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Petra Bohrn

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To my mother, who always believed in me

To my father, who always supported me

To my sister and brother, who were always there for me

To S.H. – for all your patience and love

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Abstract

This study is concerned with ‘successful communication’ in ‘English as a lingua franca’. As a qualitative study, it wants to contribute to the empirical basis that is still needed for ELF research. The core of this diploma thesis is the description and exemplification of three linguistic strategies that were identified as contributing to various aspects of politeness and common ground. The data used for this purpose was recorded in a large international company with a subsidiary in Austria (for reasons of confidentiality the company and all related names and projects have been replaced by pseudonyms or removed). The recordings comprise the final exams of an international business school that consisted of several simulated sales calls and business meetings.

Chapter 2 provides a concise overview of some important concepts: English as a lingua franca, ELF in the business world, Business English and Exam Language. Chapter 3 presents all the information necessary about the mini-corpus used for the present diploma thesis as well as on transcription conventions and methodology. Chapter 4 contains the theoretical background knowledge relevant to the data analysis. After a detailed description of the notion of ‘successful communication’ the theoretical backdrop for the subsequent data analysis is given: definitions of politeness and common ground and concise information on pronoun use, particular lexical markers of common ground and specialised vocabulary. Chapters 5, 6 and 7 finally present the core of the study: the data analysis. I examine how the use of the pronoun *we*, the use of particular linguistic markers and the use of specialised vocabulary contribute to the negotiation of common ground, the presupposing or strengthening of shared knowledge and the creation of a positive atmosphere in the conversation in general. The examination is illustrated with many examples from my mini-corpus and some cautious generalisations and conclusions are drawn. Finally chapter 8 provides some implications for teaching Business English and chapter 9 summarises the main findings of the study.

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1. Introduction

Over the last decades English has become the language of globalisation with speakers of various levels all over the world (cf. Gnutzmann & Intemann 2005). As a 'global language' (cf. Crystal 2005) or 'lingua franca' English does not belong exclusively to the native speakers anymore but those who speak English as a second or foreign language influence the development of the language as well. Particularly the number of speakers of 'English as a foreign language' (EFL) has grown immensely in recent years and the demand for English is still increasing. As a result it can be stated that the majority of English conversations happens between non-native speakers or speakers of 'English as a lingua franca' (ELF) (cf.: Gnutzmann 2005). These developments have led to a shift in perspective in linguistic research. It is argued that ELF speakers may influence the language development in a way that is quite different from the developments in native speaker English. However, up to now there has only been little empirical evidence for such a development (cf. Gnutzmann & Intemann 2005) and the need for large-scale research and a broad empirical basis on ELF has been emphasised by many researchers (e.g.: Firth 1996; Seidlhofer 2001). Several studies relying on ELF data (Firth 1996; Seidlhofer 2001; Pitzl 2004; Strasser 2004 could be mentioned as examples) have already been published. The present diploma thesis also works with ELF data and it is my aim to contribute to the empirical basis that is still needed for further ELF research.

The present study focuses on several linguistic strategies that are identified as contributing to the negotiation of common ground, the presupposing or strengthening of shared knowledge or the creation of a positive atmosphere within the interactions. These strategies are not associated with the negotiation of common ground at first sight but a close analysis of my transcripts made clear that they are used for various interpersonal purposes by the speakers in the conversations. The following strategies are analysed:

- the use of the pronoun *we*
- the use of specific linguistic features used to negotiate common ground with the conversation partner (e.g.: *you know, nice to meet you, etc.*)
- the use of specialised vocabulary

The main purpose of this study is to illustrate how the speakers successfully use these strategies to negotiate common ground, presuppose and strengthen shared knowledge and create a positive atmosphere within the conversations. They manage to establish a sense of

‘groupness’ (Poncini 2004) by using these subtle linguistic strategies. In contrast to some other studies of ELF talk the focus of this diploma thesis will not be on problems and miscommunication but on features of successful ELF communication.

The data for this diploma thesis was recorded in a large international company with a subsidiary in Austria (for reasons of confidentiality the company and all related names and projects will be replaced by pseudonyms or removed). Although it was really difficult to gain access to spoken business data, I finally recorded several hours of conversations. The present study focuses on a series of final exams from an international business school. The employees of the company where I did my recordings had to do some training concerning business skills and in the final exams the examinees had to go through simulated sales calls, business meetings, etc. From the description of my recordings it becomes clear that they cannot simply be classified ‘business discourse’ but two different but related levels have to be considered in the analysis: On the one hand I recorded exams (i.e. conversations in an educational setting) but on the other hand the interactions can be described as (albeit simulated) business meetings. This two-fold nature of my data always has to be taken into account because it is likely that it influences all levels of analysis and description (e.g.: speaker relationships, power structures, negotiation of common ground, etc.).

As a starting point, chapter 2 provides a concise overview of some important concepts: English as a lingua franca, ELF in the business world, Business English and Exam Language.

Chapter 3 provides information necessary on the mini-corpus used for the present diploma thesis: After some problems of gaining access to business data have been addressed the process of data collection is described in detail. The data description once again emphasises the two-fold nature of the data. Further information is provided on the structure of the conversations, the speakers, as well as on speaker roles and identities. Finally there are some remarks on issues of transcription as well as on the methodology used in this study.

Chapter 4 presents the theoretical background knowledge relevant to the data analysis. First the problems in finding a research topic are pointed out. Afterwards the term ‘success’ is discussed in detail. As this study focuses on ‘successful lingua franca communication’ it seems to be important to define the notion of ‘success’ or ‘successful

(ELF) communication'. Finally definitions of politeness and of common ground are given as well as some information on the areas of investigation used in this study (pronoun use, particular linguistic markers of common ground, specialised vocabulary).

Chapters 5, 6 and 7 present the core of the study: the data analysis. I examine how the use of the pronoun *we*, the use of particular linguistic markers and the use of specialised vocabulary contribute to the negotiation of common ground, the presupposing or strengthening of shared knowledge and the creation of a positive atmosphere in the conversation in general. The examination is illustrated with many examples from my mini-corpus and some cautious generalisations and conclusions are drawn.

Finally some implications for teaching Business English are given. As I am a future English teacher it is very important for me to include some conclusions for teaching that could be drawn from my examination. Chapter 9 presents the overall conclusion to my diploma thesis where the main findings are once again summarised.

As a conclusion it has to be emphasised that although analysing spoken discourse is a complex undertaking and it took me quite a while to finish this diploma thesis, it was a really interesting project. I hope that the present study contributes – at least a little – to the empirical basis needed for ELF research.

2. English as a Lingua Franca, Business English, Exam Language

2.1. English as a lingua franca – Some General Comments

English as a lingua franca, English as a global language, English as an international language, English as a world language, English as a medium of intercultural communication – this is only a small sample of terms which are used interchangeably by various linguists and which describe the special development of English during the last decades.

Today English is used in many areas: It is the language of the sciences and one of the major languages of the European Union. ELF also plays an important part in business and workplace discourse, either for international business or as a company language. In the private sphere almost every one of us has to have some command of English to participate in popular youth culture, entertainment, mass media, the internet, and advertising. English is on the rise as a truly international language.

Nevertheless a global language does not have its status only because of the large number of speakers. There are many more factors which contribute to the rise of an international language. According to Crystal (2005: 9)

[a] language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion
(Crystal 2005: 9)

These are motivations for people to learn a language but there is one major reason for a language to achieve a global status: the power of its people. English was at the right place at the right time and took its ground.

My diploma thesis is intended to be a small contribution to the empirical basis which is still needed for further and more detailed ELF research. I decided to focus on ELF in the business world and my next chapters will shed some light on this concept.

2.2. ELF in the Business World

Truchot (2002) observes that

[it] is paradoxical that so little is known about language in the workplace, even though this is the most common motivation factor for learning English.
(Truchot 2002: 20)

One of the most important fields of ELF usage is the ever-growing area of international or global economy. This is also one of the most important motivations for people to learn English as a second language. Today it is important for every business person to have some command of English to be able to participate in international or global business (Gnutzmann & Intemann 2005: 21).

Vollstedt (2002: 87 – 107) identifies two main reasons for the increasing importance of ELF in business communication: On the one hand English is on the rise in many areas of communication, especially in the fields of science and business, and this development also influences the communication in large companies. On the other hand there are decisive “changes of company organisation, innovations in communication and information technologies, the influence of corporate culture, power structures and legislative regulations” (Vollstedt 2002: 91). These factors have contributed to the rise of ELF in business communication and Vollstedt (2002) suggests that this development will continue in the coming years.

In international business English is not only used as a device for cross-cultural communication between people with different mother tongues but it is also more and more used as a so-called company language. Truchot (2002) cites Hollqvist’s (1984) description of a company language: “[...] its use was required for all forms of written and oral communication involving persons of different linguistic origins, at least at the firms’ head offices” (Holloqvist 1984 quoted in Truchot 2002: 12). A look at today’s situation shows that the speakers of ELF in business contexts do not necessarily have to have “different linguistic origins” (Holloqvist 1984 quoted in Truchot 2002: 12) because there are various ways of approaching the notion of ‘company language’ and sometimes even people with a common mother tongue are obliged to have a conversation in English.

As a conclusion it can be said that ELF is the dominant language for international or global business, not only for cross-cultural communication or interactions with representatives from different companies, but also for communication within a company, even between people with common mother tongues.

2.2.1. Business Discourse vs. Casual Conversation

Business communication appears in many different forms and it is not easy to find a clear definition of what counts as business discourse and what as casual conversation. Two short extracts from my own data will illustrate some of the problems:

Extract 1:

437 S1: so nervous?
438 S7: what?
439 S1: nervous?
440 S7: mmmm (not but) i'm tired little bit little bit tired with the: with the heat (.) like
441 tough <1> tough </1> (.) the hot weather
442 S1: <1> aha </1>
443 S7: i'll take it off okay? {takes off his jacket}
444 S1: yeah (.) feel free (4) i imagine how you feel because i was in your role (.) six
445 years ago so
446 S7: ah::
447 S1: i did it (.) six years ago so <2> <un> xxx xxx </un> </2>
448 S7: <2> <un> xxx xxx </un> </2> i feel good but a little bit tired with e:r more
449 like e:r e:r from the point of e:r (.) from the point of e:r quite emotional
450 S1: aha
451 S7: emotional things
452 S1: yeah (.) (however you'll) manage it (.) you will manage it
(MD II / Conversation 2)

Extract 2:

921 S4: er (.) we have a price problem (.) i received your proposal (.) fifteen million (.)
922 big sum of money (.) so:: (.) i (.) also had to ask competitors (.) for proposal (.)
923 and they are about thirty percent cheaper than [org1]
924 S11: thirty percent?
925 S4: THIRTY percent (.) i <7> mean i tell </7> you because we know you we
926 know you and and you know (.) i would like (.) to work with [org1] because i
927 know [org1] and (know [last name1]) but er we have to do something with the
928 price (.) i have no: chance to: argue thirty percent (.) price <8> (.) difference </8>
929 S11: <7> oh really </7> <8> and actually </8> have you (.) compared these
930 solution proposals (.) any differences any ideas what [org1] may be (.) better <un>
931 x xx </un> one <9> er what is the idea </9>
932 S4: <9> hh maybe (.) maybe you could maybe you t- </9> you could g-give me a
933 short summary where you see your advantages of your proposal because i
934 understood you prepared the proposal with your colleagues and and hh i mean
935 from first (.) view they a:re comparable (.) all the proposals are comparable (.) yah
936 (.) they are just cheaper (.) yah they <1> have </1> cheaper rates fo:r er the
937 project manager (.) er they have (.) cheaper rates for the application developers
938 yah so: it's it's really a problem yah maybe i should talk to the partner to [last
939 name1] and and make pressure on the price if i could help you yah (.) you need to
940 do something
(MD II / Conversation 3)

At first sight extract 1 looks like a rather casual and personal conversation. S1 asks S7 whether he is nervous and S7 starts talking of “emotional things”. There is no obvious indication that this is a part of business discourse. However, the conversation takes place in an office and the two speakers represent business partners at the beginning of a meeting. Smalltalk like this is often found in the opening or closing phases of business conversations and it depends on the definition of ‘business discourse’ whether these sequences are included or excluded. (cf.: Drew & Heritage 1992) Extract 2 can easily be recognised as part of a business conversation. There are many indicators such as lexical items, e.g. “price problem / competitors / project manager” and many more. It seems clear to the reader that this sequence is part of a business meeting and the topic is a serious price problem. It can therefore be concluded that in a definition of ‘business discourse’ the context is very important part. According to the various possible definitions of context there will also be various definitions of business discourse (Koester 2006: 11 – 16). However, I do not want to go into too much detail here but rather try to list some distinctive features of business discourse.

Drew and Heritage (1992) include business discourse into their concept of ‘institutional talk’. According to them a universally accepted definition of institutional talk does not exist (Drew & Heritage 1992: 21). However, they provide a description of the term and offer some family resemblances to distinguish institutional talk from ordinary conversation. They identify three major distinguishing features:

- 1) Institutional talk is **goal-oriented** (my emphasis), i.e. it “involves an orientation by at least one of the participants to some core goal, task or identity [...] conventionally associated with the institution in question” (Drew & Heritage 1992: 22).
- 2) Institutional talk is governed by “**special and particular constraints** on what one or both of the participants will treat as allowable contributions to the business at hand” (Drew & Heritage 1992: 22 – my emphasis).
- 3) Institutional talk is associated with “**inferential frameworks** and procedures that are particular to specific institutional contexts” (Drew & Heritage 1992: 22 – my emphasis).

According to Drew and Heritage (1992) these three features should be found in almost every example of institutional talk and they will be further explained as follows: According

to Koester (2006: 4) the **goal orientation** of ‘workplace discourse’, as she calls it, manifests itself for example in the recurrence of particular types of discursive activity which are typically associated with particular workplace practices (e.g.: instruction-giving, decision-making, briefing). Business discourse is also more rigidly structured than casual conversation. Business discourse is governed by **special constraints** which instruct the speakers what can be said or done and which gives the conversation a “distinctly ‘formal’ character” (Drew & Heritage 1992: 23). These constraints are often also manifested in the lexical choice of the speakers (e.g.: use of technical or professional jargon, etc.). The particular **inferential frameworks** of specific workplace contexts can, according to Koester (2006: 4, 5), be reflected in turn design and adjacency pair structure, for example.

Another way of distinguishing business discourse from ordinary conversations is the fact that it is often asymmetrical (cf.: Heritage 1997). This asymmetry can be established through a difference in knowledge or hierarchy. When engaged in any kind of workplace discourse people take on particular institutional or professional roles (e.g.: manager – employee, teacher – student, etc.). These roles are often linked to certain discursive rights or obligations (e.g.: posing questions, giving commands, etc.). However, these roles are not fixed and stable, but actively created during the conversation. One person can also have multiple identities. According to Greatbatch and Dingwall (1998) there is the distinction between social identities (e.g.: man, woman, manager, teacher) and discourse identities (e.g.: speaker – addressee, questioner – answerer) and during any kind of conversation the speaker takes on both identities in various degrees. When analysing talk, discourse identities are usually more important than social identities. (Koester 2006: 5, 6)

2.2.2. *Business Discourse vs. Institutional Discourse*

A further distinction can be made between business discourse and institutional discourse. Poncini (2004: 49 – 52) distinguishes business discourse from institutional discourse by using two main criteria that have been outlined by Bargiela-Chiappini and Nickerson (1999: 1, 2):

- 1) Institutional discourse is often characterised as interaction between a professional and a lay person. Business discourse, in contrast, does not usually include a lay person but can be described as involving “individuals who interact for business

purposes and whose main work focuses on business” (Poncini 2004: 50 referring to Bargiela-Chiappini & Nickerson 1999).

- 2) Furthermore, business discourse is characterised by “the existence of a superordinate business objective in the organization” (Poncini 2004: 51). These business organisations are normally profit-oriented and therefore “discourse takes on importance not only for communicative success but also for the actual “survival” of the organization” (Poncini 2004: 51).

2.2.3. What is “Business English”?

The growing importance of English, especially ELF, as a tool for communication in international business has already been discussed. The kind of English used in such environments is called *Business English*. Although *Business English* courses are offered in many language schools all over the world, research in this area has so far often been neglected (Ellis & Johnson 1994: 3). Therefore it can be said that

Business English is not a neatly-defined category of special English. The term is used to cover a variety of Englishes, some of which are very specific, and some very general.

(Ellis & Johnson 1994: 10)

However, it is possible to identify several criteria and characteristics to distinguish *Business English* from other kinds of English:

Ellis and Johnson (1994) argue that *Business English* belongs to the context of English for Specific Purposes (ESP) because

it shares the important elements of needs analysis, syllabus design, course design, and materials selection and development which are common to all fields of ESP. As with other varieties of ESP, Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context.

(Ellis & Johnson 1994: 3)

This definition makes clear that the term *Business English* tends to be used primarily in teaching contexts. According to Ozvalda (2003: 73) a main defining feature of *Business English* is its difference from the larger concept of ESP. Unlike other areas of ESP, *Business English* is characterised by a mixture of specific content (related to a certain job or field of industry) and general content (related to the general ability to interact more effectively – in business contexts) (Ellis & Johnson 1994: 3). This view is also supported by Donna (2000: 2).

Business English is very much oriented towards the specific needs of the user (cf.: Frendo 2005, Ellis & Johnson 1994, Donna 2000). The speaker of *Business English* uses the language as a tool to achieve certain (business) goals. According to Ellis and Johnson (1997) the language of business therefore has several particular characteristics: The first important feature of *Business English* is a “**sense of purpose**” (Ellis & Johnson 1994: 7 – my emphasis).

Language is used to achieve an end, and its successful use is seen in terms of a successful outcome to the business transaction or event.
(Ellis & Johnson 1994: 7)

Furthermore the language of business always bears a certain kind of risk as mistakes or misunderstandings could pose a considerable threat to the success of the company. *Business English* is predominantly transactional, i.e. used for “getting what you want and persuading others to agree with the course of action you propose” (Ellis & Johnson 1994: 7, 8). Finally it can be described as objective rather than subjective or personal (ibid.). The second important characteristic of *Business English* is the “**social aspect**” (Ellis & Johnson 1994: 8 – my emphasis). Although international business people often do not know each other and are pressed for time, they have to manage to create a positive atmosphere within the conversation in a rather short time. Therefore, according to Ellis and Johnson (1994: 8) “[s]ocial contacts are often highly ritualized”. The speakers use formulaic language and adopt a style that is “polite but also short and direct” (ibid.). They manage to “build a good relationship while avoiding over-familiarity” (ibid.). The third and last characteristic of *Business English* is “**clear communication**” (Ellis & Johnson 1994: 9 – my emphasis). As business people use language as a tool to achieve certain (business) goals, they usually want to minimise the risk of misunderstanding and have “a preference for clear, logical thought emphasized by the kinds of words that indicate the logical process (for example, ‘as a result’, ‘for this reason’, ‘in order to’)” (Ellis & Johnson 1994: 9). Their style is often concise and characterised by the need to save time. According to Ellis and Johnson (1994) these three aspects are characteristic of the language of business. In my opinion, although they appropriately describe *Business English*, they are not unique to this kind of interaction but appear in all kinds of conversations. It can be concluded that it is rather difficult to find a proper definition or characterisation of *Business English*.

According to Ellis and Johnson (1994: 9) *Business English* can be described as a kind of ELF as

[p]eople around the world conduct business meetings in English even though English may be a foreign language to all those present. The language that they use will be neither as rich in vocabulary and expression, nor as culture-bound, as that used by native speakers, but will be based on a core of the most useful and basic structures and vocabulary.
(Ellis & Johnson 1994: 9)

As *Business English* will be used for international business as well as for internal company affairs (also in non-English-speaking countries) it will predominantly be used as a common language by speakers in various professional contexts.

To conclude, it can be summarised that *Business English* emerged as a special kind of English used for business purposes during the last years. There is a great interest in *Business English* courses all over the world. Nevertheless there is no universally accepted definition of *Business English* and a lot of research still has to be done.

2.3. Characteristics of Exam Language

Although a lot of literature on language testing (cf.: Milanovic & Saville 1996; Milanovic & Weir 2004) and testing and assessment in general can be found, it is rather difficult to find relevant studies on the characteristics of exam language.

In my opinion one of the most important distinguishing features of the discourse in exam situations is that the speakers in those situations have specific roles: on the one hand there is an examiner and on the other hand there is an examinee. Various functions are attributed to these roles. Furthermore these roles are linked to certain rights and obligations within the interaction.

The examiner definitely is in a position of power or control within an exam situation because s/he has the right to assess / evaluate the examinee's utterances. This position of power or dominance is manifested in examiner talk via certain strategies: The examiner controls the topical development as well as the exam structure in general "through such features [...] as topic nomination, topic abandonment, propositional reformulation and expansion of an interviewee's utterances" (Berwick & Ross 1996: 35). In my opinion examiner talk can be further characterised by the right to pose questions and to correct the other speaker.

The examinee generally is in a weaker position in an exam situation as s/he is the person to be assessed and s/he therefore has to be rather careful in his / her expression. In my opinion examinee talk can be characterised by giving answers / explanations / descriptions, using self-correction, expressing deference in various ways, and using vague language.

The language of exam situations could therefore be classified as a kind of 'institutional talk' (cf.: Drew & Heritage 1992): The interaction is usually goal-oriented and underlies particular constraints. The speaker relations are asymmetrical (the examiner has more power than the examinee) and the speakers represent particular roles within the conversations, which are linked to certain discursive rights and obligations. Exam talk can therefore be classified as a particular type of 'institutional talk' within an educational context.

Exam discourse has many similarities with what was described as ELF business talk in the previous chapters. In business discourse speakers also enact particular professional roles (e.g.: that of a manager, an employee, a secretary, etc.) and this professional identities are displayed in talk by using various linguistic strategies. Although there are many symmetrical conversations in business contexts (e.g.: between two employees of a company), asymmetrical speaker relationships are particularly common in these interactions. These asymmetries are similar to those observed between the examiner and the examinee in exam talk and the speakers use equal linguistic strategies to enact them in the conversation. It is clearly shown that exam talk and business discourse have many features in common. Both kinds of interactions can be described as belonging to the field of 'institutional talk' (Drew & Heritage 1992): business discourse takes place in a business context whereas exam discourse occurs in an educational context.

For my diploma thesis I recorded ten final exams from an international business school (more information on the data and recordings is given in chapter 3). As these conversations were exams involving an examinee and an examiner, they can be classified as exam discourse. However, the exams simulated business meetings between a customer and a sales person, which developed quite naturally (i.e. displaying the same features as 'real' business meetings) and can therefore be classified as business discourse. My data therefore consist of exams which are **simulations** of business meetings and this dichotomy influences all aspects of my study.

3. Data & Methodology

3.1. Problems in Accessing Business Data

Before actually describing the data used for this diploma thesis another important issue has to be discussed: the problems and difficulties in gaining access to real business data. These problems have been pointed out by many researchers and linguists and also Poncini (2004: 68 – 70) devotes a whole chapter to them. She quotes from an article by Harris and Bargiela-Chiappini (1997: 13) that

a serious inhibiting factor in the growth of business discourse research has been and continues to be the question of access to data. To a greater extent than for most other ‘institutions’, time, perseverance, personal contacts and luck are useful, if not indispensable, prerequisites if the researcher approaching a large business organisation with the intention of ‘gathering data’ is to meet with success.
(Harris & Bargiela-Chiappini 1997:13 quoted in Poncini 2004: 69)

According to Bargiela-Chiappini and Harris (1995: 531) access to spoken business data proves even more difficult than to written data. Meetings, telephone conversations, presentations or other types of business communication often address sensitive issues that should only be known inside the company. Large international business organisations have to be very careful concerning issues of confidentiality and ‘outsiders’ are not allowed to participate in meetings – let alone record them.

Once access to business data is gained there are other factors besides concerns about confidentiality that can cause further difficulties. Poncini (2004: 69) mentions that business people often have tight schedules and usually do not have a lot of time for researchers and analysts. For example, it was not possible for Bargiela-Chiappini and Harris (1995: 535) to accomplish planned post-meeting interviews because of the tight schedules of the participants.

These problems have far-reaching implications for research methodology. The analyst has to be very flexible and the data recorded should be supplemented with contextual information so as to gain a greater understanding of the whole business situation. According to Poncini

[t]he researcher’s role in negotiating contact and developing the relationship with the business firm is thus an important factor in the research process, [...].
(Poncini 2004: 69, 70)

Until I finally had the chance to record business data I had to face most of these problems myself. When I started working for my diploma thesis I decided to focus on business

communication for two reasons: out of a personal interest in this topic because I attended a “Höhere Lehranstalt für wirtschaftliche Berufe”¹ and because my supervisor encouraged me to follow this interest. Unfortunately I did not have any personal contacts in international business but I thought that maybe my former school could help me and I was not at all prepared for how problematic it actually was to gain access to business data.

It took me about half a year until I could finally do the first recordings. I contacted almost every large and well-known company with a subsidiary in Vienna but I only got negative replies. Most of the rejections were because of confidentiality issues. It was particularly frustrating when one company agreed to let me do recordings in internal meetings and after an informal agreement kept me waiting more than a month and finally refused without giving any reasons. After some more time I decided to use some other contacts I had. I am working in a Viennese dancing school as a dancing teacher and I lead my own courses there. Upon approval by my boss I presented my research project to my courses and asked for their help. The participants of my dancing lessons usually establish a good and often personal relationship with me as a course leader and many of them offered to help me. Over the following weeks and months I had the chance to build contacts in different companies and finally I did recordings in five different firms. I recorded a total of about fourteen hours of business conversations. The companies were international business organisations with subsidiaries in or close to Vienna and I recorded different kinds of business conversations, e.g. telephone conferences, internal company meetings and the final exams of an international business school. I do not want to go into too much detail about the circumstances of the individual recording sessions here but some more information on the data I actually used for my diploma thesis can be found in the following sections.

3.2. The Data

When I started the preparations for my diploma thesis and finally did my recordings, I did not have a fixed research question prepared in advance. I knew that I wanted to do some investigation in the field of business communication in ELF but I did not have any clearly defined aims. This might not be the conventional approach for researchers but it definitely provides some advantages. As Cameron puts it:

¹ a kind of Commercial College

[I]f researchers have too many preconceptions about what they are going to find, the danger is that they will not attend closely enough to the subtleties of talk in a specific situation.

(Cameron 2002: 22)

Another reason for defining the research question only after doing the recordings is that you never know what you will get. You cannot decide to have a look at, for example, self- and other-repair when you do not know whether there will be instances of it in your data.

In most organisations, where I did my data collection, it was only possible to do recordings once and my mini-corpus is therefore quite heterogeneous. I had different types of conversations, different speakers with various (linguistic) backgrounds; the tapes differed in quality and length. It was very difficult to find similarities and common features that could be analysed from a linguistic point of view. After listening closely and doing a first analysis (only based on personal interests, things that were striking at first sight and common sense) of all the tapes I decided to limit myself to a set of recordings I did in one large company.

3.2.1. *'The Company'*

In May 2007 I had the opportunity to do three days of recordings in a large international company which also has a subsidiary in Vienna (Austria). It is important to clarify that as I am working with business data, all the names (including the name of the company itself) and other details are made anonymous or replaced by pseudonyms² in the transcriptions as well as in my text and the analysis. For a better understanding and fuller picture of the data recorded it should only be said that the company is engaged in the business of information-handling. Almost all the products the company develops, produces and sells are designed to record, process, communicate, store, and retrieve information. Today the company is at the forefront of a worldwide industry and a pioneer in information technology. However, the recordings did not take place in the company building but in a hotel in Lower Austria. The company has a close relationship with an international business school (the name of which will not be revealed either). Young or new employees of the company have to go through training of business skills in this school. The company wants to make sure that every employee has the knowledge and abilities to support the firm's business. The

² The following pseudonyms will be used from now on:

'the company' – denoting the company where I did my recordings

international business school – denoting the business school where I recorded the final exams

international business school furthermore provides them with a consistent sales methodology. All classes are held in English and after Graduation Class the employees have the possibility to start a sales career at the company. I had the opportunity to record some parts of a Graduation Class of this international business school. The final exams were held in a hotel in a small town in Lower Austria (more about the setting and the recording situation will be given later on in this chapter).

3.2.2. *Collecting Data*

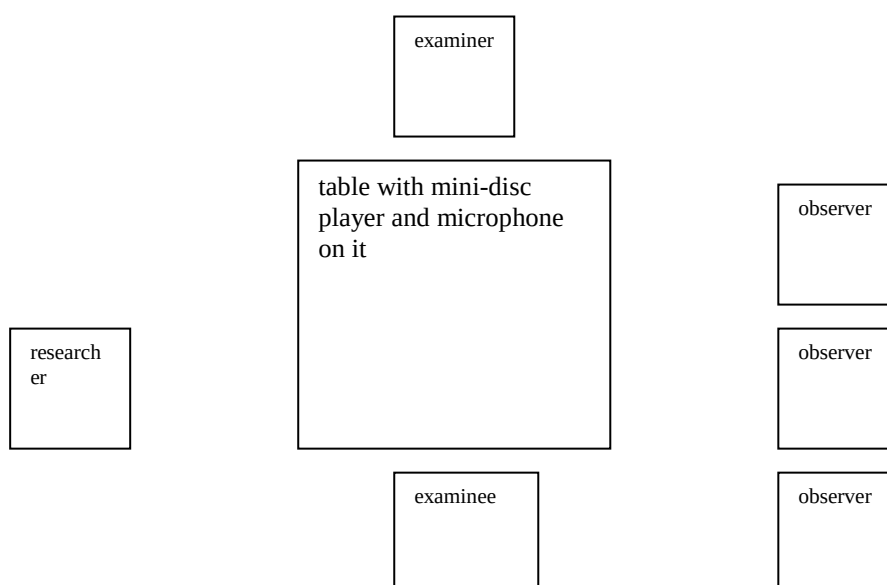
A total of eleven conversations was recorded (recorded time: 5 hours, 47 minutes, 14 seconds) on three days (May 21st, 22nd and 23rd 2007). The first recording presents the welcome speech and explanation of the final exams by the leaders of the international business school. Nine conversations are so-called sales calls, which are the actual exams and one conversation is a sales manager meeting (a special exam situation). Further information about the recorded data will be found in the next chapter 'Data Description'.

For my recordings I used a mini-disc player and a microphone which was placed on a table in front of or between the speakers so it could easily be seen by everybody. The recordings were made with all the speakers' consent. They were organised with an employee of 'the company' who then made further arrangements with the leaders of the international business school. When I arrived at the hotel for the first time I was invited to participate in the welcome session, which consisted of a general introduction by the leaders of the international business school for the examiners from 'the company'. In the course of this meeting I also had the chance to introduce myself and my project a little bit. I told the meeting participants that I wanted to do recordings for my diploma thesis and that I would like to analyse 'International English for Business Purposes'. I explained that I would analyse the conversations I recorded from a linguistic point of view but I did not have a clear research question to tell them. In my opinion it was advantageous that I could not tell them any clear research objective because as Cameron (2002: 22) puts it "there is a chance that the knowledge will affect their behaviour in such a way as to frustrate your [the researcher's] goals". However, I made clear what would happen to the material and that every detail that could provide information about the company, the school or any person recorded would be removed or replaced by pseudonyms. All the examiners agreed to be recorded during their exams. The examiners introduced me and my project to their

examinees and they all agreed to be recorded. Unfortunately I did not have the possibility to ask all the examinees for their permission.

3.2.3. *The Setting*

Most of the recordings took place in ordinary hotel rooms (except for the first conversation, which was situated in a conference room in the hotel). The beds had been pushed to one side and a table was placed in the middle of the room to make it look like an office. I was present all the time but I tried to stay in the background (However, I was not always successful as some examiners addressed me personally and I had to respond.). The following sketch gives an impression of the seating arrangement and the speakers' positions (It should, however, be kept in mind that different rooms were used and so the seating arrangement varied from recording to recording.):



3.2.4. *The Role of the Researcher*

Although I did not participate in the conversations and remained silent, I was still present in the room. Furthermore the microphone was placed on the table between the two speakers and was therefore clearly recognisable for all. This might have led to the so-called “observer’s paradox” which was observed by Labov (Labov 1972: xvii; Labov 1978: 209). The phenomenon described by this term means that researchers want to observe natural communication or behaviour but because people know that they are being observed they

do not act naturally anymore. Many social researchers have elaborated on this topic but there is no real way around it (Labov 1972: xviii). One suggestion was not to tell the people that they are being recorded. However, this raises serious ethical questions (for a discussion of ethical problems see Cameron 2002: 22 – 25 or Johnstone 2000: 39 – 57). So because of ethical reasons and because recording business data is always an even more delicate matter due to confidentiality issues I decided to ask for my speakers' consent, make clear what was going to happen with the data and answer all questions that might arise. The fact that I was present while the recording took place does not mean that my data is actually biased because there are several factors that can reduce the effects of the observer's paradox (Labov 1978: 209, 210), for example, to establish a positive relationship between the researcher and the speakers (Milroy 1987: 60 - 64). During the three days when I did my recordings, I think that I managed to build such a positive relationship with the examiners as well as with the examinees. In the breaks I had the chance to talk to both groups informally and they were really friendly and very interested in what I was doing. They asked me many questions concerning my studies and my diploma thesis and they were happy to give me more information about their jobs, 'the company' and the exams they were doing but also on their personal (linguistic and professional) backgrounds. It was particularly interesting to talk to the examinees during the breaks and one of them even asked me to send him my diploma thesis via e-mail. As the examinees were about my age I had the impression that they did not see me as a researcher but rather as a member of their group. During the exams they only seemed to be aware of the microphone and the researcher for the first few minutes but then it appeared to me that they did not think of these things anymore. Several factors might have contributed to this:

1. the exam situation which needed all their concentration (they did not have time to focus on anything else)
2. the positive relationship with me as the researcher (or simply a young woman of their age)
3. the natural development of the conversation as a simulated business meeting (i.e. the exam situation was not foregrounded all the time)

From the side of the examiners I never had the impression that they felt inhibited or disturbed by the microphone or me as a researcher. During the exams they hardly took any

notice of me. I tried to encourage this as much as possible by staying in the background and not participating in the conversations (only two times was I invited to say something in the feedback sessions). However, most of the time I was silent, took notes and observed the whole situation. As a result, I think that my data is as natural as it could have possibly been in this situation.

3.3. Data Description

The data examined are, as was already mentioned before, a collection of final exams from an international business school. A total of eleven conversations was collected which consist of nine final exams, a sales manager meeting and the introductory meeting by the leaders of the international business school and the examiners.

3.3.1. The Introductory Meeting

The introductory meeting is, of course, the first recording. It is an example of a group discussion but there are long stretches of monologic talk particularly by one of the leaders of the international business school (S3). He introduces their school and the final exams that take place the following days and he explains the organisation and administrative details for the examiners. His speeches are interrupted by questions of the examiners and sometimes by side-sequences of the other school leader.

In sum, the introductory meeting has seven participants. Two of them are the leaders of the international business school. They are representatives of their school and explain the training as well as the exam procedure to the examiners. The examiners are employees of 'the company' who have not necessarily attended the international business school themselves, i.e. they do not know very much about the procedure of the exams or about their role in it. Therefore the leaders of the international business school have to explain the whole process to them. More information on the speakers can be found in chapter 3.5.

Fortunately I was invited to participate in this introductory meeting and was able to record it because it also helped me to understand the procedure of the following exams. The American leader of the international business school (S3) explained what their training was about: Their students are trained in business skills and get to know new models and theories so that they acquire the knowledge how to conduct an effective sales call and

thereby how to successfully sell the products of 'the company'. They study these skills with the help of various case studies that give them the opportunity to get to know different functions and processes within the professional routine of a sales person.

Finally the introductory meeting was also used to talk about administrative things like, for example, which examiner would be in which room, which scenario (or case study) they had to deal with, the timetable for the examinations and also for the breaks, etc. Finally I also had the possibility to introduce my project briefly and afterwards the examiners went to their 'offices' (or hotel rooms) and the examinations started.

3.3.2. *The Sales Call*

The actual exams are the so-called 'sales calls', i.e. during the exam situation a 'real' sales call or meeting is simulated. These calls are conducted between a customer from a fictitious costumer company and a sales person of 'the company'. The customer also impersonates the examiner and the sales person is the examinee (more information on the two-fold nature of my data will be found in chapter 3.3.4.). The sales person has to sell a product of 'the company' to the customer. In some sales calls the examinees are confronted with different problems (e.g.: a price problem – the customer found a different company that offers the same product much cheaper) which are part of the various scenarios. In other sales calls they have to sell their products to a reluctant customer and promote the advantages of 'the company'. The simulated meetings develop quite naturally and display characteristics very similar to 'real' sales calls.

The sales calls have a predominantly dialogic structure because they take place between an examiner (= customer) and an examinee (= sales person). However, two or three observers watch these sales calls. The observers are examinees themselves and whenever they have no examination they have to watch another sales call. Although they are hardly involved in the conversations, it sometimes happens that they are addressed by the examinee during the exams. Most of these instances include cases of code-switching when the examinee addresses the observers in their Russian mother tongue to ask them for support.

The sales calls take between 15 and 30 minutes each and are followed by feedback sessions, which are not part of my transcripts but which are recorded nevertheless. During these feedback sessions the calls are evaluated and the observers participate in this process.

The examiner usually first asks the observers to give their comments and afterwards adds his own feedback. Several times I was invited to give my own comments too but I was not very happy about it as it endangered the recording situation when my being there and the microphone were in the focus of the participants' attention. Finally the examinees got their grade – it should be mentioned at this point that all the examinees passed their final exams.

3.3.3. The Sales Manager Meeting

The sales manager meeting is a particular kind of final exam. It is a group discussion between one examiner and five examinees. No observers are present during the sales manager meeting. However, this conversation is predominantly shaped by a dialogic structure nevertheless because most of the time only two people are involved in the interaction.

The examiner in this case takes on the role of a CEO (Chief Executive Officer) of 'the company'. The examinees represent sales persons from 'the company' who have to report their results and achievements to a superior. They have to justify their work (e.g.: various projects, sold products, money matters) in front of the CEO.

The sales manager meeting lasts about forty minutes and it is also followed by a feedback session. The examinees are asked to comment on their own and their fellows' performance and finally the examiner provides his feedback.

3.3.4. Business Context vs. Exam Situation

It should be explicitly pointed out that my data have an inherently two-fold nature: They represent exam discourse (on the one hand) which simulates business meetings (on the other hand). This two-fold nature should be kept in mind during the analysis and also influences the data description as well as the examination itself. The analyst has to work with two different but nevertheless related contexts: a business context and an exam context. Both kinds of discourse belong to the broad category of 'institutional talk' (cf. Drew & Heritage 1992) and therefore display many similarities. The following data description illustrates these similarities by only occasionally referring to the dichotomy between exam situation and (simulated) business discourse:

The recorded talk is predominantly interactive but sometimes interrupted by longer stretches of monologic speech. The recorded data are non-scripted and naturally occurring,

i.e. “talk that would have happened anyway, whether or not a researcher was around to record it” (Cameron 2002: 20). However, it does not belong to the field of “ordinary talk”, i.e. “what happens in casual contexts with family and friends” (ibid.) but it is an example of “institutional talk”, which can be defined as “what we do when we interact as, or with, professionals, as in teacher-student and doctor-patient interactions” (ibid.). The recordings do not consist of professional-lay-interactions but rather two professionals (most of the time a sales person and a customer) talk to each other.

The setting of the conversations is predominantly professional but also partly educational. As the corpus consists of the final exams of an international business school, this has to be regarded as an educational setting. However, the overall context is a professional one, i.e. that of business meetings, sales calls or a sales manager meeting. Concerning the functions of the conversations, it can be said that they are predominantly transactional (i.e. primarily exchanging information) but also partly interactional / relational (cf. Koester 2006) (i.e. primarily enacting social relationships) because social bonding and establishing a positive relationship and atmosphere with the communication partner is always part of the interactions. The participant roles in my collection of data were mostly positional, which means that the speakers talked to each other through their specific professional roles (e.g.: examiner, examinee, sales person, economist, customer, CEO, etc.). The participant relationships were quite varied. Some seemed to be acquainted but others did not know each other or only had seen their conversation partner once, which means that they did not know each other before the interaction. With regard to the power relationships among the participants, it can be stated that they were mostly asymmetrical (e.g.: examiner – examinee, leaders of the international sales school – examiners from the company, sales person – customer, sales persons – CEO, etc.) which means that one participant was definitely more powerful than the other. All the conversations are held in English and in most of them this language is used as a lingua franca – a contact language to facilitate communication between non-native speakers of English. In the first recording, however, there are two native speakers of English (one American and one British) involved but as native speakers of English are included in my definition of ELF this does not pose a considerable problem. However, the majority of speakers have a non-native linguistic background and in my analysis I will focus on the conversations where English is used as a lingua franca.

As a conclusion to this chapter I would like to add some comments concerning the ‘naturalness’ of my data: Like any conversation, my data too are shaped by the context within which they occur but as Cameron (2002: 20) states “[i]nstitutional talk is perfectly ‘natural’” and I would claim the same for my recordings here. The participants are located in the specific and given context of an exam situation but the conversations develop quite appropriately and in my opinion similar to ‘ordinary’ business meetings.

If you accept that all talk is shaped by its context, then arguably it does not make sense to take one context as more ‘basic’ than another, nor to consider some kinds of talk as more ‘ordinary’ than others. The distinctive discourse found in, say, a classroom or a law court is, in that context, ordinary. It would be decidedly out of the ordinary if participants in courtroom discourse started behaving as if they were chatting to friends around the kitchen table.

[...]

In sum, I am suggesting that discourse analysts should be cautious about privileging any particular kind of data as axiomatically the most desirable kind of data, and cautious also in our assumptions about what makes talk ‘natural’ or ‘ordinary’.

(Cameron 2002: 21, 22)

Following Cameron’s assumptions it becomes clear that my recordings can be regarded as examples of naturally occurring conversations and as interesting data for linguistic analysis.

3.4. The Structure of the Conversations

The nine final exams of the international business school and the sales manager meeting will be the focus of my analysis. They are organised according to a similar structure, which will be dealt with in this chapter. The exams imitate real-life business meetings between a sales person of the company and a customer. The meetings are, of course, pre-planned and follow the three-phase structure of business meetings that was identified by Holmes and Stubbe (2003: 65): an opening or introductory section is followed by the central development section, which again is followed by the closing section. Furthermore, the opening phase can be preceded by so-called ‘prebeginning activities’ (Cuff & Sharrock 1985: 155) preparing the participants for the actual meeting.

Using the three-phase structure suggested by Holmes and Stubbe (2003: 65) as a starting point, I developed a more detailed structure for the meetings on my recordings. As all the examinees should have similar exams the structure was very much comparable and a general outline of this structure will be given in the table below:

Pre-Opening	Small talk before the actual exam / meeting.
Opening Phase	Greeting and introduction of participants.
Introduction	Introduction of the topic, the reasons for the meeting, identification of problems or tasks.
Discussion / Problem Phase	Discussion of topics – negotiations
Agreement Phase	Finding an agreement (or not)
Arrangement Phase	Arranging things for the future (how to move on, future meetings, etc.)
Summary Phase	Summary of the main points of the meeting
Closing Phase	Leave-taking and saying thanks for the meeting
Post-Closing	Feedback session and discussion of the exam

3.4.1. Pre-Opening Phase

The pre-opening phase I identified can be compared to the prebeginning activities described by Cuff and Sharrock (1985: 155). When the examinee enters the room, the examiner does not immediately start the exam but there is some preparatory small talk. The main topics of these sequences usually concern the state of mind of the examinees, a personal introduction of the speakers or the introduction of the exam scenario which is exemplified in the following extract from my data:

Preparatory Small Talk

Extract 3:

- 437 S1: so nervous?
438 S7: what?
439 S1: nervous?
440 S7: mmmm (not but) i'm tired little bit little bit tired with the: with the heat (.) like
441 tough <1> tough </1> (.) the hot weather
442 S1: <1> aha </1>
443 S7: i'll take it off okay? {takes off his jacket}
444 S1: yeah (.) feel free (4) i imagine how you feel because i was in your role (.) six
445 years ago so
446 S7: ah::
447 S1: i did it (.) six years ago so <2> <un> xxx xxx </un> </2>
448 S7: <2> <un> xxx xxx </un> </2> i feel good but a little bit tired with e:r more
449 like e:r e:r from the point of e:r (.) from the point of e:r quite emotional

450 S1: aha
 451 S7: emotional things
 452 S1: yeah (.) (however you'll) manage it (.) you will manage it
 (MD II / Conversation 2)

This conversation occurs immediately after the examinee entered the room. The examiner starts some 'relational talk' (see Koester 2006) which could also be defined as 'phatic communion': "small talk at the beginning or end of transactional encounters" (Koester 2006: 55). The underlined passages clearly show that the function of this sequence is relational as there are many adjectives connected to a person's emotional condition (e.g.: nervous, tired, good, emotional). Furthermore the examiner engages in social bonding with the examinee when he says: "I imagine how you feel because I was in your role six years ago". He clearly tries to identify with the other speaker and to make him feel more comfortable. Finally he says: "you will manage it" and therefore shows that he has a positive attitude towards the following meeting / exam.

3.4.2. Opening Phase

Immediately after the examinee knocked on the door the opening phase of the meeting starts. This phase, by my definition, would only be composed of the greeting, some initial small talk and the introduction of the people whenever necessary, i.e. when they did not know each other before the meeting. A typical example of this phase is given in extract 4 below:

Extract 4:

1379 S6: come in
 1380 S14: hello mister [S6]
 1381 S6: hi [S14]
 1382 S14: how are you?
 1383 S6: fine thank you (.) <4> <un> xxx </un> </4>
 1384 S14: <4> thank you so much </4> (3) it's h-hot to-today
 1385 S6: yeah absolutely
 (MD III Conversation 4)

In this opening the speakers know each other, which can be seen in the greeting when they mention each other's names. There is some very short and formulaic small talk but then the examinee leads over to the next part of the meeting and therefore starts the transactional and more formal part of the meeting.

3.4.3. Introduction

He introduces the topic and the purpose of the meeting:

Extract 5:

1386 S14: well e:rm (.) er the reason e:r why i'm here (.) er you know that you called
1387 me about e:r our (.) proposal of x-series and er <un> xx </un> er e:r the (kiosks)
1388 o-of the (.) so er what (.) will be my question to you is er (.) er just e:r what
1389 proposal do you have from [org6] [...]
(MD III Conversation 4)

This phase corresponds to the opening or introductory section defined by Holmes and Stubbe (2003: 65) when “participants typically agreed on their agenda or identified the problem to be solved”.

3.4.4. Main Part: Discussion / Problem Phase, Agreement Phase, Arrangement Phase

The introduction of the topic or purpose for the meeting then leads over to the main part of the conversation which, in my opinion, consists of several sub-sections: the discussion / problem phase, an (optional) agreement phase, an arrangement phase and a summary phase. These phases constitute the main part of the meeting but they should not be taken as a fixed and stable system but rather as some stages which could be arranged and re-arranged quite flexibly. Sometimes one of the phases might be left out (e.g.: the participants might not come to an agreement) whereas another phase might be repeated (e.g.: when several topics / problems are discussed during one meeting). Usually some arrangements for further action or future meetings are made whether an agreement was found or not, as can be seen in the following extract:

Arrangement Phase

Extract 6:

3646 S30: i would say you you tomorrow you present <4> er </4> you you (.) e:r (.)
3647 possible solution and then er we shall discuss this decide with fost- e:r er (.) <5>
3648 [last name6] </5> yah
3649 S31: <4> mhm </4> (.) <5> aha </5> (.) mhm mhm mhm
3650 S30: i am supporting you to to a-arrange this meeting with [last name9]
(MD VI Conversation 8)

Several next steps are discussed in this short extract. The sales person is required to prepare a presentation for another representative of the customer company and the client will support another meeting with a decision maker of his firm.

3.4.5. *Summary Phase*

A summary given by the examinee brings the meeting to an end and illustrates what has been discussed during the meeting and what will happen next:

Extract 7:

3641 S31: that's all for now (.) okay let me make some summary (.) so e:r (.) as i
3642 understood you correc- e:r (.) correctly e:r (.) tomorrow we are going to make a
3643 presentation for mister [last name9] (.) and e:r (.) we could (.) tell (.) that e:r we
3644 have er s:- er erm (.) er we get your support (.) in the project of e:r ([name15]) (.)
3645 and that we could say that (.) you're (.) ready to go with [org1] in this project
(MD VI / Conversation 8)

The summary then usually is the transition to the last two phases: the closing and the post-closing phase.

3.4.6. *Closing and Post-Closing Phase*

The closing consists of the leave-taking and usually some formulaic phrases which “serve the purpose of maintaining the relationship beyond the individual conversation” (Meierkord 1998: no pagination).

Extract 8:

3660 S31: okay e:r mister [S30/last] (.) thank you very much <6> have a good time
3661 thank you for the meeting </6>
3662 S30: <6> thank you (.) nice to meet you </6>
3663 S31: good bye
(MD VI Conversation 8)

This constitutes the end of the actual meeting and afterwards what I called the post-closing phase starts. This is a feedback session which includes the examiner, the examinees as well as the observers. The whole meeting is discussed, positive and negative features are pointed out to the examinee and finally a grade is given by the examiner.

This structure of the meetings should be taken as a general outline but it is certainly not a fixed system that can be relied on. The recorded meetings are, like any other ‘natural’ conversation, constantly negotiated and re-arranged and the sequence as well as the individual parts might be changed and re-structured. However, the structure should be seen

as a helpful device for a close analysis of the meetings and as a guideline to be followed when reading through the transcripts.

3.5. The Speakers

The speakers on the recordings can be divided into two main groups: the examiners and the examinees. The two leaders of the international business school form yet another group. As they are native speakers of English, they will be taken into consideration for comparative purposes whenever it seems appropriate or interesting. Yet another group of speakers are the observers who were present during the exams, but they hardly appear in my transcriptions and therefore are negligible as a group in this chapter.

The speakers are numbered in the order of their appearance in the conversations. Whenever a speaker was present in several conversations the same number was used. However, sometimes it was not possible to clarify whether it was the first time a speaker appeared on the recordings or not (this was particularly true for the observers but also partly for the examinees) and so whenever it was not clear, they were assigned consecutive numbers. A list of all speakers including detailed information about them can be found in the appendix.

The examiners were all sales people employed by the company where I did my recordings. Within the exams they represented customers from fictitious customer companies. This group is composed of seven examiners with different linguistic and personal backgrounds. Their mother tongues are Croatian, German, Russian, and Turkish and they all are quite competent speakers of English. There was only one woman in this group. One of the examiners held exams in Russian and therefore I did not record these conversations – he is only part of the introductory meeting. All the examiners were between thirty and fifty years old and had been working for ‘the company’ for some time. As was pointed out in the introductory meeting, only one of them went through that international business school and the others did not have any experience with the school or as examiners.

The examinees were a group of young Russian people working for the Russian subsidiary of ‘the company’ where I did my recordings. They had to go through the international business school to be able to start a career as sales people and they took their final exams when I did my data collection. Within the exams they represented sales people

from ‘the company’ who had to sell their products. The nine final exams I recorded were done by eight men and one woman. The sales manager meeting was composed of three men and two women. They all seemed to be between twenty and thirty years old and had been working for the company only for a couple of months. Obviously, their mother tongue was Russian and they had various levels of competence in English.

3.6. An Examination of Speaker Roles / Identities in my Data

The conversations analysed cannot simply be classified as exam situations or business discourse. Within the context of an exam situation a business meeting is imitated. These simulations display many similarities with ‘real’ business meetings and are therefore assumed to be particularly typical examples of business interaction. They involve different speaker identities and roles which will be examined in more detail in this chapter.

The speakers in my mini-corpus display different roles and identities and they certainly have asymmetrical relationships towards each other (e.g.: examiner vs. examinee). To illustrate the different speaker roles and identities a little bit I would like to refer to the following extract from my own data:

Extract 9:

2597 S24: okay (.) then (1) **into the roles** [S25] which means *your manager* is not
 2598 speaking russian unfortunately
 2599 S25: okay
 [...]
 2609 S24: <3> so what have you got for me? </3>
 2610 SX-m: please (.) hand in <4> the agenda </4>
 2611 S24: <4> HOW are </4> things going on
 2612 SX-m: okay here are <5> the agenda </5>
 2613 SX-m: <5> that's the agenda </5>
 2614 SX-m: this is the (.) that's the *proposed agenda*
 2615 S24: proposed (.) i want to have *some clear numbers and figures* and <6> <soft>
 2616 <un> xxx </un> <soft> </6>
 2617 SX-m: <6> sure thing you er </6> (2)
 2618 S26: e:r first of all let's submit our pipeline report
 2619 S24: okay
 2620 S26: and we'll talk about the: (.) this quarter achievements <7> so that's </7> for
 2621 you
 2622 S24: <7> okay </7> (.) thanks
 (MD V / Conversation 7)

For a better readability of the extract the discussed discourse identities are underlined, representations of power are in italics and bold print is used for the making explicit of speaker roles.

Discourse Identities

Discourse identities are “intrinsic to talk-in-interaction” (Greatbatch & Dingwall 1998: 121) and examples are ‘speaker – hearer’, ‘questioner – answerer’ or ‘inviter – invitee’. They are constructed on a moment to moment basis in interaction. The discourse identities in this extract are constantly changing and they have to be re-arranged and negotiated on a moment to moment basis. For example, S24 positions himself as the speaker in line 2609 and the others as recipients because he says something and the others are supposed to listen. He can also be identified as the questioner and the others as the possible answerers. While two examinees in particular are engaged in the talk with the examiner, the others can be classified overhearers because they are not directly involved in the interaction at that moment. However, there are no “non-aligned recipients” as Greatbatch and Dingwall (1998: 123) call it because the examiner addresses his question to all the people in the room and the silent examinees simply leave the answer to their colleagues. While in the first few lines of the extract S24 is clearly positioned as the dominant speaker and the others as listeners or recipients this relationship is turned around in line 2618. S26 establishes himself as the speaker and also as the leader of the conversation when he determines the agenda for the meeting. S24 becomes a listener and a follower of the settled agenda which is fixed by his agreement. It can already be seen in this short extract that discourse identities also influence the larger social identities as well as the power structures within a conversation. Whereas S24 clearly is in control of the conversation in the beginning (by means of asking questions and determining the direction of the interaction) S26 takes over control when he determines the agenda of their meeting. However, it was not a forceful takeover of power but rather S24 let S26 take over control after line 2615 when he says “proposed (.) i want to have *some clear numbers and figures*”. He somehow encourages or even forces S26 to take a firm stand and take over power. This behaviour can be explained with the help of social or situational identities in the interaction.

Situational Identities

Of course, there is not only one way of analysing the short extract shown above. As Holmes, Stubbe & Vine (1999: 353) argue in their article “any particular utterance may be analysed as contributing to the construction of more than one aspect of an individual’s identity” and the analysis of the present extract should just exemplify some dominant features. Referring to Zimmerman’s (1998: 90 – 95) classification system of speaker identities the situational identities would be determined by the situation. However, in this case two overlapping situations or contexts can be found. On the one hand it is an exam situation involving an examiner and an examinee. On the other hand it is a business situation involving a manager and four sales people. Although speaker roles or identities do not have to be obvious, in this case they are even made explicit by a speaker. When S24 says “into the roles” he makes explicit that change from examiner – examinee to manager – sales people (i.e.: the change from the exam situation to the simulated business meeting). From that moment on the speaker roles are established and it is clear that the conversation has to be held in English because the manager does not speak any Russian. Although the speaker roles are made explicit, the exam situation still influences the situational identities and therefore the whole interaction.

Power Relations

Investigation into workplace interactions or institutional talk has shown that these kinds of conversations often involve a certain asymmetry regarding the speaker relationships (cf. Koester 2006; Drew & Heritage 1992; Heritage 1997). This is also connected with the concept of power in business interactions. Certain institutional roles can be linked to particular discursive rights like for example controlling interactions, changing topics, asking questions, and so on (Koester 2006: 5). Power structures become obvious during the whole extract shown above. Holmes, Stubbe & Vine (1999: 351 – 385) made some decisive contributions to research into power and politeness strategies in institutional interactions. They argue that

[w]orkplace interactions are seldom neutral in terms of power. Any analysis which focuses on the construction of professional identity in this context is therefore also inevitably concerned with the ways in which power and solidarity are enacted through discourse.

(Holmes, Stubbe & Vine 1999: 354)

Power can be ‘done’ in different ways in conversations. It can be made explicit by so-called ‘on record’ strategies (Holmes, Stubbe & Vine 1999: 357) or hidden by politeness strategies. In any case a lot of ‘facework’ (Roberts & Sarangi 1999: 230) is involved in workplace interactions because power relations have to be enacted on a daily basis without threatening another person’s face. It is important that power relations are clear to get things done in a company as was also shown by Holmes, Stubbe and Vine (1999: 364 – 373). Going back to the extract that is used for the present analysis of speaker identities in my corpus it can be said that power structures and asymmetrical speaker relationships already become clear in this very short part of a conversation. Already in the first sentence of the extract S24 establishes himself as the person in charge when he signals the beginning of the meeting. Furthermore he also indicates the roles (which are made explicit as adopted identities) for the participants and this can be seen as explicitly “doing power” (Holmes, Stubbe & Vine 1999: 357). I left out some lines of the actual conversation in this extract because they only consist of some short utterances which cannot be assigned to any particular speaker and which precede the beginning of the meeting. The sales manager meeting then starts with a question by the examiner / manager. Determined by the situation S24 has a twofold position of power. On the one hand he is the examiner, which makes him more powerful than the examinees and on the other hand he enacts the role of the manager who is in charge of the sales people. He therefore uses very clear, obvious and explicit power strategies in the beginning of the meeting. The first sign of his control is already that he has the power to actually start the meeting. However, he starts with an open question which leaves some space for the examinees / sales people to react. They hand in their prepared agenda but one of the examinees uses a rather careful formulation when he says “the proposed agenda”. This could be seen as an example of epistemological caution, which is described by Heritage (1997: 177) as a method by which “professionals avoid committing themselves to taking firm positions”. The sales guy does not want to take a firm position but rather leave the agenda open for discussion. This leaves the power with the manager who can still make changes and arrange the meeting according to his own agenda. However, S24 does not accept this cautious behaviour but rather challenges the examinees with his direct exercising of power when he says “proposed (.) i want to have *some clear numbers and figures*”. This utterance has to be interpreted according to his role as the examiner. He demands a firm position, some self-confidence and a well-prepared

agenda from the examinees and encourages them to take over control regarding topic management and following the agenda. As a manager he would maybe have reacted in a less explicit way and would have just asked what they would propose as an agenda for the meeting. S26 reacts quite well, when he claims the ground and establishes the topics for the meeting. According to Holmes, Stubbe & Vine (1999: 358 – 359) “setting the agenda” is “one strategy for asserting control of the meeting or “doing power”” (ibid.: 358). It is therefore very interesting that the obviously more powerful speaker leaves this important task to less powerful participants. In my opinion this can be explained with the exam situation where it is the task of the examinees to be well-prepared for the meeting. Nevertheless it has to be said that this setting of the agenda gives some power to the examinees because they can control the topics and therefore the structure of the meeting. This discussion of a very short extract from a longer meeting shows, that a lot of insights can be gained from an examination of speaker roles and identities and that they decisively shape the structure of a conversation. Every discussion of natural conversation should therefore take speaker roles and identities into account.

Finally it must be said that a great deal of caution should be exercised in analysing speaker roles and identities. As Holmes, Stubbe & Vine argue in their article

generalisations must be treated with caution. The discourse which characterises any interaction will reflect not only the particular relationships involved, in terms of social distance or solidarity, and relative power or potential influence in the organisation; it will also reflect the particular goals of the interaction, and the relative roles of each participant in relation to these goals. Moreover, features of the discourse will reflect the dynamic and responsive nature of interaction. In the course of a single interaction, participants may orient to a number of different identities and goals, either simultaneously or at different points in time. (Holmes, Stubbe & Vine 1999: 378)

Analysts and researchers can never look into people’s minds and so they cannot be sure about their roles, identifications and goals. Therefore it is important to treat results from such analyses with caution and only make careful generalisations.

3.7. Issues of Transcription

The focus of the analysis will be on the nine final exams of the graduation class. Therefore it was not necessary to transcribe all the six hours of my recordings but I limited myself to the exam conversations plus the introductory meeting. The feedback sessions were not

transcribed. These transcriptions make a total of about 100 pages for 4 hours, 14 minutes and 18 seconds of recordings. This mini-corpus will form the basis for my analysis.

Many different transcription systems are used by different researchers (for an overview of different conventions see Cameron 2002: 26 – 40) but I decided to work according to the VOICE transcription conventions (for details on the transcription conventions please consult the VOICE Homepage). VOICE (i.e. the Vienna-Oxford International Corpus of English) is a project directed by Barbara Seidlhofer at the University of Vienna, which is funded by the Austrian Science Fund (FWF) and was supported by Oxford University Press. Its final aim is

to open the way for a **large-scale** and **in-depth linguistic description** of this most common contemporary use of English by providing a corpus of spoken ELF interactions which will be accessible to linguistic researchers all over the world.
(VOICE-Homepage – original emphasis)

Unfortunately my data will not form a part of the VOICE corpus but nevertheless the members of the VOICE team were really supportive and helped me with my transcriptions. The transcriptions were produced with the help of Voicescribe, which is a programme designed by Stefan Majewski, a member of the VOICE team. This editor is intended to “facilitate the task of creating and correcting transcripts for inclusion in the Vienna Oxford International Corpus of English” (Voicescribe Help) and in my opinion it is a really useful tool for making transcriptions. However, it should be noted here that all transcription is to be considered as “somewhat partial[...] and inaccurate[...]” (Cameron 2002: 40). Cameron points out that even accomplished researchers sometimes change or adapt their transcripts

because when they listened to the tapes again, they noticed mistakes and omissions in their old transcriptions.
(Cameron 2002: 39)

Although I listened to my recordings many times, I am sure that a lot of changes and additions could still be made, but for the purpose of my analysis I think the transcripts are appropriate.

Furthermore I would like to point out that the quality of my recordings is very varied. Although I used modern technical facilities it was not always possible to make good recordings. Due to the hot weather in May 2007 when I did my data collection many examiners opened the windows of their hotel rooms and whenever a car passed below the window the conversation was almost inaudible. Further distractions like speakers’ movements or their skimming through papers affected the quality of my recordings.

Therefore I sometimes had to omit passages or parts of sentences because they could not be heard or understood. This is also indicated in the transcripts according to the VOICE Transcription Conventions.

The full transcripts can be found in appendix 2 of my diploma thesis. Whenever extracts are used in my analysis the line numbers correspond to those in the full transcriptions. As all names, abbreviations, projects and organisations had to be removed, numbered pseudonyms³ are used in the transcripts as well as in the extracts.

3.8. Methodology

The aim of the present study is to analyse and describe in detail a mini-corpus of conversations belonging to the category of simulated business discourse. In Cameron's words, the aim of linguists analysing spoken language is

to make explicit what normally gets taken for granted; it is also to show what talking accomplishes in people's lives and in society at large.
(Cameron 2002: 7)

Conversation Analysis (hereafter CA) seems to be a particularly useful methodology for the analysis of spoken interactions, business / exam discourse and also ELF talk. It adopted the belief in the orderliness of talk and is therefore particularly interested in the structure of conversations and how order is constructed and maintained. It is worthwhile at this point to quote a longer definition of CA given in the introductory chapter to four volumes on CA by Drew and Heritage:

Conversation analysis is a field of study concerned with the norms, practices and competences underlying the organization of social interaction. [...] [I]t is concerned with all forms of spoken interaction including not only everyday conversations between friends and acquaintances, but also interactions in medical, educational, mass media and socio-legal contexts, 'monologic' interactions such as lecturing or speech-making, and technologically complex interactions such as web-based multiparty communication. [...] CA starts from the perspective that [...] the details of conduct in interaction are highly organized and orderly and, indeed, that the specificities of meaning and understanding in interaction would be impossible without this orderliness.
(Drew & Heritage 2006: xxii)

³ org - organisations (including the company where I did my recordings)
 name - projects, abbreviations (of projects)
 first name, last name - people who do not appear as speakers in the transcripts

Conversation analysts act on the assumption that when people interact with each other they do not only talk but they actually “do” something (Drew & Heritage 2006: XXII – original emphasis).

When people talk with one another, they are not merely communicating thoughts, information or knowledge. [...] People construct, establish, reproduce, and negotiate their identities, roles, and relationships in conversational interaction. (Drew & Heritage 2006: xxii)

The aim of conversation analysts is “to uncover the practices, patterns, and generally the methods through which participants perform and interpret social action” (Drew & Heritage 2006: xxii). However, as Drew and Heritage point out, there are no clear descriptions of CA methodology (or rather methodologies). Nevertheless some general principles can be identified:

Firstly, CA is very ‘data centred’ (Cameron 2002: 87). CA data consist of “video or audio recordings of naturally occurring interactions, between people going about their ‘normal’ business” (Drew & Heritage 2006: xxviii). It is the study of “talk-in-interaction” (ibid.) and besides the study of ordinary conversations there are also studies of institutional talk as well as workplace studies. These audio or video data collections are then transcribed according to a transcription system (Drew & Heritage 2006: xxix) and these transcripts allow the analyst to pay attention to fine details of talk which would go unnoticed without a written representation. However, it should be obvious that “transcriptions cannot represent the recordings in their full detail” (ten Have 2004: no pagination) and they always have to be selective.

As a second point it has to be stated that CA is action-focused. Its goal is to identify the *patterns*, *practices* or *devices* which underlie meaning and action – that is, through which we interact and communicate in meaningful, *accountable* ways with one another. (Drew & Heritage 2006: xxix – original emphasis)

Drew and Heritage identify four underlying characteristics which are the focus of most CA research: turn taking; turn design or construction; sequence, and sequence organization and action. The basic techniques to gain new insights in these fields are observation and description.

It has already been mentioned that CA is not only interested in so-called ordinary conversations but also in institutional and workplace talk. However, these types of talk are mostly described in comparative analyses. Ordinary conversation has been defined as the

“predominant medium of interaction in the social world” (Drew & Heritage 2006: xxx) or to quote the famous words by Schegloff: “conversation is the ‘primordial scene’ of social life” (ibid.: xxxi). It can be described as the “most fundamental form of talk-in-interaction” (ibid.) and all other kinds of talk are compared to it. All kinds of institutional or workplace discourse are seen as derivative of the ordinary and the main goal is a contrastive analysis. As has already been mentioned in the chapter on data description Cameron challenges this view and argues that all talk is shaped by its context and therefore no kind of discourse should be privileged over another (Cameron 2002: 21, 22).

CA can be described as “an essentially qualitative method of analysis” (Drew & Heritage 2006: xxxii). However, it also makes use of a kind of ‘informal’ quantitative method. Terms like ‘overwhelmingly’, ‘generally’, ‘commonly’ or ‘frequently’ are used to describe frequencies identified with the help of qualitative methods. It can be concluded that quantitative as well as qualitative methods are used in CA (Drew & Heritage 2006: xxxii).

The techniques of CA have commonly been applied to sets of native speaker data. Non-native speaker conversations and lingua franca data have long been neglected by researchers. In Firth’s words:

Although foreign-language, or lingua-franca, interactions are an extremely common, even quotidian, occurrence in manifold settings throughout the world – and particularly *English* lingua franca interactions – such interactions have been overlooked by conversation analysts [...].
(Firth 1996: 240 – original emphasis)

In an influential article Firth argues that the methodology of CA can be applied to lingua franca data and that non-native speaker conversations can be seen as naturally occurring ordinary conversations. He uses a corpus of audio-recorded data from two Danish international trading companies to exemplify how CA methods can be applied to lingua franca talk. A very important point he makes is his definition of a ‘lingua franca speaker’:

[T]he term ‘lingua franca’ attempts to conceptualize the participant simply as a *language user* whose real-world interactions are deserving of unprejudiced *description*, rather [...] than as person conceived *a priori* to be the possessor of incomplete or deficient communicative competence, putatively striving for the ‘target’ competence of an idealized ‘native speaker’.
(Firth 1996: 241 – original emphases)

Similar to Cameron’s (2002: 21, 22) argumentation, it can be argued that ELF talk is shaped by the context of non-native speakers but otherwise it is completely natural and

ordinary. Firth explains that the ‘interactional work’ (Firth 1996: 242) done in ELF interactions has the aim

to furnish the talk with a ‘normal’ and ‘ordinary’ appearance in the face of sometimes ‘abnormal’ and ‘extraordinary’ linguistic behaviour.
(Firth 1996: 242 – original emphases)

So it should be the aim of conversation analysts to observe and describe lingua franca talk in an ‘unprejudiced’ way. It can be concluded that CA methodology is perfectly applicable to lingua franca data but the primary focus should be shifted away from the ELF speaker’s perceived lack of competence, possible misunderstandings and communication breakdowns to a qualitative description of features of ELF interactions (cf. Poncini 2004).

The present work aims at an unprejudiced, detailed, qualitative description of ELF data from a business context. The primary focus of the analysis is a corpus of transcriptions of recorded ELF interactions. However, contextual information will be used whenever it seems appropriate or necessary. As I collected my own data it would seem to be obvious that all aspects of my observation (whether discourse, business or context related) will influence my analysis. Although this diploma thesis is intended to be predominantly descriptive in character I will of course draw some conclusions from my observations.

4. Theoretical Background

4.1. Research Questions

As was already mentioned before, the present study was not commenced with a fixed research question in mind but rather using a “bottom-up” approach. The analyst had a look at the conversations with minimal preconceptions and only afterwards tried to define some interesting research goals. However, it was not easy to find a system of classification or overall objective including all the features identified in the recorded conversations. These problems were also described by Poncini (2004: 62 – 64), who states that “a key problem [with her study] concerned how to classify features [she identified in an initial examination]”.

I decided to focus on one particularly interesting phenomenon in the conversations: I will focus on three different features in the conversations (two discourse strategies and one lexical strategy) that somehow contributed to the negotiation of common ground, the presupposing or strengthening of shared knowledge or the creation of a positive atmosphere within the interactions. These features are not typically associated with politeness strategies or methods of negotiating common ground but nevertheless I noticed that they were used strategically by the speakers for various interpersonal purposes within the conversations. The following features will be examined:

- the use of the pronoun *we*
- the use of specific linguistic features used to negotiate common ground with the conversation partner (e.g.: *you know, nice to meet you, etc.*)
- the use of specialised vocabulary

This framework eventually seemed to be suitable for the present study because it allowed including all the dominant features of interest and it was within the scope of a diploma thesis. Instead of focusing on one single interesting feature of the conversations I decided to give a broader picture of the meetings I recorded. However, many more interesting observations could be made and individual features could be analysed in more detail. This in fact opens up the way for further research in this area but would go beyond the scope of this study.

4.2. Successful (ELF) Communication vs. Miscommunication

A lot of research into ELF communication has already been done but many studies up to now have focused on cultural differences and miscommunication. As Poncini (2004: 19) points out: “[R]esearchers seem to expect miscommunication in encounters between people from different cultural and linguistic backgrounds [...]” and therefore focus on “identifying problems in intercultural business settings” or lingua franca interactions in general. However, a certain degree of caution should be exercised in describing cultural differences as the primary sources of miscommunication in non-native-speaker / non-native-speaker discourse. This might lead to the creation and perpetration of national stereotypes (Poncini 2004: 18) and puts certain limits on the study. Communication failures or breakdowns can also occur in native-speaker / native-speaker interactions and are by no means unique to lingua franca talk. Finally, “even if some difficulties occur, the communication can ultimately succeed in achieving social and task-related goals” (Poncini 2004: 20). It can be said that

although it is sometimes justified to look at breakdowns in communication, focusing on miscommunication in intercultural settings is limiting because this approach assumes intercultural interactions are problematic and consequently tends to ignore factors possibly contributing to successful intercultural communication.
[...]

In today’s business world, however, it can be pointed out that despite differences in their national cultures and competence in using English, many interactants from different cultures successfully establish, maintain or enhance their business relationships.

(Poncini 2004: 20, 21)

It was therefore claimed by Firth (1996: 237) that participants in lingua franca interactions “*do interactional and discursive work* to imbue talk with an orderly and ‘normal’ appearance, in the face of extraordinary, deviant, and sometimes ‘abnormal’ linguistic behaviour” (original emphasis). This view is supported by Poncini (2004: 21 – 24), who states that it is important to do more research into the factors that contribute to successful intercultural (business) communication. The interactants use various strategies to make the communication ‘normal’ and successful and there should be more investigation into how these strategies create orderliness in lingua franca talk. Furthermore business interactions are mostly guided by a certain goal- or task-orientation and it has been shown that practical goals can still be achieved even though communication failures occurred during the interaction. According to Lim (1997 quoted in Poncini 2004: 22) successful business

interaction depends more on the “attitudes the participants bring into the encounter”. Poncini supports this statement with a quotation by Johnstone given in Lim (1997) which says that

[p]roblems [in intercultural communication] like this are not simply the result of intercultural differences. At root, I think, they are the result of failures of goodwill, the will to adapt and understand elements of both intracultural strategies.
(Lim 1997 quoted in Poncini 2004: 22)

Clearly, then, it would be interesting to do some research into how a positive and co-operative atmosphere is created and maintained and which strategies are used to achieve such an atmosphere.

Before actually starting the main analysis, some preliminary questions have to be answered. In the following sections an attempt will be made to define the term ‘success’ because it has been used by many researchers but rarely been defined so far.

4.2.1. *The Notion of Success*

I would like to start my approach to a definition of successful communication with a general definition of the term success. According to the *PONS Cambridge International Dictionary of English* “[s]uccess is the achieving of desired results” (Procter 1995: 1454). This definition is a very good starting point and it will form the basis for the following observations.

As a next step I would like to deal with the notions of ‘successful communication’ or ‘success in communication’. The expressions ‘successful communication’ and ‘success in communication’ seem to be some kind of catchphrases and everybody wants to communicate successfully. Nevertheless there is, as to my knowledge, no clear definition of ‘successful communication’. Meierkord published two articles (1998 and 2000) using the term ‘successful’ in the title. However, she does not explain or clarify what she considers to be successful communication. There are several other linguists who use the phrase ‘successful communication’ (e.g.: Poncini 2004) but there is no clear definition.

In my opinion successful communication can be defined from different points of view depending on which level of the communication is analysed. On the one hand the conversation as a whole could be looked at and on the other hand only individual speech acts could be analysed.

4.2.1.1. Success in Individual Speech Acts

The term speech act is used to denote a basic sequence of talk like “greeting’, ‘apologizing’, ‘insulting’, ‘asking / answering a question’” (Cameron 2002: 56) in this chapter. On the level of individual speech acts and keeping in mind the definition of success as “achieving desired results” (Procter 1995: 1454) it can be said that a speech act is successful when it is understood by the listener/s and / or when the listener/s is/are able to react appropriately. Conversation analysts are concerned with this level of conversations when they look at the sequential structure of interactions. Their findings about patterns and structures in talk are “validated through the examination of others’ responses” (Drew & Heritage 2006: xxiv). By my definition of success this would mean that a question was successful when the other participant is able to give any kind of answer. An example from my own data illustrates this point:

Extract 10:

1085 S4: [...] er do you have some references?
1086 if you say you have experience you must have some references
1087 S11: of course (.) we have many references from <6> our customers </6>
(MD II / Conversation 3)

In this extract S4 poses a question and S11 is able to answer it. The speech act is well-formed and from its linguistic form recognisable as a question and the hearer reacts appropriately. It can therefore be defined as a successful communication on the level of the individual speech act. However, there is a difference between communicative success (from a purely linguistic point of view) and task- or intention-related success (from a personal / professional / social / etc. point of view). From a linguistic point of view a question is successful when the hearer answers it – no matter whether it is the answer the speaker intended to hear. Linguistic success and task-related success are therefore not the same.

Success in individual speech acts furthermore depends on the so-called ‘felicity conditions’ (cf. Searle 1994). Searle (1994) further develops Austin’s work on ‘infelicities’ (1986) and defines a set of conditions that he considers necessary for the success of any speech act. He provides the “semantical rules for the use of the illocutionary force indicating device” (Searle 1994: 62) of a promise, i.e. those of the verb ‘to promise’.

These ‘felicity conditions’ can be used for any kind of speech act and according to Searle (1994) they are necessary prerequisites for the success of communicative events.

The speakers have to apply these rules to their speech acts to be able to communicate successfully:

Extract 11:

1280 S11: <8> so er </8> from my side (.) i will send you customer references <9> er
1281 </9> i guess in (1) two days
1282 S4: <9> yah </9> (.) okay
(MD II / Conversation 3)

In the extract above the speaker has to fulfil several conditions to ensure the success of his utterance: He has to have the power or position within ‘the company’ to be able to send customer references. If he is a secretary in ‘the company’ he will not have the competence to send those references. Furthermore he has to be sincere about this promise. If he just says it but does not send the requested information in “two days”, the speech act will have to be interpreted as unsuccessful. It can therefore be argued that an utterance has to fulfil Searle’s (1994) ‘felicity conditions’ to be successful.

4.2.1.2. Success in the Whole Communication

The general definition of success as “achieving desired results” (Procter 1995: 1454) guides my observations regarding success in the conversation as a whole. Although this level of my definition does not matter in linguistic analysis, it will be described very briefly so that a full picture of the notion of ‘successful communication’ can be provided. Communication usually has some kind of goal or intention. Koester (2006: 26) distinguishes between ‘transactional’ and ‘relational’ goals. Transactional goals are those “that have to do with accomplishing a task or outcome” (ibid.) and relational goals are those “that guide the way in which people relate to and present themselves to one another” (ibid.). Depending on the type of communication different goals are fore-grounded. Casual talk between friends, family and relatives is usually guided by relational goals whereas business or exam discourse is more likely to be concerned with transactional goals. A conversation can therefore be defined as successful when the goals of the speakers were achieved. However, as Koester (2006: 26) emphasises, speakers do most often not have a “clear, unitary goal” (ibid.) but they usually have “*multiple* goals” (ibid. – original emphasis) in interaction. Nevertheless in different types of discourse or even in different phases of conversations one particular goal is dominant (Koester 2006: 26). For the researcher it can be very difficult to identify the speaker goals at work during the

conversations. Each speaker can have a variety of different transactional and relational goals which are more or less important during the conversation. The speakers might also have different goals and not find a common solution. Research in conversational goals therefore very often has to be supported by interviews with the participants because looking at the interaction itself might not be enough.

Analysing success on the level of the whole conversation in my data it is important to take into account that the business meetings are only simulated in the context of exam situations. Foregrounding the exam situation it can be assumed that the main goal (at least for the examinees) was to pass the exam. Therefore it can be stated that all the conversations were successful because all the participants indeed passed the exams. Concerning the business goals within the interactions it can be said that the speakers did not always reach everything they (presumably) planned (e.g.: when the customer only agreed to think about the project without actually signing a contract or buying anything immediately). However, almost all examinees managed to arrange something for the future (e.g.: another meeting, signing of a contract, selling a product or solution, etc.). Extract 12 very nicely illustrates this:

Extract 12:

3646 S30: i would say you you tomorrow you present <4> er </4> you you (.) e:r (.)
3647 possible solution and then er we shall discuss this decide with fost- e:r er (.) <5>
3648 [last name6] </5> yah
3649 S31: <4> mhm </4> (.) <5> aha </5> (.) mhm mhm mhm
3650 S30: i am supporting you to to a-arrange this meeting with [last name9]
3651 S31: okay (.) okay (.) thank you very much mister [S30/last] (.) i'm very
3652 appreciate you (.) about it (.) and (.) yes (.) okay
(MD VI / Conversation 8)

In this extract S30 summarises what has been discussed during their meeting and what is going to happen next. S31 is supposed to give a presentation of the IT-solution he suggested and then there will be another meeting with a representative of the customer company where the final decision will be made. This extract illustrates that the conversation was successful with regard to business goals in so far as the participants agreed on taking further actions together.

The analysis of conversational goals is very difficult because analysts cannot look into their speakers' minds and therefore do not know their goals for sure. So they cannot say for certain whether the goals were reached or not. All that can be done is to have a look at signs in interactions whether the conversation was successful or not.

4.2.1.3. Politeness and Success

A last factor influencing communicative success will be discussed very briefly: politeness. Politeness and face-work help to create a positive and co-operative atmosphere and this contributes to the achievement of desired results (according to the general definition of success). A positive and co-operative atmosphere makes the participants feel good, shared as well as individual goals will be achieved much more easily and social relationships can be maintained and strengthened. Many researchers have already dealt with politeness phenomena and face-work (cf. Holmes & Stubbe 2003; Watts, Ide & Ehlich 2005b; Brown & Levinson 1987) but I do not want to go into detail here because it will be the focus of the main analysis in this diploma thesis.

4.3. Definitions of Politeness

The identified strategies of claiming common ground, presupposing shared knowledge and creating a positive conversation atmosphere belong to a vast area of research and can be subsumed under the heading “politeness”. A major problem in working with the notion of *politeness* is the fact that there is no real definition of this concept. In his introductory chapter to a collection of articles on politeness Watts (2005: xv - xix) elaborates on that issue. One set of definitions sees politeness primarily as a means of avoiding frictions or problems in communication. However, this still does not make clear what politeness really is. Leech (1980), for example, defines it as “strategic conflict avoidance” (quoted in Watts 2005: xv) but does not go into detail about what those strategies are. These definitions support Brown and Levinson’s (1987) view of politeness as “rational behaviour aimed at the strategic softening (or mitigation) of face-threatening acts” (Watts 2005: xv). Another set of definitions regards politeness “as behaviour which promotes such positive interactional qualities as “mutual comfort” and “rapport”” (Watts 2005: xvi). Watts (2005) criticises that none of these definitions include the possibility that politeness could also be used to exert power, which is also an important aspect of the concept. Furthermore, all the descriptions remain on a fairly vague level and do not go into much detail. A further point of criticism is concerned with the English term *politeness* because on the one hand it is an English word used in everyday language and on the other hand it is a scientific term which makes it difficult to tell the two meanings or concepts apart (Watts 2005: xvii). Another

selection of definitions rejects the idea of politeness as something stable consisting of a set of strategies used to avoid communication problems. They rather consider politeness as

a dynamic concept, always open to adaptation and change in any group, in any age, and, indeed, at any moment of time. It is not a socio-anthropological given which can simply be applied to the analysis of social interaction, but actually arises out of that interaction.

(Watts, Ide & Ehlich 2005a: 11)

In my opinion politeness cannot be limited to just one of these descriptions but somehow incorporates aspects of all of them. By my definition *politeness* is a dynamic concept necessary in all societies where people want to communicate and live together peacefully. It has two basic functions: A *positive function* which aims at building rapport, mutual understanding, common ground and a positive atmosphere and a *negative function* used to avoid or mitigate frictions or problems in conversations. These functions are realised through certain linguistic strategies (some of which are described in the practical analysis of my diploma thesis). Furthermore I would argue that the abstract concept of *politeness* is somehow universal and necessary in all societies of the world but that the strategies and manifestations of this concept can be quite varied in different (linguistic) communities. The present study aims at describing some of these strategies in a business / exam context.

4.4. Definitions of Common Ground

In Brown and Levinson's (1987: 101 – 103) terms *claiming common ground* is part of *positive politeness*. Positive politeness is defined as “redress directed to the addressee's positive face” (Brown & Levinson 1987: 101), i.e. to his / her desire that his / her wants should be attractive for other people too. This redress is done by conveying that the addressee's wants are at least partly desirable for the speaker, which brings them closer together. Positive politeness strategies are often rather general and not aimed directly at softening a particular FTA. Typically the speaker praises the addressee, acknowledges his / her wants or expresses similarity. An element of exaggeration is often part of such expressions of positive politeness. According to Brown and Levinson (1987: 102) the strategies of positive politeness can be divided into two large categories: the strategies of claiming common ground and the strategies of conveying that the speaker and the addressee are co-operators.

There is no acknowledged or agreed on theory for the term *common ground* and by having a look at the literature it will easily be noticed that some kind of confusion (Lee 2001) seems to dominate the discussion. Many terms are used interchangeably or in a different sense by various authors and therefore it is rather difficult to work with this concept. Sometimes, common ground is simply equated with mutual knowledge (Lee 2001: 39) but that is not the end of the story. To find a usable definition for the notion of common ground we have to take one step back and start with the description of some other important terms: “belief, knowledge, mutual, shared and common” (Lee 2001: 23). The terms belief and knowledge are often used interchangeably in the literature on common ground but there is one big difference: “the speaker’s subjective evaluation of his / her certainty of the information held” (Lee 2001: 24), i.e. a speaker *knows* something when he / she is really certain that it is true and he / she *believes* something when he / she does not quite know whether it is true or not. The two terms should therefore not be equated. Furthermore the notions of ‘shared knowledge’, ‘common knowledge’ and ‘mutual knowledge’ are also often used synonymously in the literature. Lee (2001: 24 – 26) suggests the following distinction:

Common (or *background*) knowledge is that information which members of a particular community assume to be held common by virtue of the fact they have very similar background or up-bringing.
(Lee 2001: 24 – original emphasis)

Shared knowledge comes into existence during an interaction, when the interactants negotiate their common knowledge necessary for future communication. Finally there is *mutual knowledge* which can be defined as “the type of knowledge which two (or more) persons hold to be common with 100% certainty” (Lee 2001: 25). According to Lee (2001) these three concepts should be held apart by researchers to reduce the confusion in the literature. Jucker and Smith (1996) cite Sperber and Wilson’s definition of mutual knowledge, which is quite different. They argue that

interlocutors can never have any certainty about each other’s knowledge and beliefs. Mutual knowledge, according to Sperber and Wilson, must be certain, or else it does not exist; and since it can never be certain, it can never exist.
(Sperber & Wilson 1986; quoted in Jucker and Smith 1996: 2)

According to Sperber and Wilson people can only have assumptions about other people’s assumptions. Jucker and Smith (1996) adopt this view in their article which also affects their rather broad definition of knowledge as a “set of assumptions entertained by an

interlocutor” (Jucker & Smith 1996: 2) regardless whether these assumptions are strong or weak. One further notion is that of *shared belief* which is defined according to the prior descriptions of the terms ‘shared’ and ‘belief’ as a

belief which is held to be true [...] as a result of a prior discussion and interaction with another individual regarding the same belief.
(Lee 2001: 25)

These terms and concepts are necessary pre-conditions for a definition of common ground and different suggestions can be found in the literature.

In his article Lee uses the notion of *common ground* “as a larger umbrella term to refer to all the knowledge / beliefs which an individual holds to be mutual / shared with another individual” (Lee 2001: 27). He includes mutual knowledge as well as shared beliefs in his definition. Jucker and Smith (1996) apply the term “to refer to those assumptions which are entertained by both partners in a conversation and which they assume to be so shared” (Jucker & Smith 1996: 2). They argue that these assumptions are easier to infer in some cases than in others, which sometimes makes it difficult for the analyst. Many researchers equate the term with related concepts like those defined above “in order to facilitate their respective preference of use and expedience of argumentation” (Lee 2001: 39). It is also used as a larger umbrella or all-inclusive term for combinations of related concepts. Clark (1996), for example, claims that “[t]wo people’s common ground is, in effect, the sum of their mutual, common, or joint knowledge, beliefs, and suppositions” (quoted in Lee 2001: 40). Lee (2001: 40, 41) therefore argues that there is a lack of precision in all the definitions of common ground and that this might be caused by the fundamental confusion of the terms described above. He complains that “anything which has a vague sense of ‘something being held in common’ is considered common ground” (Lee 2001: 41). He suggests his own model for a definition:

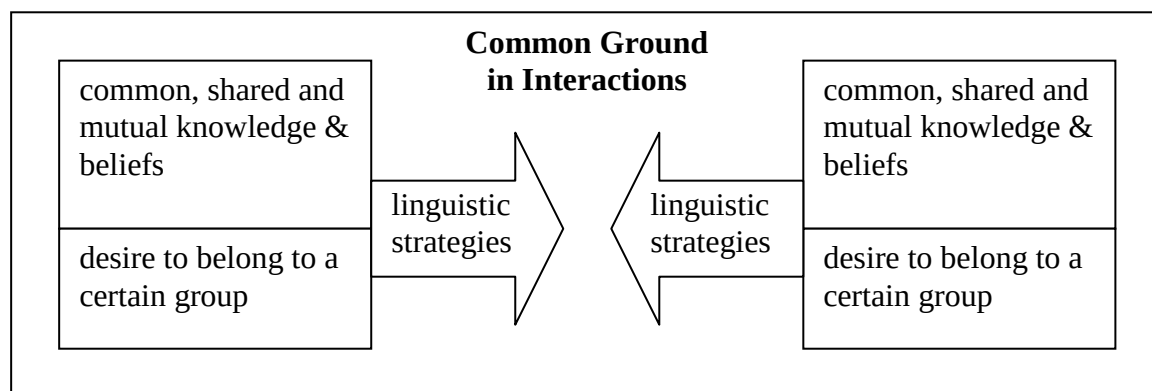
We remain to be convinced that ‘common ground’, if used as an all-embracing term, can be conceptualised in terms of progressive steps of attainment.
(Lee 2001: 41)

He proposes a three-step model for common ground: The first category is called *established common ground*, which is defined as “those beliefs / knowledge that have been established as shared as a result of interaction” (Lee 2001: 41). Mutual knowledge is not included in this concept because 100% certainty is not believed to be possible. The second category is called *assumed common ground*, i.e.

the beliefs and knowledge which are, strictly speaking, not part of the common ground since they have not been established during the discourse but are part of the assumed background information arising from similar community membership.
(Lee 2001: 42)

This kind of background knowledge is not inferred by the interactants from the discourse itself but from other sources outside the interaction. The third category is called *as though common ground*. Sometimes new information is brought into the conversation and treated as though it were part of the interactants' common ground. If it is then accepted as such, this is a way of introducing shared knowledge and including it in the concept of common ground. I think that this is a very useful model. However, I will also provide my own views of this concept.

In my opinion common ground is an abstract concept which exists in some way or another in every interaction. It is composed of the common, shared and mutual knowledge and beliefs⁴ of the interactants which create a background for the conversation which can be built on. Furthermore it is governed by the participants' desire to create a sense of 'groupness' (Poncini 2004) in any communication. These aspects are realised via certain linguistic strategies in any kind of interaction.



This definition will be used in the present diploma thesis and it will be the starting point for the analysis. However, it has to be adapted to the particular lingua franca and business / exam context of my study. According to Lee's (2001: 24) definition of common knowledge the interactants should have a similar cultural background or up-bringing which is not the case in my data. The participants come from very different cultures and we do not have any knowledge about their up-bringing but any similarity cannot be assumed. However, in my particular business / exam context I would define common knowledge as

⁴ For my definition I would like to work with Lee's (2001: 23 – 27) previously mentioned definitions of common / shared / mutual / knowledge and belief.

the lowest common denominator which unifies the interactants, i.e. the business / exam context of their meetings. The shared knowledge / belief consists of those pieces of information which are negotiated during the interaction. Concerning the definition of mutual knowledge I agree with Lee (2001) that 100% certainty about another person's knowledge or beliefs is not possible and therefore I would exclude mutual knowledge from my definition of common ground for this study. However, I would like to include another important factor, i.e. the interactants' desire to belong to a certain group or to create a sense of in-group membership. They use certain linguistic strategies and expressions to create such a sense of 'groupness' (Poncini 2004) and some of these strategies will be described in the current study.

4.5. Areas of Investigation

In my data I identified three dominant strategies used by the speakers that contributed to common ground:

1) The use of the *pronoun 'we'*

This personal pronoun was very often used as an 'inclusive we' that was aimed at creating a sense of 'groupness' (Poncini 2004) and doing something together as a community.

2) The use of particular *linguistic markers*

The interactants used certain discourse markers and phrases to raise, assert and presuppose common ground with their co-participants.

3) The use of *specialised vocabulary*

Professional vocabulary of different sorts was used as a marker of in-group membership. The interactants positioned themselves within a certain speech community and strengthened their sense of belonging together.

The next chapters will provide the theoretical backdrop on these areas of investigation before the empirical analysis is actually started.

4.5.1. *Pronoun Use*

Pronoun use was identified as an important strategy of establishing common ground, presupposing shared knowledge and thereby creating a positive conversation atmosphere in this study. A great deal of work has already been done in this field by various linguists. A

classic article was written by Brown and Gilman (1960: 302 – 335). They dealt with the pronouns of address in various languages and justified their work by claiming that

[t]he interesting thing about such pronouns is their close association with two dimensions fundamental to the analysis of all social life – the dimensions of power and solidarity.

(Brown & Gilman 1960: 303)

Using the Latin pronouns of address, i.e. *tu* and *vos*, as a starting point, the two linguists analysed the development of singular and plural address forms over time in different Indo-European languages (i.e. predominantly in English, French, Italian, Spanish and German). They distinguished two important factors for pronoun use: the power semantic and the solidarity semantic (cf. Brown & Gilman 1960). The term *semantics* is defined as the

covariation between the pronoun used and the objective relationship existing between speaker and addressee.

(Brown & Gilman 1960: 303)

By power semantic the authors mean that one person may have power over another and thereby have the right to be addressed with a plural form. Power is defined as

a relationship between at least two persons, and it is nonreciprocal in the sense that both cannot have power in the same area of behaviour.

(Brown & Gilman 1960: 306)

According to Brown and Gilman “plurality is a very old and ubiquitous metaphor for power” (1960: 306) and therefore it seems logical to address a powerful person with a plural pronoun. Conversely it can be assumed that a more powerful person has the right to address a less powerful person by using a singular form.

Another factor affecting the choice of pronouns of address is called solidarity semantic. The term solidarity describes symmetrical relationships between speakers as opposed to the term power, which described asymmetrical relationships. According to Brown and Gilman (1960) a plural address form is more likely as solidarity declines. Conversely a singular address form is most probable between people with very symmetrical relationships or a high degree of solidarity.

These claims were tested against reality by the linguists using a questionnaire comparing the pronoun use in French, Italian and German. However, I will not describe their findings in detail because of limitations of space.

Although my diploma thesis is not concerned with pronouns of address but rather with the use of the first person pronoun *we*, Brown and Gilman’s article was really insightful. The analysis of the use of *we* showed that plurality is still an acknowledged and

frequently used metaphor for power. The speakers enforced or underlined their opinion by using the first person plural form as a kind of self-address. On some occasions they used the *we*-form as a power gaining device. On other occasions they used the first person plural pronoun as a solidarity building device when they emphasised their in-group-membership and their symmetrical relationships. However, a detailed description of my findings will be deferred to chapter 6.

Another interesting work on pronoun use was written by Poncini (2004). In her study she claims that “[a]n examination of pronouns is useful because it can yield important insights into the way individuals use language in professional situations and the effects of their language use” (Poncini 2004: 86). She analyses the use of the pronouns ‘we, you and I’ in her corpus of business meetings and compares different speakers. She mainly focuses on the first person plural pronoun *we* and tries to determine the referents for each use of it. Her concept of ‘referents’ can be compared to Brown and Gilman’s ‘semantics’. Whereas they deal with the “covariation between the pronoun used and the objective relationship existing between speaker and addressee”, Poncini analyses the covariation between the pronoun used and the person or group of people alluded to by using this form. Therefore she devises a framework or classification system which should help to point out the different possible referents for *we*. Poncini argues that pronouns are strategically utilised by speakers to negotiate between their individual or group identity “and the alignments that participants take up with respect to themselves and others” (Poncini 2004: 85).

Bargiela-Chiappini and Harris (1997) devote a whole chapter to “Nouns, pronouns and shifting identities” (Bargiela-Chiappini & Harris 1997: 156 – 182). They analyse in some detail why speakers choose certain pronouns or address forms and how these selections influence notions of power and solidarity or the corporate context. They closely examine pronoun use in Italian and British formal and informal business meetings and develop a framework which helps to classify the certain pronominal choices and which will be dealt with in a later part of this chapter.

Zupnik (1994) concentrates on the use of person deixis in political discourse. She does not so much occupy herself with the referents of the first person plural pronoun but she works with the concept of ‘discourse spaces’ as a framework for pronoun use in political speeches. A ‘discourse space’ is “the domain of reality focused on in any stretch

of discourse” (Zupnik 1994: 342) and according to Zupnik speakers move in and out of these spaces during interactions. They do so using various linguistic strategies like for example the application of certain personal pronouns. She continues to argue that these strategies can have persuasive functions in political discourse. She distinguishes two main solidarity-building functions relevant for persuasive discourse: Firstly the mitigation of face-threatening acts and secondly the internalisation of the speaker’s cultural model. These functions and strategies are exemplified in the case of political speeches.

Another work on pronominal choice in political discourse was written by De Fina (1995). She analyses two political speeches delivered in English and Spanish and examines closely the pronoun use of the speakers. Drew and Heritage (1992) devote a part of their article to the so-called ‘institutional’ or ‘corporate we’. This kind of ‘self-referring we’ is used “to invoke an institutional over a personal identity, thereby indicating that they are speaking as representatives, or on behalf, of an organization” (Drew & Heritage 1992: 30). Brown and Levinson (1987) list the use of the first person plural pronoun under strategies of positive politeness and Jucker and Smith (1996) analyse the application of personal pronouns as an implicit means of negotiating common ground. This short summary clearly shows the importance of a detailed analysis of pronoun use in interaction.

4.5.2. *Pragmatic Expressions of Common Ground*

The analysis of the transcripts from my mini-corpus showed that the speakers used a variety of expressions and phrases which were aimed at establishing common ground, creating or presupposing shared knowledge or evoking a positive atmosphere in the conversation. These expressions ranged from rather short phrases like ‘you know’ or ‘of course’ to full sentences like ‘I see your point.’ or ‘Is it okay to you?’. They frequently occurred in the conversations and seemed to fulfil various strategic purposes. However, as a listing of these expressions was quite heterogeneous, it was rather difficult to categorize them or to find a system of classification under which they could be subsumed. The following chapter will illustrate the problems in classifying these expressions, illustrate a possible categorisation and finally suggest a solution.

One possible system of classification was to include these expressions into the class of *discourse markers*. Some of the expressions identified in the transcripts have been discussed as *discourse markers* in the literature (e.g. ‘you know’ has been discussed by

Schiffrin 1987 and by Müller 2005). However, most of them have not been discussed in detail before and therefore it seemed to be necessary to have a closer look at the conceptualisation of *discourse markers* to find out whether the expressions identified in my mini-corpus could be included into this category or not. Most linguists dealing with *discourse markers* point out that these are not a “unified phenomenon” (Siepmann 2005: 36) because depending on the linguistic approach taken the included markers range from individual words to phrases and sentence-like fragments.

A similar situation prevails concerning definitions of *discourse markers*. As Brinton puts it, “[t]he definitions of pragmatic particles found in the literature seem to bear little resemblance to one another” (Brinton 1996: 30). Schiffrin (1987), who wrote a classic work on discourse markers, defines them rather vaguely as “**sequentially dependent** elements which bracket units of talk” (Schiffrin 1987: 31 – original emphasis). Fraser (1988, 1990, 1996) differentiates between ‘pragmatic markers’ on the one hand and ‘discourse markers’ on the other hand. He defines them as follows:

[P]ragmatic Markers, taken to be separate and distinct from the propositional content of the sentence, are the linguistically encoded clues which signal the speaker’s potential communicative intentions.
(Fraser 1996: 168)

According to Fraser (1996: 186) *discourse markers* are a sub-group of ‘pragmatic markers’. They are defined as “expression[s] which signal[.] the relationship of the basic message to the foregoing discourse” (Fraser 1996: 186).

The definitions so far have concentrated on the textual functions of discourse markers. Siepmann, however, suggests a rather open definition of discourse markers as

linguistic expressions of varying length which carry pragmatic and / or propositional meaning, occur in both speech and writing, and facilitate rather than disrupt discourse.
(Siepmann 2005: 43)

Other linguists did not focus on textual functions of *discourse markers* but explicitly foregrounded other aspects like, for example, conversational continuity. Other definitions emphasise the interactive or interpersonal functions of *discourse markers* (Brinton 1996: 31).

The second set of definitions seems to be much more appropriate for a classification of the expressions identified in my mini-corpus as they were used to establish common ground and increase shared knowledge among the conversationalists. However,

before actually making a decision for an appropriate cover term, some further aspects will have to be considered. Consulting the literature on *discourse markers* leaves the analyst with a quite heterogeneous list of characteristics and properties of these lexical items. Brinton (1996: 33 – 35), who prefers the term pragmatic markers, summarises some of these broad characteristics in his study:

- Pragmatic markers are predominantly a feature of **oral** rather than of written discourse. [...] However, it has been pointed out that pragmatic markers are **not restricted to oral discourse** [...].
 - Pragmatic markers appear with **high frequency in oral discourse** [...].
 - Pragmatic markers are **“short” items** [...].
 - Pragmatic markers occur either outside the syntactic structure or loosely attached to it and hence have **no clear grammatical function**. [...]
 - Pragmatic markers seem to be **optional** rather than obligatory features. [...]
 - Pragmatic markers are **marginal forms**. [...]
- (Brinton 1996: 33 – 35 – emphases added)

Functions of *discourse markers* can be broadly distinguished into two sub-groups: textual and interpersonal functions. Textual functions can be illustrated as follows:

- initiating or closing discourse
 - serving as fillers or delaying tactics
 - marking boundaries in discourse
 - repairing one’s own or others’ discourse
- (cf. Brinton 1996: 37)

Interpersonal functions can be exemplified as follows:

- [...] to express a response or a reaction to the preceding discourse or attitude towards the following discourse, including also “back-channel” signals of understanding and continued attention spoken while another speaker is having his or her turn and perhaps “hedges” expressing speaker tentativeness [...]
 - [...] to effect cooperation, sharing, or intimacy between speaker and hearer, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing deference, or saving face (politeness).
- (Brinton 1996: 37, 38)

According to Biber et al. (1999) an important function of *discourse markers* is to signal an “interactive relationship between speaker, hearer, and message” (Biber 1999 quoted in Müller 2005: 9). Müller (2005) quotes Jucker and Smith, who describe *discourse markers* as “negotiating strategies of the common ground between speaker and hearer” (Müller 2005: 9).

Comparing this summary of definitions, characteristics and functions of *discourse markers* and the expressions identified in the transcripts it can be said that there are some

agreements as well as some disagreements. The expressions in the transcripts occur in oral discourse but they could also be used in written texts. Lexical items of various length were identified which are not necessarily marginal forms. They do have grammatical functions and are not always optional. Items of various lengths are included in the list starting out with short phrases, to sentence fragments or even short sentences. Concerning functions it can be stated that interpersonal elements prevail and textual functions are of minor importance. Consequently the umbrella term *discourse marker* does not seem to be appropriate.

The analyst would rather prefer the term *Pragmatic Expression of Common Ground* (PEoCG). This categorisation is similar to that used by Fetzer and Fischer, who deal with “Lexical Markers of Common Grounds” (Fetzer & Fischer 2007). They provide the following explanation for their concept:

All of the linguistic units in a discourse contribute to the shared understandings that are achieved in the discourse, and therefore to the common ground that participants maintain. However, some units such as deictic expressions seem to function more saliently in the processes by which participants coordinate their talk to accomplish joint activities. While most lexical items are structured in utterances that contribute propositional content to the common ground, some forms foreground additional presuppositions, attitudes, expectations, or relations that are otherwise tacit in the speech events. For example, greetings and terms of address such as “yo, dude!” reflect social relations and attitudes between speaker and recipient. Other forms seem to function primarily in strategies designed to ensure that understandings have been successfully achieved, [...]. These expressions can be called *lexical markers of common ground*.

(Fetzer & Fischer 2007: 17)

For the purpose of this diploma thesis the categorisation as *Pragmatic Expression of Common Ground* has various advantages: The term *pragmatic* clarifies that these expressions have various pragmatic functions whereas the term *expression* is less restrictive than *marker* and allows a number of items to be included (i.e. short items as well as sentence fragments). The specification of *Common Ground* illustrates the foregrounding of interpersonal functions, i.e. textual functions will not be examined and the analyst will focus on interpersonal elements like, for example, the establishing of common ground, increasing of shared knowledge and creating a positive atmosphere in the conversation. Thus the expressions identified in the transcripts will be analysed as *Pragmatic Expressions of Common Ground*.

4.5.3. *Specialised Vocabulary*

The importance of professional vocabulary has been discussed by many linguists and researchers and a short summary of these findings will now be provided. Poncini (2004) devotes a whole chapter to the question of how specialised lexis contributes to the nature of the group in her recorded business meetings. She describes three main functions of specialised vocabulary in the meetings:

1. It “contributes to common ground and shared knowledge” (Poncini 2004: 147).
2. It “reflects and construes the interactants’ business activity and their own role in relation to it” (Poncini 2004: 147).
3. Finally it shows the “multifaceted nature of the business activity” (Poncini 2004: 147).

These functions are illustrated by means of extracts from her recorded data. Her definition of ‘specialised lexis’ is a rather broad one. She does not only include those expressions that are strictly speaking professional or technical jargon but adopts a more comprehensive view that includes general or everyday terms used in a special context. She argues that lexical items that are not necessarily technical (e.g. the term ‘customer’) can be specialised in the context of a particular event (e.g.: In my data the term ‘customer’ often refers to a particular person or company and therefore defines the business context of the meeting and pre-supposes shared knowledge with the addressee.). Poncini explains that “they [specialised lexical items] play a role in identifying frames and the ‘aboutness’ of the task at hand” (Poncini 2004: 150). She goes on to declare that

the use of specialized lexis by interactants reflects and construes their business activity. It can allow participants to lay claim to certain kinds of expertise and to evoke their professional identity and roles, which are in turn linked to the character of the group. Lexical items such as *product*, *price* and *promotion*, which in a marketing context take on a specialized meaning, are thus specialized within the context of the meetings and index shared, common ground.
(Poncini 2004: 150 – original emphasis)

This view is also supported by Zupnik (1994) who claims that specialised vocabulary can be used to indicate different discourse spaces. A ‘discourse space’ can be compared to the concepts of frames or worlds. In her article Zupnik (1994) identifies three different discourse spaces and illustrates how they can be located by looking at specialised lexis. For example, she demonstrates that the term “viewers” indicates the “panel discourse space” (Zupnik 1994: 345) as it refers to “the participant role of the show’s television

audience” (Zupnik 1994: 345). Poncini’s (2004) argument that specialised lexis does not necessarily have to be of a technical nature is thereby supported.

Furthermore, lexical choice can also be described as an important factor for explicit or implicit ways of claiming common ground as demonstrated by Jucker and Smith (1996). In their article they illustrate different (implicit or explicit) strategies of enhancing common ground with fellow conversationalists. Although this article deals with private conversations, its principles can also be applied to business interactions. Speakers rely on common ground and shared knowledge to establish or decode referring expressions in interactions. They do not only need the appropriate script in their minds (e.g.: the script of a stay at a restaurant or the script of a business meeting or sales call) but also the relevant in-group terminology to find the appropriate referent for an expression. It can be concluded that every speaker has to be familiar with certain kinds of in-group terminology and technical jargon to participate successfully in a business interaction. This shared knowledge enhances common ground, facilitates in-group interactions and prevents communication breakdowns.

Martin (1986) illustrates that technical or specialised vocabulary does not only have professional functions but can also contribute to interpersonal relations. He argues that a high concentration of a particular kind of lexis evokes a certain kind of tenor within the conversation that influences the relationships within the interaction. He claims that the “use of technical and specialized lexis can thus be an important aspect of evoking group membership or identity as well as distancing” (Martin 1986 quoted in Poncini 2004: 149).

Brown and Levinson (1987) define specialised lexis as a strategy of claiming common ground. Their fourth strategy of positive politeness is called “Use in-group identity markers” (Brown & Levinson 1987: 107). The researchers claim that there are many ways to convey in-group membership or claim common ground with other conversationalists. Using specialised lexis is one of them and Brown and Levinson isolated four main strategies: the use of particular in-group address forms, the use of in-group language or dialect, the use of jargon or slang and the use of contraction and ellipsis (Brown & Levinson 1987: 107 – 112). The allusion to in-group shared knowledge and the use of in-group terminology contribute to common ground and a positive conversation atmosphere.

Drew and Heritage (1992) emphasise the importance of lexical choice in business interactions. They claim that the use of specialised or technical vocabulary is one strategy “through which speakers evoke and orient to the institutional context of their talk” (Drew & Heritage 1992: 29). It expresses claims to shared, technical knowledge and professional identities.

5. **“We need to find some arguments...” – The Pronoun we as a Strategy of Negotiating Common Ground**

Pronoun use was identified as a strategic device used by speakers to achieve certain goals. The following analysis will show how the speakers in my mini-corpus use the first person plural pronoun *we* to presuppose shared interests or responsibilities, increase the sense of ‘groupness’ (Poncini 2004) and establish common ground.

5.1.Categorising the First Person Plural Pronoun

The present study is concerned with strategies of claiming common ground, creating a positive atmosphere and presupposing shared knowledge. The use of the pronoun *we* will be examined from this point of view. As a starting point it was necessary to find an appropriate framework whereby the different applications of *we* could be classified. Two very interesting systems of classification were used as a starting point for devising my own framework: Poncini (2004) analyses a corpus of business meetings from a company and one chapter is also devoted to pronominal choice of the speakers. In her examination she highlights the notion of ambiguity “by illustrating the complexity in determining referents for *we*” (Poncini 2004: 85 – original emphasis). Referents, according to Poncini (2004), are the person or the group of people pointed to by using the first person plural pronoun. She claims that it is not always easy to identify a referent for the first person plural pronoun and referents often change within one sentence.

This was also the case in my data: Only in the minority of instances of *we*-usage could a precise referent be assigned according to linguistic signals, as is illustrated in the extract below:

Extract 13:

659 S1: [...] <3> but we are talking right now about costs in this year [...]
(MD II / Conversation 2)

In this utterance it is obvious that the examiner uses the plural self-reference *we* to denote the speaker plus the addressee (i.e. examiner + examinee according to category 4 in my framework). The words “talking right now” are the linguistic clue for this observation. “Right now” only includes the people present at the very moment and the verb “talking” further limits the referents to those people involved in the conversation at the moment (i.e. it excludes to observers) and therefore the two speakers present are included in this *we*-

usage. However, in most cases it was not as easy to assign a referent for the first person plural pronoun.

The majority of uses had to be classified as vague, i.e. “with more than two possible interpretations” (Poncini 2004: 99). The following extract, which is taken from the same conversation as extract 13, nicely illustrates this:

Extract 14:

683 S7: time is money (.) mmh (.) i don't know (.) we need to: to find it out who who
684 will pay it (.) e:r (.) we can (.) i no- i don't know whether the terms of this enter-
685 price-licence-agreement include the education of the people (.) maybe it's already
686 included maybe it's in benefit (.) or maybe it's like a <un> xx </un> that we need
687 to solve
(MD II / Conversation 2)

The occurrences of *we* in this utterance are much less clear and it is much more difficult to assign a referent to them. When the examinee says “we need to: to find it out”, “we can” and “we need to solve”, it is not clear whether the *we*-forms refer to the speaker plus his team, the speaker plus his company, the speaker plus the addressee, the speaker plus team and the addressee plus team or the speaker plus company and the addressee plus company. There are no linguistic clues which signal a preference for any particular interpretation. However, from the business context of the meetings it can be assumed that ‘speaker plus addressee’ or ‘speaker plus team and addressee plus team’ are the most likely interpretations. The speaker wants to signal shared responsibility and a sense of belonging to a group and therefore he uses a plural self-reference. Nevertheless, the analyst can never be a hundred percent sure whether the assigned referent is correct and these interpretations have to be classified as vague.

These instances of vagueness are not only open to interpretation for the analyst but for the addressees as well. They can choose to hear the message as they like – including or excluding themselves. Thus the use of the first person plural pronoun *we* can be seen as a (consciously or unconsciously used) strategic device of the speaker to create solidarity, a sense of ‘groupness’ (Poncini 2004) and a positive conversation atmosphere (Poncini 2004: 99).

According to Poncini (2004: 87) the choice of pronouns also affects the interactional context, i.e. pronouns are context-construing (Poncini 2004: 87). Pronoun choice is not determined by the setting but a speaker always has to choose between a self-

referring I- or we-form and thereby actively construes the context. This will be exemplified in the extract below:

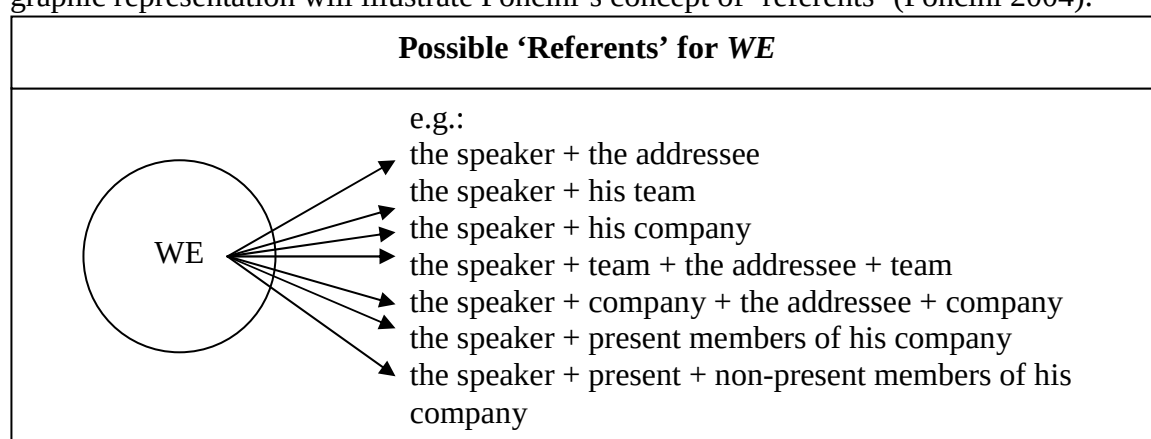
Extract 15:

683 S7: time is money (.) mmh (.) i don't know (.) we need to: to find it out who who
 684 will pay it (.) e:r (.) we can (.) i no- i don't know whether the terms of this enter-
 685 price-licence-agreement include the education of the people (.) maybe it's already
 686 included maybe it's in benefit (.) or maybe it's like a <un> xx </un> that we need
 687 to solve

(MD II / Conversation 2)

In the extract above the speakers are talking about the necessity of finding a common solution for a business problem. Instead of using the singular forms “I need to find out”, “I can” and “I need to solve”, the speaker decides to use a plural self-reference. On the one hand he thereby strengthens the group identity of the conversationalists but on the other hand he also influences the context of the situation. He implies that there is a common problem which has to be solved by the whole group. There is no single person who has all the responsibility. All these facts are construed by the use of the first person plural pronoun. The utterance would have a rather different form, if the speaker used a self-referring I. This extract therefore supports Poncini’s claim that pronominal choice is context-construing.

Poncini (2004) develops a classification system which divides the applications of the first person plural pronoun according to their referents, i.e. she categorises all the occurrences of *we* in her data according to their referents in the real world. The following graphic representation will illustrate Poncini’s concept of ‘referents’ (Poncini 2004):



The classification of all occurrences of *we* in her data according to their referents in the real world was the first step in Poncini’s analysis of pronominal choice in business meetings.

The starting point for the development of her framework was a close analysis of her business data. This detailed examination led to the following broad distinction:

1. The use of *we* can be inclusive, exclusive or ambiguous.
2. In some cases the referents are present at the meeting and in other cases they are not present. (Poncini 2004: 99)

The strategic use of *we-inclusive* clearly has a solidarity-building function as the participants feel included and incorporated in the group. Pronoun use therefore contributes to common ground (Poncini 2004).

A similar framework was developed by Bargiela-Chiappini and Harris (1997). They analyse Italian and British business meetings and they also deal with pronoun use of different speakers. The analysis focuses on the first person singular and plural pronouns '*I* and *we*' because the authors claim that these are "most closely linked with both social and tactical identity" (Bargiela-Chiappini & Harris 1997: 175). The researchers are interested in occurrences of identity shifting from individual to collective or corporate identity. They also try to identify different communities within the company by looking at linguistic strategies (consciously or unconsciously) used by the speakers to build, strengthen and maintain these groups.

In order to develop a classification system for the pronoun use in my own mini-corpus, the transcribed data extracts were closely examined. Every occurrence of *we* in the interactions was considered, counted and a possible referent was assigned to it. The full framework considering all the uses of *we* in all the conversations can be found in Appendix 5. The classification system below will only enlist those categories that will be used for the subsequent analysis. The twofold nature (business meeting vs. exam situation) of my data will have to be taken into account when looking at the framework. Before a referent could be assigned to each occurrence of *we*, the identity of the speaker had to be clarified (i.e. whether he / she spoke as an examinee or as a sales person or respectively as an examiner or a customer). Some categories of my framework therefore deal with examiners and examinees and others with sales people and customers. In the extracts given below, the first person plural pronoun will be underlined for the purpose of identification:

A System of Classification
Assigning Referents to all Occurrences of *WE* in the Corpus

1. *we* refers to: members of ‘the company’ present (only relevant in the Sales Manager Meeting as this is the only time when more members of ‘the company’ were present / the observers are not taken into account as members of ‘the company’ in this category)

Extract 16:

2725 S24: so to the people (.) to whom have you talked so far
2726 S26: er (.) we have talked to everybody here (.) and not (.) once (.) <un> xx </un>
2727 not doing once
(MD V / Conversation 7)

2. *we* refers to: sales persons of ‘the company’ / sales person + team (present or not present / this category refers to the group of sales people working at the company regardless of their presence at the meeting)

Extract 17:

739 S1: okay (.) yah (.) <7> you have to feed them (.) that's true (.) </7>
740 S7: <7> you (.) yeah (.) yeah (.) </7> we have to feed them <8> <@> anyway
741 </@> </8>
742 S1: <8> @@@@ </8>
743 S7: and we (.) and we want you to feed us a little bit
744 SS: @@@@
(MD II / Conversation 2)

3. *we* refers to: customer + team (the customer + his non-present team)

Extract 18:

1058 S4: <7> yah but it (.) it's it's believe me </7> i would like to do the deal with
1059 [org1] but we have those proposals on the table and they are (.) from competitors
1060 (.) which (.) i have to take serious yah [...]
(MD II / Conversation 3)

4. *we* refers to: the sales person of ‘the company’ + the customer (= the examinee + the examiner / both are present)

Extract 19:

1099 S11: mhm (.) so i guess it will be great er (.) first (of to) send by email <9> and of
1100 </9> course we discuss er our next meeting
(MD II / Conversation 3)

5. *we* refers to: the sales person of ‘the company’ + team and the customer + team
(sales person and customer are present whereas the teams are not present)

Extract 20:

1275 S4: <6> mhm </6> (.) yah (.) look i board meeting is begin of next week (.) and
1276 there we want to: e:r find a common decision (.) and i will <7> present it </7> (.)
1277 at the board meeting a:nd e:r then i hope we’ll get the decision
(MD II / Conversation 3)

6. *we* refers to: ‘the company’ as a whole plus the customer company as a whole

Extract 21:

2457 S22: which means we share the risk (.)
2458 S20: yes of <3> course </3> (.) <4> w- </4> (.)
(MD IV / Conversation 6)

7. *we* refers to: ‘the company’ as a whole or all the employees of ‘the company’ as well as to the customer company as a whole or all the employees of the customer company (= “institutional” (Drew & Heritage 1992) or “corporate” (Bargiela-Chiappini & Harris 1997) *we*)

Extract 22:

1470 S14: so e:r why i’m asked (.) e:r the reason is that er in er [org1] in our company
1471 in [org1] we have er such structure which is called [name7] (.) e:r did you ever
1472 heard something about?
(MD III / Conversation 4)

Extract 23:

2363 S22: <6> sure (.) because </6> we: seem to be a rich bank and [org1] of course is
2364 interested in business <7> (with us) </7>
(MD IV / Conversation 6)

These categories will form the basis for the following close analysis.

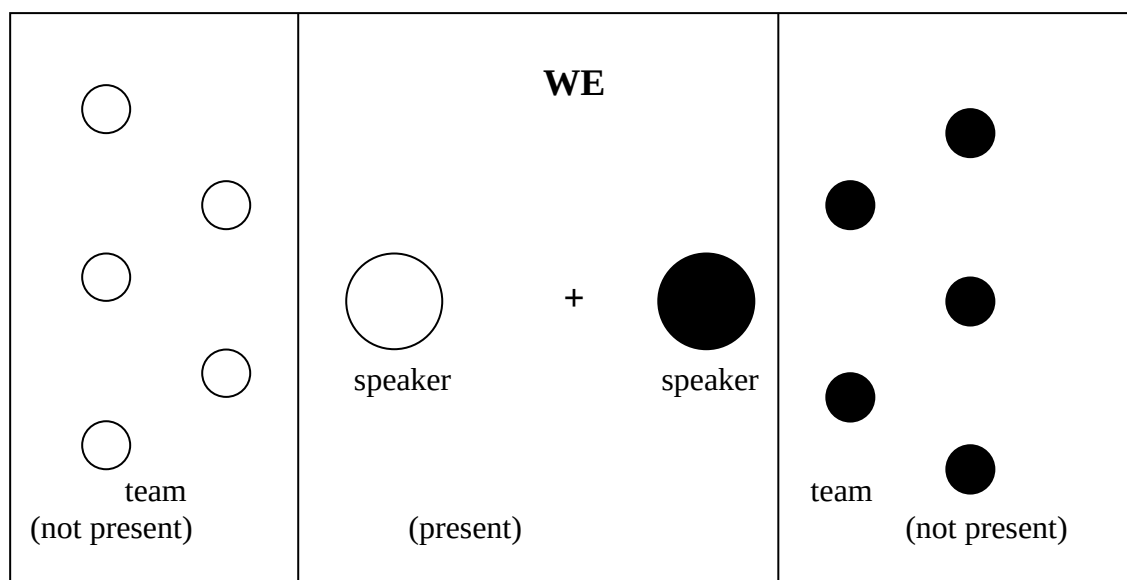
5.2.Three Main Uses of *we* Contributing to Common Ground

The following examination will concentrate on three main findings by using the framework devised above. The recorded speakers predominantly use inclusive *we*-forms as a – conscious or subconscious – strategy of establishing common ground, strengthening in-group-membership and creating a collaborative conversation atmosphere. The following

three chapters will deal in some detail with the main findings of the study concerning the use of the pronoun *we*. Using the framework for a classification of the pronoun *we* according to its referents proposed in chapter 5.1. as a basis, three main *we*-usages as solidarity building strategies could be identified:

- uniting two companies in a perceived group
- creating a sense of ‘groupness’ (Poncini 2004) within one company
- us of ‘institutional *we*’

5.2.1. *Uniting TWO COMPANIES: WE refers to the speaker + the addressee (+ their teams)*



The illustration⁵ above shows that one important referent for *we* identified in the data was: speaker (plus team) + addressee (plus team) (corresponding to categories 4 and 5 from my framework). Although these conversationalists do not form a group in reality, i.e. they belong to two different companies and therefore have contrasting interests; the speaker creates the illusion of ‘groupness’ (Poncini 2004). This strategy strengthens common ground and so the first section will examine the use of *we* to unite the sales person of ‘the company’ and his / her conversational partner, i.e. a customer, a project manager, etc. (both are actually present at the meeting) into one group – the attempt to build solidarity and an

⁵ The white circles represent ,the company’:

The black circles represent the customer company:

the large circle represents the speaker (= the examinee)
the smaller circles represent the team
the large circle represents the speaker (= the examiner)
the smaller circles represent the team

atmosphere of shared responsibility. In many cases the analyst cannot be quite sure whether *we* just designates the sales person and the customer or whether the corresponding teams (who are not present at the meeting) are included as well. Thus the notion of vagueness has to be taken into account and illustrated in more detail.

5.2.1.1. “We will discuss...”: Focusing on Shared Interests

Some speakers in my mini-corpus continually refer to the process of discussing issues and talking to each other and thereby stress the common nature of the decision making process. In Conversation 3, for example, the participants agree on some further steps that have to be taken:

Extract 24:

1097 S4: yah yah (.) but you KNOW the solution you're proposing so: i need a: (.) for
1098 sure i need a reference e:r (.) for a similar solution
1099 S11: mhm (.) so i guess it will be great er (.) first (of to) send by email <9> and of
1100 </9> course we discuss er our next meeting
(MD II / Conversation 3)

In the extract above the customer (S4) asks for some references from other clients and the sales person of ‘the company’ (S11) gives a positive reply. He uses the adjective “great” as a description for his next action (i.e. sending some references via email) and afterwards he suggests a next meeting with further discussions. By using the discourse marker “of course” he presupposes agreement, i.e. he states that there should be another meeting and does not leave it open for discussion. His use of the first person plural pronoun in this context seems to be the logical choice. Instead of saying “*You* and *I* have to discuss our next meeting”, which would have stressed the fact that the two conversationalists have different backgrounds and work for different companies (with opposing interests in some areas), or even saying “*I* would like to discuss our next meeting with you”, which would have put the speaker into a weaker position as he is the person in need of a next meeting and he has something left to discuss, he preferred to make use of the first person plural pronoun as a reference to both company representatives. The referents for this *we* are obviously easy to assign: the phrase “our next meeting” is the linguistic marker that the same persons should meet again and therefore the sales person and the customer are meant in this case. By strategically using the first person plural pronoun the representative of ‘the company’ stresses the collective nature of the decision making process as well as the

shared interests of the two companies by explicitly presupposing a next meeting of the same two people.

Another similar case will be given to illustrate the argument that the first person plural pronoun is used strategically to unite speakers from two different companies into one group and to signal a focus on shared interests of the conversationalists:

Extract 25:

4327 S38: and er (.) we of course can e:r discuss this contractually

4328 S24: mhm

(MD VII / Conversation 10)

The sales person of ‘the company’ (S38) again uses an inclusive form of *we* to stress the collective nature of the decision making process. The two of them can “contractually” discuss their solutions. Instead of saying “*You and I* can discuss this contractually”, which would foreground the differences between the conversationalists; the speaker decided to use the first person plural pronoun as a self-reference and thereby to concentrate on the common interests of the two company representatives. The discourse marker “of course” further intensifies the notion of common ground that is invoked here because it presupposes not only that the customer has some knowledge of this possibility but also his willingness to make use of it. A little bit later on in the conversation the sales person once again uses an inclusive *we* to stress in-group-membership and shared point of view:

Extract 26:

4407 S38: <8> yes </8> (.) <9> yes it </9> (.) <1> mhm mhm mhm </1> (.) <2> yeah

4408 (.) and </2> (.) <3> we see </3> (.) the picture the same (.) like a big (.) whole

4409 solution

(MD VII / Conversation 10)

He stresses their agreement by explicitly referring to their shared point of view. By highlighting this shared opinion or viewpoint he strengthens their collective identity and sense of belonging to a common group. He also builds common ground because if they have a common point of view, they have something to refer to – something that facilitates communication.

5.2.1.2. “We really have to do something”: Creating an Atmosphere of Shared Responsibility

The, in my opinion, most important function of this kind of inclusive *we* is the attempt to create an atmosphere of shared responsibility. The speaker pretends that the next actions are of equal importance for each participant of the meeting and both are equally responsible for taking further steps. There are many examples of such uses in my data: In Conversation 10 the customer (S24) uses an inclusive *we*-form when he is talking about the things that still have to be done.

Extract 27:

4199 S24: e:r to to (.) to change couple of things because you know there is the threat of
4200 a take- <7> -over </7> e:r (.) share price there is a couple of issues that we really
4201 have to do (.) [org9] is (.) probably not gonna wait (.) for ages to to really get into
4202 action and try to to: (.) do some kind of <8> takeover <un> x </un> </8> or
4203 whatever they're not gonna wait for two years (.) and watch us (.) building up
4204 some kind of of defense or def- taking some defensive match- measures (.) right
4205 S38: <7> mhm </7> (.) <8> mhm mhm </8> (.) yes
(MD VII / Conversation 10)

Instead of explicitly referring to the person who has to do some further steps the customer stays rather vague in this paragraph. By using *we* he creates a context of shared responsibility, i.e. the representatives of both companies have to do something and they both are responsible for the success of the project. For the customer, who is the examiner as well, this use of an inclusive *we* can be interpreted as a politeness strategy because he avoids saying “YOU really have to do something”. Instead of such an explicit demand, he includes himself in the act. This strategy is also described by Brown and Levinson (1987: 104, 119) in their strategies of claiming common ground (positive politeness strategy 1 and 7). Furthermore it can also be described as a strategy of creating a shared group, which contributes to a positive conversational atmosphere as well as to common ground. This is further supported by the discourse marker “you know” which also pre-supposes shared knowledge and therefore strengthens common ground. The speaker remains relatively vague about the things that actually have to be done. He only refers to them as “a couple of issues”. This vagueness can be interpreted as another strategy of claiming common ground as it is assumed that the addressee knows what has to be done.

In Conversation 4 it is once again the customer (S6) who uses the inclusive *we*:

Extract 28:

1398 S6: it's a nightmare being five percent more expensive
1399 S14: er <6> well </6>
1400 S6: <6> so i </6> (.) i really hope that you can explain it to me (.) and we've (.) we
1401 will find whatever solution but you know i cannot sign it when you're so
1402 expensive
(MD III / Conversation 4)

'The company' is more expensive than another firm who offers a similar proposal. The meeting has the purpose of resolving this problem because the customer should not go to the competitor but rather stay with 'the company'. Although this is clearly 'the company's' problem (because the customer could simply sign the cheaper proposal), the customer uses an inclusive reference when he is talking about finding a solution. He does not threaten the sales person by saying "YOU have to find a solution or you will lose us as a client" but he uses a positive politeness strategy, i.e. an inclusive *we*, "although it is only H [the addressee] who is really being referred to" (Brown & Levinson 1987: 119). Nevertheless, he implicitly indicates the seriousness of the situation through other linguistic strategies: the expression "nightmare" points out the severity of the situation; the intensifier "really" demonstrates the urgency of the issue and the discourse marker "you know" is connected to the shared knowledge of the consequences. Furthermore this extract nicely illustrates the shifting between collective and individual identity. The speaker uses *I* and *you* twice and these pronouns stress the difference between the speaker, who does not know what the addressee could do but who has the power to go to the competitor, and the addressee, who has to explain the issue to the customer and who has to find a solution. Only one sentence displays the inclusive *we* which signals willingness to negotiate. The first person plural pronoun is repeated due to a false start and an interpretation of this restart will further illuminate this sequence. The customer starts by saying "we've", which might very likely be completed as "we've got to find a solution". However, he corrects himself and reformulates his utterance to "we WILL find whatever solution", which is much more positive and once again presupposes an agreement.

5.2.1.3. *We* or *I*? Strategic Pronominal Choice – Shifting Identities and Vague Uses

The following extracts illustrate how the speakers made strategic decisions for and against particular pronouns to achieve certain ends. Although the conversationalists tried to linguistically unite the two companies into one homogeneous group, they sometimes varied their pronominal choices. In some cases they used the first person singular form *I* whereas in other cases they preferred the first person plural form *we*. Interestingly enough, they sometimes shifted between a plural and a singular self-reference within a single utterance. This finding is in agreement with Drew and Heritage's (1992: 63) statement that "the choice between a self-referring *I* or *we* is not 'determined' by the setting"; both options are given to the speaker, "who can achieve a variety of actions and communicational outcomes by selecting between them" (original emphasis). The following extracts will illustrate the shifting from singular to plural self-reference.

Another aspect of the analysis of pronominal choice will be demonstrated with the examples below: the importance of vagueness in the interpretations of pronoun use. In many cases the referents for a *we*-form cannot be properly assigned, i.e. there is more than one possible interpretation. These cases have to be classified as vague and some examples will be given in the extracts below.

An interesting example can be found in Conversation 5:

Extract 29:

1915 S1: so you mean (a little bit of) help of those guys which are responsible for com-
1916 competitive studies (1) we may achieve something
1917 S17: yes of course (.) this <3> is a </3> prel- (.) preliminary picture <4> (.) i </4>
1918 think we can e:r (.) i-i can er contact with our (upper) software architectures
1919 S1: <3> okay </3> (.) <4> okay </4> (.) okay
(MD III / Conversation 5)

The sales person's (S17 = the examinee) utterance is preceded by a comment from the customer (S1 = the examiner), which contains an inclusive *we*. Before that the sales person explains some strategies for achieving good solutions for their problem, which is referred to by the phrase "you mean" in the customer's utterance. The customer then uses an inclusive *we* as a strategy of claiming common ground and pretending shared responsibility. He implies that both parties, i.e. representatives of both companies, have to work together to achieve positive results. The sales person of 'the company' agrees with this view and when he illustrates the next steps that should be taken, he first echoes the

inclusive *we*-form he heard from the customer. However, he stops and starts again, this time using a self-referring *I*-form. He clarifies that he is the responsible person who should take the next step. One possible explanation for this phenomenon is the less powerful position of the sales person: in the business context he is the one who has to provide a solution and to please the customer but in the exam situation he is the examinee who is in a weaker position because he needs to pass the exam. Maybe the examinee / sales person did not consider it appropriate to include the examiner / customer into the next actions. The customer, who is in a more powerful position, had the right to do so but the sales person does not have the right to include the customer into the things that have to be done. Therefore this sequence is an example for a strategic shift from a plural to a singular self-reference.

Yet another example of a shift between a plural and a singular self-reference can be found in Conversation 2:

Extract 30:

- 678 S1: (who would pay this?)
 679 S7: e:r (.) for what?
 680 S1: this education
 681 S7: for this education?
 682 S1: yep (.) it's (.) time and time is money
 683 S7: time is money (.) mmh (.) i don't know (.) we need to: to find it out who who
 684 will pay it (.) e:r (.) we can (.) i no- i don't know whether the terms of this enter-
 685 price licence agreement include the education of the people (.) maybe it's already
 686 included maybe it's in benefit (.) or maybe it's like a <un> xx </un> that we need
 687 to solve

(MD II / Conversation 2)

The sales person of 'the company' (S7 = examinee) has just suggested a new software system to the customer (S1 = examiner) but as the employees would have to be re-educated for this new system, the customer still has some doubts. He wants to know who would pay for the education of his employees but the sales person does not know that. The following utterance by the sales person is really interesting. He uses self-referring *I* when he admits that he does not know who would pay for the education of the employees but he switches to inclusive *we* when he talks about the next steps that should be taken. Although he suggested the new software system, he has to convince the customer and he does not know an answer to the current question, he leaves open who will eventually resolve the problem. By using an inclusive *we*-form he creates an atmosphere of shared responsibility and common ground. He unites the two representatives of different companies into one group

and conveys that they are in the same boat. This example somehow contradicts my previous findings because in the present extract a sales person, i.e. an examinee, uses inclusive *we*-forms to include the customer, i.e. the examiner, into the next actions. However, my explanation may still hold because there are a lot of factors to be taken into account: the situational context, the personality of the speakers, the preceding conversation, etc.

Furthermore it should be noticed that this discussed form of inclusive *we* is somehow vague. At first sight one might interpret the *we* as denoting the sales person of ‘the company’ and the customer, i.e. as uniting the two companies into one group with shared interests. However, there are some other possible interpretations: the *we* could refer to

- the sales person and his team
- the sales person and his team + the customer and his team

This vagueness would be another argument for the sales person to use an inclusive *we*-form. The addressee can choose to be included or not and the speaker cannot be charged in any way.

One last example of inclusive *we* uniting two companies to create shared responsibility for further actions will be given. The shifting self-references and the vagueness that can be involved in such a usage will also be demonstrated once again:

Extract 31:

1058 S4: <7> yah but it (.) it's it's believe me </7> i would like to do the deal with
1059 [org1] but we have those proposals on the table and they are (.) from competitors
1060 (.) which (.) i have to take serious yah so i <8> have </8> this price on the table so
1061 we need to find some arguments how we can (.) compensate this difference in
1062 price

(MD II / Conversation 3)

The topic of this conversation is once again a serious price problem. ‘The company’s’ proposal is too expensive and the customer has a cheaper version from a competitor on the table. Now they have to find a solution for this problem. In extract 31 the customer argues that she would like to work with ‘the company’ but that they have to do something about the price. This extract once again nicely illustrates shifting identities or shifts between plural and singular self-references within a relatively short utterance. In the beginning the customer (S4 = examiner) adopts a personal stance with a self-referring *I* but soon she shifts to an inclusive *we*, which refers to herself and her team. This is a very strategic

application because by using the inclusive *we*-form she presents herself in a positive way: She explains that she would like to work with ‘the company’ (which is stressed by the phrase “believe me”) but external circumstances force her to take the competitor into account (the responsibility to her company and her team). She then shifts back to her individual identity but finally she uses inclusive *we*-forms referring to herself and the sales person (= the examinee), i.e. these *we*-usages unite the two companies into one group with shared interests and responsibilities. This extract therefore nicely illustrates how the referents or meanings of *we* can vary within one rather short utterance. The speaker strategically uses different forms of self-reference to achieve several communicative outcomes. Similarly Poncini claims

that in shifting in and out of frames, and in particular shifting between individual and collective identity, company speakers contribute in different ways to building relations among meeting participants. In doing so, speakers create or draw on common ground, and they position themselves, the company, [...] and related actors in a network of relationships involving not only the roles of the company [...], but also those of related actors not necessarily present at the meetings.
(Poncini 2004: 115)

The referents can be inferred from the context as well as from linguistic markers (if they “need to find some arguments” it is likely that the people present at the meeting are meant). On the one hand the singular self-references concentrate on the personal element whereas on the other hand the inclusive *we*-forms emphasise the common decision making process, the notion of shared responsibility and of common ground. Brown and Levinson’s (1987) politeness strategies could be applied here once more. The speaker includes herself into the act although actually the main part of the responsibility for action lies on the addressee.

A little bit later in the same conversation there is one more example of inclusive *we* that will be used to illustrate how the two different companies are united into one group with shared interests and responsibilities but also the concept of vagueness:

Extract 32:

1249 S11: <1> so what's your </1> deadlines for phase one or maybe whole solution
 1250 S4: i think we could live with tho:se two months yah but e::r i: need to get the
 1251 goal decision from: <clears throat> the cfo and then from the ceo (.) a:nd er you
 1252 know we have to somehow compensate those thirty percent price discount yah (.)
 1253 i cannot argue this yah if you say you can give me (.) i don't know ten percent (.)
 1254 we have to compensate the twenty percent price (.) difference yah
 1255 S11: mhm

1256 S4: so: we need really good arguments (.) yah (.) but i mean maybe with those
 1257 references e:rm [name7] (.) yah <clicks tongue twice> i will (.) i will (.) you will
 1258 send me email (.) and and yah we'll have a meeting with [name7] (.) i mean i will
 1259 present it to the cfo and then <2> let's see </2>
 1260 S11: <2> mhm </2> (.) that's comfortable for you and for us too (.) <3> mhm
 1261 </3>

(MD II / Conversation 3)

Line 1256 and line 1258 give examples of inclusive *we*-usage that refer to the sales person (S11 = examinee) and the customer (S4 = examiner), i.e. uniting representatives of two companies with contrasting interests into one homogeneous group. The referents can be assigned due to the analyst's knowledge of the business context as well as some linguistic markers (e.g.: "good arguments"). The inclusive *we* in line 1258 is preceded by the other personal pronouns *I* and *you*. These are finally merged into an inclusive *we*. Another hint is the reference to another meeting which implies that the same people will be involved. These uses once again convey shared responsibility, a sense of belonging to one and the same group and of common ground. Although the companies have opposing interests in reality, the representatives' pronominal choice pretends a sense of 'groupness' (Poncini 2004). The case is much less clear-cut with the *we*-usages in lines 1252 and 1254. There are no obvious linguistic markers and the context is rather vague too. There is more than one possible referent for each of the *we*-forms:

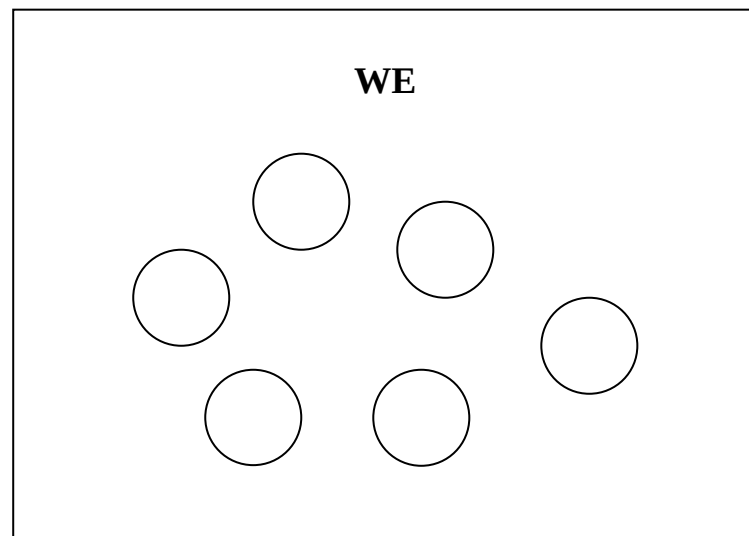
- the customer and her team
- the customer and her company (corporate *we*)
- the customer and her team + the sales person and his team
- the customer and her company + the sales person and his company

This vagueness is relevant for the addressee because most likely he cannot assign a clear referent either. He can therefore choose to be included or not. It is no clear allocation of responsibility but he can take some responsibility if he wants to.

Such cases of vagueness are very frequent in my mini-corpus. Many instances of inclusive *we* could have more than one possible referent but there is not enough contextual or linguistic evidence to help assign a referent beyond the level of intuition (cf. Zupnik 1994: 363). This vagueness can be interpreted as a strategic device by the speaker because the addressees might not be able to assign precise referents as well but they can choose to include themselves or not.

As a conclusion to this first point of analysis it can be said that pronominal choice can definitely be regarded as a strategy of claiming common ground. Inclusive *we*-forms can be used to signal and emphasise shared interests, to share responsibility, develop a sense of ‘groupness’ (Poncini 2004), and create common ground. This chapter illustrated that speakers in my mini-corpus used **inclusive *we*-forms to integrate representatives of two different companies with opposing interests into one homogeneous group**. It has been illustrated that conversationalists used a plural self-reference to emphasise shared interests between the two companies as well as to pretend shared responsibilities. Although in many cases only one party was responsible for certain actions to be taken, the plural self-reference implied that both parties shared these responsibilities. This strategy strengthened the sense of ‘groupness’ (Poncini 2004) during the meetings and thereby the conversation atmosphere was improved. Furthermore it was shown that a speaker has the choice between a plural and a singular self-reference. This choice is often used strategically by conversationalists to achieve certain communicative goals. Finally it was also illustrated how many occurrences of *we* had to be classified as ‘vague’, i.e. with more than one possible interpretation. This vagueness can be seen as a strategic device as well because the interlocutors can choose to hear themselves as being included or excluded. On the one hand this strategy strengthens the sense of ‘groupness’ (Poncini 2004) when the participants see themselves as included in the community, on the other hand definitive statements regarding responsibilities are avoided. Finally it can be stated that an important aspect of pronominal choice in my data was the creation of groups where they did not actually exist in reality: between two companies with differing interests.

5.2.2. *Within ONE COMPANY: WE refers to the speaker + his / her team
(present at the meeting)*



The illustration⁶ above shows that *we* was also used to strengthen the sense of community within one company (this finding is related to category 1 of my framework). It is exemplified in the Sales Manager Meeting in Conversation 7. Only employees of ‘the company’ are present and they constantly refer to themselves as a group or entity by applying a plural self-reference. This strategic use of the first person plural pronoun as a self-reference instead of a singular *I*-self-reference strengthens their sense of ‘groupness’ (Poncini 2004) and this process will be illustrated as a second point of analysis.

According to Rounds (1987)

[A] large number of *we* occurrences may be sufficient to create “a perceptual atmosphere of consensuality, regardless of pronoun choice in any one particular instance”.

(Rounds 1987 quoted in Poncini 2004: 104 – original emphasis)

The Sales Manager Meeting provides examples of this phenomenon. Conversation 7 shows a high density of *we* occurrences. *We* is the dominant personal pronoun and other pronouns like *I* and *you* hardly occur. This quantitative analysis confirms Rounds’ theory because in listening to the conversation or reading the transcript, the analyst notices the development of a collective identity and a collaborative atmosphere. Some examples from my data illustrate this point:

⁶ The white circles represent members of ‘the company’.

Extract 33:

3009 S26: <6> and </6> the the way [org1] proposes <7> (.) e:r </7> (.) tomorrow we'll
3010 have (.) series of meetings and we accept what we're (.) expecting (.) from their (.)
3011 their condition agreements of every (.) e:r every (.) every man involved in the
3012 project (.) every person involved (.) so: (.) when it comes to the presentation to the
3013 (.) [first name9] [last name9] (.) we might say that (.) we have their (.) er (.)
3014 conditional agreement on (.) on the part (.) that (.) er each of them are (.)
3015 responsible for (.) so (.) there will be lots of benefit
(MD V / Conversation 7)

In this extract one of the sales persons of 'the company' (S26 = examinee) is talking about the next steps that have to be taken to finish a project. He is talking about expectations, opinions and further actions and he only uses the first person plural pronoun as a reference to his collective identity. Thus he emphasises the sense of 'groupness' (Poncini 2004) that should prevail in the meeting. The things that still have to be done will be done by the group with shared responsibility and in total agreement. They expect the same things for the future and they have a common viewpoint regarding their previous achievements. Through the high number of *we*-usages in this utterance the addressees feel involved and acknowledged. In-group membership is stressed and this not only contributes to common ground but also enhances the positive atmosphere of the conversation.

This *we*-form is not only used by the sales people but also by the project manager, who is in charge of the meeting:

Extract 34:

2675 S24: e:r (.) can we double that in that quarter?
(MD V / Conversation 7)

This section of the conversation deals with 'the company's' financial achievements for the quarter and the project manager asks whether these can be doubled in the current quarter. He asks his question using an inclusive *we* instead of a more direct *you*. Thereby he stresses their collective identity and shared responsibility. The utterance can also be interpreted in terms of Brown and Levinson's politeness theory. One of their strategies of positive politeness (Strategy Number 7) has been mentioned before as merging "the 'I' and the 'you' into an inclusive 'we', although it is only H [the addressee] who is really being referred to" (Brown & Levinson 1987: 119). The analyst claims that it is in the interest of the project manager to maintain a positive working and conversation atmosphere and therefore he has to strengthen the collective identity of his team. By including himself into

the team he furthermore emphasises the egalitarian nature of the group. He does not stress his position of power but rather his identity as a member of their group.

At the end of the meeting the main points are summarised, some agreements are stressed and some further actions are planned. Another extract will illustrate the high density of *we*-usages in this part of the conversation:

Extract 35:

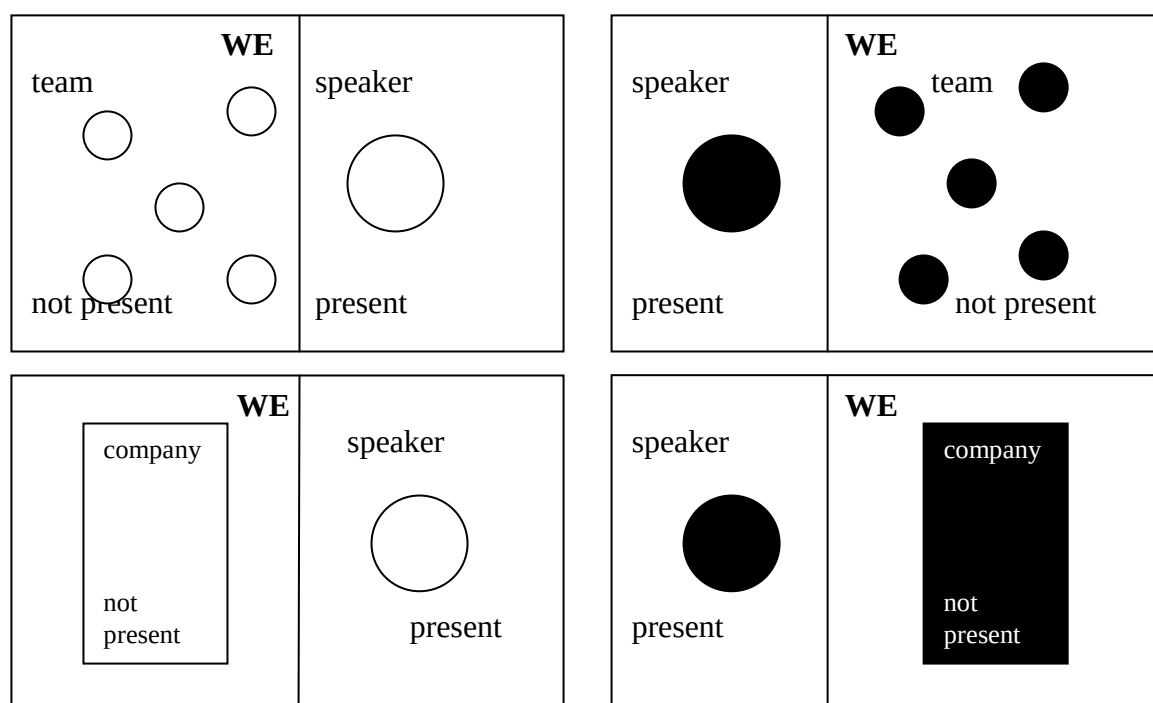
3282 S26: so we (.) we know the main points (8)
3283 S24: so (.) are you gonna convince mister [last name9]
3284 S26: sure
3285 S24: how (3)
3286 S26: we know we know the benefits (.) we know (.) the main points (.)
3287 S24: mhm
3288 S26: we er (.) will know (.) what is he aware of the inf- wha-what information
3289 does he have (.) e:r a:nd (.) we gonna do our best (.) <soft> er (.) on this project
3290 </soft>
3291 S24: er will you have some other meetings before we (meet (.) meet to see you)
3292 S26: yes
3293 S24: who're you gonna talk to
3294 S26: we gotta talk to:
3295 S28: mister [last name3] (.)
(MD V / Conversation 7)

At the end of the meeting it is important to stress the sense of ‘groupness’ (Poncini 2004) and shared responsibility very clearly once again because when the participants leave to take their next steps they should feel as members of a larger entity. Furthermore in this extract the objective is to emphasise how successful the meeting was and how many agreements could be found. One of the sales persons (S26) permanently repeats the phrase “we know” when he tries to bring the meeting to a conclusion. Thus he indicates the shared knowledge, shared responsibility and shared opinion of the group. The verb “know” further enhances this strategy as it can be described as a rather strong expression (in contrast to “think, guess, believe”, for example). When he talks about future actions he uses the inclusive *we*-form as well and thereby incorporates his colleagues. He speaks as a representative of the group of sales people but he also divides the responsibility for further actions among them. The project manager uses an inclusive *we* when he proposes another meeting with the same participants. He once again includes himself into the group and thereby stresses the collective nature and collaborative atmosphere of their meeting.

As a conclusion to this chapter it can be said that another important usage of inclusive *we* is to **strengthen the sense of in-group-membership within one company.**

The Sales Manager Meeting in Conversation 7 includes employees of ‘the company’ only and therefore it is a good example for the use of the first person plural pronoun to develop and maintain a sense of ‘groupness’ (Poncini 2004) among the employees of a company. The high density of inclusive *we*-forms used by the sales people as well as by their manager proves this theory. The first person plural pronoun is used in this context to create, maintain and strengthen a collective identity, a collaborative and positive atmosphere and to share responsibility among the participants.

5.2.3. *INSTITUTIONAL “WE”*: *WE* refers to the speaker + a larger community (not necessarily present at the meeting)



The illustrations⁷ above show how the first person plural pronoun can be used to demonstrate in-group-membership with larger communities, i.e. with whole companies or project teams (corresponding to categories 2, 3, 6 and 7 in my framework). These groups or institutions were not necessarily present at the meetings. This *we*-form is called

⁷ The white figures represent ,the company’:

The black figures represent the customer company:

the large white circles represent the speaker
the smaller circles represent the project team
the square represents ‘the company’
the large black circles represent the speaker
the smaller circles represent the project team
the square represents the customer company

“institutional *we*” (Drew & Heritage 1992) or “corporate *we*” (Bargiela-Chiappini & Harris 1997).

The following categories can be summarised under the heading “institutional *we*” (Drew & Heritage 1992) and will be the structuring principles for the following chapters:

- sales persons of ‘the company’ / sales person + team
- customer + team
- corporate *we*: referring to ‘the company’ or the customer company
- corporate *we*: referring to both companies
- vague uses of these categories

The categories on the one hand strengthen the collective identity and the relations of the individual and the company and on the other hand they represent a boundary between the groups, i.e. between the two companies. For reasons of space this topic will only be illustrated briefly by using some short examples.

5.2.3.1. *We* referring to speaker + team

The speakers – the sales persons (= examinees) as well as the customers (= examiners) – use inclusive *we*-forms to emphasise that their statements and opinions are backed up by a larger community. This community could be a project team or even the whole company. The following extracts in this chapter illustrate how speakers linguistically bond with their teams:

Extract 36:

4626 S41: yah (.) okay (.) e:r so er (.) so we are (.) working out (.) the project (.) step by
4627 step er (.) it is phased (.) e:r at er we are (.) already negotiating (.) about providing
4628 hardware (.) e:r for these (.) making capsules (.) so like (.) e:r (.) hardwar:e (2)
4629 hardware support of these (.) we're already (.) designing software (.) so we're like
4630 (.) we're absolutely er capable of doing it and what like (.) what would you like us
4631 to tell you what numbers or what e:r (.) or the process of doing it (.) <9> mhm
(MD VII / Conversation 11)

In this extract the sales person (S41 = examinee) is talking about the process of developing a project. From the business context it can be assumed that he does not do all the work alone. The logical referents for the inclusive *we*-forms are the speaker + his team. He refers to his collective identity within his company and by doing so shares responsibility with other employees. It could be argued that he establishes common ground with people who are not actually present at the meeting. Furthermore this use of inclusive *we* can be

interpreted as a strategy of gaining power. He emphasises that he does not stand alone but that there is a group behind him who supports his credibility and gives him a more powerful position in the meeting.

Not only the sales persons (= examinees) use inclusive *we*-forms to bond with their teams but also the customers (= examiners) use this strategy:

Extract 37:

2017 S1: <4> first </4> we start start to build it with it-department
2018 S17: mhm
2019 S1: and when we finalise it then it was the procurement department fo:r (.)
2020 contracts et cetera et cetera for negotiations but (.) basically they have a central
2021 procurement department
(MD III / Conversation 5)

He is talking about the things that still have to be done and refers to himself and his team by using an inclusive *we*. He delimits his team from the other company and foregrounds the collective identity within his group. Another time there is even a linguistic marker that makes it possible to have a great deal of security about the referent of the *we*-form:

Extract 38:

953 S4: <4> and </4> and you know i have to convince my people internally e:r that
954 w-i should do it with you so (.) you have to tell me why i should do it w- do it
955 with [org1] (.) <5> yah </5>
(MD II / Conversation 3)

As the speaker first refers to “my people”, which could be interpreted as “my team”, it seems to be logical to identify the following *we* as denoting the customer and her team. However, she does not complete her utterance but leaves the inclusive *we* unfinished. She restarts by using the self-referring *I*, which is rather interesting. It seems to point out that she is in charge of the project, i.e. that she has a great deal of responsibility. However, “her people” clearly have a voice in the matter and therefore she has to convince them to work with ‘the company’. The self-referring *I* form signals that she has a personal preference for ‘the company’. By using *I* she sets herself apart from her group and voices her personal opinion. This becomes even more explicit by the false start with the inclusive *we*.

5.2.3.2. *We* referring to speaker + company

Another possibility of referring to the collective or corporate identity in a meeting is to use the so-called ‘institutional’ or ‘corporate’ *we*. Drew and Heritage (1992: 30, 31) describe it like this:

[S]peakers use the self-referring *we* to invoke an institutional over a personal identity, thereby indicating that they are speaking as representatives, or on behalf, of an organization.

(Drew & Heritage 1992: 30 – original emphasis)

By using an institutional *we* the speaker avoids “being personally responsible” (Drew & Heritage 1992: 31) and evokes a group identity that gives him or her encouragement from the background. Bargiela-Chiappini and Harris refer to this concept as “corporate *we*” (Bargiela-Chiappini & Harris 1997). In contrast to the inclusive *we*-forms used to unite the speaker with a particular group of people, the ‘institutional’ *we* (Drew & Heritage 1992) links the conversationalist to a whole organisation or institution. In my data the institutional or corporate *we* is used by the sales people as well as the customers. Some examples can be seen in the following extracts:

Extract 39:

3537 S31: well (.) okay that's great (.) so a- in this case erm er (.) e:r mister [S30/last] er
3538 i'd like to say that er we: er (.) as you could see er we also have the same er
3539 estimation as (.) yours (.) and er our company is ready to (.) provide you er the
3540 whole solution (.) e:r (.) from the first stage (.) whi- which include proof of
3541 concept and rollout (.) and also e:r we are ready to go with you (.) further with this
3542 project (.) and erm (.) now i'm very glad that we have approximately the same
3543 figures
(MD VI / Conversation 8)

In this utterance the institutional *we* can be definitely identified because of the linguistic context. The speaker first refers to “our company” and therefore it can be inferred that the following *we* is an instance of institutional *we*. The speaker identifies with the company as a whole and adopts a corporate identity. Uses of institutional *we* cannot always be so easily and precisely identified but with some background knowledge inferences can be made:

Extract 40:

4714 S30: need some er business figures <1> to (.) to <un> xxx </un> </1> <2> do-
4715 </2> doing a (.) we are in a good shape now
(MD VII / Conversation 11)

This use of an institutional *we* by a customer can be identified with some knowledge of the business context of the meetings. The speaker first refers to “business figures” and afterwards states that “*we* are in a good shape now”. It is quite obvious that he does not refer to a group of people but rather to his company as a whole. He, however, speaks on behalf of his company, i.e. as a representative.

5.2.3.3. Vague Uses of “Institutional We”

Cases of institutional *we* are not always as obvious and clear-cut as the examples in the previous chapter. A great deal of uncertainty is related to the interpretation of such instances of inclusive *we*. There are many occurrences of inclusive *we*-forms where the analyst cannot be sure whether they refer to the speaker + his / her team or to the speaker + his company as a whole. These vague uses, i.e. with more than two possible referents, are probably also ambiguous to the addressees and it is left unresolved whether the whole company or only the team of the speaker is involved. Two more extracts will illustrate such vague uses of inclusive *we*:

Extract 41:

1359 S14: er well (.) e:r (1) er (.) the industry is banking <un> x xxxx </un> bank a
1360 major bank in (.) in our region (.) e:r it has been (ex-expansion) product (.) e:r
1361 about er competing network business process and so on (.) er t-to expand it around
1362 the world er (2) e:r well just (1) well it's a: the bank is er our (.) a-a-already
1363 mainframe (.) user (.) er what (.) er the deal is that er (.) we're proposing system x
1364 (.) and er the (.) er (bank offscreens) (.) e:r to to the bank and er the main in- issue
1365 is that (.) e:r we have a: (.) they have a proposal (.) from combat which is cheaper
1366 than ours
(MD III / Conversation 4)

Extract 42:

987 S4: <7> with </7> (.) with some of them we worked yah but in smaller projects
988 not in such big projects yah so: (.) i mean look
(MD II / Conversation 3)

The two extracts above illustrate instances of *we*-usages where the referents could not be clearly assigned. There are no linguistic and only very vague contextual markers, which make it hard to assign a referent with some certainty. However, the number of possible referents can be limited by exclusion of unlikely combinations. From the context of the utterances it can be inferred that the speakers only talk about one of the companies, i.e. categories 4 and 5 of my framework can be excluded. This analysis of exclusion nevertheless leaves the analyst with more than one logical interpretation. In both extracts two explanations could be justified: speaker + his / her team or speaker + his / her company (i.e. institutional *we*). In Zupnik's terms this could be defined as “limited vagueness” (Zupnik 1994: 365), i.e. a case where “at least one of the relevant ROLES can be identified” (Zupnik 1994: 365). Many such instances or more or less vague uses of *we*-forms – probably even the majority of cases – can be found in my mini-corpus. As was already mentioned before, this vagueness can also have a strategic function for the speaker.

The addressees might choose to include themselves or not and this contributes to the development of a collaborative and positive atmosphere and to common ground.

5.3.Conclusions

This chapter examined the strategic functions of the first person plural pronoun in claiming common ground among meeting participants. Extracts from my mini-corpus illustrated a number of possible uses of inclusive *we*-forms. Referring to the framework developed by Poncini (2004) a system of classification for the different applications of inclusive *we*-forms was designed. Some of the categories in this framework were chosen for detailed analysis and the following conclusions can be drawn: The pronoun *we* seems to be a resource for every speaker to establish common ground, create a collaborative and positive conversation atmosphere and evoke the illusion of shared knowledge, opinions and hopes. Three main applications of inclusive *we* were prominent in my data:

1. Uniting TWO COMPANIES: *WE* refers to the speaker + the addressee (+ their teams)

Inclusive *we* is used to create a community between the speaker and the addressee plus their teams. These groups did not always exist in reality because of conflicting points of view (e.g.: problems with prices or projects) but the inclusive *we*-forms created the illusion of one alliance and therefore strengthened common ground.

2. Within ONE COMPANY: *WE* refers to the speaker + his / her team (present at the meeting)

Inclusive *we* is used to strengthen the sense of community or ‘groupness’ (Poncini 2004) within one company whether it was the firm of the sales person or the customer. The bonds within the team were tightened and used to support the individual speakers. These uses of inclusive *we* established common ground within the group and created a collaborative atmosphere of shared knowledge and opinion.

3. INSTITUTIONAL “WE”: *WE* refers to the speaker + a larger community (a project team or even the whole company) (not necessarily present at the meeting)

Inclusive *we* is used to demonstrate in-group membership with larger communities, i.e. with the companies or project teams. These people were not necessarily present at the meeting. The inclusive *we*-forms were used to evoke collective / corporate

speaker identities which should support their position in the meeting. The speaker conveys to his / her addressees that he / she is not alone with his / her opinions and claims common ground with people not actually present at the meeting.

Finally I would like to stress that the examples used can only be samples and I had to choose only a small number for my close analysis. Many more examples could be given in each category but I had to restrict myself for reasons of space and time.

6. “As you know...” – Pragmatic Expressions of Common Ground

It has already been mentioned that the speakers in the mini-corpus used a number of strategies to increase common ground. They used particular expressions to presuppose, signal or create common ground and it has already been argued that the term *Pragmatic Expressions of Common Ground* will be used to categorise these utterances.

A similar observation was made by Poncini (2004), who gives several examples of phrases that increase common ground in her data. An exemplification of such utterances is given below:

318	E of course (3) we have (+) some necessity in our domestic (.) in our
	Italian market (.) because (+) Alta start to be somebody in Italy (+)
319	and of course we have to follow (.) some- some (+) some (+)
	channel (+) like ski (.) like sport (.) like cycling (+)
320	[...]

(Poncini 2004: 133 – Extract 14.E)

[...] In addition, by repeating *of course* (units 318 and 319), he signals his expectation that the distributors will understand the situation, thus presupposing their agreement.

(Poncini 2004: 133 – original emphasis)

In the example above Poncini (2004) shows that certain phrases are used by the speakers to negotiate common ground. She does not classify these expressions but only describes them in the course of her argumentation. She claims that the speakers consciously and strategically use these expressions to strengthen the sense of ‘groupness’ (Poncini 2004) and presuppose agreement from their fellow conversationalists.

Similar expressions were identified in the mini-corpus that was used for this diploma thesis. They were termed *Pragmatic Expressions of Common Ground (PEoCG)* and the next chapters will illustrate how these expressions contributed to common ground, shared knowledge and a positive atmosphere in the conversation.

6.1. Three Uses of Pragmatic Expressions of Common Ground

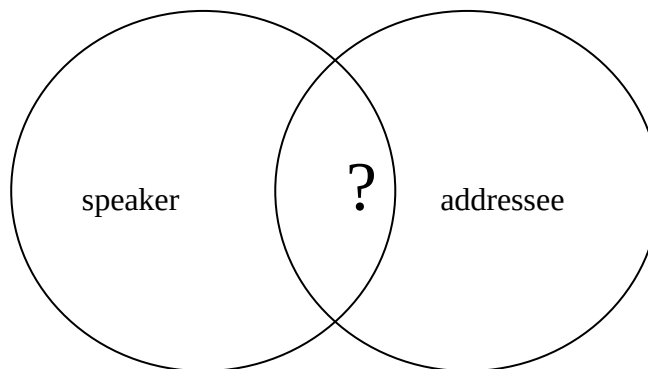
In order to develop a classification system that allows *pragmatic expressions of common ground* to be categorised and then analysed in detail, the following three categories are suggested:

- the speaker presupposes common ground
- the speaker signals his / her understanding

- the speaker creates common ground

These categories classify the expressions according to their main aims in the conversation, i.e. according to the ends the speaker wants to achieve by using these expressions. A full list of *PEoCGs* can be found in the appendix. These three categories will guide the following examination.

6.1.1. *The speaker PRESUPPOSES common ground or understanding from the addressee*



The expressions belonging to this category are used by the speaker to **presuppose** common ground, understanding or even agreement from the addressee. However, the speaker cannot be sure whether these things (common ground, understanding, agreement) really exist (this insecurity is illustrated by the question mark in the figure). By using the expressions summarised in this category the speaker at the same time presupposes and creates common ground. In case it does not exist, the addressee gets important information without being offended and common ground is thereby increased.

An illustration of this phenomenon will be found in the following extract:

Extract 43:

4026 S24: <3> er </3> that (.) er (.) since he has been announced and [org1] knows that
 4027 that e:r you didn't meet with him (.) because (.) you know that this [name11]
 4028 project is a real critical one for a couple of people now he's newly involved into
 4029 <4> that (family) </4> (.) especially (.) because of this experience with [name12]
 4030 inevitable and and all that stuff so you got a little bit (1) <5> yah (.) he: didn't
 4031 </5> really see (.) see fully the point (.) okay
 (MD VII / Conversation 10)

In this extract the customer (S24 = the examiner) criticises that the sales person of 'the company' ignored an important member of the project team, i.e. he "didn't meet with him". As this team member has only recently come to the group, a meeting has not been

scheduled for him. However, as he is now involved in this critical project and also has a lot of experience in this area, he was offended by not being involved into the meetings. These facts are brought up in a very polite way by S24, who presupposes shared opinions and agreement by using the phrase “you know” in line 4027. By using the *PEoCG* “you know” the speaker implies that the addressee already has the following information, i.e. he already knows it. In case he does not know it, the information is given as a kind of summary of shared knowledge and the addressee is not offended by being overtly instructed. Consequently the speaker uses the *PEoCG* “you know” to show that he **presupposes** that the following information is already part of the conversationalists’ common ground. At the same time he **creates** common ground without offending the addressee if he did not already know these things.

The sequence *you know* will be used to illustrate the use of *PEoCGs* to presuppose common ground in my data. It was included into the range of *Pragmatic Expressions of Common Ground* for the purposes of this study. However, it has been described by various linguists as a ‘discourse marker’. Although it was decided that the umbrella term ‘discourse marker’ was not appropriate for all the expressions included in the analysis in this chapter, some of the theories and findings for *you know* as a discourse marker will be given as an introduction to the following examination. According to Müller “the discourse marker *you know* is one of the most versatile and notoriously difficult to describe” (2005: 147 – original emphasis). About thirty functions are assigned to this phrase in the research literature and many of them could be identified in my data.

6.1.1.1. *You know...* - PRESUPPOSING Common Ground

Quantitative Considerations

You know is by far the *PEoCG* that is most often used by the speakers in the transcripts. Almost half of the applications of *you know* are found in the utterances of a single native speaker, i.e. the American leader of the international business school. The other half of the applications is distributed among the other (non-native speaker) conversationalists.

Positions of you know within the Utterances

You know in the mini-corpus not only has different functions but also different positions within the sentences. In some cases it is an optional part of the sentence, in other cases *you know* forms a constituent of the sentence and in yet some other cases it is described as ‘independent’ as it forms a short sentence of its own. In some instances it is not possible to decide whether the sequence is optional or a constituent of the sentence because either both options seem logical or the context of the utterance cannot be understood. A quantitative analysis shows that the native speakers almost only uses *you know* as a discourse marker, i.e. as an optional element in the utterance. In the extract below the American native speaker uses the sequence *you know* to mark a false start and the following repair. The speaker starts a sentence, inserts *you know* and continues with a different structure:

Extract 44:

100 S3: [...] i say (.) give me one or two things that you er
101 observed that was positive about er [name1]'s call i-i want them to-to stick really
102 more to the positive of the call and leave the you know what would be better if for
103 for me as the as the facilitator as the er as the calltaker [...]
(MD I / Conversation 1)

Non-native speakers show much more variation in their use of *you know*. Although they also use the sequence as a discourse marker in the majority of cases, they also apply it as a sentence constituent or as an independent item. The following extracts will exemplify the different categories:

Extract 45:

1386 S14: well e:rm (.) er the reason e:r why i'm here (.) er you know that you called
1387 me about e:r our (.) proposal of x-series
(MD III / Conversation 4)

In the extract above the speaker uses *you know* as a discourse marker, i.e. as an optional part in the sentence. The whole utterance is interspersed with hesitation markers (pauses, e:rm, er, e:r) until finally the speaker uses *you know* as a further marker of hesitation. He seems not to be sure what he wants to say and uses *you know* as a marker of content search. Finally he remembers what he wants to say and continues his utterance.

Extract 46:

2702 S29: <9> which </9> room?
2703 S24: trainer room which is next to the toilet (.) if you (1) you know where the
2704 toilets are on the second floor?
(MD V / Conversation 7)

This extract illustrates an application of *you know* as a sentence constituent, i.e. it could not be left out. A German translation could be: “Wissen Sie, wo die Toiletten im zweiten Stock sind?”. Nevertheless, this instance of *you know* can also be interpreted as a *PEoCG* as it also fulfils some communicative functions. On the one hand the speaker presupposes shared knowledge because he uses “you know” instead of “do you know” which would be an explicit question. On the other hand, by using rising intonation and thereby signalling that the utterance is a question he implies that he is not sure whether the information is indeed shared. The *you know* in this utterance can therefore be interpreted as marking presupposed shared knowledge.

Extract 47:

1430 S6: <8> mhm (.) yah but you know </8> [S14] i don't want to get into a (.)
 1431 technical detail discussion cos we had this in the last months (.) you know
 1432 S14: okay
 (MD III / Conversation 4)

In this extract *you know* (only the instance in the box will be discussed) is classified as an independent part of the utterance. It is optional because it could be omitted but it does not seem to be a discourse marker. As it forms the end of the utterance it can be described as an independent part, i.e. a short sentence of its own. It can be translated into German as “Wissen Sie?” with a rising intonation or “Sie wissen schon!” with a falling intonation. The sequence in that situation indicates presumed shared knowledge as well as an appeal for understanding from the speaker.

The Functions of You Know

As a next point the functions of *you know* in my mini-corpus will be analysed. Müller’s (2005: 157 – 189) list of functions of *you know* will be used as a point of reference in this chapter. Many of the functions she identified in her data could also be found in my mini-corpus. However, in some cases it was necessary to include further categories to be able to describe and specify the functions of *you know* in my data. It has already been explained that the sequence is used as a discourse marker and as a sentence constituent. The speakers want to reach certain ends by using this strategy and the main goals of native and non-native speakers will be discussed below:

Functions of *You Know* predominantly used by the ELF Speakers in my Mini-Corpus

The following paragraphs will deal with functions of *you know* in non-native (ELF) speaker utterances. It has already been discussed that non-native speakers not only use *you know* as discourse markers but very often also as sentence constituents. Nevertheless these applications of *you know* have various interpersonal functions. The most important categories will be discussed below:

Interestingly enough, non-native speakers most often use *you know* in its literal function, i.e. emphasising that something is or should be known to the listener, thereby **presupposing shared knowledge**. According to Müller

[y]ou know served to make sure that the hearer was able to access this knowledge at this particular moment because it was critical to understanding the ongoing narrative or to understanding the point the speaker was making.
(Müller 2005: 178 – original emphasis)

The sequence *you know* is used as an optional element and as a sentence constituent to signal shared knowledge. Two extracts will illustrate this:

Extract 48:

2156 S1: we have to (.) to be (.) very very precise and everything you know
(MD III / Conversation 5)

In the extract above the sequence *you know* is optional because it could be omitted and the sentence would still be meaningful. However, by using *you know* the speaker emphasises that what he just said should be known to the hearer. In case the information was not actually known to the listener, it is given in the utterance and attention is drawn to it by the sequence *you know*.

Extract 49:

1089 S4: <6> okay </6> (.) <7> okay </7> (.) <8> you know this is important yah (.) i
1090 mean er </8>
(MD II / Conversation 3)

In the context of this extract *you know* has to be interpreted as a sentence constituent. A German translation could be “Sie wissen, dass es wichtig ist”. Although it is a fix part of the utterance it also serves interpersonal functions. It emphasises that “the hearer had (or should have) the relevant knowledge” (Müller 2005: 178) that something is important. *You know* emphasising shared knowledge was the most frequent function in non-native speaker talk.

The second largest category of *you know* in non-native speaker utterances is *you know* **introducing explanations**. This category is already very important in native speaker talk and it is very often used by non-native speakers, too.

Extract 50:

966 S4: <8> mmm you mean financing options </8> (.) yah i mean this could be
967 interesting but it's not the main issue you know the main <9> issue </9> er i have
968 (.) a very high price thirty percent higher than the price of competition (.) yah? (.)
(MD II / Conversation 3)

The customer (S4 = examiner) in the extract above is talking about the “main issue”. However, she seems to be unsure whether her addressee actually knows what the “main issue” is. Therefore she uses *you know* to introduce an explanation. The sequence calls the attention of the hearer and clarifies that the following information should be known to the addressee. In case it is not, an explanation will follow. According to Müller *you know* thereby helps “to structure the contents of what is being said” (Müller 2005: 165). The non-native speakers in my mini-corpus use this category even more often than the native speakers. One possible explanation could be that non-native speakers stick to a rather restricted set of functions of *you know* (predominantly emphasising or presupposing shared knowledge and introducing explanations). Native speakers display more variety and are able to apply *you know* in a greater range of functions with only subtle differences (e.g.: introducing explanations, introducing exemplifications or “imagine the scene”). Non-native speakers do not seem to be able to use these subtle differences and rather preferred to apply *you know* with its literal meaning, i.e. signalling shared or presumed shared knowledge.

Finally it will be briefly mentioned that the non-native speakers also used *you know* as a discourse marker with various textual functions (e.g.: marking lexical or content search, marking false start and repair and marking hesitation). The most important category in this area was **marking hesitation**:

Extract 51:

1119 S4: okay (.) okay this would be interesting (.) if you jus- just could mail me (.)
1120 some references and then i could choose and meet one of those guys you know it's
1121 <5> (2) yah? (.) </5>
(MD II / Conversation 3)

In the extract above the customer (S4 = examiner) asks for some references from the sales person. However, at the end of the sentence she hesitates because she does not know how

to continue her utterance. She tries to hide her hesitation by using the sequence *you know*. Thereby she tries to avoid a longer pause. However, even after the application of *you know* she does not know how to continue her utterance and a rather long pause of approximately two seconds follows. She then adds “yah” with a rising intonation to invite the addressee to respond. In the transcripts there are several other cases where speakers use *you know* together with pauses and other hesitation markers to bridge the time they need to think of what to say next.

Functions of *You Know* predominantly used by the Native Speakers in my Mini-Corpus

The native speaker in my mini-corpus most often uses *you know* as a discourse marker, i.e. as an optional element in the utterance. Various functions could be assigned to these applications but for the purpose of this diploma thesis I will concentrate on the interpersonal goals that should be reached. Most often he used *you know* to **introduce explanations**:

Extract 52:

81 S3: then you go through a process of (.) erm (.) providing feedback going through
82 a a a debrief there's a lot of different ways to to do a a debrief of a of a call s- you
83 know so whatever you are (.) you you're comfortable without tell you what i do
84 you don't have to do it (.) this way but [...]
(MD I / Conversation 1)

In the extract above the American leader of the international business school explains the course of the examinations and clarifies that the examiners are supposed to give feedback to the examinees. This process of providing feedback is called a “debrief”. He uses the term twice but then hesitates. He interrupts his sentence in the middle of a word “s-“, inserts *you know* and continues with the same word “so”. The sequence *you know* therefore can be interpreted as calling the hearers’ attention to the following explanation. The speaker then explains what he usually does during a debrief session and thereby provides a definition of the term “debrief” as well as some instructions of what the feedback should look like. The extract provides a rather typical example of *you know* introducing an explanation as it is described by Müller:

[T]ypically, the speaker mentions something, a concept or an idea, or gives his / her opinion, and then decides that s/he has to express it in different (and perhaps more) words to make it plain what s/he meant.”
(Müller 2005: 166)

Müller claims that *you know* introducing an explanation “warns the listener that the next words are particularly important” and that it “introduces more specific or clarifying information” (Müller 2005: 165). Interestingly enough, in her data introducing an explanation is the most frequent category of *you know*. The same is true for the native speaker in my mini-corpus. The American leader of the international business school most frequently uses *you know* to introduce explanations.

The second largest category of *you know* in my transcripts is described by Müller as “**imagine the scene**” (Müller 2005: 171 – 175). With this function of *you know* the speaker “tries to involve the hearer in some way” (Müller 2005: 171) and the listener is then required to respond. *You know* in this cases could be “paraphrased as ‘you can imagine the scene, can’t you?’, ‘I’m sure you can imagine the scene’, or ‘Please imagine the scene!’, depending on the intonation contour” (Müller 2005: 171). It is really interesting that this category is the second largest in Müller’s data. Similarly “imagine the scene” was the most often used function after introducing an explanation by the native speaker in my mini-corpus. The extract below will illustrate this important function:

Extract 53:

44 S3: [...] and and
 45 each call (.) will last about fourty-five minutes (.) and let me tell you how (.) how
 46 that process works (.) the the actual call itself where the student you know knocks
 47 on your your door comes in an-and plays the role of the [org1] seller (.) that will
 48 last twenty minutes [...]
 (MD I / Conversation 1)

In the extract the American leader of the international business school illustrates the course of the exams. After referring to the “actual call itself”, the speaker inserts *you know* and afterwards illustrates the scene in greater detail. *You know* therefore can be paraphrased as “I’m sure you can imagine the scene” or “Please imagine the scene!” (cf. Müller 2005: 171). This function of *you know* forms the second largest category in my mini-corpus.

Two more functions of equal importance will be discussed in the following paragraphs: exemplification and approximation. In the transcripts used for this diploma thesis *you know* was very often used to **introduce exemplifications**:

Extract 54:

160 S3: [...] a six let's
 161 go to the other (.) end of the scale six is the worst call i mean the worst grade you
 162 could get the worst call you could do (.) erm as it says down here they basically
 163 would have done some harm (.) you know something offensive er a a major

164 infraction of business contact guidelines you know they er they they hit the the
 165 the the er
 166 S4: customer <9> @@@@</9>
 167 S3: <9> the customer </9> you know <1> they <un> xxxxxx </un> on the desk
 168 </1>
 169 S2: <1> (the exe- the executive right) </1>
 170 S4: <1> @@@ </1>
 171 S3: you know they they did something illegal you know in in the call something
 172 something that you know the next call [org1] would have to bring in the lawyers
 173 or or <2> managers to </2> to fix or t- <3> or to correct </3> so yah so tha- that
 174 would be that would be did harm
 (MD I / Conversation 1)

In this extract the American leader of the international business school explains the grading system for the exams. The extract starts with the clarification of what a six, i.e. the worst grade, would be. The first application of *you know* (underlined) is used to introduce an explanation. The speaker first explains that the examinee “would have done some harm” to get a six but after the insertion of *you know* he further describes what this harm might be. He specifies that the examinee would have to do “something offensive er a a major infraction of business contact guidelines”. Afterwards he illustrates his explanation by giving a variety of (rather amusing) examples of what such infractions could look like. He introduces the examples by using *you know*, thereby calling the listeners’ attention to the following part of his utterance. The function ‘*you know* introducing exemplifications’ forms the third largest category in native speaker talk.

Another category of equal importance in native speaker utterances was ‘*you know* marking approximation’:

Extract 55:

7 S3: [...] what we're (.) doing i:s a kind o:f er you know giving
 8 them the final okay that they're (.) ready to go out and and carry the [org1] back
 9 and be (uncalled) and be [org1] sales sales representative in (.) you know
 10 numerous functions that they would er overalls that they would have within [org1]
 11 sales
 (MD I / Conversation 1)

In the extract above two instances of *you know* marking approximation can be found. The American leader of the international business school explains what their organisation is doing but obviously he does not find a precise formulation. He gives a rather lengthy and vague description of what the business school is actually doing. Since he “is aware of the fact that these were not the exact words, [he] places *you know* in front of” the description

(Müller 2005: 163 – original emphasis). Additionally, he marks his imprecision by using “a kind of” and various hesitation markers (er, lengthening of vowels). Further down in the extract he wants to exemplify the functions the graduates of their school can take in the organisation. However, he seems to search for the right words and indicates the lacking precision in his following utterance by applying *you know*. Other markers of imprecision are the adjective “numerous”, which indicates that the speaker cannot think of a particular example, as well as the use of a pause before *you know*, which shows that the speaker needs some time to think about what he should say next. Thus *you know* indicates that “the linguistic expression is only an approximation of what would have been the most appropriate or correct expression” (Müller 2005: 162). Marking approximation was another frequent function of *you know* in native speaker talk.

It should only briefly be mentioned that *you know* as a discourse marker also has many textual functions like marking lexical or content search, marking false start and repair, marking reformulation and marking hesitation. The native speaker very skilfully uses these functions of *you know*, which will be exemplified in the case of a **reformulation**:

Extract 56:

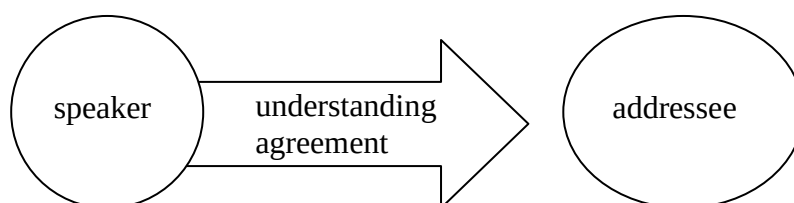
123 S3: <6> from </6> from everybody they they've been doing this for you know this
 124 is the fourth class now (.) that they have er have done there since [S2] has passed
 125 this out
 (MD I / Conversation 1)

The American leader of the international business school explains that there have already been four classes for the students. He starts with a sentence but then interrupts himself by using *you know*. He continues with a different formulation obviously expressing a similar content. This is not really a case of a false start because there was no wrong structure or vocabulary involved. The speaker simply decides to use a different formulation in mid-sentence and makes a new start.

As a conclusion it can be said that in the previous chapters *you know* was identified as the most frequently used *PEoCG* in the mini-corpus. Although it has been described as a discourse marker by various linguists, the classification as a *PEoCG* was found to be more appropriate as many instances of *you know* in the data could not be described as discourse markers but nevertheless fulfilled various textual or interpersonal functions within the conversations.

A comparison of native (American) and non-native (ELF) speaker talk proved particularly useful for this examination. It immediately attracted the researcher's attention that almost half of all uses of *you know* occurred in the utterances of a single native speaker – the American leader of the international business school. The other applications of the sequence were divided among all the non-native speakers in all the conversations. Interestingly enough, Müller has a very similar outcome in her study. She claims that “[o]n average, the Americans used discourse marker *you know* more than five times as much as the Germans” (Müller 2005: 190 – original emphasis). A more detailed analysis showed that whereas the native speaker almost only used *you know* as a discourse marker, the non-native speakers applied it in a variety of situations (as discourse markers, as optional elements, as independent elements or as sentence constituents). The American native speaker used *you know* for a variety of functions, e.g.: introducing explanations, “imagine the scene”, introducing exemplifications or marking approximation. The non-native speakers predominantly used *you know* with its literal meaning, i.e. emphasising that something is or should be known to the addressee and thereby presupposing or signalling shared knowledge. The second largest category in non-native speaker talk was introducing explanations. Some non-native speakers also managed to apply *you know* with various textual functions (e.g.: marking hesitation or repair). As a conclusion it can be said that non-native speakers did not frequently use *you know* as a discourse marker and in a large number of cases remained with the literal meaning of the sequence.

6.1.2. *The speaker SIGNALS his / her understanding or agreement.*



The expressions in this category are used by the speaker to **signal** his / her understanding or agreement to the addressee. The speakers make use of two strategies to show their understanding or agreement: On the one hand they explicitly refer to their own state of knowledge and on the other hand they summarise what the other speaker has already said. By explicitly signalling his / her understanding or agreement to the addressee, the speaker

managed to increase common ground and to contribute to the positive atmosphere within the conversation.

6.1.1.2. Referring explicitly to the speaker's state of knowledge

In this sub-group the speakers explicitly refer to their actual state of knowledge. They signal their understanding or agreement. Most of the expressions comprise the first person singular pronoun *I*:

Extract 57:

4032 S38: <4> mhm mhm </4> (.) <5> yes i understand </5> (.) from my side i want to
4033 say that <6> we er </6> really respect er mister [last name8] and er (.) i
4034 understand that <7> he is a very very very good </7> er specialist i (.) sent him e:r
4035 many information
(MD VII / Conversation 10)

In the extract above the sales person (S38 = examinee) explicitly mentions that he understands the situation. The second usage of “I understand” is even followed by a specification of what it is exactly that is understood. Thereby the speaker emphasises and explicitly draws the listeners’ attention to the fact that he understood what has previously been said and common ground is thus enhanced. A typical situation of signalled understanding or agreement in the conversation could look like this: The speaker provides some information. This information is taken in by the listener who then responds with the sequence “I understand”. He thereby explicitly signals that he understood the speaker and that the speaker was successful in increasing common ground. Furthermore it also contributes to a positive atmosphere in the conversation as it is made obvious for the fellow conversationalist whether the information was taken up or not.

Another extract illustrates a situation where the speaker not only signals understanding but even explicit agreement with the other conversationalist:

Extract 58:

3342 S24: <2> okay </2> (.) the news are okay i agree with that the news are okay
(MD V / Conversation 7)

The customer (S24 = examiner) uses the first person singular pronoun and the verb “agree” to make explicit his approval for what has just been said by the examinee. This strategy of making one’s opinion really transparent for the listener has various advantages within a business meeting. As this phrase is really specific, no differing interpretations are possible. The speaker says that he agrees and therefore it is most likely that he actually does agree.

He thereby clarifies that he understood what has just been said by the other speaker and that he has a positive opinion about it. The speakers can now proceed their talk with some certainty on their shared knowledge or common ground and the positive atmosphere of the conversation is enhanced. With regard to the exam situation it should be noticed that the agreement is made explicit by the examiner in this extract. He thereby encourages the examinee to continue and provides positive feedback. The phrase “I agree” also contains further information that could be paraphrased as “Go on, what you said up to now was good, just continue your talk”.

6.1.1.3. Summarising what the other speaker said

Another way of signalling understanding or agreement is to summarise what has already been said by the other speaker. Thereby it becomes clear that the speaker understood what had been explained before and s/he has the possibility to voice his / her agreement.

Extract 59:

1915 S1: so you mean (a little bit of) help of those guys which are responsible for com-
1916 competitive studies (1) we may achieve something
1917 S17: yes of course (.)
(MD III / Conversation 5)

Summarising or clarifying what the other speaker has already said is another strategy of signalling understanding or agreement. The phrases used in this category very often include the second person singular pronoun *you*. In the extract above the customer (S1 = examiner) uses the phrase “you mean” to summarise what the sales person (S17 = examinee) has just said. At the same time the speaker clarifies whether he understood the examinee correctly. The sales person responds with the back-channel “yes of course” and thereby acknowledges that the customer understood what he meant. This strategy of summarising what a speaker said not only increases common ground but also shared knowledge and thereby provides a good basis for the ongoing conversation.

In another sales call the sales person explicitly summarises what has been discussed before:

Extract 60:

3641 S31: that's all for now (.) okay let me make some summary (.) so e:r (.) as i
3642 understood you correc- e:r (.) correctly e:r (.) tomorrow we are going to make a
3643 presentation for mister [last name9] (.) and e:r (.) we could (.) tell (.) that e:r we

3644 have er s:- er erm (.) er we get your support (.) in the project of e:r ([name15]) (.)
 3645 and that we could say that (.) you're (.) ready to go with [org1] in this project
 3646 S30: i would say you you tomorrow you present <4> er </4> you you (.) e:r (.)
 3647 possible solution and then er we shall discuss this decide with fost- e:r er (.) <5>
 3648 [last name6] </5> yah
 3649 S31: <4> mhm </4> (.) <5> aha </5> (.) mhm mhm mhm
 3650 S30: i am supporting you to to a-arrange this meeting with [last name9]
 3651 S31: okay (.) okay (.) thank you very much mister [S30/last] (.) i'm very
 3652 appreciate you (.) about it (.)
 (MD VI / Conversation 8)

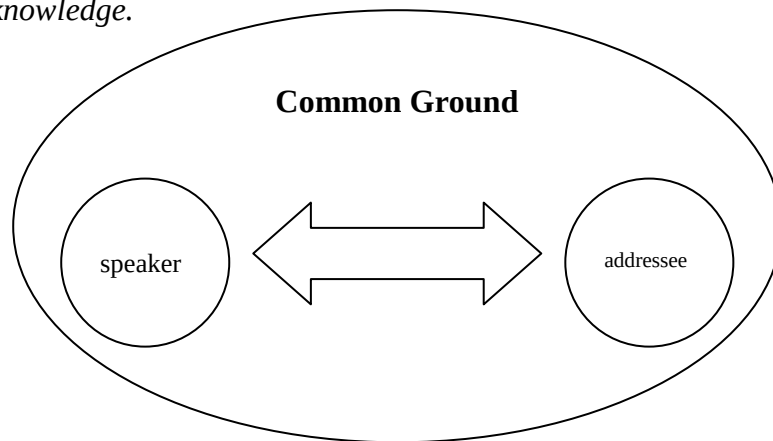
The extract above very nicely illustrates how conversationalists use particular expressions and strategies to create a positive atmosphere in the conversation. The sales person of 'the company' (S31 = examinee) announces that he is going to make a summary of their meeting. It is very likely that he learnt to do that in the classes of the international business school. A summary at the end of a business meeting has various purposes: it recapitulates all the things that were discussed, it makes clear which problems have been solved and which are still left open for further meetings, it summarises outcomes and further actions and by expressing these things verbally they are clarified for all the members of the business meeting. In lines 3641 and 3642 S31 uses the phrase "as I understood you correctly" to summarise what has already been said by the other meeting participant. This phrase has several meta-messages: On the one hand it implicitly asks "did I understand you correctly" and also awaits a response by the addressee and on the other hand it expresses respect for the hearer implying that the speaker was listening very carefully before. As a politeness strategy this expression has various functions: The speaker avoids asking explicitly whether he understood his fellow conversationalist correctly but nevertheless he is able to clarify the achievements of the meeting in a rather diplomatic way. Furthermore he creates a positive atmosphere in the conversation. The customer (S30) reacts by suggesting a further meeting with another representative of the customer company which he also would support. By offering his support he contributes to the positive and friendly atmosphere in the conversation. The sales person of 'the company' (S31) finally expresses his gratitude in several phrases (underlined). By calling his fellow conversationalist by his name the speaker expresses his respect and further increases the positive atmosphere in the conversation. Addressing other people (especially customers) by the proper names is an important politeness strategy in business areas. The customer gets the impression that he is known and also cared for personally and that the sales person has a particular interest in

providing a proper solution for the customer's needs. Finally S31 expresses his sympathy for S30 in lines 3651 and 3652. Although the utterance is grammatically incorrect, it is understood by the addressee and does not cause any communication problems. However, by expressing his appreciation for the customer the sales person further increases the positive atmosphere within the communication.

With the help of the short extract above it could be demonstrated that speakers use a variety of politeness strategy to create or increase a positive atmosphere in the conversation. They want to build shared knowledge and express respect for their fellow conversationalists and they use various linguistic strategies to do so.

In this section it was illustrated that the speakers in my mini-corpus use various phrases and expressions to signal their understanding or agreement within the meetings. On the one hand they use phrases including the first person singular pronoun like "I know, I understand, I see, etc." to show their understanding for particular issues. On the other hand they use expressions including the second person singular pronoun like "you mean, as you told, as I understand you correctly, etc." to summarise what has already been said by the other speaker. By using such expressions they signal their understanding by being able to summarise but at the same time they implicitly ask whether they understood correctly what the other speaker meant. These strategies are very important in business meetings as they help participants to keep an overview on the achievements made during the discussion. Furthermore they are important politeness strategies that help create a positive atmosphere in the conversation.

6.1.3. *The speaker CREATES common ground, understanding or shared knowledge.*



The expressions in this category are used by the speaker to actively **create** (or at least offer to create) common ground, understanding or shared knowledge between conversationalists.

Various strategies were identified as fitting into this category:

- posing questions
- referring to what has already been said
- offering help or more information
- explicitly demanding understanding / agreement
- explaining things
- demanding information from the other speaker
- referring to the other person by using a proper name
- using ritualised phrases like greetings, farewells, please and thanks, etc.

These phrases usually are sentence constituents or even short full sentences and can be described as ‘explicit politeness strategies’ as they are used consciously by the speakers (mainly by the non-native speakers in the mini-corpus) to achieve certain politeness goals within the conversation (e.g.: creating a positive atmosphere in the meeting, enhancing common ground, increasing understanding between the conversationalists). The numerous expressions used for this purpose have been divided into several sub-groups which will be exemplified in the chapters below with extracts from my mini-corpus.

6.1.3.1.offering help or more information

Extract 61:

2199 S17: okay (.) so is everything e:r connect with software i: f- (.) can do it for sure
2200 (.) hh and er if i have som:e (.) questions som:e (.) pr- some troubles with that er
2201 can i (.) connect with you? (.) <8> <un> xx </un> </8>
2202 S1: <8> of course </8> (.) i'm here
2203 S17: if i need some more figures and so on
2204 S1: of course (.) i'm ready and willing to help you
2205 S17: okay (.) so: (.) as i see (.) [...]
(MD III / Conversation 5)

The extract above is taken from the end of a sales call. The sales person of ‘the company’ (S17 = examinee) asks whether he can go to the customer (S1 = examiner) if he has any questions or needs more information. The customer interrupts S17 with the back-channel response “of course” and starts a sentence but he again is interrupted by the sales person, who further specifies what kind of information he might need in the future (“some more figures”). S1 finally replies “I’m ready and willing to help you” which is a really strong politeness strategy. Instead of just saying “yes, if you need some figures, you can ask me” or “yes, I can give you the figures you need” or “yes, you can contact me”, the speaker uses the really positive formulation “I’m **ready and willing** to help you”. This implies that he not only has the relevant information but that he is also willing to share it. He conveys to the sales person that any further questions are not a burden for him but that he would be glad to be able to help. The phrase can therefore be interpreted as a consciously applied politeness strategy used to create a positive atmosphere in the conversation. The speaker expresses a positive attitude towards the sales person, ‘the company’ and the meeting. Utterances like the one illustrated in the extract above are very important in the business meetings in my mini-corpus as they build or create a positive atmosphere and help the conversationalists to have confidence within the meetings.

6.1.3.2.explicitly demanding understanding / agreement

Extract 62:

4378 S24: <1> e:r (.) i mean (.) i mean </1> the thing is (.) i just want you to
4379 understand if you make any decisions with [first name3] [last <2> name3] (for
4380 </2> the supporter and get) (.) the commitment for for running one of the projects
4381 with you
4382 S38: <2> mhm </2> (.) mhm

4383 S24: er i want you really to understand how critical these projects are (.) a:nd (.)
 4384 that (.) e:r i mean working about (.) we we're talking about a couple of things here
 4385 okay
 4386 S38: okay
 (MD VII / Conversation 10)

The customer (S24 = examiner) in the extract above explains that the projects they are about to run are really critical and any decisions that will be made have to be thought through very carefully. However, the speaker does not only state his opinion but he explicitly demands understanding from the addressee (S38 = examinee) by using the phrase “I just want you to understand”. Instead of saying “I would like you to understand” or “if you just could understand”, the speaker uses the stronger expression “I just **want** you to understand”. Although the verb “want” is hedged by “just” it is still a rather strong expression. The customer does not ask the sales person of ‘the company’ to understand – he explicitly wants his understanding. A little bit later in the same conversation the customer repeats his demand: “I want you really to understand”. He adds the intensifier “really” to emphasise the importance of the issue being explained. By using these expressions the speaker explicitly wants to increase common ground. He wants his addressee to understand the situation and thereby construes shared knowledge as he explains the situation. However, he does not only give his explanation but expects some response from the hearer when he states that he wants him to understand. The addressee reacts by giving a back-channel response “okay”. Thereby he signals his understanding and the speaker can assume that his strategy of increasing common ground and understanding was successful.

6.1.3.3.referring to the other person by using a proper name

According to Condon & Čech (2007) greetings and terms of address “reflect social relations and attitudes between speaker and recipient” (Condon & Čech 2007: 17). They call these expressions and other similar ones “lexical markers of common ground” (ibid.) which is a very similar term to the one that is used in this diploma thesis *Pragmatic Expressions of Common Ground*. Similar to Condon & Čech I am of the opinion that terms of address (e.g. addressing meeting participants with their proper names) are one sort of creating or increasing common ground in its broadest sense. It has already been argued earlier in this chapter that addressing people (and especially customers) with their proper

names conveys a feeling of importance to them. They get the impression that they are personally known and cared for and that they are important not only as faceless representatives of their company but also as individuals. Therefore addressing meeting participants (especially customers) with their proper names can be described as an important politeness strategy in business meetings. The extract below illustrates a series of utterances where the customer (S30 = examiner) is addressed with his proper name by the sales person of 'the company' (S31 = examinee):

Extract 63:

3537 S31: well (.) okay that's great (.) so a- in this case erm er (.) e:r mister [S30/last] er
 3538 i'd like to say that er we: er (.) as you could see er we also have the same er
 3539 estimation as (.) yours (.) and er our company is ready to (.) provide you er the
 3540 whole solution (.)
 [...]
 3548 S31: and in this case mister [S30/last] could you tell me this (.) way of er (.) e:r
 3549 design this project er (.) ho-how it's g:oiing on (.) ho-how it will be (.) could you
 3550 tell me please
 [...]
 3553 S31: <9> yes </9> (.) okay (.) okay (.) yes (.) of course (.) e:r and er (.) mister
 3554 [S30/last] e:r of course so: we: we are going we are ready to make a presentation
 3555 (.) for mister [last name9] (.)
 [...]
 3561 S31: e:r (1) well er mister [S30/last] e:rm (.) as we: er er discussed it before (.) of
 3562 course [org1] has e:r (.) e:r (.) er experience in this (.) job er in this case er (.) and
 3563 er we already made such er project in er different er firms and er (.) e::r
 (MD VI / Conversation 8)

The extract above illustrates a sequence of utterances taken from a sales call. The utterances occurred in a rather short time and can be used to demonstrate how the sales person of 'the company' addresses the customer with his proper name many times. It has already been argued that this kind of addressing customers has various politeness functions in a business meeting. By using the proper name of his addressee the speaker shows that he personally knows and also respects him. The speaker signals that he does not only talk to any representative of the customer company but to a particular individual and that he sets a high value on his understanding and agreement. In the first part of the extract the term of address is followed by an explanation (underlined). The speaker makes clear that the two companies have the same figures, i.e. they agree in the main points and 'the company' is ready to provide the whole solution. Common ground and shared knowledge are thereby increased and the agreement is emphasised explicitly. In the second part of the extract the

speaker asks the customer for more information (underlined). By using the personal address form he signals that S30 not only has the power to provide the information like any other representative of the customer company but that it is important that this particular person is willing to help. By asking for more information the speaker explicitly wants to strengthen common ground and shared knowledge whereas by using the addressee's proper name he also enhances the positive atmosphere in the conversation. In the third part of the extract the speaker refers to the addressee by using his proper name and adds an achievement that was reached during the meeting (underlined). Once again he consciously strengthens common ground by pointing out what has already been clarified or decided on. In the fourth and last part of the extract the speaker uses the proper name address form to refer to something that has been discussed before. He thereby draws on already existing common ground and shared knowledge and emphasises that it has not been discussed with anybody but with that particular speaker present at the moment.

With the help of the extract above it was possible to show how a speaker used a particular term of address (i.e. the addressee's proper name) to reach certain politeness goals. First and foremost he created and strengthened the positive atmosphere in the conversation by conveying to the hearer that he is personally known and cared for. Furthermore the speaker was able to draw on common ground and shared knowledge and thereby to reach his business goals (e.g.: giving a presentation).

6.1.3.4.using ritualised phrases like greetings, farewells, please, thanks, etc.

Extract 64:

2265 S20: good morning mister [last name1]
 2266 S2: good morning
 2267 S20: glad to see you again
 2268 S2: yes (.) take a seat please (.) <1> how have you been </1>
 2269 S20: <1> thank you very much </1> (.) very good
 2270 S2: mhm
 2271 S20: erm i e:r (.) received a (.) message from you (.) [...]

(MD IV / Conversation 6)

Extract 65:

3876 S35: <5> mhm </5> (.) <6> so ac- </6> -tual thank you for your time
3877 S30: <6> okay </6> (.) thank you (.)
3878 S35: it was nice to meet you
3879 S30: okay (.) good bye
3880 S35: thank you for your support and bye
(MD VI / Conversation 9)

According to Condon & Čech (2007) greetings can be subsumed under the heading “Lexical Markers of Common Ground” and in my diploma thesis I included the group of ‘ritualised phrases’ (greetings, farewells, please & thanks) into the category of *Pragmatic Expressions of Common Ground*. The extracts above nicely illustrate how the speakers used greetings “good morning” or “good bye” and other ritualised phrases like “glad to see you again” and “it was nice to meet you” to strengthen the positive atmosphere in the conversation. By starting and closing the meetings with these expressions they emphasise their positive attitude towards each other. Instead of just starting the sales calls with the something like “I wanted to see you because...” or “we had to arrange this meeting because...” and closing them with “that’s all, good bye” or just “okay then, bye”, the speakers exchange civilities to show respect and sympathy for each other. These expressions therefore actively create a positive atmosphere in the conversations.

The last category of *PEoCGs* comprises a series of utterances used by the speakers to actively and explicitly create a positive atmosphere in the conversations. The relevant expressions can be divided into sub-groups and some of these have been exemplified with extracts from my mini-corpus. It could be demonstrated that the speakers used certain linguistic strategies (e.g.: addressing their fellow conversationalists with their proper names, using ritualised phrases as openings and closings for the meetings) to increase the positive atmosphere in the conversations and strengthen common ground. These strategies also helped them to reach their business goals.

6.2. Conclusions

This chapter examined how the speakers in the mini-corpus used particular utterances and phrases to reach certain politeness goals. The expressions were subsumed under the heading *Pragmatic Expressions of Common Ground (PEoCG)* and further divided into three sub-groups. The three categories of *Pragmatic Expressions of Common Ground* explained above are just one possibility of classifying them. Other categories could be

found but for the purpose of the present study the three classes illustrated above seem to be most appropriate. However, it should be mentioned that the expressions listed within the single categories can have various functions in different contexts. A single expression could, for example, on the one hand signal agreement and on the other hand create common ground. The classification of the expressions was made according to the identified main usage within the context of the business meetings (or exam situations). A full list of *Pragmatic Expressions of Common Ground* identified in my mini-corpus can be found in the appendix.

1. The speaker PRESUPPOSES common ground or understanding from the addressee

One group of expressions was used by the speaker to presuppose common ground, shared knowledge or understanding, i.e. s/he could not be sure whether these conditions actually existed. Phrases like “you know” conveyed to the hearer that s/he actually should know. However, in many cases the relevant phrases were only used to direct the addressee’s attention to the following explanation, exemplification or illustration. “You know” was the most frequently used sequence in this category and therefore it was examined in a longer chapter. Native and non-native speaker uses were compared. Non-native speakers often used “you know” as a sentence constituent in its literal function and the main function was to presuppose, emphasise or illustrate shared knowledge.

2. The speaker SIGNALS his understanding / agreement

The second category of *Pragmatic Expressions of Common Ground* was described as comprising utterances that signal the speaker’s understanding or agreement. A large number of these expressions included the first person singular pronoun *I* (e.g.: “I understand”, “I see”, “I agree”). Another sub-group of expressions summarised what has already been said by the other speaker. These expressions were used to signal understanding or agreement and therefore contributed to the positive atmosphere in the conversation and to the building of common ground.

3. The speaker CREATES common ground / understanding / a positive atmosphere in the conversation

A third category of *Pragmatic Expressions of Common Ground* was used to actively create a positive atmosphere in the conversation. The large variety of

expressions in this category could be divided into several sub-groups again. Using extracts from the mini-corpus once again it could be shown how the speakers used a range of expressions to create a polite and positive atmosphere within the business meetings.

As a conclusion it can be said that the speakers in my mini-corpus used a variety of *PEoCGs* to achieve numerous politeness goals. The American native speaker more often used optional elements (discourse markers) with several functions to increase common ground. The ELF speakers preferred to use sentence fragments or even full sentences with similar functions.

Interestingly enough, these *PEoCGs* were used by the examiners and the examinees alike. Both groups wanted to increase the positive atmosphere within the conversations.

Finally it can be claimed that *PEoCGs* are an important politeness strategy in those simulated business meetings.

7. Specialised Vocabulary as a Means of Developing ‘Groupness’

So far the analysis has concentrated on the discourse level. The final analysis chapter, however, will focus on lexis or more specifically on professional vocabulary. Specialised vocabulary is a necessary precondition for successful business discourse. Members of a particular group (company or organisation) come together in business meetings and they use a particular kind of jargon (technical or professional) to position themselves as members of that group. Although there are hardly any alternatives to the use of specialised vocabulary in business contexts, it is still an important aspect of business communication and fulfils various functions: It leads to a certain kind of ‘professional tenor’ within the interactions, it helps the interactants to claim in-group-membership, it builds and strengthens shared knowledge and increases common ground. Therefore the present chapter will deal with specialised vocabulary in business / exam discourse. It is claimed that specialised lexis is a strategic resource for the speaker used to claim in-group membership and to implicitly or explicitly draw on shared knowledge. This claim will be justified by means of several examples from my mini-corpus which will illustrate a couple of occurrences of professional vocabulary in my data.

7.1.A Definition of Specialised Vocabulary

For the examination of specialised vocabulary in the present study it was necessary to define what it actually is. Poncini’s (2004) definition does not only include technical expressions but also “lexical items related to topics or issues discussed at the meeting but not normally considered technical or specialized” (Poncini 2004: 151) as well as business-related expressions that belong to general English. Thus Poncini works with a rather broad definition of specialised vocabulary not limited to technical and professional jargon but comprising a large number of terms related to the business context.

This rather broad definition was taken up as a framework for the analysis of specialised vocabulary in the present diploma thesis. Specialised vocabulary could therefore be defined as a group of particular expressions not limited to the area of technical or professional jargon but comprising a range of lexical items related to the business context of the meetings. For the purpose of this diploma thesis the category of specialised vocabulary will be composed of technical and professional vocabulary, particular expressions related to the business or exam context of the meeting and business-related

terms in general English. Poncini points out that it is “necessary to look at long stretches of data and not just short extracts when examining specialized lexis” (Poncini 2004: 151) and therefore I had a close look at all my transcripts. In a process of detailed analysis all the lexical items of a more specialised nature were collected. Afterwards it was possible to divide these expressions into seven sub-groups of specialised lexis:

Specialised Vocabulary	
Category	Examples
1) (General) Business, Sales and Finance / IT	(General) Business, Sales Customer / Clients / Business work / Sales / Meeting / competitors / Enterprise licence agreement / Company / Business issues / Finance and IT Financial services / Bank / Accounts / Retail bank / Operational costs / Investment / Money / Reduce costs / Financing conditions
2) Products, Projects and People (General)	Product / Project / Proposal / Colleagues / Contact point / Project application development / Project phases / Project management / Consultant / Salesman / User / Product selling /
3) Proper Names and Abbreviations for Products, Projects, Companies, Brands and Trademarks	[org2] / [org1] / [org3] / System x / [name17] / [name17] / [name5] / [org5] / [name6] / [org5] bank / [name7] / [org4] / NSTG p-series / [name15] / Q-two / P-three / Q-three / [name12] / Inter q-three / Q-one / [org6] / [org7] / [org8] / [org9] / [name8] / [name9] / [name10] / [name11] / [name13] / [name14] / [name16]
4) Proper Names of other persons: Employees of ‘the company’, customers, managers, etc. or job descriptions	Proper Names of Persons [name1] / [last name1] / [last name10] / [name2] / [name3] / [name4] / [first name2] [last name2] / [first name3] [last name3] / Job descriptions Sales specialist / Account manager / CEO / CIO / CFO / Project manager / Application developers / Key account manager
5) IT-related	IT-site / Mainframe / P-series / Software / Hardware / Database /
6) ‘International lexis’ (i.e. “lexis related to the international character of the company and its activities” (Poncini 2004: 152))	Proper Names Vienna / Moscow / Russia / Europe / Austria / USA / Croatia Related Terms Around the world / European standard / European market
7) Exam situation	Sales call / Case studies / Graduation classes / Morning calls / Afternoon calls / Presentation / Calls / Students / Test / Assess / Observe / Feedback / Debrief / Teach point / Observers /

The table above summarises my framework and illustrates each sub-group with a concise list of examples from my mini-corpus. Another table comprising the full list of used lexical items for each category can be found in the appendix. It should be pointed out, however, that this system of classification can only give a rough division of lexical items into more or less broad groups. Some terms would fit into more than one category and were only charted once. This degree of inaccuracy has to be kept in mind while looking at this framework for specialised vocabulary in the business / exam situations in this study.

7.2.Three Points of Interest Concerning Specialised Vocabulary

The following detailed qualitative analysis will be based on three main questions:

1. How does specialised lexis contribute to common ground? How is it used by speakers? These questions will be dealt with using quantitative considerations as well as a close analysis of extracts from my mini-corpus. It will be shown that specialised vocabulary is a resource for speakers in business / exam contexts to negotiate common ground, enhance and maintain shared knowledge and create a sense of ‘groupness’ (Poncini 2004).
2. The second point of analysis will deal with the introduction of (perceived) new specialised lexical items. How does the speaker introduce a term when he does not know whether the addressee is familiar with it? Which (explicit or implicit) strategies are applied to avoid FTAs and to maintain common ground within the meeting?
3. A final point of analysis will concern some problematic aspects of the use of specialised lexis. The use of particular terms can be seen to lead to confusion, communication problems or even breakdowns. How these problems are handled in the meetings will be illustrated as a last topic.

All these questions or points of analysis will be illustrated with examples from my mini-corpus but again I would like to stress that the extracts can only give a rough overview. There are many more examples of the use of specialised lexis in my data and I can only give a small selection in this diploma thesis. However, these well-chosen extracts will hopefully support my main argument that specialised lexis is an important strategy of claiming common ground in a business / exam context.

7.2.1. *Specialised Vocabulary as a Strategy of Creating, Maintaining or Presupposing Common Ground*

It can be stated that the concentration of specialised vocabulary is really high in all the meetings recorded. This high density leads to the creation of a certain kind of tenor within the conversations, i.e. the tenor of a business meeting or the tenor of an exam situation. The large amount of specialised lexical items therefore suffices to create a sense of 'groupness' (Poncini 2004) within the interactions. Most of the time the conversationalists presuppose shared knowledge, i.e. they assume that their addressee is familiar with technical or specialised expressions and knows what he / she is talking about. Furthermore the speakers make a claim for their expert knowledge and professional identity. These assumptions will be illustrated in the extracts in the following chapters.

7.2.1.1. Negotiating and Adjusting Common Ground

The first two extracts are taken from Conversation 1, i.e. from the introductory meeting comprising the leaders of the international business school and the examiners. This meeting shows a high density of vocabulary belonging to Category 7 in my framework, i.e. expressions related to the exam situation. The leaders of the school explain to the examiners (most of them do this job for the first time) how the exams will be handled and what they will have to do. Furthermore some specialised terms – those terms which are specialised in the context of these particular business exams – have to be clarified.

CREATING Common Ground

The first extract is taken from the very beginning of my recordings where the first leader of the international business school (S3) starts his explanations of what the exams will be like in the upcoming days. For better readability all examples of specialised lexis will be in grey shadows:

Extract 66:

- 12 S3: [...] graduation classes is really composed of two different parts kind of the the
13 morning calls which are the case study (.) and then the afternoon calls which is
14 what what we are doing here er th-this afternoon er let me start with the with the
15 morning and I-I'll be brief about that (.) the the morning is a er ts a two week case
16 study (.) from from beginning day one a week ago today they started er all the
17 way through thursday of this week (.) they work on a er-er-er particular case (.)
18 particular customer (.) called [org2] bank so it's in financial services it's a banking
19 customer and they're working in in teams er calling on various customers and

20 clients within the bank to identify opportunities move (.) move the opportunities
 21 forward close some business work on political (.) er issues (.) er build
 22 relationships er (sow [org1] value) now everything that we would expect them
 23 them to do (.) and and so there's a a theme that you know (.) from call to call from
 24 (.) day to day the the case progresses and and moves moves forward hh so there's
 25 lot of continuity in the case study through the through the two weeks and I'll finish
 26 that (.) er thursday morning with a presentation to an [org1] executive in (.) in
 27 vienna and I'll wrap up the the case study

(MD I / Conversation 1)

The speaker does not presuppose shared knowledge in this case because he knows that his addressees have never worked as examiners in such business exams before and therefore it is unlikely that they know what exactly awaits them. However, S3 does not risk offending his audience by asking explicit questions (e.g.: “Do you know what ‘graduation class’ means?”) but he rather starts his explanation right away and thereby creates common ground. This strategy allows him to illustrate all the things necessary for the upcoming exams without doing FTAs or offending his hearers. Interestingly enough, although S3 with his explanation does not presuppose common ground from his addressees, he uses the sequence “you know” (underlined in the extract). This expression is normally used by a speaker to explicitly presuppose common ground and shared knowledge with the hearers. Although the speaker is about to explain the procedure and thereby makes clear that he does not expect them to know everything about it, he signals the possibility that one of the speakers knows something about the examinations by using the sequence “you know”. He thereby includes the examiners into the group of possible “insiders” and reduces the distance between the leaders of the international business school and the examiners. His explanation shows a high concentration of specialised vocabulary. Although there are no particularly technical terms the utterance is full of expressions that are specialised in the context of the introductory session. This high concentration evokes the particular tenor of an exam / school situation and also positions the participants in certain roles. The speaker defines himself as the person in charge because he has the knowledge and he is able to explain the situation to the others. Analysing the extract above two main findings can be pointed out: On the one hand the speaker presupposes shared knowledge with his addressees concerning the specialised lexis he uses, i.e. he assumes that the audience knows what he means by “customer, presentation, [org1] executive, case study, etc.” and he presumes that they know that he is talking about the fictitious scenarios used in the exam situations. On the other hand he cannot presuppose common ground and shared

knowledge concerning the course of the ‘sales calls’ and therefore he gives a detailed explanation. In my opinion this extract illustrates very nicely how a speaker “increases common ground without the risk of offending hearers” (Poncini 2004: 155).

PRESUPPOSING Common Ground

The last example from Conversation 1 is taken from the end of the meeting. Administrative things are clarified, i.e. which examinees, which rooms and which scenarios the examiners should get:

Extract 67:

385 S2: the reason we asked you to come <4> (here are one) exactly to check </4>
386 that you ha:ve got the right call and that cause we changed yours because of (.)
387 erm (.) <5> yeah </5> (.) <6> okay </6>
388 S3: yeah so <5> [S4] </5> you're doing **D1**
389 S4: D1 <6> yah </6>
390 SX-m: yeah
391 S2: fine
392 S3: okay and [S6] you're doing **D2** (.) <7> a:nd </7>
393 SX-m: <7> (**D3**) </7>
394 S3: [S5] you're doing
395 SX-m: **D3** <8> okay yeah </8>
396 S3: <8> D: **D3** and </8> (.) **D4** okay <9> erm </9>
397 S2: <8> **D3** </8>
398 S1: <9> the location </9> is where
399 S2: <1> right </1>
400 S4: rooms yah
(MD I / Conversation 1)

An outsider would not understand the content of this conversation. The abbreviations “D1, D2, D3 and D4” cannot be resolved without some insider knowledge. Having some contextual information it can be inferred that these abbreviations refer to the different exam scenarios that will form the content of the exam situations. However, it is not clear what these scenarios are or consist of. The knowledge of these issues is definitely presupposed by the speakers. S3, the leader of the international business school, starts assigning scenarios to examiners without explaining what they are. He assumes that the examiners know what he is talking about and that they can apply their knowledge later on in the exam situations. This assumption seems to be confirmed by the examiners in two ways: Nobody asks for clarification and they signal their agreement and understanding by continuous back-channelling (underlined in the extract). The conversationalists rely on common ground and shared knowledge to make their conversation successful.

As a conclusion to the two extracts from the introductory meeting in Conversation 1 it can be said that they nicely illustrated different stages of presupposing shared knowledge: In extract 66 the speaker did not presuppose shared knowledge but rather explained the procedure of the exam situations and thereby increased common ground. Extract 67 demonstrates the obvious presupposition of shared knowledge because the abbreviations are not explained to the addressees. The examiners confirmed their common ground by using back-channels and thereby signalled agreement and understanding.

7.2.2. *Introduction of (Perceived) New Specialised Lexical Items*

On some occasions in my data one of the speakers used a specialised lexical item that was new or unknown to the addressee. Interestingly enough, such new specialised vocabulary was only introduced by the examiners, which could be linked to their more powerful role in the interactions. How the introduction of new specialised lexical items was successfully handled will be shown in the next few extracts from my mini-corpus (The relevant items of specialised lexis will once again be made prominent by using grey shadows.).

7.2.2.1. Implicit Introduction of (Perceived) New Specialised Vocabulary

Extract 68:

2823 S24: <6> i mean </6> is it about the feasibility (.) is it about (.) knowing er
 2824 whether it makes sense anyway doing that <7> or what </7> you expect from (.)
 2825 from that
 (MD V / Conversation 7)

The examiner (S24 = customer) uses the term “feasibility” in this extract. At first sight this is not marked as a new specialised lexical item but when he goes on, he defines the term (underlined in the extract). Thereby he signals that he is not sure whether the addressee is familiar with the term. However, he does not risk doing an FTA or offending the examinee / sales person and so he paraphrases the expression right after he first used it. There are two possible explanations why the examiner could think that the examinee does not understand the term “feasibility”. First it could be that this term is specialised in the context of a business meeting and the addressee is not familiar with this type of specialised jargon. However, it is even more likely that the examiner’s assumption is based on the ELF context of their interaction. English is not their mother tongue and therefore it is likely that more specialised terms are not known to all the participants. To prevent an unpleasant

situation the speaker clarifies the meaning of the term right after he used it. By using this strategy he avoids offending his addressee, builds common ground and increases shared knowledge. The addressee now has the possibility to incorporate the (maybe) new expression into his knowledge and how this is done is illustrated in the next extract:

Extract 69:

2950 S28: er so: the [org2] (.) erm (.) er requested investigation on the technology
2951 **feasibility** of this project (.) and er we (.) er (.) e:r (.) we've made a report for them
(MD V / Conversation 7)

Extract 69 is taken from a later sequence of the same conversation. The examinee (S28 = sales person) obviously incorporated the term “feasibility” into his active vocabulary and already uses it in this utterance. As Poncini puts it: “[N]ew terminology becomes part of in-group language or ‘expert terminology’” (Poncini 2004: 170). It is thereby shown that he understood the term, i.e. either he already knew the term before the meeting, or the examiner’s explanation was successful.

7.2.2.2. Explicit Introduction of (Perceived) New Specialised Vocabulary

The following extract finally illustrates the use of an explicit strategy of introducing (perceived) new specialised items:

Extract 70:

3720 S30: <6> so </6> why should i <un> xx </un> [org1] rather than (.) a specialist er
3721 er **NICHE (.) supplier** you know what a **NICHE (.) supplier** means
3722 S35: mhm (.) yah
(MD VI / Conversation 9)

The same examiner (S30 = customer) uses the specialised lexical item “niche supplier” in another sales call using the same scenario to challenge the examinee to provide reasons why ‘the company’ should do the project. This time the examiner uses a more explicit strategy of creating shared knowledge with his fellow conversationalist. He obviously does not know whether the examinee (S35 = sales person) is familiar with the expression but instead of providing an explanation he explicitly asks his addressee. This strategy contains a certain amount of risk for the addressee. If the examinee is not familiar with the term, he has to admit it and this can pose a threat to his face. As he is already in a weaker position due to the context of an exam situation, such an FTA could really undermine his standing in the meeting. However, in extract 72 everything works out well when the examinee clarifies that he knows what a “niche supplier” is. The extract above illustrates an explicit

strategy of introducing (perceived) new specialised items. Although this kind of strategy contains a certain amount of risk it can be successful as is shown in the present example.

This chapter illustrates some strategies used by different speakers to introduce new specialised lexical items into the business meeting. In all the examples the speakers cannot be a hundred percent sure whether the specialised terms were known to the addressees or not. Their assumptions can be based on the specific business context of the meetings or on the ELF context of the interactions. The examiners (who were the only ones to introduce perceived new lexical items) use different strategies to cope with these situations. They either implicitly introduce the perceived new piece of vocabulary by adding an explanation or they explicitly ask the addressee whether he is familiar with the particular expression or not. The speakers try to avoid FTAs or offences to the addressee and in the examples above they are successful. They manage to negotiate common ground and shared knowledge with their fellow conversationalists and thereby contribute to the positive atmosphere during the meetings.

7.2.3. Problems and Confusion due to Specialised Vocabulary

Misunderstandings and communication problems can be part of any conversation and they can have different sources. In my data there are some instances of problematic talk due to specialised lexis. It is argued that these cases of confusion are not only due to the specialised nature of the business exams but also because of the ELF background of the interactions. The speakers do not share common mother tongues but they use English as a lingua franca and this might lead to certain communication problems which will be discussed in the extracts below. (The problematic specialised lexical items will be made prominent by using grey shadows; other areas of interest will be underlined.).

7.2.3.1. “feasible” & “credibility” – Problems and Confusion Arising from the ELF (or Business) Context

The following extract nicely illustrates various communication problems and confusions with different sources and resolutions:

Extract 71:

3686 S30: yah i would like to ask your ([S35]) you you read my er (.) estimates and so
3687 on do you think e:r (.) is it feasible this (.) this project (.) these figures what i told
3688 er this (.) concept is this feasible

3689 S35: yes it's er (.) in my opinion from e:r (.) opinion from [org1] is er feasible (.)
 3690 it's (.) er really (.) erm: (.) <L1ru> xxxxxxxx </L1ru>
 3691 S36: appropriate
 3692 S35: appropriate with er (.) [org1] view of er (.) current er situation (.) so (.) as
 3693 you remember we discussed on our (.) last meeting if you about (.) our view and
 3694 er (.) our expectation from this project (.) as you (.) remember (.) <3> yes </3>
 3695 S30: <3> yes </3>
 3696 S35: so actual is (.) really (.) **visible**
 3697 S30: feasible yes?
 3698 S35: feasible yeah
 3699 S30: how (.) does [org1] have (.) **credibility** (.) in this area (3)
 3700 S35: er (.) what do (.) what do you mean by credibility (.) just
 3701 S30: i mean (.) can we trust that [org1] e:r (.) ha- e:r has er (.) experience and er
 3702 can (.) help us in in this (.) [name15] project
 3703 S35: of course (.) we work together an:d er (.) work on this project bana-
 3704 [name15] (.) so (.) we (1) now (1) first of all have a real experience (.) in this
 (MD VI / Conversation 9)

The topic of this sales call is once again a project that should be done by 'the company' for the customer company. In the extract above the customer (S30 = examiner) wants to know whether the project is "feasible" for 'the company' and whether they have "credibility" in this area. Several communication problems or confusions arise in this sequence and many different strategies are applied to resolve them:

When the examiner / customer asks the sales person (S35 = examinee) whether the project is "feasible", this specialised lexical item does not seem to be a problem. The addressee reacts appropriately and is able to provide an answer. However, when he tries to paraphrase the term "feasible", he does not know the correct English expression. In his confusion he utters the Russian word and an observer (S36) helps him out and provides the English version "appropriate". In this sequence it seems to be clear that the confusion arises from the lingua franca context of the meeting. English is not the mother tongue of the participants and they do not always find the correct terms as fast as necessary. The speaker uses a number of hesitation devices (i.e. pauses and hesitation markers like "er, erm:") which give him time to search for the correct lexical item. However, when he does not find it, he uses his mother tongue and by doing so explicitly demands help from his colleagues (the Russian observers). When S36 helps him out, the examinee / sales person repeats the correct term "appropriate" and continues his explanation.

The next problematic sequence appears when the examinee / sales person pronounces the term "feasible" in the wrong way, namely as "visible". However, this mispronunciation only causes a minor interruption. Instead of threatening the examinee's

face by referring explicitly to his mistake, the examiner / customer just repeats the expression with the correct pronunciation. By using this strategy he clarifies that he understood the term correctly without focusing on the speaker's mistake. The examinee reacts by repeating the lexical item once more in the right version, thereby confirming that he understood him correctly.

Right after this problem is solved, the next confusion can be spotted. When the examiner / customer asks whether 'the company' has "credibility" in the area of such projects, the examinee / sales person does not answer the question at first. A longer pause of about three seconds is followed by an explicit request for clarification. Obviously the examinee / sales person used the pause to think about the problematic specialised lexical item but could not decode it correctly. As he is still in an exam situation, which means that he is supposed to give good answers to the examiner's questions, he explicitly asks the examiner to provide an explanation in line 3700. This could be seen as an FTA to his own face as he has to admit that he does not understand the speaker. However, in the context of the exam situation it seems to be the appropriate strategy to prevent further communication problems and to be able to answer the question. The examiner / customer provides an explanation without offending the examinee / sales person. Finally the examinee / sales person is able to answer the question. He starts his response with the discourse marker "of course", which can be interpreted as a mitigating device as if he would say: "thank you for your explanation – I already thought that you meant it like that". In this case it cannot be known whether the examinee / sales person did not understand the term because of his Russian mother tongue, i.e. because he does not understand the English expression, or whether he did not understand the term in the specialised business context. This question has to be left open for further interpretation.

Extract 71 shows a high density of communication problems with different sources and resolutions and finally the communication can proceed smoothly and without further problems. It is therefore argued that even if misunderstandings or confusions occur in business / exam talk, they can be resolved in a positive way and without causing serious problems or communication breakdowns.

7.3.Conclusion

This chapter examined the use of specialised vocabulary in a business / exam context. It was argued that professional lexis contributes to common ground, shared knowledge and a positive conversation atmosphere and this argument was illustrated with a series of extracts from my mini-corpus. Three main questions were identified for the detailed analysis and the following conclusions can be drawn:

1. The use of specialised vocabulary in various ways contributes to the notion of common ground in business / exam contexts. A high density of specialised lexical items was shown to create a particular tenor (i.e. the tenor of a business meeting, the tenor of an exam situation, etc.) and thereby it enforced the sense of community among the participants. On some occasions shared knowledge was explicitly presupposed and on other occasions it was enhanced or enforced by providing explanations or introducing new specialised items, which was also the second research topic.
2. Sometimes it became necessary to introduce new specialised lexical items. However, it was not always clear whether the expression was really new and this influenced the relevant strategies. The ELF context of the interactions also influenced the introduction of new specialised terms because the speaker could not be sure whether the addressee was unfamiliar with the specialised meaning of the term or with the English expression itself. Different strategies (implicit or explicit) were used by the speakers to introduce perceived new specialised lexical items. These strategies then contributed to the creation of common ground and shared knowledge and thereby strengthened the sense of 'groupness' (Poncini 2004) and the positive conversation atmosphere within the meetings.
3. Finally it was observed that specialised vocabulary could lead to confusion and communication problems and different strategies were used to resolve these situations. All the problems were resolved in a positive way and the conversations could proceed smoothly and without major interruptions.

As a conclusion it is argued that although there is hardly any alternative for the use of more or less specialised business vocabulary in business meetings, it nevertheless fulfils various functions within the conversations. The examination showed that specialised lexis was used to presuppose or create common ground and shared knowledge, to evoke a particular

‘business tenor’ within the meetings and position the participants in relation to each other within the business context. Although the specialised terms also led to confusion and communication problems, they constitute an important factor in business conversations and should be the topic of further investigation.

8. Implications for Teaching Business English

As my future profession will be that of an ELT practitioner it is appropriate to conclude my diploma thesis with some implications that my analysis of ELF business / exam conversations could have for teaching Business English. How should Business English be taught? What should be focused on in training business people? How should intercultural competence be included in the teaching of Business English? Two main implications for teaching Business English are identified in the present study:

8.1. Foci in Teaching English for Business Purposes

English for Business Purposes belongs to the vast field of ESP (i.e. English for Specific Purposes). Although there is a large amount of literature on this topic (cf.: Kennedy & Bolitho 1984; Hutchinson & Waters 1987; Dudley-Evans & St John 2001; Robinson 1991; Williams, Swales & Kirkman 1984), it is rather difficult to find a definition for the concept of ESP. Hutchinson and Waters (1987: 5 – 15) do not provide a definition of the concept at all but instead give a description of the origins and developments in ESP. According to Kennedy and Bolitho (1984: 3) “ESP has its basis in an investigation of the purposes of the learner and the set of communicative needs arising from those purposes”. A much more detailed definition is provided by Dudley-Evans and St John (2001). Their explanation comprises two sets of characteristics and will be quoted in the following paragraphs:

1. Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

2. Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

(Dudley-Evans & St John 2001: 4, 5 – original emphasis)

ESP is usually divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (cf.: Dudley-Evans & St John 2001: 5 – 7; Kennedy & Bolitho 1984: 4). EOP is designed for learners who “need to use English as part of their work or profession” (Kennedy & Bolitho 1984: 4). English for Business Purposes (EBP) forms a large and important category within EOP (sometimes it is also described as a separate category because of its growing importance) (Dudley-Evans & St John 2001: 7). Today it is important for every business person to have some command of English to be able to participate in international or global business (Gnutzmann & Intemann 2005: 21). Thus, EBP is a very fast growing field of English Language Teaching (ELT) where a lot of research has already been done and according to my examination of ELF business / exam conversations some approaches should be reconsidered as follows:

8.1.1. Vocabulary vs. Discourse Competence

Teaching English for Business Purposes very often has a strong focus on lexis and structures. There are many course and practice books on business or professional vocabulary and technical jargon (cf.: Mascull 2002) and on specialised topics like for example telephoning, having meetings, writing business reports, etc. (cf.: Comfort, Revell & Stott 1984; Naterop & Revell 2004). However, discourse competences are often neglected. In my opinion it is important to raise the learner’s awareness for the subtleties of language usage. Learning professional vocabulary and prefabricated chunks of language like ‘Could you possibly...?’, ‘Do you mind my asking if...?’ or ‘If it’s alright with you...?’ (Dudley-Evans & St John 2001: 69) by heart is just one end of the scale. These phrases and lexical items can be helpful at the beginning of the learning process to gain some confidence and to be able to utter those prefabricated chunks in stressful situations. However, it is important that speakers of Business English are able to use particular discourse strategies to show politeness, negotiate common ground and strengthen the sense of ‘groupness’ (Poncini 2004) within the interactions. Such discourse strategies are exemplified in the present study with examinations of the subtle meanings of the first person plural pronoun *we* in business meetings and the use of what was defined as *Pragmatic Expressions of Common Ground* to strengthen the positive atmosphere within a meeting. These and other similar areas are often neglected or described as impossible to teach (cf. Müller 2005) in Business English courses but some more attention should be

drawn to them as they are important strategies of negotiating common ground and thereby also of reaching professional goals in business meetings.

8.1.2. 'Soft Skills': Negotiating Common Ground in Business Interactions

Another important area of business communication that is very often neglected is the importance of socialising or the strengthening of interpersonal relationships. According to Koester (2006: 162) “the relational dimension of language is an extremely important aspect of spoken interaction, even in business communication”. Poncini points out that learners should

be made aware of the importance of opportunities to socialize as a way to build common ground, which in turn facilitates communication and paves the way towards achieving common [business] goals.

(Poncini 2004: 296 – my insertion in brackets)

The present diploma thesis shows how different linguistic strategies are employed to create a positive atmosphere within the interactions. These strategies also fulfil various other purposes: the speakers negotiate common ground, create shared knowledge and convey their feelings of sympathy and good-will to their fellow conversationalists. They use subtle ways of relating to the other meeting participants as strategic devices within the meetings and these certainly contribute to the achievements of business goals. Although some Business English training books already deal with socialising and small talk (cf.: Frendo 2005) the presence of interpersonal aspects in every business interaction has not yet been widely acknowledged. Even in cases where speakers do not actually have small talk they very often express respect or sympathy for each other, evoke their in-group-membership or strengthen common ground. These aspects of business communication should be addressed in EBP courses and the students' awareness for these strategies should be increased.

8.2. English as a Vehicle for International Business Communication

According to Dudley-Evans and St John (2001: 53) “English has become the international language of business” and

most English-medium communications in business are non-native speaker to non-native speaker (NNS – NNS), and the English they use is International English, not that of native speakers (NS) of English-medium countries such as the UK and Australia.

(Dudley-Evans & St John 2001: 53)

This view is supported by many other researchers like, for example, by Poncini, who claims that “training needs to give attention to multicultural business settings and the use of English as a common language” (Poncini 2004: 295). Meierkord and Knapp summarise the opinion of various linguists when they argue that “most learners of English will employ the language mainly for communication with other non-native speakers” (Meierkord & Knapp 2002: 20, 21).

Nevertheless, English Language Teaching (henceforth ELT) still very much orients towards a native speaker model or a concept called “Standard English” (cf. Gnutzmann 2005, Seidlhofer 2001 & 2004). These approaches to ELT are viewed as problematic or doubtful by many researchers and nowadays theoreticians as well as practitioners are looking for a new model for teaching English as a second language. An influential idea is that if English is “used as a lingua franca, it should be taught as such” (Meierkord & Knapp 2002: 21). This again is problematic as there are no clearly defined characteristics of English as a lingua franca at the moment. However, some linguists claim that “a further codification or standardization of English as a lingua franca is possible” (Meierkord & Knapp 2002: 21). Among them are Crystal (2005), who suggests that English should become a global language as ‘World Standard English’, Jenkins (2001), who deals with universal pronunciation rules for an international English and Seidlhofer (2000 – quoted in Meierkord & Knapp 2002: 22), who describes the lexico-grammatical features of ELF. Nevertheless the codification of ELF is still a very young project and “there is no thoroughly described – let alone institutionalised – variety of ELF as yet and so it is not possible to teach and learn it” (Gnutzmann & Intemann 2005: 21). However, Burger (2000 – quoted in Meierkord & Knapp 2002: 22) provides some interesting suggestions concerning changes in ELT:

revision of the native speaker as a model for English language teaching, acceptance of hybrid learner varieties, dominance of communicativity over correctness, increased coverage of second language varieties of English, inclusion of non-native varieties in listening training, stressing intelligibility of pronunciation over native speaker acceptance, train negotiation of meaning, raise intercultural awareness.
(Meierkord & Knapp 2002: 22)

In my opinion these suggestions are really interesting and valuable because they provide a rough overview on the issues that are of importance in teaching English as a second language for non-native speaker – non-native speaker communication. According to Beneke (1991 – quoted in Gnutzmann 2005: 116) “80 % of interactions in which

English is used as a foreign or second language happen without the presence of native speakers”. International business is on the rise and business people not only have to be able to communicate in English within their company but also with representatives from other companies in a global context. Therefore I agree with Dudley-Evans and St John’s statement that

[i]nternational English is about effective communication and, as one of our course participants put it, ‘I’m not a native speaker. I don’t want people to forget that. We come from different cultures and ways of thinking; if my language sounds too good, people won’t remember that.’ NNSs want to **communicate effectively, but not necessarily like NSs**; and NSs of standard English also need to learn to use International English.

(Dudley-Evans & St John 2001: 54 – my emphasis)

This could also be observed in my data. The different non-native speakers display a characteristic pronunciation but although they not always manage to communicate accurately (according to native speaker standards), they nevertheless are able to communicate effectively. In all the transcripts only minor disruptions could be located but although several hours of data were analysed, no actual communication breakdown could be found. Instances of inaccuracy are in most cases ignored like in the extracts below:

Extract 72:

3976 S38: and er (.) probably i- (.) and erm (.) one of the big er (.) advantages of this (.)
 3977 solution is that e:r in the future (.) if you are interesting in er (.) implementing
 3978 there another solution or another project it er will be er (.) it will be easier (.) you
 3979 can do it er easily and without e:r <8> a-any </8> any problems
 3980 S24: <8> mhm </8> (.) hm
 (MD VII / Conversation 10)

Extract 73:

1854 S1: er (.) i don't know the <pvc> strait {straight} </pvc> number but we can ask
 1855 my colleagues <un> xxxx </un> number <5> so we </5> can ask them for (.) for
 1856 exact number of <6> of p- </6> series and licences they have
 1857 S17: <5> mhm </5> (.) <6> aha </6> (.) okay (.)
 (MD III / Conversation 5)

The extracts above show minor grammatical or pronunciation problems but these do not hinder successful communication. The speakers just continue their talk (probably they do not even notice their mistakes) and the addressees ignore them (or do not notice them either). As long as the speakers are able to understand each other they tolerate “hybrid learner varieties” (Meierkord & Knapp 2002: 22) and non-native pronunciation. Therefore Dudley-Evans and

St John's claim is supported that in EBP "the primary concern is to communicate effectively, not necessarily totally accurately" (Dudley-Evans & St John 2001: 73).

In my opinion it is important that in teaching English as a foreign or second language the students' awareness is raised that very likely they will in most cases communicate with other non-native speakers of English. As long as there are no agreed upon characteristics and features of ELF as a particular variety of English, it is important that "training materials [...] [move] beyond interactions between members of two cultures, especially when one of them is English-speaking" (Poncini 2004: 295). Native speaker English should not be accepted as the only possible standard for teaching English as a foreign language and several accents as well as non-native varieties should be integrated into the ELT classroom. This is especially true for the teaching of Business English with regard to the globalisation of the economy.

9. Conclusion

The main purpose of this diploma thesis was the description of successful ELF business / exam talk. The particular focus was set on interpersonal features, i.e. on the negotiation of common ground, the presupposing or strengthening of shared knowledge and the creation of a positive atmosphere within the conversations in general. After a first examination of the transcripts and recordings based on common sense and personal interests three features were identified as particularly interesting:

- the use of the pronoun *we*
- the use of specific linguistic features used to negotiate common ground with the conversation partner (e.g.: *you know, nice to meet you, etc.*)
- the use of specialised vocabulary

These features are not associated with interpersonal functions at first sight but nevertheless I noticed that they were used strategically by the speakers for various interpersonal purposes within the conversations. They managed to establish a sense of ‘groupness’ (Poncini 2004) by using these subtle linguistic strategies. According to Poncini (2004: 19) many researchers up to now focused on problematic aspects, instances of miscommunication or even communication breakdown in ELF interactions. However, one of the main findings in my diploma thesis was that almost no major communicative problems and definitely no communication breakdowns occurred in the recorded conversations. The speakers showed a

remarkable ability and willingness to tolerate anomalous usage and marked linguistic behaviour, even in the face of what appears [...] to be usage that is at times acutely opaque.

(Firth 1996: 247)

In my diploma thesis, it was therefore the primary aim to focus on successful lingua franca interactions and identify strategies that contributed to success within the interactions.

Adding to the complexity of the examination the two-fold nature of my data always had to be considered: On the one hand my recordings consisted of exam situations and on the other hand they could be classified as business discourse (as the exams comprised simulated sales calls and business meetings). From the beginning, the conversations developed quite naturally and displayed many similarities to ‘real business meetings’. Nevertheless, this two-fold nature of the data influenced the structure of the conversations, speaker roles and identities and power structures. These important factors always had to be kept in mind and added to the complexity of the analysis process. However, in some cases it was found that the two levels had very similar characteristics: Concerning power relations, for example, it could be illustrated that they were similar on the exam as well as on the business level of the

interactions. In the exam situation the examiner definitely had more power than the examinee as s/he was the person to evaluate and assess the other participant. In the business meetings the examiners mostly represented customers of 'the company' (except once when the examiner represented the CEO of 'the company'). The examinees represented sales people from 'the company'. The customers could definitely be regarded as the more powerful ones in the sales calls as they had the possibility to go to another provider whereas the sales people need to sell their products to the customers. Therefore, with regard to power relations within the conversations it can be said that they were similar on both levels. Nevertheless, the two-fold nature of the data always had to be considered and integrated into the examination.

As was already mentioned before the focus of this study was on interpersonal functions of three particular identified features: Using many extracts from my transcripts as illustrations and exemplifications I was able to show how the use of the pronoun *we*, the use of particular linguistic markers (which I termed *Pragmatic Expressions of Common Ground*) and the use of specialised vocabulary contributed to the negotiation of common ground, the presupposing or strengthening of shared knowledge and the creation of a positive atmosphere in the conversations in general.

The speakers successfully used the first person plural pronoun *we* to create an imaginary group uniting the two companies (the customer company and 'the company'). They conveyed an atmosphere of shared interests and shared responsibility and thereby evoked the collaborative nature of the interactions. Furthermore they used *we* to build and strengthen the sense of 'groupness' (Poncini 2004) within 'the company'. This usage was exemplified within the sales manager meeting where only members of 'the company' were present. Participants' *we*-usages emphasised the individual's in-group-membership as well as the shared interests, responsibilities and knowledge of the team within 'the company'. Finally the first person plural pronoun was used to back up the opinion of a single speaker with the consent of the whole company. This usage was called 'institutional *we*' (cf. Drew & Heritage 1992) and it demonstrated in-group-membership with larger communities as well as it evoked a collective / corporate speaker identity.

A range of particular expressions was identified as actively contributing to the positive and collaborative atmosphere within the conversations. After some initial problems in categorisation these expressions were labelled *Pragmatic Expressions of Common Ground*. These were used by the speakers to presuppose or create common ground, shared knowledge or agreement as well as to signal understanding or agreement. It was shown that the native speaker of American English (one of the leaders of the international business school)

predominantly used discourse markers to fulfil various pragmatic functions. The non-native (or ELF) speakers of English more often used phrases or expressions, that were sentence constituents, or even short sentences to fulfil particular pragmatic functions. These *Pragmatic Expressions of Common Ground* were identified as important features within the conversations as they particularly contributed to the cooperative atmosphere (cf. Meierkord 2000; Firth 1996) within the interactions.

Concerning specialised vocabulary it has to be stressed that a very broad definition is used in this diploma thesis. Not only technical and professional jargon was included but also general business terms like, for example, *project, account, sales, bank*, etc. It was illustrated that this kind of vocabulary contributed to the sense of community within the meetings as it created a certain kind of tenor (that of a business situation) within the interactions. Furthermore it was used to create, enhance and presuppose shared knowledge, to evoke a professional identity and to make a claim for expert knowledge. A brief examination of the introduction of (perceived) new specialised lexical items as well as of some problems that could arise from the use of specialised vocabulary showed that although these particular lexical items could also cause problems all of them could be resolved and the interactions could proceed smoothly and without major interruptions.

As I am a future English teacher I wanted to include some implications for teaching Business English. It was argued that teaching Business English (or English for Specific Purposes in general) often has a strong focus on vocabulary and pre-given structures. Although specialised vocabulary certainly is important in Business English, more emphasis should also be given to discourse competences. Furthermore the development of ‘soft skills’ like socialising and strengthening interpersonal relationships should be dealt with in training contexts. In my opinion it is important to raise the students’ awareness for the subtleties of language and to expose them to realistic language within the classroom. Finally the growing importance of English as a lingua franca, i.e. as a tool for international communication between non-native speakers of English, should be foregrounded. Although “[t]here is no thoroughly described – let alone institutionalised – variety of ELF as yet and so it is not possible to teach and learn it” (Gnutzmann & Intemann 2005: 21), it should be integrated in every language classroom and in Business English classes in particular.

As a conclusion it can be said that this diploma thesis wanted to concentrate on successful ELF interactions in a business / exam context and that it hopefully contributes to the empirical basis that is still needed for further ELF research.

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11. Appendix

11.1. Appendix 1: List of Abbreviations

[org...]	→	organisations (including the company where I did my recordings)
[name...]	→	projects, abbreviations (of projects)
[first name...]		
[last name...]	→	people who do not appear as speakers in the transcripts

11.2. Appendix 2: Full Transcriptions

MD I / Conversation 1

recording duration: 00:24:36

date of event: 2007-05-21

person id: S1 age: 40+ sex: male langKnowledge: L1 Croatian (Croatia) position: examiner [org1]

person id: S2 age: 35+ sex: male langKnowledge: L1 English (Great Britain) position: leader of [org3]

person id: S3 age: 40+ sex: male langKnowledge: L1 English (America) position: leader of [org3]

person id: S4 age: 30+ sex: female langKnowledge: L1 German (Austria) position: examiner [org1]

person id: S5 age: 35+ sex: male langKnowledge: L1 Russian (Russia) position: examiner [org1]

person id: S6 age: 35+ sex: male langKnowledge: L1 German (Austria) position: examiner [org1]

person id: S7 age: 25 sex: female langKnowledge: L1 German (Austria) position: researcher
setting: in a hotel

- 1 <beg MD I Conversation 1_00:00:47>
- 2 S3: --- three previous (.) classes where we take them through er ts er [name16]
- 3 and a number of selling skills some new models and theories and you know give
- 4 them the structure of of how to: how to conduct a a sales call a:nd e:r they've had
- 5 opportunities to practice in all these classes along along the way doing numerous
- 6 sales calls smaller case studies erm ts leading up to this this final class which
- 7 which basically you know what we're (.) doing i:s a kind o:f er you know giving
- 8 them the final okay that they're (.) ready to go out and and carry the [org1] back
- 9 and be (uncalled) and be [org1] sales sales representative in (.) you know
- 10 numerous functions that they would er overalls that they would have within [org1]
- 11 sales
- 12 hh erm graduation classes is really composed of two different parts kind of the the
- 13 morning calls which are the case study (.) and then the afternoon calls which is
- 14 what what we are doing here er th-this afternoon er let me start with the with the
- 15 morning and I-I'll be brief about that (.) the the morning is a er ts a two week case
- 16 study (.) from from beginning day one a week ago today they started er all the
- 17 way through thursday of this week (.) they work on a er-er-er particular case (.)
- 18 particular customer (.) called [org2] bank so it's in financial services it's a banking
- 19 customer and they're working in in teams er calling on various customers and
- 20 clients within the bank to identify opportunities move (.) move the opportunities
- 21 forward close some business work on political (.) er issues (.) er build
- 22 relationships er (sow [org1] value) now everything that we would expect them
- 23 them to do (.) and and so there's a a theme that you know (.) from call to call from
- 24 (.) day to day the the case progresses and and moves moves forward hh so there's
- 25 lot of continuity in the case study through the through the two weeks and I'll finish
- 26 that (.) er thursday morning with a presentation to an [org1] executive in (.) in
- 27 vienna and I'll wrap up the the case study
- 28 now what we're hear er today (.) er is what we call the afternoon visiting manager
- 29 (.) calls we er (.) er ask to er your assistance and and others before you (.) that
- 30 have you know come in to to take calls for an (.) for an afternoon (.) and help us
- 31 assess the students on their readiness (.) er to to be in sales (.) and (.) these calls
- 32 have nothing to do with the case study (.) they're stand alone different scenarios

33 different calls (.) that they would get (.) er everyday (.) and er (.) it's just an-
34 another way of of testing their ability to (.) take a scenario (.) do some (.) some
35 research (.) (prep) for the call (.) conduct an effective call (.) er with with someone
36 who they haven't seen before or haven't they haven't called on before so just gives
37 them another er er opportunity to to work on their skills and for us to (.) to test
38 and assess their (.) their skills as as well because one of the things that we will ask
39 you to do is er evaluate (.) the the student and give them a grade on on their calls
40 and I'll go through that er in in a few in a few minutes that whole grade er scenario
41 the er the structure of the afternoon and I [S2] is going to (burn off) more (.) of of
42 the schedules I guess we didn't have enough of those but the calls will start at at
43 two o'clock (.) and e:r (.) there'll there'll be you'll you'll either have three or four
44 most of you have four calls and one of you will have three calls (.) erm (.) and and
45 each call (.) will last about fourty-five minutes (.) and let me tell you how (.) how
46 that process works (.) the the actual call itself where the student you know knocks
47 on your your door comes in an-and plays the role of the [org1] seller (.) that will
48 last twenty minutes (.) maybe twenty-five minutes at the very very most (.) er the
49 student or the seller should be responsible for (.) monitoring the time keeping
50 track of of time and they've been told they have about twenty minutes on your
51 calendar (.) erm if they start going a lot longer for some reason (.) we need to stop
52 them yes
53 S1: who is going to track the time? is it is it our responsibility?
54 S3: er well
55 S1: do i have to end it or is somebody erm kind of moderating it and say well
56 S3: No, it it erm i-i-it ultimately is you th-th-that some of themselves should be
57 monitoring and in about twenty minutes should be wrapping up the call but if you
58 you know see or notice that it's you know twenty-five minutes or so you you
59 should stop it by just saying oh (.) I have another meeting I have an airplane to
60 catch or or whatever (.) an-an-and stop the call (.) erm if you would like (.) you
61 you do have the option of er there'll be others in the room that will observe (.) you
62 can ask one of them (.) to you know watch the time and say if if this goes (.) you
63 know twenty minutes let let me know but (.) but ultimately the seller should be
64 that but you would stop the call if they (.) continue to: er to go to long
65 okay (.) so you can see we're we're on er visiting manager <un> xxxxx </un> e:r
66 monday today and e:r it has which which call that you are signed except [S5] and
67 [S1] you know have switched <@> calls </@> dfour and d-three and er below
68 that it it tells you the names of the student (.) who will see you (.) who will call on
69 you at a particular time so [S4] at at two o'clock [name1] will will call on you now
70 there'll be (.) three others that will be with [name1] you don't have their names up
71 here but th-they are down here at the bottom (.) er so you you you
72 S4: er this is team then (.) or what
73 S3: er if you see A <1> A A you'll be team A </1>
74 S4: <1> A Team A yah okay </1>
75 S3: so you have [name1] [name2] <2> [name3] and [name4] (.) they will they will
76 all (.) all be there </2> but [name1] will be the one who'll who will conduct the
77 call er with you at at two o'clock
78 S4: <2> yah yah okay </2> <3> mhm </3>
79 S3: and (.) after they they finished their call again twenty twenty-five minutes
80 S4: mhm

81 S3: then you go through a process of (.) erm (.) providing feedback going through
82 a a a debrief there's a lot of different ways to to do a a debrief of a of a call s- you
83 know so whatever you are (.) you you're comfortable without tell you what i do
84 you don't have to do it (.) this way but i i once the call stops i usually ask the the
85 seller what were your objectives (.) for the call what did you want to accomplish
86 (.) er in in this call and there'll there'll er tell me a little bit about that and i also go
87 through er and ask them what did you want me as the customer to take away from
88 this call (.) what is it you wanted me to (.) either know or feel or feel differently
89 about [org1] as a result of this call (.) and see if they have an objective for the
90 customer (.) if they don't have a good objective for the customer that's always a
91 very good teach point (.) with them
92 S4: <4> mhm </4>
93 S3: <4> that </4> you know how you know if the call was successful unless you
94 accomplish something with the customer (.) and what did you want to accomplish
95 with the with the customer (.) okay? erm then i usually ask them well based on
96 those objectives (.) what did you like wh-what did you what felt right about the
97 call? what did you like? what went well in the call? and er (.) then likewise i say
98 (.) was there anything you'd like to change or do differently something you didn't
99 like (.) a-a-about about the call (.) then i normally go to the observers (.) in the
100 room and with the observers i say (.) give me one or two things that you er
101 observed that was positive about er [name1]'s call i-i want them to-to stick really
102 more to the positive of the call and leave the you know what would be better if for
103 for me as the as the facilitator as the er as the calltaker (.) erm so i-i let them (.)
104 say a few things and then i give them my: my thoughts and my comments and the
105 reason i do it that way is is because it also gives me an opportunity to jot a few
106 things down not (does it base on) what they're saying but as they're talking i-i
107 write some of my comments down on the on the call sheet do we have do we have
108 S2: <5> yes yeah yeah there are some </5>
109 S3: <5> some <un> xxxx </un> sheets so we can okay thank you </5>
110 erm (.) an then (that leads me up) to write some things down and then i i give
111 them my my feedback (.) and in my feedback consists of of both you know here
112 are some things that (.) that i thought you did well (.) in in the call (.) but here are
113 some things that i think if you had done or you know think about doing it
114 differently (.) it would have made the call even stronger or even even better (.) a-
115 an-and and that's how i do that the debrief erm others (.) you know I've seen
116 others after the call send everybody out of the room and they c- write their
117 comments and then bring everybody back and have the discussion th-there's
118 numerous ways whatever (.) whatever you feel comfortable doing i i will tell you
119 that (.) it's very (.) natural and all the students are very comfortable about hearing
120 the feedback and comments for each other (.) and even seeing and knowing what
121 th-the grades are
122 S4: <6> mhm </6>
123 S3: <6> from </6> from everybody they they've been doing this for you know this
124 is the fourth class now (.) that they have er have done there since [S2] has passed
125 this out
126 [S2] can i have that other
127 S2: yeah sure

128 S3: other copy this is this is the (.) er assessment form or the grading sheet that
 129 we'll we'll need you to to fill out (.) on each student. each student or each seller
 130 will bring this to you in the call so they'll have filled out their name and the
 131 information o:n on the top
 132 couple of things we need you to do one (.) sign it an-and put today's date (.) er the
 133 written comments any comments that you like to write about er for the student
 134 (they will) get a copy of this so (.) you know write write comments that erm (.) er
 135 you know they can look at later and and kind of understand o-or make sense in
 136 terms of (.) you know (.) you know (.) opening was was weak or you know need
 137 need such and such you know ask more questions about (.) this to quantify or
 138 qualify (.) you know tho-those types of of things can o-or things that they did well
 139 you can you can write in in the comment (.) comment box then we need to give
 140 them an overall (.) grade and there's (.) six options here one through (.) one
 141 through six erm let me start with one (.) one is the best grade one is an excellent
 142 (.) call i mean as it as it says here in in the description here's comes some
 143 description about the call you know it says er excellent every way could not be
 144 better
 145 S2: well
 146 S3: every call could could be better
 147 SS: <7> @@@ </7>
 148 S3: <7> in some in some </7> way even if [S2] did it i think
 149 S2: <8>@@@@ </8>
 150 S3: <8> we could probably find </8> some- <@> -thing that </@> that c- that
 151 could be better i i don't know but erm i i always try to think about it from the
 152 standpoint of you know just based on where they're at in their training (.) right
 153 now certainly they're not going to perform like a (.) six seven year veteran er
 154 doing doing sales calls but erm but you know if if they they do a nice job of call
 155 structure it's logical it makes sense (.) they've er made you feel good as the
 156 customer you think that they're here to to to help you they provide (.) some plan to
 157 move forward some some next step that makes makes sense (.) erm an-and you
 158 know you you can't think of a whole lot of er-things to: to talk to them about that
 159 might have bettered the call then it might be a one (.) erm we have had a few not
 160 many i-it c- it can happen (.) erm so that would be that would be a one a six let's
 161 go to the other (.) end of the scale six is the worst call i mean the worst grade you
 162 could get the worst call you could do (.) erm as it says down here they basically
 163 would have done some harm (.) you know something offensive er a a major
 164 infraction of business contact guidelines you know they er they they hit the the the
 165 the er
 166 S4: customer <9> @@@@@@ </9>
 167 S3: <9> the customer </9> you know <1> they <un> xxxxxx </un> on the desk
 168 </1>
 169 S2: <1> (the exe- the executive right) </1>
 170 S4: <1> @@@ </1>
 171 S3: you know they they did something illegal you know in in the call something
 172 something that you know the next call [org1] would have to bring in the lawyers
 173 or or <2> managers to </2> to fix or t- <3> or to correct </3> so yah so tha- that
 174 would be that would be did harm
 175 SX-m: <2> @@@ </2>

176 S2: <3> very expensive </3>
177 S3: and then we have a lot of (.) you know <un> xx </un> we have fourth four
178 grades in in the middle so let me let me try to divide these in in half. one two and
179 three (.) are passing grades. so one of the first things you might wanna look at is
180 okay was was this (.) acceptable to would this be passing (.) erm <un> xxxxx
181 </un> what does passing mean? well passing you know in from the standpoint
182 that you you might look at this. did they do an acceptable job? that okay if they if
183 they did this call with the customer (.) it would be okay (1) you know then if that's
184 the case then it might be a three (.) something a little bit better where they (.) got
185 you a little more excited you know moved move the opportunity a little bit further
186 (.) got you <4> to agree to </4> you know some some major a-agreement or
187 accomplishment
188 SX-m: <4> <clears throat> </4>
189 S3: in the call then that might be a t- a two (.) okay (.) erm
190 S2: erm something also (1) where i be thinking about giving (.) if i'm looking at
191 giving a two (.) would i like this person to be working on my <5> team (.) yah (.)
192 would i employ this person </5>
193 S3: <5> team yah mhm yah </5>
194 S4: <5> mhm (2) mhm </5>
195 S2: that's a great thing about grad class as well it's a great camp for you guys to
196 find good <6> talent for the future okay it's @@@ i can see you're gonna thinking
197 there yah @@@ </6>
198 SS: <6> @@@@@@@@@@ </6>
199 S2: so yeah (.) would you like this person on your team?
200 S3: so is it is it passing is it is it not passing (.) and that kind of tells you is it a one
201 two or three or a four five or o-o-or six. so i-i always ask the calltakers to look at
202 it from two standpoints (.) one is the customer (.) naturally (.) how did they make
203 you feel as the as the customer? did they (.) did they provide you some value? did
204 they (.) did they enhance your thinking? did they move move your (.) opportunity
205 your buying process forward er some (.) in in this call and erm tha-that's one way
206 to think of it to look at it. the other way to look at it is if you are an [org1]
207 manager (.) (along and the) call (.) you know how would you coach them? how do
208 you think they did? because we could make the customer feel (.) quite well by just
209 offering everything. yes there's no charge for that. yes we'll do that i'll bring
210 sixteen resources and all that (.) but as the [org1] sales manager (.) you know (.)
211 not not so good (.) so (.) you know look at it from those two standpoints (.) from
212 the customer and then (.) how did they do in representing [org1]'s (.) er interests
213 and your interest as the sales manager for your (.) for your team (.) so you can
214 look at it er from from that standpoint.
215 There's also a lot of (.) words here on the left hand side these these are [org1] sales
216 competencies (.) and what what this sheet allows you to do (.) is erm (.) er either a
217 a as-assess them (what is) a strength area or (.) an area for improvement now
218 when i ask you to check each one of these boxes because each each one of these
219 sales competencies won't (.) come up (.) and won't they won't need to demonstrate
220 those (.) in each call (.) but there might be two or three (.) so: what i would ask
221 you to do is you know maybe check two (.) three at the most (.) in each of the
222 columns that might be applicable (.) and some of them you know could be very
223 easy such as (.) erm you know managed time effectively and drove the call (.)

224 represented positive ref- a respectful attitude and appearance so i mean so-ome of
 225 them are (.) are erm you know pretty pretty easy to to assess (.) er yes or (.) or no
 226 (.) okay? so (2) we we need you to: you know give each student a grade (.) a:nd
 227 and hopefully let them know (.) what the what the grade is (.) er after each call (.)
 228 now (.) if some of you doing this for the first time you may (.) be (.) unsure as to
 229 how to grade that that first call
 230 S4: mhm
 231 S3: and if and if that's the case and you want to: (.) take all of the calls (.) and then
 232 do some sort of a a a comparison be-between them at the end that that's fine (.) we
 233 just need to make sure that we tell the students at the end or w-what we'll ask you
 234 do is bring (.) bring these sheets back to [S2] and myself and we'll be in here (.)
 235 and if you haven't given a student a grade let us know and then we'll we'll tell
 236 them (.) what their grade is as well but just let them know in the call that (.) you
 237 either going to to think about it or you want to to look at some other calls (.)
 238 before you grade it (.) now i i d- i don't say that in terms that you're going to
 239 compare all four of them and say well the the one that did the best call is gonna
 240 get a one
 241 S4: mhm
 242 S3: and the next is a two and then a three and then a four (.) that that's not what
 243 what i (.) i'm i'm hoping you you'll do (.) but what i'm hoping you do is (.) you
 244 might (.) see the first call and (you go) <ono> mmm </ono> <squeaks> it was a
 245 pretty good call and they did a pretty nice pretty nice job (.) and erm you know i
 246 might consider giving them a a two or or whatever erm well the next person
 247 comes in and they do even better (.) and you go well that wasn't really a one (1) i
 248 mean it wasn't excellent but it was certainly better than the two so hooh maybe
 249 that first one was a three and this one is a two it just gives you some basis (.) <7>
 250 (it's all) </7>
 251 S4: <7> mhm </7>
 252 S3: so (.) you you have some words here as to as to what these grades mean (.)
 253 erm if you if you feel like you need to to wait and grade them at the end that's
 254 that's fine we can we can do that (.) but er at the end of the day we'll we'll tell we
 255 need to tell what their what their grade is erm (2) so there's (.) e:r (.) we we'll have
 256 the first two calls (.) first ones at two o'clock and the next ones at two forty-five (.)
 257 and then er there'll be a break at three thirty (.) fifteen minute (.) break there's
 258 coffee (.) o-out here there's a coffee machine they'll have some er pastries and (.)
 259 soda er not soda <clicks his fingers> e:rm
 260 S2: <8> there's water there and juice yeah </8>
 261 S3: <8> juice and water </8> (1) so you can you can come back down here to the
 262 second floor and have a break the students will as well (.) and then the third (.)
 263 call will start at at three forty-five (.) last one at at four thirty (.) and then once
 264 you're through with all (.) the the whole call set (.) if you come back here in the
 265 room talk to [S2] and myself bring us the the call grades (.) er we don't need to go
 266 through (.) blow by blow every- everything in the call (.) but just a a couple of
 267 things that we'd be interested in would be (.) erm you know were there any major
 268 concerns (.) with with any any of the student anybody that did a call (.) for you
 269 was th- are there any major concerns that that you have hh about this this
 270 individual hh er or (of course) anything that you thought they did very very well
 271 (.) that er you know you would like to to tell us and we'll e:r you know c- we'll

272 pass that along to the student as as well we just would like to know your your
 273 feedback
 274 S4: mhm
 275 S3: a-about each one
 276 S2: how many of you have done [org3]?
 277 S3: er
 278 S2: one (.) two?
 279 S3: he has done it (.) no you you have or have not? <9> have you? <un> xx </un>
 280 as a student (.) as a student (.) yeah (.) oh (.) okay </9>
 281 S2: <9> <un> xxx </un> yeah yeah (.) as a student yeah yeah yeah yeah (1) okay
 282 </9>
 283 er just to tell you a little bit something about the the people you have got (.)
 284 they're all (.) fresh out of university (1) some of them have worked for maybe:
 285 before a couple of <un> xx </un> at [org1] (.) we've been teaching them OVER
 286 the last eight months (.) [S3] and myself went to moscow and we gave three
 287 courses (.) so they (.) are very good at the core model (1) yeah and i've (.) given
 288 you these just in case you wanna keep them on your desk just to remind
 289 yourselves about them (1) erm so they they should be following the core model
 290 and whether you recognize it you know as a customer you probably won't
 291 recognize it just felt that it was really structured and it went really well but you
 292 know <door bangs; lots of background noises> especially [S1] you're probably
 293 looking out for <1> certain things here </1>
 294 S1: <1> @@@ </1>
 295 S2: erm the objection handling models are used there (.) e::rm (.) so so that's what
 296 they they've been taught (1) erm (.) what they're doing with us in the morning is
 297 they're doing a case study which goes on everyday for nine days <2> and then
 298 <un> xx </un> o:kay (.) right okay (.) mhm </2>
 299 S3: <2> (i i told i've told them yeah) <un> xxxx </un> </2>
 300 S4: <2> we (we already) (1) yah </2> i have a question (which is) concerning the
 301 introduction (.) e::r when a student comes in (.) should we: immediately start the
 302 call or should we:: say hi i'm [S4] [S4/last] i'm sales manager in vienna or: how
 303 should we: s-
 304 S2: you can you can (.) you can have a chat with them before
 305 S4: <3> okay </3>
 306 S2: <3> i mean </3> they might even want to ask YOU something they might
 307 come in and say LOOK this is my brief i've read it (.) now i'm going to assume
 308 that i actually met you before or i'm going to assume that i <4> know your
 309 colleague (.) is this okay with you [S4]? and you'll say yes that's fine (1) okay
 310 </4>
 311 S4: <4> okay okay okay okay okay </4>
 312 S3: <4> yah yah yah </4> yah one of the things i always (.) i i i do is ask them
 313 you know (.) any questions (.) about the brief (.) any assumptions (.) that you want
 314 to want to <5> make </5> and <un> xx </un> any discussion that we need to to
 315 <6> have </6> and erm (.)
 316 S4: <5> okay </5> (1) <6> mhm </6> (1)
 317 SX-m: <un> xxxx </un> <soft>
 318 S4: yeah

319 S3: a-an-and normal- normally there's not they they just (several) ah yah here's the
320 brief and we'll we'll just go with it
321 S2: yeah
322 S3: @@@@ <7> but but but they can </7> but it's nice to introduce (some) self
323 <8> and let them introduce just to just to kind of break the ice a little bit a-and
324 then a-and then </8>
325 S2: <7> and it's nice </7> (1) <8> just (.) yeah (2) relax THEM a bit </8>
326 S4: <7> just <un> xx </un> @@@@ </7> (4) <8> yah (.) a little bit (1) yah </8>
327 S2: they are more nervous than you @@@@
328 SS: <9> @@@@ </9>
329 S4: <9> i think so yah i think so so mhm </9>
330 S3: but then when when the call starts (.) you know you'll be sitting at the table (.)
331 an-and these r-r-rooms you know bedrooms up-upstairs that you know they've
332 taken the bed all pushed to the side and have a table in there (.) erm (.) have them
333 you know get up from the table and take all their stuff with them like they're
334 entering (.) the customer's office and (.) they don't have to go all the way outside
335 just have a knock on
336 S4: yeah
337 S3: onto the walls and and just start the call from from from they're in-inside the
338 inside the room
339 S4: mhm
340 S3: but but it should be like they're you know coming into the office not have their
341 stuff already spread out on the <1> on the table</1>
342 S4: <1> yeah </1> (.) everything prepared <2> @@@@ okay </2>
343 S3: yah (.) <2> everything prepared right </2> they they wouldn't do that in a in a
344 customer scenario
345 S4: yah
346 S3: okay (1) erm (3) so again you'll have (.) the seller and then (.) you know (.)
347 two or three others in the room (.) e:r (.) some of the ca:lls i i didn't say anything
348 about er (.) er the re- the recorder here if you want to you know <3> a bit more
349 than i do <@> so </@> @@@ </3>
350 S2: <3> o:h yes o:kay so </3> [S7] is a student at vienna university (.)
351 S3: @
352 S2: perhaps you'd like to tell us what you do? <4> @ <@> you told </4> me <5>
353 but it's </5> </@>
354 S3: <4> @ @ </4>
355 S7: <5> yes </5> (1) i would like very much (.) so my name is [S7] [S7/last] and
356 i'm a student from u- uni- {mobile rings} -versity of vienna
357 S4: (it's not mine)
358 S3: <6> @@@@ </6>
359 S7: <6> i'm studying (.) </6> english and history to become a teacher and at the
360 moment i'm writing my diploma thesis hh at the department of linguistics (.) a:nd
361 yah my topic is international english for business matters and therefore i would
362 like to record the conversations today and afterwards i'll analyze them from a
363 linguistic point of view so (.) erm i'm not sure what the topic will be exactly
364 because i'll have to have a look at the data afterwards but possible da- er er topics
365 would be (.) like pronunciation (.) of non-native speakers or er politeness in (.) in
366 er sales calls or (.) yah things like that (.) but i'm not sure what i'm (.) erm writing

367 about (.) finally (.) yah and so i hope that you agree with the recording today and
 368 yah <soft> it will work out <7> well </7> <soft>
 369 S2: <7> to- </7> totally anonymous
 370 S3: yah
 371 SS: <8> @@@@ </8>
 372 S7: <8> yes (.) of course (.) of course </8>
 373 S3: <8> have you told the sellers? </8> <9> have you told them? </9>
 374 S2: <9> e::rm </9> no i'm gonna well no i i yah i mentioned to <1> (a couple)
 375 <un> xx </un> this morning (.) erm </1>
 376 S3: <1> did you mention it (.) okay </1>
 377 S5: (especially the russian ones)
 378 S2: well with yours <2> yours w- yours won't be recorded </2>
 379 S3: <2> you won't be recorded </2>
 380 SS: <2> @@@@ </2>
 381 S7: @@
 382 S2: <un> xxxxxxxxxxxx </un> erm (.) <3> so (.) </3>
 383 S5: <3> why not? </3>
 384 S7: <4> tja (1) (i don't speak russian) @@ </4>
 385 S2: the reason we asked you to come <4> (here are one) exactly to check </4>
 386 that you ha:ve got the right call and that cause we changed yours because of (.)
 387 erm (.) <5> yeah </5> (.) <6> okay </6>
 388 S3: yeah so <5> [S4] </5> you're doing D1
 389 S4: D1 <6> yah </6>
 390 SX-m: yeah
 391 S2: fine
 392 S3: okay and [S6] you're doing D2 (.) <7> a:nd </7>
 393 SX-m: <7> (D3) </7>
 394 S3: [S5] you're doing
 395 SX-m: D3 <8> okay yeah </8>
 396 S3: <8> D: D3 and </8> (.) D4 okay <9> erm </9>
 397 S2: <8> D3 </8>
 398 S1: <9> the location </9> is where
 399 S2: <1> right </1>
 400 S4: rooms yah
 401 S3: <1> yes there </1> (.) [S4] this is the key to <2> your (.) </2> your room <3>
 402 upstairs it's up on the fourth floor (.) four oh one </3>
 403 S2: <2> two corridors </2>
 404 S4: <3> okay (.) thanks (.) fourth floor </3> (2) <4> four oh </4>
 405 S3: erm a:nd let's see [S6] <4> you're </4> you're right next door in four oh two
 406 (.) that room should already be open (.) but i i'll go up there and check (.) and [S5]
 407 and [S1] you're on the third floor three eleven and three twelve (.) [S5] i've got the
 408 key to three eleven cause i've got my laptop in there but i'll (.) <un> xxx </un> go
 409 take it out before we start and then i just leave the key in the door and leave the
 410 door open so that will be open and i think three twelve is open (.) as as well right
 411 now (.) okay (.) any questions about and i saw you need to do more study but any
 412 questions about (you) the scenario (.) <5> and all (.) every- everything okay </5>
 413 SS: <5> no </5>
 414 S4: no (.) <6> it's very clear @@@@ </6>

415 S3: okay (.) <6> okay (.) good (.) </6> very good (.) alright (.) then if er (.) you all
 416 er don't have any other questions we: er will <un> xx xx </un> here you go to
 417 your rooms if you: if you like or stay here either way (.) a:nd er <clicks tongue>
 418 we thank you very much
 419 SS: <7> @@@@</7>
 420 S3: <7> hope you have hope you have a we hope hope you have a fun time </7>
 421 SX-m: for sure
 422 S3: hope you have a fun time with the with with the students i think you will
 423 S1: <un> xxxx </un> whether they will have
 424 S4: <8> yeah (.) after the calls </8>
 425 S3: <8> after the calls </8>
 426 SS: <8> @@@@ </8>
 427 SX-m: <L1de> gehen wir rauf in das offene zimmer? {do we go upstairs to the
 428 open room?} </L1de>
 429 S4: yah (.) <9> mhm </9>
 430 SX-m: <L1de> <9> schauen wir einmal </9> <un> xxxxxx </un> {let's have a
 431 look} </L1de>
 432 S3: do you know which room you're going to? or did <1> [S2] </1> did [S2] okay
 433 [S2] <un> xxxx </un>
 434 S7: <1> no no </1>
 435 <end MD I Conversation 1_00:24:22>

MD II / Conversation 2

Date of Event: 2007-05-21

recording duration: 01:00:45

person id: S1 age: 40+ sex: male langKnowledge: L1 Croatian (Croatia) position: examiner

person id: S7 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S8 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S9 age: 25+ sex: female langKnowledge: L1 Russian (Russia) position: observer

person id: S10 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

setting: in a hotel

436 <beg MD II / Conversation 2_00:00:03>
437 S1: so nervous?
438 S7: what?
439 S1: nervous?
440 S7: mmmm (not but) i'm tired little bit little bit tired with the: with the heat (.) like
441 tough <1> tough </1> (.) the hot weather
442 S1: <1> aha </1>
443 S7: i'll take it off okay? {takes off his jacket}
444 S1: yeah (.) feel free (4) i imagine how you feel because i was in your role (.) six
445 years ago so
446 S7: ah::
447 S1: i did it (.) six years ago so <2> <un> xxx xxx </un> </2>
448 S7: <2> <un> xxx xxx </un> </2> i feel good but a little bit tired with e:r more
449 like e:r e:r from the point of e:r (.) from the point of e:r quite emotional
450 S1: aha
451 S7: emotional things
452 S1: yeah (.) (however you'll) manage it (.) you will manage it (.) okay (.) how long
453 (are you) at [org1]?
454 S7: e:r i am (.) with [org1] since e::r (.) august two thousand and six (.) <un> xx
455 </un> not long ago
456 S1: and doing what?
457 S7: e::r (.) doing (.) i'm selling system x
458 S1: <3> aha okay </3>
459 S7: <3> in russia </3> (.) [name17] market
460 S1: in [name17]
461 S7: yeah
462 S1: so have you <un> xxx </un> (.) for <un> xx </un> serious for [name17] and
463 for the rest of the council?
464 S7: e::r i've (.) i have [name17] dot com for the different <4> accounts there </4>
465 (.) and someone (who told you) and someone banking so different (.) but i mean
466 (.) really not familiar with [name5] and all the things so (the way)
467 S1: <4> aha (.) okay </4>
468 S1: (that's right) (.) but you're selling?
469 S7: yeah i'm selling i'm not safety (ss) i'm a:: sales specialist
470 S1: a:h okay okay (.) but nevertheless (you know) big <un> xxx </un> to safe you
471 if you know to sell computers then you <5> know </5> to sell shoes <6> so (it
472 was) </6> what @ so feel free (.) <7> uh </7>

473 S7: <5> yeah </5> (.) <6> of course </6> yah okay <7> so </7> (.) e:r (.) i've
 474 arranged e:r the: the meeting with you
 475 S1: <8> okay </8>
 476 S7: <8> er </8> because you're er client executive for three years
 477 S1: okay
 478 S7: i could very
 479 S1: so please <9> just </9> just read for the rest of the <1> group yah </1> (.)
 480 S7: <9> yah </9> (.) <1> aha </1> (.) okay
 481 S1: just <2> to understand </2>
 482 S7: <2> e:r </2> i'm calling er internally the [org1] client executive (.) it is a:
 483 retail bank (.) er [org5] is a major retail bank and a longstanding [org1] customers
 484 (1) e:r [org5] er spend er seventy million er per year: with [org1] (.) they have
 485 their central it-site with that serious main frames running [name5] and distribute
 486 the (p-series servers) running [name6] (.) e:r they're key customers of <un> x
 487 </un> on [org1] (.) er [org5] are under pressure from competitors (.) er the
 488 operational costs are higher than other retail banks (.) e:r you're responsible for
 489 software sales to banking customers (.) er [org5] is major retail bank in your
 490 territory (.) e:r we're investigating two opportunities one of them to <un> xxx
 491 </un> of [org5] and <un> xxxxx </un> [name5] (.) environment and the second
 492 one er is er a opportunity for (an enter-) price e:r licence agreement (.) now: (.) i
 493 have twenty minutes @@ and the client executive has been with [org1] for
 494 eighteen years and with si-[org5] for three years (.) the managers are a team of
 495 five (poor respect) <un> xxxxx </un> excellent relationship with (deep layers) at
 496 [org5]
 497 S1: okay (.) and there is one <un> xxx </un> i'm with [org1] for twelve years not
 498 for they- for eighteen but <un> x </un> but me personally <3> @@@ @@@@
 499 </3>
 500 S7: <3> okay (.) okay (.) </3> okay (.) so er (.) i have decided to arrange this
 501 meeting e:r because e:r i'm the new (.) er new member of the team (.) e:r come to
 502 vienna recently <4> e:r </4>
 503 S1: <4> okay </4>
 504 S7: and already participated in ib and <un> xxx </un>
 505 S1: okay
 506 S7: and and met the guy from the company [org5]
 507 S1: okay
 508 S7: from the [org5] bank (.) a:nd he was interested in our (1) database e:r
 509 solutions
 510 S1: mhm
 511 S7: e:r so as far as i know you're (.) doing a great job (at this account) selling
 512 seventy million for one account is a g-great thing
 513 S1: yeah it happens
 514 S7: yeah (.) yah so e:r (1) like i wanted e:r (1) to check er whether the
 515 opportunities e:r (.) that (.) i've just mentioned are real with e:r with [org5] and er
 516 (.) like (.) explore your (.) like personal goals what you do with this company
 517 what are the (.) business issues (.) and then to decide on common strategy (.) e:r to
 518 decide whethe:r the help of a: [name5] division is needed at your work (.) with
 519 [org5] (.) so what what what can you say about like the situation at the count now
 520 about the <5> (have their count) </5>

521 S1: <5> well (.) </5> when you're mentioning [name5] (i would like) (.) i think
 522 that (they are satisfied) right now with (re-<6>quirement</6>) they have currently
 523 (.)
 524 S7: <6> mhm </6> (.) mhm
 525 S1: and they (are running currently)
 526 S7: yah
 527 S1: as you may already know they do run a: [name5] (on z-) series
 528 S7: yes i know
 529 S1: and they have [name6] (installed as a distributor) (1) <7> yah </7>
 530 S7: <7> mhm </7>
 531 S1: data base system on p-series (.) <8> yah </8>
 532 S7: <8> mhm </8>
 533 S1: and (.) i would (.) i (.) i may (.) say that they are quite satisfied with with such
 534 environment
 535 S7: mhm
 536 S1: with performance they have okay (.) there are always some (.) some space for
 537 <9> improvements </9>
 538 S7: <9> mhm </9> (.) <1> yah </1>
 539 S1: <1> but </1> (let's say) so they are they are they are satisfied and (they're)
 540 <2> say </2> i'm satisfied too
 541 S7: <2> mhm </2> (.) yah-yeah
 542 S1: i'm earning a lot of revenue from (.) either from e:r from <3> stream </3>
 543 revenue (work services revenue) especially the [name6] so: (.) no this is running
 544 yah?
 545 S7: <3> mhm </3> <4> mhm </4> okay (.) nice (.) and e:r does it e:r correspond
 546 to you:r er plan for you:r incentives? <5> e:r </5>
 547 S1: <5> yah yah </5> yah yah
 548 S7: so you fulfil it?
 549 S1: <6> yah </6>
 550 S7: <6> but </6> (.) erm would you like to blow them?
 551 S1: yah why not?
 552 SS: @@@
 553 S1: if they will go i will go (.) for sure
 554 S7: yah and go to: (.) south africa and stop before
 555 S1: (you're not the one (.)
 556 S7: @@@
 557 S1: (you're not the one)
 558 S7: @@ okay so: e:r <7> what </7>
 559 S1: <un> <7> xx </7> xxx </un>
 560 S7: er (.) about what? about going to south afri<8>-ca </8>?
 561 S1: <8> yah </8> (.)
 562 S7: @@@
 563 S1: what's behind?
 564 S7: it would be nice (.) e:r no i i'm saying that like you will outperform and you
 565 will be: er much more appreciated (.) than if you: like meet your (.) er just meet
 566 your quarter and er <9> <un> xxx </un> </9>
 567 S1: <9> yah it would </9> <un> xx </un> it would be nice because (.) right now
 568 as far as you see opportunities right there (.) i would be right on the target o:r

569 slightly below the targ<1>-et </1> yah (.) <2> because </2> okay so there are of
 570 course problems with (.) e:r with the hardware there are four four <un> xxxx
 571 </un> right <3> now </3> there are no hardware opportunity <un> x <4> x </4>
 572 </un> so (.) i'm (1)
 573 S7: <1> mhm </1> (.) <2> okay </2> (.) <3> mhm </3> (.) <4> okay </4>
 574 S1: i have to admit that i'm i'm (.) looking around (space for for)
 575 S7: for improvement
 576 S1: for improvement <5> of course </5>
 577 S7: <5> mhm </5> (.) and er i wanted like to: explore som:e business roles of the
 578 client (.) so i know that i need to: reduce the operation costs
 579 S1: <6> okay </6>
 580 S7: <6> and </6> a:nd what (.) do i have any (.) more information about this or
 581 about the status (of the count) what do i want to achieve the client [org5]
 582 S1: as you may know er all tho- all those retail banks are competing among
 583 them<7>-selves </7> you know
 584 S7: <7> mhm </7> (.) i know
 585 S1: and they they have a request e:r to reduce the operation- operational costs e:r
 586 to reduce e:r number of contracts they have with the different companies (.) you
 587 <8> know </8> (.) let's say so to to operate more more efficient in a m-more
 588 efficient manner (.) <9> there's each </9> and every tall company (.) right now we
 589 have on the <1> market </1> on our market in our territory
 590 S7: <8> mhm </8> <9> okay </9> (.) <1> mhm </1> (.) and do you have some of
 591 the tarj- targets e:r like e:r like numbers er which (were) they want to achieve with
 592 S1: er right now the (.) i have to admit that they didn't mention any number (.)
 593 S7: okay (.)
 594 S1: in terms of <2> number </2> (.)
 595 S7: <2> i see </2> (.) mhm
 596 S1: but any kind of improvements er as we know all the (margins) they they have
 597 right now are rather tight but (turning) any improvements in terms of (i don't <3>
 598 know </3>) ten to fifteen percent (.) degrees of their costs <4> right now </4> i i
 599 believe (they will be) quite satisfied
 600 S7: <3> mhm </3> (.) <4> mhm </4> (.) okay e:r (.) so e:rm (.) you said that they
 601 want to reduce the number of contracts (.) <5> e:r </5> with (.) with the suppliers
 602 <6> (or venders) mhm </6>
 603 S1: <5> yes </5> (.) <6> (with suppliers) yah </6>
 604 S7: e:r (.) so (.) they have for example at the moment er at least two contracts er
 605 for [org1] (.) e:r [name5] a:nd [name6] so
 606 S1: yah okay
 607 S7: and the er the one thing that we could achieve at this account (.) and that will
 608 be great er if they will e:r er mig-migrate from the (.) er from the (.) [name6] (.) on
 609 the p-series (.) to [name5] <7> e:r </7> a:nd er at the same time to introduce a:
 610 inter-price-licence agreement with them (.) so they will have one single contract
 611 S1: <7> okay </7> (.) okay
 612 S7: e:r with er [org1] (for all of their) infrastructure (.) e:r they will (.) er receive
 613 benefits of it (.) e:r <8> finan-</8>-cial benefits er er from the side of er like er
 614 having e:r (.) erm erm higher level of services
 615 S1: <8> mhm </8> (.) okay

616 S7: e:r first year of e:r er maintenance er for free as far as i know (.) [name6]
 617 doesn't have it (.) a:nd er (.) so <9> there are </9> there are there are few bene-
 618 benefits
 619 S1: <9> okay </9> (.)
 620 S7: that they see from the point of view from [name5] point of view
 621 S1: okay (.)
 622 S7: e:r that can be interesting for the customer <1> e:r </1>
 623 S1: <1> yah but </1> (.) may i interrupt you (.)
 624 S7: <2> mhm </2>
 625 S1: <2> this is </2> (.) this is on the on the one side of the scale (.) positive things
 626 S7: yeah (.)
 627 S1: but let's look on the negative <3> things </3> f-for the customer <4> yah </4>
 628 (.) e:r (.) i've mentioned you that they want to dis- <un> xx </un> their costs so
 629 S7: <3> okay </3> (.) <4> okay </4> (.) mhm
 630 S1: you're thinking about selling them as far as i understood [name5] instead of
 631 [name6] (.) so it's new investment (.) for them
 632 S7: e:r
 633 S1: am i right?
 634 S7: yeah (.) <5> mhm </5>
 635 S1: <5> on the other </5> hand (.) right now they have a skilled people (.) <6> for
 636 [name6] </6> distributed [name6] on p-series <un> xxx </un>
 637 S7: <6> uhu </6> yah (.) and that cost them a lot of money
 638 S1: of course it cost them a lot of money on the other hand they they will have to
 639 educate those people
 640 S7: uhu
 641 S1: for [name5] (.) <7> so </7> you have (.) as a first investment the <un> xx
 642 </un> purchase
 643 S7: <7> uhu </7> (.) <8> uhu </8>
 644 S1: <8> on the other </8> hand you have investment (.) when (.) in education (.)
 645 S7: mhm (.)
 646 S1: for <un> xx </un> stop or (.) (do they) want educate (.) on [name5] they will
 647 have to find people around
 648 S7: mhm
 649 S1: experienced ones (.) so: (.) how to (prove) this (.) to the customer (.) <9> if i
 650 were <un> x xxxx </un> up to them </9>
 651 S7: <9> e:r (.) okay (.) yah (.) </9> er of course er er i don't know (whether to: be)
 652 (.) er like the final (.) thing but a- as i see it at the moment what what <un> <1>
 653 xx </1> </un> do i see (.) i am (.) i completely understand e:r that the situation (.)
 654 er when you want to reduce costs sometimes need some investments (.) to be
 655 made (.) <2> so: like you </2> (.) if you want to: save something you need to
 656 invest and make your life like better easier whatever
 657 S1: <1> yah </1> <2> xxx </2>
 658 S7: so er (.) concerning er
 659 S1: it's a (round ton) <3> but we are talking right now about costs in this year
 660 </3>
 661 S7: <3> yeah (.) yeah (.) exactly (.) uh (.) yah </3> e:r the great thing that they
 662 already have [name5] (.) because they can extend their licence (.) e:r to the: (.)
 663 those distributed service (.) er <4> ser- </4> servers it's <5> one thing </5> it will

664 be cheaper than buying them (.) to buying for example new [name5] things (.)
 665 because they like to extend the the contract
 666 S1: <4> okay </4> (.) <5> mhm </5> (.) okay
 667 S7: er so agai- an-d (.) er (.) for example now they are (.) limited (.) in some
 668 things in some functions
 669 S1: <6> okay </6>
 670 S7: <6> and if </6> they will go for e:r (enter-) price-licence-agreement they will
 671 er receive er three er new versions of [name5]
 672 S1: okay
 673 S7: e:r the second thing about the people (.) er er the (.) [name5] is much more
 674 easier to manage er than [name6] (.) [name6] is er like er (.) less userfriendly than
 675 [name5] is (.) er we can er make two options (.) either to prepare er the guys for
 676 [name5] (.) e:r (.) like educate them (.) or er <un> xx </un> guys that er run
 677 [name5] <un> xxxxxx </un> or manage all the (.) er [name5] e:r (.) locations
 678 S1: (who would pay this?)
 679 S7: e:r (.) for what?
 680 S1: this education
 681 S7: for this education?
 682 S1: yep (.) it's (.) time and time is money
 683 S7: time is money (.) mmh (.) i don't know (.) we need to: to find it out who who
 684 will pay it (.) e:r (.) we can (.) i no- i don't know whether the terms of this enter-
 685 price-licence-agreement include the education of the people (.) maybe it's already
 686 included maybe it's in benefit (.) or maybe it's like a <un> xx </un> that we need
 687 to solve
 688 S1: did you check it for the educational department?
 689 S7: e:r (.) not yet (.) not yet so it's our first meeting e:r (.) li- a lot of things we will
 690 (.) will be hard to manage (.) but i will mark it (.) like er the things that i need to
 691 do
 692 S1: okay
 693 S7: er so er (.) like from the business from the business point of view (.) er (.)
 694 there are er there are business benefits (.) so because they want to reduce the
 695 operational costs
 696 S1: okay
 697 S7: e:r one of the things that they can reduce it's like the transaction costs
 698 S1: okay
 699 S7: e::r and er (.) this can be achieved er through: improved er (.) er search
 700 performance (.) of our (.) [name5] product (.) because like (.) unlike [name6] (.)
 701 e:r it has some features (.) that can be transferred into business benefits
 702 S1: okay
 703 S7: for example it's very important for a retail bank to have a: good er security
 704 system (.) to secure their data
 705 S1: <7> yes </7>
 706 S7: <7> because </7> it's their like main competence (.) and if the data is stolen
 707 for example it will be a (.) very (.) like (.) like a disaster (.) yah
 708 S1: <8> okay </8>
 709 S7: <8> and </8> er the thing here is that [name6] er has er (.) x-mail (.)
 710 capabilities and re-relation (.) <9> re-relative capabilities </9> and they are in
 711 different databases

712 S1: <9> okay (.) mhm </9> (.) mhm
 713 S7: and so the x-mail part is harder to manage er harder to administrate and has
 714 lower security than this one (.) and in [org1] [name5] they have both in one (.) and
 715 it's managed and secured like the (.) e:r relative base
 716 S1: okay
 717 S7: so it's (.) one of the business benefits (.) e:r (.) oh (.) i've told (.) two (.) yeah
 718 S1: no no it's okay
 719 S7: together (.) <1> so: </1>
 720 S1: <1> <un> xxx </un> </1> let let me ask you some <2>-thing </2>
 721 S7: <2> mhm </2>
 722 S1: even if we go with this change (.)
 723 S7: mhm (.) yah (.)
 724 S1: [name6] to [name5]
 725 S7: yah
 726 S1: what's in there for me?
 727 S7: e:r (.) you can throw the scope (.) in er in this account (.) <3> isn't it </3>
 728 S1: <3>i have </3> i have a <un> <4> xx </4> xxx </un> right now from
 729 [name6] services
 730 S7: <4> yah </4> (.) yah (.) <5> e:r okay </5>
 731 S1: <5> if you go </5> with [name5] then i will (.) <6> you won't have it anymore
 732 </6>
 733 S7: <6> you (.) mhm (.) </6> so you can maybe have revenue from selling [org1]
 734 services
 735 S1: okay
 736 S7: e:r so we can (.) like (.) consider (.) i-in the future (.) to make up a project (.)
 737 and you will receive revenue not from our competitors (.) but from our fellow
 738 colleagues (.) so
 739 S1: okay (.) yah (.) <7> you have to feed them (.) that's true (.) </7>
 740 S7: <7> you (.) yeah (.) yeah (.) </7> we have to feed them <8> <@> anyway
 741 </@> </8>
 742 S1: <8> @@@@ </8>
 743 S7: and we (.) and we want you to feed us a little bit
 744 SS: @@@@
 745 S7: so it's it's normal thing so: i: i guess like (.) <9> yah (.) yah (.) </9> yah
 746 S1: you've mentioned <9> enter-price-licence-agreement (.) yah </9> (1) e:r (1)
 747 can we take it somehow with fi-financing (.) with [name7]?
 748 S7: of course
 749 S1: of course
 750 S7: yeah
 751 S1: but (.) let's say so (if you take it with financing)
 752 S7: <1> okay </1>
 753 S1: <1> on the other </1> hand we will (.) make life a little bit easier for the
 754 customer (.) let's say so if you put it (.) financing for three years
 755 S7: mhm
 756 S1: yah
 757 S7: yah (.) <2> will get splitted (.) </2>
 758 S1: <2> it will make it <un> xxxx </un> </2> yah (.)
 759 S7: mhm (.) and they <3> <un> xxxxxx </un> </3>

760 S1: <3> (it will be a little bit) </3> (.) <4> okay so it will be a little bit easier for
 761 customer to pay off yah? </4> (1)
 762 S7: <4> yah (.) yah </4> (.) yah
 763 S1: e:r (.) pa pa pa it's okay but then again my revenue is splitted (.) haeh?
 764 S7: no (.) your revenue is not splitted
 765 S1: <5> a:nd why? </5>
 766 S7: <5> because as as </5> far as i know (.) i worked (.) tightly (.) with [name7]
 767 er in moscow and i know (.) that i worked for system x
 768 S1: okay
 769 S7: recently and they made such kind of thing (.) so for example we're selling a:
 770 complete project (.) for hardware software and services (.) and [name7] finances
 771 all of them (.) and (.) the fact is that [name7] fi- (.) er like revenue (.) for example
 772 in leasing scheme o:r <6> some </6>
 773 S1: <6> okay </6>
 774 S7: goes (.) er to er to departments (.) as soon as the contract is signed
 775 S1: mhm
 776 S7: so [name7] (.) pays to other departments
 777 S1: <7> okay </7> (.) <8> okay </8>
 778 S7: <7> they pay </7> (.) to sales people <8> they pay </8> to departments (.) er
 779 and the customer is beginning to use the capabilities at the moment
 780 S1: okay
 781 S7: so (.) like (.) using [name7] in this case (.) is one of (.) can be one of the best
 782 solutions
 783 S1: you want to say that i'll i will (save) all the revenue for this year (.) (or the)
 784 <9> transaction </9>
 785 S7: <9> yes </9>
 786 S1: a:h (1) sounds interesting (1) you see (.) no (1) er look
 787 S7: mhm
 788 S1: <sighs> then make a business case out of it (.) i think it will be the best
 789 S7: mhm
 790 S1: e:r (.) <un> xx </un> it (.) make the (cooperation) with [name7]
 791 S7: <1> mhm </1>
 792 S1: <1> mhm </1> (1) er of course we said you have to find out with educational
 793 department
 794 S7: mhm
 795 S1: how they will fit in this <2> (.) let's </2> let's call it transaction
 796 S7: <2> mhm </2> (1) mhm (2) mhm
 797 S1: okay customer will have (1) customer will have (1) let's say so less contracts
 798 or will have only one supplier
 799 S7: <3> yes </3>
 800 S1: <3> that's true </3>
 801 S7: yes
 802 S1: what else do we have for him?
 803 S7: e:r what else do we have? e:r (.) so <4> e:r (.) yeah (.) </4> yeah
 804 S1: <4> put yourself in his shoes </4>
 805 S7: e:r (.) he: it will be a-a surprise for him
 806 S1: <5> why? </5>
 807 S7: but <5> i think </5> er <6> <un> xxx </un> </6>

808 S1: <6> (your surprise may be) </6> the revenues but surprise him with @@@
 809 <7> (also) </7>
 810 S7: <7> yeah we we need to: </7> to make like positive (.) posi-positive surprise
 811 for him (.) so er i understand that maybe these things are not enough at the m- at
 812 the moment to:
 813 S1: <8> okay </8>
 814 S7: <8> to per- </8> -suade him (.) but er er so it's our first meeting
 815 S1: <9> okay </9>
 816 S7: <9> and i can </9> like go deeper into e:r into details
 817 S1: <1> okay </1>
 818 S7: <1> dig </1> deeper get er er (.) more information
 819 S1: mhm
 820 S7: and we will find e-er the way to <un> xxx </un> to: to these (.) e:r concrete
 821 business case
 822 S1: okay
 823 S7: e:r (.) so e:r like (.) my (.) my next (.) actions will be (.) like (.) you have er
 824 good contacts with er people (who a:re at the account)
 825 S1: okay
 826 S7: e:r (.) and (.) whether we will have business benefits (.) <2> for them e:r </2>
 827 we'll calculate something for example (.) e:r some prelima- preliminary thing
 828 things (.) er you can go to them (.) er talk to them whether it's e:r (.) like possible
 829 or not (.) they will give their bless (.) e:r and we er take my technical (.) guys
 830 S1: <2> mhm (.) mhm </2> okay
 831 S7: e:r and go to the: technical guys and there will (.) we will talk e:r about it (.)
 832 so (how about)
 833 S1: it sound sounds okay <3> but </3> before before we go (.) to the customer
 834 <4> (.) with </4> those all those idea i would say so (.) e:r you will come to me
 835 with this business case
 836 S7: <3> mhm </3> (.) <4> yeah </4> (.) yeah
 837 S1: because i have huge experience with them <5> and </5> (.) i know their pains
 838 S7: <5> yeah </5> (.) yeah (.) and it's very important (1)
 839 S1: a:nd
 840 S7: for me to <6> know them </6>
 841 S1: <6> to- yeah </6> (.) together we'll make (.) fine-tuning of tha- of that
 842 business <7> case </7> and go together to them yah?
 843 S7: <7> mhm </7> (.) yah okay
 844 S1: and hopefully we'll make it
 845 S7: yeah
 846 S1: haeh?
 847 S7: yes
 848 S1: sounds okay for you?
 849 S7: okay
 850 S1: fine find those things with-with edu- <8> -cational <un> xx </un> everything
 851 with [name7] </8>
 852 S7: <8> yah (.) mhm (.) mhm (.) </8> and maybe i'll need some additional
 853 information <9> for you from you mhm </9>
 854 S1: <9> from yah from my colleagues </9> you will get number of licences
 855 S7: <1> mhm </1>

856 S1: <1> number </1> of service et cetera et cetera <2> what's </2> needed <3>
857 a:nd </3>
858 S7: <2> yeah </2> (.) <3> software configurations </3> (.) <4> from p-series
859 guys </4>
860 S1: <4> yes exactly </4> (.) yeah (.) <5> and </5> (.) let's go for it
861 S7: <5> mhm </5> (.) okay (.)
862 S1: too
863 S7: nice to meet you
864 S1: nice to meet you too
865 {SS applause}
866 <end MD II / Conversation 2_00:19:42>
867
868 (gap 00:07:08) {feedback session, no transcription}

MD II / Conversation 3

Date of Event: 2007-05-21

recording duration: 01:00:45

person id: S4 age: 30+ sex: female langKnowledge: L1 German (Austria) position: examiner

person id: S11 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S12 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S13 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

869 <beg MD II / Conversation 3_00:26:50>
870 S4: the microphone
871 S11: so let's start (.) <6> are you ready? </6>
872 S4: <6> okay </6> (.) e:r you want <7> to: tell </7> me som:e assumptions or
873 maybe do some briefing for your colleagues <8> because i understood you won't
874 know the case </8>
875 S11: <7> ah yes </7> <8> (okay first of all) mhm </8> (right surely)
876 S4: @
877 S11: (the: ceo) i'm responsible for the customer (industry is) distribution (.) e:r (.)
878 the er (our) (.) (i-series) customers (.) er but unfortunately (when i thought) is
879 unrial- unreliable and (.) old technology currently (.) er [org4] is the name of the
880 cust- <9> -omer </9> (.) (have heard of) <un> xxxx </un> application which
881 <un> xx </un> the key <un> xxxxx </un> and that cannot be the <un> xx </un>
882 S13: <9> mhm </9> (.) mhm
883 S11: e:r (.) the system will er and we (.) er with our business partner which names
884 <un> xxx </un> provide er to our customer solution (.) that can er (.) er provide er
885 the [org4] of the account manager to sell additional <un> xxx </un> <1> special
886 <un> xx </un> (.) </1> er roots an:d so and so really really good benefits for the
887 customer (.) the owner of the initiative is a ceo (.) who is also the (approval) the
888 cio is leading the project
889 S4: <1> i just close the door </1>
890 S13: mhm
891 S11: er (.) <un> xxx </un> our business partner will build on the <un> x </un>
892 distribution application to (accomodate) for [org4] requirements so customer
893 requirements (.) er the initial estimate for <un> xx </un> solution is er fifteen
894 millio- million dollars (.) so er (.) i have received a call from my ceo (.) our (.)
895 [org1] sponsor (.) who tells e:r that e:r (1) er she has been er pressured by: cfo (.)
896 er to obtain competitors er quotations <2> er for (observation) </2> to [org1]
897 <un> xx xx </un> quotation is too high and competitors are seriously
898 (undercutting) our price (.) so many many issues <un> xx </un> so
899 S4: <2> <un> xx </un> @@ </2> (.) a lot of information okay so: we hav:e
900 twenty minutes time (.) <3> for the </3> call itself and then we will do about
901 twenty twenty-five minutes debriefing together
902 S13: <2> @@ </2>
903 S11: <3> yes </3> mhm of course
904 SX-m: <un> xx </un>
905 S4: okay? great so

906 S11: good bye
 907 S4: you start (.) knocking @@@
 908 {S11 knocks on the door}
 909 S4: come in (1) just take a seat down (.) i just have to finish the call yah okay (.)
 910 fine so hi (.) nice to meet you
 911 S11: good day
 912 S4: <4> hi </4>
 913 S11: <4> my </4> name is [S11] [S11/last] i'm from [org1] <5> as (.) as you
 914 remember (.) yes? </5>
 915 S4: <5> i KNOW you i know you i know you i know you @@@@ </5>
 916 S11: <5> so (.) you've got </5> my visit card er business card and so on great
 917 S4: i called you to come here <6> bec- </6> -ause we have rea:lly an issue
 918 S11: <6> yeah </6> (.) let me make some notes
 919 S4: yah for sure for sure
 920 S11: mhm (3)
 921 S4: er (.) we have a price problem (.) i received your proposal (.) fifteen million (.)
 922 big sum of money (.) so:: (.) i (.) also had to ask competitors (.) for proposal (.)
 923 and they are about thirty percent cheaper than [org1]
 924 S11: thirty percent?
 925 S4: THIRTY percent (.) i <7> mean i tell </7> you because we know you we
 926 know you and and you know (.) i would like (.) to work with [org1] because i
 927 know [org1] and (know [last name1]) but er we have to do something with the
 928 price (.) i have no: chance to: argue thirty percent (.) price <8> (.) difference </8>
 929 S11: <7> oh really </7> <8> and actually </8> have you (.) compared these
 930 solution proposals (.) any differences any ideas what [org1] may be (.) better <un>
 931 x xx </un> one <9> er what is the idea </9>
 932 S4: <9> hh maybe (.) maybe you could maybe you t- </9> you could g-give me a
 933 short summary where you see your advantages of your proposal because i
 934 understood you prepared the proposal with your colleagues and and hh i mean
 935 from first (.) view they a:re comparable (.) all the proposals are comparable (.) yah
 936 (.) they are just cheaper (.) yah they <1> have </1> cheaper rates fo:r er the
 937 project manager (.) er they have (.) cheaper rates for the application developers
 938 yah so: it's it's really a problem yah maybe i should talk to the partner to [last
 939 name1] and and make pressure on the price if i could help you yah (.) you need to
 940 do something
 941 S11: <1> mhm </1> (.) so actually (.) i i didn't see n- er didn't see er competitive
 942 (2) e:r offering yes (.) so
 943 S4: yah you cannot see it i mean i cannot show it to you (.) i'm (.) <2> in big shit
 944 if i @@ </2>
 945 S11: <2> yes yes i see k- and an- </2> and let you: (.) just er clarify and er (.) give
 946 me some (.) i don't know comparison of the er er what's er the think about er
 947 competitive er proposal (.) is it really (.) equal or maybe some real <3>
 948 differences </3>
 949 S4: <3> i mean (.) </3> they promise the same things as you yah? (.) they promise
 950 er to do it in the same time frame it's cheaper (.) e:r they propose me: developers
 951 they propose me project managers yah (.) so it's very comparable for me (.) yah
 952 S11: <4> so </4>

953 S4: <4> and </4> and you know i have to convince my people internally e:r that
 954 w- i should do it with you so (.) you have to tell me why i should do it w- do it
 955 with [org1] (.) <5> yah </5>
 956 S11: <5> so </5> actually as you know er this solution (.) e:r should work on (.)
 957 current [org1] i-series series (.) <6> so (.) so </6>
 958 S4: <6> yah: you know </6> i-series is a very common platform and and
 959 everybody we have a lot of partners from i-series yah
 960 S11: so (.) they can work e:r with er i-series er <7> background </7>
 961 S4: <7> yah (.) yah yah </7> (.) so i said it's really comparable (1) yah they have
 962 the same (.) as they write the same skills at a lower price haeh? so you should
 963 work on your price yah
 964 S11: mhm mhm (.) er maybe you are interested in in lease (.) (but) payments er (.)
 965 quarter by quarter so <8> (.) split (your sum) (.) yes financing yes </8>
 966 S4: <8> mmm you mean financing options </8> (.) yah i mean this could be
 967 interesting but it's not the main issue you know the main <9> issue </9> er i have
 968 (.) a very high price thirty percent higher than the price of competition (.) yah? (.)
 969 <1> and </1> i have the same risks e:r as i see (.) from now i have the same time
 970 frame so (1) your financing (.) i mean it's interesting if you have some good
 971 financing conditions but <2> (we are a big company) </2>
 972 S11: <9> because </9> (.) <1> x </1> (.) <2> (because we) we really (really) </2>
 973 could discuss about er (we may) we should surprised (.) really thirty percent
 974 discount (.) i really couldn't believe in this discount it's a really huge amount of
 975 money <3> (.) so it's it's (.) </3> it's about five million dollars (2) and er (.) i i
 976 think it's (.) and i guess it's (.) a really (.) <un> xx </un> it's <4> impossible </4>
 977 S4: <3> yah (.) that's my problem </3> (.) <4> mhm </4>
 978 S11: so we can er talk about five percent discount but then but (.) <5> really </5>
 979 (.) thirty or (.)
 980 S4: <5> mhm </5> (.) mhm
 981 S11: really (.) thirty percent is a really huge huge amount (.) <6> so </6>
 982 S4: yah <6> yah </6> i know that's the problem yah
 983 S11: i think it's really obviously comparable differences er between our solution
 984 and another solution (.) maybe (.) and: (.) er (.) do they have er a s- a business
 985 partner and er actually have you er have you ever worked with er (.) this
 986 competitor (.) actually i don't know (.) his name (.) his <7> name </7>
 987 S4: <7> with </7> (.) with some of them we worked yah but in smaller projects
 988 not in such big projects yah so: (.) i mean look (.) what is important for me yah i
 989 mean (.) it's important for me to have ONE company (.) yah (.) which i can
 990 contact (.) where i have when i have problems yah <8> i have </8> ONE contact
 991 point yah (.) i mean is this including your proposal?
 992 S11: <8> great </8> (.) great (.) really it's good because er
 993 S4: mhm
 994 S11: er you you have currently our (.) customer (.) i-series yes i-series customer
 995 (.) an:d er we can er (.) and we offer you (.) a great your current er (.) hardware
 996 and software application <9> i mean </9> (.)
 997 S4: <9> mhm </9> (.) mhm
 998 S11: er to (.) develop and provide your customers really advantages er (.)
 999 S4: mhm
 1000 S11: that er your competitors couldn't provide

1001 S4: yah (.) yah (.) yah but (.) who is my contact point then is it you or is it [last
 1002 name1] or or who is it in your proposal because this was not really clear for me
 1003 S11: really? <1> (is it?) </1>
 1004 S4: <1> mhm </1>
 1005 S11: ah let me: just e:r
 1006 S4: okay
 1007 S11: clarify it for <2> you </2>
 1008 S4: <2> yah </2>
 1009 S11: er your first contact is [org1] (.) <3> is me (.) so </3> (.) so if you (.) this (.)
 1010 this phone number (.) so <4> you can </4> (.) call me directly
 1011 S4: <3> okay (.) okay </3> (.) <4> mhm </4> (.) mhm
 1012 S11: and er i will <un> xx xx </un> of any <5> issues </5> with hardware
 1013 software any issues <6> any </6> <un> xx </un> (they) know
 1014 S4: <5> mhm </5> (.) <6> mhm </6> (.) mhm (.)
 1015 S11: any troubles
 1016 S4: yah yah (.) this i understand but (.) i mean if i mean the project yah and and
 1017 <7> er </7> th-there will be issues er in this project there are always issues in
 1018 project (.) believe me (.) and e:r is this also you i can contact i mean you are a
 1019 sales guy you cannot be project manager whom can i is there a project manager
 1020 who has the overall responsibility also for the [last name1] <8> er </8>
 1021 S11: <7> yes </7>
 1022 S11: yeah <8> sure </8> (.) i (.) i'm the first step i'm the first <un> x </un> to
 1023 [org1] because i am account manager (.)
 1024 S4: okay (.)
 1025 S11: who account then for ([org4] <9> solutions) yes </9> (.) so you can (.) call
 1026 me
 1027 S4: <9> okay (.) okay </9> okay (.) <1> so i can contact you: if (.) mhm (.) mhm
 1028 (2) </1>
 1029 S11: <1> always and (.) so and i will link you to really </1> useful and needable
 1030 people (.)
 1031 S4: mhm (.) okay (.) so i can contact you (.) okay (.) okay (.) <2> so: </2> okay (.)
 1032 S11: <2> of course </2>
 1033 S4: so this could be a good point to have on:e er contact person: (.) for the whole
 1034 project yah (.) but i'm i'm afraid you will (.) you will not sell anything else (.) if
 1035 you are here the project manager but but okay
 1036 S11: <3> @@ </3>
 1037 S4: <3> it's </3> it's okay for me yah (.) e:r what about e:r other (.) do you have
 1038 other arguments how we can compensate this (high p-) i understood you could
 1039 give me: what? (.) ten percent discount so we (.) have around twenty percent (.)
 1040 <4> erm </4>
 1041 S11: <4> did we talk about this? </4>
 1042 S4: to you you you just mentioned <fast> i think </fast> you mentioned ten
 1043 percent (.) or was it five? i don't remember
 1044 S11: aha
 1045 S4: @@@@
 1046 S11: i i remember (.) er you (talked) e:r (.) actually when i talked about it e:r (1) i
 1047 talked that er (.) five percent discount ten percent discount
 1048 S4: okay

1049 S11: er (.) between er for example (.) er not discount differences between our
 1050 proposal <5> an:d er </5> competitive proposal this really (1) real yes
 1051 S4: <5> mhm </5> (.) mhm
 1052 S11: in our competitive (wall) but (1) for equal (.) equal solution (.) thirty percent
 1053 discounts it's (.) difference i mean difference
 1054 S4: difference <6> yah mhm </6>
 1055 S11: <6> between </6> the proposal it's really (1) i- in- dis- im-possible (1)
 1056 S4: yah (.)
 1057 S11: <7> ('cause) it should be differences REAL </7>
 1058 S4: <7> yah but it (.) it's it's believe me </7> i would like to do the deal with
 1059 [org1] but we have those proposals on the table and they are (.) from competitors
 1060 (.) which (.) i have to take serious yah so i <8> have </8> this price on the table so
 1061 we need to find some arguments how we can (.) compensate this difference in
 1062 price
 1063 S11: <8> mhm </8> (.) so (.) let me a-ask again (.) is this proposal from
 1064 competitor (.) face and meet your all requirements (.) which you have
 1065 S4: i think <9> so </9>
 1066 S11: <9> one </9> one one two three and s- <1> and so </1>
 1067 S4: <1> i think so (.) </1> yeah it it looks like i mean you know it's a written
 1068 proposal and and (.) but from: first e:r from first <2> look (.) i: </2>
 1069 S11: <2> any guarantee from his side </2> (.) from his side
 1070 S4: do i get guarantees from [org1]?
 1071 S11: haeh?
 1072 S4: do i get guarantees from [org1]?
 1073 S11: er i talk about er guarantee that's er they really meet their requirements <3>
 1074 (.) so </3> (.) (it's zero) with this productivity and an-and so on
 1075 S4: <3> mhm </3> (.) mhm (.) yah do i get some from [org1]? because i didn't
 1076 find them in the proposal
 1077 S11: so (.) in my proposal we have first of all (.) upgrade of hardware and so on
 1078 yes
 1079 S4: okay
 1080 S11: and really er (.) our solution can meet your er (.) requirements (.) <4> that
 1081 </4> could be <un> xx xxx xx </un> and (.) er so on (.)
 1082 S4: <4> mhm </4> (.) mhm
 1083 S11: so if s- really want (.) we have really (.) much e-experience <5> in this area
 1084 i-in most in distribution sector and so on</5>
 1085 S4: <5> yah (.) ah okay (.) yeah (.) yah </5> (.) er do you have some references?
 1086 if you say you have experience you must have some references
 1087 S11: of course (.) we have many references from <6> our customers </6> (.)
 1088 success story and so on (.) <7> but er </7> (.) <8> you see of course </8>
 1089 S4: <6> okay </6> (.) <7> okay </7> (.) <8> you know this is important yah (.) i
 1090 mean er </8>
 1091 S11: <8> i could </8> send you by email
 1092 S4: okay (.) yah
 1093 S11: but i should know er criteria of er (.) because it's real [org1] has a lot of er
 1094 references an:d (.) in distribution sector
 1095 S4: mhm (.)
 1096 S11: real (.) a lot

1097 S4: yah yah (.) but you KNOW the solution you're proposing so: i need a: (.) for
 1098 sure i need a reference e:r (.) for a similar solution
 1099 S11: mhm (.) so i guess it will be great er (.) first (of to) send by email <9> and of
 1100 </9> course we discuss er our next meeting
 1101 S4: <9> okay </9> (.) mhm (.) yeah do they also have the chance to: (.) have a: (.)
 1102 to meet one of those reference customers?
 1103 S11: sorry
 1104 S4: do i also have a chance (.) to meet one of those reference customers?
 1105 S11: actually why not?
 1106 S4: yah? <1> okay (.) it's possible </1>
 1107 S11: <1> we will (.) we can </1> discuss it
 1108 S4: okay
 1109 S11: maybe not every customers our customers in distribution sector (.) say (.)
 1110 okay it's (.) really good idea (.) but i think it's it's not a problem (.) <2> er we we
 1111 should (.) we we can discuss it </2> (.) <3> mhm </3>
 1112 S4: <2> aha (.) okay (.) because (.) i understood </2> (.) i understood if it's a <3>
 1113 reference </3> customer
 1114 S11: yes
 1115 S4: an <4> official (.) </4> then he has to: (.) e:r be willing to meet (.)
 1116 S11: <4> exactly </4> (.) yes
 1117 S4: another customer so it should be possible you're saying
 1118 S11: it's possible
 1119 S4: okay (.) okay this would be interesting (.) if you jus- just could mail me (.)
 1120 some references and then i could choose and meet one of those guys you know it's
 1121 <5> (2) yah? (.) </5>
 1122 S11: <5> i think it's really (good) </5>
 1123 S4: <5> you can </5> manage that?
 1124 S11: haeh?
 1125 S4: you could manage that?
 1126 S11: <6> yes (.) yes </6> (.) <7> (any other) </7>
 1127 S4: <6> okay (.) </6> okay (1) okay <7> that's </7> that's a good point you know
 1128 because (.) i mean (.) e:r this would mean i: reduce risk (.) yah if i can prove that
 1129 you are really experienced <8> and </8> and er that i (.) have some references and
 1130 i can talk to customers
 1131 S11: <8> mhm </8> (.) mhm
 1132 S4: which have experience with [org1] or maybe also with [last name1] (.) <9>
 1133 yah (.) </9> would be even better (.) yah? (.) okay this could be a good point er do
 1134 you (.) do you have some other ideas how we could erm (.) compensate this price
 1135 difference?
 1136 S11: <9> mhm </9> (.) actually in our <un> x </un> er (.) as you know a-and as
 1137 you mentioned you're interested in in leasing or this (.) <1> payment </1>
 1138 S4: <1> hh okay </1> (.) yah (.) so financing <2> (.) proposal </2>
 1139 S11: <2> we have e:r </2> (.) our department [name7]
 1140 S4: okay (.) <3> mhm </3>
 1141 S11: finance <3> a:nd </3> we can provide you (1) a leasing (.) a long term
 1142 scheme <4> of of </4> your payments (.)
 1143 S4: <4> mhm </4> (.) mhm

1144 S11: so (.) by quarters or by months (.) er <5> you </5> can choose and (.) i di- er
1145 i think it's (.) really good to you <6> (.) to see and e:r discuss about these
1146 capabilities of [org1] </6>
1147 S4: <5> mhm (.) </5> <6> mhm (.) mhm (.) mhm yah yah </6> (.) i mean this
1148 would be interesting (.) for my cfo because you know cfos always like to talk
1149 about financing (.) <7> a:nd </7> it will be interesting if you could come up with
1150 some proposal
1151 S11: <7> mhm </7> (.) mhm (.) okay (.) i guess er (1) i can and i will arrange the
1152 meeting with him and discuss these capabilities
1153 S4: ok- <8> -ay </8>
1154 S11: <8> is </8> it okay to you?
1155 S4: yah <9> yah </9> (.) er a meeting with your [name7] guy
1156 S11: <9> mhm </9> (.) mhm:
1157 S4: mhm (.) mhm (5) and mh okay yah it this this could be interesting yah mhm
1158 mhm okay (.) e::rm yah (.) then i mean i (.) i've been reading your proposal and i
1159 mean it's really er complex and and big project it's it's er always complex if you
1160 have e:r (.) e:r if you have a development (.) project application development
1161 project
1162 S11: mhm
1163 S4: e:r maybe we could somehow reduce the risk in splitting the project in
1164 different steps or project phases or something like this do you have an idea how
1165 how we could
1166 S11: sorry (.) what does really complex mean?
1167 S4: e:r complex means e:r <clicks tongue> that e:r it's a project with (.) e:r a lot
1168 of e:r s- rock items yah? <1> a:nd </1>
1169 S11: <1> <un> xxxxxx </un> </1>
1170 S4: <1> sorry </1> lo:ng time frame (.) yah? (.) a:nd it's (.) not easy to oversee
1171 everything and to really (.) say (.) okay fifty millions (.) i will sign it and
1172 everybody will be <2> happy </2> (.) you: as a (.) supplier and me: as a customer
1173 (.) <3> yah (.) so: </3> how can we reduce this (.) i call it complexity (.) <4> yah
1174 (.) it's (.) yah? </4>
1175 S11: <2> mhm </2> (.) <3> so actually hm? </3> (.) <4> so (.) actually it's a
1176 really </4> big (combis-) comprehen- <5> -sive solution (.) and </5> we should
1177 (.) realize it step by step (.) and er (.) we will provide (.) project management <6>
1178 of the (.) and </6> actually (.) (our guys) people (.) from [last name1] will er be
1179 really involved in this project
1180 S4: <5> yah (.) yah (.) yah </5> <6> mhm (.) mhm </6> (.) mhm (.) <7> mhm
1181 </7>
1182 S11: <7> and </7> first of all (will come) phase one (.) so we should ana- <8> -
1183 lyze </8> your current (.) real your current (.) environment current infrastructure
1184 <9> in all </9> your depots (.)
1185 S4: <8> mhm </8> (.) <9> mhm </9> (.) mhm
1186 S11: and er really show final er (.) proposal (.) no be- because actually you know
1187 (.) it's not final proposal you have seen (.)
1188 S4: mhm
1189 S11: and er (.) in order to (.) really to (.) find out and er (.) know er (.) final (.)
1190 proposal <1> from </1> [org1] (.) you should er (.) er dig deeper (.) and er (.)

1191 analyze your current it-infrastructure (.) <2> your </2> c-current capabilities and
 1192 your (.) current challenges <3> (.) yes? </3>
 1193 S4: <1> mhm </1> (.) <2> mhm </2> (.) <3> mhm </3> (.) so what is what is
 1194 then result of phase one i understand it's analysis phase a:nd and after that phase
 1195 one (.) we will have a clear picture o:n what we need to: develop or what's the
 1196 S11: yes
 1197 S4: okay (.) okay
 1198 S11: really yes
 1199 S4: okay (.) so: (.) would it then be possible (.) e:r also to change maybe from (.)
 1200 [org1] (.) to the other competitor (.) after phase one (.) or or (.) is this not
 1201 possible?
 1202 S11: mhm (.) so er (.) you (.) ask me <4> er (.) is it </4>
 1203 S4: <4> mhm (.) because you said it's </4> just to to find out the status and
 1204 analyze what we need (.) er er what we: need to have what kind of solution we
 1205 need
 1206 S11: so really life is changing
 1207 S4: <5> yah </5>
 1208 S11: <5> er </5> changing and er (.) er (.) in my point of view er we should
 1209 analyze your current situation as er i talk <6> to you </6> (.) and er (.) i guess it
 1210 will be in two months (.) a:nd er (.) er after that we're going to provide er (.) full
 1211 (.) real (.) picture of your current situation and step by steps of upgrading your
 1212 systems (.) and (2) first of all (we) sign er the contract (.) of first (.) phase
 1213 S4: <6> mhm </6> (.) okay
 1214 S11: and actual it's really your choice (1) to (.) choose [org1] or not (.) but actual
 1215 from my side (i go with) [org1] (.)
 1216 S4: yah yah (.)
 1217 S11: <7> <un> xxxx </un> </7>
 1218 S4: <7> i mean now </7> (.) yah let me (.) but (.) again which i di- i didn't get that
 1219 (.) is it now possible to change aft- for example i decide phase one
 1220 S11: <8> yes </8>
 1221 S4: <8> i will </8> do it with [org1] (.) and after phase one is fishid (.) finished
 1222 and there are results on the table (.) can i then (.) change (.) the partner can i then
 1223 go to the competitor
 1224 S11: i think it's not a problem
 1225 S4: okay (.) so this because this could be also an argument so then
 1226 S11: <9> because </9>
 1227 S4: <9> if i'm </9> if i'm flexible e:r to change partner because after phase one (.)
 1228 i will get better proposals i think
 1229 S11: it's your choice because
 1230 S4: <1> okay </1>
 1231 S11: <1> actually </1> (.) er we sign a contract (.) during for example two months
 1232 S4: mhm
 1233 S11: and analyze your current situation and er (.) providing (.) really consultant
 1234 <2> and ana- </2> -lysis er <un> xxxx </un> <3> in the </3> <un> x </un> er in
 1235 er (.) forward steps (.) and er (.) after this an-analysis (.) we (.) put this (.) report
 1236 on the table (.) and <4> (.) it's </4> your choice (.) cho- (.) choice to
 1237 S4: <2> mhm </2> (.) <3> mhm </3> (.) <4> okay </4>
 1238 S4: to choose <5> the co- </5>

1239 S11: <5> to choose </5>
 1240 S4: yah (.) <6> @@ </6> <7> choice to choose </7> (.) okay
 1241 S11: <6> yah </6> <7> @@@ @@ </7> exactly
 1242 S4: o:kay (.) mhm (.) okay this sounds better yeah so (.) maybe <clears throat>
 1243 this could help me to <slow> convince <slow> er the cfo (.) hh e::rm (.) okay (.)
 1244 what about the ti:me fra:me you mentioned the phase one will take (.) <8> two
 1245 months </8>
 1246 S11: <8> three months </8> yes it's approximately (.) <9> so estimation </9>
 1247 S4: okay <9> because this is </9> also important for us because time is critical (1)
 1248 <1> for us </1>
 1249 S11: <1> so what's your </1> deadlines for phase one or maybe whole solution
 1250 S4: i think we could live with tho:se two months yah but e::r i: need to get the
 1251 goal decision from: <clears throat> the cfo and then from the ceo (.) a:nd er you
 1252 know we have to somehow compensate those thirty percent price discount yah (.)
 1253 i cannot argue this yah if you say you can give me (.) i don't know ten percent (.)
 1254 we have to compensate the twenty percent price (.) difference yah
 1255 S11: mhm
 1256 S4: so: we need really good arguments (.) yah (.) but i mean maybe with those
 1257 references e:rm [name7] (.) yah <clicks tongue twice> i will (.) i will (.) you will
 1258 send me email (.) and and yah we'll have a meeting with [name7] (.) i mean i will
 1259 present it to the cfo and then <2> let's see </2>
 1260 S11: <2> mhm </2> (.) that's comfortable for you and for us too (.) <3> mhm
 1261 </3>
 1262 S4: yah (.) <3> let's </3> see what he will say (.) yah (.) okay (.) e:r so: just
 1263 because i'm: a little bit in a hurry <4> e:r just to </4> to summarize (.) you: e:r
 1264 will send me an email about er refer- <5> -ence customers: </5> success stories
 1265 and i can choose (.) you will arrange a meeting for me with the [name7] guy
 1266 concerning (.) e:r [name7] proposal
 1267 S11: <4> (you said it mhm) </4>
 1268 S11: <5> <un> xxxxx </un> yes </5>
 1269 S4: but i'm not i'm (.) in fact i'm not the finance guy but okay (.) let's do it (.) a:nd
 1270 e:r (.) you will think a little bit about the price we need to do something i hope i:
 1271 (.) if you could have this ready at end of this week i would go begin of next week
 1272 (.) and meet the cfo and i will (.) discuss it with him
 1273 S11: and let me er <6> qualify </6> (.) what's the deadline to: (1) sign a contract
 1274 with
 1275 S4: <6> mhm </6> (.) yah (.) look i board meeting is begin of next week (.) and
 1276 there we want to: e:r find a common decision (.) and i will <7> present it </7> (.)
 1277 at the board meeting a:nd e:r then i hope we'll get the decision
 1278 S11: <7> board yeah </7>
 1279 S4: so we a:re we don't have too much time (.) <8> yah </8>
 1280 S11: <8> so er </8> from my side (.) i will send you customer references <9> er
 1281 </9> i guess in (1) two days
 1282 S4: <9> yah </9> (.) okay (.) it would be great if you could maybe talk befo:re
 1283 <1> (.) next week </1> to one of (.) one of the customers
 1284 S11: <1> i talk with cfo </1> (.) mhm

1285 S4: e:r a:nd yah i need to have this meeting with [name7] guy (.) e:r also this week
 1286 (.) a:nd e:r (.) yah (.) maybe we could (.) work something for me and and maybe:
 1287 (.) do a short presentation which i could use in the board meeting
 1288 S11: actually why not erm: what medium can you provide?
 1289 S4: yah (.) <2> <un> xxx </un> </2> (.)
 1290 S11: <2> presentation </2> of our solution (.)
 1291 S4: yah (.) <3> yah (.) yah </3>
 1292 S11: <3> and er maybe </3> (.) some guy- some people from europe (.) our
 1293 business partner
 1294 S4: yah
 1295 S11: (will will) arrange and (.)
 1296 S4: okay (.) okay (.) yah (.) okay (.) <4> i leave it (.) up to you </4>
 1297 S11: <4> (with your part) of this presentation </4>
 1298 S4: whomever you you you need to to (.) provide me (.) er these information (.)
 1299 for the board meeting because (.) begin of next week in the board meeting there
 1300 will be a decision
 1301 S11: mhm (.) and what's the time? (.) for this board meeting is it er
 1302 S4: it's er next week o:n i think tuesday
 1303 S11: tuesday (.) ok- <5> -ay mhm </5>
 1304 S4: <5> mhm </5> (4)
 1305 S11: so of course e:r (.) we can (.) call to you an:d er (.) just er qualify a time an:d
 1306 so on (.) <6> mhm </6>
 1307 S4: okay (.) let's do it like this <6> yah </6> (.) yah (.) i have to leave now i'm: (.)
 1308 <7> sorry but <un> xxxx </un> </7>
 1309 S11: <7> so (.) actually (.) </7> give me (.) one minute please
 1310 S4: okay
 1311 S11: because actually (.) in a month or in e:r june (.) we will have er (.) [org1]
 1312 event er which calls {looks at his papers} (2) oh (.) i find out it (.) er (.) [org1]
 1313 innovation in distribution so we ('re glad) to invite you (.) as a ceo of er [org4]
 1314 S4: mhm
 1315 S11: a:nd er (.) actually (.) er it would be great er to see (.) you (.) in this meeting
 1316 and discuss some (.) our current project and some (.) <8> <un> xx </un> </8>
 1317 S4: er that's really <8> nice </8> (.) that's really nice (.) @@@@ (.) grea:t
 1318 yah i (.) thanks i hope (.) i i will have the time (.) e:r to participate yah
 1319 S11: thank you <9> (thank you good bye) it's nice to meet you (.) see you </9>
 1320 S4: <9> (it's a nice id-) yah (.) good bye (.) bye (.) nice (.) to meet you </9> (.)
 1321 bye (.) so:
 1322 {SS applause}
 1323 <end MD II Conversation 3_00:52:30>
 1324
 1325 {following feedback session is not transcribed}

MD III / Conversation 4

Date of Event: 2007-05-21

recording duration: 00:59:27

person id: S6 age: 35+ sex: male langKnowledge: L1 German (Austria) position: examiner

person id: S14 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S15 age: 25+ sex: female langKnowledge: L1: Russian (Russia) position: observer

person id: S16 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

1326 <beg MD III Conversation 4_00:00:00>>
1327 S6: a brief introduction of m- my person so that you know who i am (.) i'm
1328 working for [org1] austria (.) for about sixteen years (.) and er (.) i'm (.)
1329 responsible for the mainframe business and for the: (.) system-i business in austria
1330 (.) so i'm an stg guy hardware seller (2) and erm (3) well i'm i'm a salesman you
1331 know i sold almost everything th-the customer (.) wants or th-the the company
1332 offers (.) er (.) where do you come from? what what what what's the what's the
1333 place where you are working?
1334 S14: well er i'm working in: [org1] russia e:r software group
1335 S6: <1> okay </1>
1336 S14: <1> er </1> financial services (.) e:r work with er enterprise banks right now
1337 i'm working e:r for (1) about (.) four projects (.) <fast> they're </fast> all with the
1338 (saving) bank of russian federation
1339 S6: mhm
1340 S14: it's one of the (.) our (.) st- (.) huge banks which (.) i believe right now (.) i-i-
1341 i-it makes the ma- th-th-th-the most (.) pro- profit from e:r (.) from all the banks
1342 that we have just (.) something like that
1343 S6: so you're not in the brand organization you're in the (sector) organization
1344 S14: e:r in the soft- software group e:r
1345 S6: software group okay
1346 S14: software group (.) financial services er and in the rights sector
1347 S6: okay (.) i see (.) and you?
1348 S15: i work in a (business partner) organization (.) though i: authorized e:r
1349 partners er to: (tender) (.) so that is
1350 S6: okay (.) and you?
1351 S16: and i'm from system x
1352 S6: you're from system x (.) <2> yah (.) you just told me @@@@ okay </2>
1353 S16: <2> yeah (.) yah (.) yah </2>
1354 S6: okay (.) so why don't we kick it off? you're calling me (.) erm (4) <3> do </3>
1355 you have any question concerning the scenario and the story
1356 S14: <3> <un> x </un> </3> well i: will be the best that i'm that i will just er tell
1357 my colleagues about the scenario (and all that they've heard of more)
1358 S6: as you like (.) feel free
1359 S14: er well (.) e:r (1) er (.) the industry is banking <un> x xxxx </un> bank a
1360 major bank in (.) in our region (.) e:r it has been (ex-expansion) product (.) e:r
1361 about er competing network business process and so on (.) er t-to expand it around
1362 the world er (2) e:r well just (1) well it's a: the bank is er our (.) a-a-already

1363 mainframe (.) user (.) er what (.) er the deal is that er (.) we're proposing system x
 1364 (.) and er the (.) er (bank offscreens) (.) e:r to to the bank and er the main in- issue
 1365 is that (.) e:r we have a: (.) they have a proposal (.) from combat which is cheaper
 1366 than ours
 1367 S6: mhm
 1368 S14: er well e:r a-as i understood from the case (.) you're the cio
 1369 S6: yes
 1370 S14: and you're er (.) er will <un> xx </un> to the [org1] e:r you e:r <un> xxxx
 1371 </un> of [org1] but [org6] is cheaper (.) and er the end is here that you: er you call
 1372 me about this e:r this (.) er issue and er (.) er that is that er cfo ex- er expect er to
 1373 see (a three) <un> xx </un> case (.) and so it's er the question about financing and
 1374 so on
 1375 S6: okay (.) so let's knock on the door
 1376 S14: yah
 1377 S6: or wherever you <@> wanted to knock </@>
 1378 {S14 gets up and knocks on the door}
 1379 S6: come in
 1380 S14: hello mister [S6]
 1381 S6: hi [S14]
 1382 S14: how are you?
 1383 S6: fine thank you (.) <4> <un> xxx </un> </4>
 1384 S14: <4> thank you so much </4> (3) it's h-hot to-today
 1385 S6: yeah absolutely
 1386 S14: well e:rm (.) er the reason e:r why i'm here (.) er you know that you called
 1387 me about e:r our (.) proposal of x-series and er <un> xx </un> er e:r the (kiosks)
 1388 o-of the (.) so er what (.) will be my question to you is er (.) er just e:r what
 1389 proposal do you have from [org6] (.) <5> <un> xx </un> </5>
 1390 S6: <5> well that's very </5> easy (.) you know (.) they are five percent cheaper
 1391 (.) and i was really ready to sign but you know i when i learned that you are five
 1392 percent more expensive hh i understood very quickly that i have a problem: (.)
 1393 explaining that to my cfo (.) because five percent (.) is a huge amount
 1394 S14: yah i know that (.) @ i just
 1395 S6: you know that our project has a dimension of ten to fifty million dollars (1) so
 1396 five percent is (.) now (3)
 1397 S14: oh yah
 1398 S6: it's a nightmare being five percent more expensive
 1399 S14: er <6> well </6>
 1400 S6: <6> so i </6> (.) i really hope that you can explain it to me (.) and we've (.) we
 1401 will find whatever solution but you know i cannot sign it when you're so
 1402 expensive
 1403 S14: okay e:rm (.) well er and er you s- you have our proposal say proposal yeah?
 1404 S6: yes
 1405 S14: and you have that proposal of [org6] and e:r
 1406 S6: i have a third one as well
 1407 S14: <7> oh </7>
 1408 S6: <7> they </7> are even more cheaper yah
 1409 S14: <@> and </@> from (.) from who?
 1410 S6: well s-some local guy you know

1411 S14: er well er so and e:r (.) u-u-u of course i know that er (.) as you're c- e:r (.)
 1412 ceo have you just compared (.) compared er our proposals (.) in order to (.) e:r
 1413 from the technical side
 1414 S6: yah absolutely i compared them and my team told me you know it's absolutely
 1415 equal (.) deliverable same amount of services and same quality of products and hh
 1416 that leaves us with a difference of five percent
 1417 S14: okay so er (.)
 1418 S6: <clears throat>
 1419 S14: er the maintenance and the: total costs of ownership of the (.) d-d-two (.) e:r
 1420 two proposals are the same
 1421 S6: absolutely the same
 1422 S14: absolutely the same yes hh so er what er can i s:ay about the (.) erm well
 1423 maybe a little bit of thing that er (.) er you know that e:r (.) our system x e:r (.) are
 1424 just a kind of a unique service (.) and er (.) er (.) er i-i-it's about the total cost of
 1425 ownership that you er the the the maintenance is included and er (.) e:r it's a quite
 1426 a flexible service er i believe it maybe i d- i don't know the (complexities) or not
 1427 (.) er that they: er (.) they can spread their sources on from er one server to the
 1428 other (.) and er to: er (may may) to use them er more e-effective that you like to (.)
 1429 er from (.) e:r <8> to to use them on different applications and </8>
 1430 S6: <8> mhm (.) yah but you know </8> [S14] i don't want to get into a (.)
 1431 technical detail discussion cos we had this in the last months (.) you know
 1432 S14: okay
 1433 S6: we sat together with all the teams and and and and i heard thousands of
 1434 specialists from your country (.) really (.) i was flying to us and and er visiting
 1435 labs and i understand your technology
 1436 S14: you you were in the us?
 1437 S6: yes (.) but the point is (.) at the very end of the day (.) you are five percent too
 1438 expensive
 1439 S14: okay and er what from financial side e:r (.) i know that your (.) cfo (.) e:r
 1440 expects three year cost case in the (.) er in this deal yah?
 1441 S6: yah absolutely and [org6] is able to match this business case you know they
 1442 can show me a breakeven (.) after thirty-six months (1) and (.) at this very
 1443 moment when i take your figures and i take the same business case (2) it takes (.)
 1444 did you calculate it?
 1445 S14: yes of course
 1446 S6: forty-five months (1) and that's not a good story
 1447 S14: well e:r (.) well a-a-as you know we cal-calculated er (.) next year as it will
 1448 be (.) more profitable but (.) let's (.) go er if you like it let's go to the financial (.)
 1449 side of the case (.) so e:r (.) er i i know that e:r (.) f:rom your cfo it's er (.) you you
 1450 have a really er big project right now that are running in your bank
 1451 S6: yeah absolutely that's the biggest one we ever did you know and we're very
 1452 anxious that it fails
 1453 S14: well it's very good you know it's <9> er (.) we'll we'll we'll (.) we'll </9>
 1454 S6: <9> no it's not good that i'm anxious you know @@@@ </9>
 1455 S14: you know it's very good from the side of a bank (.) (and they're just) you're
 1456 expanding (.) <1> you're (.) </1> <2> so am i </2>
 1457 S6: <1> yah absolutely yah </1> (.) <2> business is </2> exploding

1458 S14: @@ (.) so er i know that er from this side you: have to: (.) you need er a
1459 great amoun- (.) amount of money (investments on the on the only other projects)
1460 and so on (.) am i right?

1461 S6: yeah absolutely (.) and you know you have to understand that our cfo (.) is a
1462 very (1) tricky guy because (.) he does not want to spend any money (.) when he
1463 does not see any benefit (.) at the same time (.) so the point is (.) when i take your
1464 offer (.) i have two challenges (.) the first challenge is (.) you are five percent
1465 more expensive (.) and the second challenge is (.) that i have to really pay a
1466 HUGE amount of money (.) and i do not get ANY benefit because the project
1467 takes SIX to twelve months (1) to show any benefit to our company (1) so i give
1468 you my money and don't get anything for a year (1) and this is (.) absolutely
1469 disaster when i have to talk about it with the cfo

1470 S14: so e:r why i'm asked (.) e:r the reason is that er in er [org1] in our company
1471 in [org1] we have er such structure which is called [name7] (.) e:r did you ever
1472 heard something about?

1473 S6: yah of course yah (.) that's a that's a kind of bank right? <3> <un> xx </un>
1474 </3>

1475 S14: <3> yah </3> yah yah a b- a b- a bank (.) that's a kind of (.) special bank (.) a
1476 a bank e:r for our customers (.) and fo- maybe for [org1] itself (.) something like
1477 that (.) so er what (.) e:r what e:r i see in this situation (.) that er currently (.) er we
1478 would help (.) er that e:r we can er offer you a: proposal (.) and er to give you s- a
1479 d- a d- a a deal with ib- with our [name7] (.) so (.) i know that you're running a
1480 really er big project er in your er bank right now and you: (.) you need to have a a
1481 great amount of er money for that <4> and i: i know i </4>

1482 S6: <4> and does it become cheaper </4> when i use [name7]

1483 S14: e:r well i: believe it (.) i:t's not about e:r (.) something like er cash benefit (.)
1484 it's the benefit that er your cfo e:r d- well do not have a (.) such a kind of lack of
1485 e:r y::ah lack of money lack o- lack of i-i-investments in these e:r in this big
1486 project

1487 S6: yah but would you tell me is it (.) becoming even more expensive because i
1488 have to pay some interest to your company (.) [name7] or what- whatever is it's
1489 name (.) so the point is (.) i'm a bank

1490 S14: yah

1491 S6: and i did not lease (.) anything (.) up to now because (.) nobody has (.) so
1492 much cheap money than me (1) so i can hardly imagine that you have cheaper
1493 money

1494 S14: i i understand you

1495 S6: yah

1496 S14: yah (.) i i-i understand you correctly er and e:r what i er what (.) i i just want
1497 to say er to say that er (.) of course you have a: e:r well a i i i do- i don't er (.)
1498 really a finance guy so i i don't work for [name7] e::r (.) well er a:s er wha-what i
1499 know that here we have a very very special offers for the er for our customers (.)
1500 because er i-it's not about the (.) it's it's not about the [name7] making money it's
1501 e:r the structure is about e:r helping i-[org1] to (.) do the business (.) <5> and </5>

1502 S6: (let me go what is it <5> for me) </5> (.) where's my benefit <6> (to the
1503 [name7]) </6>

1504 S14: <6> well er </6> the most benefit for you that er you said you have er maybe
1505 the ch- the cheapest credits and for you to be suitable but (.) e:r i i don't think that

1506 may- may- may- maybe <un> xxxx </un> but e:r (.) you have running a great
 1507 project right now and e:r (.) er fo- for bank right now is is very er (.) important (.)
 1508 to have e:r really e:r great er to have a really great mon- er real- real- really big su-
 1509 sum of money in e:r actually today (.) e:r you you have to: e:r w- e:r you you need
 1510 (.) for your <un> xx </un> <7> e:r </7> that is working (.) for for the other
 1511 projects and so on
 1512 S6: <7> mhm </7>
 1513 S14: so (.) what [org1] can can help you we just er can split (.) payments (.) for
 1514 you and e:r right now (.) er you can spend your money for (.) some other projects
 1515 that will (.) er (.) er that will give you a r- a r- a: return of investments more (.) e:r
 1516 (.) er in in initial time
 1517 S6: yah that's basically a good idea i tell you what i want i want to have a kind of
 1518 payment window (.) i want to have (.) six to twelve months (.) at the beginning of
 1519 the project (.) where i pay nothing
 1520 S14: okay
 1521 S6: and afterwards when (.) the benefits (1) of our project (.) are going to
 1522 materialize i want to start paying (.) is that possible?
 1523 S14: well (.) er (.) i believe th- th- er that yes but i i i repeat that i i'm not financial
 1524 guy so i i need to discuss it for for with er (.) our [name7] guys and e:r o- i i told
 1525 you that we are o-o-o-our our our company [org1] is very flexible to our clients so
 1526 (.) er what (.) er right now what can i help is just to (.) e:r write down all your
 1527 expectations (.) and er to: speak about with it with e:r our i- er [name7] (.) i
 1528 believe that we'll do something with that (.) so e:r as i understand you right you
 1529 have er you: (.) want e:r (.) er something like a six to: (.) twelve month financial
 1530 window (.) that you pay nothing and just when er investments will return you just
 1531 (.) start to pay
 1532 S6: yah absolutely yah (.)
 1533 S14: e:r either <8> w- </8>
 1534 S6: <8> would </8> would that be a kind of capital lease or operating lease?
 1535 S14: (actually i don't know) (.) i i i i just e:r (.) need to: (.) er abou- about that i i
 1536 believe that we need another conversation with our (.) [name7] guy so that you
 1537 <9> can </9>
 1538 S6: <9> mhm </9> (.) okay i see
 1539 S14: e-er well to to: (.) e:r whether you c- you have a conversation in the same
 1540 language you know (.) cos e:r very hard to know the the software stuff (.) hh well
 1541 er have you (.) er do you have any other expect- expectations from (.) this deal but
 1542 e:r except this financial wi-window?
 1543 S6: well actually i expect (.) that you offer me (.) something which is price
 1544 competitive to [org6] and the other vender (.) so at least you have to show (.) these
 1545 five percent which you are at the moment more expensive (.) and (1) the second
 1546 thing (.) you need to show us that you are (.) as flexible with installments (.) as it
 1547 is necessary (.) to keep the investment and the benefit in balance
 1548 S14: w-what? just repeat (.) unders-
 1549 S6: you know the sec- first thing is (.) you have to be competitive (.) second thing
 1550 is (.) i don't want to pay something (.) without getting any benefit (.) i really want
 1551 to say (.) when i get the benefit from the project (.) i want to pay something (.) so
 1552 (.) it's
 1553 <end MD III Conversation 4_00:15:22>

1554

1555 {recording failed because of a low battery after 15:22}

MD III / Conversation 5

Date of Event: 2007-05-21

recording duration: 00:59:27

person id: S1 age: 40+ sex: male langKnowledge: Croatian (Croatia) position: examiner

person id: S17 age: 25+ sex: female langKnowledge: Russian (Russia) position: examinee

person id: S18 age: 25+ sex: male langKnowledge: Russian (Russia) position: observer

person id: S19 age: 25+ sex: male langKnowledge: Russian (Russia) position: observer

setting: in a hotel

1556 <beg MD III Conversation 5_00:15:25>
1557 S1: so [S17]
1558 S17: mhm?
1559 S1: how long are you with [org1]?
1560 S17: e:rm nine ni:ne months
1561 S1: nine months and? doing?
1562 S17: hh (i'm engaged) with er (lotus) product selling (.) <1> (for the) </1>
1563 software group
1564 S1: <1> aha </1> (.) and?
1565 S17: and?
1566 S1: how it goes?
1567 S17: oh
1568 S1: satisfied?
1569 S17: it's a: lit- a little bit difficult for me cos i am not an hh it er (1)
1570 S1: <2> (background) (.) yah okay (.) </2>
1571 S17: <2> person yes </2>
1572 S1: what's your background? <3> education? </3>
1573 S17: <3> hh i'm </3> i'm economist
1574 S1: aha okay
1575 S17: so but i- it's er i-i make some progress
1576 S1: <4> that sounds </4>
1577 S17: <4> and i </4> do my best to:
1578 S1: super (.) that's <5> most important yah </5>
1579 S17: <5> (please </5> the seriousness)
1580 S1: super (.) super (.) yah (.) and (.) about me (.) i'm (.) key account manager in
1581 croatia
1582 S17: mhm
1583 S1: responsible for two big (aspired) companies in the country (.) and i'm with
1584 [org1] for (.) twelve years (.) (horrible) (.) started (.) with (.) pc group (brg at a
1585 times) (.) seven (pieces) actually i was responsible for distributors in the country
1586 and then i moved (.) five years after that i moved to sales yah
1587 S17: mhm
1588 S1: so first first years i was responsible for [name17] accounts (.) and e:r (.) then i
1589 moved to (.) to key accounts yah (.) i (do face to face) there's face to face
1590 salesman (1) a:nd (.) about that chair (.) i did it (.) five (.) six years ago (.) i was
1591 sitting (also) in that chair
1592 S17: <6> <@> mhm </@> @@@@ @@@@ </6>
1593 S1: <6> <@> @@@@ </6> so i know how you feel <7> @@ (.) </7> are you a
1594 bit nervous? </@>

1595 S17: <7> @@@@ </7> uhu
 1596 S1: tired (.) (fed up with) everything?
 1597 S17: @@
 1598 S1: @@ (.) i wa-
 1599 S17: <8> n::ot yet @@@@ @@@ </8>
 1600 S1: <8> no- (.) not yet @@@@ @@@ </8>
 1601 S17: i have the presentation with (thursday)
 1602 S1: yah i know (.) i know
 1603 S17: mhm
 1604 S1: actually (wednesday evening) will will be the toughest one
 1605 S17: mhm
 1606 S1: preparation the presentation yah
 1607 S17: yes
 1608 S1: for thursday (.) yah (1) i recall that yah (1) we started (.) i think with
 1609 preparation of this presentation somewhere around (.) two or three in the
 1610 afternoon (.) and then we (talked to) (.) four o'clock in the morning
 1611 S17: <9> @@@@ </9>
 1612 S1: <9> @@@ </9> (.) disaster
 1613 S17: (nervous)
 1614 S1: okay (.) what are you <1> going to (let)? </1>
 1615 SX-m: <1> is it worth it? </1>
 1616 S1: well (.) as i'm still (.) key account manager <2> @@@@ </2> (.) as i'm not
 1617 still not fired <3> @@@@ </3>
 1618 SX-m: <2> @@@ </2>
 1619 S17: @ <3> @@ </3>
 1620 S1: no it (.) it (.) really works (.) really works (.) yah
 1621 S17: and what are (your er) mean er [name17] account (.) <4> how much </4>
 1622 S1: <4> i started </4> with er
 1623 <end MD III Conversation 5_00:17:50>
 1624 {nrec 00:00:45} {change of batteries}
 1625 <beg MD III Conversation 5_00:17:50>
 1626 S1: small country
 1627 S17: mhm
 1628 S1: <clears throat> so what i'm saying the [name17] (.) means really small (.)
 1629 small and medium business company (.) businesses yah?
 1630 S17: so it's a: (.) a er (.) er what are the biggest accounts in (.) <5> your country?
 1631 </5>
 1632 S1: <5> <un> xxxxx </un> </5> first (our (.) government) institutions like
 1633 ministry for (.) different ministries (.) banks
 1634 S17: mhm
 1635 S1: most of the banks are actual- (.) were actually sold to s- were SOLD to foreign
 1636 (.) banks (.) so they're the biggest relation or the biggest (.) customers and then (.)
 1637 there are several private companies but ei- either production companies or retail
 1638 companies (.) that's it yah (.) but (.) production mainly in e:r food production yah
 1639 S17: mhm
 1640 SX-m: so only (what's) the situation on the market in croatia (.) (so what) position
 1641 [org1] have <un> x </un>

1642 S1: ha e:r (1) it's hard to say right now if you are talking about (.) er competition
 1643 in terms of venders then then it's starndard it's hb (1) a:nd (.) it's <un> x
 1644 </un> (.) in in terms of (.) inter-platform (.) but hb definitely (.) a:nd yes
 1645 (struggling) with e:r local (.) not venders (.) but local (.) (sellers) companies (2)
 1646 <6> (sm- actual-) haeh? </6>
 1647 SX-m: <6> (and what about the software? </6> (.) and what about the software?)
 1648 S17: <un> x </un> collaboration <un> xx </un> <7> @@@@ @ </7>
 1649 S1: <7> <@> @@ you know from your @ </@> </7> from your situation it's (.)
 1650 standard (.) e:r yes driving with [name8] of course and they are number one yah?
 1651 (.) they're selling their their solutions or (.) collaboration staff like (.) like ice
 1652 cream i'm used to say yah? (.) ah hello there (we're from [name8] now we have
 1653 something to okay)
 1654 S17: mhm
 1655 S1: that's it yah?
 1656 S17: @@@
 1657 S1: and for us we have to fight for it
 1658 S17: <8> (okay) </8>
 1659 S1: <8> right now </8> i'm i'm fighting with with [name8] with (.) within one of
 1660 those my customers (.) hh we're trying to switch (.) [name8] exsan- exchange to (.)
 1661 to [name9]
 1662 S17: mhm (.) super (.) <9> how is it going? </9>
 1663 S1: <9> <un> xxxx </un> </9> a:h (.) <un> xxxx </un> quite okay decision sho-
 1664 (.) should be made (.) next two months (1) for first step will be something like e-
 1665 eight thousand licences (.) so we'll see
 1666 S17: mhm
 1667 SX-m: <un> xxx </un>
 1668 S17: okay
 1669 S1: let's work let's work something
 1670 S17: yes @ <1> @@@ </1>
 1671 S1: <1> @@@@ </1> (.) <2> er (.) </2>
 1672 S17: <2> (what is) </2> my (.)
 1673 S1: uhu (.) okay
 1674 S17: relationship
 1675 S1: okay
 1676 S17: so (.)
 1677 S1: <un> xx <3> x xxx </un> </3>
 1678 S17: <3> (why i'm here) </3>
 1679 S1: yah?
 1680 S17: i'm attending (.) e:r the [org1] er first client executive (.) e:r (.) we're working
 1681 with [org5] customer a-and this is a retail bank (.) i he's operating the central it
 1682 site on that series on [name5] (.) and er s- er some p-series service running
 1683 [name6] (.) e:r the (.) situation on the market is er (.) very difficult (.) and the
 1684 customer has (.) high (operational) costs (.) so: (.) i have two (.) objectives for this
 1685 meeting the first one to move er to discuss er how we can remove [name6] from
 1686 [org5] to and e:r (sales to distribute it to) [name5] (.) and the second is to discuss
 1687 about enter-price-licence-agreement (2) <4> so: </4> i think we can start
 1688 S1: <4> mhm </4> (.) you are already in
 1689 S17: a:h okay <5> @@@ </5>

1690 S1: <5> @@@@ </5>
 1691 S19: lucky person
 1692 S1: yah <clears throat>
 1693 S17: hm
 1694 S1: <6> @@@ </6>
 1695 S17: <6> @ </6> @@
 1696 SX-m: <6> xxx </6>
 1697 S17: erm
 1698 S1: hi [S17]
 1699 S17: hello
 1700 S1: how are you doing?
 1701 S17: hello [S1] i i i'm okay thank you how (.) how about (.) your weekends
 1702 S1: hm: (.) quite okay playing golf around (.) i cannot complain yah (.) <7> yah
 1703 </7>
 1704 S17: hm <7> super </7>
 1705 S1: outside on the fresh air (.) on the sun (.) so (.) it's quite okay (.) yah
 1706 S17: er super
 1707 S1: yah
 1708 S17: and er i-i'm here to discuss some issues (which are coming to) with [org5]
 1709 S1: issues? we have some issues with them
 1710 S17: we have some- (.) something to discuss (.) so i'm <8> here </8> for that
 1711 S1: <8> yah? </8>
 1712 S17: so er how much time do we have for that
 1713 S1: let's say so twenty twenty-five minutes
 1714 S17: er okay
 1715 S1: depending what what you have to talk to me yah
 1716 S17: yes (.) er er i know that you're with [org1] for (.) eighteen (.) years (.)
 1717 S1: yah okay <9> yes </9>
 1718 S17: <9> a:nd </9> er you're engaged with this customer for three years already
 1719 (.)
 1720 S1: <1> yah </1>
 1721 S17: <1> a:nd </1> er (.) i'm here to (.) e:r f:- maybe to help er you: to find out
 1722 maybe some new opportunities to discuss current opportunities (.) which you have
 1723 with this e- client (.) and er e:r (.) to got to know overall what er how is the
 1724 business going over there
 1725 S1: okay
 1726 S17: what are the challenges and so on
 1727 S1: (fine with me)
 1728 S17: so
 1729 S1: i'm espe- especially interested in those new opportunities
 1730 S17: o:h i @@@@ hh super so e:rm you know i'm a new (.) a new person (.) e:r
 1731 with this account and er i would kind kind of ask you to: tell me som:e detai:ls
 1732 which are connected with this client (.) just to meet er just to know it better for me
 1733 S1: okay (.) so (.) they are (.) i would say i may say our traditional customer (.)
 1734 traditional in terms they are for (.) long time with us
 1735 S17: mhm
 1736 S1: on our hardware platforms (.) on servers meaning z-series
 1737 S17: mhm

1738 S1: meaning (.) p-series they have some x-series servers around (.) the company
1739 (.) we have been selling them a lot of pcs <un> xx </un> et cetera et cetera but
1740 right now it's (.) <un> xxx </un> part so (.) we can forget about it (.) we are
1741 selling also some sort of for instance what's maybe for you interesting is (.) that
1742 we have (.) [name5] on z-series <2> installed </2>
1743 S17: <2> yah </2>
1744 S1: we have (.) bought the [name6] p-series but (.) nevertheless bloody or not but
1745 we are (bloating) some money out of it (.) in terms of services (.) and basically
1746 that's it (.) they are quite satisfied with us and (.) what i'm really interested in that
1747 (.) hh we continue with this relationship (build a new) relationship with them
1748 S17: mhm
1749 S1: that (.) we: continue to be their (.) trusted and preferred partner (.) that's the
1750 most important thing for me (.) and for the moment we are collecting quite
1751 enough revenue (.) out of (.) out of that
1752 S17: mhm (.) e:r (.) [S1] what e:r what er by the way er what (.) what i'm
1753 interested in (.) i know that you sell er s:oftware (underware) and <3> consulting
1754 </3> (what else) (.) what er (.) maybe what <4> i i-i know your </4>
1755 responsibilities <5> but i'd </5> like to memory your (.) er what issues are you
1756 interested in (1) you know i'm responsible <6> for the </6> software (.)
1757 S1: <3> okay </3> (.) <5> okay </5> (.) <6> okay </6> (.) mhm (.)
1758 SX-m: <4> <coughs> </4>
1759 S17: sales so (.) what er what about <7> y- </7>
1760 S1: <7> cur- </7> -rently e:r (1) the biggest issue actually the biggest problem i
1761 have it with with them is: (2) i'm i'm actually wondering w:hether i will make my
1762 quarter or not (.) e:rm (.) part of the revenue we are (quoting) from (.) er software
1763 licences [name5] (.) we are collecting revenue from (.) services (.) <8> (made on)
1764 </8> [name6] (.) and for this year we unfortunately (.) can forget about revenue
1765 from hardware (.) <9> they </9> did significant (.) purchases during the last year
1766 (.) they spend a lot of money in our hardware (.) and for this year (.) unfortunately
1767 they will spend almost nothing (1) <1> a:nd </1>
1768 S17: <8> mhm </8> (.) <9> mhm </9> (.) <1> on hardware? </1>
1769 S1: yah (.)
1770 S17: mhm
1771 S1: a:nd that's actually (.) that's my problem i have a gap (.) and i FOR the
1772 moment i'm still looking around how to close this gap
1773 S17: <un> xxxxxx </un>
1774 S1: erm overall
1775 S17: <2> overall </2>
1776 S1: <2> i'm a- </2> as i'm responsible for each and every (.) CENT coming out of
1777 that customer <3> so: </3> (.) i'm looking for each and every cent i can collect
1778 <4> out of </4> them yah? (nevertheless) it's hardware and it's services it's
1779 software or whatever (.) financing whatever
1780 S17: <3> mhm </3> (.) <4> mhm </4> (.) mhm (.) okay (.) so: let's e:r let me
1781 help you may- maybe help you to give some ideas how how we can (.) e:r reduce
1782 this gap er to make a quota (.) so (.) <5> i </5>
1783 S1: <5> i </5>'m all ears
1784 S17: haeh?
1785 S1: i'm ALL EARS <makes signs (2)>

1786 S17: a:h okay @@@@ so: (.) er let's start with the customer needs er current
1787 projects er comparison to act (.) i as as far as <6> i know </6>
1788 S1: <6> okay </6>
1789 S17: they have to: reduce operational costs
1790 S1: <7> yes </7>
1791 S17: <7> as </7> as it is very difficult er situation on the market
1792 S1: mhm <8> that's true </8>
1793 S17: <8> there's a </8> competitive pressure so (.) er what do you know about (.)
1794 their (.) current situation about current projects and their (.) needs
1795 S1: w-well e:r as you as you told they are heavily e:r (.) pressed (.) by their by by
1796 competition
1797 S17: hm
1798 S1: er (.) they HAVE to (.) and they are looking (.) for ways how to perform it e:r
1799 to reduce (.) the operational costs (.) they have bunch of venders and they are
1800 looking out to reduce number of venders (.) of course th-those bunch of venders
1801 are (.) connected to operational cost the more venders you have then you have (.)
1802 bigger bigger cost <9> of op- </9> -eration meaning (.) you have to (.) to take
1803 care about each and every contact about each and every <1> vender </1> if
1804 something (goes wrong) you you have to to contact (.) bunch of people (.) you
1805 have to have a lot of (.) skilled people for different platforms meaning automatical
1806 a lot of <2> cost for </2> (.) for education et cetera et cetera so that's that's the
1807 primary (word)
1808 S17: <9> mhm </9> (.) <1> yah </1> (.) <2> mhm </2> (.) okay so wh:ich are the
1809 venders
1810 S1: different kind of venders for instance let's say so if we're talking ab- <un> xx
1811 </un> about (database) platforms they have [name5] and [name6]
1812 S17: mhm
1813 S1: yah? they have <un> xx </un> they have <un> xxxxxxxxxx xx </un> services
1814 we are doing services [name6] is doing <un> xx </un> the service there are
1815 several (.) different (.) private companies (.) local venders (.) so that that's the (.)
1816 problem (.) for instance they have to have educated people for [name5] they have
1817 to have <3> edu- </3> -cated people for for [name6]
1818 S17: <3> mhm </3> (.) by the way why did they (.) choose e:r (.) this way (.) to:
1819 (.) connecting the (the infrastructure) different er venders (.) <4> and why <un>
1820 xxx </un> [name6] </4>
1821 S1: <4> why? er that's (.) </4> actually that happened before i i took over there (.)
1822 er but as far as i know that's responsibility to o- of other colleagues (.) nstg p-
1823 series (.) t (.) <5> which </5> actually forced (.) er [name6] as distributor database
1824 on p-series
1825 S17: <5> mhm </5> (.) mhm
1826 S1: yah? that that's (.) <6> that was the idea </6> (.) e:r (.) our (clienting) at that
1827 time (.) was focused on (.) having that platform (.) o:r databases consolidated
1828 meaning db having [name5] (.)
1829 S17: <6> <coughs> </6> (.) mhm
1830 S1: on both services z-series and p- hh p-series platform but (.) right now we have
1831 [name6] (.) and we have to (read a bit)
1832 S17: e:r what a:re the customers thoughts about that

1833 S1: (loo:k) everything was fine and it's okay with them (.) of course they have a
 1834 bigger cost we: have to manage it (.) but (1) <7> that's it </7>
 1835 S17: <7> e:r </7> have have you made some proposal (.) about er (.) o-ono-on-
 1836 [name6] a:nd er no have you made a (.) [name5] proposal for the customer al- <8>
 1837 -ready or not not </8> hh
 1838 S1: <8> no (.) no no no no </8> <9> there there's </9> no reason for the moment
 1839 for that because
 1840 S17: <9> so er </9> (3) <1> yes </1>
 1841 S1: <1> we </1> are collecting services revenue out of [name6] and (.) i can live
 1842 with it
 1843 S17: mhm (.) so i: (.) i spent er some time (.) fo:r (.) thinking what we can do for
 1844 the customer and draw a picture (1) {takes out a piece of paper} <2> e:rm </2>
 1845 S1: <2> okay </2>
 1846 S17: here it is {shows the drawing to S1} er this is the current situation (.) er the
 1847 current (it er) it infrastructure (who is) connected with er (.) database
 1848 S1: okay
 1849 S17: so: (.) i (know this (.) central it site) is operating on z-series <3> er </3>
 1850 S1: <3> okay </3>
 1851 S17: with [name5] and (.) s:ome (.) some some number of p-series with [name6]
 1852 S1: <4> okay </4>
 1853 S17: <4> do you </4> know the amount of this p-series
 1854 S1: er (.) i don't know the <pvc> strait {straight} </pvc> number but we can ask
 1855 my colleagues <un> xxxx </un> number <5> so we </5> can ask them for (.) for
 1856 exact number of <6> of p- </6> series and licences they have
 1857 S17: <5> mhm </5> (.) <6> aha </6> (.) okay (.)
 1858 S1: hm
 1859 S17: okay (.) so what i assume (.) that thei:r er i assume that their central it site
 1860 can be (.) operating on (.) on er e:r (.) z-series and p-series service (.) wi:th (.)
 1861 [name5] (.) e:r (.) as database (.) e:r f- (.) what are the advantages of that?
 1862 S1: <7> mhm </7>
 1863 S17: <7> how c- </7> how can we explain to the customer? (.) e:r he can to
 1864 reduce the total cost of ownership of his (.) infrastructure (.) and that is the issue
 1865 (.) e:r (.) that is how: the customer can: (.) reduce e:r <pvc> (itsegtrational)
 1866 {integrational} </pvc> costs (1) so (2)
 1867 S1: (now tell me) (.) how can we reduce his operational cost (.) (free)
 1868 S17: er if he has er the database from er (.) from one (.) vender
 1869 S1: mhm
 1870 S17: so: he needs e:rm (.) m- er er f::rom from one <pvc> point on tiw {point of
 1871 view} </pvc> er (.) he will get er (.) more er (.) g-g-good prices
 1872 S1: okay
 1873 S17: from from us
 1874 S1: <8> as always (.) okay </8>
 1875 S17: <8> so that was the benefit e:r </8> that was the benefit for the customer (.)
 1876 secondly e:rm (.) they can (.) er reduce training costs (.) er to to erm (.) their staff
 1877 (.) how to (.) manage these e:r (.) er databases and so on (.) nowadays they spend
 1878 a lo- er they e-er (.) s:pend a lot of time (.) for er (.) learning their staff on
 1879 different e:r (.) venders
 1880 S1: <9> okay </9>

1881 S17: <9> <un> xx </un> </9> [name6] [name5] and so on (.) <1> so </1>
 1882 S1: <1> but if </1> you go with this one (.) of course they will have to educate
 1883 this people which (are all educated for [name6]) they have to lear- (.) re-educate
 1884 them (.) to [name5] (.) correct?
 1885 S17: correct (.) but they have already the [name5] people (.) so it will be much
 1886 easier for them and in the longterm er perspective they (.) can cut their costs on
 1887 that
 1888 S1: i see your point yah okay
 1889 S17: so e:r (.) this is the (.) first thing (.) er (.) <2> some you you </2>
 1890 S1: <2> may i ask you something? </2>
 1891 S17: ye:s of course
 1892 S1: initially (.) er how can we prove their initial investment exchanging [name6]
 1893 to [name5]
 1894 S17: sorry? (1)
 1895 S1: if you go to them yah? (.) and propose to them that (.) let's say <un> xxxxxx
 1896 </un> for them
 1897 S17: mhm
 1898 S1: to buy [name5] (.) as distributed platform which will run (.) p-series
 1899 S17: mhm
 1900 S1: how will you prove that (.) they will have to make initial investment (.)
 1901 exchange [name6] platform
 1902 S17: mhm
 1903 S1: to [name5] (.) to migr- m- migrate (.) all the data from [name6] to [name5]
 1904 S17: i think we can e:rm (.) ask our colleagues i think we have special we we can
 1905 have some er special programmes er for migrating from (.) e:r (.) er the
 1906 competitive er (.) platforms (.) for [org1] platforms
 1907 S1: okay
 1908 S17: er (.) i know that in software there are some trade-ups (.) which er which
 1909 help to (.) er (1) to: get the customer on (.) on the side of [org1]
 1910 S1: okay
 1911 S17: and er i think that is the issue it's very: it's very it (.) that that issue will be
 1912 very useful for us (3)
 1913 S1: okay (3)
 1914 S17: so
 1915 S1: so you mean (a little bit of) help of those guys which are responsible for com-
 1916 petitive studies (1) we may achieve something
 1917 S17: yes of course (.) this <3> is a </3> prel- (.) preliminary picture <4> (.) i </4>
 1918 think we can e:r (.) i-i can er contact with our (upper) software architectures
 1919 S1: <3> okay </3> (.) <4> okay </4> (.) okay
 1920 S17: as well as erm (.) with people which er which responsible for e:r the (stuff)
 1921 of trade-ups
 1922 S1: okay
 1923 S17: er to propose the customer the better solution from [org1]
 1924 S1: okay (2) okay it's it's for the customer (.)
 1925 S17: <5> yes </5> (.)
 1926 S1: <5> but </5> what's in there for me?
 1927 S17: the e:r for you e:r y-y-you can get er for your quota all these er (.) all these
 1928 licences (.) so (.) you can (.) er first of all we can (.) e-er by the way we can (.) er

1929 talk to the customer and find out whether he needs (.) e:r (.) their (.) er additional
 1930 investigation of the it infrastructure
 1931 S1: okay
 1932 S17: so (.) i- if it happens that customer needs it (.) y-you can gain the cus-
 1933 consultancy services you can <pvc> ge:t {get} </pvc> er something for a quarter
 1934 from the consultancy services (.) <6> er </6>
 1935 S1: <6> i ha- </6> i have it already here (4)
 1936 S17: er this is (now the) situa- <7> -tion </7>
 1937 S1: <7> (yeah) </7> but i i i'm (still collecting) this revenue out of here
 1938 S17: so er you mean that er (2) er [name6] (.) i:s currently (.) implemented on p-
 1939 series
 1940 S1: yah (.) and then (collecting) money from services for [name6] (.) haeh?
 1941 S17: e:r it's very interesting thing (.) hh er have you made er the consultancy (.)
 1942 fo:r this e:r customer
 1943 S1: mhm
 1944 S17: and (what are they: saying)?
 1945 S1: yah they they they're right now satisfied with this solution (.) and me too
 1946 because i'm collecting this money
 1947 S17: what did [org1] say about that (1)
 1948 S1: fine (.) we're collecting money (.) if (.) look (.) w-we tried to sell thi-this one
 1949 before (.) without success
 1950 S17: mhm
 1951 S1: now they have the situation we're g:etting as much money as possible (.) out
 1952 of that (.) we didn't forget this one
 1953 S17: mhm
 1954 S1: we're collecting services money (1) but okay (.) if you go for this one (.) what
 1955 will i get for it (.) i will get (.) i will lose this revenue (.) get only once this one (.)
 1956 <8> and? </8>
 1957 S17: <8> mhm </8>
 1958 S1: what next
 1959 S17: e:r first of all (.) if they don't need any consultancies so (.) e:rm (.) e:r we
 1960 ca:n connect er if the customer needs the
 1961 S1: <9> <soft> <un> xx </un> </soft> </9>
 1962 S17: <9> okay </9> (.) let's @@@ (.) <1> er @@@ </1>
 1963 S1: er er er er (wait) let's stop (.) <1> if they </1> i-if they need consultancies of
 1964 course (.) if you s- you SELL (.) and <un> xx </un> it
 1965 S17: uhu
 1966 S1: to them (.) they'll buy it (.) it's up to you and me
 1967 S17: mhm
 1968 S1: but (.) what kind of <un> xxx </un>
 1969 S17: e:r (.) what kind o:f (.) it-infrastructure in the <2> whole </2>
 1970 S1: <2> exac- </2> -tly yah yah yah
 1971 S17: <un> xxx </un>
 1972 S1: yah
 1973 S17: and as to that project exactly: you get their er (.) you c- you can get money
 1974 from additional licences <3> of [name5] </3> <4> hh </4>
 1975 S1: <3> okay </3> (.) <4> okay </4>
 1976 S17: and (.) maybe the customer will need some more er hardware (1)

1977 S1: okay
 1978 S17: so that's it
 1979 S1: mhm (1)
 1980 S17: maybe (.) e:r the customer will decide e:r (.) to get (how) [name7] services
 1981 S1: mhm mhm <5> mhm </5>
 1982 S17: <5> so: </5> this is er just an opportunity (.) <6> you can discuss (with the
 1983 customer) </6>
 1984 S1: <6> okay (.) er just a just a small opportunity yah but </6>
 1985 S17: @@@ <7> <@> yes </@> </7>
 1986 S1: <7> okay </7> (.) okay
 1987 S17: so e:rm <8> (.) so </8>
 1988 S1: <8> and </8> (.) don't you think (.) maybe (.) abOUT providing them (.) kind
 1989 of licence agreement? (.) for consolidation of <9> all the </9> licences they (.)
 1990 (release) (.) that case (.)
 1991 S17: <9> mhm </9> (.) mhm
 1992 S1: (you know) (.) this case and thi-this one (.) haeh? (.) maybe this will be also
 1993 (.) kind of selling point for them
 1994 S17: you mean the price-licence-agreement or what
 1995 S1: ya:h
 1996 S17: haeh?
 1997 S1: yah
 1998 S17: so e:rm (.) that that that is the: (.) second point i'd like to discuss with <1>
 1999 you </1>
 2000 S1: <1> okay </1> (.) fine
 2001 S17: so e:r how is it going nowadays er they: buy: er (.) by the way (.) h:ow many
 2002 <pvc> subsidiaries <ipa> subsidiaries </ipa> </pvc> does the customer have (4)
 2003 S1: they have (1) three main branch offices (1) and then i think fifteen or twenty
 2004 at least (.) but (i have to re-) check it (.) yah (1)
 2005 S17: fifty? (.) <2> fifty </2> (.) <3> aha </3>
 2006 S1: <2> fifteen </2> (.) fifteen or twenty (.) <3> three main </3> and fifteen or
 2007 twenty (.) additional (poor) (.) plus then have (1) i don't know how many retail
 2008 offices (1) two hundreds of something like this yah
 2009 S17: a:nd (.) will departments er make purchases (.) from [org1] and e:r (.)
 2010 (overall (.) who who are) responsible for the booking and (.) every department
 2011 buys er by its own
 2012 S1: <fast> (i don't know now) </fast> they hav- they have a central department
 2013 and a pr- central procurement department of course we s- we: (.) where we start
 2014 hh to talk with them about any kind of opportune- opportunis- -tity
 2015 OPPORTUNITIES (.)
 2016 S17: <4> hm </4>
 2017 S1: <4> first </4> we start start to build it with it-department
 2018 S17: mhm
 2019 S1: and when we finalise it then it was the procurement department fo:r (.)
 2020 contracts et cetera et cetera for negotiations but (.) basically they have a central
 2021 procurement department
 2022 S17: mhm (.) super and er (.) e:r <5> how is the </5>
 2023 S1: <5> and don't for- </5> -get e:r i play (.) play golf with [name10] so
 2024 S17: you (.) sorry <6> (you do) </6>

2025 S1: <6> i PLAY </6> golf with [name10]
 2026 S17: a:h (.) <un> xxx </un> the customer
 2027 S1: yah
 2028 S17: so you have good relationships (.) (so <7> you think) </7>
 2029 S1: <7> in golf </7> yah
 2030 S17: yah?
 2031 S1: yah (.) <8> i i </8> i must not beat him yah (.) <9> <@> dur- during golf
 2032 game </@> @@@ </9>
 2033 S17: <8> so i think </8> <9> @@@@ @@@ @ </9> (.) so [org1] i think er
 2034 can have (.) perfect positions er b- by the south er <1> <un> xx </un> (.) @ </1>
 2035 S1: <1> (internally) (.) it's </1> it's a situation yah
 2036 S17: so a:nd e:r (.) how is the (.) licence a-a-agreement e:r issue is e:r (.)
 2037 nowadays in this company (.) <2> how </2> do they vie (.) <3> <un> xxx </un>
 2038 </3>
 2039 S1: <2> er </2> (.) <3> a-a-as i as i </3> told you they have a (.) several venders
 2040 and different (.) platforms let's say so (.) <4> cooperation </4> platform database
 2041 <5> platform </5> et cetera et cetera it's not only <un> xxx </un> they have
 2042 several (.) different contracts (.) with all those venders (.) including [org1] now (.)
 2043 and <6> that's </6> (.) that's painful for them
 2044 S17: <4> it's a <un> xx </un> </4> (.) <5> mhm </5> (.) <6> mhm </6> (.) mhm
 2045 (.) <7> mhm </7>
 2046 S1: each and every time that they have to renew those contracts they have to
 2047 renegotiate again which <7> <un> xx </un> </7> (.) which <un> xx </un> (.)
 2048 each and every <un> xxx xxx </un> (.) of negotiation
 2049 S17: so if we offer er the customer enter-price-licence-agreement
 2050 S1: mhm
 2051 S17: er what he can get er first of all he will get er (.) er the <un> xxx </un>
 2052 discount option
 2053 S1: <8> okay </8>
 2054 S17: <8> so </8> i he he-e-er the the customer can buy different products (.) <9>
 2055 and </9>
 2056 S1: <9> but th- </9> but the bigger the discount we gave to them (.) the less
 2057 money we collect (.)
 2058 S17: yeah
 2059 S1: <1> so we have (to be careful with this) </1> (.) <2> @ @@@ </2>
 2060 S17: <1> it's not about (.) </1> <@> yeah </@> <2> @@@@ may- maybe yes
 2061 </2> e:r they think about maybe some (.) e:r (.) political issue (.) er to er i-i mean
 2062 (.) that the customer (.) with the customer will completely (.) support er [org1] er
 2063 will buy only [org1] products (.) it's the:
 2064 S1: <un> xxxxxxxxxx </un> <3> okay? </3>
 2065 S17: <3> @@@@ </3> @ (.) so a:nd er the second that e:r (.) if the customer
 2066 buys more
 2067 S1: mhm
 2068 S17: it's er it's it's okay that er the vender provides him (.) with a (.) good discount
 2069 (.) so
 2070 S1: <4> okay </4>
 2071 S17: <4> to to s- </4> to (relead) er the customer to buy more and more

2072 S1: okay (.) but (.) enterprise (.) enterprise licence agreement will last let's say so
2073 for three years yah?
2074 S17: sorry?
2075 S1: ENTERPRISE (.) LICENCE AGREEMENT will last will be contracted
2076 {a mobile phone rings}
2077 SX-m: <un> xx xx </un>
2078 S17: @ @@@
2079 {SX-m turns the mobile phone off}
2080 S17: <@> sorry (.) once more </@> (2) <5> @ </5>
2081 S1: <5> it's </5> your (.) task to blame him (.)
2082 S17: mhm (.)
2083 S1: afterwards
2084 S17: mhm
2085 S1: so (.) this agreement will last for three years yah? (.) will be signed for three
2086 years (.) let's say so (.) usually
2087 S17: so you have discussed this <6> erm (.) <un> xx </un> (.) alright okay okay
2088 aha (.) mhm (.) mhm </6>
2089 S1: <6> no no (.) i-it usually (.) when we when we sign (.) enterprise licence
2090 agreement it it lasts for three years hm? </6> (.) and we charge cu- (.) customer on
2091 monthly basis (2)
2092 S17: yah
2093 S1: so (.) that means that (.) our revenue (.) yours revenue and my revenue
2094 S17: mhm
2095 S1: will be divided
2096 S17: mhm
2097 S1: into twenty-six portions (.)
2098 S17: mhm
2099 S1: we won't collect revenue (.) immediately this year (.) but (.) in twenty-six
2100 portions (.) and i'm (.) interested very interested to have (.) all that revenue (.)
2101 right now
2102 S17: e:r (.) you know (.) i have the same interest @ <7> <@> so: </@> @@@@
2103 </7>
2104 S1: <7> okay so </7>
2105 S17: <@> (i got a quarter too) </@> (.) and er e:r what do you think what we can
2106 do with that
2107 S1: i don't know tell me (.) <8> don't </8> you think maybe about [name7] (.)
2108 S17: <8> may- </8> (.) i-i: <clicks tongue> (.)
2109 S1: <9> about </9> financing options
2110 S17: <9> i:: </9> i didn't think about this issue but e:r (.) i think we can ask for
2111 [name7] (.) and er maybe (.) maybe they: er (.) they (1) <1> <un> xxxxx </un>
2112 </1>
2113 S1: <1> er i heard i heard <un> xxx </un> </1> (.) if they (.) sign a contract <2>
2114 with </2> [name7] (.) in- <un> xx </un> contract (.) if they have (.) contract
2115 divided (.) let's say so in twenty-six annual
2116 S17: <2> mhm </2> (.) mhm
2117 S1: <clears throat> rates (.) WE (.) get that money (.) as one contract
2118 S17: mhm
2119 S1: and [name7] is taking care about collecting money (.) so (.) check it (1)

2120 S17: okay
 2121 S1: and if it (.) if it works on that way (.) i'm for it
 2122 S17: so okay e:r will will will the customer e:r (.) agree with that (.) er
 2123 S1: of course (.) they're (.) they're a bank (.) and they're (selling) the money (1) if
 2124 (.) if can (.) if they can('t) (.) postpone (.) their costs
 2125 S17: mhm
 2126 S1: for thirty-six months (.) they will have more money to sell (.) meaning (doing)
 2127 more money (.) so
 2128 S17: yah (1) correct (1) it's a <3> good idea </3>
 2129 S1: <3> at least you're </3> economist (.) you know how banks operate yah?
 2130 S17: yah @@ (.) hh so: [S1] e:r what er e:r (.) is there o-one of the main er issues
 2131 i would like to find out er e:r (.) who (.) i-i know that you're running f- e:r five
 2132 persons (.) <4> <un> xxx </un> </4> of five persons and (.) hh e:rm (.) who who
 2133 do conduct these er project er which is connected with software <5> <un> xx
 2134 </un> </5>
 2135 S1: <4> okay </4> (.) <5> e:r </5> (.) it will be supervized by me but i will (.) g-
 2136 give you the name of dedicated person for that one
 2137 S17: okay (.) and er (.) er (1) i (.) i (.) as we agreed (.) we can (.) involve [name7]
 2138 in these
 2139 S1: we HAVE TO
 2140 S17: yes we have to (.) erm (.) maybe we have to involve our software
 2141 architectures as well and [name7]
 2142 S1: for sure
 2143 S17: yes er (.) who else
 2144 S1: who else e:r (.) do we have (.) any kind of experience (.) in exch- (.) within the
 2145 (.) (other) company (.) in exchanging (.) [name6] (.) with [name5] (.) within <6>
 2146 services department </6>
 2147 S17: <6> i'm sure that </6> we do (.) <7> i'm sure we have (.) okay okay </7>
 2148 S1: <7> check it (.) check it please (.) if we </7> miss
 2149 S17: mhm
 2150 S1: or make mistake (1) in this exchange
 2151 S17: mhm
 2152 S1: as a first ceo will kill me
 2153 S17: <@> o:h </@>
 2154 S1: and second one (.) we can forget that customer forever
 2155 S17: mhm
 2156 S1: we have to (.) to be (.) very very precise and everything you know
 2157 S17: okay (.) okay (.) i'll check it a:nd find out whether we ca:n attend the er the
 2158 client <8> e:r and </8>
 2159 S1: <8> okay (.) </8> er (.) that's first one the second one e:r when you (.) when
 2160 you check everything (.) please come to me with business case (.) meaning <un>
 2161 xxx </un> licences (.) number <un> x </un> of service and everything
 2162 S17: mhm (.)
 2163 S1: and come to me with the figures
 2164 S17: e:r <9> where </9>
 2165 S1: <9> prove </9> (.) prove to me (.) this concept
 2166 S17: mhm

2167 S1: sell it to me (.) with figures (.) wi- (.) as idea (.) i agree with you (1) so you
 2168 have to come to me (.) with (.) comparison between current costs (.) you will get it
 2169 from (.) our colleagues
 2170 S17: mhm <1> mhm </1>
 2171 S1: <1> between </1> current situation <pvc> future situation {future situation}
 2172 </pvc> (.) and (.) this year (.) five years (1) okay (.) for the customer (.) <2> we
 2173 have to sell </2>
 2174 S17: <2> do you think </2> that is the: (.) issue of our consultants then
 2175 S1: mhm (.) we have to sell it to them (.) they won't buy it (.) if they won't see (.)
 2176 money in it (1) not only okay we will (.) you will have only one vender <3> (.) of
 2177 </3> database (.) but (.) show me the money
 2178 S17: <3> erm </3> (1) [S1] don't you think that we (.) have to (.) sell (.) just the
 2179 idea to the customer (.) and er some calculation so everything which is confi- er
 2180 connected with figures that <4> is then our consultant's issue </4>
 2181 S1: <4> <un> xx </un> okay they (.) </4> (they have got) a bank (1) they're just
 2182 looking for money (.) as i'm looking for the money (.) there is my quarter (.) and
 2183 you are looking for your quarter (.) <5> and they are working </5>
 2184 S17: <5> (because our) consul- </5> -tance is not free of charge
 2185 S1: of course they are not (.) of course they are not
 2186 S17: <6> yah </6>
 2187 S1: <6> you </6> will put on the paper all the costs (1) cost of licences (.) cost of
 2188 consultancy
 2189 S17: mhm
 2190 S1: cost of (.) labour
 2191 S17: mhm
 2192 S1: yah? (.) and (.) cost of (.) licences for five years (.) yah? <7> okay? </7>
 2193 S17: <7> mhm </7>
 2194 S1: and of course including their (.) enterprise-licence-agreement (.) with this (.)
 2195 and (.) we (including) [name7] (.) because we have to have this revenue (.) for this
 2196 year
 2197 S17: mhm
 2198 S1: okay
 2199 S17: okay (.) so is everything e:r connect with software i: f- (.) can do it for sure
 2200 (.) hh and er if i have som:e (.) questions som:e (.) pr- some troubles with that er
 2201 can i (.) connect with you? (.) <8> <un> xx </un> </8>
 2202 S1: <8> of course </8> (.) i'm here
 2203 S17: if i need some more figures and so on
 2204 S1: of course (.) i'm ready and willing to help you
 2205 S17: okay (.) so: (.) as i see (.) erm (2) e:r w-what about (.) maybe some new
 2206 opportunities wh:at er how how do you see the client can develop in: a:: short-
 2207 term period (3)
 2208 S1: hm (.) they will do (.) they are forced to have (.) (spare location)
 2209 S17: <soft> <un> x </un> </soft>
 2210 S1: SPARE LOCATION
 2211 S17: mhm
 2212 S1: meaning if this one fails (.) (for whatever) reason (.) flooding (.) earthquake (.)
 2213 fire whatever
 2214 S17: mhm

2215 S1: the other location will take over (.) all the jobs everything (.) initially (.) it
 2216 does (.) (they think about that solution)
 2217 S17: so (.) <9> if </9>
 2218 S1: it's a (bas- <9> -ic (.) </9> basic) to (.) european standard which forces them
 2219 to (bear it)
 2220 S17: if in this solution (.) we'll succeed
 2221 S1: mhm
 2222 S17: so (.) wh:at o- er wh:at other opportunities do you see (.) by this customer (.)
 2223 <1> e- </1>
 2224 S1: <1> as </1> i told you
 2225 S17: this is (only) (.) <2> why? </2>
 2226 S1: <2> yah </2> (.) business continuity
 2227 S17: aha
 2228 S1: a spare location (1) e::r (.) <clears throat> new data center (.) with complete
 2229 new infrastructure <fast> <3> new </3> z-series new networking </fast> (.)
 2230 blablablablabla
 2231 S17: <3> mhm </3> (.) so (.) firstly we ca:n er to end up with this solution
 2232 S1: of course
 2233 S17: so okay (.) so e:rm (.) i said that i'v:e e:r just (got) er everything i: (.) wanted
 2234 (.) <4> so </4>
 2235 S1: <4> okay </4>
 2236 S17: if you have som:e questions for me (.) e:r (.) i will be happy to answer it
 2237 S1: for the moment no just (.) just <un> xx </un> with those (.) er what we agreed
 2238 S17: <5> okay </5>
 2239 S1: <5> namely </5> this business case
 2240 S17: okay (.) <6> so i </6>
 2241 S1: <6> a:nd then </6> then we will discuss how to proceed on but definitely i
 2242 think (.) there is potential in this
 2243 S17: okay so i find some reference er references <7> on (migration) (.) </7> from
 2244 [name6] to [name5] and er (.) make an appointment with [name7] and find out
 2245 how we can (.) er (boot) o::r (.) <un> xxx </un> (you know) i:n this quota
 2246 S1: <7> mhm (.) mhm (.) </7> (.) <8> mhm </8>
 2247 S17: <8> so for </8> the customer (.) e::r no @ (.)
 2248 S1: na okay (.)
 2249 S17: (is that) (.) <9> er </9>
 2250 S1: <9> and think </9> for the future about the disaster recovery solution business
 2251 continuity and disaster recovery solution <1> (.) (for that) </1>
 2252 S17: <1> aha okay </1> (.) okay (.) so thank you
 2253 S1: thank you too (.) this was a nice idea (.)
 2254 S17: <2> let's (.) er </2>
 2255 S1: <2> (i'll take for your </2> corporate) in the future
 2256 S17: okay (.) yes (.) thank you (.) <3> very much </3> (.) @@
 2257 S1: <3> thank you </3> (.) bye
 2258 S17: @@@ @
 2259 {SS applause}
 2260 <end MD III Conversation 5_00:49:10>

MD IV/Conversation 6

Date of Event: 2007-05-22

recording duration: 00:24:53

person id: S20 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S2 age: 35+ sex: male langKnowledge: L1 English (Great Britain) position: examiner

person id: S21 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S22 age: 50+ sex: male langKnowledge: L1 German (Austria) position: examiner

person id: S23 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

2261 <beg MD IV Conversation 6_00:00:03>
2262 S20: let's start
2263 S2: yah
2264 {S20 knocks on the door}
2265 S20: good morning mister [last name1]
2266 S2: good morning
2267 S20: glad to see you again
2268 S2: yes (.) take a seat please (.) <1> how have you been </1>
2269 S20: <1> thank you very much </1> (.) very good
2270 S2: mhm
2271 S20: erm i e:r (.) received a (.) message from you (.) and your (.) want to: arrange
2272 the meeting that's why i'm here i <2> want </2> (.) to know what's happening
2273 S2: <2> right </2> (.) aha
2274 S20: and er (.) probably (.) you have some questions
2275 S2: erm (.) yeah i've looked at the [name7] proposals they look very interesting
2276 a::nd (3) my questions really are concerning the investment case
2277 S20: <3> mhm </3>
2278 S2: <3> a:nd </3> the amount of money which [org2] is looking to invest
2279 S20: <4> mhm </4>
2280 S2: <4> you know </4> as procurement that's a very important issue for me (.)
2281 S20: mhm
2282 S2: er i thought that you could maybe shed some more light on (.) on what's
2283 happening
2284 S20: mhm (.) okay that's er (always big brother's) investments e:r what project do
2285 you mean
2286 S2: [name11]?
2287 S20: mhm is this e:r as i e:r understand [name11] consists of three phase
2288 S2: yah
2289 S20: er e:r (.) the f- the f- two of them is er already closed
2290 S2: yah
2291 S20: it's was (.) detailed analysis phase one and det- ana- in more deeper analysis
2292 your databases
2293 S2: aha

2294 S20: the <un> xxx </un> they thought i have it with me (1) just (.) let me (.) one
 2295 moment {searches for some papers (8)} it's er (.) all about our (.) second
 2296 recommendation here (1) the: costs about ten and (fifty) (.) million
 2297 S2: yah
 2298 S20: total total cost (.) and e:r oh erm (.) (you're all) interesting in e:r (.)
 2299 investment from ou:r (.) finance er consultancy from <5> our </5>
 2300 S2: <5> that's </5> (.) that's correct yah (.) hold on one second i've just got to go
 2301 and check something (.) <6> i'll be </6> back in a minute <7> okay? </7>
 2302 S20: <6> mhm </6> (.) <7> okay </7>
 2303 {S2 leaves the room}
 2304 {S22 enters the room} (7)
 2305 SX-m: (who has got everything)
 2306 SX-m: haeh?
 2307 SX-m: (crazy) (3)
 2308 SX-m: <clears throat>
 2309 S22: (but more important)
 2310 S2: {from outside} are they (3)
 2311 S22: hello
 2312 SX-m: hm
 2313 SX-m: mhm
 2314 S22: have you seen [first name2] [last name2]?
 2315 S20: yes (.) he is (.) out
 2316 S22: my name is [S22] [S22/last] (1) i am cfo (and) who are you?
 2317 S20: (we are from) [org1] i am account manager from [org1] (.)
 2318 S22: <8> account manager of [org1] </8>
 2319 S20: <8> (nice) (.) nice (.) </8> nice to meet you
 2320 S22: AHA: (.) what is account manager
 2321 S20: it is e:r (.) like a (one point) for entering in a big company (.) so i just er
 2322 provide all necessary information regarding all products that [org1] have
 2323 S22: aha
 2324 S20: and e:r (.) and sell (.) in the in the industry (.) and (1) we are e:r (.) and i am
 2325 like person responsible fo:r (.) all projects that we already have and probably will
 2326 have
 2327 S22: so you are now quite engaged in in our company
 2328 S20: yes (.) abso- you're absolutely right
 2329 S22: that's interesting because i just wanted to ask [S2] one thing (.) er (.) i: just
 2330 have here (2) a bill o:f [org7] concerning [name11]
 2331 S20: mhm
 2332 S22: and i also found a one hundred thousand (.) dollar
 2333 S20: mhm
 2334 S22: er invoice of [org1] [name11]
 2335 S20: mhm
 2336 S22: so apparently (.) we're paying to two companies for the same thing
 2337 S20: @@ (.) and er e:r (.) actually what is the: erm: [org7] proposal
 2338 S22: not proposal they c- they: charged me: some services (.) consultancy services
 2339 S20: (and what) (.) with the services it wa- it was (.) what is <9> the services </9>
 2340 S22: <9> er e:r </9> er i am NOT here to discuss what [org7] is doing
 2341 S20: <1> mhm </1>

2342 S22: <1> but </1> i just wonder (.) what [org1] is doing in [name11] when [org7]
2343 is is working on [name11]
2344 S20: yah as i (.) as i know (.) from e:r (.) er miste:r (.) er [last name3] he is a (.)
2345 (and mister [last name4]) (.) that e:r for today as they are e:r they are (.) totally
2346 responsible for project (.) [name11] (.) <2> <un> xxx </un> </2>
2347 S22: <2> great (.) </2> but i just asked you why are [org1] and [org7] doing the
2348 same thing
2349 S20: actually: i i don't know tha- why [org7] do do (.) something because we: <3>
2350 e:r </3>
2351 S22: <3> but </3> what is [org1] doing
2352 S20: (where) provide you er our (.) er business services (.) business services
2353 regarding i mean (.) e:r (.) this big project [name11] (.) <4> it's it's </4>
2354 S22: <4> look i </4> i have a few minutes time (.) tell me more about what what
2355 [org1] is doing
2356 S20: okay okay (.) we are (.) start from er e:r the (.) analysis e:r (.) from data
2357 analysis of er your customer information about your customer (.) it was the <pvc>
2358 forst </pvc> (.) first phase (.) then other phase which is already closed er too (.)
2359 was e:r <5> er </5>
2360 S22: <5> so </5> you're getting more and more business from us
2361 S20: @@@@ (.) yeah and we are very interesting to: (.) to do <6> (insurance)
2362 with you </6>
2363 S22: <6> sure (.) because </6> we: seem to be a rich bank and [org1] of course is
2364 interested in business <7> (with us) </7>
2365 S20: <7> the n- </7> e:r (.) of course er [org1] company which e:r (.) o-of course
2366 wants to be at profit but you are (.) our one of the oldest (.) customer that's why
2367 we are really interesting to: (.) e:r (.) to (.) b:uild a good relationship between us
2368 (.) (and what will be clear) and e:r (.) business in case win to win (.) when you
2369 win er (.) the (look at) the right solution then you: er then you get a profit and
2370 money (.) @@@@ <@> and when we </@> er (.) of course er (.) (it's) interesting
2371 (in doing) business with you
2372 S22: sure
2373 S20: we have also er for today er (.) fo-for your understanding (.) in the area of
2374 [name11] we have a (.) two <un> xx </un> three phases (.) <8> e:r </8>
2375 S22: <8> and </8> all of them signed already?
2376 S20: no (.) only two of this
2377 S22: two of them <9> signed </9> (.) <1> okay (.) i'm listening </1>
2378 S20: <9> yes </9> (.) <1> it's a (.) </1> e:r first phase i:s and the second phase
2379 they're (.) a little bit linked e:r <2> between </2> each other
2380 S22: <2> aha </2>
2381 S20: and er (.) all of this is about er data analysis (.) as i already said (.) analysis i
2382 mean (.) the information about your customers (.) for providing them (.) er
2383 necessary marketing information (.) fo:r attracting new (.) and e:r erm (.) er trying
2384 to focus (.) on the right AUdience (.) and make e:r erm: th-the right decision
2385 regarding cross-selling solutions (.) <3> (so do you you:) </3> hear about it <4>
2386 (and) </4>
2387 S22: <3> so (.) aha </3> (.) <4> which </4> means it will allow BETTER
2388 targeted marketing
2389 S20: yes

2390 S22: er is that business case showing that this (.) money is well invested?
 2391 S20: yes (.) we have e:r er several reports (.) <5> regar- </5> -ding this projects
 2392 <6> and </6> i: er (.) er (was led by a) (.) by a pleasure send you this information
 2393 if (it's interesting) for you (.) if you're (already) interesting
 2394 S22: <5> aha </5> (.) <6> aha </6>
 2395 S20: there are some er ou:r e:r figures from marketing specialists from technical
 2396 <7> specialists </7> business specialists (.)
 2397 S22: <7> mhm </7> (.) aha
 2398 S20: we er (.) for today (.) we want to: (.) build (.) e:r erm big er (.) e:r projects e:r
 2399 (.) team (.) which will consist o- e:r with er your specialists (.) and our specialists
 2400 and they work in a close collaboration (.) who're understanding that we are going
 2401 the right way (1)
 2402 S22: let me just say (.) e:r (.) after having spoken with [last name3] and [last
 2403 name4] <8> i under- </8> -stand (.) that er (.) you are starting somehow (.) some
 2404 fix [name12] (.) project is that correct
 2405 S20: <8> mhm </8> (.) yes (.) e:r where er ph- the ph- th- (.) actually the third
 2406 phase is all about er (.) er building er (.) the effective and productive [name12] (.)
 2407 system
 2408 S22: u- <9> -hu: </9>
 2409 S20: <9> in- </9> -side the company (.) but e:r er before (.) <1> we start </1>
 2410 S22: <1> what does it </1> cost all that
 2411 S20: <2> e:r </2>
 2412 S22: <2> what </2> does it cost
 2413 S20: puh (.) we: i have rep- reports (.) and we er we think about e:r (.) er ten to:
 2414 fifteen (.) million dollars er <3> during the </3> (.) during the two or three years
 2415 S22: <3> <un> xxx </un> </3> (.) mhm
 2416 S20: but er fo:r e:r giving you the right (.) figures
 2417 S22: uhu
 2418 S20: where (.) erm (.) we have to: (.) make all this er previous reports
 2419 S22: <4> mhm </4> (.) <5> mhm </5>
 2420 S20: under- <4> -stand </4> the situation and <5> e:r </5> (.) understand the right
 2421 figures <6> (that's) </6>
 2422 S22: <6> I: </6> heard (.) that (.) a lot of [name12] projects (1) have a high risk of
 2423 (.) failure
 2424 S20: yah absolutely right
 2425 S22: er (.) we invest a lot at the beginning you just said ten to fifteen million
 2426 S20: mhm
 2427 S22: e- (.) experience shows if you start with fifteen at the end it's twenty?
 2428 S20: mhm
 2429 S22: because projects usually need more money
 2430 S20: <7> yes </7>
 2431 S22: <7> and </7> take a longer time?
 2432 S20: @ life is <8> changing yes </8>
 2433 S22: <8> yah (.) yah (.) </8> so (.) er (.) that's a high risk
 2434 S20: of course
 2435 S22: if you pay at the beginning and you never know what will be outcome
 2436 afterward
 2437 S20: mhm

2438 S22: e:r (.) what do you think is the are the most important things to look at (.)
2439 from our (.) er management side
2440 S20: yes of course i understand the high (.) risk of this big project (.) that's why it
2441 will b- it will be interesting (.) (to like) a finance person (.) for you to know but
2442 we have a: financial (.) different financial services (.) like e:r credit (.) e:r leasing
2443 a:nd some (.) another one (.) and e:r we can er split this sum (.) and er we can (.)
2444 schedule e:r (.) the project (.) and e:r you you will pay (.) only fo:r (.) for example
2445 (.) for one part of this big project understand the results
2446 S22: mhm (.)
2447 S20: and er making a decision regarding (.)
2448 S22: hah
2449 S20: continue (.) <9> <un> xxxx </un> </9>
2450 S22: <9> do i under- </9> -stand correctly we could link our success with
2451 payment (.) which means if we have the <un> xxx </un>
2452 S20: mhm
2453 S22: that somebody is calculating (.) we you (.) e-er (.) <1> we </1> pay on- we
2454 pay only when: we get the return and we <2> don't get the </2> return we don't
2455 pay (.)
2456 S20: <1> (return) </1> (.) <2> yes of course </2> (.) yes of course (.)
2457 S22: which means we share the risk (.)
2458 S20: yes of <3> course </3> (.) <4> w- </4> (.)
2459 S22: <3> if </3> [org1] fails (.) er (.) <4> we </4> don't have to pay
2460 S20: of course (.) and we ha- we can contractually discuss it (.) with our legal
2461 department and finance persons (.) and e:r [org1] is e:r er ready to: e:r (.) discuss
2462 this point (.) <5> under- </5> standing your risks
2463 S22: <5> mhm </5> (.) mhm (.) so a real e:r shared risk (1)
2464 S20: mhm (1)
2465 S22: contract (.)
2466 S20: shared risk <6> yeah probably </6>
2467 S22: <6> i <un> xx </un> </6> speak with our lawyer on that i do f- <7> like that
2468 </7>
2469 S20: <7> of course </7> (.) of course <8> (and some time) </8>
2470 S22: <8> what what else </8> should we look wha- on what else should we look
2471 at (.) yah pe- and plus (penalty <9> that's good) yah? </9>
2472 S20: <9> yes (.) yes </9>
2473 S22: what else should we look at (.) because (.) i don't want not to pay (and <1>
2474 that) </1> you understand me correctly (.) i want to get (.) that we get to results
2475 S20: <1> mhm </1> (.) mhm (.) yes <un> xxx </un>
2476 S22: we have to (.) to focus (.) to get results
2477 S20: er fo- (.) for example will it be interesting to: (.) as i already said split all this
2478 project and schedule (.) this big project (.) and er (.) er calculate e:r (.) ca- ca-
2479 efficiency of return of investment (.) in <2> each stage (.) in e- (.) </2> in each
2480 stage
2481 S22: <2> on e- (.) but e- k- er </2> (.) <3> sorry (.) sorry </3>
2482 S20: <3> <un> xxxx </un> </3>
2483 S22: e:r (.) my experts and i (.) know that you can prove everything with a
2484 spreadsheet (.)
2485 S20: mhm

2486 S22: so (.) er y:- (.) i'm sure that [org1] is also able to provide good spreadsheets
 2487 S20: mhm
 2488 S22: but how can you make that these (.) calculated (.) returns (.) REALLY (.)
 2489 take place
 2490 S20: <4> m: </4>
 2491 S22: <4> un- </4> -derstand what i mean?
 2492 S20: yes of course <5> i </5>
 2493 S22: <5> i </5> have nothing if you say (.) on the spreadsheets it says i i ge- i
 2494 invest (.) ten or fifteen million and i get the return of twenty thirty or forty?
 2495 S20: aha
 2496 S22: and at the end (.) i don't get it
 2497 S20: of <6> course (there's a: (.) i:) </6>
 2498 S22: <6> what then (.) what </6> should we from the beginning look at
 2499 S20: er fr- from the beginning we can er e:r (.) m-m-make some er (.) e:r (.)
 2500 prerequisites e:r er analysis we make a: (.) e:r (.) (good team which) consists of
 2501 your specialists and our specialists (.) e:r calculate some <un> xx- </un> -ory
 2502 figures and (.) er (.) er (.) make the f- only first phase (.) of this big project and
 2503 understand (.) how is it going
 2504 S22: mhm
 2505 S20: understands a e:r the risks of this project (.) at the first phase you are <7>
 2506 <un> xxxx </un> </7>
 2507 S22: <7> are the risks </7> specific for our company or are <8> some risks </8>
 2508 (.) to (pick and foot) such a type of project
 2509 S20: <8> yes (.) yes </8> (.) i just want to say that e:r er this er first phase of this
 2510 project (.) <9> yah </9>
 2511 S22: <9> yah </9>
 2512 S20: er for example e:r (.) spending at this two months (.) you can clarify (.) is it
 2513 okay to work [org1] or you (.) OR you want to disengage (.) and continue to doing
 2514 business <1> with <un> xxxx </un> (.) @@@ </1>
 2515 S22: <1> i-i i (.) like that you show me (.) how </1> we can get out without
 2516 payment <un> xxxx </un> end a contract (.) but (.) my (.) first aim is (.) we want
 2517 to get results
 2518 S20: yes of course
 2519 S22: so (.) i <2> (.) er maybe </2> when we see (later) an- another time you tell
 2520 me how we can get (.) good results
 2521 S20: <2> i understand we </2> (.) okay
 2522 S22: it was a pleasure seeing you (.)
 2523 S20: @@
 2524 S22: bye bye
 2525 S20: nice to meet you (.) bye bye
 2526 S22: and er when you see [last name2] (.) er i would like to see him (.) because we
 2527 have to look at <3> the: (.) </3> the invoice <4> (.) yah? </4>
 2528 S20: <3> of course </3> (.) <4> of course </4> (.) and (probably) i send you some
 2529 figures (.)
 2530 S22: okay
 2531 S20: we: may: (.) <5> (okay) </5>
 2532 S22: <5> i look </5> forward to that (.)
 2533 S20: okay

2534 S22: yah?
 2535 S20: bye bye
 2536 S22: may:be e:r (.) when i sometime it would be great
 2537 S20: <6> mhm </6>
 2538 S22: <6> er </6> (.) i (.) it was an interesting discussion maybe we can (.)
 2539 S20: arrange a meeting
 2540 S22: yah
 2541 S20: yes of course
 2542 S22: <un> x x x </un>
 2543 {S2 enters the room}
 2544 S2: a:h hi [S22] i've been looking for you
 2545 S22: okay
 2546 {S22 and S2 leave the room together}
 2547 {conversation between observers and examinee - very low voices}
 2548 S21: <un> xxxxxxxxx </un>
 2549 S20: yah but cfo
 2550 SX-m: hm (.) (right) cfo?
 2551 S20: no
 2552 SX-m: a:h you <un> xxxxxxxxx </un>
 2553 S20: mhm
 2554 S20: speak in english
 2555 SX-m: oh yes
 2556 S20: it was cfo (.) (it was right) <un> xxxx </un> our (.) services and (.) er i just
 2557 (.) want him to understand that we e:r (.) really provide the best expertise in the
 2558 industry and (.) i can (.) er guarantee (.) the lower risk (.) we got in this project
 2559 S21: so we exchange (each <7> other) </7>
 2560 S20: <7> we (.) we're </7> in the meeting at the next week (.) we: (.) send him
 2561 some figures (.) e:r (point right) (.) and start to: e:r speak about it (.) because of (.)
 2562 the (.) huge numbers (.) here (.) ten or fifteen million (.) i-it's too much (.) and of
 2563 course cfo e:r (.) involved (.) in the decision project (.) and (.) that's why we're (.)
 2564 we have (.) we have to speak not only with [last name2] and of course with him (.)
 2565 S21: mhm
 2566 S20: this (i understand) the situation he is (.) he will be one of the key decision
 2567 leader and the benef- not benefit holder but approver (3)
 2568 S20: <coughs>
 2569 SX-m: <un> xxx </un>
 2570 S20: mhm
 2571 SX-m: er (2)
 2572 S20: <coughs> (.) funny s- (.) funny script
 2573 SX-m: <@> yeah </@>
 2574 S20: (they go in and out and) (7)
 2575 S21: tricky @@
 2576 S20: haeh?
 2577 S21: <@> tricky or? </@>
 2578 S20: a little bit
 2579 S21: @@@ (34) <soft> <un> xxxxxxxxx </un> </soft> (2)
 2580 S20: mister [last name4] (.) and with (.) (cih) cfo (2)
 2581 S21: <soft> <un> xxx </un> </soft> (2)

2582 {S22 enters the room}
2583 S22: okay (2) this was an interesting call yah? (.)
2584 S20: very
2585 S22: <8> [last name2] will not come back he is busy </8>
2586 S20: funny script
2587 SX-m: <8> @ (.) @ </8> (.) yes
2588 S22: so (.) this was a planned thing
2589 {start of the feedback session}
2590 <end MD IV Conversation 6_00:14:35>

MD V / Conversation 7

Date of Event: 2007-05-22

recording duration: 00:57:41

person id: S24 age: 35+ sex: male langKnowledge: L1 German (Austria) position: examiner

person id: S25 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S26 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S27 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S28 age: 25+ sex: female langKnowledge: L1 Russian (Russia) position: examinee

person id: S29 age: 25+ sex: female langKnowledge: L1 Russian (Russia) position: examinee

setting: in a hotel

2591 <beg MD V Conversation 7_00:00:02>
2592 {Sales Manager Meeting}
2593 SX-f: the relationship of they
2594 S24: good (.) okay (.) you might switch to english (1) are you guys ready?
2595 {a lot of background noise and parallel conversations in soft voices}
2596 SX-m: yeah
2597 S24: okay (.) then (1) into the roles [S25] which means your manager is not
2598 speaking russian unfortunately
2599 S25: okay
2600 S24: only a little bit
2601 SX-m: <un> x x <1> x </un> russian </1>
2602 SX-f: <1> @@ </1>
2603 S24: good (1) (pro victim) (.) welcome <2> back </2>
2604 SX-m: <2> yes </2> (.) okay (.) here is the (.) validation sheet
2605 S24: thank you
2606 SX-m: okay
2607 SX-m: <3> {several speakers talk at the same time - no single phrase identifiable}
2608 </3>
2609 S24: <3> so what have you got for me? </3>
2610 SX-m: please (.) hand in <4> the agenda </4>
2611 S24: <4> HOW are </4> things going on
2612 SX-m: okay here are <5> the agenda </5>
2613 SX-m: <5> that's the agenda </5>
2614 SX-m: this is the (.) that's the proposed agenda
2615 S24: proposed (.) i want to have some clear numbers and figures and <6> <soft>
2616 <un> xxx </un> <soft> </6>
2617 SX-m: <6> sure thing you er </6> (2)
2618 S26: e:r first of all let's submit our pipeline report
2619 S24: okay
2620 S26: and we'll talk about the: (.) this quarter achievements <7> so that's </7> for
2621 you

2622 S24: <7> okay </7> (.) thanks
 2623 S26: [S25] (.) please continue
 2624 S25: i will describe you (.) a little bit about this quarter achievements
 2625 SS: okay
 2626 S25: so: (.) first of all we: a:re making (.) quite a: big amount of project in: (.)
 2627 ([org2])
 2628 S24: ok- <8> -ay </8>
 2629 S25: <8> we </8> have a closed er (.) as a closed quarter (.) <un> xxx </un> it's
 2630 some- (.) something about branch (transformation)
 2631 S24: mhm
 2632 S25: er we: (.) have made er at this e:r (.) point three point one million dollars (.)
 2633 also we are working on: er
 2634 S24: that's the thing that (1) had to be closed anyway er in the first (.) first quarter
 2635 right?
 2636 S25: they: (.) they signed the con- <9> -tract (for it) </9>
 2637 S24: <9> yah (.) good (.) </9> okay very good
 2638 S25: and also: (the inevitable) it-consolidation (.) in the consolidation of it on their
 2639 (.) er (.) their (.) the <un> x </un> company inevitable (.)
 2640 S24: <1> mhm </1>
 2641 S25: <1> we have </1> made the (alignment) report for them (.) and also we have
 2642 signed the inevitable it consolidation
 2643 S24: okay
 2644 S25: we also (looked) for (.) (something) amount er two point a million dollars
 2645 S24: two point one
 2646 S25: e:r (.) plus er zero point one (alignment) report (.) er and also we are working
 2647 on a (.) we are working on a (.) project er (.) with [name13] (.) we have made the
 2648 (.) contract about er (.) consulting (example) one point (.) er for zero point one
 2649 million dollars
 2650 S24: for what step
 2651 S25: it e:r it e:r data analysis of e:r <2> <un> xxx </un> </2>
 2652 S24: <2> <un> xxxxx </un> </2> this advisor project (.) where is that
 2653 S25: mm
 2654 SX-m: oh that's the project that (we've done last time) er <un> x xx </un> for the
 2655 (passengers) <3> <un> xx xxx </un> </3>
 2656 S24: <3> okay (.) good </3>
 2657 SX-m: just a number of articles for (.) er the the one (.) er hundred key for the
 2658 <un> xxx </un>
 2659 SX-24: okay
 2660 SX-25: in this project (.) and also we are working with data analysis for [name12]
 2661 (implementation) (.) they have a project with a ([name12] implementation) (.)
 2662 dealing with a ([name12] implemenation) and we have signed the (.) zero point
 2663 one million dollars for such elements (.) so (.) e:r at er (.) such point we have
 2664 made er five point er five million dollars for our pool one (2) the er question of
 2665 <un> xxxx </un> what <un> xx </un>
 2666 S24: five point
 2667 SX-m: five
 2668 S25: five point <4> five </4>
 2669 SX-m: <4> total </4>

2670 S25: total
 2671 SX-m: total
 2672 SX-m: yah (4)
 2673 S24: okay?
 2674 SX-m: okay
 2675 S24: e:r (.) can we double that in that quarter?
 2676 SX-m: can what
 2677 SS: can we double
 2678 S26: no
 2679 S24: <5> no? </5>
 2680 SS: <5> @@ </5> @@@
 2681 S24: triple?
 2682 SS: @@@
 2683 SX-m: we will try (.) our best
 2684 SX-26: let's set an half and (.) the rest <un> xxxx </un> then we make it
 2685 SX-m: (don't make a share to me)
 2686 S26: @@ (.) okay (.) anyway (.) e:r (.) concerning (.) current projects (.)
 2687 SX-24: sure
 2688 S26: er here is the company chart (.) <6> a:nd </6>
 2689 S24: <6> e:r </6> finally i missed that last time <7> again (.) you know </7>
 2690 finally <8> <un> xx </un> </8>
 2691 S26: <7> yeah sure that </7>
 2692 <8> {telephone rings} </8>
 2693 S24: e:r who's talking to you hm (.) maybe that's something important (.) <on
 2694 phone> [S24/last]? (4) no (3) team t yah (9) team t (.) </on phone>
 2695 SX-m: c
 2696 S24: <on phone> okay (2) does that (1) does that belong to the (.) to you? </on
 2697 phone>
 2698 SS: we no we're not <un> xx </un>
 2699 S24: <on phone> okay (.) no (.) does not (4) okay [first name5] (.) yah (.) okay
 2700 </on phone> (2) [S29] (.) can i (.) ask you to run down to the (.) (trainer's) room
 2701 (.) to put it <9> down </9>
 2702 S29: <9> which </9> room?
 2703 S24: trainer room which is next to the toilet (.) if you (1) you know where the
 2704 toilets are on the second floor?
 2705 S29: second floor (.) <1> yah (.) and then </1>
 2706 S24: second <1> floor and next </1> to the toilets i:s the trainer room
 2707 SX-m: <un> xxxx </un>
 2708 S29: a:h (.) okay
 2709 S24: okay (.) thank you
 2710 {S29 leaves the room}
 2711 SX-26: is (.) is the cgm coming
 2712 S24: not at the moment
 2713 S26: @@@ good (.) well (.) okay (.) let's go back to to to the current situation (.)
 2714 there's the company chart (.) er (.) let me just tell you the <un> xxx </un> (is the
 2715 [first name9] [last name9]) is the (.) ceo
 2716 S24: yah

2717 S26: e:r (.) here are the five main figures six (.) is the: (.) e:r (.) [first name3] [last
 2718 name3] (.) will be (.) er products and marketing? (.) [first name4] [last name4]
 2719 will be banking? (.) e:r [first name6] [last name6] will be (.) branches
 2720 S24: mhm
 2721 S26: e:r (.) [first name7] [last name7] (.) is doing (.) i:s (.) acting as a ceo
 2722 S24: okay
 2723 S26: right now (.) a:nd [first name8] [last name8] the: (.) i- director in a <un> xx
 2724 xx </un> company (.) the <un> xx </un> company
 2725 S24: so to the people (.) to whom have you talked so far
 2726 S26: er (.) we have talked to everybody here (.) and not (.) once (.) <un> xx </un>
 2727 not doing once
 2728 S24: so also (.) to the resources <9> and <un> xx </un> </9>
 2729 S26: <9> no no no no no </9> (.) the the the colored (.)
 2730 S24: the colored <1> ones </1> (.)
 2731 S26: <1> yeah </1> the <2> the colored one </2>
 2732 S24: <2> and what about </2> the: (.) the ceo <3> <un> xxx </un> </3>
 2733 S26: <3> e:r </3> (.) no we have a meeting with them in two days <4> (.) o-or in
 2734 (.) in weeks or or <un> xxxx </un> </4>
 2735 S24: <4> okay (.) yah (.) okay (.) okay </4> okay
 2736 S26: e:r (1) coming back to the projects (.) <5> r-right now </5> we have (.) (er
 2737 that's (.) that's another sheet of paper (.) yah)
 2738 S24: <5> <clears throat> </5>
 2739 S26: i spended half of (.) half of the (.) evening drawing this (.) so
 2740 S24: i'm sorry for you (.)
 2741 S26: @@@
 2742 S24: if that took you half an evening (.) okay
 2743 S26: @@@@ <@> (you know) (.) i'm a handicapped guy so @@ </@>
 2744 S24: obviously
 2745 S26: <clears throat> okay (.) so we got one big project in the company it's <6>
 2746 called </6> [name11] <7> one </7> customer one bank (.) er (.) it consists of (.)
 2747 three logically linked projects
 2748 S24: <6> okay </6> (.) <7> yah </7> (.) mhm
 2749 S26: first of all is (.) the crm project
 2750 S24: okay
 2751 S26: it's the long-term project it's without (.) e:r (.) it (.) it faces all the issues that
 2752 (.) that they have in the company right now (.) so (.) <un> xx x </un> know their
 2753 customers very well and deal (.) with the <un> xxxxx </un> (.) a:nd also deal with
 2754 the portfolio of the products they're offering so they could (.) they could erm (.)
 2755 diversify them (.) and er (.) they do (fox groups) (.) the the [name12] that's a
 2756 global project (.) we also have two side project but they are (.) logical very linked
 2757 to it (.) it's the [name13] project (.) [name13] project (.) er (.) it's done by (.)
 2758 mister [last name6]?
 2759 S24: mhm
 2760 S26: it's his idea? (.) and the [name14] project (.) by mister [last name4]
 2761 S24: what's [name14]
 2762 S26: [name14] is (leonard store (.) [name15]) project
 2763 S24: mhm
 2764 S26: (all (.) world) [name13] <8> <un> xxxx xx </un> </8>

2765 SX-m: <8> <un> xxx </un> (.) tell you about (.) </8> real
 2766 S24: <9> okay (.) and you will tell me more about these projects (.) these are the
 2767 three (.) projects </9>
 2768 S26: <9> and so (.) yes (.) i'll tell you more (.) just (.) i'm giving the (.) the
 2769 overview of (.) of this (.) yeah (.) </9> three main projects
 2770 S24: okay (.) good
 2771 S26: e:r (.) if we go back to the schedule (.) that's (.) we have (.) (just) (.) o-our (.)
 2772 our plan for (.) for for for the year (.) it's (.) we've done the branch information (.)
 2773 (alignment) report and inevitable consolida- <1> -tion </1>
 2774 S24: <1> (there) </1>
 2775 S26: the that's that's two projects that were already finished (.) e:r (.) in red you
 2776 see the the [name11] project (.) it consists of three (alleys) <un> xx </un>
 2777 [name12] (.) [name13] (.) and [name15] (.) right now (.) er i'm gonna talk about (.)
 2778 the [name12] part (.) so (.) first of all (.) we already (.) erm (.) did the data analysis
 2779 (.) and it's booked (.) alrea- it's already booked (.) now we have (.) next step is
 2780 doing <un> xxx x </un> money and plc (.) it's real (what we all see) for (.) for the
 2781 [name12] implementation where we get a:ll the (.) (entail) requirements (.) and er
 2782 (.) that's where we can (.) er after we f- can understand the: whole project (.) the:
 2783 the plc will take (1) e:r will take three months (.) so that that's (.) that's for q-two
 2784 and (position they) for [name12] moves to p-three
 2785 S24: mhm (.) okay
 2786 S26: but still (.) the [name12] project is in stage four (.) e:r and (.) the estimated
 2787 revenue (.) is about (.) twelve million for three years (.) right now
 2788 S24: mhm
 2789 S26: i can talk a-a-any detailed figures (.) well (.) m: (.) before the: (.) (the plc and
 2790 then)
 2791 S24: mhm
 2792 S26: e:r so (.) <un> xxxxx </un> we have the detailed analysis for p- (.) [name13]
 2793 (.) and [name13] are a lot (.) and we have been (.) the (.) [name15] plc you see (.)
 2794 a:nd (.) the (.) the project roll out
 2795 S26: e:r [S26] is <2> tal- (.) will tell about it </2>
 2796 S27: <2> <un> xx </un> (.) </2> (i will talk) a l:ittle bit about plc and [name13]
 2797 project so (.) i just wanna remind you that this project the m- er (.) [org2]
 2798 requirement in the (.) to improve (world of) the customers a:nd to (.) encourage
 2799 the sellers of <un> x </un> based e:r er (.) offerings
 2800 S24: <3> mhm </3>
 2801 SX-27: <3> er </3> (.) and er (.) y- they want to provide e:r (.) er the opportunity
 2802 for the customer to: er (.) learn by themselves er (.) in a <un> x </un> (.) so and er
 2803 (.) er we talked er (.) <un> xx </un> person and a (.) key decision leader (.) in this
 2804 project is er mister (.) er [last name6]
 2805 S24: mhm
 2806 SX-27: so (.) we talked er (.) (met er with erm) (.) life-time so and er (.) er (.) now
 2807 (.) er the [name13] (.) after the er our learning er specialist er talked with er (.) (all
 2808 the guys) from [org2] so er (.) er they er (.) <un> xx </un> the er (.) this project
 2809 for three parts (.) er now we're (sign) the: (.) the first phase (.) for one (.) (hundred
 2810 key)
 2811 S24: mhm
 2812 S27: the detail analysis

2813 S24: is there a (running of the voice) are they:
 2814 S27: yeah (.) they (is gone)
 2815 S24: they're going on
 2816 S27: <4> yes </4>
 2817 S24: <4> (that wa-) </4> (.) when is that (.) finished
 2818 S27: er (.) it will takes four weeks <5> <un> xxx xx </un> </5>
 2819 S24: <5> four weeks (.) from now on or (.) no (.) </5> okay (.) er what what is
 2820 the: the: e:r (.) (are you) wh- (.) why are you doing this (.) this analysis (.) what's
 2821 the reason for that
 2822 S27: <6> it's </6>
 2823 S24: <6> i mean </6> is it about the feasibility (.) is it about (.) knowing er
 2824 whether it makes sense anyway doing that <7> or what </7> you expect from (.)
 2825 from that
 2826 S27: <7> <clears throat> </7> (.) it's to (.) to show the customer er (.) the value
 2827 and benefits <8> of this </8> project so (.) and to (.) reduce the risks (.) of this
 2828 pro- to show them that (.) they really need to: (.) go (in the next steps for that)
 2829 S24: <8> mhm </8> (.) okay
 2830 S26: a-actually for the customer it is (.) to understand (.) right (.) what (.) the the
 2831 main focus group is
 2832 S24: <9> mhm </9>
 2833 {S29 enters the room}
 2834 S26: what which (.) er which target for the <un> xx </un> this project e:r (.) face
 2835 (.) and e:rm (.) well actually (.) what will be the: the benefits for the customers
 2836 from from the project (.) in i- in details (.) and (could) we get an overview (.) and
 2837 there we can really interested in that numbers <1> cos (.) </1> in the preliminary
 2838 data analysis for [name12] (.) (can have) lots of (.) facts <2> that </2> (.) can have
 2839 shocked the customer (.) so (.) e:r (.) they they're really into this now
 2840 S24: <1> mhm </1> (.) <2> yah </2> (.) okay (.) so (that) will be: (.) the results
 2841 will be available in a:
 2842 S26: in <3> four weeks </3>
 2843 S24: <3> four weeks </3> (.) okay
 2844 S27: so and er we: er (.) assume (.) er (.) we expect to: er get (the other faces) with
 2845 the customers and we expect to get about (.) four point er thirty-five million e:r (.)
 2846 from this whole project
 2847 S26: in two years
 2848 S27: in two years (2)
 2849 S24: how many? four point <4> thirty-five </4>
 2850 S27: <4> yah (.) </4> i (.) i don't include th- <5> -e: e:r </5> the cost for teaching
 2851 the staff <6> or (it-) </6> service er that (.) should they er take after the
 2852 S24: <5> okay </5> (.) <6> okay </6> (.) when:: (2) when <un> xx </un> <7> is
 2853 there is there </7> any possible decision made for <8> for </8> <9> that </9>
 2854 project
 2855 SX-27: <7> i think i think </7>
 2856 S26: <8> yah </8>
 2857 S27: <9> yah </9>
 2858 S26: it's q-two
 2859 SX-24: q-two
 2860 SX-26: yah (.) <1> i- i- i- it's </1> q-two

2861 S24: <1> <un> xxxx </un> </1> (.) okay (.) depending on the: (.) on the analysis
2862 <2> rep- </2> -ort
2863 S26: <2> yah </2> (.) well actually (.) that (.) that (.) that will be a (.) a real
2864 benefit (.) a real <3> [org1] (balance) (.) from here </3>
2865 S24: <3> mhm (.) okay (.) </3> okay (.) so they have the budget for that (.)
2866 S26: yes (.)
2867 S24: (the money)
2868 S26: yes (.) they (.) they have to <4> find it </4>
2869 S24: <4> who's </4> (.) who's (.) who's providing the budget actually is that done
2870 by the: (.) by the various (.) er vice presidents or or responsible (.) characters there
2871 or has it <5> (.) e:r </5> (.) i don't know who else <soft> (is involved into that)
2872 </soft>
2873 S26: <5> yes </5> (.) e:r (.) that's done by the vice president it's (.) e:r (.) mister
2874 [last name3]? (.) and mister [last name6]
2875 S24: <soft> yah okay </soft> (.) so how does the decision process look like in in
2876 in [org2] (.) is there something like an established or or clear (.) decision making
2877 process when it comes to projects like this?
2878 S26: no (.) it's not
2879 S27: it's er it's er
2880 S24: i mean who's decides that okay you think the the needs analysis report for
2881 that you finished that one that's obviously the baby of of [first name6] [last
2882 name6] he wants to do that because he thinks it's important okay go (.) e:r the
2883 question is only what happens once (.) they decide they wanna do it (.) i mean is
2884 he the one er (.) to decide (.) is there anybody else who will in (.) into the position
2885 S27: yes so er (.) i think er (.) he needs to: (.) also talk with the ceo about this
2886 project
2887 S24: okay
2888 S27: and er (.) er
2889 S24: so the ceo (.) mister [last name9] is involved into the project <6> (regarding
2890 the the the european market) </6>
2891 S27: <6> yah (.) no (.) no (.) no </6> (.) (yeah no (.) projects) (.) and er
2892 S28: cio (.) as well (.) he's a <7> <un> xx </un> </7>
2893 S24: <7> cio <un> xx </7> </un>
2894 S27: yes
2895 S24: <8> <un> xx </un> (.) okay </8>
2896 S28: <8> yes (.) yah </8>
2897 S24: okay
2898 S26: and ([first name3] [last name3]) he is also (2) <soft> (you can (.) <9> one of
2899 them) </soft> </9>
2900 S24: <9> look he is </9> (.) he is in the same line
2901 S26: <1> yes </1>
2902 S24: <1> like </1> [first name6] [last name6]
2903 S26: yes (.) (well) (.) right now the (.) the current situation is that (.) that (.) you
2904 know they (.) they have a (.) very big <un> xxxxx </un>
2905 S24: okay
2906 S26: er they <un> xx </un> (to make in their fine base)
2907 S24: yah

2908 S26: and they: really don't know the customers and which (.) e:r (.) which (.) like
 2909 (.) which product they should (.) (get er get so: (.) to get) which (.) er customer
 2910 groups (.) so when we talk about th- the big [name12] (base)
 2911 S24: <2> mhm </2>
 2912 S26: <2> (hoping) </2> that this projects are very linked together
 2913 S24: okay
 2914 S26: without [name12] these projects are use- (.) useless
 2915 S24: okay (.) and erm
 2916 S26: er the (.) the <3> the </3>
 2917 S24: <3> peo- </3> -ple from [org2] see it the same way or <4> is that is that our
 2918 view (1) er they see it (.) they understand it </4>
 2919 S26: <4> yes (1) yes that that's that's that's (.) </4> that's their view too because
 2920 our reports actually show that the [name13] would b:ring of (.) a lot lots of
 2921 benefits (.) <5> as you see </5>
 2922 S24: <5> was that </5> was that report shared with with (.) everybody <6> within
 2923 </6> the company or was that only: (.)
 2924 S26: <6> yes </6> (.) yes
 2925 S24: i don't know shared to the people who were (.) clearly (.) resonsible for (.)
 2926 thi- this project
 2927 S26: this report was shared with everybody who's (.) who's (.) or might be even
 2928 involved (.)
 2929 S24: okay
 2930 S26: so (.) everybody knows about it
 2931 S24: okay (.) yah
 2932 S27: this was (.) that's it for this (.) project (.) so maybe something we wanna (1)
 2933 <7> (any questions about </7> this project) (2)
 2934 S26: <7> (any questions about) </7>
 2935 S24: okay wha- (.) what do they expect do we have any numbers what they expect
 2936 from this this <8> this projects </8>
 2937 S26: <8> yes (.) </8> we have the (relevant) numbers
 2938 S27: <8> yes </8>
 2939 S24: mhm
 2940 S26: do you want it now or (1)
 2941 S24: yah you c- you c- you can (.) <9> just </9> give me a clear ov- you know
 2942 that you don't have to go into detail but that <1> you </1> generally have a much
 2943 <un> xxx </un>
 2944 SX-26: <9> yeah </9> (.) <1> o- </1> (.) e:r okay (.) er (.) let's (.) then do that
 2945 way [S28] will talk about (.) [name14] project and by (.) i now find the figures
 2946 <2> okay? </2>
 2947 S24: <2> okay </2>
 2948 S28: okay e:r ([name15] is a third part of) [name11] project
 2949 S24: okay
 2950 S28: er so: the [org2] (.) erm (.) er requested investigation on the technology
 2951 feasibility of this project (.) and er we (.) er (.) e:r (.) we've made a report for them
 2952 (.) so we're expecting that the proof of concept er e:r of win win (1) <L1ru> xxxxx
 2953 </L1ru>
 2954 SS: <un> xxxx </un>

2955 S28: offered e:rm (.) in the next meeting with [last name4] (.) he's e:r (.) he's er
 2956 c- he he conducts this project (.) hh e:r the er (.) sum of this project er is about er
 2957 e:r is two hundred and dollars
 2958 S24: mhm
 2959 S28: and er the rollout was estimated as one hundred
 2960 S24: mhm
 2961 S28: so (.) we're expecting (proof concepts) in the: second quarter and er the
 2962 rollout is a: (good one)
 2963 S24: mhm (3) <3> i'v:e </3> (.) seen here <4> (.) the resp- </4> -onsible for that
 2964 project i:s
 2965 S26: <3> er </3> (.) <4> yeah okay </4>
 2966 SS: <5> mister [last name4] </5>
 2967 S24: <5> mister [last name4] </5>
 2968 S3: and mister [last name3] (.) as you see (.) is a role in the [name12] (.) <6>
 2969 project </6>
 2970 S24: <6> yeah </6> to okay (.)
 2971 S26: yah
 2972 S24: okay a:nd (.) (seems that you) they need to prove that or (1) or (.) anybody
 2973 else (.) so probably it will be the ceo who -ell (.) will er pr- er involve into that
 2974 project again
 2975 S26: well mist- (.) in in in in [name11] pro- <7> -ject </7>
 2976 S24: <7> yah </7>
 2977 S26: involved (.) people involved is they (.) mister [last name9]
 2978 S24: yah
 2979 S26: mister [last name3]
 2980 S24: yah
 2981 S26: a:nd in: (.) hm well (.) definitely cio he's an approver <8> like </8> he has to
 2982 prove that the: the the project fits into the country infrastructure (.) and then (.) we
 2983 get (.) ru- (.) [last name4] and fran-
 2984 S24: <8> mhm </8>
 2985 S27: <soft> [first name8] [last name8] is responsible for technical </soft>
 2986 S26: yah and m- [first name8] [last name8] (.) as you see here he is responsible
 2987 for the technical parts of this (.) [name12] (.) well (.) anyway he's he is an
 2988 evaluator and (.) e:rm the: (.) mister (.) [first name7] [last name7] has to sign it
 2989 S24: mhm
 2990 S26: but he (.) he evaluates the (.) the option
 2991 S24: okay so erm (1) so you walked into these projects <9> it is </9> now [first
 2992 name4] [last name4] you said
 2993 S26: <9> yah </9> (.) yes
 2994 S24: so he is gonna sign that because it's his project
 2995 S26: yes
 2996 S24: <1> and [first name7] [last name7] </1> needs a (legal) (.) [first name7] <2>
 2997 [last name7] </2> needs to <un> xx </un> that too?
 2998 S26: <1> <un> xxxx </un> </1> (.) <2> yah </2> (.) er yes he needs to sign (.)
 2999 like he is not the prover
 3000 S24: <3> okay </3>
 3001 S26: <3> er ev- </3> -everything <4> finished </4>
 3002 S24: <4> [first name9] </4> [last name9] too

3003 S26: yah [first name9] [last name9] yes
 3004 S24: er we need a lot of signatures for <5> this pro- </5> -ject haeh?
 3005 S26: <5> yah </5> (.) yah (.) we'll (.) but (.) er (.) for (.) [first name8] [last name8]
 3006 (.) we gained (.) additional agreement (.) for (.) from from like they they support
 3007 (.) [org1] way
 3008 S24: <6> aha </6> (.)
 3009 S26: <6> and </6> the the way [org1] proposes <7> (.) e:r </7> (.) tomorrow we'll
 3010 have (.) series of meetings and we accept what we're (.) expecting (.) from their (.)
 3011 their condition agreements of every (.) e:r every (.) every man involved in the
 3012 project (.) every person involved (.) so: (.) when it comes to the presentation to the
 3013 (.) [first name9] [last name9] (.) we might say that (.) we have their (.) er (.)
 3014 conditional agreement on (.) on the part (.) that (.) er each of them are (.)
 3015 responsible for (.) so (.) there will be lots of benefit
 3016 S24: <7> mhm </7>
 3017 S26: e:r (.) coming back to to the benefits (.) if we're talking about the [name13]
 3018 project here (.) it's about (.) twelve million (.) in three years (.) total benefits
 3019 S24: mhm
 3020 S26: e:r (.) it's about in (.) in benefits (.) and they (.) think that's (.) that (.) it would
 3021 be about (.) thirty-five million (.) in savings (.) we we were talking about the <un>
 3022 xxxxx </un> (.) e:r i-
 3023 S24: you said twelve million in three years
 3024 S26: yah
 3025 S24: e:rm
 3026 S26: well (.) that was the estimation before the <un> xxx </un> (analysis) i: really
 3027 think that this number will will be (.) increased (1) after (.) <8> cos </8>
 3028 S24: <8> it's </8> only [name13]
 3029 S26: yah (.) <9> <un> xx </un> </9>
 3030 S24: <9> and what about </9> the numbers for this [name11] plan <1> (.) which
 3031 seems </1> (.) which (.) used to be the first one (on that one)
 3032 S26: <1> e:r once </1> (.) i think that (.) that we will get the exact numbers after
 3033 the (data) <un> xx </un> (.) cos right now (.) they: expecting (.) the benefits in (.)
 3034 in twelve point hundred million (.) but (.) tha-that was the numbers based on the:
 3035 (.) on (.) on the wrong figures that they had (.) the customer base (.) so we're
 3036 expecting the: (.) the reviewed numbers from (.) from the data <un> xx xxxx
 3037 </un> (.) e:r coming back to [name14] project quickly: (.) they expect about fifty
 3038 million within three years (.) benefits (1)
 3039 S24: revenue
 3040 S26: benefits (1) so (3) e:r (.) in the last meeting you asked us (that) (.) only
 3041 competition (.) about the project prioritation (.) on this picture you will see that (.)
 3042 in q-two they have only one project (.) [name13]
 3043 S24: what about this (.) this [name11]
 3044 S26: well (.) they ('re renting) [name11] it's it's big (.) you know (.) the the whole
 3045 consists of (.) three part [name12] (.) [name13] <2> [name14] </2>
 3046 S24: <2> it consists </2> now of three parts (.) but that used to be: er (.) as far as i
 3047 remember from the last meeting that used to be very different
 3048 S26: no (.) <3> i-it </3>
 3049 S24: <3> as far as </3> i remember [name11] used to be one one one particular
 3050 project or

3051 S26: no (.) no (.) it i- (.) it is three (.) er (.) we told you that that they (.) projects
 3052 are logically linked
 3053 S24: yah yah
 3054 S26: so (.) a-as you see here (.) we- they got long-term projects here ([name12]
 3055 implementation)
 3056 S24: mhm
 3057 S26: and they got short-term (.) [name13]
 3058 S24: okay
 3059 S26: alright (.) about the [name14] project (.) we're gonna talk to mister [last
 3060 name4] about that (.) but i'm sure that i-if <un> xxxxxx </un> ([name12]
 3061 implementation) but anyway (.) in q-two we ge- we expect the deal (.) [name13]
 3062 (.) [name13] project style (.) before [name12] i believe (.) so we we got the
 3063 prioritisation from him
 3064 S24: mhm
 3065 S26: and it's clear that (.) erm they are in (.) in in a bad situation (.) really (.) there
 3066 is a crisis in the company (.) they're expecting takeover (.) so (.) they really have
 3067 to find the money an:d the ways to: to sell these projects (.) they they got (.) v-ver-
 3068 very good <un> xxx </un> reasons (to have) <4> <un> xxx </un> </4>
 3069 S24: <4> o:h which </4> which i definitely see the the (.) important point that i i
 3070 (.) i don't really get is if you say that e:r the only (.) position that they will start on
 3071 working is the [name13] (.) rollout and q-three
 3072 S26: yah
 3073 S24: what about the [name12] (implementation)
 3074 S26: they get the the the (data <5> money) </5>
 3075 S24: <5> yah </5> (.) so that will be (an inter q-three) problem
 3076 S26: <6> what </6> (.) this (.)
 3077 S24: <6> okay </6> (.) yah (.)
 3078 S26: no
 3079 S24: no no the (.) the [name12] (implementation) will be <7> <un> x </un> </7>
 3080 S26: <7> yeah </7> it must (.) because (.) it takes three months (.) one quarter
 3081 S24: okay (.) good (.) no no that (.) what i'm thinking about is (.) e:r (.) you said a
 3082 bad situation because of the: the threat of the takeover and so on (.) e:r but if there
 3083 is a threat of takeover (.) and that usually also has to do with the share prices and
 3084 all the other things (.) e:r (3) they can't wait forever to to to start real working and
 3085 get (benefits from the) project <un> xxx </un> if they wait too long (.) i mean (.)
 3086 that threat becomes real
 3087 S26: yah
 3088 S24: so (.) the thing is what are THEY gonna do: i:n (.) in the short-term (.) in
 3089 order to really (2) <8> take </8> some some defensive measures e:r (they're
 3090 gonna) <un> xx </un> (.) (take all the <9> threat) </9> so (.) <1> yah </1>
 3091 S26: <8> take </8> (.) <9> yah </9> (.) yah (.) first of all the use (the [name13]
 3092 thing) (.) you know <1> it's </1> [name13] it's about (.) er the the the the the (.)
 3093 chaos conductors in in every bank (.) first of all the deployment of such project (.)
 3094 who expect to be covered in (.) by the newspapers (.) in the magazines in the news
 3095 so (.) everybody knows that (.) a:nd the first thing that would raise the share prices
 3096 is know when the company is in crisis and (selling now before it's killed) <un>
 3097 xxxxxxxx </un> (.) that means they're expanding (.) and er growing and (.) that
 3098 would positively (.) er be (.) erm: (.) <2> <un> xxxxxxxx </un> </2>

3099 S24: <2> okay but for </2> expanding it they would probably need that [name12]
 3100 (.) <3> <un> xx </un> i HAVE </3> the (consequence) the obviously (wanted
 3101 that big problem lacks that they have) <4> in </4> in in (.) [org2] not knowing
 3102 exactly (who the customers are) but they're doing (all to find information lacks
 3103 out) (.) e:r so (.) we got this kind of preliminary thing for <5> for </5>
 3104 S26: <3> yeah sure </3> (.) <4> yah </4> (.) <5> and </5> (.) and because they
 3105 cannot de- e:r deploy [name12] (.) just (.) once (.) they are doing this (.)
 3106 preliminary data analysis <6> that </6> would (.) help them (.) e:r achieve some
 3107 results that they would definitely get from [name12] but (.) like (.) two quarters (.)
 3108 before (.) so so these are the: these matters that they're (.) performing they're doing
 3109 (.) these actions to to (.) to: e:r (.) to really become <un> xxxx </un> (prices)
 3110 S24: <6> mhm </6>
 3111 S27: i will so what er (.) the problem their data analysis that the result the quality
 3112 they got and we: know (.) so e:r (.) that er that we report on the ten er (.) thousand
 3113 er records (.) of the customer that they had (.) so long that they really er (.) have
 3114 information what the customer really have and what (.) that report also will help
 3115 (.) to: (.) run this project <7> because </7> it's all about the customers
 3116 S24: <7> mhm </7> (.) mhm mhm (2) okay (.) anything else about the projects?
 3117 (.)
 3118 SX-m: hm
 3119 S24: [S25] has been very quiet so far?
 3120 S25: er i agree with <8> e:r my </8> team (.) <9> er (that will count) </9>
 3121 SX-28: <8> @@ </8>
 3122 S24: <9> oh good to you that (will count on) </9> a team problem
 3123 S25: they have a: they have a: (summary now right here the data analysis) we can
 3124 work with such results in the (.) [name13] (.) file (.) so they: won't have to:
 3125 implement probably <un> xxx </un> (-sistant) (.) to have an ability to work (.)
 3126 with [name13] project (.) so they can launch and (.) (therefore (.) therefore the
 3127 negotiation)
 3128 S24: are there already priorities inside (.) inside [org2] (1) regarding these projects
 3129 (.) i mean okay what what we see here is obviously that things are starting parallel
 3130 but but (.) with different speed (.) but are there any i- (.) i usually my experience
 3131 tells me that er if you talk of several (vice presidents) several executives within a
 3132 company (.) er usually end up with some kind of conflict cos everybody thinks
 3133 that their project is the most important one
 3134 S26: <1> yeah </1>
 3135 S24: <1> that's </1> also a matter of you know (.) image reputation e:r (.)
 3136 climbing up the ladder
 3137 S26: yeah
 3138 S24: so (.) is there any any evidence that (.) there is a clear (.) priority
 3139 S26: well (.) there is a competition between these two projects (.) er as you see
 3140 this th- in different quarters so (.) we don't (.) we just (.) relax cos we do not face
 3141 any (.) budget <un> xx </un>
 3142 S24: okay (.) erm:
 3143 S27: <un> xxxx </un> (.) and talked to the cfo erm (.) financial (.) things <2>
 3144 <un> xxx </un> </2>
 3145 S24: <2> have you met him </2>
 3146 S27: yah we met him today but unfortunate erm (.) and er we

3147 S26: we proposed the next meeting <3> @@@ </3>
 3148 S27: yah <3> @@@ </3>
 3149 S28: <3> @@@ </3>
 3150 S24: are you gonna have it?
 3151 S27: er (.) <un> xx </un> (.) no
 3152 S24: okay (.) okay erm: (.) you said you haven't met the: the ceo mister <4> [last
 3153 name9] </4> (.) yet (.) e::r (.) do we have any idea what his view of:: (.) of all
 3154 these projects is (1) i mean is he up to date is he keeping that u- is he keeping (.)
 3155 or is he kept up up to date from his his managers (about what's what's going on)
 3156 SX-m: <4> yah </4>
 3157 S28: we planned to meet er with mister [last name3] er he has very good
 3158 relationships with the ceo mister [last name9]
 3159 S24: mhm
 3160 S28: so i will (.) (i just will) find it out
 3161 S24: mhm (2) what is the most important thing for mister [last name9] for the next
 3162 (.) i don't know couple of months (.) three months let's say (.) what do you think is
 3163 the most important thing
 3164 S28: to increase the share price
 3165 S26: and avoid a takeover
 3166 S28: okay
 3167 S24: good so YOU: planned to have some kind of (.) conversation or (.)
 3168 presentation of <5> <un> xxxxx </un> </5>
 3169 S28: <5> yah </5>
 3170 S24: erm: (.) who's gonna take you (.) there (.) i mean who's gonna (.) open the
 3171 door to to (.) mister [last name9] for you
 3172 S26: <6> mister [last name3] </6>
 3173 S28: <6> mister [last name3] </6>
 3174 S27: mister [last name3]
 3175 S24: okay and is he ready to support [org1] there with mister [last name9] (.) is he
 3176 ready to to: unlock the door
 3177 SX-27: well we're (.) <7> we're </7>
 3178 S24: <7> did you </7> ask him
 3179 SX-26: no (.) not yet (.)
 3180 SX-m: (are you rea-)
 3181 SX-26: we have a meeting tomorrow so (.)
 3182 S24: okay (.)
 3183 SX-26: we're gonna do <8> it just </8>
 3184 S24: <8> and what </8> is your impression is he supportive to [org2]? (.) getting
 3185 you to: to: the supporter plus (.) regarding all these projects
 3186 S27: well i'm she- (.) i'm sure that he is e:r listen <un> xx xx xx </un> with the
 3187 consultant <un> xxx (.) </un> (already) (.) <9> have done </9> (.) so because (.)
 3188 he kind of opened (.) opened hi- his eyes on the situation (.) a:nd
 3189 S24: <9> mhm </9>
 3190 S26: <un> x </un> shocked him
 3191 S27: and he is the that he is gonna (.) talked with the c:eo (.) as soon as possible to
 3192 (.) show him the situation
 3193 S24: okay

3194 S27: but our report (.) so and (.) and i think (that will help us to:) (.) meet er s-
 3195 mister [last name9] er soon (2)
 3196 S24: okay (.) er let's assume you meet mister [last name9] (.) er what are you
 3197 gonna do then (1) what are your finds (.) <un> xxx </un>
 3198 S26: we're planning to talk about (1) of (1) the (.) of what's going on in the
 3199 company?
 3200 SX-m: his agent
 3201 SX-26: yes e:r why (.) <1> er why </1>
 3202 S24: <1> does he </1> know exactly what he's been doing there (.) or is he (.) is
 3203 he aware of of what you're doing (or would you tell him)? (.) about e:r (.) [org2]
 3204 (.) is he aware of that? (.) or: i mean do you have to update him (.) in in the
 3205 meeting (.) i mean the question is (.) how many reports does he get from from his
 3206 managers (.) o-on what (.) i mean <un> xxxx </un> knows exactly what's going
 3207 on but their plans are (.) (does he know) what [org1] (plans) are (.) does he know
 3208 (which way in our group)
 3209 S26: i guess we'll have to update him (.) well (.) actually (.) these are the
 3210 questions that i'm writing and i'm gonna (.) <2> ask </2> them erm e:r (.) <3>
 3211 <un> xxxx </un> </3> with mister [last name3]
 3212 S24: <2> yah </2> (.) <3> mhm </3> (.) mhm
 3213 S26: i-i-i'm sure he will help u-us well (.) with all these questions but (.) i really
 3214 think that we should show (.) mister [last name9] (.) what we have ALREADY
 3215 done <4> (.) to </4> pur- (.) to (.) for [org2] (.) what are the benefits that they (.)
 3216 that (.) they (.) already received from working with [org1]
 3217 S24: <4> mhm </4> (.) mhm
 3218 S26: and we're gonna show him the (.) the whole project [name11] (.) and how it
 3219 (.) is going to (.) face a:nd help them (.) e:r (.) to: (.) to face all the issues they
 3220 have (.) and to address all the issues and (.) and that (.) how it's gonna help (.)
 3221 S24: mhm
 3222 S26: so (.) we (we know a lot) (.) to:
 3223 S24: so what do you want him to do
 3224 S26: actually we want him (.) no we we want him to: prove (.) it
 3225 S24: all of them
 3226 S26: sure (.) it's it's one (.) actually it's one project (.) it's [name11] (3)
 3227 S24: <soft> so that will be a lot of stuff <un> xxxx </un> (remember) (.) for a
 3228 presentation and for a meeting </soft> (3)
 3229 S26: well (.) okay (.) (i will be) number one in the [name12]
 3230 S24: mhm
 3231 S26: but sure (.) but we have a <un> xx </un> there so (.) we're really (taking)
 3232 competition in [name12]
 3233 S24: how are you gonna deal with that
 3234 S26: e:r
 3235 S24: what is your real (.) what are your plans with with (.) having possible (3)
 3236 (from from from from)
 3237 S26: well we have several competitors for each project
 3238 S24: yah
 3239 S26: for [name13] we have already gained (.) er additional agreement (.) to work
 3240 with [org1] cos they like the [org1] approach <5> and </5> they have personal (.)
 3241 e:r (.) you say (.) personal (.) dislike for [org8]

3242 S24: <5> mhm </5> (.) who has that (.) <6> personal dislike </6>
 3243 S26: <6> e:r (.) mister </6> [last name6]
 3244 S24: why
 3245 S26: er because the: (.) information (.) that he shared with [org8] (.) he got him to
 3246 the company and to: his internal competition <7> (.) so: </7> (.) he really (.)
 3247 doesn't like (.) that (.) they they shared the: the personal (.) confidential
 3248 information
 3249 S24: <7> mhm </7> (.) mhm
 3250 S26: erm but (.) s-so so that we er have very good relations with mister [last
 3251 name6] (.) so we gained (conditional women) that (.) is very pleased to work with
 3252 [org1] <8> (.) likes </8> our approach (.) er moreover (.) there are several
 3253 competitions in each (.) phases of the project
 3254 S24: <8> mhm </8> (.) mhm
 3255 S26: none of the compe- competitors (.) is able to deliver the whole project (.)
 3256 none (2) moreover we have e:r (.) complemented [name12] for inevitable (.) and
 3257 we have an internal reference (.) with [first name8] [last name8] (.) and he is very
 3258 pleased about that and (inclu- welcomes) us to talk to mister (.) er to: [first name7]
 3259 (.) [last name7] (.) <9> a:nd </9> to to-to (.) to the ceo (.) and to to give (.) to
 3260 submit his reference <1> so (.) </1> now (.) we got an agent reference (.) after the
 3261 consolidation is done (.) some part of the [name12] will be (.) running in (.) in z-
 3262 series (.) er e:r in [org2] (.) anyway (.) <2> so </2>
 3263 S24: <9> mhm </9> (.) <1> mhm </1> (.) <2> so </2> that's <un> x </un> the the
 3264 the other company <3> <un> xxxx </un> </3>
 3265 S26: <3> yeah that that </3> (.) so
 3266 S24: with it doesn't help (.) help help <4> [org2] </4> with their (.) with their
 3267 [name12] issues <5> be- </5> -cause that's that's [org2] and that's inevit- <6> -
 3268 able </6> e:r customers having information
 3269 S26: <4> <clears throat> </4> (.) <5> what </5> (.) <6> yah </6> (.) well actually
 3270 that that wo- (.) won't help them but (.) e:r the it's already implemented (.) e:r and
 3271 (.) [org2] is (.) sure to provide the (.) consolidation of data?
 3272 S24: mhm
 3273 S26: and fast consolidation
 3274 S24: mhm
 3275 S26: they c- they're short in time (.) they cannot (.) fail in each of these projects (.)
 3276 each of this project's failure will (.) er (.) actually result in: the decline of market
 3277 share (.)
 3278 S24: mhm
 3279 S26: they're already in: in takeover (.) of positions so (.) a- any further decline will
 3280 (.) make it possible (.) true (4)
 3281 S24: mhm
 3282 S26: so we (.) we know the main points (8)
 3283 S24: so (.) are you gonna convince mister [last name9]
 3284 S26: sure
 3285 S24: how (3)
 3286 S26: we know we know the benefits (.) we know (.) the main points (.)
 3287 S24: mhm

3288 S26: we er (.) will know (.) what is he aware of the inf- wha-what information
 3289 does he have (.) e:r a:nd (.) we gonna do our best (.) <soft> er (.) on this project
 3290 </soft>
 3291 S24: er will you have some other meetings before we (meet (.) meet to see you)
 3292 S26: yes
 3293 S24: who're you gonna talk to
 3294 S26: we gotta talk to:
 3295 S28: mister [last name3] (.)
 3296 S26: [last name3] (.)
 3297 S28: mister <7> [last name4] </7>
 3298 S26: <7> [last name4] </7> (.) and mister [last name6]
 3299 S28: hm
 3300 S26: yah (1)
 3301 S24: [last name3] is the one who: (.) probably will give you answers to <8> this
 3302 </8>
 3303 S28: <8> <un> x </un> </8>
 3304 S26: <8> <un> xxx </un> </8> (8) what are you thinking (3) what's your opinion
 3305 (1)
 3306 S24: i mean pf (4) i'm not sure (.) i mean y-y-you talked to the people but i'm not
 3307 sure if if (.) i consider there is a threat of the ta- possible takeover there (.) hanging
 3308 like damo- (.) damocles' sword or- (.) over your head (.) er (3) if i look at that
 3309 chart and plans and what you have told me (.) i mean those things ar:e more like
 3310 midterm longterm plans in terms of (.) receiving benefits and (coming) <un> x
 3311 </un> and getting more and more (.) i don't know (.) services to the customers (.)
 3312 er (.) (all the time) (.) these plans (.) i mean that means that there is quite some
 3313 time (.) valuable time passing by (.) er for for (.) i mean a (.) threat (.) still being
 3314 being (.) on the table (.) so i'll (.) i mean pf (.) you know the question is whether
 3315 they have some some real (2) clear short-term plans to to to do something about
 3316 the: the takeover
 3317 S26: <un> xxx </un> what short-term is
 3318 SX-m: week (.) (week or two)
 3319 S24: a month (.) maximum
 3320 SX-m: month
 3321 SX-m: yeah
 3322 SX-m: running fast
 3323 S24: which means i mean (.) okay (.) starting on the rollout for this [name13]
 3324 project is one thing
 3325 S23: mhm
 3326 S24: but er only then the rollout goes into (.) (it will start) (.) probably q-two (.)
 3327 but that will move into q-three (.) so er (.) i don't think that we will be on: (.)
 3328 m:illions of benefits (.) substantial benefits coming in the <un> xx </un> (the
 3329 next) quarter (.) that's that's quite short term (.) and that (.) only given (1) that
 3330 nothing goes wrong and everything is okay and everything works out as planned
 3331 S26: well (.) that would give him time for (.) you know (.) e:r to avoid takeover (.)
 3332 like <9> they they would stop in </9>
 3333 S24: <9> <un> xxxxxx </un> </9> a lot of time so that's that's what i'm just
 3334 thinking about
 3335 S26: yes and there's (of course) the [name14] project

3336 S24: but also THAT is starting in in er (.) q-two
 3337 S26: well (.) actually have a (plc) in one bank
 3338 S24: okay
 3339 S26: so (.) the benefits may al- already come (.) be coming from here
 3340 S24: one bank i mean just <1> (spread what's loose) </1>
 3341 S26: <1> okay (.) (with the the) </1> news (.) no way (.) the <2> news </2>
 3342 S24: <2> okay </2> (.) the news are okay i agree with that the news are okay
 3343 probably that's gonna square another market (.) e:r stock exchange (.) newspaper
 3344 whatever (.) the question is is that enough (.) because if if (.) i mean THESE
 3345 NEWS will probably also go out to the: (.) to the company <un> xxxxxx </un>
 3346 the: the (.) who who gave the takeover <3> <un> x </un>? </3>
 3347 S26: <3> [org9] </3>
 3348 S24: [org9] (.) okay and the news probably will spread out also to that company
 3349 (.) so what they will do it they will not sit around and just wait until e-e:r (.) [org2]
 3350 is strong enough (.) er to to to really fight off that (.) that that table (.) so they
 3351 gonna (.) try to do something (.) that's (.) that's what i mean i mean they need to
 3352 do something very very fast (1) both of them (.) if [org9] waits for half a year
 3353 whatever there can be too late for them because the share prices are going up it
 3354 could be WAY too expensive to take over [org2] again (.) erm <clears throat> (.)
 3355 that's that's actually (running) <un> xxxxxx </un> (.) (what are there there) (.) all
 3356 of these issues <un> xxxxxx </un>
 3357 S26: okay (.) so what do you recommend then
 3358 S24: e:rm (2) my recommendation is (.) e:r (.) i mean i think it makes sense to to
 3359 to talk with those people (.) er my recommendation is apart from i don't know
 3360 whatever your plans are in in fixing things or: getting (.) things done for the next
 3361 quarter with with with the (.) responsible vice president (.) is really when he talks
 3362 then to you and double check (.) e:r (2) to clarify that point (.) with the threat of
 3363 the takeover and so on (.) whether they (.) took that into consideration and and (1)
 3364 e:r (.) what their their view of that situation is (at the moment) (.) i mean the good
 3365 thing (.) good thing for us is on the other side they need to t- take some action (.)
 3366 and they need to take it very fast (.)
 3367 S26: mhm
 3368 S24: which means they they can't wait for a <un> xxx </un> making decisions in
 3369 half a year or whatever (.) they didn't even have time for for (.) (i think) (.)
 3370 negotiating (.) very long time on a current contracts like some <4> other </4>
 3371 customer (would do) (.) they didn't have the time for that (.) so: erm that's a good
 3372 news but the bad news is (.) yah (.) are they aware of that and if they are (3)
 3373 S26: <4> yah </4>
 3374 S24: <soft> are you can you can try to share that information with (.) or they share
 3375 that information with </soft> YOU (1) okay
 3376 SX-m: mhm
 3377 S24: i mean (.) it's a critical issue obviously as you (.) as (.) as you said that there
 3378 is there is <un> xxx xxx </un> threat (.) not only because of the takeover but (.)
 3379 also for some other reasons obviously (.) if you look at the past of [org2] (.) er (.)
 3380 <un> xxx </un> but lost point <un> xx </un> and (perhaps) this (.) significant
 3381 decline in in (.) customer satisfaction and (wherever you) and whatever (.) so (.)
 3382 they need to do something anyway (.) now i would just just (.) er discuss that issue
 3383 also very (.) briefly with with the responsible (.) vice preside:nts and just see okay

3384 how (do you see) what the (.) measures are what the facts are in short term (.)
 3385 because they need that (5) that's that's (.) my view of that (.) a:nd (.) yah (.) what
 3386 you DEFINitely should also find out beca- (.) er (.) i feel it not hundred percent
 3387 clear here (.) er is (.) what is really to sign of persons for the the (.) different
 3388 projects (.) er-er (.) what you gave me as as kind of an assumption that those
 3389 people working together (and everything) (.) but but (.) i mean if they have to (.)
 3390 act fast and very flexible on the project (.) and you need four or five signatures for
 3391 each of these projects <un> x </un> there one big one maybe (.) nevertheless i
 3392 <un> xxx </un> to ceo and then go obviously to cfo and then you have to go to
 3393 the person responsible for the project and [first name7] [last name7] (.) as the the
 3394 acting cio has to be invo:lved and then (.) when we talk about [name11] then also
 3395 [first name8] [last name8] is coming an evaluator (.) so that could (.) slow down
 3396 the whole thing (.) how do they make the decision then (.) okay (.) <5> <un> xx
 3397 </un> </5>
 3398 S26: <5> how do </5> they make the decision at [org1]
 3399 SS: <un> xxxxx xxx </un>
 3400 S24: <un> xxxx </un> (takeover at the moment) am i right (.) so (.) the thing is
 3401 we have the time to: i'm not saying that it's ideal (.) but but we have the time to:
 3402 S26: okay (.) all double checking
 3403 S24: to deal that the double checking has the <6> position </6> what is the sign of
 3404 process there
 3405 S26: <6> okay </6> (.) mhm (.) good
 3406 S24: i mean (.) could be that it's exactly like they said but that sounds really very
 3407 very complicated that need to (.) <un> xxx xx </un> talk to (.) to those (three)
 3408 people to get any kind of (.) agreement (.) or any kind of commitment you
 3409 probably need to talk to five people at the same time (.) and you know (.) i mean
 3410 that takes a lot of time (.) on the one side (.) and in that time the passers-by we
 3411 meet (.) during that process (.) er (.) little (.) funny sexy little things can pop up
 3412 again (.) from one of the the: (.) people involved (.) and that then slows down the
 3413 whole thing (.) we don't want to have it because i wanna see money for q-two (.)
 3414 for q-one was was quite okay (.) but if there is really threat (.) i mean if there is
 3415 really need to do things then then (.) probably there should be (a lot more and)
 3416 <un> x </un> threat (.) okay? (.) (the second things they can't afford) (.) <un>
 3417 xxxxxx xxxx </un> complex (2) okay? (.) good (.) any questions from your side
 3418 (2) <clears throat>
 3419 S26: no questions
 3420 S24: okay (1) any any support any any (.) (anything that you) (.) from your side
 3421 (6) well (.) okay (.) good (.) okay (.) looks like (.) e:r (.) i think you're (.) moving
 3422 (2) keep them moving
 3423 S26: okay
 3424 S24: okay? (.) good s- e:r yah (.) just update me on the things going on and s- er if
 3425 there is there is (.) anything popping up <un> xxxxxx </un> and so on (.) e:r (.)
 3426 yah (.) talk to the people (.) (i advise you) to (.) (get a clear picture) <un> xxxxxxxx
 3427 </un> and would be (.) (as we said it's a good) <un> xxxx xxxx </un> (.) okay?
 3428 SX-m: well
 3429 S24: good (.) good luck with your meetings with the people and especially if you
 3430 (.) have a chance to meet (.) the ceo then (.) arran- hey (.) you'd better really think
 3431 about how to rock that person (.) off the chair (1) and usually i mean the thing is

3432 (1) as you know you don't have a lot of time from from fo- (.) from the ceo (1)
3433 okay?
3434 S28: mhm
3435 S24: so (.) make it short make it (worth being there) (.) make it sexy (2) well
3436 SX-m: okay
3437 S24: good (.) okay (.) we're done (.) okay (.) thanks a lot
3438 {SS applause}
3439 <end MD V Conversation 7_00:43:55>
3440
3441 {subsequent feedback session is not transcribed}

MDVI / Conversation 8

Date of Event: 2007-05-23

recording duration: 00:47:59

person id: S30 age: 45+ sex: male langKnowledge: L1 Turkish (Cyprus) L2 German (Austria - with accent) position: examiner

person id: S31 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S32 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S33 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S34 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

setting: in a hotel

3442 <beg MD VI Conversation 8_00:00:02>
3443 {first 3 - 4 minutes are not recorded because of technical problems}
3444 S31: first year you: (.) er will already kept e:r the first e:r (.) benefit (.) it will be
3445 not so big only (.) thirty (car) (.) only thirty thousand dollars but it's the first (.)
3446 and er also in the next of the (.) er er (.) in the end of the (.) second year you will
3447 get seven point six million (.)<soft> seven point six </soft> million (.) a:nd in the
3448 e- end of the third year (.) you will get er twenty-eight (.) point (.) fifty-eight
3449 S30: yah
3450 S31: yeah so er (1) is it correct with your assumption
3451 S30: yes (.) yes i think e:r e:r er (.) especially [last name9] will be interested very
3452 much to: (.) get such (.) such kind of er (.) graphs
3453 S31: mhm
3454 S30: figures (.) because er (.) (ideal) (.) all in in pressure but tell me is this (.) this
3455 project is it feasible? (.) c- er er if you read (.) you think we should go ahead with
3456 it (2)
3457 S31: well e:r (2) yeah the figures that show us er (.) er that our investment and e:r
3458 (.) also er (.) the <pvc> benets-er-fits {benefits} </pvc> that you (.) come from
3459 this project is (.) really (.) high (.) and in this case e:r (.) i would say that (.) yeah
3460 this (.) project is very prof- profitable (.) e:r in case of your (.) e:r (.) er as- er er (.)
3461 in case of your assumption (.) in case of your figures
3462 S30: yah
3463 S31: and e:r yeah it's it's very serious project because e:r at the end of: e:r this
3464 project you will get e:r about twenty-n- nine millions of (.) erm: benefits (.) and
3465 this is great e:r
3466 S30: yes
3467 S31: in points
3468 S30: does [org1] have cre- <pvc> credidability {credibility} </pvc> in this area
3469 S31: e:r sorry (.) cre- <1> -dibility </1>
3470 S30: <1> e:r </1> cre- (.) ye-yes (.) er (.) credibility yes does [org1] have c-
3471 credibility in this area
3472 S31: e:r wha-what do you mean about f-financial <2> or </2>
3473 S30: <2> about </2> ([name15] type) er (.) e:r (.) projects
3474 S31: a:h (.) well yeah okay e:r in-in this case er i would like to show you er our
3475 internal information about this project (.) that our specialists er costs er (.) this er
3476 figures (.) and er also: e:r (.) final that e:r (.) we are ready to: e:r make (.) er this
3477 e:r (.) project and especially (.) e:r (.) m- the- such kind of (.) (chaos) cos that you

3478 know (boot him [name15]) (.) a:nd er there are two levels (.) e:r of it e:r (.) that er
 3479 it er (.) cover all your points that you put e:r of er requirements (.) e:r in our
 3480 previous meeting (.) and also e:r (.) er i <3> just </3>
 3481 S30: <3> look </3> (.) why should i use [org1] rather than (.) e:r not using a: a (.)
 3482 specialist (.) a specialist niche providers of this er er e:r (.) banking e:r (.) business
 3483 S31: a:h okay (.) okay (.) the question is clear for me and e:r in this case i'd like to
 3484 (.) say that er [org1] (.) is e:r going to provide you (.) e:r the whole solution (.) and
 3485 e:r (.) e:r we could er give you <pvc> o:ld {all the} </pvc> (.) hardware (.) <pvc>
 3486 o:ld {all the} </pvc> (.) software (.) <pvc> o:ld {all the} </pvc> er e:r
 3487 S30: old?
 3488 S31: oh all (.) <4> all (.) all </4>
 3489 S30: <4> all sorry yah (.) okay (.) so yah </4>
 3490 S31: <4> e:r </4> (.) and the capsules yes tha:t e:r (.) where it could could be
 3491 installed (.) and also (.) erm: (.) er all ou:r things that you are needed in this
 3492 project (.) and also er our (.) e:r in in this case e:r (.) i just need to show you that er
 3493 (.) you shouldn't (.) er think er (.) who will do this where who is going to:
 3494 responsible for hardware who is going to responsible for software for indication
 3495 (.) that [org1] is going to provide you the whole solution (.) which includes e:r (.)
 3496 every <un> x- </un> -ance er which we discussed before (.) and e:r (.) e:r in this
 3497 case i also would like to show you the figures (.) e:r that er (.) our specialists come
 3498 (.) e:r in this e:r points (.) that er a-as you mentioned before proof of concept (.) is
 3499 one thing (.) and we got (.) two hundred case (.) for this so for the (demo- of the
 3500 e:r demo-) e:r of: this project (.) and cost of a (load) (.) is also er (.) the same as
 3501 you had in er (.) e:r your (.) estimation it's one hundred k (1) and only one er
 3502 things that i would like to mention here that e:r (.) you: (.) er wrote in your (.)
 3503 e:rm assumption that proof of concept (.) that you would like to be in (.) e:r make
 3504 (.) in two months (.) but er our specialists e:r (.) told us that it's possible to do in
 3505 three months (1) <5> yah </5>
 3506 S30: <5> this </5> is a: (.) no it is a- (.) the calculation is (.) is for two months so
 3507 you are saying (.) you will need more money (.) yah?
 3508 S31: <soft> er er </soft>
 3509 S30: understood this means (.) proof of concept er (.) the money (.) is based on
 3510 two months er (.) charges
 3511 S31: mhm mhm
 3512 S30: so what you are saying [org1] er (.) cannot do in in two months but in three
 3513 months
 3514 S31: well (.) in this case i just er (.) would like to: (.) focus your attention on this
 3515 figures that er (.) e::r (.) yah now we have a figures now we have a (.) it it's just a-
 3516 (.) an estimate (.) it's not the final e:r figures so er (.) finally we could (.) make it
 3517 in (.) e:r (.) i i could say that (.) if th- erm: (.) i should e:r (.) negotiate with my er
 3518 colleague (.) and maybe we can ag- to the: er agreements that it's possible to: do in
 3519 TWO months (.) but (.) in this case e:r mister [S30/last] (.) as you could
 3520 understand if you would like to (.) make it (.) e:r faster (.) it could be: (.) erm: ask
 3521 us e:r to invest (.) maybe more money (.) i can tell you right now the right figures
 3522 S30: okay
 3523 S31: but e:r (.) i think it's possibl:e but (.) er the questions is (.) is it important for
 3524 you to make proof of concept (.) in two months (1) <6> is that </6>

3525 S30: <6> is that what </6> (.) what i (.) i estimated that it (be) need o- only two
3526 months i think three months for a proof of concept is (.)too much
3527 S31: and (.) why do you think so
3528 S30: yah because er er er er i don't want to play around er with er three months
3529 with er er proof of concept i would like to (.) get (.) the results as soon as possible
3530 in in a real-life e:r situation i'm not (.) er making proof of concepts to prove that er
3531 (.) your solution looks
3532 S31: mhm (2) well (.) in this case e:r er (.) hm what what er er in what do you
3533 think of er (.) e:r (.) i will spoke with e:r (.) my colleagues to solve this problem
3534 but e:r it was er erm (.) (will be) possible that e:r (.) we ask you to invest e:r (.)
3535 maybe <7> s:- </7> some more (.)
3536 S30: <7> okay </7> (.) fine
3537 S31: well (.) okay that's great (.) so a- in this case erm er (.) e:r mister [S30/last] er
3538 i'd like to say that er we: er (.) as you could see er we also have the same er
3539 estimation as (.) yours (.) and er our company is ready to (.) provide you er the
3540 whole solution (.) e:r (.) from the first stage (.) whi- which include proof of
3541 concept and rollout (.) and also e:r we are ready to go with you (.) further with this
3542 project (.) and erm (.) now i'm very glad that we have approximately the same
3543 figures
3544 S30: okay (.) so er e:r (1) i think are going to er (.) decide soon and i will let you
3545 know er (.) er (.) when and how (.) we are going to start
3546 S31: okay (.) and <8> in this </8>
3547 S30: <8> and if </8> (.) with [org1] yah
3548 S31: and in this case mister [S30/last] could you tell me this (.) way of er (.) e:r
3549 design this project er (.) ho-how it's g:eing on (.) ho-how it will be (.) could you
3550 tell me please
3551 S30: i think e:r (.) you should present this figures to to (.) [last name9] <9> and
3552 and </9> and er (.) (get) his approval if er (.) he likes it that er (.) we can move on
3553 S31: <9> yes </9> (.) okay (.) okay (.) yes (.) of course (.) e:r and er (.) mister
3554 [S30/last] e:r of course so: we: we are going we are ready to make a presentation
3555 (.) for mister [last name9] (.) and er in this case er (.) i will be very glad to know
3556 your opinion (.) e:r er about er (.) [org1] and this project because when we are
3557 going to present it (.) er we er will be (.) very glad to (.) say to mister [last name9]
3558 that mister [S30/last] has (.) er (.) agreed to go with [org1] (.) through this project
3559 S30: yah i (.) i don't know whether the (.) [org1] has experience in this kind of job
3560 er business
3561 S31: e:r (1) well er mister [S30/last] e:rm (.) as we: er er discussed it before (.) of
3562 course [org1] has e:r (.) e:r (.) er experience in this (.) job er in this case er (.) and
3563 er we already made such er project in er different er firms and er (.) e:r
3564 S30: do you have any references?
3565 S31: yes and i i i think we: sent it to you by email (.) <1> erm </1>
3566 S30: <1> yes </1> (.) in ([name15]) yah?
3567 S31: yes
3568 S30: okay (.) <2> good </2>
3569 S31: <2> yes </2> e:r and there was some (.) e:r (.) general informations that
3570 [org1] <3> (can give) </3>
3571 S30: <3> okay </3> (.)
3572 S31: e:r

3573 S30: tell me what is the situation of the e:r (.) er (1) consolidation project
 3574 S31: e::r
 3575 S30: the (.) inevitable it consolidation (.) where do we stand now
 3576 S31: e:r (.) yes of course (.) er in this case erm er y::- do you mean the er (.) e::r (.)
 3577 consolidation of it infrastruc- <4> -ture? </4>
 3578 S30: <4> yes </4> (.) yah
 3579 S31: yeah of course er we already erm (.) e:r er go through this project we make a:
 3580 a: (.) a: a signed er with mister [first name8] [last name8] agreed with him (.) er er
 3581 the project (.) e:r (.) er we: decided to operate e:r
 3582 S30: so it is closed yes?
 3583 S31: yes (.) <5> yes </5>
 3584 S30: i mean <5> from </5> (.) it it is er (.) er going on
 3585 S31: yes it is closed and <6> the </6> (.) we solve all er (.) (in the)
 3586 S30: <6> mhm </6> (.) what er what data analysis er (.) (do they)
 3587 S31: yah er (.) in this case er well some (.) we make some e:r (.) consulting (.) er
 3588 in data analysis (.) we: (cut) e:r er the figures and present e:r (.) them (.) to: (.) <7>
 3589 yah </7>
 3590 S30: to me (.) yah i <7> know </7> that but i i (.) i a- approved er (.) three
 3591 hundred thousand to (.) to make further data analysis er
 3592 S31: yah (.) that's great
 3593 S30: is it (.) is it gre- (.) i- (.) has already been it started?
 3594 S31: e::r (.) yes (.) yes we start this project (.) and we start to: er further a- <pvc>
 3595 analys {analysis} </pvc> of your (.) customer (.) a- as you remember er we
 3596 focused on the two main groups
 3597 S30: yes
 3598 S31: a:nd er we start to: (.) continue (.) to analyze them (.) <8> er </8>
 3599 S30: <8> and </8> i would like to see th- er er i would like that the ceo (.) sees the
 3600 (.) e:r results erm ideas er er (.) from this project
 3601 S31: e:r do (.) do you mean [first name7] [last name7]
 3602 S30: CEO
 3603 S31: a:h (.) m- mhm mhm mhm (.) mister [last name9] <9> (i know) </9>
 3604 S30: <9> yes </9> (.)
 3605 S31: mhm (.)
 3606 S30: yah
 3607 S31: i also would like to see these figures about the (.) final (.) analysis of (.)
 3608 S30: yes
 3609 S31: data
 3610 S30: mhm
 3611 S31: yes (.) of course e:r (.) e:r (.) mister [S30/last] (.) we: also put these er figures
 3612 in our presentation (.) and er maybe in this case you would also tell me w-what
 3613 else mister [last name9] would like to see in (.) the presentation
 3614 S30: <un> xxx </un> mister [last name9] is interested about some business
 3615 numbers
 3616 S31: mhm (1)
 3617 S30: for er (.) the shareholders because he has a meeting (.) soon after (.) e:r er
 3618 next month so he has to (.) present some (.) business figures (.) to show (.) to
 3619 show the shareholders that er the company is (.) now in (.) in a good e:r (.)

3620 progress an- a:- an- and they have a solid positive actions to (.) er gain back the (.)
 3621 sharehol- (.) share values
 3622 S31: mhm (1) mhm (.) yes (.) okay the information e:r financial information for
 3623 her- shareholders
 3624 S30: i said business er <1> er </1> numbers
 3625 S31: <1> mhm </1> (.) mhm mhm mhm (.) yeah business numbers (.) and e:r m-
 3626 maybe something else
 3627 S30: that's all i mean if if e:r (1) e:r (3) if i e:r (.) y-you can tell me that you can
 3628 provide such a good er (.) business figures maybe i i a-arrange a (.) er you to
 3629 present er (.) to see you er tomorrow
 3630 S31: okay (.) yes e:r (.) e:r i think we are ready (.) e:r to present e:r such figures (.)
 3631 of course to mister [last name9] (.) er we: had a lot of meetings so with er all your
 3632 colleagues (.) er with a lot (.) of vice presidents in your company (.) and now
 3633 we've collect (.) i think er (.) the main d- er important information
 3634 S30: yes
 3635 S31: to pr- e:r (.) to make (.) and to present the: the (.) presentation (.) to mister
 3636 [last name9]
 3637 S30: <2> okay </2>
 3638 S31: <2> yes </2> (.) we are ready (.) and e:r mister [S30/last] do you have any
 3639 other <3> (impressions) </3>
 3640 S30: <3> that's all er </3> for now
 3641 S31: that's all for now (.) okay let me make some summary (.) so e:r (.) as i
 3642 understood you correc- e:r (.) correctly e:r (.) tomorrow we are going to make a
 3643 presentation for mister [last name9] (.) and e:r (.) we could (.) tell (.) that e:r we
 3644 have er s:- er erm (.) er we get your support (.) in the project of e:r ([name15]) (.)
 3645 and that we could say that (.) you're (.) ready to go with [org1] in this project
 3646 S30: i would say you you tomorrow you present <4> er </4> you you (.) e:r (.)
 3647 possible solution and then er we shall discuss this decide with fost- e:r er (.) <5>
 3648 [last name6] </5> yah
 3649 S31: <4> mhm </4> (.) <5> aha </5> (.) mhm mhm mhm
 3650 S30: i am supporting you to to a-arrange this meeting with [last name9]
 3651 S31: okay (.) okay (.) thank you very much mister [S30/last] (.) i'm very
 3652 appreciate you (.) about it (.) and (.) yes (.) okay (.) we put er the erm er analysis
 3653 e:r of the f-final erm (.) er figures about data analysis (.) e::r we put their business
 3654 figures (.) er for (.) er shareholders (.) and erm (.) erm also to: e:r show him the (.)
 3655 erm the whole situation e:r (.) that is going on with the (.) each product (.) oh each
 3656 (.) project
 3657 S30: okay (.) good
 3658 S31: er something else
 3659 S30: that's all <un> x </un>
 3660 S31: okay e:r mister [S30/last] (.) thank you very much <6> have a good time
 3661 thank you for the meeting </6>
 3662 S30: <6> thank you (.) nice to meet you </6>
 3663 S31: good bye
 3664 {SS applause}
 3665 <end MD VI Conversation 8_00:15:15>
 3666
 3667 (gap 00:11:17) {feedback session, no transcription}

MD VI / Conversation 9

Date of Event: 2007-05-23

recording duration: 00:47:59

person id: S30 age: 45+ sex: male langKnowledge: L1 Turkish (Cyprus) L2 German (Austria - with accent) position: examiner

person id: S35 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S36 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S37 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

3668 <beg MD VI Conversation 9_00:26:38>
3669 S30: so (1) we need now a (.) a silent audience okay
3670 S35: good day mister [S30/last]
3671 S30: good morning welcome (.) <1> have a seat </1>
3672 S35: <1> how are you </1>
3673 S30: thank you (.) <2> (i was a) </2> (.) yah?
3674 S35: <2> <un> xx </un> </2> (.) i find it really (.) work is (.) er good and now (.)
3675 and er (.) really our specialist er (.) er (.) continue an- analyzing you:r situation er
3676 (.) and (.) so on (.) so (.) actually i received er (.) your mail (.) er from you about
3677 your expectation (.) about your <un> xxx </un> offer (.) which er benefits and
3678 cost er will be (.) regarding er project er [name15] (.) as we are talking about you
3679 (.) so (.) may (4) so and and now (.) today i would like to (.) discuss (.) er this er
3680 (.) your view of er (.) er [name15] project and er (.) our view and er (.) discussed it
3681 with you (.) so actually (.) this er (1) this summary from (.) your expectation of er
3682 [name15] (.) so (.) e:r (.) blue line is a benefits and er (.) grey line is a cost (.) so
3683 (.) let's (.) what er (.) you er seeing here (.) so it's (.) summary from (.) your letter
3684 (.) so and actually (.) er (3) hm hm hm (7) actually what do you think about er
3685 <un> xxxxxx </un> (.) what er on (.) based on er from this ex- (.) expectation
3686 S30: yah i would like to ask your ([S35]) you you read my er (.) estimates and so
3687 on do you think e:r (.) is it feasible this (.) this project (.) these figures what i told
3688 er this (.) concept is this feasible
3689 S35: yes it's er (.) in my opinion from e:r (.) opinion from [org1] is er feasible (.)
3690 it's (.) er really (.) erm: (.) <L1ru> xxxxxxxx </L1ru>
3691 S36: appropriate
3692 S35: appropriate with er (.) [org1] view of er (.) current er situation (.) so (.) as
3693 you remember we discussed on our (.) last meeting if you about (.) our view and
3694 er (.) our expectation from this project (.) as you (.) remember (.) <3> yes </3>
3695 S30: <3> yes </3>
3696 S35: so actual is (.) really (.) visible
3697 S30: feasible yes?
3698 S35: feasible yeah
3699 S30: how (.) does [org1] have (.) credibility (.) in this area (3)
3700 S35: er (.) what do (.) what do you mean by credibility (.) just
3701 S30: i mean (.) can we trust that [org1] e:r (.) ha- e:r has er (.) experience and er
3702 can (.) help us in in this (.) [name15] project

3703 S35: of course (.) we work together an:d er (.) work on this project bana-
 3704 [name15] (.) so (.) we (1) now (1) first of all have a real experience (.) in this (.)
 3705 area an:d
 3706 S30: how do you (.) prove me that you have experience in this area
 3707 S35: er so actually did you received er (.) from my side er customer references
 3708 S30: yah yah a:h yah: i remember now i received <4> it </4> yes
 3709 S35: <4> yah </4> (.) so (.) for example e:r about (v-serie) (.) so (.) and (.) of
 3710 course if you (.) need h-help and er (.) if er will come some (.) troubles issues and
 3711 (.) actually (.) of course [org1] (.) will help (.) and er (.) support because (.) (when
 3712 you) really (.) our
 3713 S30: yah but we pay for the time and this is a (.) normal thing er er of course (.) if
 3714 i pay you i expect that you support me (.) i mean
 3715 S35: of (.) of course <5> and er </5> (.) we we can er (1) you some statements in
 3716 (2) e:r (1) <L1ru> xxxxxx </L1ru>
 3717 S30: <5> e:r </5>
 3718 S36: <soft> documents </soft>
 3719 S35: documents and contract and (.) and so on (1) so and <6> er </6>
 3720 S30: <6> so </6> why should i <un> xx </un> [org1] rather than (.) a specialist er
 3721 er NICHE (.) supplier you know what a NICHE (.) supplier means
 3722 S35: mhm (.) yah
 3723 S30: you know
 3724 S35: <7> yah </7>
 3725 S30: <7> why </7> should er (.) er i <un> xx </un> [org1] (.) against (.) a NICHE
 3726 supplier (.) who could do the job better maybe because
 3727 S35: because actually you know that er [name15] is a part of a really (.) a big er
 3728 project [name11] (.) so which you consist er from [name15] <8> and [name13]
 3729 project as you know (.) </8> which er i- initiative of: [first name6] <9> [last
 3730 name6] </9> (.) and er (.) actually [org1] er (.) knew er this er (.) huge really (.)
 3731 huge and and large big project (.) er as a part (.) <1> from </1> (.) really (.) is
 3732 S30: <8> aha (.) aha (.) aha aha </8> (.) <9> aha aha </9> (.) <1> mhm </1>
 3733 SX-m: just a second please (2)
 3734 S35: er (.) first of all it's er (.) [name13] and [name15] so (.) [name13] and
 3735 [name15] projects
 3736 S30: <2> yah </2>
 3737 S35: <2> and er </2> (.) this er also (.) er (.) based on and really closely linked
 3738 with (our) [name12] <3> [name12] (.) </3> so (.) [org1] view is er (.) we us (.)
 3739 [name15] project is a part of er this really common solution e:r (.) which (.) we
 3740 provide you (.) and er (.) er (.) this er (.) really one part of (.) and one aspects of
 3741 credibility and er (.) [org1] can er and (.) do it provide er (.) whole solution from
 3742 (.) all the pictures
 3743 S30: <3> aha (.) aha aha </3> (.) mhm
 3744 S35: and er (.) actually (.) what do you think is it er (.) now (.) what's the (.) part is
 3745 it er (.) what's the pri-ority of er (.) [name15] project er (.) in this case (1) is it er
 3746 (.) is it crucial (.) for [org2] to (.) er first er run (.) er [name15] project and er (.)
 3747 after that er (.) [name13] project (.) what's the vision er (.) let me just clarify and
 3748 understand YOUR <4> position </4>

3749 S30: <4> what's </4> [name15] (.) is a very critical project for for [last name9]
 3750 mister [last name9] ceo who (.) e:r (.) has a meeting er (.) with the shareholder
 3751 soon and has to show some business figures about <5> the </5>
 3752 S35: <5> let </5> me make some notes
 3753 S30: yah (1) how to e:r er (3) what actions and er er we are taking to (.) e:r
 3754 increase the prices of our shares again (.) so i think (.) er i believe that [name15] er
 3755 (.) er is [name15] is is (.) should be number one priority for for [last name9]
 3756 S35: mhm (.) actually if er (.) er we er (.) we are discussing about benefits and a
 3757 cost regarding this project [name15] (.) we can e:r see here that er (.) you have (.)
 3758 really (.) money (.) er from (.) your your investments (.) and really (.) er (.) er (.)
 3759 tue- a first year (.) as you can see here so (.) breakeven is er (.) between er (.) er is
 3760 in (.) three or four quarter of er (.) first year (1) yes
 3761 S30: yes (.) okay (.) yeah
 3762 S35: so it's really good er in- <6> -vestments </6> er really (.) <7> (return on
 3763 investments) </7>
 3764 S30: <6> okay </6> (.) <7> so you think that that is that </7> could be a good
 3765 project for us er
 3766 S35: yes
 3767 S30: to er er it is a good (.) feasible (reliable) project yes
 3768 S35: and i i really understood it's a really (.) er prioritized project er (.) in (.) erm
 3769 (who got a car in a project) in a company
 3770 S30: o:kay (.) i think e:r ceo should e:r e:r (.) know about these figures er (.) this
 3771 business figures
 3772 S35: mhm mhm (.) so er (.) er can i e:r (.) and (.) er could you (.) support and
 3773 could i (.) mention about (.) your vision (.) your point of view (.) e:r (.) e:r (.) er
 3774 when i meet e:r (.) and er discuss with er (.) [first name9] [last name9] (.) the <8>
 3775 ceo of company </8>
 3776 S30: <8> you (.) you want </8> you want to meet with [last name9]?
 3777 S35: yes because er (.) er (.) actually (.) this er (.) project (.) er (.) it's really in the
 3778 current position of [org2] it's a crucial to (.) increase er (.) er position first of all
 3779 improve position of [org2] (in environment) because (.) really a lot of com-
 3780 competitors er (.) in a: banking your competitors i mean and er (.) actually (.) to
 3781 increase shares and so on (.) a-as (.) as i hope you: understand me (.) so (.) er and
 3782 this project er (.) is three (.) really main project [name13] [name15] and [name12]
 3783 (.) first of all it's (.) about <9> a lot of money (.) and really crucial </9>
 3784 S30: <9> yah (.) the (.) <un> xx </un> they (.) </9> yeah yes i-i-i i got it (.) wha-
 3785 what about the consolidation project how (.) where does it stand (.) now (.) the it
 3786 infrastructure consolidation of inevitable
 3787 S35: this success really: going on
 3788 S30: yes (.)
 3789 S35: really
 3790 S30: er with (.) with whom
 3791 S35: er it's e:r (.) mister [last name8] <1> responsible for this mhm </1>
 3792 S30: <1> [last name8] okay good </1> i am happy to hear it okay
 3793 S35: we really started working there
 3794 S30: what about the data analysis
 3795 S35: er data analysis er currently is e:r (.) on (.) phase (.) two
 3796 S30: <2> yes </2>

3797 S35: <2> so </2> (.) we (.) as we (.) discussed on previous meeting <3> if you (.)
3798 er </3>
3799 S30: <3> yes (.) yes (.) yes </3>
3800 S35: currently (.) on (.) today (.) i have not report final report of this <4> phase
3801 two but it is </4> er really (.) going on (.) and er (.) and (nearest) time i will have
3802 this report
3803 S30: <4> yah (.) yah </4> (.) yah (.) i think this er (.) e:r (.) fou- (.) o-outcome of
3804 this this figures also would be very interesting (.) <5> that </5> ceo know (.)
3805 knows about them
3806 S35: <5> yes </5> (.) mhm (.) so (.) we really (.) will er (.) know and understand
3807 er (.) really current and er (.) really (.) real (.) figures (.) regarding this project
3808 S30: okay (.) <6> good </6>
3809 S35: it's really <6> impor- </6> -tant for you
3810 S30: fine
3811 S35: so and er (.) let me (.) repeat my (.) question
3812 S30: mhm
3813 S35: er (1) er (1) can you and (.) do y- would you support (.) us [org1] view of (.)
3814 this (.) er project and (.) as a part of this project (.) [name15] project (.) now (1) to
3815 (.) mister [last name9]
3816 S30: i will a::s (.) arrange a meeting yes i will arrange a meeting for you with e:r
3817 (.) [last name9] tomorrow
3818 S35: thank you
3819 S30: to yah you can present your e:r er findings to him (.) and er specially some
3820 business num- (.) numbers because as i told you (.) he needs (.) good business
3821 numbers to show to our e:r shareholders in the (.) meeting which is coming soon
3822 (2) okay?
3823 S35: really thank you (.) really thank you it will be great to meet <7> e:r </7>
3824 mister [last name9] and discuss er from (2) really high level (.)
3825 S30: <7> okay </7> (.) okay
3826 S35: of this er project and current situation (.) so and (.) er let me er (1) er first of
3827 all er summarize and clarify (.) so as i understand from your company (.)
3828 [name15] project is most important (.) in current situation
3829 S30: yes from my perspective it <8> this is </8> the (.) the the most important
3830 <9> one </9>
3831 S35: <8> yah </8> (.) <9> and </9> (.) actually what do you think about
3832 [name13] project (.) it's a (.) <1> <un> xxx </un> </1>
3833 S30: <1> did did </1> did you discuss with e:r [last name6] (.) <2> about it </2>
3834 S35: <2> yeah we </2> (.) we discussed and er he said it's a really (.) er (.)
3835 important too project <3> (.) but i want to: </3> (.) really (.)
3836 S30: <3> yes yah yah </3>
3837 S35: identify and understand er (.) <4> importance </4> of this
3838 S30: <4> i see </4> (.) i see [name13] project e:r er some sort of a (.) er (this
3839 could help e:r me) in [name15] (.) <5> to: </5> (.) to get e:r the (.) the: (.) people
3840 who do not know the financial er transactions to (.) to learn er and operate them so
3841 it is a (.) i think i- (.) a part of (.) er some projects er (.) could support the projects
3842 but i don't think that (.) er i mean e:r compared to [name15] er (.) e:r (.) is such a
3843 (.) a critical project you know
3844 S35: <5> mhm </5> (.) mhm (.) so <6> actually </6>

3845 S30: <6> or </6> [name11]
 3846 S35: mhm (.) so actually do you think er (.) that er [name13] project also (.) er (.)
 3847 really close er (.) to [name15] project <7> and (it </7> opens the portage our) <8>
 3848 actually </8>
 3849 S30: <7> yeah </7> (.) <8> yes </8> (.) yah that's what i am thinking yes
 3850 S35: mhm (.) so (.) we can (.) maybe running er (.) all of these project at the same
 3851 time (.) yes?
 3852 S30: e:r (.) yah is it possible i <9> mean how </9> how does it er (.) e:r do we
 3853 have enough er it resources to run er er (.) parallel to (.) the <1> e:r </1> (.) to the
 3854 (.) (branch)
 3855 S35: <9> mhm </9> (.) <1> mhm </1> (.) er actually (.) [S30] we have a meeting
 3856 with er (.) we will have a meeting e:r with er (.) mister [last name7] and er (.)
 3857 actually (.) i <2> would (.) i would </2>
 3858 S30: <2> we can (.) discuss yes yes (.) yes yes yes (.) yes (.) fine (.) okay </2>
 3859 S35: <2> i would discuss about (.) first of all it resources e:r (.) regarding this
 3860 project </2>
 3861 S30: very good very good
 3862 S35: so actually (.) i think that's all i want to: (.) ask and er (.) e:r (.) and (.) tell
 3863 you (.) and m- actually (.) from your side (.) do you have any questions
 3864 S30: whethe:r (.) i mean er er (.) of course it's good (.) to ask which er projects are
 3865 important but i think (.) er e:r when you present these things to the ceo you should
 3866 er (.) make sure that you are <un> x (.) xxxxx </un> and the projects that er (.)
 3867 you are e:r (.) invo- i- (.) you: (.) are involved <3> er </3>
 3868 S35: <3> mhm </3>
 3869 S30: er in our company (.) e:r (.) with (.) some really (.) good business numbers (.)
 3870 for the shareholders
 3871 S35: yea:h
 3872 S30: okay?
 3873 S35: (but is that) not only from it side <un> xx </un> business hand of course to
 3874 (.) share <4> (of course) </4>
 3875 S30: <4> of course </4> (.) yes (.) <5> yes </5>
 3876 S35: <5> mhm </5> (.) <6> so ac- </6> -tual thank you for your time
 3877 S30: <6> okay </6> (.) thank you (.)
 3878 S35: it was nice to meet you
 3879 S30: okay (.) good bye
 3880 S35: thank you for your support and bye
 3881 {SS applause}
 3882 <end MD VI Conversation 9_00:41:26>
 3883
 3884 {following feedback session is not recorded 00:06:33}

MD VII / Conversation 10

Date of Event: 2007-05-23

recording duration: 01:00:54

person id: S24 age: 35+ sex: male langKnowledge: L1 German (Austria) position: examiner

person id: S38 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S39 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S40 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

3885 <beg MD VII Conversation 10_00:00:02>
3886 S24: russian rock'n'roll
3887 SX-m: @@@
3888 SX-m: <1> russian roll </1>
3889 SX-m: <1> <un> xxx </un> </1>
3890 S24: russian roll
3891 SX-m: russian roll
3892 SX-m: okay
3893 SX-38: should we start
3894 S24: mhm
3895 {S38 knocks on the door}
3896 S38: good afternoon mister [S24/last] one <2> more time </2>
3897 S24: <2> a:h </2> good morning
3898 S38: glad to see you again
3899 S24: glad to see you again have a seat please
3900 S38: thank you very much
3901 S24: so (.) you're back again
3902 S38: yes (.) and e:r (.) i'd like er to (back) a little bit to (.) our coming business
3903 S24: okay
3904 S38: and er our reports e:r which were (.) already discussed with mister [last
3905 name3] and mister [last name4]
3906 S24: okay
3907 S38: e:r f:or but <3> for so- </3>
3908 S24: <3> about </3> [name11] project or
3909 S38: not only
3910 S24: not only okay
3911 S38: and er (.) that's why er i'm here i want to: er (.) explain e:r er the whole
3912 picture that we have (.) e:r a-at the company
3913 S24: okay
3914 S38: so erm-m first of all e:r (.) as i understand the situation [name11] (.) big
3915 initiative includes several projects (.) one of them is er [name13] (.) e:r er er (.)
3916 miste:r er [last name6] is responsible for it (.) and it's all about er new er info
3917 kiosks er which er we are going to put in whol- in all branches (.) and realize a
3918 cross-selling initiative (.) for attracting more customers and so on (.) e:r then other
3919 one is er [name15] (.) e:r (.) as i understand when we: er met with er mister [last
3920 name3] it's one of the (.) er (.) crucial initiative (.) e:r for you e:r for your business
3921 because of er (.) it e:r (.) allows you to: (.) accept er (.) e:r many problems in the

3922 future a:nd er increase e:r the cost e:r the cost of your share (.) shares (.) <4> er
 3923 </4>
 3924 S24: <4> that </4>'s the cooperation with cle- with [last name10]
 3925 S38: yes
 3926 S24: yah (.) okay
 3927 S38: actually (.) and it's all about er some er e:r small (.) e-e:r (stars) and e:r (o-on
 3928 the whole) <5> stores with shares </5>
 3929 S24: <5> i heard about tha- i </5> heard about that <6> so: </6> (.) <7> okay
 3930 </7>
 3931 S38: <6> yes </6> (.) and the final one is a [name12] implementation <7> and so
 3932 </7> a-a:nd er all about the: it includes (.) <8> so e:r </8> (.) er for today er we
 3933 make er [S24] e::r erm a-a-as you know (.) we: do analysis with mister [last
 3934 name8]
 3935 S24: <8> mhm </8> (.) mhm
 3936 S38: about consolidation (.) and this is (.) in the past
 3937 S24: yah (.)
 3938 S38: er for today we make er two phases of e:r er-d-m data analysis (.) e:r er n- f-
 3939 now we are make the f- the second phase (.) and it's e:r (.) e:r er already e:r (.) al-
 3940 already done (.) but a-actually e:r f-for today i have no the results (.) er probably
 3941 in th- in a week
 3942 S24: okay
 3943 S38: i will have (.) e:r so er (.) i would like to start (.) and er i: have a (.) a many
 3944 (.) a really good news for you
 3945 S24: you do
 3946 S38: a:h yea:h <9> and for you it's just a </9>
 3947 S24: <9> now finally i </9> get some good news
 3948 S38: @@@@
 3949 S24: haven't heard any good news for a long time
 3950 S38: i want to believe in it @@@ (.) but it's really good news
 3951 S24: okay i believe you
 3952 S38: e:r (.) so i (.) i'd like to start from the beginning
 3953 S24: yah
 3954 S38: e:r from the <un> xxxx </un> we're doing e:r we e:r gained the support of
 3955 mister [last name3] to arrange the meeting er with er mister [last name9] for
 3956 tomorrow
 3957 S24: yah
 3958 S38: and it's e:r erm really crucial for me and the st- e::r erm und- er explain you
 3959 all our er explain o-our vision (.) explain all project that we have here (.) and ask
 3960 your support (.) if you: e:r but er (.) before (.) e:r the support i'd like to explain it
 3961 and answer all questions as you have probably
 3962 S24: mhm
 3963 S38: of course (.) so (.) first of all (.) let me (.) thank you (.) let me see you (.) e:r
 3964 (.) it's the phy-physical infrastructure (.) <1> it's </1> it's just a co-concept- <2>
 3965 (.) conceptual vision </2>
 3966 S24: <1> mhm </1> (.) <2> is is that (.) i-is </2> that e:r (.) architecture that that
 3967 you that you show me here is that (.) only: (.) focused on the [name11] project
 3968 <3> or (.) or no </3>

3969 S38: <3> not (.) no not only </3> (.) no (.) no (.) it's er in- <4> -clude the </4> (.)
 3970 many different <5> things yeah </5> (.) and the infrastructure when i said about
 3971 physical infrastructure soft- <6> -ware in- </6> -frastructure (.) it's er not only (.)
 3972 supposed [name11] project (.) <7> it's </7> also e:r supports er the current
 3973 infrastructure (.) which you already have
 3974 S24: <4> general </4> (.) <5> okay </5> (.) <6> mhm </6> (.) <7> yah </7> (.)
 3975 okay
 3976 S38: and er (.) probably i- (.) and erm (.) one of the big er (.) advantages of this (.)
 3977 solution is that e:r in the future (.) if you are interesting in er (.) implementing
 3978 there another solution or another project it er will be er (.) it will be easier (.) you
 3979 can do it er easily and without e:r <8> a-any </8> any problems
 3980 S24: <8> mhm </8> (.) hm (.) and that (.) infrastructure supports all the projects
 3981 going on
 3982 S38: yes (.) <9> yes </9>
 3983 S24: because the thing is if <9> i'm </9> looking at the [name13] pr- e:r project
 3984 S38: mhm
 3985 S24: (.) e:r it it it (1) (only) jus:t simply seems to me that er the requirements are
 3986 pretty much the same that we need for the other project so we have to look at the
 3987 same data (.) the same kind of services and whatever
 3988 S38: mhm
 3989 S24: e:r which again means that (.) er (.) i mean the more projects are depending
 3990 on the infrastructure behind <1> that (.) </1> that also means a higher risk for us
 3991 (.) to run all those projects without any kind of problems whatever i'm i'm not
 3992 even i'm i'm i'm already talk about running those things i'm not even talk- looking
 3993 at at the whole implement- <2> -ation </2> and changing whatever
 3994 S38: <1> yes of course </1> (.) <2> mhm </2> (.) mhm
 3995 S24: which IS a very very critical issue
 3996 S38: mhm
 3997 S24: erm (.) okay (.) before we go into that detail here (.) e:r (.) [name11]
 3998 S38: <3> mhm </3>
 3999 S24: <3> right </3> (.) is one of the most critical things (.) e:r you probably heard
 4000 that (.) er [first name8] [last name8] (.) has been announced to to: more or less
 4001 work very closely with e:r <4> [first name3] </4> [last name3] <5> as a </5>
 4002 technical (.) advisor a <6> technical supporter (.) </6> on that project (.) er since
 4003 (.) [first name8] [last name8] has been announced (.) the the supporter (.) er have
 4004 y- have you talked to him since then
 4005 S38: <4> technical </4> (.) <5> mhm </5> (.) <6> mhm mhm mhm </6> (.) e:r
 4006 we- (.) after (.) er this e:r new announced er i have no met with him
 4007 S24: why not
 4008 S38: e:r pf (.) because of er (.) erm: (.) i think that it was very useful f- e:r will it
 4009 will be very useful to meet with him (.) but er
 4010 S24: i definitely i agree with that
 4011 S38: @@@@ (.) er okay (we- er well) but e:r that's why i'm here (.)
 4012 S24: yah
 4013 S38: and probably er <7> you (probably some) </7>
 4014 S24: <7> now i appreciate </7> that you wanna talk er i mean these those things
 4015 are important you know (.) the reason why i'm asking you (.) <8> i mean </8>
 4016 S38: <8> mhm </8>

4017 S24: it was quite a (.) little bit of a trappy question because i know that you
4018 haven't talked to him (.) i just had recently er i think it was yesterday afternoon i
4019 had a short chat with with [first name8] [last name8] <9> on the </9> phone about
4020 a couple of things (.) a:nd by the way and er (.) we talked about also [org1] and
4021 whatever and i told him that i'm gonna have a meeting today
4022 S38: <9> mhm </9> (.) mhm
4023 S24: with you (.) a:nd (.) he was (.) to be honest he was a little bit (.) how can i
4024 say that (.) <1> a little bit </1> unhappy <2> <clears throat> </2>
4025 S38: <1> confused </1> (.) <2> @@@@ </2> (.) <3> @ </3>
4026 S24: <3> er </3> that (.) er (.) since he has been announced and [org1] knows that
4027 that e:r you didn't meet with him (.) because (.) you know that this [name11]
4028 project is a real critical one for a couple of people now he's newly involved into
4029 <4> that (family) </4> (.) especially (.) because of this experience with [name12]
4030 inevitable and and all that stuff so you got a little bit (1) <5> yah (.) he: didn't
4031 </5> really see (.) see fully the point (.) okay
4032 S38: <4> mhm mhm </4> (.) <5> yes i understand </5> (.) from my side i want to
4033 say that <6> we er </6> really respect er mister [last name8] and er (.) i
4034 understand that <7> he is a very very very good </7> er specialist i (.) sent him e:r
4035 many information
4036 S24: <6> yah </6> (.) <7> maybe you should tell him </7> (.) yah
4037 S38: er but er un-unfortunately i'm only one person er for (.)
4038 S24: yah (.) <9> yah aha </9> (.)
4039 S38: biggest bank <9> and i'm a </9> <un> xxx </un> (.) that's why i-i
4040 understand that er it's really crucial to meet with him and discuss anything but it's
4041 <1> impo- </1> -ssible for- u-unfortunately (.) e:r of course (send <2> him) </2>
4042 S24: <1> mhm </1> (.) <2> my my </2> my suggestions is that maybe
4043 nevertheless e:r maybe today you can send him a short mail <3> (which is just ex-
4044) <un> xxxxxxxx </un> </3> i i'm i'm i'm no- (.) i'm not saying that you should get
4045 down on your knees and <4> <un> xxxxx </un> (.) ashes over my head and i'm
4046 very sorry and very desperate and [org1] is a very bad company and (.) i was a
4047 bad boy </4> i'm not saying that but just maybe (.) you just tell him the things that
4048 S38: <3> of course (.) for sure (.) for sure </3> (.) <4> mhm @@@@ (.)
4049 @@@@ (.) @@ @ </4> (.) yes yes (.)
4050 S24: just send him a (.) nice mail because he does a little but i mean he's not
4051 completely pissed off but (.)
4052 S38: okay
4053 S24: i-i-it no (.) you know it (.) he was respons- responsi- <5> -bility and </5> (.)
4054 and he: (.) i think he would have appreciated just just having a short chat with you
4055 and also (1)
4056 S38: <5> mhm mhm </5> (.) anyway (.)
4057 S24: give him your information (.) <6> okay </6>
4058 S38: <6> tha- </6> (.) thank you very much for <7> this </7>
4059 S24: <7> (no i'm) </7> just telling you so you can can do something about it (.)
4060 okay (.) good (.) so let's come back to that one <8> (.) <un> xxxxxxxx </un> </8>
4061 S38: <8> yes and (.) e:r for </8> erm (.) make this big project of course we need a
4062 (.) erm (.) er (.) take under our attention a lot of e:r (.) small details (.)
4063 S24: mhm
4064 S38: not only small (.)

4065 S24: yah
 4066 S38: and er-er first of all er (.) we look at er physical infrastructure (.) and er we
 4067 also er make some problem (.) progress in this area er when er upgrade z-series (.)
 4068 when e:r er make some analysis about the <9> about </9> what we: (.) erm erm er
 4069 (.) make analysis and er (.) attract consultancy (.) e:r er c- e:r regarding er (.) data
 4070 (centre) consolidation understand the infrastructure (.) so e:r er after this (.) er
 4071 we're going a little bit up
 4072 S24: <9> mhm </9> (.) mhm
 4073 S38: there (.) platform services (.) okay (.) operation systems (.) we know that you
 4074 are (.) our er mainframe customer (.) i know that you are er er really er er good
 4075 use er that you are (.) er (.) use y- e:r very good <un> xx </un> (.) platforms (.)
 4076 and e:r (.) many others that's why it's also (black and blue) there (.) no:w integrate
 4077 services it's all about er (.) integration not (.) only er in the software level (.) but
 4078 also in the hardware (.) we: er (.) as you (.) probably remember we m-m-m-er
 4079 mentioned it in our previous (.) when we speak about er simplifying all (.) <1>
 4080 system </1> hardware software
 4081 S24: <1> mhm </1> (.) yeah
 4082 S38: a:nd er
 4083 S24: but that doesn't mean that we we f- (.) on- in the future fully (.) rely (.) only
 4084 on z-series (.) i mean you know that we
 4085 S38: no
 4086 S24: <un> x </un> of of of <2> service </2>
 4087 S38: <2> yes of course </2> (.) <3> yes </3>
 4088 S24: <3> (we're </3> driving) definitely not [org1]
 4089 S38: mhm <4> mhm </4>
 4090 S24: <4> e:r </4> (.) a lot of them still have still have (.) (quite high) value in the
 4091 books
 4092 S38: mhm
 4093 S24: e:r so i mean we're not gonna throw them away (.) because <5> <un> xx
 4094 </un> </5>
 4095 S38: <5> yes of course </5> (.) yah (.) it's
 4096 S24: so er (.) the the er (.) infrastructure the architecture that you say here with the
 4097 operating systems and with everything (.)
 4098 S38: mhm (.) <6> it's the oldest </6> (.) <7> yes </7> (.) <8> yes </8>
 4099 S24: does that also support this this <6> model supplier </6> (.) <7> envi- </7> -
 4100 ronment that <8> we've </8> had (.) <9> okay </9>
 4101 S38: a- a- act- <9> -ually </9> the life is not so easy @@ (.) and probably
 4102 sometimes we: faced er (.) e:r some problems e:r in er implementation (.) then
 4103 other (.) but e:r (.) our services a:nd er [org1] er we're also ready to: provide you
 4104 (.) some specialists and help and we decide these problems
 4105 S24: good
 4106 S38: er (.) but (.) when we and (.) er the (.) on top (.) of this er (.) concept e:r (.) i
 4107 can find business solutions
 4108 S24: yah
 4109 S38: there are (.) as i already said (.) three critical er projects
 4110 S24: mhm
 4111 S38: as <un> xx </un> e-er but n-e:r <un> xx </un> and probably there another
 4112 system (.) probably it's your choice <1> because of er </1>

4113 S24: <1> (and of course) </1> [name12]
 4114 S38: [name12] (.) let's talk of [name12] (.) [name12]
 4115 S24: i mean i understand why [org1] is putting <un> xx </un> in there because
 4116 <2> then it's <un> xxxxx </un> </2>
 4117 S38: <2> @@@@ (.) because we use it (.) of course (.) e:r the person </2>
 4118 S24: <2> you're using it within </2> [org1] (.) <3> that's all <un> xxx </un> </3>
 4119 S38: <3> e:r <un> xx </un> system (.) yes (.) yes </3>
 4120 S24: <3> how does it </3> work
 4121 S38: e:r (.) very good and er (i go-)
 4122 S24: is it well accepted by the people
 4123 S38: erm (.) of course many man- many e:r s-some e:r of my colleagues said that
 4124 it's er not completely er e:r (.) cover cover all of their needs
 4125 S24: mhm
 4126 S38: but er i use it during er about three years probably and er i put all my
 4127 information there it's very (.) e:rm (.) for me (.) it's a critical instrument (.) it's a
 4128 critical tool in my business (.) sometimes i can e:rm (.) copy all this information
 4129 and put it in the (net) area
 4130 S24: yah (.)
 4131 S38: er for <4> for my (sake) for my <un> xxx </un> </4>
 4132 S24: <4> i mean it's it's just </4> it's it's (.) as you said it's just a tool (.) i mean the
 4133 thing is a tool is always as good as the people who use it
 4134 S38: mhm <5> mhm </5>
 4135 S24: <5> if it's </5> a misuse there's anything else and then (there probably keep)
 4136 <un> xxxxx </un> but we're actually thinking about really using this a- as a tool
 4137 S38: mhm
 4138 S24: gathering keeping updating (.) using the information that we have about it
 4139 <un> xxx </un>
 4140 S38: yes (.) yes (.) i think (.) no a-actually i think it's a very good instrument very
 4141 good tool (.) perfect and e:r
 4142 S24: you have to say that you're working <6> with it </6>
 4143 S38: <6> @@@@ </6> @@ (.) yes of course (.) and er (.) er er go a little going a
 4144 little bit forward i can er (.) show you (.) <@> our good news (.) as i already
 4145 mentioned </@> (.) it's all about er
 4146 S24: it's getting better
 4147 S38: @@@@ (.) cost (.) it's all about cost reduction (.) e:r (.) <7> our estimation
 4148 </7>
 4149 S24: okay (.) before we (.) i <7> mean cost reduction </7> is important you know
 4150 <8> that we </8> have (due to) (.) made quite some considerable savings here in it
 4151 (.)
 4152 S38: <8> mhm </8> (.) mhm
 4153 S24: er on the other side that's also one of the challenges that i have to face here or
 4154 we in it have to face is that we need to make savings on the one side
 4155 S38: mhm
 4156 S24: (about) the costs and the other side there is <un> xxxxxx </un> (.) we need
 4157 to make some considerable changes in the it infrastructure and (always) <un> xx
 4158 </un> the business strategy and so on so that's quite (.) it's not easy to match those
 4159 things to balance them out (.) but erm (1) yah what what i wanted (.) if we can go
 4160 back to <9> this one </9>

4161 S38: <9> yes of course </9>
 4162 S24: er you said that this supports all the projects going on right
 4163 S38: yes
 4164 S24: e:r where from your point of view or the <un> x </un> point of view (.) e:r
 4165 (.) if we talk about (breaking on) this project <1> changing </1> the the: (.)
 4166 infrastructure behind that (.) er (.) applications hardware (.) upgrades whatever it
 4167 is consolidation (.) er where do you see er the biggest risks (.) for for [org2]
 4168 actually in in this whole (.) turn-around of the companies and we're not only
 4169 talking about the the business strategies <2> but we're talking about the </2> (.)
 4170 where where do you see from your (1) <un> xx </un> experience reference
 4171 whatev- <3> -er may </3> be risks that we really need to address and then take
 4172 care of them
 4173 S38: <1> mhm </1> (.) <2> mhm (.) mhm </2> (.) <3> yes </3> (.) e:r of course
 4174 and e:r fro-from my points of view and from my experience previous experience
 4175 in a different company i think that er we (.) e:r (2) the main the main point from
 4176 my side er i think it's a ph:ysical infrastructure there
 4177 S24: mhm
 4178 S38: if some things go wrong (.) at this level
 4179 S24: yah
 4180 S38: er it's er er of course link and e:r (.) erm (.) exists some pa- problems in the
 4181 top one
 4182 S24: yah
 4183 S38: and er e:r (.) if we have er the really a <un> xx </un> infrastructure there
 4184 S24: yah
 4185 S38: i think it's e:r erm-m a really good background and we and our risk in the
 4186 future will be <4> low (.) and will be less </4>
 4187 S24: <4> ho-how can we reduce </4> (.) okay when you say this is this is the
 4188 most critical part from YOUR side i-i definitely agree on that (.) hh i mean i also
 4189 see a couple of issues <5> on the </5> on the other <6> side <un> xxxxx </un>
 4190 here </6>
 4191 S38: <5> yes </5> (.) <6> of course mhm mhm </6>
 4192 S24: erm (1) any suggestions how we can reduce that risk
 4193 S38: e:r (.) of course
 4194 S24: i mean you know how important that is we're we're not only talking about we
 4195 don't have (.)
 4196 S38: mhm
 4197 S24: a trinity (.)
 4198 S38: mhm mhm
 4199 S24: e:r to to (.) to change couple of things because you know there is the threat of
 4200 a take- <7> -over </7> e:r (.) share price there is a couple of issues that we really
 4201 have to do (.) [org9] is (.) probably not gonna wait (.) for ages to to really get into
 4202 action and try to to: (.) do some kind of <8> takeover <un> x </un> </8> or
 4203 whatever they're not gonna wait for two years (.) and watch us (.) building up
 4204 some kind of of defense or def- taking some defensive match- measures (.) right
 4205 S38: <7> mhm </7> (.) <8> mhm mhm </8> (.) yes
 4206 S24: so: (.) one of the things apart from that that this is quite critical (.) and and
 4207 some of the things are quite complex cost-intensive work-intensive (.) e:r there is

4208 one thing i see (.) we need to (loose) very very fast so we don't have a lot of time
 4209 for that
 4210 S38: mhm (.) <9> (so here) </9>
 4211 S24: so (1) <9> ho-how </9> can we (.) can we make sure that once we start let's
 4212 assume we start (breaking on) a project like this with [org1]
 4213 S38: mhm
 4214 S24: e:r (.) how can we make sure that everything goes really smooth (.) because
 4215 we don't have time for any kind of big problems issues delays (.) fai- <1> -lures
 4216 </1> (.) whatever it is how are we gonna (.) handle that
 4217 S38: <1> mhm </1> (.) yah i understand and e:r er (.) [org1] approach (.) e:r in
 4218 this situation when we are trying to make a (.) big solution really big solution
 4219 implemented (.) er it's er to split all projects into: e:r smaller parts
 4220 S24: okay
 4221 S38: and e:r erm after (.) completing (.) one of these parts for example first parts
 4222 (.) we can er understand e:r what benefits do we have (.) what er (.) erm (.) goes
 4223 wrong and what what goes in the right way (.) and er (.) these benefits which we
 4224 (.) just let me (.) show you
 4225 {S38 looks for some paper}
 4226 S24: you need some need some paper
 4227 S38: yes (2)
 4228 S24: (of course) (.) take mine
 4229 S38: thank you (2) o:h it's (on demand) [org1]
 4230 S24: (it's on demand) yeah somebody left <2> somebody </2> <un> xx </un> left
 4231 it <un> xxx </un>
 4232 S38: <2> @@@ </2> (.) e:r <3> okay er </3>
 4233 S24: <3> i think </3> it was twenty years ago
 4234 S38: probably (.) @@@@ (.) probably this is one big solution (.) (whereas) (.) we
 4235 split it into e:r some e:r parts
 4236 S24: yah (.) okay
 4237 S38: simple part probably it will be step one
 4238 S24: mhm
 4239 S38: e:r (.) outcome of the step will (.) er benefits
 4240 S24: mhm
 4241 S38: and some conclusions (.) yah (1) er regarding e:r er erm: the implementation
 4242 and this big solution (.) as a results if er we're go er we will go in the right way (.)
 4243 we can (.) (reverse) these benefits (.) there (1)
 4244 S24: <4> mhm </4>
 4245 S38: <4> in step </4> two (1)
 4246 S24: in terms of (.) you're talking about money
 4247 S38: yes
 4248 S24: yah (.) okay
 4249 S38: and er (.) <5> not on- not only money probably </5> er er but er er also our
 4250 experience and <6> our </6> and your person and (.) er when when we can do all
 4251 of these steps and so on (.) as you understand
 4252 S24: <5> <un> xxxxxx </un> </5> (.) <6> okay </6> (.) mhm
 4253 S38: these benefits will go there
 4254 S24: mhm
 4255 S38: these benefits will go there (.) we can <7> analyze it </7>

4256 S24: <7> will (.) will </7> [org1] sign an (.) a project manager for for (.) that
4257 project
4258 S38: yes
4259 S24: from [org1] side (.)
4260 S38: yes of course
4261 S24: e:r (.) is it guaranteed that that project manager will stay for the whole
4262 project
4263 S38: er this project manager
4264 S24: yah
4265 S38: e:rm (.) we are really interesting in it but e:r (.) it's a b- e:rm (1) i can
4266 guarantee it because of er (.) prob- <8> -ably so </8>
4267 S24: <8> you cannot </8> (.) <9> you </9> cannot guarantee it
4268 S38: <9> er </9> (.) e:r (.) actually because of erm (.) er @ life is changing <1>
4269 and </1> e:r something er (.) er bad could happen with the person (.) i mean
4270 S24: <1> yah </1> (.) no okay i'm not talking about things like that person has a
4271 accident gets <2> ill </2> or whatever not talking about those things but i i know
4272 from other colleagues in other companies <3> that </3> sometimes what happens
4273 (.) er they: work with (your) with a company
4274 S38: <2> mhm </2> (.) <3> mhm </3> (.) mhm
4275 S24: they s- that company signs a project manager for that project which should
4276 last something about half a year (.) couple of months or whatever (.) and then
4277 suddenly after two months e:r the company comes back to them and says e:r we're
4278 very sorry you get a new project manager but we need that person (.) the
4279 background is very often that a bigger and more important customer who is
4280 spending more money (.) is getting that project manager
4281 S38: <4> mhm </4>
4282 S24: <4> and you </4> get (.) and (.) i mean that's not a thing that that e:r is
4283 definitely not acceptable for [org2] so i think if we we e:r (.) i mean you getting a
4284 commitment that we gonna pay money for that and we gonna choose [org1] <5>
4285 and </5> work with [org1] on that (.) what we expect in return is that that person
4286 definitely stays (.) <6> bec- </6> -ause we don't have the time to to let's say have
4287 a project manager disappears after three months (.) and then we have to get
4288 somebody new in <7> and <un> xxxxxxx </un> </7> get (.) get in touch with the
4289 people (.) <8> <un> x </un> </8> it and whatever (.) that that's the issue if that
4290 person gets sick or has an accident <9> or breaks </9> his leg or whatever (.)
4291 that's a different story i'm not <1> talking about that (.) (okay </1> but) i'm talking
4292 about real (.) business things that (.) you're NOT moving that person to another
4293 <2> customer <un> xxx </un> </2> (.) <3> that's </3> something that i REALLY
4294 want to have from [org1] as a commitment
4295 S38: <5> mhm </5> (.) <6> yes </6> (.) <7> mhm mhm mhm </7> (.) <8> mhm
4296 </8> (.) <9> of course </9> (.) <1> mhm mhm mhm </1> (.) <2> yes yes </2> (.)
4297 <3> er </3> (.) yes but let's er clarify these <4> concerns </4> (.) a little bit
4298 S24: <4> okay </4>
4299 S38: er (.) why are you afraid of er that er only one person in the whole world (.)
4300 can make (.) his job (.) good (.) @
4301 S24: er i'm not saying that (.) i'm not saying that (.) er i mean i i (.) i'm pretty sure
4302 that [org1] got a couple of people (.) who are capable of doing that job (.) having
4303 good skills background experience whatever (.) but i'm talking about as let's say

4304 we we (.) going through step one <5> everything's fine we we're </5> starting
 4305 with step two (.) and somewhere in the middle of step two (.) and you know (.)
 4306 what i said before (.) TIME (.) IS (.) CRITICAL for us (.) <6> it's </6> not the
 4307 only critical thing but it's it's one of them (.) now in the middle of step <7> two
 4308 </7> somewhere er for whatever reason and it's not health or some (.) unforeseen
 4309 pf (.) happenings (.) er that person is not working for us anymore and we get a
 4310 new project man- <8> -ager </8> (.) that person (.) needs to get acquainted with
 4311 all what has been done <9> before (.) </9> that takes time (.) that <1> person </1>
 4312 needs to: to know our people i have to talk whi- er (.) to to that person again we
 4313 <2> will have a couple of meetings </2> we will spend time and that <3> means
 4314 </3> (.) there WILL be a delay (.) THAT'S what i am talking about i'm not saying
 4315 that [org1] only has one person <4> (on board) </4> who is capable of doing it
 4316 S38: <5> mhm (.) mhm </5> (.) <6> yes </6> (.) <7> mhm </7> (.) <8> mhm
 4317 </8> (.) <9> yes of course of course </9> (.) <1> yes </1> (.) <2> mhm (.) mhm
 4318 </2> (.) <3> yes </3> (.) <4> mhm </4> (.) yah i understand you very good <5>
 4319 and er </5> (.)
 4320 S24: <5> so how are </5> we gonna solve that (.) <6> yah </6>
 4321 S38: and er (.) i am faced with this problem in the pre- <6> -vious </6> (.) and er
 4322 our approach er in this situation is er to make er (.) a schedule (.) of our project a
 4323 schedule of: each (.) step (.) and <7> er </7> (.) when we understand that one
 4324 person e:r couldn't be (.) e:r erm: continue this project (.) we immediately give
 4325 you (.) the another one and schedule e:r (.) give you a guarantee
 4326 S24: <7> yah </7> (.) mhm
 4327 S38: and er (.) we of course can e:r discuss this contractually
 4328 S24: mhm
 4329 S38: er when somethings go wrong (under) each step (.) you can e:rm (.) e:r (.) so
 4330 [org1] has a some (.) e::rm (.) probably it (.) in in the worst way i mean (.) it e:r
 4331 will be a penalty <8> (.) for </8> example yes
 4332 S24: <8> mhm </8>
 4333 S38: but er (.) i know that er (.) e:r (.) for this project it's more critical for you to
 4334 make it (.) and to make it very good (.) and that's why we are (.) gonna (.) discuss
 4335 it and probably provide you and er (.) e:r put it in our contract that we er provide
 4336 you (.) e:r several e:r pro-project managers which start work there
 4337 S24: mhm
 4338 S38: and e:r (.) gain er and have all information (.) from this step from this step
 4339 and if (.) something goes wrong with (.) one person there (.) then other one
 4340 continued (.) to do it work (.) and not only this person from our side i think it will
 4341 be waited to make a (.) common team (.) between your specialists and our
 4342 specialists is it okay
 4343 S24: that's okay
 4344 S38: great (.) and e:r (.)
 4345 S24: good (.) okay so what what (.) are we gonna do next and what are (.) what
 4346 are your next plans your next steps
 4347 S38: e:r (.) as i already said we are going to meet with e:r mister [first name9]
 4348 [last name9] for tomorrow (.)
 4349 S24: <9> okay </9>
 4350 S38: <9> i: </9> e:rm (.) e:rm (.) just wanna ask you your support (.) and e:r i- do
 4351 do you like the solution in general

4352 S24: i like it yeah (.)
 4353 S38: <1> yah and </1>
 4354 S24: <1> i mean </1> we have to look at the solution itself and all the the issues
 4355 and all the specifications and details and and the <2> programmes and the (.) the
 4356 whole </2> management implementation and everything we have to look at that in
 4357 detail
 4358 S38: <2> mhm mhm mhm </2> (.) <3> mhm </3>
 4359 S24: <3> cos </3> we haven't talked about that yet (.) but generally m- pf (.) yah
 4360 okay (.) er (.) <4> i mean (there are many details) that (.) have to be discussed
 4361 </4> (.) but generally the idea is (er (.) erm: okay is okay i think) (.) <5> so (.)
 4362 what do you </5> want me to do now
 4363 S38: <4> there are many details (.) i understand (.) yes (.) of course </4> (.) thank
 4364 you very much <5> glad to hear it </5> (.) e:r probably e:r is it possible to: e:r
 4365 invite you: fo:r tomorrow meeting (.) <6> and </6> (.) <7> mhm </7>
 4366 S24: <6> e:r </6> i don't know whether i have time <7> but </7> (.) e:r (.) what i
 4367 CAN do
 4368 S38: <8> mhm </8>
 4369 S24: <8> is </8> (.) erm (.) that i tell [first name3] [last name3] for example that
 4370 i'm gonna give him a call and say okay well (.) what i think about this this
 4371 approach and (.)
 4372 S38: mhm (.) <9> @@@@ </9> (.)
 4373 S24: my opinion <clears throat> (.) a:nd that's not gonna be negative let's put it
 4374 <9> this way </9>
 4375 S38: okay what shall i do er more what e:r how i get [org1] er can (.) (bring to
 4376 value) (.) accept this (.) for you (.) <1> probably some additional information
 4377 </1>
 4378 S24: <1> e:r (.) i mean (.) i mean </1> the thing is (.) i just want you to
 4379 understand if you make any decisions with [first name3] [last <2> name3] (for
 4380 </2> the supporter and get) (.) the commitment for for running one of the projects
 4381 with you
 4382 S38: <2> mhm </2> (.) mhm
 4383 S24: er i want you really to understand how critical these projects are (.) a:nd (.)
 4384 that (.) e:r i mean working about (.) we we're talking about a couple of things here
 4385 okay
 4386 S38: okay
 4387 S24: so what whatever is gonna happen you have to understand wha- that (.)
 4388 whatever the business needs are
 4389 S38: mhm
 4390 S24: we need to have the right infrastructure behind it <3> take </3> that into
 4391 consideration what i don't need is (.) we start working on a project [name11] or
 4392 [name13] or whatever <4> (.) it's </4> very critical a:nd then everybody is
 4393 working and then focused and hoping for the best outcomes benefits and so on
 4394 S38: <3> yes </3> (.) <4> mhm </4> (.) mhm
 4395 S24: and suddenly from one day to the other i get a phone call from [first name3]
 4396 [last name3] saying hey (.) what the hell <5> is going on </5> with the i- <6> -t:
 4397 y- </6> -ou said it's gonna work it's not working (.) we got problems here it might
 4398 have delays of of a month or whatever (.) that's what i don't want (.) to have (.)

4399 <7> okay so (.) i just want you to </7> keep that in mind and and whatever you
 4400 gonna do (.) as i said more or less in the first meeting
 4401 S38: <5> @@ </5> (.) <6> yes </6> (.) <7> absolutely we understand </7>
 4402 S24: okay i understand that you look at the big picture which i appreciate in the
 4403 [org1]'s approach (.) a- also on the business side (.) but also keep in mind (1) the
 4404 big picture the strategy <8> on </8> on the it side <9> not on- </9> -ly <1> on the
 4405 individual projects </1> because they're not islands (.) they're just ONE (.) <2>
 4406 big thing (.) </2> we're talking about a continent not (.) <3> (islands) </3>
 4407 S38: <8> yes </8> (.) <9> yes it </9> (.) <1> mhm mhm mhm </1> (.) <2> yeah
 4408 (.) and </2> (.) <3> we see </3> (.) the picture the same (.) like a big (.) whole
 4409 solution <4> and </4> (.) even more (.) one good news (.)
 4410 S24: <4> well </4> (.) yeah
 4411 S38: er for today's e:r final the: champion league (.) (have you got) the champions
 4412 i know that you are crazy about football
 4413 S24: e:r <un> xxx </un> over there have time for that (.) <5> <un> xxx </un>
 4414 </5>
 4415 S38: @@@@ (.) <5> but what is your (prognose) </5> (.) who will win
 4416 S24: er i don't know who's gonna win i really hope for the english team
 4417 S38: @@@ <6> yah (i'm into) </6>
 4418 S24: <6> hey since milan </6> kicked out (.) manchester
 4419 S38: @@@ (.) yah
 4420 S24: they're not a choice for ME <7> anymore </7>
 4421 S38: <7> it's a little </7> stress for me <8> too </8>
 4422 S24: <8> as </8> as much i'll (.) as MUCH (.) as i like the italians and food and
 4423 every- <9> thing but in football </9> (.) i'm going british <1> (.) <un> xxx </un>
 4424 </1>
 4425 S38: <9> mhm mhm mhm </9> (.) <1> absolutely yah </1> (.) so let's see
 4426 S24: yah let's see
 4427 S38: thank you very much
 4428 S24: good (.) thanks a lot
 4429 {SS applause}
 4430 <end MD VII Conversation 10_00:24:33>
 4431
 4432 (gap 00:09:29) {feedback session, no transcription}

MD VII / Conversation 11

Date of Event: 2007-05-23

recording duration: 01:00:54

person id: S30 age: 45+ sex: male langKnowledge: L1 Turkish (Cyprus) L2 German (Austria - with accent) position: examiner

person id: S41 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: examinee

person id: S42 age: 25+ sex: female langKnowledge: L1 Russian (Russia) position: observer

person id: S43 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer

person id: S44 age: 25+ sex: male langKnowledge: L1 Russian (Russia) position: observer
setting: in a hotel

4433 <beg MD VII Conversation 11_00:33:04>
4434 S41: i'm i'm i'm e:r main (.) like (.)
4435 S30: person yes (.) <1> yes yes </1> (.)
4436 S41: person (.) <1> here so </1> (.) i guess we can start
4437 S30: did er (.) did you (.) all give me calls (.) because (.) this is your (.) second or
4438 third time with me
4439 S42: <2> no it's his first </2> time with
4440 SX-m: <2> no it's the first time (.) </2> <3> really (.) yes </3>
4441 S30: <3> first time (.) no: </3>
4442 SX-m: we had yesterday
4443 S30: yes
4444 SX-m: and that's (.) like i haven't er called on you
4445 S42: like [S30/last]
4446 S30: <4> like normal (.) aha (.) </4> that was an er (.) er (.) unnormal situation
4447 S41: <4> like [S30/last] (.) yah yah </4> (.) maybe a little bit
4448 S30: okay (.) <5> so </5>
4449 S41: <5> (but </5> in the end <6> it will be okay) </6>
4450 S30: <6> let's see if unnor- </6> -mal situation was what let's see (.) if in normal
4451 c-circumstances (.) you can do so good calls yah?
4452 S41: i don't so really understand what you're <@> talking about </@> @@@
4453 S30: i said (.) yesterday
4454 S41: mhm
4455 S30: it was an unnormal situation <7> and you did a good job (.) i wi- i will see
4456 now if in a normal situation if you still you can do a good job (.) okay (.) good
4457 </7>
4458 S41: <7> yeah (.) okay (.) mhm (.) mhm (.) yah (.) yah (.) </7> i believe (.) so (.)
4459 check (.) check one more thing whether i have in my <un> x </un> all the
4460 necessary (.) all the necessary papers
4461 S30: you fill this also (.) <soft> (this one) </soft>
4462 S41: yah i <8> fill </8>
4463 S30: <8> oh no </8> (.) don't <un> xxx </un>
4464 S41: on what
4465 S30: i don't know (.) is it all all filled
4466 S41: (a:h advisor) yeah yeah yeah (2) forgot (.) yeah (.) so now it's (.) now it's (.)
4467 we can start

4468 S30: i am not your advisor (.) <9> <un> xxx </un> </9>
 4469 S41: a:h <9> [first name11] </9> (.) o:h i thought that it's like
 4470 S30: minus one (.) already (.) no no (.) (i mean <1> no) (.) </1> (they after ten
 4471 days if you don't know) <2> <un> xxx </un> </2>
 4472 S42: <1> @@@ </1>
 4473 S41: <1> really </1>
 4474 SX-m: <2> <un> xxxx </2> </un> three (.) it will be two (.) so
 4475 S30: yah (.) i i joke (.) no no (i will not wait) (.) but er (.) if i had a bad day i
 4476 would (.) make the i i could <un> xxx </un> (1) okay
 4477 S41: so (.) like (.) one one (.) one second please (2)
 4478 S30: good (1)
 4479 SX-41: <clears throat> (.) cos i need very important things (.) to discuss with you
 4480 (.)
 4481 S30: okay (.)
 4482 S41: <3> and it's (.) </3>
 4483 S30: <3> let's see </3> if you have (.) important things (.) to
 4484 S41: <sighing> yeah </sighing> (.) where's the: (2) <whispering> o:h shit o:h sh-
 4485 o:h sh- </whispering> (3) er (1) where's the paper with (2) ok- okay (.) i have this
 4486 (1) but still i don't (.) i have yours and i don't have mine (.) someone to get (.)
 4487 [S42]
 4488 S42: yah
 4489 S41: do you have e:r (.) the copy of er (.) the letter of er mister [S30/last] with you
 4490 (.)
 4491 S42: <4> yah </4> (.) <5> no </5>
 4492 S41: <4> give </4> it to me please (.) yah thank you (.) so that's (.) (exact- <5> ly)
 4493 </5> (.) what i needed (2)
 4494 SX-m: start (1)
 4495 S41: and e:r (2)
 4496 SX-30: okay (1)
 4497 SX-m: just fine (.) everybody <un> x </un> we can start
 4498 {S41 knocks on the door}
 4499 S30: come in please
 4500 S41: yah (.) <6> hello </6> (.) mister [S30/last] (.) it's me again
 4501 S30: <6> good morning </6> (.) nice to see <7> you again have a seat (.) please
 4502 </7> (.) <8> yah </8>
 4503 S41: <7> yah (.) yah thank you </7> (.) <8> yes </8> (.) so (.) like (.) i guess it
 4504 will be our (.) like last meeting (.) e:r (.) be- before the meeting with er (.) ceo
 4505 with mister [last name9] (.) e:r so (.) the last time we met he men- you: me- (.) he
 4506 mentioned that we can (.) like e:r (.) we will me- to meet with him (.) and er (.) i
 4507 wanted (.) er to discuss <9> a few things </9>
 4508 S30: <9> have you reco- </9> -gnized now i have a young and beautiful secretary
 4509 S41: yeah
 4510 S30: yah
 4511 S41: will: write down our conversation fo:r both of us (.) <1> for </1> (.) for our
 4512 (.) win (.) you and me be- <2> -cause </2> we will have it all (.) <3> <un> xxx x
 4513 </un> </3> (.) <4> good </4> (.) it's very good (.) so like (.) er
 4514 S30: <1> yah </1> (.) <2> yah </2> (.) <3> a win-win yah </3> (.) <4> okay
 4515 </4>

4516 S41: the first thing i: would like to discuss that we: had (.) two meetings today (.)
 4517 already (.) e:r with mister [last name7] (.)
 4518 S30: yes
 4519 S41: a:nd er with mister [last name4]
 4520 S30: yes
 4521 S41: e:r so we're (.) like (.) have support of mister [last name4] to go ahead with
 4522 the: [name12] project to the ceo
 4523 S30: yeah
 4524 S41: we show that we are capabl:e <5> of </5> doing this (.)
 4525 S30: <5> yah </5> (.) yah
 4526 S41: a:nd er we also er (.) er have (.) some issues e:r (.) of mister (.) [last name7]
 4527 (.) con- <6> -cern- </6> -ing it infrastructure (.) <7> and </7> er we like (.)
 4528 conditional agree we will provide this (.) like you will (.) in the future support us
 4529 (.) <8> e:r </8> (.) yah and er (.) so (.) er (.)
 4530 S30: <6> yah </6> (.) <7> yah </7> (.) <8> yes </8> (.) by the way tell <9> me
 4531 </9> what is the: status of the consolidation er project
 4532 S41: <9> yah </9> (.) er consolidation of inevitable and er [org2]
 4533 S30: yes yes
 4534 S41: yah so they will already e::r (.) purchased (.) an operate of z-series
 4535 S30: <1> yah </1>
 4536 S41: <1> and </1> now they are in (.) in the process of <2> migrate the data </2>
 4537 S30: <2> who are they </2> (.) who are they
 4538 S41: er they er miste:r e:r (.) mister [last name7] (.)
 4539 S30: yah (.)
 4540 S41: and it department (.)
 4541 S30: yes
 4542 S41: they are now together with mister [last name8] migrating the: <3> <un> x
 4543 </un> </3>
 4544 S30: <3> so the </3> the project is going on <4> successfully </4>
 4545 S41: <4> it's (.) it's </4> going on successfully (.)
 4546 S30: ok- <5> -ay </5>
 4547 S41: <5> so </5> like th- <6> -e: </6> (.) main phase is complete
 4548 S30: <6> yah </6>
 4549 S41: <7> a:nd </7> (.) they are in the (.) middle of second phase
 4550 S30: <7> yah </7> (.) o:kay (.) fine
 4551 S41: so: e:r like (.) with mister [last name4] (.) we discussed the [name12]
 4552 implemenation (.) our approach e:r he found it e:r (.) suitable (.) e:r (.) so (.) like
 4553 (.) in this (.) think he supports (.) and the thing i really want to discuss is your
 4554 letter
 4555 S30: okay
 4556 S41: and e:r (.) e:r (.) to discuss that er our (.) specialists provide us e:r the (.)
 4557 estimation (.) of this project (.) and the funniest thing that (.) they e:r (.) like (.) y-
 4558 you (.) as an independent person (.) of [org1] have the same numbers (.) <8> <un>
 4559 xxxx </un> </8>
 4560 S30: ah- <8> -a (.) okay </8> i see
 4561 S41: so (.) this is (.) like (.) was (.) some kind of (.) (recent) surprise so like your
 4562 estimation (.) is similar to (.) <9> ours </9>
 4563 S30: <9> mhm </9> (.) so you think this is a feasible this project is feasible

4564 S41: what do you mean by feasible (.) <1> i don't erm (.) what </1> what does it
 4565 mean
 4566 S30: <1> feasible er </1> (.) er
 4567 S42: <L1ru> xxxx </L1ru> {explains the term feasible}
 4568 S41: a:h (.) okay (.) so (.) yah (.) we think it's (.) <2> feasible (.) mhm </2>
 4569 S30: <2> yes (.) aha aha </2> okay (.) erm (.)
 4570 S41: so i (.) i had some (.) minor questions
 4571 S30: yes (.) <3> yah </3>
 4572 S41: er to you (.) <3> so </3> er please er like (.) i i've (.) got from this review
 4573 <4> (.) like </4> you had some (.) e:r benefits (.) <5> and </5> i have like er (.) er
 4574 (.) one of the questions that i want to dis- <6> -cuss </6> (.) is this one so you
 4575 estimated that you will (.) e:r close some e:r branches (2)
 4576 S30: <4> mhm </4> (.) <5> yah </5> (.) <6> yes </6>
 4577 S41: so according to these so like (.) you said (.) twenty-five [name15] (.) running
 4578 (.) you can close five branches (.) for year one (.) already (.) am i am i right?
 4579 S30: just a minute (.)
 4580 S41: mhm
 4581 S30: year one twenty-five <7> [name15] running </7>
 4582 S41: <7> [name15] running </7> (.) divided by five
 4583 S30: five yes (.)
 4584 S41: yah
 4585 S30: yes (.) <8> okay </8>
 4586 S41: <8> uhu </8> (.) so first year you close five branches and then you close
 4587 twenty branches next year (.) because <9> one hundred </9> and
 4588 S30: <9> (is that right) </9> (.) you (.) divide five a year
 4589 S41: yah (.)
 4590 S30: yes
 4591 S41: yeah so it's like cost reduction i see you like the your benefits on this (.) is
 4592 this it (.) like for me to understand the whole situation because i will need to go
 4593 with numbers (.) <1> to show these numbers to: the (.) er ceo (.) so </1> like (.)
 4594 we have (.) the sa- the same approach to this and that's very important <2> (.) and
 4595 </2> e:r (.) like (1)
 4596 S30: <1> yes yes yes yes yes (.) yes (.) yes </1> (.) <2> yah mhm </2>
 4597 S41: like maybe you had some (.) other things to discuss with me (.) <3> erm
 4598 </3> (.) <4> mhm </4>
 4599 S30: <3> then </3> i would like <4> to to </4> (.) to know er th- for this
 4600 [name15]
 4601 S41: mhm
 4602 S30: does [org1] have e:r enough (.) credibility
 4603 S41: mhm
 4604 S30: in this area
 4605 S41: in this area (.) e:r (.) what kind of cr- so whether we are capable to: <5> (.) to
 4606 make this project </5>
 4607 S30: <5> yes (.) yes yes yes </5>
 4608 S41: e:r (.) i think that e:r (.) absolutely i could (.) could say that (.) we are (.) so
 4609 (.) let (.) let rest (.) like (.) do it (let's unreal it) (.) so at first we need er (.) we
 4610 already are working on the: (.) [name13] (.) software (.) so let's let's er (.) show it

4611 (.) on the drawing (.) to be (.) like <un> xx </un> (.) so (.) er (.) like we discussed
 4612 with mister [last name4]
 4613 S30: yah
 4614 S41: and e:r (.) and he've mentioned it er (.) er (.) it's a very good thing er that we
 4615 have this [name13] (.) on the web (1) and on these (.) er kiosks (1) e:r and (.) the
 4616 thing how we see it (.) like (.) e:r for this project and (.) your customer (.) e:r
 4617 comes up to this kiosk in a store (.) e:r puts in his <6> <un> x </un> mhm </6>
 4618 S30: <6> so i don't i am i </6> don't want to to get the the technical det- er capab-
 4619 <7> -ilities </7> of in a technical sense
 4620 S41: <7> mhm </7> (.) mhm
 4621 S30: how can i be sure that what you are saying
 4622 S41: mhm (.)
 4623 S30: is really implemented (.)
 4624 S41: really implem- <8> -ented </8>
 4625 S30: <8> <un> x </8> xx </un>
 4626 S41: yah (.) okay (.) e:r so er (.) so we are (.) working out (.) the project (.) step by
 4627 step er (.) it is phased (.) e:r at er we are (.) already negotiating (.) about providing
 4628 hardware (.) e:r for these (.) making capsules (.) so like (.) e:r (.) hardwar:e (2)
 4629 hardware support of these (.) we're already (.) designing software (.) so we're like
 4630 (.) we're absolutely er capable of doing it and what like (.) what would you like us
 4631 to tell you what numbers or what e:r (.) or the process of doing it (.) <9> mhm
 4632 </9>
 4633 S30: why should i use [org1] <9> (.) for </9> this project er (.) instead of a: (.)
 4634 S41: somebody else
 4635 S30: a spec- specialist niche (.) vender (.) you know niche vender (.) <1> who has
 4636 a (.) </1> only does these jobs so <2> they </2> (.) they have the best er (.) of the
 4637 bi- technology and er yah (.) <3> [org1] </3> is too general you know (.) <4> they
 4638 do </4> this this this <5> this but </5> i (assure) me (.) the gen- the more general
 4639 you are (.)
 4640 S41: <1> yah (.) aha </1> (.) <2> okay </2> (.) <3> mhm </3> (.) <4> i see </4>
 4641 (.) <5> aha </5> (.) mhm
 4642 S30: the less quality comes out (1)
 4643 S41: e:r (1) okay i (.) i understand your feelings (.) e:r (.) i see that er it's really
 4644 important (.) that's (.) the thing is like (.) when you're (.) e:r (.) for example (.) if
 4645 you will do this project (.) e:r (.) do a: (.) some firm that is specializing on it (.) er
 4646 you will have only just (.) a small part of this project from one company (.) er the:
 4647 (.) second part of the project from another company for example some does
 4648 hardware some does software some does l- (.) something else and maybe the third
 4649 does project management for example (.) and you have like four or three venders
 4650 (.) and you need to (.) you you will (.) need to (.) like (.) lot of efforts (.) to: make
 4651 this all things work together (.) and if you will go with [org1] (.) [org1] will be the
 4652 prime contractor (.) the only point of entry (.) you will call me (.) or project
 4653 manager (.) and we are (.) doing all these things (.) we will go er (.) and we will
 4654 use er (.) e:r other (.) venders that are specializing in some things that we are not
 4655 really good in it
 4656 S30: but i don't mind to work hard if if i- the end of the day (.) <6> e:r </6> i get a
 4657 better deal for company (.) for my comp- <7> -any but i </7> don't mind <8> (to
 4658 call) </8> different things is is my job so (.) i mean er (.)

4659 S41: <6> mhm </6> (.) <7> yes i i see that but </7> (.) <8> mhm </8> (.) aha: (.)
 4660 S30: if i know that er (.)
 4661 S41: mhm (.)
 4662 S30: a niche provider can (.) pro- (bring) us <9> e:r </9> (.) best of the
 4663 technology then <1> then </1> (.) i don't mind to call to several people you know
 4664 (.) more <2> <un> xxx </un> </2>
 4665 S41: <9> mhm </9> (.) <1> yah </1> (.) <2> i see and </2> (.) how can you
 4666 manage the risk on that situation
 4667 S30: now how will [org1] manage the risk
 4668 S41: so we have best of bre- (.) project management (.) the project will be phased
 4669 (.) like for example (.) e:r (.) we will divide (.) the project in several parts (.) <un>
 4670 xx </un> phase one phase two phase three phase four (.) and (.) we will have
 4671 check points (.) e:r (.) in which we (.) we can say (.) this part (.) is complete (.) it
 4672 is under (.) budget (.) under resources (.) and under (.) e:r <3> (.) <un> xx </un>
 4673 </3>
 4674 S30: <3> but this is a </3> general e:r (.) project management er thing this is not a
 4675 specific for [org1]
 4676 S41: and er like for example we're working a lot already in your company
 4677 S30: yeah
 4678 S41: so we (.) we have er (.) er knowledges (.) about er (.) all of your (.) it
 4679 infrastructure issues e:r like business issues (.) so (.) it will (.) take time for other
 4680 companies er to get into this business and (.) we are already (.) i- in the middle of
 4681 it (we <4> know the situation) </4>
 4682 S30: <4> what does this </4> mean to me (.) <5> i mean what er </5>
 4683 S41: <5> this ad-additional </5> cost done waste (.) you want to implement (.)
 4684 this project in two months
 4685 S30: yah
 4686 S41: do you (.) so that the: (.) all the preliminary phase (.) so (.) e:r (.) er (.) er (.)
 4687 like (.) proof of concept (.) yeah (.) in two months (.) do you believe that (.) if you
 4688 will go to: some third party at the moment (.) and they will come out to you (.)
 4689 they will need time to understand you:r (.) structures what's happening in the
 4690 company how to integrate it to all the business initiatives that you have (.) does it
 4691 make sense to you
 4692 S30: so what you are saying is that erm (1) we may lose some (1)
 4693 S41: time
 4694 S30: e:r (.) money (.) because of the time (.)
 4695 S41: time (.) <6> yes </6> (.)
 4696 S30: <6> some </6> er the (.) earlier we can (.) <7> <un> xxxxxx </un> we can
 4697 get er </7> (.)
 4698 S41: <7> yah (.) yah (.) yah </7> because like (.) like (.)
 4699 S30: yah
 4700 S41: er (.) mister [S30/last] (.) er really from (.) i've read (.) throughoutly you:r (.)
 4701 your letter (.) and your (1) y- as soon as you get all these (.) things fast (.) you will
 4702 e:r (.) like receive (.) you're wanting (.) your want as i (.) as far as i understood (.)
 4703 is to (.) make the project running as soon as possible (.) and also you need to (.)
 4704 e:r postpone (.) the payments on this (.) so for example you you were writing in
 4705 your mail (.) that you need to (.) make it after year one
 4706 S30: yes

4707 S41: yeah (.) so (.) like (.) who who else could er provide you (.) e:r (.) the
 4708 financial services (.) on the same conditions as we did for other projects (.) a:nd (.)
 4709 so (.) i- if you do this (.) you'll become to (.) gain benefits earlier
 4710 S30: these business figures e:r are very important to [org2] <8> e:r </8> because
 4711 we have a (.) a sh- a a a after a short er while the meeting with the shareholders so
 4712 <9> i think </9> er the ceo should (.)
 4713 S41: <8> yeah </8> (.) <9> yes </9> (.) mhm (.)
 4714 S30: need some er business figures <1> to (.) to <un> xxx </un> </1> <2> do-
 4715 </2> doing a (.) we are in a good shape now
 4716 S41: <1> some general numbers </1> (.) <2> yah </2> (.) yah (.) i see and er (.)
 4717 you also (.) written that er (.) the (.) alliance (.) with (.) [last name10] on this
 4718 project (.) will (.) get your shares (.) price <3> er higher (.) yeah (.) yeah so (.) let
 4719 </3> (.) as soon as we will do it you will (.) you will receive benefits
 4720 S30: <3> yes of course (.) (that's why) this project is very important yes </3>
 4721 S41: some of them are immediate erm (.) most of them are longterm (.) so anyway
 4722 it's like strategical (.) er decision for you <4> for your company </4> (.) i (.)
 4723 clearly understand it (.) and e:r like we are doing doing our best to: (.) to support it
 4724 (.) er from our side (.) and e:r (.) if you have (.) some more issues i would like to
 4725 address them as soon <5> as possible </5>
 4726 S30: <4> mhm mhm </4> (.) <5> what is </5> the status of the (.) data analysis
 4727 project
 4728 S41: data analysis (.) so we f- we f- (.) finished the first phase (.) and (.) you (.)
 4729 made all agreement on the: (.) like (.) that you want to go with further analysis (.)
 4730 S30: mhm mhm
 4731 S41: but we still don't receive er the (.) er the (.) signed contract of you (.) so (.)
 4732 we are ready to start it (.) <6> immediately </6> so the work is already doing
 4733 because i think it <7> <un> xx </un> (.) yah (.) so we need (.) we need e:r like
 4734 mhm (.) okay we need to (.) mhm </7>
 4735 S30: <6> okay </6> (.) <7> okay (.) okay (.) good (.) okay (.) a- yes </7>
 4736 S41: are there any (.) any more (.) er questions (.) something else that you want to
 4737 cover (1)
 4738 S30: okay just a minute
 4739 S41: mhm (8)
 4740 S30: yah so this th- er results of the data analysis er er are very (.) er important
 4741 also <8> for </8> for our ceo (.) <9> yes (.) er yes yes </9> (.) <1> so er </1> (.)
 4742 <2> yes </2>
 4743 S41: <8> mhm </8> (.) for our ceo <9> so we need to show them </9> (.) <1>
 4744 after (.) thank you </1> for advice <2> we </2> will take it into account (.)
 4745 S30: so:
 4746 S41: yah you see this anyway
 4747 S30: haeh?
 4748 S41: you see it anyway (.) <3> so (.) mhm </3>
 4749 S30: <3> yes okay </3> (.) yes yes (.) okay
 4750 S41: so and (.) like (.) in the end (.) like (.) if you have (.) some more issues to
 4751 discuss (.) <4> e:r </4>
 4752 S30: <4> what </4> was the status of this (.) [name13] project

4753 S41: er [name13] (.) e:r (.) is now er (.) in the status of er (.) er (.) like we made (.)
4754 analysis (.) which showed (.) that er we are already (.) that we can (.) like (.)
4755 handle this project
4756 S30: yes
4757 S41: and this is (.) and (.) it is feasible (.) a:nd e:r (.) we need er to sign (.) like the
4758 second part (.) er to the: (.) pilot (.) pilot project (.) so it's not not (.) already signed
4759 (.) so that's the we we completed phase one (.) and now the we will need the <5>
4760 <un> xxxx </un> </5>
4761 S30: <5> with whom </5> are you working for p- <6> [name13] </6>
4762 S41: <6> [name13] </6> (.) with mister [last name6]
4763 S30: i think it should be (constant) for [name15] also like i <7> discussed it (.)
4764 yah </7>
4765 S41: <7> yes i know (.) yeah and that's </7> (.) the thing that i wanted (.) like to
4766 (.) for you (.) to er (.) to see clearly (.) yah that (.) [name13] (.) goes throughout (.)
4767 all of the projects of (.) [org2] as well (.) so (.) at first (.) it's the [name13] by itself
4768 (.) the second (.) is (.) that (.) this interface will be used on the web (.) so in the
4769 banking solution (.) and the third thing that it will be used in [name15]
4770 S30: <8> mhm </8>
4771 S41: <8> so </8> (.) er (.) this this interface will be very customer centric (.) and
4772 the thing that i wanted like to show you not the hardware example (.) like because
4773 when (.) the customer will enter (.) the terminal in the bank of [last name10] (.) er
4774 (.) er (.) the (1) [name12] (.) will know it (.) and er like you will get (.) all the
4775 information in it (.) and from the (.) side of the customer (.) he will be very
4776 pleased (.) to see that er interface (.) er (.) knows him (.) <9> so like </9>
4777 S30: <9> (if this </9> data) this er
4778 S41: yah
4779 S30: er also er we can this [name15] pro- <1> -ject </1> (.) er can it cope with the
4780 extra workload
4781 S41: <1> mhm </1> (.) what?
4782 S30: er er our it resources (.) i mean can can we (.) er (.) do they have enough er
4783 (.) capacity to (.) parallel to what they are doing (.) to work with e:r er (.) with us
4784 S41: er we've discussed it with er mister [last name7] (.) today (.) a:nd <2> er
4785 </2> the (.) in general (.) er (.) erm (.) we need to address (.) this issue (.) and (.)
4786 as soon as we get the business support (.) fo:r for the further (.) things (.) we will
4787 meet with mister [last name8] (.) who is responsible for technical implementation
4788 of (.) [name12] (.) he will the technical director of project (.) er (.) we will (.)
4789 show (.) e:r (.) like (.) after business supports it (.) we will meet with them and er
4790 (.) will decide on further actions (.) but (.) er (.) and at the moment (.) e:r we see
4791 that (.) er (.) the (.) work load (.) on the: (.) e:r (.) on the (.) it infrastructure will be
4792 (.) e:r (.) sufficient (.) er and i (.) we can handle it (.) e:r (.) during the project
4793 implementation further <3> steps (.) </3> because now we are like in the (.) very
4794 beginning (.) we decided on some business things (.) and as soon as we will get (.)
4795 deeper and deeper (.) we will solve this issue (.) so it's not er (.) like thing to doubt
4796 (.) in
4797 S30: <2> yah </2> (.) <3> mhm mhm </3> (.) do you do you have any: e:r (.)
4798 experience with e:r (.) er as [org1] with [name13] (.) type er (.) <4> with
4799 applications er </4>

4800 S41: <4> with [name13]? </4> (.) yah we have a great experience because er we
4801 have (.) same type of concept (.) working in our company so (.) in our everyday
4802 life (.) so it's a portal (.) so (.) for example (.) theoretically (.) yah i (.) i (.) from
4803 any pc (.) i can come to er (.) our network and will see the portal (.) which will (1)
4804 show me all the things i need for my job (.) so it's like user-friendly (.) very
4805 customer centric i can (.) e:r (.) tailor it to me (.) so (.) it's working in a three (.)
4806 hundred and thirty (.) thousand (.) people company (.) everyone uses it's interface
4807 for five years and <5> like </5>
4808 S30: <5> so </5> in [org1] er (.) you're internally working
4809 S41: er (.) we are internally working and s- and we are constantly selling this type
4810 of solutions (.) to our customers
4811 S30: [name13] solutions
4812 S41: they are (.) they have (.) same (.) e:r (.) same things (.) it's not [name13]
4813 [name13] is (.) we are working it (.) exactly for you (.) but it uses (.) like (.) for
4814 example you have (.) e:r (a constructor level) (.) a:nd you can view different
4815 things (.) of it (.) so this (.) technology (.) is (.) much the same as a constructor (.)
4816 and we know how to do it (.) er fast (.) e:r because we have some prerequisites (.)
4817 for it
4818 S30: are there any banks who are using it or we will be the first (.) first one
4819 S41: yah in russia there are (.) e:r (.) there are (.) banks (.) that using it (.) er they
4820 (.) it's a retail bank (.) alpha bank (.) they have the same type of solution (.) so
4821 they use the interface (.) er in their (eight im) (.) mach- <6> -ines (.) </6> but
4822 furthermore we will go (.) a little bit (.) even more deeper in your case because the
4823 technology a little bit changed and we have now more possibilities to do more
4824 customer centric solutions (.)
4825 S30: <6> mhm mhm </6> (.) yah
4826 S41: they are successful (.) in this (.) they implemented [name12] (.) they use the
4827 benefits of it (.) and the bank er the bank is growing in our country significantly
4828 S30: <7> mhm </7>
4829 S41: <7> and even </7> has er (.) some (.) divisions outside of russia in usa some
4830 in europe (.) switzerland (.) so that's that's like <8> it </8>
4831 S30: <8> okay </8>
4832 S41: so we (.) <9> we </9> can also show it to: ceo
4833 S30: <9> <un> x </un> </9> (.) yes
4834 S41: that we have references on implemented <1> <un> xx </un> </1>
4835 S30: <1> aha you </1> can show the ceo so i think it will be important to (.) the
4836 ceo is e-er knows what you are doing here <2> and </2> what kind of <3>
4837 business </3> yah
4838 S41: <2> yah </2> (.) <3> yah </3> (.) okay (.) so any more (.) questions (.) <4>
4839 so </4>
4840 S30: no that's <4> all </4> fo-for the time being from my side
4841 S41: yah (.) that's (.) like (.) e:r (.) i would like (.) e:r (.) to (.) like (.) the main (.)
4842 one or the main issues so (.) would you support us (.) e:r with mister [last name9]
4843 (.) so from your side from the side of e:r (.) e:r (.) <un> xx </un> marketing
4844 S30: y- (.) yah i think if you can er (.) provide e:r him with er (.) probational er (.)
4845 overview of the (.) main (.) projects and and some business <5> er </5> (.) er
4846 numbers
4847 S41: <5> mhm </5> (.) of course

4848 S30: that he can use <6> e:r </6> (.) as (.) to prove that we are doing er very good
 4849 S41: <6> mhm </6> (.) mhm (.)
 4850 S30: in his er (.) shareholder's meeting then <7> i think </7> i-i support you
 4851 S41: <7> mhm </7> (.) okay (.) so (.) er mister [S30/last] (.) i'm very (.) was very
 4852 pleased to meet you today (.) i guess like <8> (.) we will have </8>
 4853 S30: <8> what what do you </8> mean er for you to support what what what <9>
 4854 do you want me to do </9>
 4855 S41: <9> support like </9> yah (.) for example if like mister (.) mister [last
 4856 name9] (.) will come up to you (.) and say so (.) do you like (.) believe in [org1]
 4857 (.) do they do (.) the real job (.) do they have concept and (.) know the what's
 4858 happening in the company
 4859 S30: do you want to meet with him?
 4860 S41: we want to meet with him (.) yah can you help us with that (.) to arrange the
 4861 meeting
 4862 S30: yes i can help you yes
 4863 S41: and would you like to participate as well
 4864 S30: of course if er if i am er sponsoring you <1> i: </1> will be there also
 4865 S41: <1> yah </1> (.) okay so (.) looking forward (.) for this meeting <2> so </2>
 4866 (.)
 4867 S30: <2> okay </2>
 4868 S41: will (.) t- tell me when we can (.) arrange this (.) so
 4869 S30: yah it should be tomorrow then
 4870 S41: tomorrow
 4871 S30: mhm
 4872 S41: tomorrow on the (.) eighteenth of (.) april
 4873 S30: yes
 4874 S41: yah (.) okay thank you <3> very much nice to see you </3>
 4875 S30: <3> thank you (.) good bye </3>
 4876 S41: bye
 4877 S30: so
 4878 {SS applause}
 4879 <end MD VII Conversation 11_00:56:24>
 4880
 4881 {following feedback session is not transcribed_00_04:30}

11.3. Appendix 3: The Speakers of my Recordings

The Leaders of the International Business School

Speaker 2:

Sex: male
First Language: English (Great Britain - Wales)
Age: ~ 35
Position: a leader of the international business school and an examiner

Speaker 3:

Sex: male
First Language: English (USA)
Age: ~ 40
Position: a leader of the international business school

The Examiners

Speaker 1:

Sex: male
First Language: Croatian (Croatia)
Age: ~ 40
Position: examiner

Speaker 4:

Sex: female
First Language: German (Austria)
Age: ~ 30
Position: examiner

Speaker 5:

Sex: male
First Language: Russian (Russia)
Age: ~ 30 - 35
Position: Russian examiner

Speaker 6:

Sex: male
First Language: German (Austria)
Age: ~ 35
Position: examiner

Speaker 22:

Sex: male
First Language: German (Austria)
Age: ~ 50
Position: examiner

Speaker 24:

Sex: male
First Language: German (Austria)
Age: ~ 35
Position: examiner

Speaker 30:

Sex: male)
First Language: Turkish (Cyprus) *Second Language:* German (with accent)
Age: ~ 45
Position: examiner

The Examinees**Speaker 7:**

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 11:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 14:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 17:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 20:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 25:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 26:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 27:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 28:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 29:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 31:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 35:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 38:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

Speaker 41:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: examinee

The Observers**Speaker 8:**

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 9:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 10:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 12:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 13:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 15:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 16:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 18:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 19:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 21:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 23:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 32:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 33:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 34:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 36:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 37:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 39:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 40:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 42:

Sex: female
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 43:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

Speaker 44:

Sex: male
First Language: Russian (Russia)
Age: ~ 25
Position: observer

11.4. Appendix 4: The Topics of the Conversations

	Main Speakers	Topics
1	Leaders of the international business school Examiners	Introduction to the international business school and explanation of sales calls Administrative stuff
2	Examinee = sales person Examiner = client executive at the company	Negotiations with a major retail bank Problem: high operational costs
3	Examinee = sales person (distribution sector) Examiner = customer	A serious price problem
4	Examinee = sales person Examiner = customer (a bank)	Financing of projects / banking Price problems
5	Examinee = sales person (software selling) Examiner = customer (a retail bank)	High operational costs Change from one (software) system to another Enter-price-licence agreement
6	Examinee = sales person (account manager) Examiner 1 = customer Examiner 2 = cfo	Payment to two companies for the same thing
7	Examinees = sales persons Examiner = sales manager	A sales manager meeting: discussion of current projects
8	Examinee = sales person Examiner = customer	Project development (feasibility, credibility, financing, planning)
9	Examinee = sales person Examiner = customer	Project development
10	Examinee = sales person Examiner = customer (a bank)	Project development
11	Examinee = sales person Examiner = customer	Project development

11.5. Appendix 5: Classifying the Pronoun *we*

A System of Classification

Assigning Referents to all Occurrences of *WE* in the Corpus

8. *we* refers to: members of ‘the company’ present (only relevant in the Sales Manager Meeting as this is the only time when more members of ‘the company’ were present / the observers are not taken into account as members of ‘the company’ in this category)

Extract:

2725 S24: so to the people (.) to whom have you talked so far
2726 S26: er (.) we have talked to everybody here (.) and not (.) once (.) <un> xx </un>
2727 not doing once
(MD V / Conversation 7)

9. *we* refers to: sales persons of ‘the company’ / sales person + team (present or not present / this category refers to the group of sales people working at the company regardless of their presence at the meeting)

Extract:

739 S1: okay (.) yah (.) <7> you have to feed them (.) that's true (.) </7>
740 S7: <7> you (.) yeah (.) yeah (.) </7> we have to feed them <8> <@> anyway
741 </@> </8>
742 S1: <8> @@@@ </8>
743 S7: and we (.) and we want you to feed us a little bit
744 SS: @@@@
(MD II / Conversation 2)

10. *we* refers to: customer + team (the customer + his non-present team)

Extract:

1058 S4: <7> yah but it (.) it's it's believe me </7> i would like to do the deal with
1059 [org1] but we have those proposals on the table and they are (.) from competitors
1060 (.) which (.) i have to take serious yah [...]
(MD II / Conversation 3)

11. *we* refers to: the sales person of 'the company' + the customer (= the examinee + the examiner / both are present)

Extract:

1099 S11: mhm (.) so i guess it will be great er (.) first (of to) send by email <9> and of
1100 </9> course we discuss er our next meeting
(MD II / Conversation 3)

12. *we* refers to: the sales person of 'the company' + team and the customer + team
(sales person and customer are present whereas the teams are not present)

Extract:

1275 S4: <6> mhm </6> (.) yah (.) look i board meeting is begin of next week (.) and
1276 there we want to: e:r find a common decision (.) and i will <7> present it </7> (.)
1277 at the board meeting a:nd e:r then i hope well get the decision
(MD II / Conversation 3)

13. *we* refers to: examinee + observers (present)

Extract:

2316 S22: my name is [S22] [S22/last] (1) i am cfo (and) who are you?
2317 S20: (we are from) [org1] i am account manager from [org1] (.)
(MD IV / Conversation 6)

7. *we* refers to: examiner in the role of an examinee plus colleagues (this category only applies in conversation 5 where an examiner tells a story about his being an examinee and his use of *we* refers to him in the past as an examinee and his colleagues)

Extract:

1590 S1: [...] (1) a:nd (.) about that chair (.) i did it (.) five (.) six years ago (.) i was
1591 sitting (also) in that chair
1592 S17: <6> <@> mhm </@> @@@@ @@@ </6>
1593 S1: <6> <@> @@@@ </6> so i know how you feel <7> @@ (.) </7> are you a
1594 bit nervous? </@>
1595 S17: <7> @@@@ </7> uhu
[...]
1601 S17: i have the presentation with (thursday)
1602 S1: yah i know (.) i know
[...]
1608 S1: for thursday (.) yah (1) i recall that yah (1) we started (.) i think with
1609 preparation of this presentation somewhere around (.) two or three in the
1610 afternoon (.) and then we (talked to) (.) four o'clock in the morning
(MD III / Conversation 5)

8. *we* refers to: 'the company' as a whole plus the customer company as a whole

Extract:

2457 S22: which means we share the risk (.)
2458 S20: yes of <3> course </3> (.) <4> w- </4> (.)
(MD IV / Conversation 6)

9. *we* refers to: the first and the second examiner (this category only applies in conversation 6)

Extract:

2526 S22: and er when you see [last name2] (.) er i would like to see him (.) because we
2527 have to look at <3> the: (.) </3> the invoice <4> (.) yah? </4>
(MD IV / Conversation 6)

10. *we* refers to: the examinees (this category applies in Conversation 11 where an examinee is talking about their group)

Extract:

4437 S30: did er (.) did you (.) all give me calls (.) because (.) this is your (.) second or
4438 third time with me
4439 S42: <2> no it's his first </2> time with
4440 SX-m: <2> no it's the first time (.) </2> <3> really (.) yes </3>
4441 S30: <3> first time (.) no: </3>
4442 SX-m: we had yesterday
4443 S30: yes
(MD VII / Conversation 11)

11. *we* refers to: the examiner + the examinee(s) (present – this category applies to the exam situation and to the speaker identities of examiner and examinee)

Extract:

4497 SX-m: just fine (.) everybody <un> x </un> we can start
(MD VII / Conversation 11)

12. *we* refers to: ‘the company’ as a whole or all the employees of ‘the company’ as well as to the customer company as a whole or all the employees of the customer company (= “institutional” (Drew & Heritage 1992) or “corporate” (Bargiela-Chiappini & Harris 1997) *we*)

Extract:

1470 S14: so e:r why i'm asked (.) e:r the reason is that er in er [org1] in our company
1471 in [org1] we have er such structure which is called [name7] (.) e:r did you ever
1472 heard something about?
(MD III / Conversation 4)

Extract:

2363 S22: <6> sure (.) because </6> we: seem to be a rich bank and [org1] of course is
2364 interested in business <7> (with us) </7>
(MD IV / Conversation 6)

11.6. Appendix 6: Pragmatic Expressions of Common Ground

Pragmatic Expressions of Common Ground	
The speaker PRESUPPOSES common ground or understanding from the addressee	▪ You know ▪ Of course ▪ As you may already know / as you may know / as you know ▪ As we know ▪ As you (probably) remember, (yes?) ▪ You see / as you see (here) / as you could see ▪ You understand me correctly / as you could understand / as you understand ▪ Everybody knows that ▪ As we agreed ▪ as you can see here
The speaker SIGNALS his understanding / agreement by ...	... explicitly referring to his state of knowledge ▪ as I know / yes, I know / as far as I know / what I know ▪ As far as I understood / I completely understand / (this) I understand (you) / I (really) understood / as I understood / I understand you correctly / as I understand you right / as I understand / understand the situation / understand the right figures / understand the results / understanding your risks / understand your position / as I understood you correctly / we understand / for me to understand ▪ we know / we will know ▪ As I see / I see your point / I see ▪ I remember / as far as I remember ▪ So I know how you feel ▪ I agree ▪ The question is clear for me ... by summarising / referring to what the other speaker said ▪ You mentioned / as you mentioned (before) ▪ Just to understand / do I understand correctly / understand what I mean ▪ As you told / what you have told me / as I told you / as I already said / let me just say / as you said / as we said / as we discussed it before / on previous meeting / as I said ▪ (do) you mean / that means that ...

The speaker CREATES common ground / understanding / shared knowledge by ...	... posing questions ▪ Is it okay to you? ▪ what do you know ▪ Am I right? ▪ Don't you think / what do you think of ... referring to what has already been said ▪ As I already mentioned ... offering help or more information ▪ for your understanding / for you to know ▪ Probably you have some questions / I will be happy to answer it ▪ I'm ready and willing to help you ... explicitly demanding understanding / agreement ▪ you have to understand / I (just) want you to understand / you have to understand ▪ I will be very glad to know your opinion ... explaining things ▪ So that you know (who I am) ▪ You will see ... demanding information from the other speaker ▪ just to know it better for me ... referring to the other person by using a proper name ▪ Mister [S30/last] ▪ Mister [S24/last] ▪ [S24] ▪ [S30/last] ... using ritualised phrases like greetings, farewells, please, thanks, etc. ▪ Please ▪ Thank you / thanks (a lot) ▪ Glad to see you again ▪ How have you been / how are you ▪ Nice to meet you / nice to see you (again) ▪ It was a pleasure seeing you ▪ Have a good time ▪ Have a seat ▪ Welcome
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11.7. Appendix 7: Full List of Specialised Vocabulary

Specialised Vocabulary	
Category	Applications
(General) Business, Sales and Finance / IT	(General) Business, Sales Customer / Clients / Business work / Sales / Meeting / board meeting / Seller / Business contact guidelines / Office / selling / selling point / council / sell / [org1] customers / Key customers / mainframe customer / Competitors / competing / competition / competitive / Enter-price-licence agreement / Inter-price-licence agreement / price-licence-agreement / licence agreement / Company / business company / production companies / retail companies / Job / Goal / Business issues / Strategy / Work / Distributor / distribution / Revenue / services revenue / Work / Outperform / Quarter / Target / Business roles Contracts / contracted / contractually / Market / marketing / Costs / total costs / cost of licences / cost of consultancy / cost of labour / cost reduction / Suppliers / Vendors / Infrastructure / Benefits / business benefits / cash benefit / Services / Licence / licence agreement / Manage / Manager / Business / Departments / central department / procurement department / IT-department / central procurement department / services department / legal department / Signed / Sales people / sales / Business case / Discount / Deal with / deal / Price / Distribution sector / distribution / Estimate / Business card / Reference customers / customer references / Presentation / Mainframe business / System-I business / Software/group / Brand organisation / Sector / Industry / Consultance services / consultancy / consultancy services / consulting / Consolidation / Branch offices / branch transformation / branches / branch information / Many retail offices / Booking / Negotiations / Buy / Business continuity / continuity / Data centre / Networking / Disaster recovery solution (business) / Procurement / Analysis phase / Analysis / data analysis / detail analysis / preliminary data analysis / Business services / Cross-selling solutions / Business specialists / Management / Results / Agenda / Pipeline report / report / needs analysis report / Consolidation / consolidation of data / Company chart / Portfolio / Schedule / Alignment report / Inevitable consolidation / consolidation project / consolidation of inevitable / Implementation / Feasibility / Investigation / Proof of concept / proof concepts / Offered / Rollout / Takeover / Deployment / deploy / Increase / Credibility / Niche providers / niche supplier / niche vender / Indication / Firms / Business numbers / business figures / Outcome / Info kiosks / kiosks / Cross-selling initiative / Stores / Business solutions / System / Cost-intensive / Work-intensive / Management implementation / Business needs /

	Customer centric / customer centric solutions / Terminal / Business support Finance and IT Financial services / financial / Banking customer / Bank / banking / banking solution / Accounts / Sell computers / Retail bank / Major retail bank / Operational costs / operation costs / cost of operation / Financial benefits / Count / Investment / invest / Money / services money / Purchase / Reduce costs / Transaction costs / Financing / financing conditions / financing options / Pay off / pays / payments [name7] finances / Leasing scheme / lease / leasing / Transaction / Fifteen million dollars / five million dollars / Sponsor / Price problem / Sum of money / amount of money / Rates / Quarter by quarter / by quarters or by months / quarter / quarter achievements / Price difference / price discount / Depots / Enterprise banks / Software group / Financial side / Breakeven / Pay an interest / Credits / Spend your money / Return of investments / Capital lease / Operating lease / PC-group / Cent / Quota / Training costs / Figures / Calculation / Free of charge / Investment case / Finance / Bill / Invoice / Profit / Win to win / win win / Finance person / Returns / Budgets / Savings / Share prices / share / Stock exchange / Shareholders / Alpha bank / Shareholder's meeting
Products, Projects and People (General)	Team / Product / production / Project / Proposal / Competitive proposal / Colleagues / Technology / Business partner / Leading / Distribution application / Offering / offers / Developers / Including your proposal / Contact point / Sales guy / Project application development / Reduce the risk / Project phases / Project management / Consultant / Report / Finance guy / STG-guy / Hardware seller / Salesman / Business partner organisation / Expansion product / Competing network business process / User / Labs / Product selling / Economist / Collaboration staff / Client executive / Partner / Distributor database / Staff / Trade-ups / Technical / Key decision leader / Benefit holder / Approver / prover / Advisor project / Director / Vice presidents / Technology / Executives / Operating systems / Net / Applications / Prime contractor / Technical implementation / Technical director / Constructor level / Constructor
Proper Names and Abbreviations for Products, Projects, Companies, Brands and Trademarks	[org2] bank / [org1] / [org3] / System x / [name17] market / [name17] / [name5] / [org5] / [name6] / [org5] bank / [name7] / [org4] / NSTG p-series / Leonard store project / [name15] / PLC / Q-two / P-three / Q-three / [name12] / Inter q-three / Q-one / [org6] / [org7] / [org8] / [org9] / [name8] / [name9] / [name10] / [name11] / [name13] / [name14] / [name16]

Proper Names of other persons: Employees of ‘the company’, customers, managers, etc. or job descriptions	Proper Names of Persons [name1] / [last name1] / [last name10] / [name2] / [name3] / [name4] / [first name2] [last name2] / [first name3] [last name3] / [first name4] [last name4] / [first name5] / [first name6] [last name6] / [first name7] [last name7] / [first name8] [last name8] / [first name9] [last name9] / [first name11] Job descriptions [org1] executive / [org1] seller / Visiting manager / Executive / Manager / [org1] sales manager / Safety ss / Sales specialist / Client executive / [org1] client executive / Account manager / CEO / CIO / CFO / Project manager / Application developers / Key account manager / Account manager / Key decision leader
IT-related	Central IT-site / IT-site / Main frames / mainframe / P-series servers / p-series service / Software sales / Database / Z-series / Data base system / P-series / Hardware / Servers / User-friendly / Data / X-mail / Capabilities / Account / key account / System x / Software / Software configurations / I-series / Application / Platform / platform database / platform services / Software application / IT-infrastructure / IT-consolidation / inevitable IT-consolidation / consolidation of IT-infrastructure / Technology / Instalments / HB / Inter-platform / Series / Hardware platforms / X-series servers / PCs / Software architectures / IT-resources / IT-side / IT / Operation systems / Software level / IT-department / Web / Interface / Portal / Network
International	Proper Names Vienna / Moscow / Russia / Russian Federation / Russian / South Africa / Europe / Austria / US / USA / Croatia / Switzerland Related Terms Around the world / European standard / European market / Global project
Exam situation	Sales call / Case studies / Sales representative / Graduation classes / grad class / Morning calls / Afternoon calls / Presentation / Afternoon visiting manager calls / Calls / Students / Research / Conduct an effective call / Test / Assess / Call on / Evaluate / Observe / Feedback / Debrief / debriefing / Objectives / Teach point / Observers / Facilitator / Call-taker / Assessment form / Grading sheet / Passing grades / Passing / not passing / Sales competencies / Grade / To grade so. / University / Courses / Core model / Objection handling models / Sales manager / Brief / briefing / Customer’s office / Customer scenario / D1 / D2 / D3 / D4 / Case / Validation sheet / Team t

11.8. Appendix 8: German Summary (Deutsche Zusammenfassung)

Das Ziel dieser Arbeit ist, einen Beitrag zur empirischen Forschungsbasis im Bereich ‚English as a lingua franca‘ (ELF) zu leisten. Im Zentrum der Arbeit steht die Beschreibung und Analyse von drei linguistischen Strategien im Hinblick auf ihren Beitrag zu Aspekten von Höflichkeit und ‚common ground‘. Als Grundlage für die Analyse dient ein Korpus von elf simulierten Verkaufsgesprächen und Geschäftsmeetings. Diese wurden von der Verfasserin selbst in einer österreichischen Niederlassung einer großen, internationalen Firma auf Minidisk aufgenommen und dann fast zur Gänze transkribiert. Der Korpus besteht aus den Abschlussprüfungen einer internationalen Wirtschaftsschule. Im Rahmen dieser Prüfungen wurden Verkaufsgespräche und Meetings simuliert, die sich als repräsentativ für authentische Geschäftsgespräche herausstellten. Aus Gründen der Vertraulichkeit werden alle Namen, Organisationen und Projektbezeichnungen (auch der Name der Firma selbst) in meiner Arbeit durch Pseudonyme ersetzt oder weggelassen.

Nach einigen einleitenden Worten gibt Kapitel 2 einen kurzen Überblick über die Konzepte ‚English as a lingua franca‘, ‚Business English‘ und ‚Exam Language‘. Kapitel 3 beschäftigt sich ausführlich mit den verwendeten Audiodaten und dem methodologischen Ansatz der Arbeit. Sowohl der (langwierige) Prozess der Datensammlung als auch der Korpus selbst werden genau beschrieben. Weiters werden Informationen zum Aufbau der Gespräche, den Sprechern und Sprecherinnen und deren Identitäten gegeben. Methodologisch stützt sich die Arbeit auf die Ideen der ‚Conversation Analysis‘. Allerdings werden auch kontextuelle Informationen zur Analyse und Beschreibung der Daten hinzugezogen.

Kapitel 4 befasst sich mit dem theoretischen Hintergrund der Arbeit. Es wird ein Versuch unternommen den Begriff ‚Erfolg‘ sowie das Konzept ‚erfolgreiche Kommunikation‘ zu definieren oder abzugrenzen. Weiters wird der theoretische Rahmen für die spätere Analyse festgelegt.

Die Kapitel 5, 6 und 7 schließlich sind das eigentliche Herzstück der Arbeit. Sie umfassen die Analysen der folgenden drei linguistischen Strategien im Hinblick auf ihren Beitrag zur Verhandlung von ‚common ground‘, der Annahme oder Festigung gemeinsamen Wissens sowie der Herstellung einer positiven Kommunikationsatmosphäre im Allgemeinen: die Benützung des Personalpronomens *we*, der Gebrauch bestimmter sprachlicher Marker und der Einsatz spezialisierten Vokabulars. Diese drei Strategien

werden mit einer Auswahl von Beispielen aus meinem kleinen Korpus illustriert und es soll gezeigt werden, dass sie – bewusst oder unbewusst – von den Sprechern und Sprecherinnen in meinen Daten zur Erreichung interpersonalen Ziele eingesetzt werden.

Schließlich werden einige Schlussfolgerungen für den Sprachunterricht (im Besonderen für ‚English for Specific Business Purposes‘ (ESBP)) gezogen. In der Conclusion werden alle Stränge der Arbeit noch einmal zusammengeführt und zu einem einheitlichen Abschluss gebracht.

Natürlich ist es im Rahmen einer so kleinen Studie mit einem limitierten Korpus nicht möglich allgemeingültige Schlussfolgerungen zu ziehen. Allerdings bin ich der Meinung, dass es möglich ist einige interessante linguistische Strategien zu identifizieren und mit Datenmaterial zu illustrieren, und ich hoffe, damit einen Beitrag zur aktuellen Forschung im Bereich ‚English as a lingua franca‘ geleistet zu haben.

11.9. Appendix 9: CV (Lebenslauf)

Kontaktinformationen

Vor- und Zuname: Petra Bohrn
Adresse: Schwaigergasse 37 / 8
A-1210 Wien
Telefonnummer: +43699 11 85 11 98
E-Mail-Adresse: petra.bohrn@chello.at



Persönliche Daten

Geburtsdatum: 14.10.1982
Geburtsort: Wien
Staatsbürgerschaft: Österreich
Familienstand: ledig

Aus- und Weiterbildung

Volkschule:	1989 – 1993	Volksschule St. Elisabeth, 1020 Wien
AHS, Unterstufe:	1993 – 1997	Unterstufe des Bundesrealgymnasiums Vereinsgasse, 1020 Wien
HLW3 Erdberg:	1997 – 2002	Höhere Lehranstalt für wirtschaftliche Berufe, Schwerpunkt Fremdsprachen, Erdbergstraße 70, 1030 Wien
Matura:	Juni 2002	Schulabschluss mit Matura in der HLW3 Erdberg
Studium:	Seit 2002	Lehramt Anglistik und Amerikanistik und Geschichte, Sozialkunde und Politische Bildung an der Universität Wien (1. und 2. Studienabschnitt bereits abgeschlossen, Diplomprüfung am 3. März 2009) Diplomarbeit: English as a Lingua Franca: Negotiating Common Ground in Business Interaction
	Seit 2004	Geschichte Diplom an der Universität Wien (1. Studienabschnitt abgeschlossen)
Weiterbildung:	2003 – 2006	Ausbildung zur staatlich geprüften Tanzlehrerin beim VTÖ (Verband der Tanzlehrer Österreichs) Ausbildungs-Tanzschule: Tanzschule Stanek, 1010 Wien
	13.09.2006	Abschluss der Tanzlehrerausbildung mit Auszeichnung Staatlich „Geprüfte Tanzlehrerin“

Berufserfahrung

Juli 1999	Einmonatiges Schüler-Praktikum bei der BAWAG
Juni – August 2000	Zwölfwöchiges Pflichtpraktikum beim Konzern Service und Beratung (Tätigkeiten: Küchenhilfstätigkeiten, Essensausgabe, einfache Kochtätigkeit) – Praktikum im Rahmen der Koch-Kellner-Ausbildung an der HLW3 Erdberg
Oktober 2000	Anstellung als Samstagskraft auf Geringfügigenbasis im Verkauf bei Delka (Schuhhandels AG) Kündigung nach dem Probemonat
November 2000 – September 2001	Anstellung als Samstagskraft auf Geringfügigenbasis im Verkauf bei Humanic (Leder & Schuh AG)
Juli 2001	Ferienjob bei Humanic (Leder & Schuh AG) (Tätigkeiten: Verkauf)
Oktober 2001 – der	Freie Mitarbeiterin in der Tanzschule Stanek (Tätigkeit: Assistentin
September 2007	Tanzlehrer, Kundenbetreuung, Verkauf, Beratung, Privatstunden)
Juli 2003	Ferienjob bei Humanic (Leder & Schuh AG) (Tätigkeiten: Verkauf)
August 2005	Ferienjob bei Humanic (Leder & Schuh AG) (Tätigkeiten: Verkauf)
Seit Oktober 2007	Angestellte „Geprüfte Tanzlehrerin“ in der Tanzschule Stanek (Tätigkeiten: Leiten von Tanzkursen für Erwachsene und Jugendliche, Verkauf, Beratung, Büroarbeit und Administration, Privatstunden)

Besondere Kenntnisse

- Grundausbildung in Daten- und Textverarbeitung (3 Jahre Schulausbildung)
Microsoft Office, Internet
- Sprachen: Englisch
Französisch
Spanisch

Persönliche Interessen

- Literatur
- Gesellschaftstanz

Wien, 26. Jänner 2009