed as holidays by the local government, local business firms, and the diplomatic and consular offices of other countries. »--2 FAM 111.2

STUDY ASSIGNMENT #7
KEEPING THE LOCAL COMPENSATION
PLAN CURRENT

Study assignment #7 deals with the three ways to change a local salary schedule during the four- or five-year span between the comprehensive salary/fringe benefit surveys. This is necessary in order to keep FSN salaries competitive with those paid by local employers. The study assignment explains the procedure for conducting a Yearly Salary Change Survey and spot check salary review. It also explains how to make the necessary arrangements at post when a host government issues a decree to employers in the area to increase the salaries of their employees by a certain amount.

Reading:

FSNCH 3 1 (p. 76)
3 FAM 932 3

A. YEARLY SALARY CHANGE SURVEY

1. Definition

A Yearly Salary Change Survey is a procedure for measuring what changes, if any, have occurred in employee salaries paid by the companies surveyed in the last basic salary/fringe benefit survey. It is a simpler version of the 4-5 year basic salary survey, and is taken on a yearly basis, rather than every 4-5 years as is the basic salary survey. Obviously, you **MUST** have completed an initial salary survey before conducting a Salary Change Survey. (Either the post or a private contractor hired by the Regional Bureau will conduct the Yearly Salary Change Survey. A definite decision has not been made as of yet. Nevertheless, you as a Personnel Officer should know the procedure since you will assist in coordinating the survey process in either case.)

2. Participating Employers and Surveyed Positions

You gather data from the same local employers who participated in the initial salary survey. Do **NOT** delete or substitute employers used in the

last salary survey, except where there has been a major company reorganization which affects position descriptions, or a business closing.

C. HOST GOVERNMENT DECREE

A Host Government Decree requires employers in a particular country to increase the salaries of their employees. These increases are applicable to the basic salary rate in a salary schedule

1. **Before a post complies with the decree**, a host government decree must require most or all employers in an area to increase the salaries.
2. Use the spot check salary review method as the basis of **revising your own salary schedule if local employers normally surveyed by the post voluntarily follow the decree.**

OVERHEARD CONVERSATION I

1. One of the two FSNs, Josette:

- a. has been fired.
- b. is a new employee at the embassy.
- c. was hired a little more than 5 years ago.

2. One FSN, Josiane:

- a. is happy about the survey.
- b. is worried about the survey.
- c. has not heard of the survey.

3. The FSNs say that their benefits at the Embassy:

- a. are better than those of their colleagues in the private sector.
- b. are as good as those of their colleagues in the private sector.
- c. are not as good as those of their colleagues in the private sector.

4. The FSNs have:

- a. only the American holidays.
- b. only the Mondellian holidays.
- c. both US and Mondellian holidays.

5. Josette says that, as a result of the survey:

- a. there may be a danger of being laid off.
- b. there is no danger of being downgraded.
- c. some employees may be transferred to another office.

KEY LINE ENRICHMENT

You have just given a basic briefing. Your instructor, in the role of an FSN, will now ask you detailed questions which will help you expand your presentation.

With the information contained in the Salary Survey booklet and the help of your instructor, formulate a fuller and more informational briefing, trying to cover all the points of interest for an FSN audience. Be sure to use all the functional phrases and linking elements necessary.

WRITTEN DOCUMENT I

You will be given a copy of a memo such as might be written to the FSNs at post to announce an upcoming wage survey and explain its purpose and relevance to them. (The memo is in the language of the country.) As you work with this memo, you will probably find some language that might be useful to you later on when you give your briefing and take questions from the audience.

Look over the memo to verify its adequacy and accuracy from a professional standpoint. Discuss these questions as a class. Keep in mind that this is the first official announcement the FSNs get of the upcoming wage survey.

Discuss with the teacher the accuracy and adequacy of the memo. You may want to suggest some omissions, additions, and emendations.

WRITTEN DOCUMENT II - (Appropriateness discussion)

You will be given a copy of a letter in the language you are learning, addressed to local employers who are prospective sources of data for the survey. This letter is only a draft which has been prepared for you to edit and emend as you judge necessary. In this activity, the teacher will serve as your consultant on linguistic, substantive, and cultural matters.

This activity gives you additional exposure to language which may be useful and appropriate when you give the full-dress briefing at the end of the bridge.

Look through the letter. Verify its accuracy and adequacy. Work as a class to improve the letter. Try to produce a draft which would be most effective in obtaining the cooperation of local employers. Add, delete, change, or rearrange material. When necessary, the instructor will provide a native speaker's judgment of your editorial decisions.

CONDUCTING A BRIEFING

SIMULATION

For your final presentation, you will prepare a complete briefing on the upcoming wage survey, adopting the style which suits you best. The size of the embassy should be taken into account.

Several instructors, forming a wider audience, will take the role of FSNs and will ask you questions. You are already familiar with some of them, but be prepared to answer confidently any questions you may not have anticipated.

OVERHEARD CONVERSATION II

1. **The two friends have been to:**
 - a. () a movie.
 - b. () a play.
 - c. () a restaurant.

2. **Edith is:**
 - a. () an employee in a school for secretaries.
 - b. () manager of a school for secretaries.
 - c. () taking a course in a school for secretaries.

3. **The employees of the school are:**
 - a. () losing their job.
 - b. () getting a raise in salary.
 - c. () overworked.

4. **The two friends are complaining about:**
 - a. () the competition.
 - b. () the difficulty in finding housing.
 - c. () the high cost of living.

5. **Because of the SMIC (Salaire Minimum Interprofessionnel de Croissance), the company of consultants «Santini Conseil» prefers to:**
 - a. () hire new personnel.
 - b. () reduce its personnel.
 - c. () limit the number of its personnel.

NOTES

NOTES

NEGOTIATING ARRANGEMENTS

OVERVIEW

Negotiating--the art of working out a mutually satisfactory agreement--is at the heart of the work undertaken by the US foreign affairs community. This bridge begins the process of helping you develop the language skills you will find most useful in carrying out successful negotiations.

However, this bridge will also involve negotiating arrangements as a first step. This will give you the opportunity to practice two sets of linguistic functions:

- a. Negotiating arrangements, and
- b. Negotiations.

The basic approach of the bridge is to provide you with samples of plausible conversation to increase both what you can understand and what you can already say. As usual, the samples are on tape and on paper for study and in-class rehearsal.

Two «rounds» of negotiation are exemplified. The first round (Negotiating Arrangements) appears in Sample «A». These are practiced in class, along with several other contributing activities. Unlike other bridges, the first round is simulated at the end of the first full day. Sample «B» (Negotiations) is treated similarly in the next segment of the bridge.

Other opportunities will also be exploited in this bridge. In and around the main events, you will learn how to concoct and deliver one-line conversational openers, to practice declining invitations politely, and to take notes on an overheard conversation.

NEGOTIATING ARRANGEMENTS

SCENARIO

DAY ONE

You are the Deputy Chief of Mission of the US embassy in Bamako, Mali. You are organizing the visit of members of the US Congress with a representative of the Malian Ministry of Foreign Affairs. As a result of the many problems created by the drought in Africa, two Congressmen and a Senator have decided to take a trip through the drought-stricken African countries in order to get first-hand knowledge of the situation and make recommendations to Congress as to the most appropriate kind of aid to provide those countries. The embassy has submitted an itinerary. The Malian government has in turn submitted its wishes for the visit, and your task will be to discuss these changes. Be flexible, but at the same time, be sure that the congressmen's objectives are met. You are also bringing additional requests which have just been transmitted to you from Washington:

- o The Senator will be bringing his wife, an epidemiologist concerned about the plight of the refugees. Be sure she meets the wife of the President.
- o The delegation will want to visit the military base near the hospital at Kati. There has been a question of training Malian military officers in the US.
- o A photographer from the magazine «Africa/US» will also be in the party.

DAY TWO

On day two, the setting is different. You are now the AID Project Director, still in Bamako, and you are speaking with the Minister of the Malian Ministry of Planning, after the Congressmen's visit to Mali. You are negotiating with this official the details of the preliminary project agreements (i.e., the allocation by Congress of a fund of 1 million dollars for immediate relief, plus 200,000 dollars annually over a period of 4 years. The Malians had hoped to received \$3,000,000 immediately). This interaction will therefore require different kinds of linguistic functions. Both your position and that of the Malian official will be firm yet diplomatically stated, and you will each have the goal of reaching some middle ground acceptable to both parties.

NEGOTIATING ARRANGEMENTS

SCHEDULE I

Day before the Bridge: Read Overview, Scenarios, Schedule, & Student Notes			
Day I Scenario I	Day II	Day III Scenario II	Day IV
	<ul style="list-style-type: none"> -Sample «A» - Examination -Overheard Conversation I (Audio) -Invitation practice (Student note 1) -Rehearsal (Restricted & Unrestricted) Examination of Guest list (Student note 2) Prepare one-line introduction from Bio-files (Student note 2) 	<ul style="list-style-type: none"> -Simulation 1 -Read «Note from the Ambassador» -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «B» - Comprehension & Examination 	<ul style="list-style-type: none"> -Microtasks -Wrap-up Session
<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «A» - Comprehension 	<ul style="list-style-type: none"> -One-line introduction practice -Overheard Conversation II (Video) (Student note 3) -Written Document - Press release 	<ul style="list-style-type: none"> -Rehearsal (Restricted & Unrestricted) -Coaching Session -Simulation 3 	
<p>Homework</p> <ul style="list-style-type: none"> - Sample «A» -Audio & Text -Review Key Lines 	<p>Homework</p> <ul style="list-style-type: none"> -Review Key Lines -Prepare for Simulation 1 	<p>Homework</p> <ul style="list-style-type: none"> -Review Key Lines -Prepare Microtasks 	

NEGOTIATING ARRANGEMENTS

SCHEDULE II

Day before the Bridge: Read Overview, Scenarios, Schedule, & Student Notes		
Day I Scenario I	Day II Scenario II	Day III
<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation 	<ul style="list-style-type: none"> Review homework -One-line introduction practice -Rehearsal (Restricted & Unrestricted) -Simulation 1 -Overheard Conversation II (Student note 3) -Press release (Student note 4) -«Note from the Ambassador» 	<ul style="list-style-type: none"> Review homework -Rehearsal (Restricted & Unrestricted) -Simulation 2 -Coaching Session -Simulation 3 -Microtasks -Wrap-up Session
<ul style="list-style-type: none"> -Key Line Elicitation (continued) -Key Line Practice -Sample «A» - Comprehension -Overheard Conversation I -Invitation practice (Student note 1) 	<ul style="list-style-type: none"> -Task Description -Task Consideration -Key Line Elicitation -Key Line Practice -Sample «B» - Comprehension 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Examination of Sample A & Guest list -Prepare one-line introduction from Bio-files (Student note 2) -Review Key Lines 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Examination of Sample «B» -Review Key Lines 	

NEGOTIATING ARRANGEMENTS

ITINERAIRE OFFICIEL POUR LA VISITE DES MEMBRES DU CONGRES AU MALI

Premier jour

7:00	Arrivée à l'aéroport de Bamako-Senou.
7:10 à 7:30	Accueil au Salon d'honneur - Ministre des Affaires Etrangères, Chef du Protocole, Ambassadeur des Etats-Unis.
7:30 à 8:00 8:00 à 9:00	Cortège vers la Résidence (pour se rafraîchir après avoir voyagé toute la nuit) suivi de petit déjeuner.
9:00 à 11:00	Petit déjeuner de travail avec le «Country Team» à la résidence de l'Ambassadeur.
11:00 à 12:00	Repos. Préparations pour l'audience avec le Président.
12:00 à 13:00	Audience avec le Président.
13:00 à 14:30	Déjeuner officiel au Palais de Koulouba.
14:30 à 16:30	Visite de l'Hôpital de Kati dont une nouvelle aile va être inaugurée.
16:30 à 17:30	Présentation d'un lot de livres à la foire du livre, avec la participation de USIS.
17:30 à 18:30	Retour à la résidence pour se préparer pour le dîner de gala.
18:30 à 22 :00	Dîner officiel.

Deuxième jour

6:00 à 7 :00	Petit déjeuner.
7:00	Départ pour l'aéroport.
7:30	Départ pour Gao.
9:30	Arrivée à Gao.
9:30 à 10:00	Accueil par le Gouverneur et le Préfet, ainsi que par un représentant du Gouvernement central.
10:00	Départ par l'hélicoptère de l'Armée malienne.
10:30 à 12:30	Arrivée au camp et visite organisée par les dirigeants.
12:30	Retour à Gao.
13:00 à 15:00	Déjeuner avec les membres du Corps de la Paix.
15:00 à 16:30	Visite d'un projet de A.I.D.
16:30 à 19:00	Repos à l'hôtel.
19:00 à 22:00	Réception offerte par le Gouverneur avec danses folkloriques.

Troisième jour

6:30 à 7:30	Petit déjeuner.
7:30 à 9:30	Visite du camp de Gao. Rencontre avec les leaders des réfugiés.
9:30	Retour à Bamako.
12:30 à 14:00	Déjeuner à la résidence.
14:00 à 15:00	Conférence de presse.
15:00	Départ pour Dakar.

NEGOTIATING ARRANGEMENTS

ITINERAIRE Proposé par le Gouvernement du Mali

1er jour	de 7h à 14h	idem
	de 14h à 15h	Inauguration de la nouvelle aile de l'hôpital.
	de 15h à 17h30	Rencontres avec les gouverneurs et délégués des régions du sud (Mopti, Ségou, Sikasso).
	de 17h30 à 22h	idem
2ème jour	idem	
3ème jour	de 6:30h à 7h30	idem
	7h30	Départ pour Mopti.
	8h15	Arrivée à Mopti.
	de 8h15 à 8h45	Accueil par le gouverneur de Mopti.
	de 8h45 à 10h45	Visite de projets agricoles au sud de Mopti (céréales - irrigation).
	11h	Départ pour Bamako.
	de 12h à 15h	idem

INVITATIONS

1. Le Président de la Chambre de Commerce de Bamako invite les membres de la délégation du Congrès des Etats-Unis à assister, en tant qu'invités d'honneur, à son banquet annuel.
2. Le Maire de Kali, ayant appris qu'une délégation du Congrès américain doit se rendre à Kali, voudrait les inviter à assister à la pose de la première pierre de la nouvelle aile de son hôpital, financée en partie par A.I.D.
3. Le Ministre de la Culture invite les membres de la délégation à honorer de leur présence l'inauguration de la Foire du livre du Mali, d'autant plus qu'un don important de livres américains va être fait à l'université du Mali sous les auspices de USIS (centre culturel américain).
4. Le Directeur du Musée National de Bamako invite la délégation au vernissage de l'exposition par un jeune artiste malien qui avait étudié un an aux Etats-Unis.
5. La Directrice de l'Artisanat de tapisserie et de tissage de Bamako (située près de l'Ambassade américaine) invite les membres de la délégation à bien vouloir honorer de leur présence la mise en service d'un nouveau métier.
6. Le Maire de Gao, ayant appris qu'une délégation du Congrès des Etats-Unis viendrait à Gao, invite les membres à bien vouloir honorer de leur présence la grande *Fantasia* annuelle (fête tarquie qui montre l'habilité et la dextérité des participants).

BIO-FILES

This exercise will help you acquire information about several people the Congressmen will encounter during the visit.

You should select appropriate items from the biographical sketches to mention to the Congressmen in order to facilitate conversation upon being introduced. This remark should be short, no more than one line, and should serve the dual purposes of being:

- a. flattering to the person mentioned, and
- b. informative and helpful to the Congressmen.

The remarks should identify the person and provide the Ambassador with a starting point for a conversation.

The biographical sketches will normally be on file at the embassy.

NEGOTIATING ARRANGEMENTS

Monsieur
Premier Conseiller
Ambassade des Etats-Unis
Bamako, Mali

Le 29 février 1986.

Cher Monsieur,

Faisant suite à notre entrevue du 16 septembre 1985, j'ai l'honneur de vous adresser cette lettre pour confirmer notre approbation de l'itinéraire proposé, ainsi que pour porter à votre connaissance la liste des hautes personnalités maliennes qui désireraient rencontrer les membres de la délégation du Congrès américain.

J'ai l'honneur de vous envoyer, également, ces quelques biographies les concernant.

Avec ma haute considération,



Directeur du Cabinet du
Ministère des Affaires Etrangères



NEGOTIATING ARRANGEMENTS

GOUVERNEMENT DU MALI

Personnalités à inviter:

Président - Ministre de la Défense : Général Moussa Traoré

Ministre d'état au Plan : Général Amadou Baba Diarra

Ministre d'état chargé des compagnies et entreprises de l'état : Oumar Coulibali

Ministre d'état chargé du développement industriel et du tourisme : Djibril Diallo

Ministre du Plan : Ahmed Mohamed Ag Hamani

Ministre des Affaires étrangères et Coopération : Ahouine Blondin Beye

Ministre de l'Agriculture : N'Faguanama Koné

Ministre de l'Education : Lieutenant Colonel Sekouly

Ministre de la Santé et des affaires sociales : Docteur N'Golo Traoré

Ministre des Finances : Idrissa Keïta

Ministre de l'Information et des Télécommunications : Gakou Fatou Niang

Ministre des Sports, arts et culture : N'Tji Idrissa Mariko

Ministre des Transports et Travaux publics : Mamadou Haïdara

Ministre de l'Intérieur : Lieutenant Colonel Abdourahamane Maiga

Ministre de la Justice : Lieutenant Colonel Issa Ongoïba

Ministre des Entreprises d'Etat : Bandiougou Bidia Doucouré

Ministre du Travail et Fonction publique : Modibo Keïta

Directeur du Cabinet du Ministre des Affaires Etrangères

Chef du Protocole

NEGOTIATING ARRANGEMENTS

GENERAL MOUSSA TRAORE

(Phonetic: Try-Oh-Ray)

President of the Republic of Mali

(since November 1968)

Moussa Traore came to power in a military coup d'état in 1968. In 1979, he returned the country to civilian rule and was elected President of the Republic. He is also Minister of National Defense and Secretary General of Mali's sole political party--the Democratic Union of the Malian People.

President Traore was born September 25, 1936 in Kayes (Mali's first region). He received his early education at Kati Cadet School, from which he graduated as a non-commissioned officer in the French army in the 1950s. He then studied at the officer school in Fréjus, France. In 1958, he was an Instructor at the Inter-Arms Military School in Kati. He presided over the 14-member Military Committee for National Liberation after the coup of 1968. During the country's first presidential and legislative elections in 1979, Moussa Traore became the first president under the new constitution.

MARIAM SISSOKO TRAORE

Wife of President Traore

Mariam Sissoko Traore was born November 4, 1944 in Sanafara, in Mali's first region. Her family lived in Mauritania from 1948-1949 and in Dakar from 1949-1954. She attended school in Montfermeil, France (1954-1956), Abidjan (1956-1958), and the Lycée Emile Jacmain in Brussels (1958-1961). From 1961-1962, Miss Sissoko worked as a secretary for the Mali Energy Board, and in May 1962 was hired as a Secretary for USIS Bamako, a position which she held until March 1966, when she retired to raise her family.

Mrs. Traore is a businesswoman and has farming interests.

GENERAL AMADOU BABA DIARRA

(Phonetic: Dee-ah-ra)

Minister of State in charge of Planning

(since December 1984)

Prior to his recent appointment as Minister of State for Planning, Diarra was Minister of Equipment from 1982-1984. Other positions have included Minister of Planning from 1975 to 1978; Minister of Finance and Commerce 1970-1973 and again from 1978-1979.

General Diarra was born in 1933 in Diena (Mali's fourth region). In 1949 he attended primary school at San and Koutiala prior to his secondary studies at the African Military Preparatory School in Saint-Louis, Sénégal in 1951. He also received professional training at the National Institute of Arts in Bamako in 1958. He obtained a Baccalauréat degree from the Inter-Arms Military School in Kati in 1958. Diarra is a specialist in armored weapons. He joined the army in 1953. He was an officer candidate in 1964 and became a Second Lieutenant Colonel in 1976, Colonel in 1978, and General in 1983.

DJIBRIL DIALLO

(Phonetic: Dee-ah-low)

Minister of State in charge of Industrial Development and Tourism

(since December 31, 1984)

Djibril Diallo is also Political Secretary of the Party (Democratic Union of the Malian People). Before assuming his political functions, he was Minister of Public Works and Tourism, and later Minister of Transportation and Public Works.

Other previous positions included: director of a business concern in Niamey, work at the Direction de l'Hydraulique, director of railroads in Mali, and work with a private firm in France.

Mr. Diallo was born February 13, 1938 in Bamako. He attended primary school in Mali and received his high school degree in Dakar. He attended the Central Arts and Manufacture School and the Faculty of Science in Paris. He holds degrees in engineering, physics, and mathematics, and is qualified to teach mathematics.

OUMAR COULIBALI

(Phonetic: Coo-Li-Baa-Li)

Minister of State in charge of State Companies and Enterprises

Mr. Coulibali was born on August 2, 1939 in Bamako. After primary school in Kassaro (Kita) and secondary school, he left for France, where he studied at Ecole des Hautes Etudes Commerciales de Paris. Upon his return to Mali, Oumar Coulibali held several positions: Director of Economic Affairs, Technical Advisor to the Ministry of Finance and Commerce, Director General of UNICOOP, Advisor to the Court of Accounts, Director General of SOMIEX, and Administrator of the Central Bank of Mali. Mr. Coulibali was also Director of Cabinet in the Ministry of Finance and Commerce prior to 1982, when he was named Minister of State in charge of Economy and Planning. He left this last position in December 1984 to become Minister of State in charge of State Companies and Enterprises. Mr. Coulibali is also Secretary for Economic and Social Affairs of the UDPM (party).

ALIOUNE BLONDIN BEYE

(Phonetic: Bay)

Minister of Foreign Affairs and International Cooperation

Alioune Blondin Beye was born in 1939 in Bafoulabe. He attended primary school in Mourdia and secondary school at the Lycée Terrasson de Fougères in Bamako. He obtained a degree in public law from the University of Dijon in France, where he also completed graduate studies in public and international law. He was Assistant Professor at the Faculty of Law and Political Science in Dijon. Upon his return to Mali, Alioune Blondin Beye taught at the Ecole Nationale d'Administration and was head of the Legal Department for the Government of Mali. He was Minister of Youth and Sports before assuming the position of Minister of Foreign Affairs and International Cooperation in May 1978.

Lt. Col. ABDOURAHAMANE MAIGA

(Phonetic: My-Gaa)

Minister of the Interior

Lt. Col. Maiga was born in Gao in 1932 and entered the army in 1959. In 1968 he was named Governor of the Segou and Sikasso regions. He served as Ambassador to Guinea and Sierra Leone from 1980 to 1982, when he was named Minister of the Interior. His responsibilities include oversight of local government in Mali and coordination of drought relief.

TIDIANI GUISSÉ

(Phonetic: Key-say)

Diplomatic Advisor to the President

Mr. Guisse has had a distinguished diplomatic career since 1961, and served as Malian Ambassador to the Soviet Union, the People's Republic of China, Algeria, and Sénégal. He was appointed Diplomatic Advisor to the President in 1978. Mr. Guisse has studied in Mali, Sénégal, and France.

MOHAMED ALHOUSSEYNI TOURE

(Phonetic: Tou-Ray)

Secretary General to the Presidency

Mr. Touré served as Chief of Staff at the Ministry of Transportation and Public Works before being named Secretary General in July 1983. His position is similar to that of the White House Chief of Staff. Mr. Toure was born in Niafunke, Mali in 1946. He received an engineering degree from the Ecole Supérieure des Transports in East Germany and studied applied mathematics and computer sciences at the same institution. Mr. Touré has also studied economics in Paris.

AMBASSADOR LASSANA KEITA

(Phonetic: Kay-EE-tah)

Malian Ambassador to the United States

Mr. Keita has been Ambassador to the United States since November 1982. Prior to this date, he was the Chief of State in the Ministry of Foreign Affairs. He is a career diplomat who has served in Moscow and Paris. Mr. Keita studied in Paris and Geneva, and has represented Mali at meetings of the United Nations and the Organization of African Unity.

OVERHEARD CONVERSATION II (Congressmen's Press Conference)

This activity, like all overheard conversations, is intended to improve your ability to follow unrestricted native speech, and also to permit you to practice taking notes in English on the main points of a discussion in the language you are learning.

You will take part in this exercise as if you were the Administrative Officer accompanying the Congressmen on their trip. During the Congressmen's press conference, you will take notes on what is said so that later you can compare the Official Communiqué and the press coverage of these events with your knowledge of what was actually said.

WRITTEN DOCUMENTS--PRESS RELEASE

In this activity, in your role as Administrative Officer accompanying the Congressmen, you will examine the draft of the Official Communiqué which was given to you for your approval by the representative of the Malian government.

Your task is to compare this document with the notes you took during the Congressmen's press conference. Work as a group with your fellow students to find and point out any possible discrepancies between the two versions. You may want to draft one or two lines to provide a more realistic view of the situation.

NEGOTIATING ARRANGEMENTS

SIMULATION - First Day (1)

The Congressmen's visit is coming to an end. They are ready to leave for Dakar. But ... you receive a call from the airport that, due to an engine failure, their plane cannot take off.

Your task as the DCM of the embassy is to go and seek help from the Malian government, since no other American military plane is available.

You will have to reorganize transportation for the Congressmen for the same day with a representative of the Ministry of Foreign Affairs.

Be prepared to negotiate with him, since the time and solution he will propose might not be convenient.

NEGOTIATING ARRANGEMENTS

SIMULATION - First Day (2)

The Congressmen and Mrs. Griffith have arrived in Bamako. Mrs. Griffith wishes:

- a. to meet with a delegation of Malian women, and
- b. to visit a hospital in a district of Bamako.

Your task is to go and see a representative of the Malian Ministry of Foreign Affairs and to negotiate with him a way to organize the meeting and the visit. Be prepared to encounter some reluctance on the Malian side, since it is a last-minute change, and no hospital staff nor Malian women have been informed of an official visit.

NEGOTIATING ARRANGEMENTS

SIMULATION - First day (3)

The Congressmen have been delayed and will arrive 24 hours after the day planned for their visit. Because of this, they wish to shorten their visit in Mali. Some activities will have to be cancelled.

Keep in mind the purpose of their visit and be ready to reorganize the whole itinerary with a not-so-pleased Malian official.

2-28

Alan -

This is to summarize an informal contact I had recently with Mr. Mamadou Mabogunji, The Minister for Planning and Cooperation. We met at a reception where he button-holed me to discuss a pet project of his, concerning cultivation of forage in the North. I wouldn't have chosen to have that discussion in that setting because of the noise and disruption, and we didn't reach any conclusions. I told him you would get in touch with him to continue on the subject at greater length. Be prepared for some high hopes and strong arguments. It might be helpful to have the records of the Camp of 400 project with you (and the project director too, if he's available) Let me know how it comes out.

J.S.

NEGOTIATING ARRANGEMENTS

SIMULATION - Second Day (1)

According to what was said during some previous meetings with the Malian Minister of State for Planning, FAO and other international organizations were to finance the irrigation project for the camp at Gao. The Minister asks to see you again. It seems there are some problems, misunderstandings.

As Director of the AID Mission, be prepared to renegotiate some financial aspects of the whole agricultural project of the camp at Gao.

NEGOTIATING ARRANGEMENTS

SIMULATION - Second Day (2)

The Minister of Foreign Affairs and Cooperation sent you the complete proposal for the camp of Gao project. He calls to tell you that the Malian government wishes to add a third part to the proposal, a request for more experts and technicians (paid for by the US).

Since this project is already a very costly one, you know that this would be almost impossible. Your task is to convince the Minister to reconsider this proposal and to negotiate a satisfactory compromise.

NEGOTIATING ARRANGEMENTS

SIMULATION - Third Day

Do you recall the terms of the agreement between the Minister of State for Planning and yourself, the AID Project Director?

If the Malian proposal were ever to be accepted by Congress:

- a. the US would furnish seeds, fertilizer, and material, and
- b. the Malian government would take care of the transportation of these items between Bamako and the project site, in the north of Gao.

The scene is one year later. The proposal for a tentative project (culture of feed crops in the north of Gao) was accepted by Congress. Seeds, fertilizers, and equipment were sent to Bamako two months ago. We are approaching the rainy season, and in a few weeks no truck will be able to travel through the road to Gao.

The Malian government has not made any move to insure transportation of project equipment. You know, in fact, that most of the military trucks have been sent to the border with Burkina Faso.

Your task is to diplomatically find out why the Malian government cannot keep its end of the deal, and try to convince the Minister that it would be in the best interest of the country to speed up transportation and get started with the project.

Be prepared to have a proposal to make if you encounter too much resistance or are given some good reasons why the terms of the previous agreement cannot be respected.

NEGOTIATING ARRANGEMENTS

Notes géographiques, sociologiques, économiques et politiques

Bordé par l'Algérie, la Mauritanie et le Sénégal au nord et nord-ouest, au sud par la Guinée, la Côte d'Ivoire, et à l'est par le Burkina-Fasso et le Niger, le Mali est un des cinq pays les plus étendus de l'Afrique. C'est un pays plat, sans montagnes, hormis le massif de Bandiagara au centre du pays, domaine des Dogons agriculteurs.

Sans accès à la mer, donc dépendant à soixante-dix pour cent du chemin de fer Dakar-Niger (D.N.) pour son commerce, mais surtout pour son ravitaillement, le Mali est néanmoins traversé par le fleuve Niger qui est navigable, selon les saisons, de Bamako à Gao.

Si le sud est verdoyant et se prête plus à l'agriculture (mil, maïs, sorgho, noix de kola) grâce à une pluviométrie plus régulière et plus abondante, le nord du pays par contre est un désert sablonneux, aride, chaud et improductif, où le soleil règne en maître absolu.

Le Mali est habité par vingt-trois ethnies différentes dont les Bambaras agriculteurs qui forment la majorité; les Peulhs ou Foulanis, bergers que l'on retrouve dans tous les pays du Sahel, du Sénégal à la Somalie; les Dogons au centre, fermiers réputés pour leur art et leurs danses, et finalement, au nord, les hommes bleus, les maîtres du désert, les Touaregs nomades. La population est de sept millions d'habitants.

Pendant dix ans, à la suite de l'éclatement de l'éphémère fédération du Mali groupant le Sénégal et le Soudan, le Mali a boudé tous les groupements politiques, financiers et culturels francophones, pour militer dans le groupe dit «progressiste,» à tendance socialiste, voire marxiste. Il s'en est suivi un marasme économique sérieux. Le Général Moussa Traoré, à la suite d'un coup d'état, mit fin à cette politique, et réintégra le Mali, après mille et une palabres, dans la sphère francophone. Pour accomplir ce changement qui coûta cher au pays, le Mali a dû accepter des conditions draconiennes imposées comme préalables, au réintègrement, entre-autres une dévaluation sévère du franc malien. Après ce coup, le Mali a été obligé de s'endetter plus, bien qu'il ait reçu beaucoup d'aide du marché commun et de la France surtout, pour mieux amortir cette nouvelle épreuve.

L'histoire du pays est très riche, et est marquée par trois empires qui ont eu le Mali comme centre:

- l'empire Soninké du Ghana au X^{ème} siècle
- l'empire Mandingue du Mali au XIV^{ème} siècle
- l'empire Songhaï de Gao du XVI^{ème} siècle

Ce dernier empire a été rendu fameux grâce au rayonnement de Tombouctou comme ville universitaire, et sa richesse fabuleuse en or sous Kankan Moussa.

Il y a deux saisons au Mali: la saison sèche (novembre-juin) et la saison des pluies (juillet-octobre). Depuis 1973, une sécheresse sans pitié et d'une continuité inquiétante frappe le pays du Sahel. Cette sécheresse prolongée, en éliminant petit à petit les cultures et les plantes fourragères, décime le cheptel des Touaregs, et les pousse, de plus en plus, à abandonner leur domaine, que le Sahara avale dans son avance implacable, pour chercher refuge dans les centres urbains dont les infrastructures s'avèrent de plus en plus insuffisantes. Devant le flot constant des réfugiés qui cherchent, pour survivre, des terres plus clémentes, des terres jouissant plus de la Baraka céleste, des largesses d'Allah, le miséricordieux - c'est-à-dire la pluie - le gouvernement malien, craignant l'action néfaste des chèvres, des moutons et des chameaux des Touaregs sur les cultures et la fragile écologie du sud, essaie de ralentir sinon de freiner la poussée des réfugiés. Le même problème ardu se rencontre dans tous les pays du Sahel. Parfois, hélas, devant l'ampleur du mouvement, certains gouvernements, de guerre lasse, avouent leur impuissance, et les faméliques Touaregs, naguère féroces guerriers et maîtres incontestés des sables sans fin, sont abandonnés, laissés à eux-mêmes, livrés à l'implacable sécheresse, à la soif ardente, au soleil cuisant et à la mort lente, dans l'immensité du désert qui les vit naître ... Quand la maison brûle, on ne s'occupe pas des journaux ...

Un camp international de réfugiés Touaregs a été créé par la Mauritanie, le Mali, le Niger, le Tchad et le Soudan. Cet organisme fut vite frappé de cette gangrène si commune aux organisations internationales et qui s'appelle irrégularité des versements des cotisations (parfois l'annulation pure et simple de ce versement selon les humeurs des politiciens), gangrène provoquant l'asphyxie financière, la mort lente ou subite. Le Mali, où se trouve ce camp, se retrouve tout d'un coup seul, ou presque, face à ce fléau, avec la seule aide limitée des organisations internationales d'aide aux réfugiés. Or, nous savons que ces organisations, pour coordonnées et efficaces qu'elles puissent être, n'aident que pour parer au plus pressé, mais n'offrent, en général, aucune solution à long terme telle que l'auto-suffisance.

Le seul remède à ce problème, nous en convenons tous, passe par l'agriculture, le reboisement qui en principe apporte ou augmente la pluie ... Un plan, bien coordonné entre pays donateurs (USA et autres) et les pays du Sahel. Donc, récemment, le Mali est devenu un des bénéficiaires des programmes de l'AID.

NOTES

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POLICY DEBATE

OVERVIEW

The Policy Debate bridge is designed to give you practice and to improve your ability at argumentation in an informal setting. The task is to develop a relatively sophisticated repertoire of techniques and verbal strategies for use in such situations.

Both abroad and at home we are often required to state and defend a position. Moreover, we need to be able to respond to accusations, challenges, and statements of positions that we oppose--either privately or in the role of a representative of the United States. Most adults are already able to do this well in their native language, though they do not often think about their abilities in an explicit way. The goals of this bridge, then, are to help you bring debate strategies and verbal moves into focus, compare your usual way of debate/argumentation with that of the language you are learning and its culture, and learn ways of implementing your own knowledge of the language to be effective in the situations that may arise during your tour at post.

The bridge exercise will give you the opportunity to deal with both friendly and unfriendly debate partners on a variety of subject matter from the everyday and superficial to matters of US Government policy.

POLICY DEBATE

SCENARIO

For the duration of this bridge, you will play the role of an officer at the US embassy in Paris. Your secretary, an FSN, has just told you that, in the near future, she would have to take a maternity leave of eight weeks in addition to four weeks of annual leave. This has raised some questions for you about the social security and welfare programs, which are often referred to, in France, as the «qualité de la vie.»

At an evening reception, you notice an acquaintance of yours, an official from the Social Affairs Department. You decide to discuss these matters with her and to compare the American and French expectations about the role of their respective governments in such programs.

POLICY DEBATE

SCHEDULE I

Day before the Bridge: Read Overview, Scenario, Schedule, & Student Notes		
Day I	Day II	Day III
	<ul style="list-style-type: none"> - <i>Issue «A»</i> <i>Task Consideration & Key Line Elicitation</i> <i>Key Line Practice</i> - <i>Sample Examination & Analysis</i> - <i>Overheard Conversation I</i> <i>(Student note 2)</i> <i>Defusing</i> <i>Debate exercise</i> 	<ul style="list-style-type: none"> - <i>Issue «B»</i> <i>Task Consideration</i> <i>Key Line Elicitation</i> <i>Key Line Practice</i> <i>Mini debate</i> - <i>Overheard Conversation II</i> <i>(Student note 5)</i> <i>Taking/keeping the floor</i> <i>Debate exercise</i>
<ul style="list-style-type: none"> - <i>Task Analysis (VCRs) (Student note 1)</i> - <i>Bilingual debate</i> 	<ul style="list-style-type: none"> - <i>Restricted rehearsal</i> - <i>Issue «B» (Student note 4)</i> <i>Documents</i> 	<ul style="list-style-type: none"> - <i>Unrestricted rehearsal</i> - <i>Coaching & Simulation</i> - <i>Microtask</i> - <i>Wrap-up Session</i>
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> - <i>Work list of functions</i> 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> - <i>Paraphrasing (Student note 3)</i> - <i>Evaluation</i> 	

POLICY DEBATE

SCHEDULE II

Day before the Bridge: Read Overview, Scenario, Schedule, & Student Notes		
Day I	Day II	Day III
<ul style="list-style-type: none"> -Task analysis (VCRs) (Student note 1) Analysis Bilingual debate - Issue «A» Task Consideration & Key Line Elicitation Key Line Practice -Sample Examination & Analysis 	<ul style="list-style-type: none"> -Review homework Paraphrasing exercise - Issue «B» (Student note 4) Documents Task Consideration Key Line Elicitation Key Line Practice Mini debate 	<ul style="list-style-type: none"> -Coaching & Simulation -Microtask -Wrap-up Session
<ul style="list-style-type: none"> -Overheard Conversation I (Student note 2) Defusing Debate exercise - Restricted rehearsal 	<ul style="list-style-type: none"> -Overheard Conversation II (Student note 5) Taking/keeping the floor Debate exercise -Unrestricted rehearsal 	
<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Work list of functions -Paraphrasing (Student note 3) Evaluation 	<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> -Prepare for simulation 	

TASK ANALYSIS (VCRs)**Analysis**

As is the case with other bridges, one of the major goals is to concentrate on the communicative functions required for the core task and to draw your attention to the way they are expressed in the target language. In this bridge there is a wider range of functional/versatile lines than with earlier bridges. For that reason, before you begin the «task consideration» phase of the bridge, you should turn your attention to some examples of debates.

You will listen closely to three recordings of debates. One is entirely in English. This is to give you the opportunity to examine technique, style, and functional lines in a way that is easily accessible to you. Another is between two native speakers of the target language, and another still is between a good foreign speaker of the target language and a native speaker.

View the three debates once for comprehension and discuss together what you have heard. Analyze the techniques in each debate. The teacher will join you for this to verify your findings and if necessary to point out some things you may have missed. You should begin to note the functional structure of the situation and to start a working list of versatile lines and strategies.

Bilingual debate

This part of the task analysis allows you to concentrate on debating without worrying about how to make your points in the target language. The idea is to bring into focus the techniques you used in English and to get the feel of the differences in styles between your culture and the target culture.

The teacher will start the debate with each of the students by making a provocative statement. The teacher will speak in the target language, while you will respond in English. You can continue to make notes about the teacher's techniques and to add to your list of versatile functional lines.

OVERHEARD CONVERSATION I

Defusing

When the atmosphere of a discussion becomes emotionally charged, it is helpful to know what kinds of behavior and what language you can use to mollify the other person and smooth things over. Of course, not everyone can do this successfully all the time even in his or her native language, but the fact that some people are able to do it very well suggests that there are some techniques that can be learned. Furthermore, because emotions are expressed in different ways by the people of different cultures, some practice in recognizing and interpreting the outward expressions of certain emotions will be time well spent.

You will watch a videotape showing some excerpts of conversations. In each excerpt, one of the speakers will become angry, agitated, offended, or outright hostile. The other speaker manages to «defuse» the angry interlocutor. Discuss your observations among yourselves, try to analyze how the first speaker's emotions were aroused and how the speaker was able to defuse them. Call your teacher into the room and discuss your observations.

Debate exercise

Back in class, discuss and prepare together a few provocative assertions of your own that you feel might antagonize your teacher (your chance to get even!). It will then be your task to repair the damage, using some of the «defusing» techniques you have discovered.

NB. Like other debate exercises, this activity is not meant to generate full-scale debates. Try to keep your practice to only a few conversational turns between you and the teacher, so that you can practice a larger amount of defusing in different situations.

LIST OF PROVOCATIVE ASSERTIONS

1. Est-ce vrai qu'en France pendant la guerre, la majorité des Français étaient des collaborateurs?
2. Quand on regarde les magazines français, on se rend compte que, de plus en plus, les jeunes français adoptent la mode américaine. Sans doute trouvent-ils nos vêtements plus pratiques et plus à leur goût.
3. Moi, je trouve qu'on peut tirer des leçons d'humilité de l'histoire. Regardez, par exemple, votre pays qui était une puissance prépondérante au XVIIème siècle ...
4. Je viens de voir, dans le Nouvel Observateur, un article qui m'a beaucoup surpris. Il s'agissait de l'accroissement du racisme en France.
5. Finalement, nous le Américains, nous vous aimons bien!
6. Soyons sérieux! La force de frappe, c'est bien, mais en cas de guerre, vous auriez encore besoin de nous, non?
7. Est-ce vrai que votre télévision est sous le contrôle de l'Etat?
8. Je dois dire que je suis un peu déçu par Paris. On m'en avait tellement parlé!
9. C'est incroyable le monde qu'il y a dans vos bars à 1 heure du matin!
10. Quel travail il y a à faire pour rénover Paris! Prenez vos conditions de logement, par exemple, au coeur de la Cité! Il faudrait détruire des rues entières!
11. Est-ce que vous allez souvent à la messe?
12. J'ai l'impression que votre jeunesse vous donne bien du mal. Qu'est-ce qu'il y a comme jeunes délinquants dans vos villes!
13. L'échec actuel de la politique économique de la France doit vous inquiéter.
14. La cuisine française, c'est bon d'accord. Mais pour la santé ...
15. Que vaut le franc actuellement?

PARAPHRASING

In any discussion, a useful skill to have is that of saying what the other person has said in your own words. From the point of view of comprehension, paraphrasing allows you to check whether you understood correctly. From the point of view of production, it permits you to show the other's argument in a new light, perhaps laying it bare to criticism.

In this homework, you have the opportunity to work on rephrasing opposing arguments without the pressure of an interlocutor waiting for an immediate response. During the key line practice for Issue B, you will have a chance to practice responding with paraphrases of an argument on the spot.

The teacher will give you a list of item numbers from the Sample--some Host Country National (HCN) arguments. After class, read each line referred to on the list. Try to express it in your own words, perhaps leading in with something like «Vous voulez dire que ...» or the like. Try to put it into words that will give it another interpretation, distorting its meaning, making it sound unreasonable, uninformed, etc. One way to accomplish this is to generalize (outrageously) a specific statement, or to state a specific case disproving a generality.

EVALUATION

In this exercise, you should try to improve the American interlocutor's arguments, either in form or content or both.

The teacher will give you a list of item numbers--some American arguments. At home, read each line referred to on the list. Try to rephrase them to give them a more effective interpretation.

Work List of Functions

Going through the notes of the day, insert your CMDs and key lines under the appropriate headings. This should give you a set of management devices to which you can refer easily during debate exercises.

ISSUE B

Documents

Most of the activities done up to this point have concentrated on communicative functions and their expression in French. In this activity, you shift your attention to understanding enough of an article, even a rather difficult one, to tell something about the nature of the writer--his or her political preferences, and style (objective, ironic, direct, etc.).

The same kinds of cues that you look for when you are reading articles, like the ones you will see in this activity, will also appear in speech. In a debate situation, you will find it helpful to get an idea quickly of what kind of person you are debating with. This will make it easier for you to predict charges and be prepared to counter them. It may also help you make educated guesses about areas where the other person is likely to have weak arguments or not be well-informed.

The teacher will give you several news articles, editorials, or letters to the editor on some subject related to the topic of this bridge, then leave the room.

Look over each article and try to determine the general political orientation of each writer, i.e., whether s/he is anti- or pro- US and the one major argument supporting this finding. Try to read straight through each article; don't ponder every single word. Discuss your conclusions about the articles as a group.

Call the teacher back. If you have questions about the language of the articles that would make a major difference to comprehension, you can ask the teacher. S/he will then ask you to tell what you have concluded about each writer.

Task consideration

With one of the documents as subject, you will consider which added functions will be necessary to debate a more aggressive interlocutor. Two or three should be sufficient. Your teacher will then help you formulate the necessary key lines.

OVERHEARD CONVERSATION II

Taking/keeping the floor

This activity helps you gain fluency in using certain sentences that let the other party in a discussion know you have something to say and want to be heard, even in a situation where the other person is very talkative or aggressive.

It is not only important to know what to say in certain circumstances, but also when to say it, and this exercise is aimed at timing.

You may notice that in some cultures your interlocutor will want you to interrupt to give your point of view. Failure to do so may show a lack of interest or an unwillingness to participate in the discussion. You should also expect to be interrupted. Your interlocutor is not being rude or antagonistic, but just following the rules of the debating game according to his/her culture. In other cultures, other signals are appropriate. This is a chance to focus on these signals. A little practice should help you to recognize the appropriate moment for a polite interruption.

Listen to a taped example of speakers taking the floor in a conversation. Discuss together what you have heard, trying to analyze at which point in the elaboration of thought the interruption occurred and what the signals for taking the floor were, not just the words.

Then listen again to the portion of the tape in which the interruptions occurred, paying attention to what sentences were used to take the floor. You may want to verify your observations with the teacher before going on to the next exercise.

Debate exercise

The teacher will now explain a debate scenario to the class so that one student can act out the situation with the teacher playing the part of an HCN. The teacher may choose to address the class collectively.

The student makes a position or policy statement on the topic of debate, inserting it into the conversation in the appropriate way and at the appropriate time.

The teacher will repeat five or six assertions, until each member of the class has had a turn at practicing this exercise. Your goal is to take the floor and keep the floor in as polite a way as possible until you have made your point successfully.

LISTENING COMPREHENSION - Taking the floor

Content questions

1. Is General Walters' mention of the «Grande Armée» (the army of Napoléon) successful? Why?
2. Is General Walters' mention of the «ligne grise des bateaux» (the blockade of Europe by the British) as successful? Explain.
3. How does General Walters obtain the retraction of the unacceptable statement: «recul» ?
4. Does General Walters use the same tactic to obtain a retraction of the subsequent unacceptable statement. «Vous avez flambé»? How does it compare with number 3 above?

Analysis questions

1. What is the strategy most commonly used by General Walters to take the floor?
2. Does he use the same strategy all the way through the debate? Please explain.
3. What rate of speech and tone of voice does he use? Is he consistent?
4. Does General Walters give the French journalist time to finish his statement? Please explain.

POLICY DEBATE

SIMULATION

You have agreed to be interviewed by a leader of a student group on American policy.

You're willing to commit yourself to answer questions related to certain issues. You expect your interlocutor to be fairly aggressive, so be prepared to represent your government's stand.

NOTES

Donald Reilly cartoon from 10 March 1986
edition of New Yorker Magazine removed.

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