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Business Advantage

Theory

Practice

Skills



DVD INCLUDED

Student's Book **Intermediate**

Business Advantage

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Intermediate

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Michael Handford, Martin Lisboa

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The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org. © Cambridge University Press, Third Edition 2008, reproduced with permission.

Business Advantage

success starts here

Business Advantage contains a wealth of expert advice from global business leaders, thinkers and specialists, and uses content taken from a corpus of business language as well as vocabulary from real meetings in real companies. This ensures that you benefit from learning the skills and the language that reflect the reality of working in business.



Tom Cummings
Founder and Chairman
Executive Learning Partnership



Anuradha Desai
Executive Director
International Center for Conciliation

IKEA



Bryanston Organic & Natural Market



Isuzu



Cisco Systems



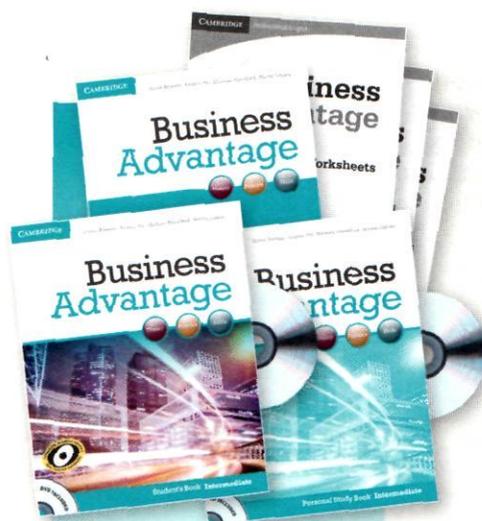
Dr Ursula Knorr
Head of the Institute for Leadership
and Human Resource Management
St. Gallen University, Switzerland



Massimo Gal
Commercial Director
Consumer Products Division
Lucart Group

The case studies that accompany each unit of *Business Advantage* have been carefully selected, meaning you will benefit from seeing how business is done across a wide range of different industry sectors, in organisations of all sizes (both profit and not-for-profit), and from all around the world.

Thanks to the innovative Theory-Practice-Skills approach and the substantial input into the lessons and activities from the world of business, success starts with *Business Advantage*.



Intermediate

Student's Book with DVD	978 0521 13220 6
Personal Study Book with Audio CD	978 1107 69264 0
Teacher's Book	978 1107 63770 2
Audio CDs	978 0521 13221 3
plus online material	

Map of the course

Topic: Business environment	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 1: Culture and its impact	1.1 Theory	Dimensions of culture	Present tenses	Hofstede's Five Dimensions	Ask questions about culture of work
	1.2 Practice / Case study	Relocation and repatriation	Vocabulary of intercultural communication	<i>Boston Scientific</i> interview with Bob Neidermire, General Manager	Solve repatriation problems
	1.3 Skills	Beginning a business relationship	Introductions; small talk; keeping a conversation going	Recordings of small talk in three organisations	Make successful small talk
Unit 2: Technology and business	2.1 Theory	Disruptive technologies	Technology terminology	<i>Harvard Business Review</i> extract; interview with Dr Kamal Munir, Cambridge Judge Business School, University of Cambridge	Create a joint venture to deal with a disruptive technology
	2.2 Practice / Case study	Creating a product through an online community	Passives	<i>Local Motors</i> article from the <i>Sunday Times</i>	Draw up plans to introduce new technology
	2.3 Skills	Telephone communication	Making arrangements; checking information	Recordings of formal and informal telephone conversations	Telephone for information and make changes to a plan
Writing 1	Making first contact	First contact through business emails	Language in business emails; building a business relationship	Emails between a Scandinavian buyer and a seller in Asia	Make first contact via email

▶◀ Watch Sequence 1 on the DVD to find out more about Business environment.

Topic: Managing people	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 3: Motivation	3.1 Theory	Herzberg's Motivation-Hygiene Theory	Quantifiers	An article from <i>NetMBA</i>	Deal with demotivation in a company
	3.2 Practice / Case study	Building a positive work environment	Articles; vocabulary for pay and working conditions	<i>Creativ</i> Interview with Pia Orskov, Human Resources Manager	Presentation on your ideal job or workplace
	3.3 Skills	Conducting a performance review	Vocabulary and language for a performance review	Recording from a performance review in a business support consultancy	Participate in a performance review
Unit 4: Human resources	4.1 Theory	HR planning	Future tenses	Interview with Dr Ursula Knorr, St. Gallen University	Plan HR resources
	4.2 Practice / Case study	Recruiting and keeping staff	Vocabulary of skills, motivation and training	<i>Emirates Bank International</i> Extract from an article published by INSEAD	Design a training programme
	4.3 Skills	Job interviews	Collocations for job interviews; asking questions	An advertisement for a hotel job and a recording of a job interview	Take part in a job interview
Writing 2	Covering letter for a job application	Writing a covering letter	Vocabulary to highlight skills and achievements	Advertisement for a position at <i>Procter & Gamble</i> in China	Write a covering letter for a job application

▶◀ Watch Sequence 2 on the DVD to find out more about Managing people.

Topic: Managing cultures	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 5: Organisations and their structures	5.1 Theory	Organisational structures	Word partnerships to talk about organisation	Interview with Professor Achim Weiland, Neu-Ulm University of Applied Sciences, Germany	Find solutions for a matrix problem
	5.2 Practice / Case study	Reorganising a company to increase performance	Modals for possibility and probability	<i>Cisco Systems, Inc.</i> Extract from <i>Organizational Change and Advanced Services for Operational Success</i>	Allocate budgets across departments
	5.3 Skills	Briefing	Explaining, checking and clarifying	Recording of a meeting between a division manager and a new employee	Taking part in a briefing session
Unit 6: Managing organisations	6.1 Theory	Lifecycle of an organisation	Adverbs of degree	Online article about Larry Greiner's Organisational Growth Cycles by <i>Accel-Team</i>	Apply Greiner's theory to company situations
	6.2 Practice / Case study	Company development	Past tenses (past simple and present perfect)	<i>Bryanston Organic & Natural Market</i> Interview with Konrad Hauptfleisch, COO	Describe the history of an organisation
	6.3 Skills	Starting a meeting	Going over the agenda of a meeting	Recording of a meeting between a manufacturing company and a consultant	Prepare an agenda and open a meeting
Writing 3	Everyday business emails	External emails	Formal and informal style	Business emails between organisations or companies	Write external emails in an appropriate style

▶◀ Watch Sequence 3 on the DVD to find out more about Managing cultures.

Topic: Managing operations	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 7: Supply chain management (SCM)	7.1 Theory	SCM and logistics	Vocabulary to describe people in the SC	Interview with Professor Oleg Zaikin of Warsaw School of Computer Science, Poland	Make decisions about a supply-chain strategy
	7.2 Practice / Case study	The role of the customer in SCM	Using conditionals	Extracts on <i>IKEA</i> from <i>The Times 100</i>	Change a supply chain
	7.3 Skills	Negotiating skills	Language for negotiating	Negotiation between a British pharmaceutical company and their German supplier	Take part and negotiate in a logistics meeting
Unit 8: Quality management	8.1 Theory	Kaizen	Present perfect and present perfect continuous	<i>What is Kaizen?</i> , an article by Steve Hudgik, Internet Marketing Manager for <i>Graphic Products, Inc.</i>	Apply Kaizen to everyday work situations
	8.2 Practice / Case study	Kaizen in practice	Linking words	<i>Isuzu</i> Interview with Daiichiro Sakamoto, Vehicle Plant Operations Manager	Solve problems in a kaizen system
	8.3 Skills	Managing and participating in meetings	Language for chairing and participating in meetings	An internal sales meeting in a manufacturing company	Take part in and chair a meeting about controversial topics
Writing 4	Writing group emails	Emails to a group of people	Dos and don'ts; structuring information	Internal emails	Write an email to staff in a department

▶◀ Watch Sequence 4 on the DVD to find out more about Managing operations.

Topic: Marketing	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 9: Marketing strategy	9.1 Theory	The 4Ps of marketing	Marketing terminology	<i>Marketing Mix</i> , an article from the <i>Learn Marketing</i> website	Plan a market strategy
	9.2 Practice / Case study	Marketing strategy in the paper industry	Speculating about the past and hypothetical situations	<i>Lucart Group</i> Interview with Massimo Gai, Commercial Director of the Consumer Products Division	Analyse a strategic marketing mistake
	9.3 Skills	Organising and creating interesting presentations	Language to signpost a presentation, persuade and raise interest	Introductions of presentations: Kevin Beeston of <i>Serco</i> and J.H. Crawford, American–Dutch author on sustainability	Give the introduction to a presentation on marketing strategy
Unit 10: Customer relationship management (CRM)	10.1 Theory	CRM as a part of business management	Compounds	<i>Customer relationship management</i> , a guide by Ellen Bothwick on <i>Businessballs</i> , a learning and development website	Present proposals to deal with CRM problems
	10.2 Practice / Case study	A value-centred approach to CRM	Past simple, past continuous and past perfect	<i>Ramblers Way Farm</i> Interview with Tom Chappell, founder of <i>Tom's of Maine</i> founder and CEO of <i>Ramblers Way Farm</i>	Deal with customers' questions and complaints
	10.3 Skills	Building a business relationship	Positive and supportive language	An internal meeting	Use language for relationship-building with co-workers and customers
Writing 5	Responding to written complaints	Dealing with complaints	Structuring the response and using polite language	A letter of complaint and the response	Write a letter responding to a complaint

▶ Watch Sequence 5 on the DVD to find out more about Marketing.

Topic: Accounting and finance	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 11: Accounting	11.1 Theory	Reading financial statements	Terminology of profit and loss accounts and balance sheets	Interview with Andriy Tatarчук, <i>Enmark Leasing</i>	Advise on a balance sheet
	11.2 Practice / Case study	Cash-flow problems	Modals for obligation and advice	Article from the advice website of the New South Wales Trade & Investment, Australia	Solve a cash-flow problem
	11.3 Skills	Presenting facts and figures	Verbs for changes and trends	A sales director's presentation to his department	Make a presentation based on a graph
Unit 12: Finance	12.1 Theory	Investing	Comparisons	Article from <i>Bloomberg Business</i>	Make decisions about investment opportunities
	12.2 Practice / Case study	Looking for investment	Verbs taking gerunds and/or infinitives	<i>Talpa Products</i> Interview with Sharon Wright, founder of <i>Talpa Products</i> and inventor of <i>MagnaMole</i>	Develop a business plan
	12.3 Skills	Making and refusing requests	Language for polite requests and refusals	An internal meeting in a sales department	Set up a new company
Writing 6	Describing charts, graphs and statistics	Writing about changes and trends	Adverbs and adjectives for changes and trends	Newspaper article about the property market, graphs	Write a summary based on information in graphs

▶ Watch Sequence 6 on the DVD to find out more about Accounting and finance.

Topic: Strategies and decision-making	Lesson	Focus	Language	Input: Reading/Listening	Output: Speaking/Writing
Unit 13: Decision making	13.1 Theory	SWOT analysis	SWOT terminology	<i>SWOT analysis</i> , a factsheet on the website of the <i>Chartered Institute of Personnel and Development</i>	Create a SWOT analysis
	13.2 Practice / Case study	Strategic planning	Reported speech	<i>International Center for Conciliation Interview with Anuradha Desai, Executive Director</i>	Solve problems experienced by a restaurant
	13.3 Skills	Dealing with problems	Proposing solutions; idioms for problems and solutions	An internal meeting to discuss customer complaints	Create a strategy for an NPO
Unit 14: The learning organisation	14.1 Theory	The five disciplines of learning organisations	Delexicalised verbs	Interview with Tom Cummings, co-founder and Chairman, <i>Executive Learning Partnership</i>	Apply theory of learning organisations to workplace problems
	14.2 Practice / Case study	Managing learning	Collocations for knowledge-management programmes	<i>Unilever Article</i> by the team of knowledge management experts	Organise an e-learning platform
	14.3 Skills	Taking an active part in negotiations	Giving an opinion, agreeing and disagreeing	An external meeting between a vehicle manufacturer and their supplier	Negotiate a deal
Writing 7	Business proposals	Responding to a request for a proposal	Language for offers and proposals	Email requesting a proposal	Write a proposal for a training course

▶ Watch Sequence 7 on the DVD to find out more about Strategies and decision-making.

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Introduction

What is *Business Advantage* and how can it help you?

Welcome to *Business Advantage* Intermediate. *Business Advantage* gives you the theory, practice and skills that will lead you to success in international business.

Business Advantage Intermediate is the first book in the *Business Advantage* series. It is aimed at students who wish to progress through the B1 level.

How is the course organised?

There are 14 units in each book. The unit topics have been carefully researched and chosen to provide you with a comprehensive foundation in the main areas of business you would expect to find on a general management training course or on an academic Business Studies course. Each unit is divided into three lessons – Theory, Practice and Skills – and there is a Writing lesson after every two units.

■ Theory

Presented by professors and lecturers from business schools and universities – you will gain new understanding of key business principles and ideas.

■ Practice

A case study based on texts and interviews with managers in *real* companies – you will learn how business theory is applied in practice in the real world.

■ Skills

Based on *real* recorded communications in companies – you will understand how business people *really* speak to help you perform successfully at work.

■ Writing

Based on authentic material which will enable you to produce a variety of effective written business communications.

What is included in each lesson?

Introduction

You are introduced to the main content in a user-friendly format. We use your personal experiences, visual images and quizzes to prepare you carefully.

Language focus

To improve and broaden your vocabulary and grammatical range. The language syllabus covers the main tenses and grammatical structures appropriate to your level plus key vocabulary and phrases. The language presented is drawn extensively from research and actual examples of English used in business taken from the Cambridge English Corpus  – one of the world's largest databases of authentic written and spoken language. You can be confident that the language presented is real language used in business today.

Reading or Listening

Introduces and develops theories, topics and ideas about business that are useful in both English and your own language. You also have the chance to improve your speaking skills through discussion questions at the end of each section.

Output

Each lesson builds to a final Output section. This is usually a group task where you have to *use* the language and ideas presented to solve a problem or deal with a business dilemma or issue.

Critical analysis and Intercultural analysis

Every unit also includes at least one Critical analysis or Intercultural analysis section. Critical analysis will help you develop questioning skills that are necessary in the academic and business world. Intercultural analysis will help you develop an understanding of your own culture and other cultures – a vital skill in today's business world.

Transferable skill

You will also find a Transferable skill section in each unit which will provide you with some very useful tools, such as using a decision-making tool, that will improve the way you learn and the way you work.

What is on the DVD?

The DVD in the Student's Book contains video case studies of real organisations to watch after every two units, and the reactions of MBA students from the Cambridge Judge Business School, University of Cambridge. You can use the DVD for extra listening practice and to find out more about the business topics in *Business Advantage*. When you see  in your Student's Book, ask your teacher about watching the DVD sequence in class, or watch it at home on your computer or TV.

The video case studies are accompanied by worksheets available in the Teacher's Book and on the *Business Advantage* website: www.cambridge.org/elt/businessadvantage

What is in the Personal Study Book?

The Personal Study Book gives you extra practice of the grammar, vocabulary and skills you have covered in the Student's Book. There are also additional reading activities focusing on inspirational business leaders and thinkers, together with further case studies on a variety of organisations.

Where can I find more activities?

Ask your teacher about the Professional English Online website for extra activities to do in class:
www.cambridge.org/elt/pro

We hope you enjoy learning with *Business Advantage* and wish you every success.



Almut Koester
University of Birmingham, UK



Angela Pitt
Neu-Ulm University of Applied Sciences, Germany



Michael Handford
University of Tokyo, Japan



Martin Lisboa
Foundation Campus, Lucca / University of Pisa, Italy

1

Culture and its impact

1.1 Theory: Dimensions of culture

Learning outcomes

- Learn to use key vocabulary to describe culture.
- Use questions in the present simple and present continuous appropriately.
- Find out about and understand different cultures of work and study.



Introduction

1 Discuss the following questions.

- How independent are you? Do you like to make your own decisions? Which groups of people do you ask for help and advice?
- How much time do you spend on planning a holiday or a business trip? Do you like to have all the details or do you just go and hope for the best?
- Would you prefer to have a manager who is a strong leader and makes all the decisions or one who likes to get everybody's opinion before they make a decision?

2 Now discuss the following questions.

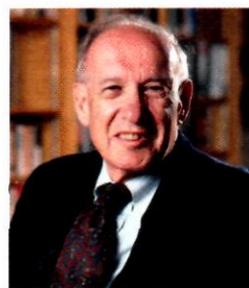
- Were your answers similar to or different from the answers of the people you spoke to?
- Do you think that your answers would be similar for most people in your country, or does it depend on other factors, e.g. age, gender, education?

3 The word 'culture' is often seen as related to the customs and traditions of a particular country. But we all belong to a number of different cultures. Think about the different cultures which you are part of. In pairs, discuss which of the cultures below have the most influence on you.

The culture of ...

- ... the area you come from
- ... your age group
- ... your job and qualifications
- ... your interests
- ... the organisation you work for

Business view

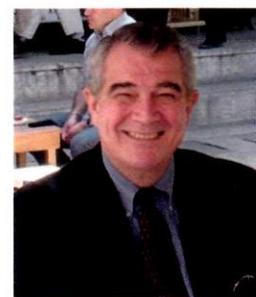


“Company cultures are like country cultures. Never try to change one. Try, instead, to work with what you've got.”

Peter F. Drucker, management expert and author

“Managers cannot manage diverse cultures successfully until they understand what culture is and know their own culture.”

Romie Littrell, author and associate professor at Auckland University of Technology, New Zealand



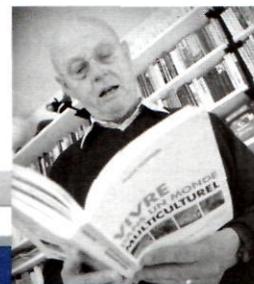
Critical analysis

How important do you think it is to understand your own culture before trying to understand someone else's?

Think about your country or organisation. What tips could you give to people coming to your country or organisation to do business for the first time? Use the quotes above to help you.

Reading: Professor Hofstede's dimensions of culture

Professor Geert Hofstede, who worked at Maastricht University in the Netherlands and for IBM is a giant in the field of intercultural communication. According to Hofstede, each culture can be analysed according to five different dimensions. The theory has been criticised for being too static. However, business people working internationally still use it today.



The Five Dimensions

Individualism/Collectivism: If people are from an individualistic society they will see themselves as single independent actors, not as a group member at a deep level as people in collective societies do. Hofstede emphasises that the groups are 'natural' ones, such as family, not just any group. It is also important to realise that this dimension does not show that some people like to be in groups; they are in groups because it is a matter of identity.

Uncertainty avoidance: In some cultures, people prefer to have everything presented in detail so there will be few, if any surprises. In cultures where uncertainty avoidance is low, people are more relaxed about the unknown and are not worried when they don't have all the details.

Power distance: Hierarchy is a feature of most human life, but in some cultures, the gap between those with a lot of power and those with little power is wider. This leads to a society where power is concentrated on a small number of people at the top who make most of the decisions, and there is less expectation of movement between classes or levels. In cultures where power distance is low, people tend to expect that those in power have earned it. They also expect power relations to be more democratic than those in a high power distance society.

Masculinity: In this dimension, there is a gender gap. Women's values are said to be more similar across all cultures. Women are said to value kindness, building relationships and reaching agreements through communication. In cultures with a low masculinity dimension, men also share the values connected with women and there is more equality between men and women. However, cultures with a high masculinity dimension have more values connected with men: competition, assertiveness and 'looking out for Number One'. In such cultures, the values of women also move towards the masculinity end of the spectrum.

Long-term/Short-term orientation: Long-term planning, saving and hard work are valued in cultures with long-term orientation, whereas living for the moment is more important in those with short-term orientation.

These five dimensions, taken together, can give important insights for someone wishing to enter a new culture for business, study or other purposes. These dimensions are *tendencies*, not rules. They can help to predict actions of groups, societies or nations, but there will always be different individuals.

Source: Website of Professor Geert Hofstede

1 Read the article. Are these statements true or false?

- 1 People in individualistic societies see themselves as independent.
- 2 People in cultures with a low *uncertainty avoidance* like to have as much information as possible when they make plans.
- 3 People in places where there is *high power distance* expect to be able to move to a position of power more easily.
- 4 Men share the same values as women in *low masculinity* cultures.
- 5 People in places with *long-term orientation* are likely to spend all the money they earn.
- 6 These dimensions are rules and you should always follow them when dealing with people from different countries.

2 Match tips 1–10 with the society a–j that they describe.

- 1 The management values teamwork and wants everybody to be involved in the decision-making process.
- 2 *Hard work is important in these countries.*
- 3 People want to express their own opinion.
- 4 You might employ a management team of men in this society.
- 5 You should give detailed plans of every project.

- 6 You need to communicate with the top managers to get answers and to get things done.
 - 7 Respect the traditions of the society.
 - 8 You don't worry about the details in this society.
 - 9 Men and women should be treated equally. Finding agreement is more important than 'winning' a discussion.
 - 10 People in this society probably do not expect a job for life.
- a Individualistic
 b Collectivist
 c High uncertainty avoidance
 d Low uncertainty avoidance
 e High power distance
 f Low power distance
 g Low masculinity dimension
 h High masculinity dimension
 i Long-term orientation
 j Short-term orientation

Language focus 1: Using key vocabulary

1 Look at the table below. It shows a useful way of recording and learning new vocabulary. Complete the table with words from the article used to describe culture.

Verb	Adjective	Noun
communicate	communicative	1 _____
2 _____	analytical	analysis
	(un)certain	3 _____
avoid	avoidable	4 _____
5 _____	valued / valuable	value
compete	competitive	6 _____ / competitor

2 Now complete these sentences with words from exercise 1.

- It is important for a company to show that it _____ the work of its employees.
- There are a lot of other companies which offer similar products so the market is quite _____.
- We use Intranet, email and telephone conferences to _____ with each other.
- If we want to _____ this problem in the future, we need to change the situation now.
- The future of the company is very _____; we don't know if they will go bankrupt or not.
- Our _____ shows that employees want to have more decision-making power.

Language focus 2: Present tenses



1 Look at these pairs of sentences and say:

- a** which tense is used – present simple or present continuous
b what the difference in the meaning of the underlined verbs is.
- a** I work full-time in a communications company.
b I am working on a project with a group of trainers.
 - a** He lives in Spain. He went there when he retired.
b He's living in Manhattan. He will come back to London next year.

Think about your own language. Do you use different present tenses to show whether the action is permanent or temporary? If not, how do you show this?

2 Put these questions in the correct order.

- mean / 'absurd' / does / what ?
- working / he / where / the / at / is / moment ?
- departments / taking part / project / in / which / the / are ?
- you / for / company / do / work / which ?

3 Now complete these rules.

- To form a question with the present continuous, use the auxiliary verb _____ and the *-ing* form of the main verb. Put the auxiliary verb before the subject (*he / they*, etc.).
- To form a question with the present simple, use the auxiliary verb _____ and the infinitive without *to*.

12 1 CULTURE AND ITS IMPACT

4 Write questions using the prompts. Add the question words below where necessary. More than one question may be possible.

when how what why how much

Example: you / work on any projects / at the moment?

Are you working on any projects at the moment?

- you / usually / have department meetings?
- you / always / discuss / decisions with your boss?
- deal with / this problem?
- you / work on / this week?
- she / never arrive / on time for meetings?

Output: Finding out about the culture



Work in small groups. The pictures illustrate different cultures of work. Choose one of the groups in the pictures or think about a culture of work which you are familiar with. Discuss the following features in the culture of work you have chosen.

teamwork planning dress code punctuality
 formality (in how people speak to each other)
 socialising outside of the organisation using mobile phones

Stage 1

You want to find out about someone's work or study culture. Look back at the article on page 11 and at the points you discussed above. In your group write a questionnaire of about eight questions to ask about someone's place of work or study. Try to use some of the new vocabulary you learnt in this unit.

Stage 2

Now find someone who discussed another culture of work or study and ask them your questions. Note down the answers.

Stage 3

What do the results tell you about the work culture of those places of work or study? Would you like to work there?

Would you change any of the questions you asked to get more or different information?

1.2 Practice: Relocation and repatriation

Learning outcomes

- Think about and discuss cultural issues in a multinational organisation.
- Use stative verbs in the present tense.
- Think of ways of resolving problems when returning to your country after working abroad.

Profile: Boston Scientific

Boston Scientific, based in Massachusetts, USA, produces high-tech medical devices which are used in surgery and it supports global and local plans to improve health and education. It employs more than 25,000 people and has 17 manufacturing facilities worldwide. This means that the company works globally and sometimes needs to move employees to work in other countries.

Introduction

1 How do you react in a different cultural environment? Imagine that you began work in another country a few weeks ago and complete the quiz. Look at page 136 to see your scores.

- During a break at a meeting, a colleague that you see from time to time comes to talk to you. You shake hands but they don't let go of your hand so that you both stand holding hands and talking for some minutes. What do you do?

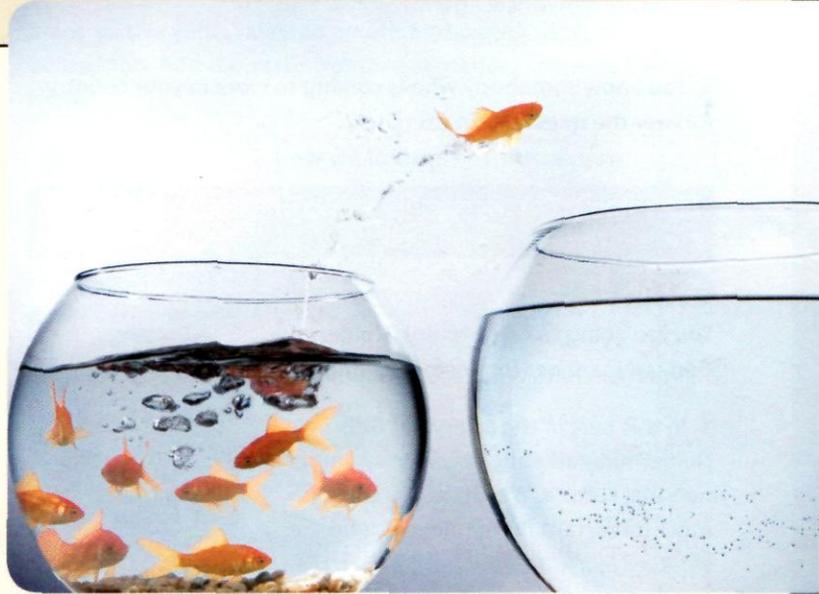
 - Pull your hand away so that you are not holding hands any more.
 - Continue to hold hands and do what your colleague does.
 - Speak to a third person so that you can let go and shake hands with someone else.
- After you have been in a new job for a week, a colleague invites you to come to their home for a meal. You accept but how do you feel about this?

 - That's fine. I would do the same with a new colleague from another country.
 - That's strange. In my job we don't mix personal life and work life.
 - That's different to my culture but I accept.
- You notice that meetings do not start punctually and that a lot of time is taken up with standing around, chatting and drinking tea beforehand. How do you react?

 - Where I come from, we are very punctual but I try to follow my colleagues and take part in the tea-drinking and small talk.
 - I arrive late so that I don't waste time standing around talking to people.
 - I use the opportunity to get to know my colleagues better.
- You are in a meeting with representatives from another company. One of them – the more senior member of the group – says little. His junior employee knows much more about the situation you are talking about. What do you do?

 - I feel uncomfortable. I'm here to meet the boss, not his assistants.
 - I diplomatically bring the meeting to a close so that afterwards I can speak to the junior employee alone about the matter.
 - I speak to the junior employee and let the senior partner speak if they want to.
- You request some statistical information from a colleague by email and the colleague replies, 'Have I understood correctly that you need this information?' You find this answer rather strange. What do you do?

 - You reply, 'Yes, that's correct. I need this information. It would be good if I could have it by the end of the week.'
 - You write back, 'Thank you for your reply. Yes, that's correct.' But you decide to try and get the information from someone else.
 - You reply, 'Thank you for your quick response. Yes, I need this information from you. Is there anything I can do to help you with this?'



2 What questions would you ask if you had to go and work in another country? Put the words in order to make typical questions.

Example: new / what / involve / job / does / the ?

What does the new job involve?

- 1 the / like / are / what / people?
- 2 learn / have to / language / I / do / another?
- 3 like / schools / are / the / what?
- 4 a / is / health / there / good / system?
- 5 it / is / there / expensive?

3 You know somebody who is coming to work in your country. Answer the questions in exercise 2.

Listening 1: Reviewing the relationship between corporate and national culture

1.02

You are going to listen to Bob Neidermire, General manager for Boston Scientific.



1 In this part of the interview, Bob Neidermire talks about corporate and national culture. Which do you think is more important for employees who are working in a multinational company?

2 Listen and complete the text.

My personal view is that when you work for a 1 _____ company, you also have a company culture that overrides 2 _____ cultural differences that exist in different parts of the world. And if that is strong enough, then it overshadows any 3 _____ barriers that exist.

I think it is very important that as the company develops and grows in 4 _____ countries it needs to find a way to import the 5 _____ culture into those countries. To me, that is the key to make it work.

3 Are you surprised by what he said? Can you foresee any conflict between corporate and individual cultures for people working abroad?

Listening 2: Preparing to work abroad

1.03

1 When Boston Scientific sends staff abroad for a longer assignment, the company prepares them for their relocation. How do they do this? Listen and tick (✓) the things that Bob Neidermire mentions.

- 1 on-the-job training _____
- 2 cultural training _____
- 3 basic language training _____

- 4 a health insurance package _____
- 5 an expatriate financial package _____

2 If you were going to work in another country for two years, what support would you want from your employer?

Listening 3: The decision to relocate

1.04

1 In pairs, discuss what you think are the two biggest challenges employees face when they move abroad.

2 Now listen to see whether Bob Neidermire mentions the same things. What does he say is the key to success?

3 Listen again. Are these statements true, false or not mentioned?

- 1 It is necessary to think about the employment of the employee's partner. _____
- 2 It's easy for children to move. _____
- 3 Employees may not be able to move because they or someone in the family has a health problem. _____
- 4 Expatriates should remember that they are a guest in their host country. _____

Listening 4: Coming back

1.05

People who have worked abroad often say that coming back to their own country was difficult. Statistics show that about 60 percent of repatriated people left their company within one year of returning home. This is usually a problem for companies because they lose the experience of the employee and they have to look for a replacement. Many organisations have repatriation programmes to help employees when they come home.

1 What do you think is the most difficult challenge for repatriated employees? How do you think companies can help their employees when they return home?

2 Listen to Bob Neidermire talking about his experience with another company before he started working for Boston Scientific. Make notes to answer these questions.

- 1 Was it more difficult for Bob to move from the USA to Asia or from Asia back to the USA?
- 2 What were his responsibilities when he was in Asia?
- 3 Why was he unhappy in his work when he returned to the USA?

Now check your answers with the audio script on page 146.

3 Would you like to go and work or study in another country? Why/Why not?

Language focus 1: Talking about cultures

There are a number of terms often used when we talk about intercultural communication.

Circle the words a–c which can go with each underlined word to make collocations. Sometimes all the words are possible.

Example: corporate culture

- | | | | |
|------------------------|-----------------|----------------|----------------|
| 1 <u>corporate</u> | a culture | b identity | c overseas |
| 2 <u>multinational</u> | a team | b culture | c company |
| 3 <u>cultural</u> | a differences | b similarities | c policy |
| 4 <u>business</u> | a people | b expatriate | c cards |
| 5 a local | b individual | c abroad | <u>culture</u> |
| 6 a host | b foreign | c company | <u>country</u> |
| 7 a parent | b international | c global | <u>company</u> |
| 8 a relocation | b expatriate | c repatriation | <u>package</u> |

Transferable skill: Using gender-neutral language

Many organisations ask their staff to use gender-neutral language, so that neither men nor women feel excluded. What is the situation where you work or study?

1 Which groups might feel excluded by the following statements? Why?

- A manager should always treat his staff with respect; he should make sure that employees can come to him with problems.
- Single mothers often find it difficult to combine a job with family life.

2 Now look at this sentence. How is this language more inclusive than that in the sentences above?

Every person carries with him- or herself a number of different cultural identities.

We often use **they** to mean **he or she**. Look at these examples:

When the project leader is planning a telephone conference, they should think about what time zones people are in.

Do you think that the CEO should invite their staff to company events?

3 How could you change the examples in exercise 1 above so that they are gender neutral?

4 Some languages make it difficult to be gender neutral. What about your language? Is it possible to be gender neutral? If it is, are the alternatives used? If not, why do you think this is?

Language focus 2: Using stative verbs in the present tense



1 Look at the verbs in these sentences. Can you change them into the present continuous? Why/Why not?

- We believe that the management team should come from different backgrounds.
- Prices rise.
- What do you mean?
- She works for Global Highland.

2 Some verbs in English are stative verbs – they describe states which are usually permanent. They are not usually used in the present continuous. Look at these examples:

- She loves her job and new life in Australia.
- The American company now owns 58 percent of their Indian suppliers.
- I wish I could have more responsibility at work.
- What do you know about European governments?
- The contract contains all the details.

Many stative verbs relate to emotions, how we think or to possession. Add the verbs from the sentences above to the table.

Emotions	How we think	Possession
like, detest, desire	decide, understand	have, belong to

3 Write sentences about what it would be like to work in another country that you know well. Use some of these stative verbs.

like know owe prefer intend want doubt possess consist of

Output: Solving repatriation problems

You work for a multinational company with subsidiaries on different continents.

Work in two groups, A and B.

Group A: look at the information on page 144 (the repatriated manager).

Group B: look at the information on page 145 (the HR manager).

Stage 1

In your groups, discuss the information on your card. What are the problems and why do you think they happened? What do you think the solutions might be?

Stage 2

Work with a member of the other group. Role play the discussion between the HR manager and the repatriated colleague.

Stage 3

Share the solutions you found with the class. Which do you think are the best?

1.3 Skills: Beginning a business relationship

Learning outcomes

- Recognise the importance of relationship building in business.
- Introduce yourself and other people and make successful small talk.
- Show interest and keep a conversation going.

Introduction

Discuss the following questions.

- How do you feel about meeting people for the first time?
- What topics do you talk about when you meet people for the first time? How do you try and create a good first impression?
- Which topics of conversation can you speak to your colleagues about at work?

Listening 1: Meeting people and making small talk



1.06

Listen to three different extracts from business conversations.

What is happening in each conversation? Write the correct conversation number.

- Some of the people are meeting for the first time.
- Business partners who have met before are making small talk before a meeting.
- Two colleagues are meeting up.

Language focus 1: Introducing yourself and other people

1 Turn to page 146, read conversation 2 and complete the table with suitable phrases.

1 Introducing yourself _____	2 Introducing someone else _____ _____
3 Responding to an introduction _____	4 Greeting someone _____ _____
5 Responding to a greeting _____ _____ _____	

2 Can you add any other words or phrases to the table?



Listening 2: Small talk topics

1.06

Listen to the three conversations from Listening 1 again. What topics do the people discuss in each conversation?

Conversation 1:

Conversation 2:

Conversation 3:

Intercultural analysis

Discuss the following questions in pairs or small groups.

- 1 Which of the topics in the conversations would you use to make small talk?
- 2 Are the topics discussed in Conversation 3 appropriate in all business conversations?
- 3 Think about small talk for business in your country. Are the following topics appropriate in your culture? Which of them would you feel comfortable talking about?

the weather sports your salary your family
your age jokes religion your hobbies
embarrassing experiences you have had politics food

- 4 Are the topics always appropriate or never appropriate? What do you think it depends on?

Listening 3: Making successful small talk

1.07

1 Listen to the beginning of a business meeting. Alan is welcoming Belinda to his company. Answer these questions.

- 1 Is this successful small talk? Why/Why not?
- 2 If you were Belinda, what would you think of Alan? If you were Alan, what would you think of Belinda?

2 Look at Conversation 1 from Listening 1.

Audio script

1.06

Dave: If you'd like to hang your coat up, Jean-Luc, there's a rack in the corner.

Jean-Luc: Here?

Dave: Yeah.

Dave: We'll just wait for Paul. He's making a cup of tea.

Francine: So, no rain here today, then?

Dave: Not at the moment. The weather forecast is for nice warm weather for the next couple of days anyway.

Francine: Oh, that's good.

Dave: So, it makes a change from rain, doesn't it?

Francine: Yes.

What is different about the way the speakers make small talk compared to the conversation you have just listened to? The situation is similar: Jean-Luc and Francine are visiting Dave's company, and they are making small talk before a meeting.

Language focus 2: Showing interest and keeping the conversation going



There are different strategies that people can use to keep a conversation going:

- use an expression that shows interest
- add some information after answering a question
- make a further comment on the same topic.

1 Look at the two extracts from Conversation 1 and 2 in Listening 1 and 2. Which of the strategies above do the speakers use? What language do they use to do this?

Extract 1

Francine: So, no rain here today, then?

Dave: Not at the moment. The weather forecast is for nice warm weather for the next couple of days anyway.

Francine: Oh, that's good.

Extract 2

Maria: A lane had been closed off and no one was doing anything.

Luke: Really?

Maria: We must have been waiting for half an hour.

2 What other expressions can you use to show interest? Make a list in the table below.

Expressions to show interest

Oh, really?
That's great!

3 In pairs, change the conversation in Listening 3 so that it is more successful. Think about:

- using expressions that show interest
- adding some information after answering a question
- making a further comment on the same topic.

4 Practise the conversation and then listen to a good example.

1.08

Output: Making successful small talk

Stage 1

- 1 Choose three of the topics from Intercultural analysis on page 16. You are meeting a business partner for the first time.
- 2 How would you introduce these topics if you were making small talk?
- 3 What further comments would you make about them?
- 4 Write down a phrase for each topic.

Stage 2

Work as a whole class.

You are at an evening reception of a business conference. You are interested in making some new business contacts. Try to speak to as many people at the reception as possible.

Remember to:

- introduce yourself
- talk about one of the small-talk topics you have prepared
- show interest in what other people say.



2

Technology and business

2.1 Theory: Disruptive technologies

Learning outcomes

- Consider the theory of disruptive technology and how it affects business.
- Use vocabulary for talking about technological development.
- Discuss how to deal with a disruptive technology and propose a joint venture.

Introduction

1 Discuss the following questions.

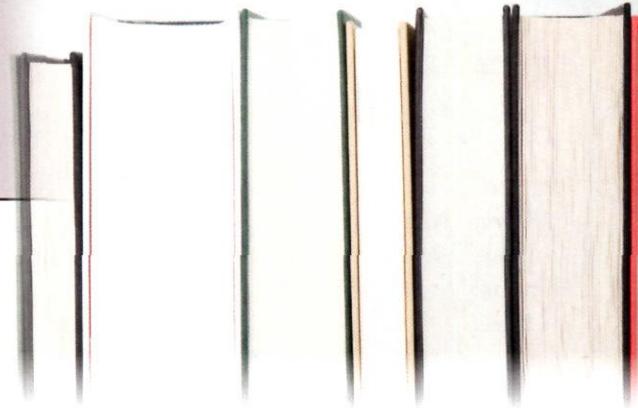
- How do you feel about new technology?
- How has it helped you organise your time?
- How has it made you waste more of your time?

2 Look at the pictures. How have changes to this technology influenced your life?



3 Now discuss the following questions.

- What effect do you think these changes have had on traditional companies and how do you think they reacted?
- Have you witnessed any of these changes?



Business view



Professor Clayton Christensen from Harvard Business School, an expert on how organisations deal with innovations, says that companies ...

“... pour resources into their core business. They listen to their best customers.”

However, because they do this, it means they ignore new technologies which may seem small and unprofitable at first, but can often grow to take over the marketplace.

4 Read some examples of what Professor Clayton Christensen is talking about.

Apple led the world of personal computing and established the standard for user-friendly computing but was five years behind the leaders in bringing portable computers to the market.



The large photocopying centres that represented Xerox's customer base at first had no use for small, slow tabletop copiers and Canon was the company which developed these.



Can you think of any other examples? Do you think companies should only do what their best customers say?

Language focus 1: Technological vocabulary

1 Do you know the difference in meaning between these words?

discover innovate invent design develop

2 Match the words in exercise 1 with their definitions below.

- 1 to make or draw plans for something: _____
- 2 to find information, a place or an object, especially for the first time: _____
- 3 to bring something into existence, to start to happen; to grow or change into a more advanced, larger or stronger form: _____
- 4 to create something which has never been made before: _____
- 5 to introduce changes and new ideas: _____

3 Complete the table with the noun forms of the verbs above.

Verb	Noun
discover	
innovate	
invent	
design	
develop	

4 Disruptive technologies are innovations that improve a product or service in a way that the market does not expect, e.g. the ways in which digital cameras have replaced cameras that use a film. Discuss these questions.

- 1 How important are digital cameras, MP3 technology and mobile phones in your everyday life? How important is the design of these products to you?
- 2 What do you think is the most important discovery of the last 50 years?
- 3 Which recent invention has had the biggest impact on your life?

Reading: How companies can exploit disruptive technologies

1 You are going to read an extract from an article by Professor Clayton Christensen and a colleague, Joseph Bower, about disruptive technologies.

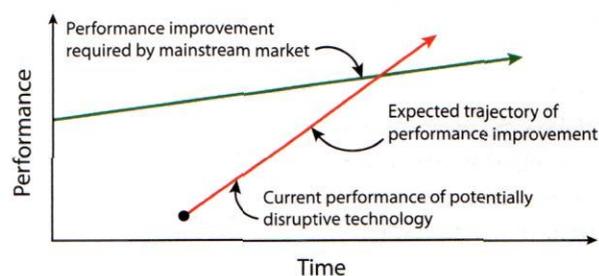
The following four steps have been removed from the text. Quickly skim through the text and put them in the correct place.

- a Set up an independent organisation to build a disruptive technology business
- b Define the strategic significance of the disruptive technology
- c Locate the initial market for the disruptive technology
- d Determine whether the technology is disruptive or sustaining

1 _____
The first step is to decide which of the many technologies on the horizon are disruptive and, of those, which are real threats.

- 2 _____
- 5 In this step it is important to ask the right people the right questions about the strategic importance of the disruptive technology. Strategic reports tend to ignore disruptive technologies early on because managers either ask the wrong questions or ask the wrong people the right questions.
 - 10 Established companies have regular procedures for asking mainstream customers to assess the value of innovative products. These customers are *inaccurate* when asked about disruptive technologies. They are the wrong people to ask.

This graph demonstrates how to assess disruptive technologies and show product performance.



If knowledgeable technologists believe the new technology might progress faster than the market's demand for performance improvement, then that technology, which does not meet customers' needs today, may very well address them tomorrow. The new technology is therefore critical.

3 _____
Once managers have determined that a new technology is disruptive and strategically critical, the next step is to find the initial markets for that technology.

25 4 _____ and keep it independent.
Creating a separate organisation is necessary only when the disruptive technology has a lower profit margin than the mainstream business and must serve the unique needs of a new set of customers.

Source: Harvard Business Review

2 Read the article again and decide if these statements are true or false. Try to give reasons for your answers.

- 1 The first step is to look at the technologies that will develop in the distant future.
- 2 Strategic reports fail because of the way managers do their research.
- 3 Established companies have ways of asking regular customers about innovative products.
- 4 Even if a new technology isn't in demand at the moment it might be in demand in the future.
- 5 Companies should set up a separate organisation if the disruptive technology is going to be very profitable.

3 What new technologies do you think are 'on the horizon'? How could they affect your place of work or study?

Listening 1: The Internet as a disruptive technology

1.09

Business view

Dr Kamal Munir lectures at Judge Business School, University of Cambridge. His research focus is on strategy, as well as innovation and international business.

1 You are going to listen to an extract about the effect of the Internet on the newspaper industry. Before you listen, discuss how the Internet may have been a disruptive technology for the newspaper industry. Then listen and see if Dr Kamal Munir mentions any of your ideas.

2 Listen again and answer these questions.

- 1 What parts of a newspaper does Dr Kamal Munir mention?
- 2 What does he say we do now when we want to find information?
- 3 What do you think he means when he says that the value chain has become 'fragmented'?

3 Dr Kamal Munir mentions the value chain. Read this definition:

Businesses take inputs and add value to them by turning them into something of worth to other people.

Can you think of any examples of a value chain?

Critical analysis

Dr Kamal Munir says that users need to visit several websites to get the same information that they would get from one edition of a paper. Do you think it's true that people go to different sites to get the information they would get from a printed newspaper?

Listening 2: The effect of the Internet on retailing

1.10

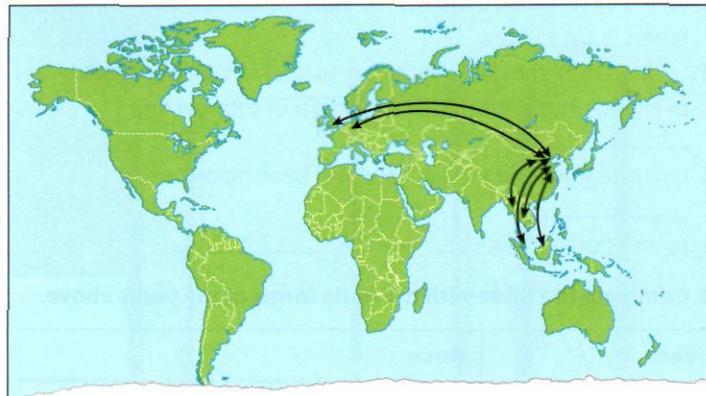
1 In pairs, discuss what effect you think the Internet has had on the retail industry.

2 Listen to the next part of the interview and answer these questions.

- 1 Why does Dr Kamal Munir mention eBay?
- 2 How have companies like easyJet and Ryanair benefited from the Internet?

Output: Dealing with a disruptive technology

You are going to read a short news item about a disruptive technology. Work in two groups of four. Group A represents the management team of an airline based in Europe with several long-distance routes between Europe and Asia. Group B represents the management team of a high-speed, long-distance passenger train operating company based in Asia.



A London to Beijing 200 mph rail link could be built within next 10 years

Kiran Randhawa

The Chinese Academy of Engineering plans would see 200 mph (320 km/h) trains go from King's Cross St Pancras station in London, via the Channel Tunnel to Beijing and then Singapore. The 5,070 miles (8,160 km) to Beijing would take two days. There are plans for a line from China through Russia to Germany, and one to link Vietnam, Thailand, Burma and Malaysia.

Source: London Evening Standard

Stage 1

Read the article and then discuss the following questions.

Group A

What impact would this proposed rail link have on your company and the long-distance airline industry in general? How can your company deal with it? How can your company deal with this better than your competitor airlines?

Group B

What impact would this proposed rail link have on your company? Do you think your company should become involved in this project? Could your company offer a competing product? What impact will this have on the long-distance airline industry, and how do you expect them to deal with it?

Stage 2

You might have considered a joint venture between the European airline and the Asian train operating company. Think about how each company could benefit from this arrangement. Work in small groups, with representatives from Group A and Group B, and discuss ways of working together on a joint venture. Tell the rest of the class what your joint-venture proposals are.

2.2 Practice: Creating a product through an online community

Learning outcomes

- Talk about how companies can use technology in product design.
- Use passive forms.
- Develop 'active listening' skills by discussing new technology in the workplace.

Profile: Local Motors



LOCAL MOTORS™

Local Motors is a car company in the USA which was founded in 2007. It claims to be the first disruptive entrant in the US automotive industry in decades and to be the first of its kind. Designers upload ideas, and those interested can choose and develop the design of a car, also taking part in the decision about where the car will be built. Local Motors claims that it chooses designs with the locality and its needs in mind. The public can also participate in the building process and – if they want to – buy the car they helped to design and build.



Introduction

Discuss the following questions.

- How do people today communicate with friends and family who are more than 20 kilometres away?
- How did people communicate with their family in different towns 40 years ago?
- How has the frequency of communication changed?
- How did people in business communicate with colleagues and with their business partners 20 years ago? What's the situation today?
- What examples of social networking sites can you think of which are used in business today?
- Have you ever helped a company with its market research? How did you do this?

Reading: Using customers to design a product

You are going to read an article about how Local Motors asked the **public to design a car called the Rally Fighter**. People sent in their ideas and Local Motors produced the car. They claim that it is the first example of open-source development in the car industry.

1 Before you read the article, think about the following:

Your requirements of a car, e.g.

how fast how economical how convenient in city traffic, etc.

What you want to do with it, e.g.

transport small children/your skis travel short or long distances

Make some notes, then compare them in groups of three. What might be the result if all three of you tried to design the car you all wanted?

The concept behind the Rally Fighter is simple enough. As with Wikipedia, the online encyclopedia that uses 'the wisdom of crowds' to help compile its content, Local Motors invited suggestions from thousands of car fans via its website. Members could send in their ideas on every aspect of the future car; each major part of the vehicle, from the exterior to the interior, and even its name, was developed in this way. Those who came up with the best and most significant ideas won cash prizes. The whole process took 14 months and about €1.6m to transform from a sketch to a finished product – a fraction of the normal design costs.

The car is powered by BMW's three-litre, six-cylinder, turbocharged diesel engine, which was voted by the community as offering the best blend of performance and economy (an estimated 7.4 litres per 100 km). Although few official performance figures are available, Local Motors claims that its vehicle will hit about 100 kph in about six seconds and has an electronically limited top speed of 210 kph.

Source: The Sunday Times, article by Joseph Dunn

The Rally Fighter will cost about €40,000 – relatively cheap for a vehicle of its size – and will be aimed at the huge American community of off-road racers, with an eye on competing in rallies such as the Baja 1000 in Mexico and other endurance races. However, the company aims eventually to broaden the concept and enter the mainstream.

The Rally Fighter will be the first in a long line of cars dreamt up and designed in cyberspace. The names have already been voted on: the Boston Bullet, Green Apple and Miami Roadster – all they need is consensus 'approval' from the online community on the design and mechanics of the cars.

'It has been a huge success already,' says Ariel Ferreira, the public relations manager for Local Motors. 'It's an incredible experience for car enthusiasts, and the result is a community of potential customers who are intimately connected with their Local Motors cars. Since our development process is open, the end result is inevitably a car our community loves and craves. They keep us on track with their desires – we keep them on track with safety and feasibility.'

2 Read the article and underline the phrase that best completes each sentence according to the information in the article.

- 1 The fundamental idea of the Rally Fighter is *straightforward / quite complicated / fairly usual*.
- 2 Members of the Local Motors community were able to send in their ideas on how to design *the chassis / the interior / the entire car*.
- 3 This way of designing a car has proved to be *much cheaper than / more expensive than / as costly as* designing a car in the usual way.
- 4 The target users of this car are those *who want to transport sports equipment / with small children / wanting to take part in car races*.

3 In the second paragraph of the article, the writer talks about the 'performance figures' of the car. What performance figures are mentioned?

4 Think about a piece of equipment that you use in your work or studies, e.g. a memory stick, a mobile phone or a computer and answer these questions.

- 1 What features and 'performance figures' do you look at when you buy one of these?

Example: When I buy a memory stick I always check it has a large memory capacity as I need to keep big files on it.

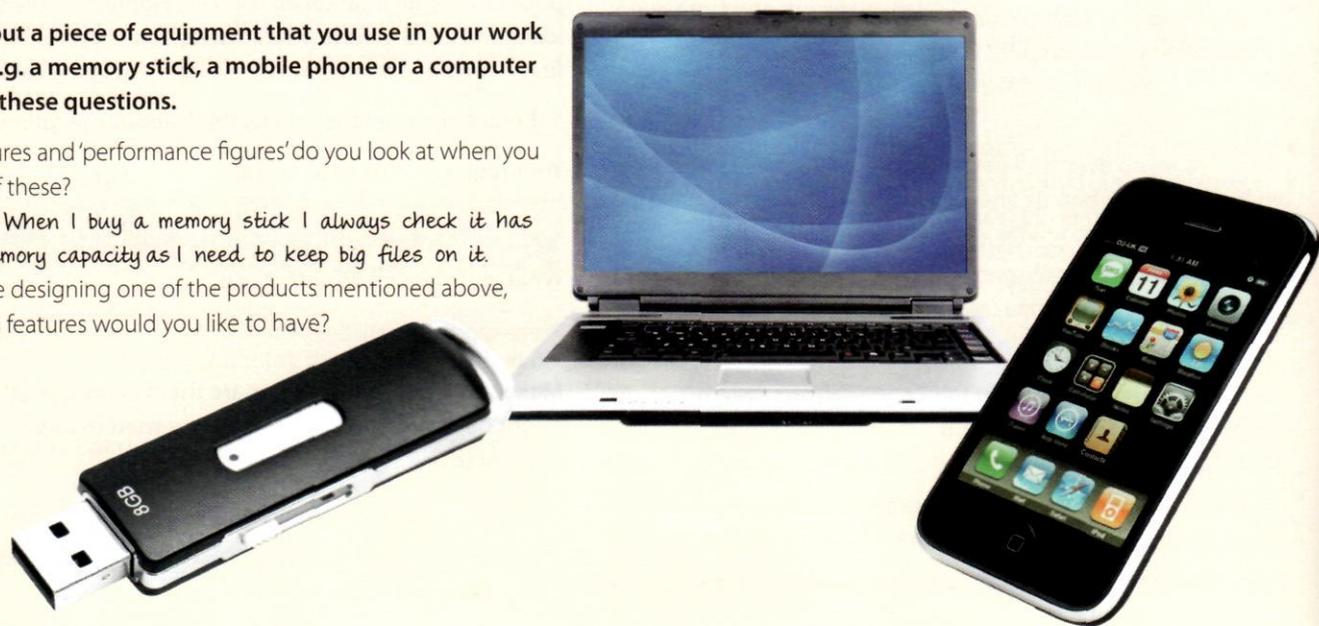
- 2 If you were designing one of the products mentioned above, what extra features would you like to have?

5 What advantages do you think this approach to car design and construction offers to automotive companies and to their target consumers?

Intercultural analysis

The Local Motors approach to designing vehicles relies on customers sharing their ideas.

- 1 When might it not be appropriate to ask members of the public for their ideas?
- 2 Would this approach to design be popular in your culture?
- 3 What problems might a company have if they rely too much on this form of product development?



Transferable skill: Listening actively in a conversation 

When you are listening to someone, it is important to show that you understand what they are trying to say and to be an 'active' listener. Here are some phrases to show that you understand or agree.

hmm yes right wow exactly absolutely definitely
excellent sure fine

1 Here is a transcript of someone talking about how their life would be without the silicon chip. In pairs, read the transcript aloud. One of you reads the transcript with emotion, and the other uses some of the phrases above to show that they understand or agree.

Well, without the silicon chip, I'd be lost ... I mean, it's everywhere, isn't it? In mobile phones, in computers – and without them I couldn't survive. Not the way I am anyway ... I mean, I use the computer to communicate at work with colleagues and business partners ... and to find information and calculate costs ... and make plans and ... oh all sorts of things. And well, the mobile phone – without that I'd be back in the Stone Age!

2 Now listen to an example.

 1.11

3 In pairs, think about a piece of equipment you often use. One of you talks about how your life would be different without it; the other shows understanding by using some of the phrases above. When you have finished, change roles.

Language focus: Using the passive form 

In the article on page 22, there were some verbs in the passive form. In this section you are going to think about the passive and how it is used.

1 Underline the verbs in the passive form in these sentences.

- 1 The Chrysler Building was designed by William Van Alen.
- 2 My credit card has been stolen and I need to cancel it.
- 3 The president's speech about the economic crisis will be given at 2 p.m.
- 4 The payment has already been made to Mr Verdi.
- 5 I am confident that my report will be finished on time.
- 6 The card has to be shown when entering the college.
- 7 The office printer is checked every day, but I am not sure who checks it.

2 Match sentences 1, 2, 3 and 5 in exercise 1 with the reasons for using the passive.

- a We don't know who did it or it doesn't matter who did it.
- b The speaker is making an announcement.
- c The action is more important than who did it.
- d It is obvious who did it.

3 Look at the sentences in exercise 1 and complete the rule.

The passive is formed by using the correct tense of the verb _____ and the _____, e.g. *used* or *known*.

4 Complete these sentences with the correct form of one of these verbs. Then check your answers in the article on page 22.

power vote on aim develop

- 1 Each major part of the vehicle _____ in this way.
- 2 The car _____ by BMW's three-litre, six-cylinder, turbocharged diesel engine.
- 3 The Rally Fighter _____ at the huge American community of off-road racers.
- 4 The names _____ already _____ – the Boston Bullet, Green Apple and Miami Roadster.

5 Work in pairs. Without looking back at the article, tell your partner about the car-design process at Local Motors. While you are listening to your partner, note how they use the passive and active forms of the verb.

Output: Incorporating new technology**Stage 1**

Work in three groups. You all work for a small company that is interested in introducing new innovations into the workplace.

Stage 2

Group A: look at page 136.

Group B: look at page 143.

Group C: look at page 145.

Discuss the idea and how you think it could be used.

Stage 3

Prepare to tell other people about your new piece of technology, saying how you think it could be used in your work / study situation and what advantages it would bring to the organisation. Think about where you can use the passive form.

Stage 4

Work with people from the other groups and tell them about your innovation. While you are listening, try to be an 'active listener'.

Stage 5

Once everyone has presented their ideas, decide as a class which idea would be most useful to the organisation.

2.3 Skills: Telephone communication

Learning outcomes

- Start and finish telephone conversations effectively.
- Make arrangements on the telephone and check information.
- Use appropriate and polite language on the telephone.

Introduction

Discuss the following questions.

- How is speaking on the telephone different from speaking face-to-face?
- How does this affect the language people use on the telephone?
- What are the advantages of speaking on the telephone and speaking face-to-face?
- Is it easier in a foreign language to communicate face-to-face or on the telephone? What are the biggest differences?

Language focus 1: A successful phone call

1 Read the dialogue below. Do you think it is a successful phone call? Why/Why not?

A: Hello.

B: Is Mr Wong there?

A: Who?

B: Mr Wong.

A: No.

B: OK, bye.

2 Now listen to a recording of the dialogue above. How does it sound to you? How would you feel if somebody made a phone call to you like this?

 1.12

3 How could you improve this dialogue? Rewrite it and practise it with a partner.

4 Listen to an improved version of the dialogue. How is the language and pronunciation different?

 1.13

Listening 1: Formal and informal phone calls

 1.14

1 You are going to hear parts of three telephone calls. Decide if each part is from the beginning or the end of the telephone call.

2 Which one is the most informal? How do you know?



Language focus 2: Beginning and ending phone calls

1 Complete the text with appropriate phrases to begin a telephone call. Use the conversations from Listening 1 to help you.

1 Caller says why they are calling: _____

2 Person answers the telephone: _____

3 Speakers greet each other or respond to a greeting:

4 Speakers introduce themselves or ask the other person to identify themselves: _____

2 Put the functions above in the order that they usually happen.

3 Listen to the end of the third phone call again. What do the speakers do to end the conversation *before* they say goodbye?

 1.15

4 Listen again and complete the gaps below.

A: I'll send some new details on, and if you've got any questions do give us a ring.

B: _____

A: Thanks for your time.

B: _____

A: OK. Bye bye.

B: _____

5 Look at the telephone calls from Listening 1 on page 148. Underline language that tells you how formal or informal the phone call is. Then decide if each phone call is formal, semi-formal or informal. Why do you think the formality in the three phone calls is different?

Listening 2: Arranging to meet



1.16

1 Listen to Sharon and John, arranging to meet, and make notes in their diaries. For each day, write B if they are busy, F if they are free and ? if they don't say. It is Monday morning.

Sharon's diary

13 Mon	16 Thu
14 Tue	17 Fri
15 Wed	

John's diary

13 Mon
14 Tue
15 Wed
16 Thu
17 Fri

2 When do they arrange to meet?

Language focus 3: Making arrangements, checking and clarifying language



1 Listen to the conversation from Listening 2 again and complete the table with appropriate phrases. Then look at the audio script on page 148 to check your answers.

<p>Asking about / Suggesting a day / time to meet</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Saying you are free / not free</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Checking information</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Showing understanding</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Correcting information</p> <p>_____</p>	

2 What mistake does Sharon make towards the end of the phone call, and how does John correct her?

Notice how John uses intonation to correct the time of the meeting, by stressing the item (*four*) that he is correcting.

Sharon: OK, so that's three fifteen this afternoon.

John: No, we said *four* fifteen, actually.

3 Look at the diaries in Listening 2 again and think of five appointments. In pairs, try and organise a time and place to meet. Remember to check and clarify any information that is given.

Output: Telephoning for information and making changes to a plan

Stage 1

Look at the schedule for the conference on IT innovations below.

Work in pairs. Student A is the Marketing manager of the company holding the conference and Student B is the Events manager organising the conference for the Marketing manager.

IT Innovations Conference, Friday 14 May

- 9.00 – 9.30: Registration and coffee
Hotel lobby
- 9.30 – 10.30: Opening plenary
Lecture room seating 150 people
- 10.30 – 12.30: Symposium on 'Disruptive Technologies'
Lecture room seating 150 people
- 12.30 – 14.00: Lunch
- 14.00 – 15.30: Individual presentations
6 seminar rooms seating 20 people each
- 15.30 – 16.00: Coffee
- 16.00 – 17.00: Keynote speech: 'Technology and Communication'
Lecture room seating 150 people
- 19.00: Conference dinner at 'The Golden Egg'

Student A: look at the information on page 136.

Student B: look at the information on page 143.

Make notes on the conference schedule about the changes you would like to make.

Stage 2

Student A phones Student B. Discuss the changes you would like to make to the conference schedule and make a note of any changes that you agree on. Remember to ask for clarification of *any numbers or words that are difficult to spell*.

Make sure you go over all the points, and summarise the changes at the end of the call.

▶ Watch Sequence 1 on the DVD to find out more about Business environment.

Writing 1: Making first contact

Learning outcomes

- Recognise key features of business emails.
- Make first contact in business writing.
- Build a business relationship through an exchange of emails.



Introduction

“You never get a second chance to make a first impression.”

Oscar Wilde, writer, poet and playwright

- 1 What do you think the quote means?
- 2 How important is it to create a good impression the first time you write a business letter to someone?
- 3 How important are the following points when you write to someone for the first time?

- 1 The email or letter should be friendly.
- 2 You should always be formal and use the person's title (e.g. Mr).
- 3 There should be no spelling or grammar mistakes.
- 4 You should ask the person you are writing to lots of questions to show them that you are interested in them.
- 5 You should have a clear subject line in the email so that the person knows what it is about before they open it.

4 Have you ever received an email or letter that gave you a bad impression? How did you feel?

5 What are the advantages and disadvantages of developing a business relationship through email rather than through face-to-face communication? Which do you prefer? Why?

Language focus 1: Making first contact



1 Look at the email sent by a buyer of LCD monitors for the Scandinavian market and a seller in Asia. Complete the email with the following sentences and phrases.

- 1 We met at the Taipei Computer Applications Show
- 2 Best regards
- 3 Dear Mr Zhang
- 4 Please send us your price list and a draft of your Distributor Agreement
- 5 We manufacture and distribute Matron DVR
- 6 I look forward to hearing from you.

From: Nordstrom, Ole
To: Zhang Xiaopeng
Sent: 29 October 16:20

a _____
b _____ and discussed our interest in importing your Pro CCTV LCD monitors for the Danish and Scandinavian market.
c _____, as well as distributing Security Products in Denmark, Norway, Sweden, Finland, the Baltic Countries and the south of England (we have an office in London). See our homepage at www.matron.dk. I found your products of very high quality and I understood that you could supply the CCTV LCD monitors from 1 November.
I would like to place our first order as soon as possible.
d _____, and let me know which of the countries mentioned above you would like us to distribute your products in.
e _____
f _____
Ole Nordstrom

2 When you make first contact with someone, there are different ways you can begin your email or letter. In the email above, Ole Nordstrom refers to meeting Mr Zhang in person at a trade show.

If you haven't met somebody before, you can also begin by:

- 1 introducing yourself
- 2 referring to someone you both know
- 3 saying who recommended you contact the person you are writing to.

Look at the beginning of the three emails. Choose an appropriate opening sentence (a–c) for each one.

- a I'd like to introduce myself as the head of the project management team appointed by QT Consultants to handle restructuring of the department.
- b My husband attended one of your courses at the Management College last week and has told me how informative it was.
- c I got your contact details from Marcus Berger in Singapore, who suggested I should get in touch with you.

Dear Alan,

1 We at Nova Tech have been looking for a public-speaking course for some of our staff to attend. Can you let me know if you are running any courses in the Cambridgeshire area?

Dear Ms Alvarez,

2 My name is Ramesh, and I will act as your main point of contact for the next few months to work through the process with you and your department.

Dear Mrs Singh,

3 He said you might be able to recommend an agent to handle our exports to South East Asia.

2 The sentences below were used to make the email in exercise 1 sound more friendly. Choose a sentence (a–d) to complete the gaps.

- a I am interested in doing business with you and would like to invite you to be our distributor in your area.
- b I hope to visit Denmark again soon, and look forward to seeing you there.
- c Please feel free to contact me if you need my service or assistance.
- d Thanks for your call – it was nice to talk to you.

Critical analysis

- How are Mr Nordstrom's and Mr Zhang's emails different from emails you write to your friends?
- How easy is it to use friendly language like this when writing in a foreign language?

Output: Making first contact via email

Stage 1

Work in two groups: A and B. You have found out from a trade fair or the Internet about a company whose products you would like to distribute in your country.

Group A: Look at the information about Creativ Company on page 137.

Group B: Look at the information about Rambler's Way Farm on page 142.

Stage 2

Work in pairs to write an email to the sales manager of the company. In your email:

- explain that you have experience selling to the relevant retail sector or consumer group
- ask for more information about particular product ranges
- ask for a price list
- suggest that you would like to be sole distributor for your country.

Before you begin, decide on a name for your own company.

Make sure you do the following in your email:

- include a subject line and introduce yourself
- include a friendly comment in order to build a business relationship
- use Mr Nordstrom and Mr Zhang's emails to help you.

Stage 3

When you have finished, exchange your email with somebody who wrote to the other company. Look for any mistakes in the other student's email and tell them. Listen to the other student's feedback on your email and make any changes to it.

Language focus 2: Building a business relationship

1 Look at the response from the seller in Asia to the Scandinavian buyer after speaking to him on the phone. How should Mr Zhang improve this email?

From: Zhang Xiaopeng
To: Nordstrom, Ole
Sent: 3 November 10:43

Dear Mr Nordstrom,

1 _____
2 _____

Since we already have distributors in Finland, Norway and the Baltic countries for our LCD monitor, the areas we can grant you are Denmark, Sweden and the south of England only. Concerning the delivery, as per my explanation on the phone, most of our CCTV LCD monitors are selling under the OEM brand with exclusivity. We can take the order now and deliver it in January.

If you want to test our samples, we can send our OEM models to you.

The draft agreement and relevant documents will be forwarded to you by my European Sales Representative Ms Sylvia Yeh. I will ask her to contact you for relevant business.

3 _____
4 _____

Best regards
Zhang Xiaopeng

3

Motivation

3.1 Theory: Herzberg's Motivation-Hygiene Theory

Learning outcomes

- Understand and apply a theory of motivation.
- Use a variety of quantifiers to describe quantities.
- Discuss ideas for motivating a employees.

Introduction

1 Why are these people doing these things? Choose possible reasons from the list below. Are there any other possible reasons?

a



b



c



d



e



- 1 to earn money
- 2 to help other people
- 3 to get more qualifications
- 4 to be praised by other people
- 5 to be part of a team



2 What motivates you to work? Look at the reasons in the list in exercise 1 and put them in order of importance for you.

3 People do things for different reasons, sometimes because they like doing them (*intrinsic motivation*) and sometimes because they want to get something as a result (*extrinsic motivation*).

Are the reasons in exercise 1 *extrinsic* or *intrinsic* motivation or both?

Business view



“There is joy in work. There is no happiness except in the realisation that we have accomplished something.”

Henry Ford, founder of the Ford Motor Company

Look at this quotation and discuss the questions.

- Is work always enjoyable? Should employees expect to be bored sometimes?
- Do you feel happy when you can see the results of your work? Tell your partner about the last time you had this experience.

Reading 1: Herzberg's Motivation-Hygiene Theory

Professor Frederick Herzberg was a clinical psychologist and later Professor of Management at the University of Utah. There has been little serious challenge to his ideas since they were published in 1959, and this theory is still useful for managers who want to motivate their employees.

1 Read the text quickly and match the answers below with the questions.

- 1 What did Herzberg ask the accountants and employees about?
- 2 What did he call the things that caused satisfaction?
- 3 What did he call the things that prevented dissatisfaction?
 - a hygiene factors
 - b motivators
 - c specific moments when they felt satisfied or dissatisfied about their job

Herzberg carried out a motivation study on 200 accountants and engineers who worked in companies in the USA. These subjects of the study were asked two questions:

- 5 (1) When did you feel particularly good about your job?
- (2) When did you feel exceptionally bad about your job?

The responses that Herzberg obtained were interesting and fairly consistent. Reported good feelings were usually associated with job experiences and job content. One example of these was the head of an accounting department; he was given the job of installing new computer equipment. He took pride in his work and was pleased to know that the new equipment made a big difference in how his department functioned. Reported bad feelings, on the other hand, were usually associated with the surrounding or peripheral aspects of the job – the job context. An example of these feelings was given by an engineer; his first job was routine record keeping and managing the office when the boss was gone. His boss was always too busy to train him and became annoyed when he tried to ask questions. The engineer said that he was frustrated in this job context and that he felt that he was just an unimportant assistant in a dead-end job.

Herzberg concluded that job satisfiers are related to job content and that job dissatisfiers are related to job context. Herzberg labeled the satisfiers 'motivators', and he called the dissatisfiers 'hygiene factors'. The term 'hygiene' refers (as it does in the health field) to factors that are preventative; in Herzberg's theory the hygiene factors are those that prevent dissatisfaction. Together, the motivators and the hygiene factors have become known as Herzberg's two-factor theory of motivation.

Herzberg's two-factor theory provided a new view of work motivation. Until his theory became known, most managers had focused on the hygiene factors. When faced

with a motivation problem, the typical solution was higher pay, more fringe benefits, and better working conditions. However, this simplistic solution did not really work.

- 40 Management are often puzzled because they are paying high wages and salaries, have an excellent fringe-benefit package, and provide excellent working conditions, but their employees are still not motivated. Herzberg's theory offered an explanation for this problem. By concentrating
- 45 only on the hygiene factors, management were not really motivating their personnel.

Source: Organizational Behavior by Fred Luthans

2 Read the statements below and check again with the text to decide whether they are true or false.

- 1 The subjects of Herzberg's study who felt good about their work talked about what they did in their job.
- 2 Those people who were unhappy about their work focused on the job content.
- 3 Hygiene factors help to avoid dissatisfaction.
- 4 Managers need to focus on job content as well as job context to motivate their staff.

Language focus 1: Vocabulary of motivation and demotivation

The following lists show the top six factors that can cause satisfaction and dissatisfaction.

Hygiene:

Company policy
Supervision
Relationship with the boss
Work conditions
Salary
Relationship with peers

Motivation:

Achievement
Recognition
Work itself
Responsibility
Advancement
Growth

In pairs, decide which of the above factors the following examples belong to. Then decide if they are hygiene factors or motivation factors.

- | | |
|------------------------|-----------------------------------|
| 1 a lot of bureaucracy | 7 the chance to learn new skills |
| 2 rude colleagues | 8 only a few days of annual leave |
| 3 praise | 9 not enough support in the job |
| 4 promotion | 10 an aggressive manager |
| 5 low pay | 11 getting good results |
| 6 a job you enjoy | 12 the chance to manage a team |

Intercultural analysis

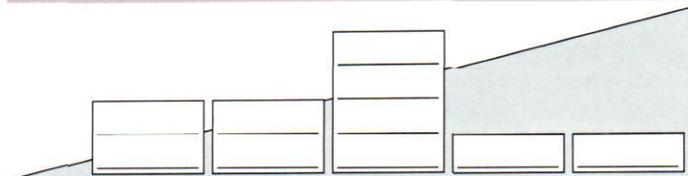
Different cultures have different views about the best way to get employees to work well. Think about the cultures which you are familiar with.

Which is the most common in these cultures: hygiene factors or motivation factors? Why do you think this is?

Language focus 2: Quantifiers

1 Decide which order these quantifiers should go in.

several a lot of a little a few many much all
plenty of most some



2 Complete the letter with these quantifiers.

little few many a great deal of some enough

25 January

Dear Mr Sanchez,

I am writing on behalf of the employees. **1** _____ of them feel that the new pay deal is not **2** _____, as it does not cover the rise in the cost of living.

I am aware that you and the management have invested **3** _____ time and effort in securing this pay deal. However, **4** _____ union members believe that the outcome of the recent pay negotiations has had **5** _____ effect on improving the economic position of our factory workers.

We suggest that we hold a meeting of management and the union representatives in the next **6** _____ days to resolve this matter.

Yours sincerely,
Rosa Gutiérrez

3 Write the quantifiers below in the correct category: countable or uncountable. One can be used with both categories.

many a few much a great deal of a large number of
a huge amount of a lot of several a little

Countable, e.g. people, departments, motivators
_____, _____, _____, _____

Uncountable, e.g. motivation, time, growth
_____, _____, _____, _____

4 A little / a few and little / few have different meanings. Look at these pairs of sentences. Which of these sentences have a negative sense? Then complete the rule below.

- a A little time was spent on this aspect of the project.
- b Little time was spent on this aspect of the project.
- c A few employees were satisfied with their working conditions.
- d Few employees were satisfied with their working conditions.

When we use _____ and _____, the meaning is usually negative.

5 In pairs, write sentences about motivation using quantifiers and the words below.

employees time managers relationships with colleagues
money personal development

Example: Few employees are motivated only by money.

Output: Motivating a demotivated company



Stage 1

Your consultancy firm is going to advise a company that produces plastics on how to motivate their staff. The company has problems with staff motivation. Look at the quotes from the managers:

- 'Too many people are calling in sick on Monday morning.'
- 'A lot of workers don't think we listen to them, but we do.'
- 'We increased the pay and still the staff are not motivated.'
- 'Staff seem to have time to do their jobs. Why are they complaining?'
- 'A few of the factory workers have complained that they can't get promoted, but some of them get paid more than management.'

In pairs or small groups, discuss how you would feel if you were a manager or employee in this situation. Do you think the problems are related to motivation or to hygiene factors?

Stage 2

Join another pair or group and look at the plans that the company have thought will help motivation:

- Reduce working hours – staff are working too many hours.
- Increased wages haven't worked – if paying people more hasn't worked, perhaps the threat of less money will motivate them.
- Workers need to feel that they are part of the company. We should have workshops to show how valuable their work is.
- Increase communication between workers and managers.
- Employee counselling will help to cut down on people missing work.

Discuss whether the plans the company have made will help motivation or not. Look at the Reading text again and also use your own opinion.

3.2 Practice: Building a positive work environment

Learning outcomes

- Consider how a successful company motivates its staff.
- Use the articles *a* and *the* correctly.
- Discuss working conditions, rewards and the ideal workplace.

Profile: Creativ Company



Creativ Company is a small Danish company that sells art and hobby materials. It was established in 2000 and has a team of 137 working in Denmark, Sweden, Norway, England, Germany and the Netherlands. Creativ Company has won awards as one of the best companies to work for in Europe.

Introduction

Discuss the following questions.

- What makes a company or organisation a good place to work?
- How important is teamwork in motivating people?
- What rewards would you expect for doing your job well?
- Would you be happy if you achieved something at work and had to share the reward with all of your team?

Listening 1: Creating a good work environment

1.17

Pia Orskov is Human Resources Manager for Creativ Company.



Listen to the interview with Pia Orskov and answer the

questions.

- 1 What reasons does Pia Orskov give for Creativ being a good place to work?
- 2 How is the way in which they communicate at Creativ different from many other companies?

You probably did not understand every word in the interview with Pia Orskov. You don't need to understand every word to understand what someone is saying. Sometimes it is enough just to understand the *gist*: to get a general idea of what the person is talking about. Sometimes you may need some *specific information*, but you still do not need to understand everything.



Transferable skill: Developing listening skills

- 1 What is special about the way the company rewards its staff?
- 2 Listen to the next part of the interview and answer the questions.
- 3 What is the main way, according to Pia Orskov, in which Creativ treats its staff better than other companies?

Listening 2: Rewarding employees

1.18

- 1 In small groups write a list of the things companies can do to reward their employees.

2 Listen to the next part of the interview and answer the

questions.

- 1 What is special about the way the company rewards its staff?
- 2 Does Creativ use any of the systems of rewards that you thought of?
- 3 What is the main way, according to Pia Orskov, in which Creativ treats its staff better than other companies?

1 Using background knowledge

When we listen, we use our background knowledge about the topic or situation to help us understand. Think about the answers to these questions.

- 1 What do you already know about the way Creativ treats its staff?
- 2 Would you expect the management to have very strict rules?
- 3 How might the importance that Creativ puts on face-to-face discussions affect the number of rules the company has?

2 Listening for gist

 1.19

Listen to the next part of the interview. Which is the best summary of what Pia Orskov says?

- a Employees often abuse the system and therefore the company needs a lot of rules.
- b Employees don't often abuse the system because it is based on trust; therefore there are only a few rules.
- c Employees usually follow the rules because there are severe punishments if they don't.

3 Listening for specific information

 1.19

Listen again and see if you can understand some more specific information. Answer these questions.

- 1 Pia Orskov says that the company has three important rules. What are they?
- 2 What does she say employees like best about working for the company?

Critical analysis

Discuss the following questions.

- 1 What do you think about the idea of employees meeting for a face-to-face meeting for a few minutes every day? Do you think that this is a good idea? Why might some people not like it?
- 2 In the interview the interviewer says that a lot of companies 'pay lip service' to team building? What does he mean?
- 3 In the interview, Pia Orskov says, 'We think it's important to have a we spirit instead of a me spirit.' Do you agree? Would you like to work in a company where the team, rather than the individual, is rewarded?

Language focus 1: Articles



1 Here are some things the interviewer and Pia Orskov said in the interview.

- a And so do you think that this information sharing is the most important way of making a company successful?
- b ... it's something that people here attach very high importance to when they talk about their workplace.
- c So at staff meetings we celebrate and applaud a good effort or good results of a group or a team ...

Look at the table with uses of *a/an*, *the* and no article. Which rule explains each of the ways in which the speakers used/ didn't use articles in the underlined phrases in sentences a–c above?

Use of <i>a /an</i>	Use of <i>the</i>	Use of no article
1 we don't know which one or it doesn't matter which one	4 the speaker and listener knows what is being spoken about	9 with possessive pronouns
2 any member of a group (e.g. a doctor, a businessman)	5 we say which one we mean	10 with proper names (usually)
3 the first time we hear of the object in a story	6 it was mentioned before	11 things in general
	7 the only one(s)	
	8 with superlatives	

2 Complete the sentences with *the*, *a*, *an* or no article (-) using the table above.

- 1 If it happens, it will be _____ biggest takeover in history.
- 2 _____ oil prices are going to continue to increase over the next 2 years.
- 3 We need to hire _____ translator to help with the French contract.
- 4 Oh no! I've left the documents at _____ office.
- 5 Can you go and pick them up in _____ my car?
- 6 It's in _____ cupboard next to the photocopier.
- 7 Could you lend me _____ pen, please?
- 8 We can't start our meeting without _____ CEO.
- 9 Would you like to come in and see _____ Mr Brown?
- 10 He saw _____ man enter the office late last night. _____ man had short blond hair.

Look at the sentences in exercise 1 again. Write the correct 'use' number from the table above next to sentences 1–10.

Language focus 2: Vocabulary to discuss pay and working conditions



salary career opportunities glass ceiling fringe benefits
work-life balance open-plan office effort-reward balance
commission appraisal system tip bonus severance package
mentoring system flexitime

1 Match the words and phrases above with these definitions.

- 1 A system of working where people work a set amount of hours in a period of time, but choose when they start and finish.
- 2 A fixed amount of money that an employee receives.
- 3 A working space where everybody has a desk, but nobody has their own individual office.
- 4 A barrier that stops certain groups of people getting promoted to the next level.
- 5 A number of chances to improve your position in the company.
- 6 An extra amount of money you may pay to a waiter or taxi driver to say thank you.
- 7 Payment to somebody who sells goods. The more they sell, the more of this they receive.
- 8 A system where a new employee learns from a more experienced employee at work.
- 9 This tries to make sure that people spend the right amount of time at work and don't work too much.
- 10 Pay and benefits that somebody receives when they leave a job.
- 11 Extra money somebody receives for a good performance.
- 12 A way of measuring how successful an employee has been.
- 13 Extras to the money that an employee receives, e.g. a company car, free health care.
- 14 Where the company tries to make sure that employees receive the correct amount of money for the amount of work they do.

2 Do the words and phrases refer to pay and rewards or conditions? Complete the table.

Pay and rewards	Working conditions

3 Discuss the following questions.

- 1 What is most important for you, a high salary or career opportunities for the future?
- 2 What examples of a 'glass ceiling' can you think of?
- 3 What are the most common fringe benefits in your country or the organisation you work for?
- 4 What do you think makes a good work-life balance?
- 5 Would you prefer to work in an open-plan office or would you prefer it if managers had their own personal office? Why?
- 6 What do you think about appraisal systems? What are the positives and negatives in your opinion?
- 7 Which people in society benefit from being able to work flexitime? Can you think of any jobs where people couldn't work flexitime?

Output: Presentation

Stage 1

What would your ideal job or workplace look like? Think about things like:

- flexible working hours and the possibility of working at home
- career prospects
- opportunities for training and taking time out of work for further education
- rewards and fringe benefits (Are bonuses or things like having a company car important for you?)
- working in a team versus working independently
- social events at work

Stage 2

Now imagine you are at an 'Away Day' with your department. One of the tasks you have been asked to do is prepare a presentation on an ideal workplace.

Work in groups and prepare the presentation. When you have finished, present your ideal workplace to your colleagues and managers.

3.3 Skills: Conducting a performance review

Learning outcomes

- Use key vocabulary for performance reviews.
- Give constructive feedback.
- Hold a performance review meeting.



Introduction

Discuss the following questions.

- What is a performance review?
- Have you ever had a performance review? What was it like?
- Look at the advice below. Do you think it is useful?

Advice for managers in a performance review

- 1 Always remember why you are having the meeting: to review the employee's performance and to give constructive feedback.
- 2 Don't speak too much, let the employee respond and ask questions and speak about their achievements and why things happened. If they aren't clear, ask them to explain.
- 3 Remember to set goals and objectives for the future.
- 4 If your assessment of the candidate is that they have performed badly, then look at how they can learn from their mistakes and perform well in the future.

Advice for employees in a performance review

- 1 Be serious. This is your chance to tell your boss how important you are to the team.
- 2 If the feedback that your manager gives you isn't clear, then say so. You can't know if he/she has realistic expectations of you if you don't understand.
- 3 Tell the truth. Don't say that you were excellent at something if you weren't; your manager isn't stupid.
- 4 Don't blame others. You should find ways to solve problems. If you supervise someone, then think about how you can help them. Take responsibility for your actions.

Language focus 1: Vocabulary for performance reviews

Look at the words from the advice for managers and employees in the Introduction. Match the words and phrases 1–8 with their definitions a–h.

1 constructive feedback	a judgement or evaluation
2 set goals and objectives	b be the person whose job it is to do something
3 achievements	c useful advice that is sometimes critical
4 to review	d things a person has done well
5 assessment	e decide a future plan
6 realistic expectations	f go over or look at something and analyse it
7 supervise	g check another person's work
8 take responsibility (for)	h things you hope for and which are possible in the future

Listening 1: Beginning a performance review



1.20

You are going to listen to the beginning of a performance review meeting in a business support consultancy. The business development manager, Jenny, is having a performance appraisal with her boss, the marketing director, David.

How does David begin the performance review? Are these statements true or false?

- 1 He asks Jenny if she wants to raise any points.
- 2 He tells her whether or not she has fulfilled her objectives.
- 3 He invites her to talk about her achievements.

Language focus 2: The language of a performance review

Look at these things that Jenny and David said during the performance review, and match them with the advice from the introduction.

Example: Sentence 1 goes with tip 2 for managers, as David asks Jenny to speak about her achievements.

1 David: OK. So, looking at your achievement objectives from the last assessment, the first thing is evidence of achievements since the last time.

2 Jenny: At the last assessment we said I was going to undertake responsibility for that ... and to get us through the standards tests ... and I think I did that really well. There was a lot of work involved and I managed all of that.

3 David: But by the next review in January, and the one after that in June, it'll be complete and finished with. ... So at the next review we could set that as a goal.

4 Jenny: Well, to be fair to Bob, I need to find the time now to sit down with him and look at the areas where it isn't, and what needs to be done to bring it up-to-date.

5 David: Well, I think at the end of this review we should bring Bob in and just have a look at that.

Output: Participating in a performance review

Work in groups of two or three. You are going to role play a performance review meeting between Jenny and Bob, in which they talk about and try to solve the problem with the database. One person should play the role of Jenny, and the other of Bob. In groups of three, one person should also play the role of David, Jenny's boss.

Jenny: Look at the information on page 136.

Bob: Look at the information on page 141.

David: Look at the information on page 145.

Stage 1

Look at your information and prepare what you are going to say in the performance review meeting. To help you prepare,

look again at the advice for managers or employees in the

introduction, and at the things that Jenny and David said in

Language focus 2.

Stage 2

Have the meeting.

Listening 2: Performance objectives

Listen to the next part of the meeting and underline the correct phrase.

Note: 'being compliant' refers to making changes to practices in the company in order to 'comply with' new government regulations

1 Jenny feels that she has / has not achieved progress in the

Business Link contract.

2 The company had to meet standards and Jenny and her boss are

satisfied / not satisfied with the progress.

3 Originally Jenny wanted to complete all the tests / only some of the

tests.

4 By the next review, the process will / will not be complete.

Listening 3: Responsibility and supervision

Listen to a later part of the meeting, where David and Jenny talk about database systems and client folders. Answer the questions.

1 Whose responsibility is the database?

2 What is Bob's job with the database?

3 What problem is there with the database?

4 What information should they be able to get from the database?

Critical analysis

Work in two groups: D (David) and J (Jenny).

Group D: Look at the advice for the manager in the introduction.

Tick (✓) the advice if you think David did it well.

Was there any advice he didn't need to follow?

Was there any advice he didn't follow?

Group J: Look at the advice for the employee in the

introduction. Tick (✓) the advice if you think Jenny did it well.

Was there any advice she didn't need to follow?

Was there any advice she didn't follow?

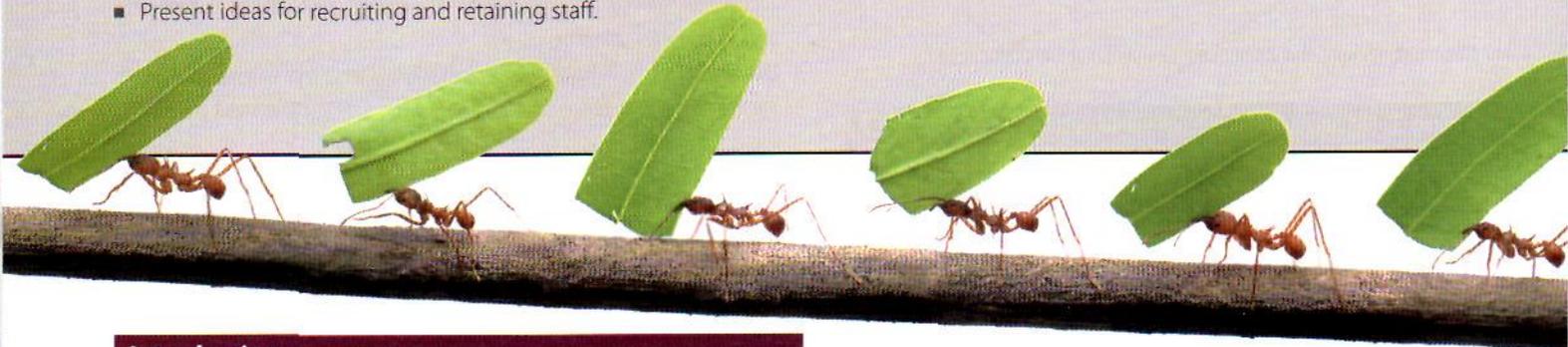
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Human Resources

4.1 Theory: HR planning

Learning outcomes

- Consider how organisations plan their human resources.
- Talk about the future using *will*, *going to* and the present continuous.
- Present ideas for recruiting and retaining staff.



Introduction

1 Which of the following companies would you prefer to work for? Why?

- a company that manufactures a well-known luxury brand
- a small company that has a good reputation as an employer, but makes boring products
- a large multinational that makes a wide range of products

2 Would you prefer to have a very well-paid but boring job or an interesting job with a good salary? Why?

3 In times of economic crisis which of the following ideas do you think is the most effective?

- Fire some people and keep some on full-time contracts.
- Ask everybody to work part-time.

4 How important do you think it is for the Human Resources department to think about the above questions? What tasks do Human Resources departments usually do?

Business view



Susan Heathfield, founder of Heathfield Consulting Associates, which specialises in the human side of implementing planned change, says Human Resource Management (HRM) is:

“the function within an organisation that focuses on recruitment of, management of, and providing direction for the people who work in the organisation. It deals with issues related to people such as compensation, hiring, performance management, organisation development, safety, wellness, benefits, employee motivation, communication, administration, and training.”

Language focus 1: Talking about HR tasks

1 Look at the list of Human Resources activities and add the individual tasks to the correct activity area on page 37.

Individual tasks:

recruiting new staff

salaries

pensions

working with departments to help bring about change

advertising for new staff

developing staff abilities

informing employees about developments

supporting heads of department in getting the best work out of their staff

Human Resources activities

Compensation for employees
benefits packages

Hiring staff

maintaining contacts with universities

Performance management

organising training
setting up a system of employee reports

Organisation development

organising inter-team / interdepartmental meetings
safety

2 In your view, are these activities only the responsibility of the HR department or do other departments share these responsibilities?

Listening 1: Retaining staff

1.23

Business view

Dr Ursula Knorr is the head of the Institute for Leadership and Human Resource Management at St. Gallen University in Switzerland.



1 You are going to listen to an interview with Ursula Knorr. Before you listen discuss the following questions.

- 1 How do you think companies can retain staff?
- 2 Do you think companies should share talented employees or try and keep the best employees for themselves?

2 Listen and answer the following questions.

- 1 What is the first way of retaining staff that Ursula Knorr mentions?
- 2 What is a talent alliance?
- 3 What example does she give regarding life-cycle oriented HR management?

Critical analysis

- 1 What problems might there be with talent alliances? Would you like to work in this way?
- 2 What examples of different needs of different age groups at work can you think of?

Listening 2: Short-term planning

1.24

1 In the second part of the interview Ursula Knorr talks about short-term and long-term planning. What period of time do these cover? Why is it hard to put an exact number on short-term and long-term planning?

2 In a financial crisis why do some companies prefer to keep people rather than let them leave the company?

3 Now listen and complete the following.

... Short-term planning is something like 1 _____ time,
2 _____ time; long-term planning is three to five years. It depends on how you define your planning cycle.

... Companies need to have short-term regulations: reduced
3 _____, sabbaticals and options for taking
4 _____.

... Companies cannot foresee how the crisis is going to
5 _____ and they are reluctant to let people go
6 _____.

4 Discuss the following questions.

- 1 How do you think companies can keep staff motivated at times of crisis?
- 2 Have you heard of anybody being asked to work fewer hours (for less salary)? How would you feel in this situation?
- 3 What problems might companies have with retaining staff when the economy is healthy?

Listening 3: Employer branding

1.25

1 Before you listen, discuss the following questions.

- 1 What is employer branding?
- 2 Why is it easier for companies like Porsche and Rolls-Royce to attract employees than some other companies?
- 3 Why shouldn't companies lie about how great their company is to work for?
- 4 What problems do small companies have with attracting employees? What can they do about this problem?

2 Now listen and answer the questions.

Language focus 2: Talking about the future using will, (be) going to and the present continuous



1 Underline the correct future form to complete these sentences.

- 1 Natalia *is helping* / *will help* you if you want.
- 2 I *am going to* / *will recommend* you for promotion at the next meeting.
- 3 We *are meeting* / *will meet* the head of HR this afternoon to discuss the recruitment strategy.
- 4 The economic situation means we *are going to have* / *will have* problems meeting the sales targets.
- 5 I *hope he is making* / *will make* a lot of money when he finishes his course.

2 Complete the rules about using future forms.

- 1 Use _____ to talk about decisions at the time of speaking and for offers and requests.
- 2 Use _____ to talk about intentions.
- 3 Use _____ to talk about arrangements.
- 4 Use _____ to talk about predictions with present evidence.
- 5 Use _____ to talk about other predictions.

3 Discuss the following questions in pairs.

- What are you going to do this evening?
- What meetings do you have in the next few weeks that you can't miss?
- What changes do you hope you will see in your country in the next five years?
- What improvements do you think we will see in employment conditions in the next five years?

Output: HR Planning

Stage 1

What trends do you think there will be in the following areas? In small groups, discuss and give reasons for your answers.

- birth rate
- flexibility at work
- salaries
- people's attitudes to the environment
- people going to work in other countries
- education

What other changes to society do you predict?

Stage 2

You work in the Human Resources department of a small company that produces clothes for young adults. The brand is well-known and liked by 18–25 year olds, but not really well-known by older people.

What effect will the predictions you discussed in Stage 1 have on:

- your business as a whole?
- the way your HR department recruits and retains staff?



Stage 3

Use your ideas from Stages 1 and 2 to plan employer branding of your company and how you will recruit and retain staff as a whole. Present your findings to another group

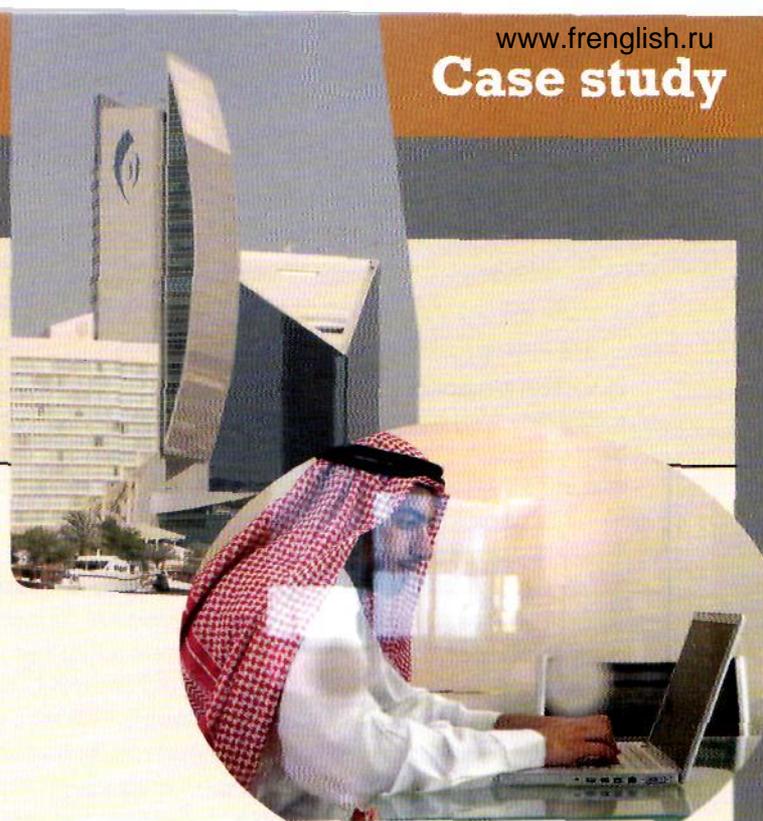
4.2 Practice: Recruiting and keeping staff

Learning outcomes

- Discuss ways of keeping staff.
- Learn and use vocabulary connected with skills and motivation.
- Design a training programme.

Profile: Emirates NBD

Emirates NBD, based in the UAE, is the biggest banking group in the Middle East in terms of assets. It was formed by the merger of Emirates Bank International (EBI) and the National Bank of Dubai (NBD). The group has operations in the UAE, Saudi Arabia, Qatar, the UK and Jersey (Channel Islands), and offices in India, Iran and Singapore.



Introduction

1 Think about your English course. Why are you doing it? Look at the statements below and add other possible answers.

I want to communicate better with business partners.

My boss sent me.

My chances of getting a better job are higher if my English is good.

I need to pass an English exam.

2 Is this course part of your training or part of your education? In pairs, discuss the difference between the two words.

3 Should organisations provide (and pay for) training for their staff? Who benefits from this? What experience have you had of in-company training?

Transferable skill: Using prediction to help understand a text

There are things you can do **before** you read a difficult text which will help you to understand it more easily.

Before you read, think for a moment about the possible reasons for reading a particular article. What general questions could you ask yourself?

What ...? Why ...?

Emirates Bank International (EBI) faced a number of HR challenges during a time of growth. The bank went through a wide-ranging process of reorganisation; its two main business areas – Corporate and Retail – were segmented and a number of new departments were created. This meant that the HR department had to work hard to fulfil the need for recruitment created by this growth. This challenge was made more difficult by the fact that there was an increasing need for more qualified and experienced personnel throughout the state and many organisations found that they needed to develop an attractive EVP (Employee Value Proposition) – the balance between the employee's work and the salary and benefits.

Reading 1: Characteristics of 'good' employers

You are going to read three extracts about the company EBI. In the first extract, EBI is described by one of its employees as a 'good' employer. Write down three characteristics of the company that you expect will be mentioned. Then read the extract and check your answers.

- EBI proved relatively successful at attracting young UAE nationals, largely due to its long-standing reputation as a 'good' employer that developed its people. Ahmed Marzouqi, who joined EBI in 1988, commented, 'In terms of salary and package, it was not that great ... most people of my age joined the army but
- because my family was educated, they told me to join somewhere where you can learn and benefit in terms of experience and future career.' Mahdi Khazim, a senior manager in corporate banking, said that when he joined he appreciated the fact that EBI offered stability and security as it was 77% owned by the Dubai government.
 - Many of the people who are now corporate heads at the bank were also attracted to EBI by the opportunities offered to ambitious young nationals to progress, as opposed to the situation in foreign banks where expatriates held the senior positions.

Reading 2: Training staff to retain staff

1 Before you read, use your own ideas to answer these questions. Then read the extract and check your answers.

- 1 What problems might a company have with training sessions?
- 2 How can training staff encourage people to stay with a company?

HR was keen to encourage a learning culture within the organisation through training and a talent management programme. HR wanted EBI staff to join training programmes because they saw them as a way of increasing their value, rather than being 'pushed' into them as reluctant learners. Before this,

- 5 HR had put people on training courses but half of them failed to turn up because they saw no value in the training on offer.

HR hoped that by putting the trainee at the centre as the main stakeholder, the result would be a culture in which people took responsibility for their own learning and development while at the same time increasing their career prospects within the bank and strengthening their loyalty to it. This was also seen as a way of growing in-house talent and leadership and a way of convincing the bank's line managers that they should develop their own staff rather than pay a lot of money to recruit staff from other banks.

- 10 A Group Training Centre (GTC) was set up with a staff of 17. Its continuing education programme, offered on the Internet, was a one-stop shop for all employees, who could log on to find what courses were available, where / who to contact in order to apply, and so on.

Batches of new trainees, who were school leavers, joined the Centre. They followed a structured modular programme in which an orientation period in GTC was followed by a three-month spell of work experience, then a return to GTC until they completed their programme and were certified as proficient in a specific job. A quality check got rid of those who were unsuitable. This scheme ensured that all trainees were transformed from school leavers into bankers.

2 Read the extract again. Are these statements true or false?

- 1 EBI wanted employees to attend training because they saw it as useful to themselves as individuals.
- 2 The training courses have always been well-attended.
- 3 HR thought that if employees had training, they would be able to find jobs in other banks.
- 4 It was thought that the in-company managers would think that it was better to recruit staff from outside the company.
- 5 The school-leaver modular programme at the GTC allowed nobody to fail.

Intercultural analysis

Sometimes employees choose to stay with a company even though the working conditions become very hard. This may be because there is a culture of loyalty to the company.

How loyal are people to the organisation that you work for or study at? Do you think that this is part of the organisational culture or a national characteristic?

Reading 3: Managing a talent pool

1 What do you think the third extract will say about the following points?

- how employees were picked for the talent pool
- how the on-the-job training modules worked
- what the effect of the on-the-job training modules was

2 Read the extract and make notes about the points in exercise 1.

Talent management was also important. Nelson D'Souza, a talent and organisation development manager, recalled, 'We had a talent pool of people selected on the basis of performance . . . We picked some people from this and prepared them for certain areas where there were vacancies.'

- 5 For these we developed OJTs – on-the-job training modules. So, if we identified a talented person in the organisation and there was a vacancy two years in the future for a branch manager, I would take this person through a progressive module for a branch manager. This would give them a vision of what the job was and the competencies needed.' Later, the
- 10 business areas of the company realised that people trained like this were better than market replacements. Noted D'Souza, 'They are home-grown, reliable and perform better . . . they understand the business better than someone taken from the market.'

Critical analysis

Look at this model which illustrates how EBI systemised its talent management and then read the description on page 41. In the description, it says that the process 'was carried out openly'. What do you think about this? Would it work in the organisation where you work or study?

Identifying Talent

Leaders and HR classified the employees into the following groups. They came up with the following percentages.

Stars (10%)	Managers who deliver consistently high performance and demonstrate high potential to take on significant leadership roles in the organisation. They clearly demonstrate Emirates Bank Group's (EBG) leadership capacities – strategic thinking, business acumen, interpersonal sensitivity, team leadership, and self management.
Experts (15%)	Managers with high levels of expertise in business or support areas (that are not easily replaceable) and who deploy that expertise consistently to deliver strategic value to the organisation. They definitely demonstrate a high degree of innovation, initiative and passion.
Performers (70%)	Managers who deliver the required performance and who are essential to keep the organisation moving, but who are unlikely to make a difference to the organisation at a strategic level.
Dead wood (5%)	Managers who deliver inadequate performance and who have become a liability to the organisation.

The talent identified may be put through a 'Development Centre' using 360-degree feedback and other psychometric tools to verify the talent and use the outcomes as a basis for development planning.

Source: Emirates Bank: The Search for Talent

In this model, the business heads, together with HR classified their managers into four categories. The process was carried out openly. Those classed as 'dead wood' were not expected to remain in that category for long. This category was designed to make managers aware of the need to ensure that they did not keep such people in their units but either move them up through training or move them out.

Language focus: Vocabulary of skills, motivation and training

1 Find the words 1–10 in the text. Are they nouns, adjectives, verbs or phrases?

1 stakeholder (Reading 2)	a a strong interest and wish to do something
2 prospects (Reading 2)	b the possibility of having future success at work
3 orientation (Reading 2)	c not good enough
4 proficient (Reading 2)	d training or preparation for a new job
5 groom somebody (Reading 3)	e skill in making the correct decisions
6 competencies (Reading 3)	f highly skilled and experienced
7 acumen (Critical analysis)	g skills that are needed to do a job well
8 passion (Critical analysis)	h somebody who is involved in an organisation or company and has an interest in its success
9 inadequate (Critical analysis)	i performance data from superiors and subordinates
10 360-degree feedback (Critical analysis)	j to prepare somebody for a special job

2 Match the words with the correct meaning.

Output: Design a training programme to help retain staff

Stage 1

Imagine that you work for a large multinational which is currently expanding its business. As a class, decide what area of business you are in and where the company is based.

In the past, the company has had a number of problems in recruiting and retaining suitable employees. Read the comments which were made on a recent survey of the company employees.

I don't feel as if I have any prospects with this company. I'm looking for a job elsewhere.

I just don't have time to go to any of the training courses the company offers.

I don't feel as though I'm working for a very interesting company.

When I joined the company the only orientation I received was about health and safety.

The company runs some good training courses but I am not sure why these subjects are offered. I don't think that they will make me more proficient at my job.

None of the people in my department seems to be very loyal to the company.

I don't think I can realise my potential within the company – I want more challenges!

Work in small groups. Think about how you are going to address the comments above. You should also address:

- orientation for new employees
- identifying competencies you need to develop amongst staff
- identifying future leaders
- improving the passion amongst the team as a whole
- improving the business acumen of top managers.

Stage 2

Work in pairs. Design a programme for staff training at your company.

Stage 3

Report back to the rest of the class.

4.3 Skills: Job interviews

Learning outcomes

- Ask and answer questions effectively at job interviews as a candidate and as an interviewer.
- Use some common collocations for job interviews.
- Ask difficult questions diplomatically by using indirect questions.

Introduction

1 What sort of information should there be in a job advertisement?

2 Look at the advertisement below for a job in a Singapore hotel and discuss the questions in pairs.

- 1 Do you agree that the qualities required of the candidate are important for this type of job?
- 2 What other qualities do you think are important?
- 3 Would the qualifications required be the same in your country?

Company name: Blue Ocean Consultancy

Employer type: Hotel / Resort jobs

Position type: Front desk

Job title / function: Front Office Officers (Hotel)

Location: Singapore, Singapore

Salary: SGD 1,500 monthly

Job description: You must be eloquent, have excellent English communication skills and experience of customer service in the hospitality industry.

You must possess relevant experience in Front Office operations in a reputable hotel.

You are expected to provide professional customer services for our clients.

Job requirements: Must possess the following:

- 1 a bachelors degree in HRM
- 2 three or more years of relevant working experience with employer's testimonials

Benefits and other information: Annual leave, uniforms, medical leave, hospitalisation and health insurance coverage, training and development, etc.



Language focus 1: Collocations for job interviews



Some collocations, like *future career* are frequently used in job interviews. Find other common collocations for job interviews by matching the words 1–7 with the words a–g.

- | | |
|-----------------|------------------|
| 1 career | a responsibility |
| 2 attracted to | b points |
| 3 make | c a job |
| 4 interpersonal | d a decision |
| 5 take on | e skills |
| 6 strong | f a problem |
| 7 handle | g prospects |

Listening 1: Job interview at a hotel



1.26

You are going to listen to some extracts from job interviews. You will hear graduates of a Hotel and Catering Management course being interviewed for a job in a hotel in Hong Kong. The job is for trainees who want to work in front office in a hotel.

1 Listen and note down the questions asked by the interviewer.

- 1 Does she ask any of the questions you had in exercise 3 in the Introduction?
- 2 Does she ask any different questions?

2 Listen again and answer these questions.

- 1 What answers does the interviewee give?
- 2 Are any of the answers the same as ones you talked about in exercise 3 of the introduction?
- 3 Do you think she answered them well?

3 Work in two groups. **Group A:** You are responsible for recruiting the right person for the job in the advertisement. **Group B:** You are applying for the job in the advertisement.

- 1 In each group, make a list of questions that you would ask.
- 2 Swap papers with the other group and make notes about what answers you would give.
- 3 Share your questions and answers with the rest of the class.



Listening 2: Talking about your weaknesses

1.27

One of the most difficult questions candidates are often asked at an interview is to talk about their weaknesses.

Listen to two candidates talking about their weaknesses.

Which one do you think gives a better answer? Why?

Listening 3: Questions for the interviewer

1.28

1 Imagine you are one of the candidates at the interview in Hong Kong and answer these questions.

- 1 What questions would you ask the interviewer?
- 2 What questions would you NOT ask? Write down three questions.

2 Listen and see if the candidates' questions are the same as yours.

3 Listen again and answer the following questions.

- 1 What mistake does Candidate 1 make regarding where she wants to work?
- 2 What is Candidate 1's second question? Do you think this is a good question?
- 3 What answer does the interviewer give her?
- 4 What question does Candidate 2 ask?
- 5 What does the interviewer say she will do?
- 6 Why does the interviewer have to do this?

Language focus 2: Asking questions diplomatically

There are ways of asking difficult questions in an interview which make them more acceptable.

1 Look at the following two ways of asking the same question, then answer the questions below.

- a What are your strengths and weaknesses?
 - b What do you think your strengths and weaknesses are?
- 1 Which one is better to use in an interview? Why?
 - 2 Which one is an indirect question?
 - 3 What happens to the verb when you make a question indirect?

If you are an interviewer, you can begin a diplomatic question with *What would you say ...?*, or *What/Why do you think ...?*, as in the examples above.

If you are a candidate, you can begin a diplomatic question with *I would like to know or ask about / if ... Could you tell me about ...?* For example, instead of saying *How can I get promotion quickly?*, you could say:

*I would like to know about the opportunities for promotion.
Could you tell me about the opportunities for promotion?*

But be careful! Don't ask questions that would not be acceptable to ask at an interview.

2 Look at these questions and decide whether the interviewer or the candidate asks them. Write *I* (interviewer) and *C* (candidate) next to each one.

- 1 How much money do you want to earn?
- 2 Are there any opportunities for training?
- 3 What will I have to do in the first three months if I get the job?
- 4 What was the most difficult situation you have ever handled?
- 5 Why should we hire you?
- 6 How is the department organised?
- 7 Will I be able to work at the front desk?

3 Now make the questions in exercise 2 more diplomatic by changing them into indirect questions. Sometimes you need to change some other words in the question too, e.g. *get promotion quickly* → *opportunities for promotion*.

Intercultural analysis

Discuss the following questions about job interviews in pairs.

- 1 What should you wear for a job interview?
 - 2 Should you try to have small talk?
 - 3 When the interviewer asks about your achievements, should you be modest or should you 'sell yourself' and perhaps exaggerate your experience and achievements a little?
 - 4 What topics should you avoid asking the interviewer about?
- Do you think the answers to these questions might depend on which country you are in or on the culture of the organisation? What differences might there be depending on the country or culture?

Output: A job interview

Stage 1

Look at the advertisement in the Introduction for a job in front office of a hotel in Singapore. Work in two groups, A (candidates) and B (interviewers).

Group A

1 Think about the questions you expect to be asked and prepare your answers.

2 Prepare some questions you would like to ask.

Group B

1 Prepare the questions you want to ask the candidate, and decide who will ask what.

2 Think about the questions you expect the candidate to ask, and decide how you will answer them.

You can use questions that you prepared in the Introduction exercise 3. Look back at the work on collocations in Language focus 1. Could you use these in your questions?

Stage 2

Work with a partner from the other group and conduct the interview.

▶ Watch Sequence 2 on the DVD to find out more about Managing people.

Writing 2: Covering letter for a job application

Learning outcomes

- Use vocabulary to highlight skills and achievements.
- Be aware of the target reader when writing.
- Write an effective covering letter for a job application.

Introduction

1 Think of any experiences you have had of applying for a job. Which of the following documents did you have to send in?

- a curriculum vitae (or CV) / a résumé
- an application form
- your certificates or diplomas
- a covering letter

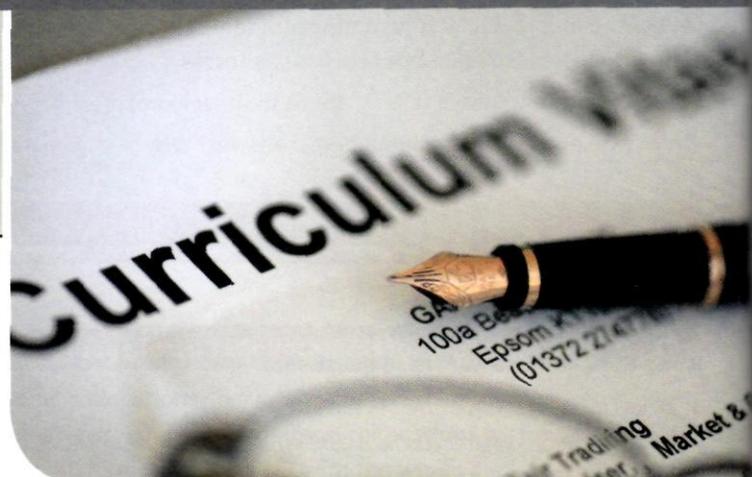
2 Did you apply for the job by post, via email or online?

3 Put the following in the order they usually occur in the main body of a covering letter.

- a your address and contact details
- b your name
- c when you are available for an interview
- d what your qualifications are
- e your employment history
- f your personality
- g the position you are applying for
- h where you saw the advertisement
- i why you are interested in the job

4 Which of the above should you give more detail of in the CV or application form?

5 What information about your personality should you include when you apply for a job?



Language focus 1: A strong opening

1 Look at the advertisement below for an associate manager in Human Resources at Procter & Gamble in China. What kind of a person do you think they are looking for? Consider these areas: qualifications, work experience and personality.

2 Now look at the opening paragraph of a covering letter for the job. Why is this not a strong opening? How would you change it?

Dear Sir,

As I was browsing the Internet this morning, as I usually do, I came across your advertisement for an associate manager in Human Resources, which grabbed my attention. I have always been interested in China, and would love to have the opportunity to live there. But let me begin by introducing myself: my name is Marvin Saunders and I am 28 years old.



Job Description

Associate manager in Human Resources Department in China

Description

Responsible for:

- supporting one or more specific core HR systems and processes at the corporate level or on a site.
- helping line management in preparing their organisation to deal with change, which is the main constant in a very competitive global marketplace.
- working with line management to increase the employees' capability and commitment to the company.

- ensuring that the programs designed to attract and retain our employees are executed in a high-quality and 'zero defect' manner.

Primary work location: Beijing/Guangzhou/Tianjin

Qualifications:

- Bachelor degree or above
- shows strong leadership, direction setting, and guiding others
- excellent critical thinking / problem-solving abilities
- strong skills in creativity, innovation, initiative, follow-through, communication, and priority setting
- solid interpersonal skills and team-building abilities
- strong English communication skills

3 Rewrite the opening paragraph so that it is a strong opening. Use the following guidelines to help you.

- 1 In your opening sentence, you should say what position you are applying for and where/when you saw the advertisement.
I would like to / I am writing to apply for the position of ... advertised in (name of newspaper) / on the website of ... on (date).
- 2 Next, say in one or two sentences why you are the right person for the job. Look at these examples from two different application letters, one from a less experienced and one from a more experienced applicant.

I have recently graduated with honours from the Harvard Business School, and have just completed an internship with Prudential. My qualifications and recent experience, as well as my organisational and communication skills, make me an ideal candidate for the international trainee programme.

With a proven track record of success in finance and accounting, I believe my experience would contribute greatly to the continued success of Citizens Bank. I have enclosed my résumé to provide an overview of my achievements and qualifications.

Language focus 2: Highlighting skills and achievements



In the body of a covering letter highlight your key skills and achievements and tell the employers how you will contribute to the organisation. Use positive action verbs, such as: *achieve, build, develop, contribute to, acquire, lead, manage, gain, implement.*

1 Underline the correct verb to complete these sentences.

- 1 In my current position, I have *achieved / gained / led* good computer skills.
- 2 During my studies, I *acquired / managed / implemented* a wide-ranging knowledge of HR management.
- 3 In my previous position as team leader, I *contributed to / managed / implemented* a team of five administrative assistants who reported to me.
- 4 As assistant manager, I was responsible for *acquiring / leading / implementing* the strategies developed by the management team.
- 5 Graduating at the top of my class, I *achieved / built / contributed to* one of the highest marks on my final project.
- 6 As a student I regularly *built / managed / contributed to* the university magazine.
- 7 My work in this area has allowed me to *contribute to / build / lead* the skills needed to do the job.

2 It can be useful to summarise some of your key contributions as bullet points, especially if you have a lot of relevant previous experience:

As outlined in my CV, my key contributions in my previous positions include:

- Training and monitoring trainees in the department
- Preparing and presenting monthly reports

Imagine you are applying for the job in the advertisement. What three key points would you list? Think of your own previous work experience, or use your imagination.

Intercultural analysis

Look at the following extracts from covering letters. Would you write this in a covering letter? Why/Why not? Does it depend in which country you are applying for a job?

- 1 I have wanted to be a successful business person since I was a child.
- 2 In my previous job, I learned the virtue of discipline and the importance of a strong work ethic.
- 3 I performed as a self-starter and became indispensable to my department.
- 4 I am confident that I will be able to make an immediate and positive impact on your company after I join.

Output: Applying for a job

Stage 1

You are applying for the job as associate manager in Human Resources at Procter & Gamble in China. Write a covering letter for your application.

Your letter should have the following parts:

- 1 **A strong opening:** state what job you are applying for, where you saw the advertisement and why you are interested in / a suitable candidate for the job.
- 2 **A main body:** highlight your skills, experience, achievements and relevant personal characteristics.
- 3 **A conclusion:** state when and where you will be available for an interview, how you can be contacted and end politely (for example by saying that you look forward to the interview or meeting).

Stage 2

Exchange letters with another student and give each other feedback. What are the strong points of each letter? What improvements can you suggest?

5

Organisations and their structures

5.1 Theory: Organisational structures

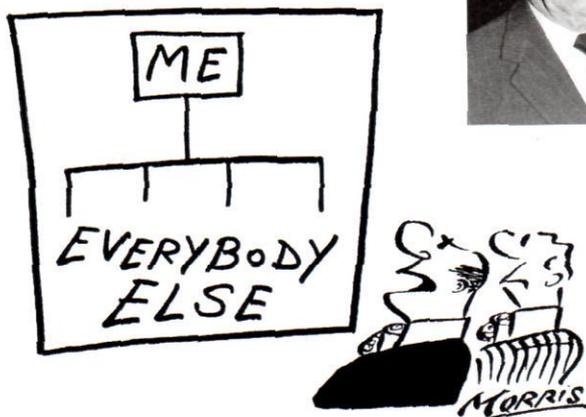
Learning outcomes

- Describe the three basic types of organisational structure.
- Use collocations related to organisational structure.
- Discuss problems and solutions related to reporting to two managers.

Introduction

“Every company has two organisational structures: the formal one is written on the charts; the other is the everyday relationship of the men and women in the organisation.”

Harold S. Geneen (former President and CEO of International Telephone and Telegraph Corp.)



“I like to keep things simple.”

Discuss the following questions.

- What does the cartoon tell you about the structure in this organisation?
- Would you prefer to work in a job where there is not much variety, but you can be a specialist in your work, or to work in a place where you can work on a lot of different projects?
- Would you prefer to work for just one manager, or have different managers who are responsible for different parts of your work?
- How can you tell if a person is organised in their work or studies?
- How can companies help employees to organise their work?

Listening 1: Why do organisations need a structure?

1.29

Professor Achim Weiland, lecturer in Human Resources and Organisation at Neu-Ulm University of Applied Sciences, Germany.



You are going to listen to an interview about organisational structure. The speaker uses the example of a one-person pizza restaurant to show why companies need organisational structures.

1 Imagine that you want to start your own pizza restaurant as a one-person business. What jobs would you have to do? Talk to your partner and make a list.

Example: *cook*

2 Listen to the first part of the interview with Professor Achim Weiland. Write down the jobs he mentions that are needed for a pizza restaurant. Then compare your list of jobs with the ones that he mentions.

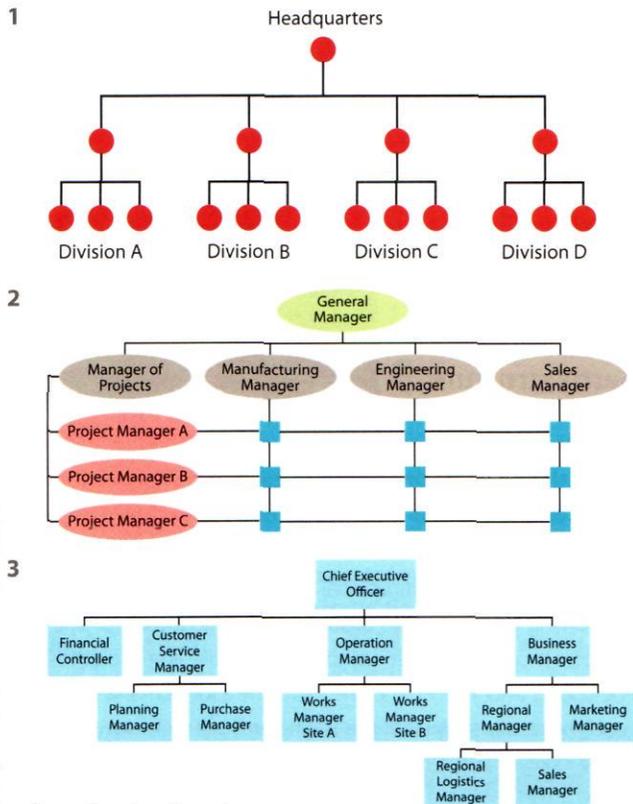
3 At the end of this part of the interview, Professor Achim Weiland explains why company structures are necessary. If necessary, listen again and complete the following sentence.

You have to _____.

Listening 2: How can organisations structure themselves?

1.30

1 In the next part of the interview, Professor Achim Weiland describes three different types of organisational structure. Before you listen, match the diagrams (1–3) with their types (a–c).



- a Functional or line structure
b Divisional structure
c Matrix structure

2 Listen to Professor Achim Weiland describing functional or line structure, divisional structure and matrix structure and answer the following questions.

Functional or line structure

- 1 What types of companies tend to use functional or line structure?
- 2 Why would such an organisation not appeal to someone who wants to experience different types of work?

Divisional structure

- 3 What are the advantages for a large company of using the divisional structure?
- 4 What disadvantage could there be?

Matrix structure

- 5 What structures does the matrix structure combine?
- 6 What problems can arise from reporting to two different departments in an organisation?

Now discuss the answers to the questions about each type of structure.

- 3 Look at the diagrams in exercise 1 again. Which type of structure would you prefer to work in? Why?

Language focus: Collocations used in organisational structures

1 A number of terms are used to talk about organisational structure. Match the following words and phrases to make collocations. There may be more than one possibility.

- | | |
|------------------|-----------------------|
| 1 chain of | a labour |
| 2 conflict of | b divisions |
| 3 delegation of | c responsibility |
| 4 division of | d command |
| 5 line | e for decision-making |
| 6 organise | f interest |
| 7 regional | g manager |
| 8 responsibility | h the company |

2 Complete the text with collocations from exercise 1.

All organisations need a structure to show how the management is linked and who takes 1 _____. The *functional or line structure* is the most common form of structure for start-ups and traditional companies. It has a very clear structure with everybody knowing who they should report to and who their 2 _____ is. The levels of hierarchy are very clearly defined in this structure: for example, the HR Officer reports to the HR Manager who in turn reports to the member of the board who is responsible for HR. Authority passes down from the top through executives to managers and their subordinates in a clear 3 _____.

The *divisional structure* is more suitable for international companies, as it enables them to 4 _____ around products, customers or geographical areas. For example, there are different regulations in different parts of the world, so it's more logical to have 5 _____ who have expertise in these markets. The divisional structure is more flexible because there is a 6 _____ from the head office to individual regions and this allows decisions to be made locally.

The *matrix structure* tries to combine the benefits of the functional structure and divisional structure. On the one hand, there is the traditional hierarchy of the line structure and on the other, there is a more fluid management structure. One of the results of the matrix structure is that there isn't such an obvious 7 _____ as people have responsibilities in different areas. A problem of the matrix structure is that there is often a 8 _____ when a manager may have to react to demands and requests from several superiors.

Intercultural analysis

Do you agree with Harold Geneen's quote in the Introduction? Can the everyday relationships in a company be very different from the official structure? In your culture, do people prefer to have a close relationship with their manager and feel just as important or should the manager be a strong leader who doesn't socialise with staff? What do you prefer?

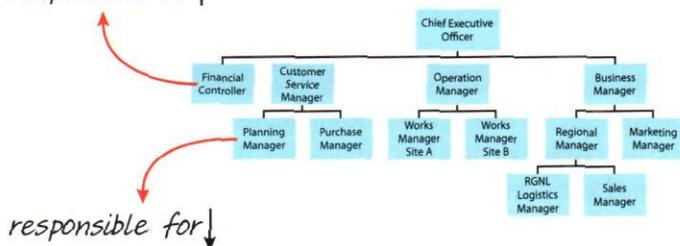
Transferable skill: Organising new vocabulary

1 It is important to have a strategy for learning new vocabulary. In pairs, briefly discuss how you record and learn new words and phrases.

2 Look at these three suggestions for recording vocabulary. Have you used any of them?



responsible to ↑



responsible for ↓

hierarchy
/'haɪə.rɑ:kɪ/

In some organisations, the lines of hierarchy are very clearly defined with the CEO at the top, the management below that, the heads of department under them and so on down the line.

Tell the class about any more methods of recording vocabulary that you know. Then discuss together the advantages and disadvantages of these ideas.

3 Look back at the vocabulary which was new to you in this lesson. Do you want to record all of it? How do you decide what you want to learn? Mark in colour what you want or need to learn. Then in pairs, discuss how you are going to record this.

4 Look at the following ways that can help you learn vocabulary. Which ones could / do you do?

- explaining a diagram to a partner
- saying the new words and phrases in your head (especially before a situation when you know you will need them)
- creating your own sentences with the new vocabulary
- rephrasing new vocabulary to a partner

Now look at the new vocabulary in this lesson that you have marked. Practise one of the ideas above with a partner.

Output: Discussing a matrix problem

In Listening 2 Professor Achim Weiland referred to the conflicting demands made on employees working within the matrix structure:

“... So there are different conflicting interests and this person has to report to two people and balance conflicting demands. That's a huge disadvantage of the matrix structure.”



Stage 1

Read about the problem of an employee who works in a matrix-structured company and is in a very difficult situation with two line managers.

Miranda works for a large multinational that produces clothes. She is currently working on a project to produce women's clothes for sale in S.E. Asia. Her project manager has told her that the line of clothes should be 'sporty' and 'young' since he has done a lot of market research on this and the results show that this is what will sell well. However, Miranda's functional manager has told her that she should aim for 'elegant' and 'smart' clothing since this is the style which the brand is famous for. The functional manager is worried that if the company produces 'sporty' clothing, this may damage the brand's image.

Miranda may also need to remember:

- her functional manager decides on future pay rises and promotion in the company,
- her project manager has done the market research and this is a key project for the company,
- the company has to think about its global image.

Stage 2

In pairs, make a list of the problems that may arise from this situation. Try to use some of the collocations from the Language focus.

Stage 3

Now make suggestions for how this employee could solve the problem.

I think she should ...

It would be a good idea if she ...

She could ...

Work with another pair and compare your suggestions. Are they realistic?

5.2 Practice: Reorganising a company to increase performance

Learning outcomes

- Talk about changing company structures.
- Use modal verbs to talk about future possibilities.
- Present and discuss ideas for team-building within a company.



Profile: Cisco Systems, Inc.

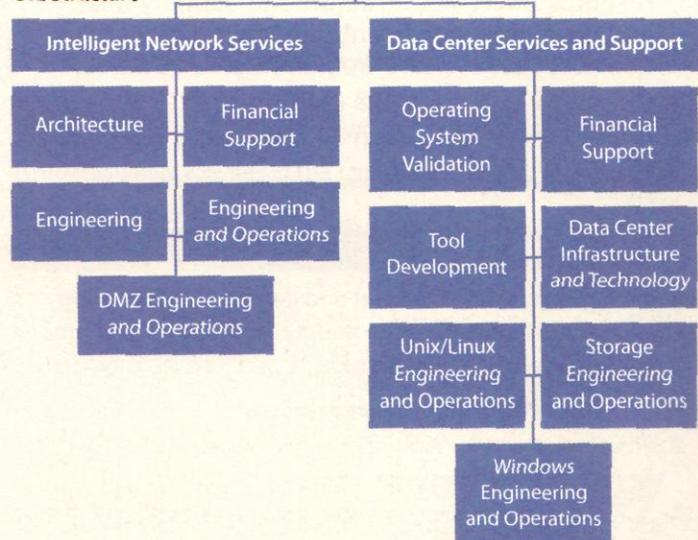


Cisco was founded in 1984 by a small group of scientists from Stanford University in the USA. Since then it has grown into a major enterprise with 300 locations in 90 countries. Cisco has 46 data centres and server rooms supporting the 70,000-plus employees; 14 of the data centres/server rooms are production or customer-facing and 32 are used for product development. Cisco is a worldwide leader in systems for the Internet.

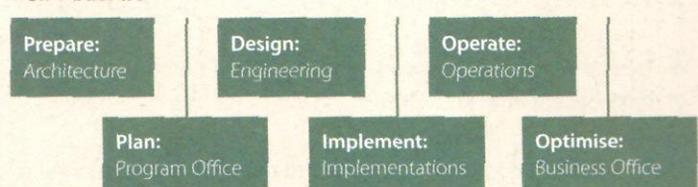
Reading 1: Background to Cisco's problem

1 Look at the following diagrams that show how Cisco changed part of its organisational structure. What differences do you notice?

Old Structure



New Structure



Introduction

Discuss the following questions.

- How well do you deal with change? How would you feel if you had to change your job, your home or the country you live in?
- What was the last change that you had to deal with in your working or study life? Were you happy about it?
- When companies change their organisational structure the following can happen:
 - Staff may find themselves working in different teams.
 - Staff might have a different manager.
 - Staff might have to follow different rules.
 - Staff could have more or less work.
 How would you deal with these changes at work?

Language focus 1: Vocabulary for describing changing structures

Match the words 1–7 with their definitions a–g.

- | | |
|------------------|---|
| 1 to implement | a to have or make room for |
| 2 duplication | b to put a plan or system in operation |
| 3 to accommodate | c the good use of time and resources |
| 4 deployment | d an exact copy of something |
| 5 to handle | e to deal with |
| 6 to disperse | f to spread people across a large area |
| 7 efficiency | g the movement of people to other places or departments, usually for a short time |

2 Now read the text about why Cisco made these changes and answer the questions.

- 1 What type of structure did Cisco's Network and Data Center Services (NDCS) have in the past?
- 2 What were the regional network teams and regional voice teams responsible for?
- 3 What was one of the main problems with the structure?
- 4 What did the NAIS report say might happen if Cisco's NDCS hadn't changed?

Like most IT organisations of large enterprises Cisco's Network and Data Center Services (NDCS) used a traditional divisional structure. The original organisational model included regional network teams and regional voice teams that were responsible for all aspects of implementing and operating their environments and services. This led to a lot of duplication across the organisation, which most employees were unaware of.

Cisco IT's NDCS organisation needed focus. It asked Cisco Advanced Services' Network Availability Improvement Services organisation (NAIS) to identify the areas that needed to be changed and how they could make these changes. The result of the report that was prepared showed John Manville, Vice President of IT NDCS that 'The Network and Data Center organisation could not accommodate the kind of growth and technology evolution that Cisco and Cisco IT were expecting. The existing resources were not structured to support this, and there was significant duplication of work and processes. These would likely be strained, possibly to the breaking point, with even a minimal amount of growth.'

Reading 2: The reorganisation of NDCS

Read the second part of the text and decide if the following statements are true or false.

- 1 The whole of the Engineering team and the Operations team are now in the new Implementations team.
- 2 The new Operations team doesn't have to worry about people being moved to other departments.
- 3 NDCS members in the new system use their expertise more now.
- 4 The storage team still all work in the same department.
- 5 Jim Scaduto thinks that before the changes the NDCS team had a very difficult job.
- 6 Design engineers now work more than their normal hours.
- 7 It is now easier to know which individual has the necessary expertise.
- 8 Experienced engineers don't need to train newer staff members.
- 9 The NDCS will be able to find problems before they have an effect on the customer.
- 10 The staff have less time to talk to customers than before.

Manville's solution was to restructure the NDCS to Cisco's lifecycle business model, which was usually used by Cisco for customer network implementation. The model looked like this:



The resulting organisational structure from the lifecycle methodology was made up of the six key phases: Prepare, Plan, Design, Implement, Operate and Optimise. Organisationally, the change involved moving some resources from the former Engineering and Operations teams to the new Implementations team. This was a key component of the restructuring and presented the opportunity for the new Operations team to focus on operations without worrying about deployments, which happened a lot in the old system. Also, other NDCS team members were able to concentrate on their specific areas of expertise. For example, before there was a single Storage Engineering and Operations team, which handled the implementation, operation and design of storage. In the new organisation, this storage team was dispersed into the Implementation, Operations and Design teams.

Jim Scaduto, service delivery executive, has experienced a dramatic difference: 'Previously, most NDCS personnel had to balance design, operational and architectural issues, which is practically impossible. Now the design engineers are less likely to be pulled out of meetings or be on call after their regular work hours for emergencies. Likewise, the Operations teams can concentrate on providing priority services to the clients. Now we know exactly who has the focus and expertise in a specific area. I used to have to invite several people to meetings because no one IT staff member had the specific expertise that was needed.'

The new organisational structure enables Cisco NDCS to look for new ways to improve efficiency in managing service support. Experienced engineers are called to train newer staff members to handle incidents more quickly, which in turn reduces the impact time. Tools are being created to identify problems before they cause client impact. And the new structure has meant that staff have more time to talk to clients and help them with Cisco's processes.

Overall, this change has increased awareness, communication and improved customer satisfaction.

Source: *Organizational Change and Advanced Services for Operational Success*, by Cisco Systems

Critical analysis

Why do you think many employees are often worried about company restructuring?

Language focus 2: Modal verbs for possibility and probability**1 Look at the things that can happen when a company restructures. Do you think they are likely?**

Some people could lose their jobs.

Staff may need training, in order to improve coordination between departments.

Managers might have problems with the changes in their roles.

Staff will have a better relationship with customers.

The underlined verbs are all modal verbs that say that something is possible or probable. The modal verbs *will* and *could* are more frequent than *may* and *might* in English.

2 Look at these examples from business conversations and answer the questions.

1 Which of the sentences say or ask if something is possible?

2 Which of them say that something is probable?

3 Which of them say that something is certain?

a So, you might not be able to stop them.

b Could the price be reduced if we buy more?

c We could just scan in the brochures we've got.

d They will deliver it free of charge.

e They may go out of stock.

f How might advertisers change the campaign?

g That might be difficult to change.

h Rachel's not very busy; she could do that.

i The new system will probably be very different from the old one.

3 Which of these rules about modal verbs are correct?

a Modal verbs always need a main verb or an auxiliary verb.

b Modal verbs are followed by an infinitive with *to*.

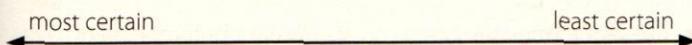
c Modal verbs take an 's' in the third person singular (*he/she/it*).

d To ask a question, you reverse the order of the subject and the modal verb.

e Use *do not* to make a modal verb negative.

4 Correct the incorrect rules from exercise 3.

5 Which modal verb expresses the most certainty? Which expresses the least certainty? Add *will*, *could*, *may* and *might* to the diagram below.



6 Look back at the article about Cisco. What do you think will or will not happen after the reorganisation? Write one prediction for each of the prompts below with *could*, *will*, *might* and *may* (*not*). Put each of your predictions in one of the three categories below depending on how certain you are about your opinion.

Example:

a I'm quite certain: The reorganisation will probably lead to redundancies.

b I think it's possible: It may lead to redundancies.

c I'm not very certain: The reorganisation might lead to redundancies.

1 Some middle managers / lose their jobs

2 The company / become more efficient

3 Customer services / be improved

4 The company / become more profitable

5 Communication between departments / be difficult

7 Work in pairs or small groups and discuss the sentences you have written down. What other predictions can you make?

Output: Team-building**Stage 1**

You all work for a big company which has reorganised its departments.

Work in two groups. Group A is responsible for team-building. Group B are employees in the company.

Group A: turn to page 136.

Group B: turn to page 141.

Stage 2

Group A: give your presentation on the ideas you have discussed.

Group B: listen and ask questions after the presentation.

Stage 3

Discuss how you feel about the team-building exercises and what other worries you have. Discuss the possibilities for the future and try and make a plan for future training and team-building activities.

5.3 Skills: Briefing

Learning outcomes

- Explain, check and clarify information.
- Use language describing a range of job activities.
- Brief somebody and actively respond to a briefing.



Introduction

1 Look at the dictionary definition of the verb *to brief* from the Cambridge Advanced Learner's Dictionary, then discuss the questions below.

brief (GIVE INSTRUCTIONS) /bri:f/ verb [T] FORMAL to give someone instructions or information about what they should do or say: *We had already been briefed about/on what the job would entail.*

- 1 What information does the dictionary give you about how to pronounce and use the word?
- 2 What do you think *debrief* means?
- 3 Can you think of situations which involve briefing (e.g. telling a new employee what the main duties of the job are)?

2 In a briefing situation, there are two roles:

- the role of the person who does the briefing
- the role of the person being briefed.

How are these roles different? What things are important for each person to do for the briefing to be successful? Discuss and write your ideas in the table.

The person who does the briefing	The person being briefed
Give clear instructions ...	Listen carefully ...

Listening: Informing a colleague

1.31

1 You are going to hear a conversation from the Sales Department of an Internet Service Provider. Paul is the division manager and Daniel's boss. Daniel is the new senior accounts manager. Paul is briefing Daniel about the department and his new job.

- 1 How long do you think Daniel has worked for the company?
How do you know?
- 2 What kind of work will his job involve?

2 Listen again and answer these questions.

- 1 Has Daniel met everybody in the department?
- 2 What three things is Daniel doing this week?
- 3 Is Daniel worried that the work will be too difficult? How do you know?
- 4 How many companies should Daniel contact?
a 300 b 150 c 30?
What reasons does Paul give?
- 5 How many action points should he get from his calls?

Language focus 1: Briefing and being briefed

When you are briefing someone or are being briefed, you often need to:

- explain things
- check or clarify information
- show enthusiasm
- be an active listener to show you understand, for example by saying *yeah, OK*
- use vague language when you are unsure of information or because you want to be polite.

1 Look at the following phrases for doing each of the things above. Which of the expressions do Paul or Daniel use? Listen again and tick (✓) the ones that you hear.

1.31

1 Explaining organisational structure and procedures

You need to ...	<input type="checkbox"/>	You have to ...	<input type="checkbox"/>
So what you're doing this week is finding out ...	<input type="checkbox"/>	So what you're doing this week is you're going to ...	<input type="checkbox"/>
You should go into ...	<input type="checkbox"/>	You can go into ...	<input type="checkbox"/>
I will go through that with you ...	<input type="checkbox"/>	I will run through that with you ...	<input type="checkbox"/>

2 Checking and clarifying

Have you had a tour ...?	<input type="checkbox"/>	Have you seen ...?	<input type="checkbox"/>
What I'm not sure about at the moment is ...	<input type="checkbox"/>	What I'm unsure about at the moment is ...	<input type="checkbox"/>
Do you want me to ...?	<input type="checkbox"/>	Should I ...?	<input type="checkbox"/>

3 Showing enthusiasm

I'd like to get going as soon as possible.	<input type="checkbox"/>	I'm keen to get going as soon as possible.	<input type="checkbox"/>
--	--------------------------	--	--------------------------

4 Active listening

Sure.	<input type="checkbox"/>	OK.	<input type="checkbox"/>
Yeah.	<input type="checkbox"/>	Absolutely.	<input type="checkbox"/>
Great.	<input type="checkbox"/>	Wonderful.	<input type="checkbox"/>

5 Vague language

a bit of	<input type="checkbox"/>	a fair amount of	<input type="checkbox"/>
kind of	<input type="checkbox"/>	sort of	<input type="checkbox"/>
and so forth	<input type="checkbox"/>	etc.	<input type="checkbox"/>

2 Notice that Paul uses all the language for explaining, but that both speakers check and clarify things. Why do you think this is?

3 What about the other language: showing enthusiasm, active listening, vague language?

- 1 Which are used by just one speaker? Why?
- 2 Which are used by both? Why?

When answering the questions, think again about the roles each of the speakers plays in this situation.

Critical analysis

- 1 How does Daniel take an active role in this situation?
- 2 Why?
- 3 When somebody briefs you, in your culture is it important to react in a similar way?

Language focus 2: Job activities

Match the verbs and nouns to create collocations describing job activities. Some of these verbs can be matched with more than one noun to form different collocations.

- | | |
|---------------|---------------------|
| 1 attend | a accommodation |
| 2 work in | b training sessions |
| 3 book | c a budget |
| 4 enter | d business partners |
| 5 report to | e a manager |
| 6 arrange | f revenue |
| 7 maximise | g data |
| 8 liaise with | h meetings |
| 9 manage | i a team |

Output: Taking part in a briefing session**Stage 1**

Work in pairs.

Student A

Think about the company you work for or an organisation that you know well. Decide what job you do in the company. Spend five minutes making notes on what information you would give to a new employee at your organisation. Think about the company structure, rules, your job description and training opportunities. Make notes and try to use some of the vocabulary from the lesson.

Student B

Spend five minutes thinking of questions to ask about Student A's organisation. Think about the company structure, rules, your job description and training opportunities. Make notes and try to use some of the vocabulary from the lesson.

Stage 2

Have the briefing session with Student A briefing Student B about his or her organisation.



6

Managing organisations

6.1 Theory: Life cycle of an organisation

Learning outcomes

- Discuss the stages of the life cycle of an organisation.
- Recognise and use adverbs of degree.
- Discuss an organisation's problems at different stages of the life cycle.

Introduction

Discuss the following questions.

- Which of the following companies would you prefer to work for?

One that has just started up with a lot of creative thinking needed by a small group of people.

One where you know exactly what you have to do with a lot of control from senior management.

One where there is a lot of teamwork and everybody has a chance to make decisions.

- Can you think of any advantages and disadvantages of working for the above types of company?
- What dangers can there be when companies try to grow? What about if companies just stand still?

Language focus 1: Key vocabulary for company life cycles

1 Complete the table with the correct form of the words.

Verb	Noun
create	1 <i>creativity</i>
2	direction
delegate	3
4	coordination
collaborate	5
6	innovation



2 Match the words and phrases 1–4 with words with a similar meaning a–d. Use a dictionary to help you if you are not sure.

- | | |
|--------------|----------------|
| 1 leadership | a independence |
| 2 autonomy | b command |
| 3 control | c bureaucracy |
| 4 red tape | d direction |

3 Complete the sentences using vocabulary from exercises 1 and 2.

- Advertising and design jobs require _____. You need people with good ideas.
- The new team needs _____. They are not sure what their exact role is.
- The new product is a _____ between the New Zealand branch and the Japan branch.
- We are not going to invest in this country – there are too many rules, which means there is too much _____.
- If you have too much work to do, you should _____ some work to your subordinates.

Reading: Stages of Greiner's growth model

Larry Greiner, Professor of Management and Organisation, Marshall School of Business, developed a theory of organisational growth.

He said that growing organisations move through five stages of evolution each followed by a crisis and a change.

1 Read the article quickly and complete the four crisis names on the graph.

Stage 1 Creativity / Leadership

The first stage of organisational growth is called creativity. This stage is dominated by the founders of the organisation, and the emphasis is on creating both a product and a market.

The founders are often good entrepreneurs, who do not especially like management activities. Their energy is concentrated on making and selling a new product.

But as the organisation grows, management problems

occur that cannot just be handled informally. The founders have unwanted management responsibilities and there are conflicts between them.

Stage 2 Direction / Autonomy

It is at this point that the crisis of leadership occurs and

Stage 2 begins. Who is going to lead the organisation and solve the management problems? The solution is to get a very strong manager who is acceptable to the founders and who can pull the organisation closely together. This leads to growth through direction.

During this phase the new manager and key staff take most of the responsibility for direction. However, over time lower managers will increasingly want more autonomy. This can lead to what is called the crisis of autonomy. The crisis can be solved by significantly increasing the amount of delegation from the top managers.

Stage 3 Delegation / Control

It is difficult for top managers who were previously successful at being directive to give up responsibility and lower-level managers haven't had the chance before to make decisions for themselves.

They have worked as specialists, but not decision makers. As a

result, many organisations struggle during this phase, while lower-level employees become dissatisfied.

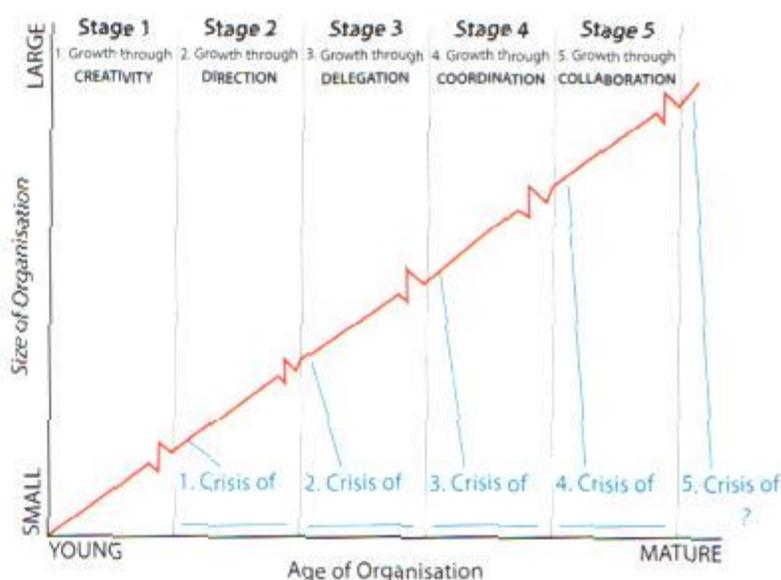
When an organisation gets to the growth stage of delegation, it usually begins to develop a decentralised organisation structure, which increases motivation at the lower levels. On the other hand,

the next crisis begins as the top managers think that they are increasingly losing control and do not have enough power.

This crisis of control often results in a return to centralisation,

which is now inappropriate and particularly disliked by lower-level managers who had autonomy.

Stages of Organisational Growth



Stage 4 Coordination / Red tape

The solution tends to start the next phase – the coordination stage. This period sees the use of formal systems for achieving greater coordination, with top management as the supervisor. A decentralised model motivates workers at lower levels.

Yet most coordination systems eventually go too far and result in the next revolutionary period – the crisis of red tape. This crisis most often occurs when the organisation has become too large and complex to be managed through formal systems.

Stage 5 Collaboration

To overcome the crisis of red tape, the organisation must move to the next evolutionary period – the phase of collaboration. While the coordination phase was managed through formal systems and procedures, the collaboration phase leads to more freedom for management through teams and solving personal differences.

Social control and self-discipline take over from formal control. Greiner is not certain what the next revolution will be, but he thinks that employees will become exhausted by too much teamwork and heavy pressure for innovative solutions.

Source: *Organizational Growth Cycles*, article by Accel-Team

2 Read the article again and decide which stage (1–5) the following sentences refer to.

- 1 This phase can lead to there being too much bureaucracy.
- 2 Lower-level workers are likely to want to quit their job.
- 3 A new manager comes in and has a lot of control in the company.
- 4 The management focuses on developing a new product and market.
- 5 There is most likely to be a lot of teamwork during this phase.

3 Discuss the following questions.

- 1 What skills do you think a manager needs? What about an entrepreneur?
- 2 Why do you think lower-level managers feel dissatisfied in the delegation period?

Critical analysis

Larry Greiner's theory suggests that people like to make their own decisions at work. Is this always the case? Why might some people not want to make their own decisions about work?

Language focus 2: Adverbs of degree**1 Look at these sentences. What is the difference in meaning?**

- The crisis can be solved by increasing the amount of delegation from top managers.
- The crisis can be solved by significantly increasing the amount of delegation from top managers.

Adverbs of degree grade an action, an adjective or an adverb. This means that they tell us *how much* or *how little*.

2 Look at the article and find the adverb forms of these adjectives. Then complete the rule below.

- close _____
- increasing _____
- particular _____

Adverbs of degree are usually formed by adding **4** _____ to an **5** _____.

3 There are a number of exceptions to the rule above. Underline the adverbs of degree in the following sentences.

- We've been quite successful in setting up incentive schemes; employees are very enthusiastic about them.
- It has been a bit problematic for our company to develop partnerships with other organisations.
- The person who started the company found that delegating responsibility was rather difficult.
- Communication in our department is too disorganised; we need to have a much clearer system.

4 Try to add the missing adverb to these sentences without looking back at the article.

- The founders are often good entrepreneurs, who do not like management activities.
- Management problems occur that cannot be handled informally.
- However, over time lower managers will want more autonomy.
- This crisis most often occurs when the organisation has become large and complex.

Output: Discussing organisational growth and decisions**Stage 1**

Read situations 1–4 and answer the questions in small groups.

- Is there a problem? If there is, what is it?
- What can you say about the different situations using Larry Greiner's theory?
- What do you think should happen in each of the situations?
- How much do you agree with Larry Greiner's theory?

Situation 1

A small start-up company chooses to have a strict bureaucratic structure so that everybody knows their role in the company.

Situation 2

The senior managers of a company decide to keep the same structure. They have power in this structure but think that it is fair as the company is performing well. Several talented and lower-level managers are planning on leaving the company.

Situation 3

A manager tries to expand the company into new markets. She is told she does not have the power to make this decision by the board of directors.

Situation 4

Workers complain that they have to attend too many meetings and come up with too many ideas.

Stage 2

Work in pairs. Choose one of the situations above and role play the following. You can invent any details that you need to.

Situation 1

Student A: You are the manager of the company who thinks that the bureaucratic structure is a good idea.
Student B: You are an employee who would like more freedom.

Situation 2

Student A: You are a senior manager who wants to keep the same structure.
Student B: You are a middle manager who will leave the company if the structure does not change.

Situation 3

Student A: You are a senior manager who is angry that the manager has made plans to expand into new markets without consulting the board of directors.
Student B: You are the manager who took the decision to expand into a new market. You think your competitors will if you do not react fast.

Situation 4

Student A: You are a manager who wants workers to feel part of the company team and decision-making process.
Student B: You are a worker who just wants to do the job and be told what to do.

6.2 Practice: Company development

Learning outcomes

- Talk about changes in an organisation.
- Understand and use the past simple and present perfect to talk about developments over time.
- Present the history of an organisation.

Profile: Bryanston Organic & Natural Market



Bryanston Organic and Natural Market is an outdoor organic market located in Johannesburg, South Africa. It is not a typical business – it is operated by a trust which is one of the main fundraisers for the local community. It is a place for local traders to sell their goods; each trader has a stall at the market and currently there are about 150 traders selling a range of goods including food, drinks, jewellery, clothing, toys, homeware and health products.



3 Do you prefer to buy fresh food at a supermarket or at a market? Why? Would you expect different customers in these places?

Listening 1: How Bryanston Organic Market developed

1.32

Business view

Konrad Hauptfleisch, Chief Operations Officer of Bryanston Market, South Africa



1 Before you listen to the first part of the interview with Konrad Hauptfleisch, look at these events in the company's history and predict what order they may have happened in.

- Market research was carried out and the organisation was restructured.
- People brought their products to sell at the school.
- The founders began to employ people to operate and run the business.
- People realised that they needed a management team.
- The school raised money by using the skills that it had in the community.
- A COO was appointed.

2 Now listen and match two events above with each year.

- 33 years ago _____
- 20 years ago _____
- seven or eight years ago _____

Introduction

There are a number of reasons why organisations develop in the way that they do. Some of these reasons are external, others internal to the organisation.

1 Think about what political and economic changes have taken place in your country recently. How do you think that these changes have affected some of the main organisations in your country?

2 In many countries there have been a lot of changes recently in how people think about the environment; one example of this is that more people prefer to buy organic goods.

Tick (✓) the statements below which you agree with, and then in pairs discuss the results.

- Putting 'organic' on products is just a way of raising prices.
- Organic food and drink tastes better.
- If I buy a T-shirt made of organic cotton and made in an environmentally friendly way, I feel better.
- How do you know it's organic? Anyone can put that label on their products.



Listening 2: External reasons for change

1.33

1 Listen and note down the three external factors that meant the market had to change.

2 Listen again and answer the following questions.

- 1 What type of people were Bryanston's customers in the past?
- 2 How long does he say there has been an awareness of organics in Europe? What about in South Africa?
- 3 Does he think that Bryanston only had to change because of external factors?
- 4 How much experience of business did the founders have?
- 5 What did the founders have to do after a while?

Critical analysis

What challenges do you think there are when you have to manage people who are working for their own profit like the stallholders at Bryanston Organic Market and not for the company's profit?

Do you think that they are more motivated to make changes or less?

How important do you think it was for the stallholders at Bryanston Organic Market to feel they could affect management decisions?



Listening 3: Crisis and growth

1.34

Listen to the next part of the interview and answer the questions.

1 Read these statements about the crisis and growth stages of Bryanston Organic Market. Do you think they are true? Listen to the extract and correct the statements if necessary.

- 1 Everybody in the market was working towards a common vision.
- 2 When he started at Bryanston Organic Market, Konrad Hauptfleisch's main task was business management.
- 3 Before he arrived, the traders at Bryanston Organic Market were confident in the management.
- 4 Bryanston Organic Market has a negative view of its competitors in organic products.

2 One of the COO's first tasks was to rebuild the trust between the traders and the management. What was the situation when he first started his job? Listen again and complete the following extract.

The traders had the feeling that they weren't being heard, that there was a 1 _____ on decisions. There was the feeling that upper management was just looking at 2 _____ and not really looking at addressing the concerns of the people who were making the money. The stallholders felt that they weren't being listened to and that if they were just given a chance, they could 3 _____ to the business.

How did he rebuild trust?

Intercultural analysis

How successful do you think an organic market like Bryanston would be where you live? What future changes to people's shopping habits do you think there will be in your country?

Language focus: Talking about the past (present perfect and past simple)

1 Look at these extracts from the interview with Konrad Hauptfleisch. Decide whether the sentences refer to the finished past (a), the unfinished past (b) or a past action with a present result (c).

- 1 The market started nearly 33 years ago.
- 2 When they started nobody had real knowledge and experience of running a business.
- 3 Many big retailers have been successful in South Africa and they will continue to be so.
- 4 The importance of organics has also increased.
- 5 There has been a growth in the number of organic markets.

2 Which tenses are used in sentences 1–5 above?

3 Look at the sentences in exercise 1 and complete the rule.

To form the present perfect use the subject + 1 _____ or has and the 2 _____ participle of the verb.

4 Which of the following can you use with the present perfect and with the past simple?

- 1 five years ago
- 2 recently
- 3 since
- 4 yesterday afternoon
- 5 just
- 6 already
- 7 lots of times
- 8 ever
- 9 last week
- 10 in 1997

5 Underline the correct form.

- 1 How *has* / *did* the market change / *is* / *was* since it has opened / *opened*?
- 2 What role *did* traders play / *have* traders played 33 years ago?
- 3 How *has* / *did* the structure of the target market altered / *alter* recently?
- 4 We *had* / *have had* a lot of problems last year.
- 5 Since he *arrived* / *has arrived* at the company, they *made* / *have made* a lot of changes.

Transferable skill: Making timelines

Timelines show what order events happened in. They can be used to help plan a project, to prepare for writing a report or in a meeting to help show how events have occurred.

- 1 Think about your experience of learning English. When did you start? What form did your learning take? Why? How did this develop? What events occurred to help or hinder your learning? Now draw a timeline to show your progress in English and write in the key words for the events.
- 2 Work in pairs and talk through your timeline. Try to use both the past simple and present perfect.

Output: Describing the history of an organisation

Stage 1

Work in two groups. You are going to present the history of a company.

Group A: look at page 137.

Group B: look at page 142.

Use the time phrases below to help you prepare the presentation on your company.

at the beginning during (the first year / the first five years)
 after (the first phase / a year / the crisis) then since then
 recently in the last few years currently now at the moment

Stage 2

When you listen to the presentations of the other group, look at the time expressions above and tick (✓) the ones that are used.

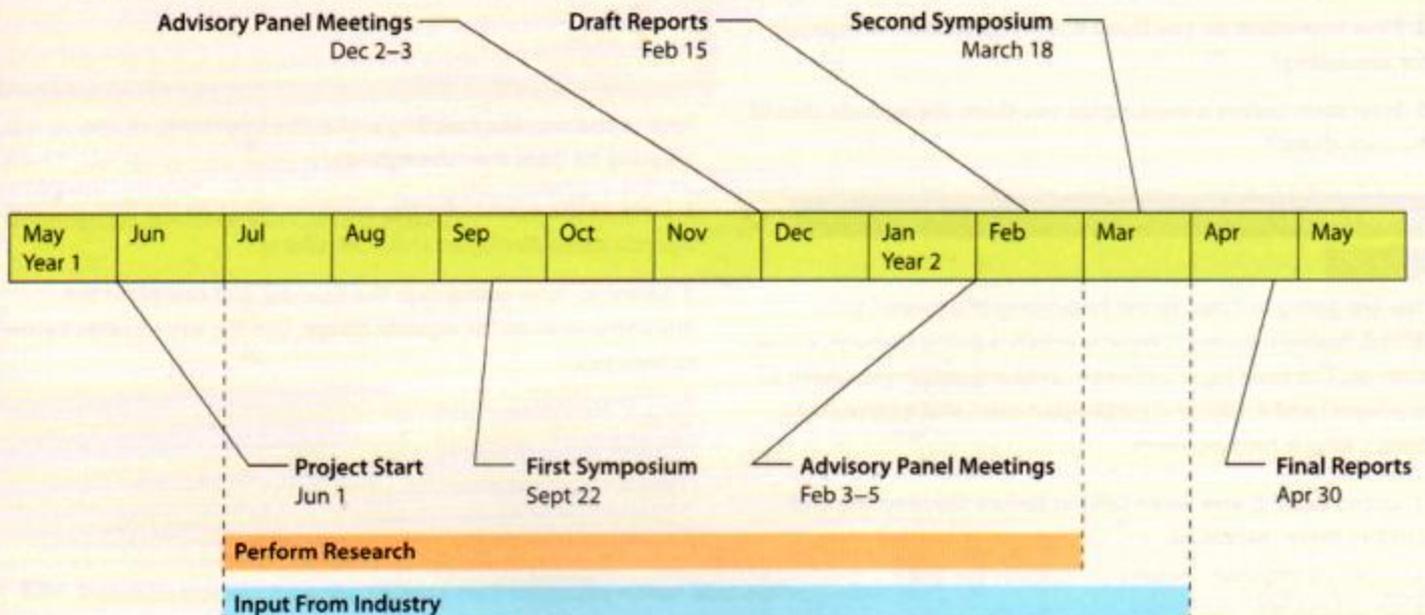
Stage 3

After the presentations, discuss the changes that these organisations went through / are going through. How do you think these were experienced by the staff?

Construction Timetable

Description	Year 1	Year 2	Year 3	Year 4
Parking Garage West				
Verticle Expansion & Children's Hospital				
Childcare center				
Biotechnology Center				

Project schedule



6.3 Skills: Starting a meeting

Learning outcomes

- Exchange information informally and formally.
- Use verbs and linking words to introduce a meeting.
- Prepare and go over the agenda of a meeting.

Introduction



1 Think about the last meeting you attended, for example a meeting at work, at university or at a club. Answer the following questions.

- What was the topic of the meeting?
- Did the meeting start as soon as everyone arrived?
- Did someone chair it?
- Was there an agenda?

2 How important do you think it is for there to be an agenda for a meeting?

3 How soon before a meeting do you think the agenda should be sent round?

Listening 1: Before a meeting



1.35

You are going to listen to the beginning of a meeting in a British manufacturing company which is going through a major change. The meeting is between company employees John (IT manager) and Andy (analyst programmer) and a consultant, Sarah, who is helping them.

1 Listen to John and Sarah talking before the meeting and answer these questions.

- 1 What has changed since the consultants' last visit?
- 2 What kind of products does the company currently manufacture?

2 Listen again and answer the questions.

- 1 What does John mean when he says 'all that side of it is actually signed and sealed'?
- 2 How many people will lose their jobs?
- 3 Who will lose their jobs?
- 4 How many people will not lose their jobs?

Listening 2: The agenda

1.36

Meeting with IDA Consulting 4 May

Agenda

- 1 Apologies
- 2 Minutes of the last meeting
- 3
- 4
- 5
- 6
- 7
- 8 AOB

John is chairing the meeting and at the beginning of the meeting he goes over the agenda.

1 Look at the agenda for the meeting. What do the first and last agenda items *Apologies* and *AOB* refer to?

2 Listen to John going over the agenda, and complete the missing points on the agenda above. Use the key phrases below to help you:

review outstanding work agree on objectives
go over progress to date define programme specifications
get specifications converted into an extract programme
confirm that document is correct confirm methodology

Language focus: Linking words and vocabulary for the agenda



1 When John goes over the agenda he frequently uses two kinds of language:

a Words and expressions which link the different points on the agenda, e.g.

Now, I think what I want to do today is firstly ...

And then also to ...

And then we'll see where we go. OK?

b Verbs and phrases with verbs for going over the agenda, e.g.

... to agree on the objectives.

I want to take you through the progress to date.

And then to review with you the outstanding work that we need to do.

Can you think of other linking words or phrases?

2 Match the verbs and phrases 1–7 with the ones that have a similar meaning a–g.

1 let you know	a remind you
2 discuss	b go over again
3 review	c tell you
4 confirm	d get help
5 take you through	e agree on
6 get assistance	f talk about
7 refresh your memory	g describe to you in detail

3 Here is another example of a chair going over the agenda for a meeting. Complete what he says using these verbs.

agree let you know discuss review report

OK, here are the topics I wanted to 1 _____ today. Firstly, I'd like to 2 _____ the latest developments with the new sales rep position, and we're going to have to make a decision about that today, so we should 3 _____ on who we want. Secondly, John is going to 4 _____ on sales in the last month. And finally we need to 5 _____ our plans for the trade show in March, which we don't necessarily have to do right now, but we do have to decide by next week at the latest.

4 Underline the linkers in the text above.

Intercultural analysis

- The meeting in Listening 1 and 2 is quite informal. The participants exchange information informally before the chair officially starts the meeting. How do people behave at the beginning of meetings in the cultures that you know?
- The participants give feedback (e.g. *Yes, Right, OK*) while the chair goes over the agenda. How would the beginning of a more formal meeting be different?
- What factors make some meetings formal or others more informal? Think of two or three more factors.

Example: the company culture

Output: A company in crisis

You are the management board of a company that makes tools for heavy industry. You employ 75,000 people in Germany, France and the UK. You must solve the following problems.

- You need to lower the cost of producing your tools. Your competitors use cheaper labour in other countries.
- You need to lose some employees: 4,000 jobs worldwide may have to go after you lost a big contract.
- Some products have been recalled as they were faulty.
- You could perhaps merge with another company or sell the company.

Stage 1

Prepare the agenda for the meeting in small groups.

Stage 2

Work in pairs and take turns to go over the agenda.

Stage 3

Elect a chair. The other students should be managers in the company or consultants. The chair should welcome the visitors, open the meeting and go over the agenda. Once he or she has done this, role play the first five minutes of the meeting.

Watch Sequence 3 on the DVD to find out more about Managing Cultures.

Writing 3: Everyday business emails

Learning outcomes

- Recognise what makes an email formal or informal.
- Understand how relationships influence the level of formality.
- Write a business email in an appropriate style.

	Urgent	From	Subject	Date Received	
1		Max	Hi	Mon 15 October	10:01
2	!	Amy Tang	Sales Team Meeting on 23/10	Mon 15 October	09:36
3		SPAM: PRM	Earn money weekly	Mon 15 October	09:21
4		Urzula Pacek	Re: Our phone call yesterday	Mon 15 October	09:04
5	!	Pedro Fernandez	Re: ILP Conference Registration	Mon 15 October	08:59
6		fx135@htp.com		Mon 15 October	08:30

Introduction

1 Look at the following ways of communicating with people in writing and discuss the questions.

- letters
- emails
- text messages
- online instant messaging
- social networking sites

- 1 Which do you use in your study, work or everyday life?
- 2 Which do you use most / least frequently?
- 3 Do you write in the same way in all these situations? What differences are there?

2 Look at the email inbox above. Imagine you have received these emails in your inbox.

- 1 Put the emails in the order you would read them.
- 2 How will you deal with each of them?
 - respond immediately
 - respond later
 - delete

Language focus 1: Formal and informal style in letters and emails

1 Look at the following pairs of sentences or phrases from letters and emails. Write F (formal) or I (informal) next to each sentence.

- 1 a We would appreciate your letting us know which models of used copiers you can make available, as also the quantities and unit prices thereof.
- b Pls e-mail us your inventory and price lists.
- 2 a Many thanks!
- b Thank you very much for agreeing to work on this project.
- 3 a Should you have any queries at all about the review or what to include in your report, please do not hesitate to contact me.
- b Please don't hesitate to contact me if you have any questions.

2 Look again at the sentences in exercise 1. Which of the following features are more common in formal letters and emails? Which are more common in informal ones?

- 1 simple sentences
- 2 long, complex sentences
- 3 no contractions and abbreviations
- 4 contractions and abbreviations

Language focus 2: Formality in emails



All the formal sentences in Language focus 1 are from letters, and all the informal ones are from emails. Emails generally have a less formal style than letters, but there can also be differences in style between emails.

1 Look at the two email messages below. They both involve communication between two companies or organisations. How is the writing style different in each one? Think about the following points.

- 1 the greeting and the ending
- 2 the topics
- 3 the amount of information provided
- 4 the formality of the language used

2 Which email is more informal?

3 What examples of informal language discussed in Language focus 1 can you find in the more informal email?

4 Is there anything else that makes it more informal?

Email 1

Dear Mike

Thank you for your email. You may use one of our logos. Please visit our brand guidelines website where you can download the version you would like: www.msbrandguide.org.uk and click on downloads.

As you are running an event to help us, please can *In aid of* or *In support of* appear to the left of our logo. Because you are featuring our logo, please can you send us an image of how it is being used so we can ensure it is being reproduced correctly?

Please do get your friends to get in touch with our events team if they need any support (tel 0870 417 0192 or events@ms.org.uk).

Please let me know if you have any questions.

Many thanks

Indra

Indra Patel
Brand Manager

Email 2

Hi Jeff

Got all your bills in the post this morning. Many thanks.

And very sorry about that one from January that didn't get paid. You're quite right – in the confusion about the invoice numbers, we forgot to pass the new version on to accounts, but just filed it away ... a brilliant way to save money. ;-))

Anyway, accounts have it now, so it will be paid with the other ones at the start of next week.

How were your nerves last night? I didn't watch the game, but saw the penalty shoot-out. Very tense.

Cheers

Hugo

5 Now rewrite the informal email in a formal style.

Output: Writing external emails in an appropriate style

Stage 1

Work in groups of three.

Student A: look at the information on page 137.

Student B: look at the information on page 142.

Student C: look at the information on page 144.

Stage 2

Before you write the email, think about what style (informal or more formal) will be appropriate.

Stage 3

Write the email.

Stage 4

Reply to the email you receive.

Tell the class how you decided what style to use in your email, and if you think the response you got used an appropriate style.

7

Supply-chain management (SCM)

7. 1 Theory: SCM and logistics

Learning outcomes

- Learn about the theory of supply-chain management.
- Use collocations connected with supply-chain management.
- Design a supply chain.

Introduction

The supply chain describes the suppliers, storage facilities, retailers and modes of transport which are all involved in getting the product from its original source to the end user.

1 Look at the photos showing part of the supply chain of coffee.

- 1 Who are the people involved in the supply chain?
- 2 What stages does a coffee bean go through to get to the customer?
- 3 The supply chain is also connected with the flow of information. What information do you think that the different people in the supply chain need?

Language focus: People involved in the supply chain

1 Match the people who can be involved in the supply chain with the correct definition.

1 manufacturers	a shops which sell the finished product
2 wholesalers	b the producers of the finished product
3 suppliers	c people who buy the finished product
4 retailers	d organisations who sell the finished product via the Internet
5 e-tailers	e companies which sell the finished product to different shops
6 end users / consumers	f companies offering the raw material or partly finished goods to other companies

2 Use the vocabulary above to describe people you identified in the supply chain for coffee.

Example: The farmer is a supplier to the coffee companies.



Listening 1: The supply chain and its functions

1.37

Business view

Professor Oleg Zaikin works at the Warsaw School of Computer Science, Poland. He has written extensively on Computer Science and Supply Chain Management.



1 What do you think the functions of a supply chain are? Look at the slide on page 65 from Professor Oleg Zaikin's lecture. What do you think he will say?

Functions of a supply chain

- Receiving and 1 _____ customer requests
- New product 2 _____
- Marketing
- Production 3 _____
- Distribution
- Finance
- Customer 4 _____

Each stage in the supply chain is connected through the 5 _____ of materials, the products, information and funds. These flows often occur in 6 _____ directions.

2 Listen and complete the first part of Professor Oleg Zaikin's lecture.

3 What do you think Professor Oleg Zaikin means when he says that information in the supply chain flows in **both** directions? Can you think of some examples of this in the supply chain for coffee?

Transferable skill: Noticing and learning collocations

Any language contains many collocations (words which are often used together).

When you learn new vocabulary, it is a good idea to learn the whole collocation, e.g. *make a decision* not *to make* and *a decision* separately. This helps you to communicate more fluently.

When you talk about the supply chain, there are a number of collocations which are useful because they are often used in this context.

Complete the verb-noun collocations using these verbs. The meaning of the verbs is given in brackets.

configure raise incur allocate set handle maximise generate

- 1 _____ the overall value (*make the most of*)
- 2 _____ the supply chain surplus (*increase*)
- 3 _____ revenue (*create*)
- 4 _____ costs (*cause*)
- 5 _____ resources (*assign*)
- 6 _____ orders (*deal with*)
- 7 _____ a date / the mode and schedule of delivery (*fix*)
- 8 _____ the supply chain (*coordinate*)

Listening 2: Goals of the supply chain

1.38

Before you listen, try to answer the following questions. Then listen and check.

- 1 What is the main purpose of the supply chain?
- 2 Why do decisions about the supply chain have such a big impact on how successful companies are?

Listening 3: Decision-making phases of SCM

1.39

1 Professor Oleg Zaikin talks about the three key decision-making phases of supply-chain management. Listen and complete the slides below.

1 Supply-chain strategy / design decision

– long term and very expensive

Decisions about:

- how to 1 _____ the supply chain
- how to configure the supply chain
- how 2 _____ will be allocated
- what 3 _____ each stage will involve

2 Supply-chain planning

– 1 _____ 3 months to a year

Goal of planning: to 2 _____ the supply-chain surplus

As a result of the plan, companies define a set of

3 _____ that 4 _____ operations follow.

3 Supply-chain operations

– time frame is 1 _____ or daily

– during this phase decisions are made about an individual

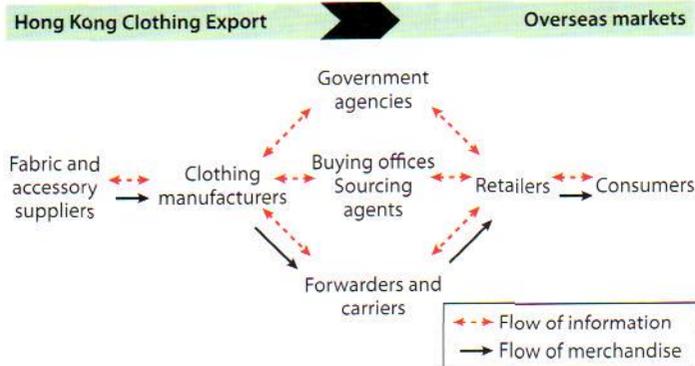
2 _____

Goals of supply-chain operations:

- to deal with 3 _____ orders
- to allocate production resources to meet 4 _____ orders
- to 5 _____ _____ when an order is to be filled
- decide the mode and 6 _____ of delivery

2 Work in pairs. Close your book and tell your partner what you can remember about supply-chain strategy, supply-chain planning and operations. While you listen to your partner, listen for some of the key vocabulary from the slides in exercise 1 and give your partner feedback.

3 Think about the goals and functions of a supply chain. Here is a simple diagram of a supply chain for clothing export in Hong Kong. In pairs, discuss the following questions, using some of the vocabulary you heard Professor Oleg Zaikin use.



- 1 What resources need to be allocated at the start of the project?
- 2 What are some of the processes at each stage of the supply chain for the Hong Kong manufacturer?
- 3 How could the company try to maximise its supply-chain surplus?

Intercultural analysis

One of the criteria for a successful supply chain is time management; all the participants agree on when a particular process should be complete. It is important to keep to this deadline or there will be delays in other parts of the supply chain.

In some cultures, people see time / appointments / deadlines as flexible; in other cultures, it is important to always be punctual. This can be an intercultural problem. Have you had any experience of this? How can this problem be managed?

Output: Making decisions about a supply-chain strategy

Stage 1

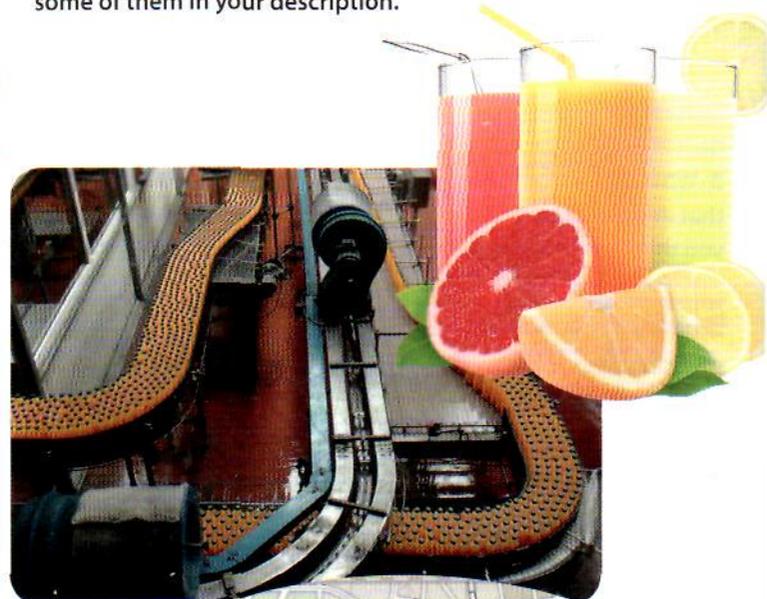
Work in small groups. You are responsible for the supply chain of a new soft drink that will be sold in the country you are in now and in its neighbouring countries. Think about the following points:

- 1 What ingredients will you need for the soft drink?
- 2 Where will you buy them and how will you get them to your production facility?
- 3 Where will the production facility be?
- 4 What packaging will you need? Where will you get it from and how will you get it to the production facility?
- 5 Where will you have your warehouses so that the product can easily be distributed?
- 6 How will you get the product to the customers?
- 7 What sort of retail outlet (shops / restaurants / fitness studios) will you target?

Are there any other important decisions to make that are particular to your country or the neighbouring countries? Remember that your goal is to maximise the supply-chain surplus. What issues will you need to think about to make sure this happens?

Stage 2

Draw a diagram to illustrate your supply chain. Show it to another group and talk them through the supply chain that you have designed. Before you talk about it, look again at the collocations you learnt in Transferable skill and prepare to use some of them in your description.



7.2 Practice: The role of the customer in SCM

Learning outcomes

- Learn about a company's innovative approach to SCM.
- Use zero, first and second conditionals.
- Discuss the internal and external issues influencing SCM.



Profile: IKEA

IKEA sells more furniture and products for the home such as lamps and photo frames than any other company of this type in the world. It operates in more than 38 different countries. It was the first company to sell flat-pack furniture on a wide scale. Flat-pack furniture is packed in smaller, flat packs that take up less space and it can be taken home by the customer without a delivery van. The customer must then put the furniture together themselves. This means that IKEA can keep prices lower as there are lower costs for storage space and distribution.

Introduction

As you can see from the company profile of IKEA, the customer is much more part of the supply chain than in the past – the customer is not just the end user; they play a role in the chain by assembling, collecting and delivering the product.

- 1 What are the advantages of this for the customer?
- 2 What are the advantages for the company?
- 3 Would you prefer to pay more for a product, e.g. a bed, which is delivered to your house and put together by the company, or pay less and transport and assemble the bed yourself?

Reading 1: Introduction to IKEA's supply chain

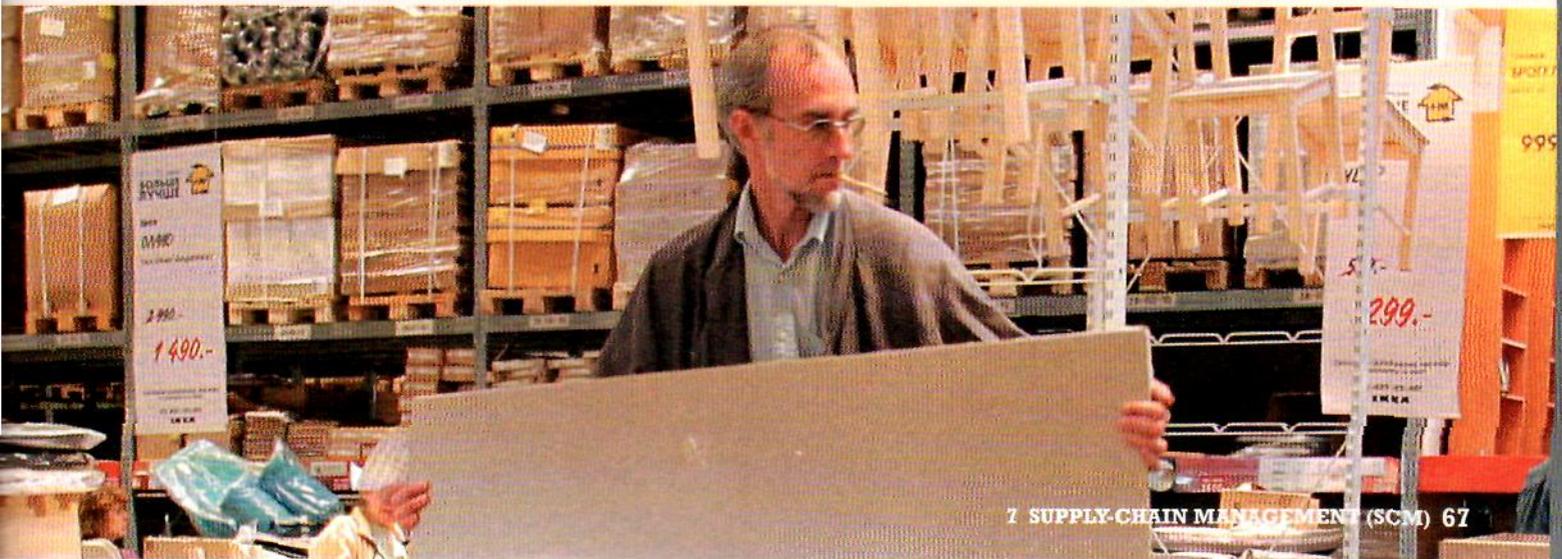
- 1 You are going to read a text about IKEA's supply chain. What do you know about IKEA? Have you ever bought anything there?
- 2 IKEA tries to operate in a sustainable way. What do you think *sustainable* means? Read the first part of the article and check.

Businesses have to think about the long-term effects of providing the goods and services that consumers want. Organisations try to operate in a sustainable way. This means that they supply goods in a way that is of benefit to both customers and the environment. Customers do not always know where goods have come from or the stages through which they pass before they are ready for sale. One of the ways in which IKEA tries to include the customer in its supply chain is by being open about how it operates; the company makes information about its supply chain available on its website. In the information about its supply chain, IKEA has divided it into three stages:

- raw materials (the primary sector)
- manufacturing (the secondary sector).
- distribution and retailing services (the tertiary sector).

3 Now discuss the following questions.

- 1 How important do you think it is for companies to be open about their supply chain?
- 2 What information do you expect the company to give about the different sectors?



Reading 2: IKEA and the primary sector

1 Read this text about IKEA and the primary sector of the economy. Note down the key words or phrases.

Primary sector

IKEA works closely with its primary sector suppliers to make sure that it receives raw materials from sustainable sources. IKEA tries to minimise the impact of production on the environment. For this, it uses a tool to measure the environmental impact of products. This looks at resources, production, use and recycling for each product. Around half of IKEA's products are made of wood which is a good source of material as it is recyclable and renewable.

Other production processes which help to support sustainability include:

- making tables from recycled plastic,
- making rugs from off-cuts,
- designing products which take up less space when they are transported.

IKEA works with suppliers to reduce waste or use waste products in further manufacture. To help, it has a Code of Conduct called the IKEA Way of Purchasing Home Furnishing Products (IWAY).

Source: *The Times 100, Building a sustainable supply chain*

2 Work in pairs. Using your notes, tell your partner about IKEA and the primary sector. Your partner can look at the text and tell you anything you have missed.

Reading 3: IKEA and the secondary and tertiary sectors

1 Work in pairs. Student A: read about the secondary sector on page 137. Student B: read about the tertiary sector on page 142.

2 Complete the table below with notes about the sector you have read about.

Manufacturing in the secondary sector	Distribution and retailing in the tertiary sector
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Tell your partner about the sector of the economy that you read about. Use your partner's information to make notes on the sector you have not read about.

Critical analysis

How important is it for you to buy products from companies that follow a code of conduct like IKEA? Which of the following would change your decision to buy a product even if it was much cheaper?

- if the company used child labour
- if the manufacturer used wood resources which were not sustainable
- if the company was polluting the environment

Do you think that some companies claim to be green even when they are not?

Language focus 1: Verbs to describe the supply chain

1 Some verbs are useful when talking about supply chains. Complete the sentences using the correct form of these verbs.

reduce collect supply assemble deliver

- 1 With more online purchases fewer customers go to the shop to _____ the goods themselves.
- 2 Some companies try to _____ goods in a way that benefits both the consumer and the environment.
- 3 I saved some money when I bought flat-pack furniture, but it didn't save me time. It took me all day to _____ it.
- 4 One of the objectives of the supply chain is to _____ the amount of waste.
- 5 We should be able to _____ the goods to your office in the next 24 hours.

2 Use some of the verbs above to describe the supply chain for something you wear or use.

Language focus 2: Using conditionals

1 Match the sentences about IKEA with the correct meaning.

- 1 If an employee wants to cycle to work, we provide them with a bicycle.
 - 2 If one of our suppliers used child labour, we would not work with them again.
 - 3 We will deliver a piece of furniture for you (for an extra charge) if you cannot collect it yourself.
- a This sentence talks about an event which is probable.
 b This sentence talks about something which is generally true.
 c This sentence talks about a situation which is not probable.

Note that the *if* clause can come first or second in a conditional sentence.

2 Look at the sentences in exercise 1 again and complete the rules about the form of each type of conditional.

	sub-clause	main clause
zero conditional (general truths)	if + _____ tense	_____ tense
first conditional (probable events)	if + _____ tense	_____ tense
second conditional (unlikely events)	if + _____ tense	conditional form (would + infinitive)

3 Look at the form of the second conditional. We use the past simple in the sub-clause to show that this event is not likely to happen. How do you talk about unlikely events in your language? Do you use a past tense or the conditional form?

4 Look at the following sentences. The underlined words can all be used with conditional sentences. Then answer the question.

When we go into production, we'll make a bit of money out of it.

You can transfer the money yourself provided that you have access to the Internet.

We will continue using the same supplier unless something goes wrong and they don't deliver on time.

It's important to insure your warehouses in case something goes wrong.

We will be happy to use their products provided that they don't use child labour.

If large employers put more pressure on their supply chains, we would see a number of improvements.

1 What is the difference between *when* and *if*

- Use _____ to show that you know something will happen, e.g. _____ *the meeting starts ...*
- Use _____ to show you are not certain that something will happen, e.g. _____ *the meeting starts on time ...*

5 Match conjunctions 1–3 with the correct meaning.

- | | |
|-----------------|--|
| 1 in case | a has the same meaning as <i>except if</i> |
| 2 unless | b has the same meaning as <i>only if</i> |
| 3 provided that | c means that you do something so that you are ready for a situation in the future |

6 Complete the sentences with *in case*, *unless*, or *provided that*.

- We will give you the contract _____ you follow our Health and Safety rules.
- The meeting with the suppliers will be in London _____ you want to invite them to come here.
- We will only order 20 now _____ the product doesn't sell very well.

7 Now complete these sentences with your own ideas.

- I'll organise the next meeting with the supplier provided that ...
- Unless we get this order to the customer on time, ...
- If we used this supplier with their warehouses 500 km away, ...
- We will get insurance for the warehouse in case ...

Intercultural analysis

Recycling is now an important part of the supply chain. In some countries consumers are paid to recycle, e.g. in some supermarkets, if they use the same plastic bags again, they get a small reduction in the price of their goods; but in other countries they must pay if they do not recycle, e.g. they pay for household rubbish disposal by the kilo. What is the situation in your country? What do you think is the best solution to make people recycle? What would you do if you were in charge in your country? Why do you think different countries have different recycling policies?

Output: Making changes to the supply chain

Work in pairs. You work for a furniture company and need to make several decisions at each stage of the supply chain.

Stage 1

Student A: look at the information on page 144.

Student B: look at the information on page 139.

When you are ready, discuss what decisions you will make at each stage. You should try and come to a decision.

Stage 2

Now work with another pair and tell them what decisions you have made and why. In your group try and reach an agreement on what the best decisions are.

7.3 Skills: Negotiating skills

Learning outcomes

- Use key language for negotiations.
- Learn skills to participate effectively in negotiations.
- Negotiate a logistics problem.

Introduction

Business view

“Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.”

Roger Fisher and William Ury, *Getting to Yes*

1 According to Fisher and Ury, everyone negotiates. When was the last time you negotiated? What was it about, and what was the result?

2 Below is a list of the different stages that a negotiation usually goes through. Number the stages in the order you think they happen from 1 to 6. Do any of them take place *before* the negotiation?

- Exchange information
- Make proposals and bargain
- Decide how much you are prepared to compromise
- Establish a relationship
- Come to an agreement
- Decide what you want to achieve

Listening 1: Exchanging information



1.40

1 Before you listen, discuss why the issues below can lead to problems for companies in their supply chain. The first one has been done for you.

Example: Having a lot of inventory If you have a lot of inventory, you will waste money on storage.

- 1 A lot of customers returning goods
- 2 Receiving three small orders instead of one large one for the same delivery address
- 3 Selling products made using child labour
- 4 Delays in receiving an order



2 Listen to a negotiation between a representative from a British pharmaceutical company, Nick, and a representative from their new German supplier, Stefan, and answer the following questions.

- 1 Which of the situations listed in exercise 1 (1–4) are they discussing?
- 2 What does Nick propose to do about the situation?
- 3 Why does Stefan not like this idea?
- 4 Tick (✓) the questions Nick asks to find out the information he needs.
 - a You mean they're all on different time lines?
 - b You mean at the moment you've probably got three packing orders?
 - c It's probably all from the same bulk, yeah?
 - d Is it all from the same bulk?

Listening 2: Persuading



1.41

1 Listen to the arguments Nick uses to persuade Stefan that his proposal is a good idea and answer the questions.

- 1 How does he say that both companies would benefit?
 - a Nick's company would have fewer orders to deal with, and Stefan's company would save money.
 - b Nick's company would get a better unit price and Stefan's company would have fewer orders to process.
 - c Both companies would save time.
- 2 Why doesn't Stefan want to change the way in which the orders are processed?

2 Look again at the six stages of a negotiation listed in the Introduction. At which stage(s) is the negotiation between Nick and Stefan?

Language focus: The language of negotiations

1 Nick asks a lot of questions to find out the information he needs to know about Stefan's situation. Look at two of the questions from the negotiation.

- 'The question is, assuming it's the same delivery address, can we combine any of those orders?'
- 'You mean at the moment you've probably got three packing orders?'

Which of the questions does Nick use to check information?

Which question does he use to find out new information?

2 Imagine you are Nick, and rewrite the questions below. First decide if you are checking information or finding out new information. Use: *You mean ...* or *The question is ...?*

Example: Are all the orders from the same bulk? *You mean all the orders are from the same bulk?*

- Do you have to cancel an order if you want to combine two?
- Are the orders on different time lines?
- Have the orders all got different numbers?
- Is there a standard procedure for handling the orders?
- Can you increase the first order to two thousand and cancel the next two?

3 In order to explain why he is not happy with the idea of combining orders, Stefan says:

'So, if we have to combine them, that means we have to cancel one order. This makes a lot of work in terms of the scheduling process.'

He uses a conditional form using *if*, and then explains the effect this will have for his company by saying *that means ...*

Imagine you are Stefan. Clarify your position in a similar way on each of the following points.

Example: Extra work → we won't get our orders out on time *Well, if we have extra work, that means we won't get our orders out on time.*

- Extra work → employ more temporary staff
- An additional twelve thousand packs → an extra day's work
- Increase the workload of the team → extra costs for us
- Cancel an order → cancel the whole scheduling plan

4 Nick tries to persuade Stefan to agree to his proposal by showing he understands that it will create more work, but then pointing out that both sides will benefit from his proposal:

Nick: In terms of what that means, yes, it means extra work up front.

Stefan: Yes.

Nick: But we will benefit from a better unit price. You would benefit from not having three different order numbers going through the system.

Imagine you are Nick. Try to persuade Stefan by showing you understand each of his points from exercise 3, and then show how both of you will benefit. Use the ideas below to help you.

Example:

Stefan: Well, if we have extra work, that means we won't get our orders out on time.

Nick: Yes, it may mean some delays at first with orders. But we will have more flexibility in managing our orders, and you will keep an important customer happy.

Benefit to customer (Nick)	Benefit to supplier (Stefan)
1 simplify our orders	reduce delivery costs
2 deal with fewer deliveries	process fewer orders
3 save money long term in purchasing	save money long term in production
4 reduce the amount of paperwork	reduce the amount of paperwork

Output: Logistics meeting

Agenda for Monthly Meeting between AAA and Ginna

- Review previous month's logistics actions
 - Distribution
 - Export packs
 - Next supply
 - China and New Zealand OK
 - Chile and Turkey to be discussed
- Review performance from previous month
 - Perfect orders: 7 out of 14
 - Customer complaints: 0
 - Recalls: 0
- Any other business
- Next month's meeting
 - Venue? Time?

Stage 1

Work in two groups.

Group A: you work for Ginna Pharma Corp. Look at the agenda above and turn to page 137.

Group B: you work for AAA Corp. Look at the agenda above and turn to page 140 and look at the list of points you want to discuss at a logistics meeting.

Stage 2

You are going to prepare for a logistics meeting. Look at the Language focus and the audio script on page 155, and think about how you will:

- find out and check information,
- explain and clarify your position,
- try to persuade your negotiation partners by conceding a point and showing how both sides will benefit.

Stage 3

Work in smaller groups with one or two students from Group A and one or two students from Group B. AAA Corp will chair the meeting. Have the negotiation and try to come to agreement on the main points.

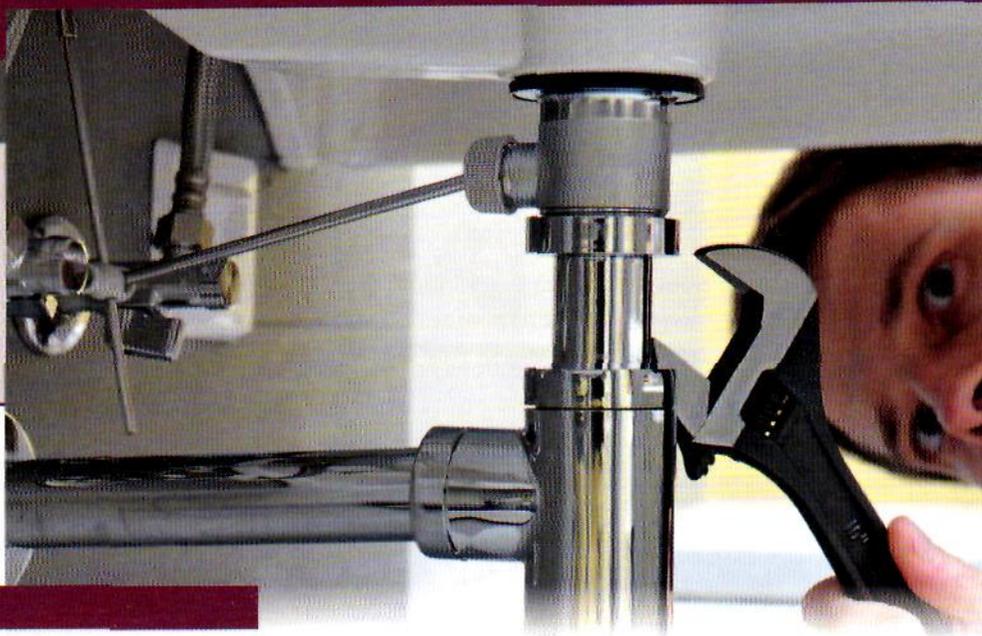
8

Quality management

8.1 Theory: Kaizen

Learning outcomes

- Understand the concept of kaizen.
- Use key vocabulary connected with quality management.
- Analyse problems in a kaizen system.



Introduction

Discuss the following questions.

- Think about a task you have to do in your studies or in your job, e.g. making a presentation. How do you prepare for it?
- Have you ever had a problem with a product or service? What happened? Did you decide not to use the company again?
- Have you ever been especially happy about a product or service? Did you tell anyone about your experience?
- 'Satisfied customers tell three friends, angry customers tell 3,000,' Pete Blackshaw, co-founder of the Word-of-Mouth marketing association. Do you agree? What does this tell you about the way people feel towards quality? What impact can this attitude have on businesses?

Reading: Understanding the basics of kaizen

1 Read the following extracts which summarise the main points about kaizen. Then look quickly at the article and decide where they go.



- The kaizen philosophy is to do it better, make it better, improve it even if it isn't broken,
- always improving productivity, safety and effectiveness while reducing waste
- It is a concept that is applied in every aspect of a person's life.
- this leads to fewer workers quitting their jobs
- Everyone is encouraged to come up with small suggestions for improvement on a regular basis.

Kaizen is a system of continuous improvement in quality, technology, processes, company culture, productivity, safety and leadership.

Kaizen is a system that involves every employee – from upper management to the cleaning crew. 1 _____. This is not a once-a-month or once-a-year activity – it is continuous. In Japanese companies, such as Toyota and Canon, a total of 60 to 70 suggestions per employee per year are written down, shared and implemented. It's not unusual for these companies to implement 90% of these suggestions.

Kaizen is based on making little changes on a regular basis: 2 _____. These small improvements result in improved productivity, higher quality, better safety, savings for the company and faster delivery.

Kaizen focuses on making changes anywhere that improvements can be made. Western philosophy may be summarised as, 'if it isn't broken, don't fix it'. 3 _____, because if we don't, we can't compete with those who do'. Kaizen in Japan is a system of improvement that includes both home and business life. Kaizen even includes social activities. 4 _____

To support the higher standards, kaizen also involves providing the training, materials and supervision that are needed for employees. Employees in kaizen companies often feel happier and find their work easier; 5 _____.

Source: *What is Kaizen?* article by Steve Hudgik, Internet Marketing Manager, Graphic Products

2 Read the article again and decide if these statements are true or false. Correct the ones which are false.

- 1 Ideas for improvement in kaizen companies only come from top management.
- 2 A few of the ideas from employees are put into practice.
- 3 Small improvements can have big results.
- 4 Kaizen companies try to improve even if the company is doing well.
- 5 Kaizen can change the way people behave outside of work as well as in work.
- 6 Employees in kaizen companies can expect to have a lot of training.
- 7 Employees in kaizen companies probably have little contact with their managers.

3 Look at these ideas about kaizen from the article and match them with the examples below.

- 1 Kaizen can increase productivity.
- 2 Kaizen can save money.
- 3 Small improvements should result in a long-term change.
- 4 Kaizen can have an impact on an employee's social life.
- 5 Kaizen involves a lot of training.
- 6 Kaizen can improve safety.

a If your desk is messy, you shouldn't just tidy it. You should think of a filing system so you don't make it messy again.

b An employee at Canon in Tokyo put wheels on a bucket so that parts could be passed around the factory without workers leaving their work station.

c Employees at kaizen companies are expected to join in at company picnics.

d At British Rail, employees were given a new uniform with a leather belt every year. One employee suggested they had a new belt every other year. This saved the company £10,000.

e Employees at British Rail Maintenance found that some of their safety masks were not protecting their eyes enough, so they invented a lightweight mask that protected their eyes better.

f Canon's employees take part in a life-long education programme.

Language focus 1: Key vocabulary for quality management

1 Underline the correct meaning of the verbs from the article.

- | | | |
|----------------|---------------------|------------|
| 1 involve | a complicate | b include |
| 2 come up with | a arrive | b think of |
| 3 implement | a put into practice | b equip |
| 4 result in | a lead to | b have |
| 5 provide | a make available | b have |

2 Complete the text with the correct form of four of the verbs from exercise 1.

We had a problem in our office because people didn't clear up meeting areas at the end of meetings. This meant that the people at the next meeting had to clean it first before their meeting. So one employee 1 _____ an idea. It 2 _____ everyone in the meeting – even the top management – removing their dirty cups and paper after the meeting. This 3 _____ clean meeting areas and since the idea 4 _____, there has been less conflict in the office.

Intercultural analysis

Look at some statements about kaizen below.

- In kaizen companies, everybody is expected to attend social events.
- Everybody is expected to follow the ideas of kaizen. However, there has to be a lot of control from top management.
- Human Resources is often seen as the most important department in kaizen companies.

Can you think of any problems that the above examples might lead to in your company or the work culture in your country? Do you think that some people might find these ideas difficult to follow? Why?

Language focus 2: Using the present perfect and present perfect continuous



1 Which sentences below talk about activities that are complete?

- a We've been talking about how to improve the process for three years and we still don't have a solution.
- b She has been looking for office space to rent for a week.
- c I have had three calls already today about the new product.
- d My computer's been having problems with the new software.

2 Which sentences above use the present perfect simple and which use the present perfect continuous?

3 Complete the rules about the present perfect simple and present perfect continuous.

When we talk about completed actions, when the result is important or when we are interested in the amount (how many / how much), we use the 1 _____ tense.

When we talk about an action which is still in progress, when we are interested in the process (not the result) or when we want to emphasise how long something took, we use the 2 _____ tense.

4 Complete these sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 How many orders _____ (go out) so far this month?
- 2 How long _____ (we / work) with this supplier?
- 3 He _____ (talk about) this problem all week but he still _____ (not find) a solution.
- 4 Our organisation _____ (produce) software trouble-shooting solutions since 2003 and so far we _____ (complete) nearly 80 projects successfully.
- 5 _____ (you / see) this email complaining about our call centre? That's the fifteenth one we _____ (had) this week!
- 6 I _____ (look) at the report about quality management systems at our subsidiary. It seems that they _____ (use) this system since last January and they _____ (have) a considerable reduction in customer complaints.

Output: Applying kaizen

Stage 1

Work in small groups. You work for the same organisation and are members of the team with responsibility for quality in office / administration procedures. The following pictures show the situations which employees and management are unhappy about. Think about why the problem has been happening, how the problem has come about and what solution you could suggest. Give reasons and extra information where it is needed. Remember that the philosophy of kaizen is to find long-term solutions and the solution is a process.

Stage 2

Talk about your solutions to another group. Which ones do you think are the best? Are there any which you could use in your place of work or studies?



8.2 Practice: Kaizen in practice

Learning outcomes

- Talk about the practical implications of using kaizen.
- Identify and use linking words in spoken and written text.
- Solve a problem using kaizen.

Profile: Isuzu

Isuzu is a global manufacturer of commercial vehicles and diesel engines.

It has 47 plants in 21 countries. The plant at Fujisawa near Tokyo employs 6,353 people and builds small, medium and large trucks as well as diesel engine components. Isuzu started using kaizen in 1953. The company philosophy is 'job + kaizen = independent operator'. Recent kaizen developments include streamlining the complex process of the supply of parts to the production line.



Introduction

1 At Isuzu, one major aspect of kaizen is that all workers at all levels are expected to make suggestions for improvement. How would you feel about working for a company that expected you to come up with ideas?

2 Teamwork is a fundamental idea of kaizen. Would you like to work in an organisation where teamwork is important? What are the advantages and disadvantages of teamwork to the organisation and to you, the employee?

Listening 1: Defining kaizen at Isuzu

2.02

You are going to listen to an interview with Daiichiro Sakamoto, from the Fujisawa plant of Isuzu.



1 Before you listen, tick (✓) the words you would expect to hear in a definition of kaizen.

- changing continuous quality efficiency
 operation motivation

2 Listen and complete the text with words from the list above.

Kaizen is often understood as a procedure in improvement and 1 _____. Kaizen is about 2 _____ things for the better – shortening operation time, improving quality, improving the 3 _____ environment, they are all kaizen. The idea behind it is that the current state is not satisfactory, and it is necessary to improve cost and man-hour efficiency, taking *ergonomics and safety into account. Consequently, this leads to an increase in 4 _____. It is beneficial for both operators and management.

***ergonomics** noun [U] the scientific study of people and their working conditions, especially done in order to improve effectiveness.

Listening 2: How does Isuzu use the kaizen concept?

2.03

1 In the next extract Daiichiro Sakamoto describes how his company exploits the idea of kaizen. Choose the best ending (a–c) for each of the sentences and then listen and see which one he mentions.

- The main reason Isuzu does not have a framework for its kaizen activities is that
 - there is plenty of motivation to improve.
 - there is plenty of competition amongst the workers to improve.
 - successful kaizen comes from its voluntary nature – people want to improve.
- Isuzu supports and encourages kaizen activities by
 - giving everybody who has an idea a day off.
 - allowing the judges and management to make the improvements.
 - having judges and management visit and observe the sites for improvement.
- The problems that need to be solved are chosen by
 - Daiichiro Sakamoto.
 - the teams on the production line.
 - the management team.

2 What do you think of the idea of having a competition for the best kaizen idea? Would this work in the organisations that you know? What do you think would be a good prize?

3 Who do you think should choose the problems to look at, the factory workers or the management? Why?

Transferable skill: Paraphrasing

2.04

It is a useful skill to be able to rephrase ideas using different vocabulary.

1 You have just listened to Daiichiro Sakamoto, talking about how kaizen suggestions are spread throughout the company. What can you remember about this? Work in pairs. Use the following words to paraphrase what you heard.

team competition prize managers

Now listen to the extract and see if you forgot anything.

2 Look at the audio script on page 156. Look at how the interviewer paraphrases what Daiichiro Sakamoto said about how the competition system works. Why do you think he does this?

3 When do you need to paraphrase what someone says in a work / study context?

4 Read this short text. Find synonyms in the text for the words and phrase below.

On top of these benefits to the company, employees working in kaizen-based companies generally find work to be easier and more enjoyable – resulting in higher employee morale and job satisfaction, and lower turnover of personnel.

- advantages benefits
- organisations _____
- staff _____
- on the whole _____
- a happier workforce _____

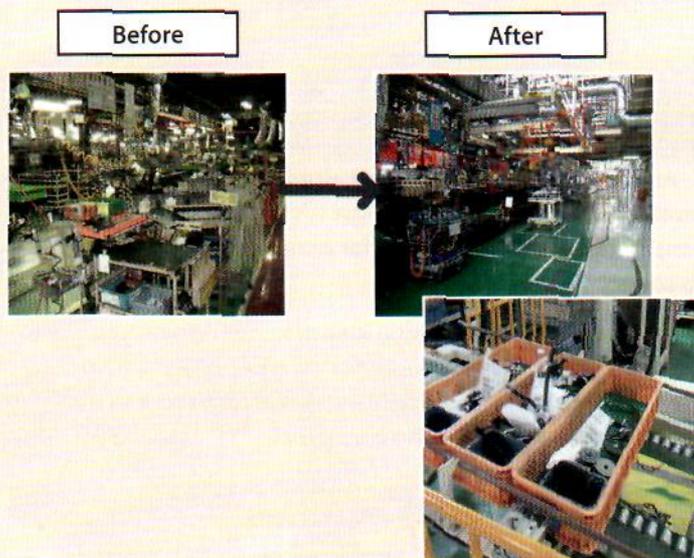
5 Rewrite the text, changing as much as you can but keeping the original meaning.

Listening 3: How a kaizen project has helped Isuzu to improve quality

2.05

In the next part of the interview, Daiichiro Sakamoto describes a way in which kaizen has led to an improvement on the production line. He talks about the use of kits (specific sets of parts) and the effect of using these.

1 While you listen, look at the diagram below.

Kit Delivery System**Kit delivery introduction effect**

- ◆ Reduction in errors made in selecting parts
- ◆ Reduction in amount of time spent walking
- ◆ Fewer parts = easier to check
- ◆ Easy to see where further improvements in the process can be made

2 Listen again and make notes in the table.

Past

Present

Critical analysis

The improvements made at Isuzu with the kit system were measurable. Think about your area of work or studies; how could improvements there be measured? Is it always possible to measure improvement? Is it always necessary? Why/Why not?

Language focus: Using linking words**1 Look at this extract from Listening 2 and underline the words that are used to link ideas.**

... we don't have to because there is a lot of motivation, but mainly the reason is that there is a lot of mutual competition ...

2 Underline the linking words in the following sentences and note their position in the sentence.

- In addition to that, we also run competitions.
- It was quite expensive and so the management didn't like the idea much.
- It was a major achievement not only for Mr Sanchez, but also for the whole of his department.
- Anderson says he won't be paying his bill and furthermore he won't be doing business with us again.
- The whole report is badly written and moreover it is inaccurate in every detail.

3 Look at the words you underlined in exercise 2. Match them with the following uses.

- adding information or arguments
- consequence
- focusing

Note: Both *furthermore* and *moreover* are formal and mostly used in written language.

4 Rewrite this paragraph using words from exercise 2 to link the ideas together.

All new employees receive detailed training. Each trainee has a qualified instructor from the department in which the new employee will work. The employee and instructor evaluate all training.

5 Look at these sentences and complete the rules below. Use *therefore*, *because* and *consequently* to complete the gaps.

- We were unable to get enough funding and *therefore* had to abandon the project.
 - We are going to introduce a new system *because* it is going to save us a lot of time.
 - We invested too much money at the start of the project and *consequently* didn't have enough funds at the end.
- _____ and _____ are used to show a logical consequence – why something has happened
- _____ is used to give a reason for doing something

Note: *therefore* and *consequently* are mostly used in written, formal English.

Output: Solving problems in a kaizen system

Work in groups of four. You work for an electronics company.

Two of you represent the employees in the company and two of you represent the Human Resources department. You are going to hold a meeting to discuss the situation at your company since kaizen was introduced.

Stage 1

Employees: look at page 137.

Human Resource representatives: look at page 140 to help you prepare for the meeting.

Stage 2

Hold the meeting.

8.3 Skills: Managing and participating in meetings

Learning outcomes

- Chair a meeting effectively.
- Use appropriate language for formal and informal meetings.
- Participate in a meeting by interrupting and making contributions.

Introduction

“I was sitting in one of the committee meetings and listening to the discussion. Suddenly I thought that the meeting was missing an essential point and I started to plan an intervention. It took a few minutes to prepare myself, especially to find the right English words, etc., and suddenly I realised that the discussion had moved on to another subject.”

A participant in an international meeting of a European professional organisation

Look at the quote above and discuss these questions in pairs.

- 1 Have you had an experience like this in a meeting?
- 2 What other problems might you have in a meeting in a foreign language? What about a meeting in your own language?
- 3 What could you do to take a more active part?
- 4 How could the person chairing the meeting help?

Listening 1: Managing participation

2.06

You are going to hear the beginning of a meeting in the Sales Department of Pan Foam, a British manufacturing company which makes and sells foam rubber for different products. In the first part Chris, the managing director and chair of the meeting, and Julie, a sales executive, are discussing new orders and new contacts.

Listen to the first part of the meeting. Are the following statements true or false?

- 1 Play Time have placed a new order with Pan Foam.
- 2 Finley are paying for the seat foam they have ordered.
- 3 The contact at Promise Furniture had heard of Pan Foam before.
- 4 Henry Treeside manufacture children's products.
- 5 First Schooling prefer more expensive products than Pan Foam manufacture.



Language focus 1: Introducing, summarising and sequencing

1 In Listening 1 you heard Chris, the chair. He is the one who controls the meeting. What language does he use to do the following? Listen again and make notes.

2.06

- 1 Introduce the agenda item by beginning with a positive summary
- 2 Give a time frame
- 3 Invite Julie to report about her division
- 4 Listen actively and give Julie feedback during her report
- 5 Summarise her report and invite the next speaker to contribute

2 Look at the audio script for Listening 1 on page 157 and underline the exact language Chris uses to complete the points in exercise 1.

3 Look at the audio script again and answer the questions.

- 1 When Julie talks about the new contacts, what language does she use to order the main points?
- 2 How does she show that she has finished speaking and wants to summarise what she has said?

4 What other language can you think of to sequence what you want to say? What other language can you use to summarise a contribution?

Listening 2: Interrupting and making a contribution

2.07

Later in the meeting, Julie talks about a new German contact, who manufactures laptop cases. They are interested in ordering foam from Pan Foam for padded laptop cases. In this part, you will also hear Eddie, a sales administrator.

1 Listen and answer the questions.

- 1 What material does the German company use to manufacture its laptop cases?
- 2 What is Julie worried about?
- 3 What does she think should be done about it?
- 4 What does Eddie say happens currently regarding brochures in other languages?
- 5 How do they decide to make the brochures available in different languages?

2 Both Chris and Eddie interrupt Julie to say something. Why do they interrupt, and what do they say so they can 'get a turn' to speak? Listen again and make notes below.

Chris

Reason for interruption:
Getting a turn:

Eddie

Reason for interruption:
Getting a turn:

3 Do you know of any other ways you can interrupt in order to get a turn during a meeting?

4 What action point does Chris put forward at the end of the discussion? Who is the action point for, and what does Chris say?

Intercultural analysis

In the Pan Foam meeting, the speakers interrupt each other frequently, because they want to make a contribution to the discussion.

How do you feel about interrupting somebody in a meeting?

How do you feel when you are interrupted?

Can you think of any situations when you should not interrupt the speaker? In the culture in which you work or study, how do people feel about interrupting somebody in a meeting?

Language focus 2: Using explicit language

1 In the meeting you listened to, the speakers do the following things to help them manage the participation and turn-taking. They usually do these things in a very informal and direct way, using few words. Here are some examples of language you can use to do this in a direct way. Which ones are only used by the chair?

- 1 Introduce an agenda item: *OK, let's start with ...*
- 2 Invite someone to speak: *You're next.*
- 3 Introduce (and sequence) a contribution: *Next ...*
- 4 Summarise a contribution: *OK, great!*
- 5 Interrupt: *I - I think ...*

What else could you say? Add to the list above.

2 Match the informal/direct meeting strategies with longer (explicit) strategies.

Direct strategies

- 1 OK, let's start with ...
- 2 You're next.
- 3 Next ...
- 4 OK, great!
- 5 I - I think ...

Longer (explicit) strategies

- a Thanks very much, Sonya, for that report. We've got some promising developments there.
- b Could I just say something?
- c Thanks, everybody, for taking the time for the meeting today. First of all ...
- d So, Mario, could you go through last month's sales figures, please?
- e The second thing I wanted to mention ...

3 When do you think it is better to use longer (explicit) strategies rather than direct strategies in a meeting?

Output: Managing and participating in a meeting**Stage 1**

Look at the statements below and mark the point that is closest to your opinion.

- 1 The retirement age in my country should be lower.
Agree strongly \longleftrightarrow Disagree strongly
- 2 Offices should try to work without paper.
Agree strongly \longleftrightarrow Disagree strongly
- 3 Smoking should be banned in the workplace.
Agree strongly \longleftrightarrow Disagree strongly
- 4 Companies should give training and support to people they make unemployed.
Agree strongly \longleftrightarrow Disagree strongly

Stage 2

Discuss your views on these topics with other people in the class. Can you change anybody's opinion?

Stage 3

Work in groups of three. Decide together which organisation you work in. Together you are going to discuss the statements in Stage 1. Take turns playing the role of chair and the role of participants.

The chair: think how you will introduce each topic and how you will ask other students to give their opinions.

The participants: think about how to order your opinions. What are you going to say and how will you interrupt each other on points you disagree with?

Stage 4

Have a meeting to discuss the statements in Stage 1 using your role and ideas from Stage 3. Which ideas will you put into practice?

 Watch Sequence 4 on the DVD to find out more about Managing operations.

Writing 4: Writing group emails

Learning outcomes

- Discuss how to write appropriate emails to groups of people.
- Learn how to organise information in emails.
- Write an email to a group of people.

Introduction

Discuss the following questions.

- Do you ever write emails to a group of people? Do you ever receive emails that have been written to a whole group of people?
- How do you feel when you receive an email from a friend, who has sent the email to a whole group of friends?
- If you receive official emails that have been sent to a group of people, how do you decide if you will read it or not?
- What do you think are the main differences in sending an email to an individual and to a group of people?

Language focus 1: The dos and don'ts of writing group emails

1 Look at this list of tips for writing group emails and decide if they are *dos* or *don'ts*.



- 1 use acronyms and abbreviations
- 2 give the details before the main point
- 3 include a clear subject line
- 4 be polite even if the message is firm or strict
- 5 write all the information in one paragraph
- 6 give key information at the beginning
- 7 use bullet points
- 8 use long complicated sentences
- 9 include more detailed information in a separate attachment
- 10 if you have included an attachment, mention it at the end



2 Read the email below. Use the list of *dos* and *don'ts* to decide how you could improve it.

⊘
↩
↩
➡
🖨

Subject: Yesterday's meeting

We had a very useful meeting yesterday, in which we brainstormed ideas for new products for Alpine Vistas. As we discussed, we are looking specifically for ideas that would generate (significant) money. Erika has very kindly collated a list of the topics we discussed, and as you can see the list contains very short summaries of each of the ideas that came up yesterday. I've asked the people who proposed them to provide a more detailed (max one page of A4) concept for their ideas. Could you please include what the product is (content), what form it is in (print, audio, online, etc.), who it is aimed at, how often it will appear (if relevant), what the payment/business model is. Can I ask you to please look at the ideas and feel free to add to them, adapt them, expand them or come up with completely different ones, and to send your ideas to me as soon as possible.

James

PS: The list is attached

3 Rewrite the email using the list of *dos* and *don'ts*.

4 Look at an example answer on page 138. What are the similarities and differences with the email that you wrote?

Language focus 2: Structuring information

When you write a letter or email, it is important to structure information to make it easy for people to read and understand the message. You should ask yourself the following questions.

- **Who** is it for?
- **What** is the message?
- **Why** are you writing (What is the purpose)?

Read the email sent by the new head of a department.

- 1 Answer the questions: *Who ...? / What ...? / Why ...?*
- 2 The email is organised into paragraphs. What key information does each paragraph contain?



Dear Colleagues,

This is to let you know that on 1 September I started officially as Head of the Human Resources Department. I look forward to working with you in what promises to be an exciting yet also a challenging time.

I hope to familiarise myself with all staff as soon as possible – I will try to achieve this through a series of small group meetings in the next few months. These meetings will be informal and will give me an opportunity to understand your concerns and aspirations for the company better.

My office is located on the ground floor until further notice. Sally Owen, who acts as my PA, is located in Room G2. I can be contacted through her. Her telephone extension is 2358, and her email is s.owen@group.co.uk.

Thank you for making me feel welcome! (Pity about the weather and the coffee – but I am working on the coffee!!)

Margaret Anderson

Output: Writing an email to the department

Stage 1

You work in the Logistics Department of a multinational company. Work in two groups.

Group A: look at the information on page 141. Group B: look at the information on page 144. Follow the instructions.

As you write your email, remember to consider the questions *Who ...? / What ...? / Why ...?*

Stage 2

Give your email to someone from the other group and read the email that they give you. You will notice that there is a problem with the dates and times in the two emails. Unfortunately, the head of the department is out of the office on holiday for four days and has asked not to be contacted during that time. Discuss how you will deal with this problem.

Stage 3

Look again at the email that you got from the other group. Did it follow the advice in the *dos* and *don'ts* list? What did you like about the way this email was written? What do you think they could improve on? Give the email back to the other person and give them some feedback. Listen to what they have to say about your email.

Stage 4

If you have time, write an email explaining what you will do about the problem you found in stage 2.

9

Marketing strategy

9.1 Theory: The 4Ps of marketing

Learning outcomes

- Be familiar with the 4Ps marketing framework.
- Learn and apply marketing terminology.
- Plan parts of a 4Ps marketing strategy for a company.

Introduction

Business view

“The aim of marketing is to know and understand the customer so well, the product or service fits him and sells itself.”

Peter Drucker, business expert and founding father of modern management studies

1 What do you think are the problems with each of the following marketing decisions?

- 1 Advertising extreme sports holidays (such as skydiving) on daytime television.
- 2 Exporting electrical goods with 2-pin plugs to all countries.
- 3 Putting a '10% Discount Sale' sign in a Ferrari showroom.
- 4 Selling health insurance for the over-70s exclusively online.

2 Consumer buying behaviour changes from person to person and depends on the products or services. Some people buy a product because they like the price, while others might focus on the design or brand. What is important for you?

What is most important for you when you buy these four products (1 = most important, 4 = least important)?

Buying criteria	Clothes	Fresh fruit	Mobile phone network package	Petrol/Diesel
How much it costs (<i>price</i>)				
Convenient location to find and buy product or service (<i>place</i>)				
Quality of product or service (<i>product</i>)				
Image of the product or service (<i>promotion</i>)				



3 Compare your answers with other students. What do your answers tell you about how companies should plan their marketing strategy for these four products and services? Discuss the following questions.

- Is it a good idea to offer price discounts?
- Should companies spend more on promotion or finding good locations to sell the product or service?
- Should companies invest more time and money in finding out what customers mean by 'a quality product'? Why/Why not?

Reading 1: Introduction to the marketing mix (4Ps)

Read the introduction and the product section of the article on page 83 and decide if these statements are true or false.

- 1 The 4Ps are used by companies to think about their marketing strategy.
- 2 The company changes its marketing mix to satisfy the needs of its target market.
- 3 If you have high prices, you need to provide a high-quality product.
- 4 A logo doesn't add any value to a product.

The Marketing Mix

The marketing mix (also known as the 4Ps) is used by business to help them to reach their objectives and to plan and visualise their strategy.

These 4Ps are controllable variables, which have to be carefully managed and must meet the needs of the defined target group of customers.



Product

When placing a product within a market many factors and decisions have to be taken into consideration. These include:

Product design: Will the design be a USP (Unique Selling Point) for the organisation as we saw with the Apple iMac or iPhone?

Product quality: Quality has to be consistent with other elements of the marketing mix. A premium pricing strategy has to reflect the quality a product offers.

Product features: What features will you add that may increase the benefit offered to your target market?

Branding: A brand is a tool which is used by an organisation to differentiate itself from competitors. Think about the Nike logo and how this influences people's ideas on the product.

Price

Pricing is one of the most important elements of the marketing mix, as it is the only one of the 4Ps which generates a turnover for the organisation. The remaining 3Ps are costs for the organisation. Pricing should take into account the following factors: costs of producing the product, prices competitors charge, company objectives, target group and willingness to pay.

There are three main pricing strategies an organisation can adopt:

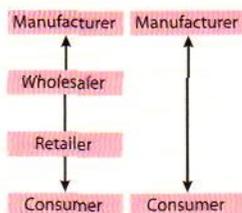
- 1 Penetration pricing – the organisation sets a low price to increase sales and market share.
- 2 Skimming pricing – the organisation sets an initial high price and then slowly lowers the price to make the product available to a wider market. The objective is to skim profits off the market layer by layer.
- 3 Competition pricing – setting a price in comparison with competitors.

Place

This refers to how an organisation will distribute the product or service they are offering to the end user. The organisation must distribute the product to the user at the right place at the right time.

There are two channels of distribution they can use:

- 1 Indirect distribution involves distributing your product by the use of a 'middleman', for example a manufacturer can sell to a wholesaler and then the wholesaler sells to the retailer.
- 2 Direct distribution involves distributing direct from a manufacturer to the consumer – for example, Dell Computers selling directly to its target customers. The advantage of direct distribution is that it gives a manufacturer complete control over the product.



Promotion

A successful product or service means nothing unless the benefits are communicated in an effective message delivered on a channel that is seen or heard by the target market. Examples of channels include advertising, public relations (developing positive relationships with the media), personal selling (selling a product or service one-to-one), direct mail, sports sponsorships, in-store promotions, etc. Companies with effective message strategies include: Nike *Just do it* and Toyota: *The car in front is a Toyota*.

Source: Article on the Learn Marketing website

Language focus: Marketing terminology

1 Find these phrases in the introduction and Product section of the article and match them with the correct definition, a or b.

- 1 controllable variables
 - a factors which are under the company's control
 - b factors which control the company
- 2 a USP (Unique Selling Point)
 - a an exclusive place where the product is sold
 - b an exclusive feature of the product that no other competitor product has
- 3 premium pricing strategy
 - a a strategy of high prices
 - b a strategy of competitive prices
- 4 target market
 - a aims and objectives of the company in a specific market
 - b group of customers that the company is aiming its products at
- 5 differentiate itself from the competition
 - a show clear differences from competitor products
 - b avoid differences with competitor products

2 In groups, discuss these terms for some premium-priced products that you know well such as computers, mobile phones, cars, cosmetics or a clothing brand.

- 1 What are their USPs?
- 2 Who is their target market?
- 3 Are the buyers and end users the same people?
- 4 How do these products differentiate themselves from the competition?
- 5 What are some of the variables the company can control when they decide the marketing strategy for these products?

Reading 2: Group reading on the 4Ps

Work in groups of three. Student A reads the paragraph about Price, Student B reads about Place and Student C reads about Promotion. Answer the questions below on your paragraph and make notes.

Price

- 1 How is Price different from the other 3Ps?
- 2 What are the differences between penetration pricing, skimming pricing and competition pricing?

Place

- 1 What does Place mean to the organisation?
- 2 What is indirect distribution? What is direct distribution?

Promotion

- 1 Why is Promotion important to the company?
- 2 What examples of promotion channels are given?

Transferable skill: Applying business theory

The learning methodology of corporate training and MBA courses in universities is based on the application of theoretical models and principles, such as the 4Ps, to particular business scenarios or case studies. The rationale is that by *using* the theory, you are better able to *learn* the theory.

Work in pairs and answer the following questions about these products.

- a mass-market supermarket own-brand rice
 - an ultra-slim, high-tech TV with integrated Internet
 - a Business English textbook
- 1 What pricing strategy, listed in the article, would you recommend using for these products (penetration, skimming or competition)? Why?
 - 2 A consumer target market is defined by criteria such as: age group, gender, income level, social class, educational background, geographical region, lifestyle preferences, etc. Define the target market for one of the above products in a country or regional market you know well.
 - 3 What promotional channels would you use to reach your target market for this product and what would be the main message you would want to communicate?
 - 4 As a producer/publisher/manufacturer, what would be the main distribution channel (selling direct or indirect via intermediaries) you would use for these products? Why?

Output: Planning a marketing strategy

In small groups, you are going to plan the 4Ps marketing strategy for *No Rinse Shampoo*, a shampoo that cleans your hair without the need for water. It is used by the North American Space Agency, NASA.

Stage 1

In small groups take two or three minutes to decide what target customer groups you could market this product to. You can choose from the following or a group of your own.

campers travellers long-distance lorry drivers cyclists
climbers fishermen the military patients in hospitals

Stage 2

Select *one* of the target customer groups and plan the marketing strategy (product, place, price and promotion) to attract these customers in a market that you know well. In *groups*, discuss the questions below and take some notes of your discussion.

Product – What size bottles would sell best in this market? Would you change the bottle design and/or the information on the bottle? Would you add new ingredients to create a range of shampoos?

Price – What pricing strategy would you use? What research might you want to do before deciding the price? What are your first thoughts on how much you could charge?

Promotion – With a very limited budget, what channels would you use to communicate to your target customers? How would you develop a message (text/visual, etc.) that best communicates the benefits of this product?

Place – Where will these target customers want to be able to buy your product? Is it best to sell direct or via intermediaries?

Stage 3

Make your presentation of your 4Ps marketing strategy to another group and be prepared to answer any questions they might have.



9.2 Practice: Marketing strategy in the paper industry

Learning outcomes

- Understand how the 4Ps marketing framework works in practice.
- Learn the language of speculation for past and hypothetical situations.
- Analyse strategic marketing errors.



Profile: Lucart Group



The Lucart Group is a medium-sized Italian paper company employing over 1,000 people. It is based in Lucca, Italy. It also has production facilities in France and commercial offices in Barcelona, Spain. Its products sell throughout Europe. The company produces paper products for a variety of business-to-business (B2B) customers as well as end-user consumers buying from shops and supermarkets. The two main products sold by the consumer products division are toilet paper and kitchen paper made from recycled paper. The branding of these products emphasises that they are environmentally friendly.

Introduction

- 1 Read the company profile for the Lucart Group. What are the main products they sell? Who are their target markets?
- 2 Answer the following mini-marketing questionnaire about what is important for you regarding kitchen paper *or* toilet paper.

- 1 Order the following criteria in terms of importance for you (1 = most important, 8 = least important).

strength softness number of ply*
 price colour/pattern size of roll
 number of rolls in pack absorbency**

* *ply* = layer, e.g. 3-ply paper ** *absorbency* = ability to absorb liquid, e.g. high/low absorbency

- 2 Look at the colour/pattern chart at the top of the page and indicate your preference.
- 3 How important is it for you to buy this product in its recycled paper version?
 very important important not important
- 4 Are there any other factors that influence your buying decision for this product?

- 3 In small groups, discuss your answers to the questionnaire. How could this information be useful for a company like Lucart?

Language focus 1: Marketing terminology

- 1 The following terms in *italics* appear in the interview. Underline the correct words to complete the definitions of *these terms*.

- 1 a niche – refers to *specialist / mass* markets or products which cater for a *small / large* number of customers. It is often a segment of a larger market.
- 2 a commodity product – refers to a product that is *very different / very similar* to other competitor products
- 3 a lifestyle product – refers to a product that is the opposite of a commodity product. Consumers are mainly influenced by its '*feel good factor / competitive price*'.
- 4 turnover – refers to the total value of a company's sales. This is calculated by multiplying the number of units *sold / produced* by the *price / cost* of each unit.
- 5 price sensitive – usually refers to customers or products who are highly sensitive to price changes, so if there is a small increase in price, there will be a *small / large* drop in demand
- 6 profit margin – refers to the difference between the cost of producing a unit and the *cost / price* of selling that unit. It is expressed as a percentage, e.g. a 10% margin.

2 Cigarettes are generally seen as being a product that is not very price sensitive – why do you think this is?

3 What niche markets can you think of within the following mass markets?

Example: Luxury sports cars are a niche market within the car market.

cars tourism coffee shoes

4 How could you transform a commodity product like bottled mineral water into a lifestyle product?

5 Complete the descriptions of turnover and margin in niche and mass markets. Use the words **high** or **low**.

niche market _____ turnover / _____ margin

mass market _____ turnover / _____ margin

Listening 1: Target markets and product

Business view

Massimo Gai, Commercial Director,
Consumer Products Division,
Lucart Group



2.08

Listen to the first part of the interview with Massimo Gai and choose the correct answer to the questions.

- Lucart is aiming its recycled toilet and kitchen paper at:
 - a niche market
 - a mass market and a niche market
- Lucart needs to communicate that
 - recycled paper is better than pure pulp paper in terms of price and quality.
 - there is no quality or price difference between recycled and pure pulp paper.
- Consumers want the following from their toilet paper:
 - strength and softness
 - strength, softness and the right size of roll

Critical analysis

How important is it for recycled products to have the same quality as non-recycled products? How willing would you be to pay the same for a recycled product even if its quality was not as high as a non-recycled one?

Listening 2: Price and promotion

2.09

1 Before you listen to the second part of the interview, decide whether you think these statements are true or false. Then listen and check.

- Cutting the price of commodity products can have fast results.
- Selling at a low price is a good way of keeping customers loyal.
- Customers of Lucart's products are very price sensitive.
- Low prices can sometimes give the message that the product is low quality.
- The packaging of kitchen roll and toilet paper is not important for customers.

2 Listen again. Tick (✓) the promotion channels that you hear mentioned as a means to communicate with potential customers.

- | | | | |
|--------------------------|--------------------------|---------------------------|--------------------------|
| 1 radio / TV advertising | <input type="checkbox"/> | 6 online advertising | <input type="checkbox"/> |
| 2 in-store promotions | <input type="checkbox"/> | 7 magazine advertising | <input type="checkbox"/> |
| 3 leaflets | <input type="checkbox"/> | 8 public relations | <input type="checkbox"/> |
| 4 company website | <input type="checkbox"/> | 9 packaging | <input type="checkbox"/> |
| 5 a newsletter | <input type="checkbox"/> | 10 product demonstrations | <input type="checkbox"/> |

Intercultural analysis

How effective do you think the promotion channels that Massimo Gai talks about in Listening 2 would be in your country? Would any of them be inappropriate for certain products?

Listening 3: Place and international marketing

2.10

Listen and answer these questions.

- What is the mass market channel in Italy?
- What is the traditional distribution channel in Italy?
- What are the differences in planning a distribution strategy for the mass market channel and for the traditional market channel?
- What percentage of the distribution channel is the mass market in France? What about in Italy?
- What colour preferences for paper are there in Italy and France?

Language focus 2: Speculating in past and hypothetical situations



1 Look at each example of conditional sentences below and answer the question about it.

1 If I were at work, I wouldn't worry.

Is the speaker at work now?

2 If she wasn't so successful, she wouldn't have enough money for the car.

Does she have enough money for the car?

3 If he had realised the problems with the company a little earlier, he might have saved himself some money.

Did he save himself some money? Why/Why not?

4 If he had stayed in Toulouse, he could have made a lot more money.

Did he make a lot of money?

2 Which of the sentences in exercise 1 use second conditionals and which use third conditionals?

Second conditionals usually refer to the present and are unreal or unlikely, whereas third conditionals refer to the past and are unreal.

3 Do these rules describe second or third conditionals?

1 clause 1: *if* + past tense, clause 2: *would / could / might* + infinitive

2 clause 1: *if* + *had* + past participle, clause 2: *would have / could have / might have* + past participle

4 Look at the clauses below. When do we use *might* and when do we use *would*?

1 ... he might have saved himself some money.

2 ... he would have saved himself some money.

5 In pairs, ask each other questions and discuss what you might / would do in the following work or study situations.

Example: What would you do if you were made redundant at the end of the month?

Work	Study
You are made redundant at the end of the next month.	You come top in your end-of-year exams.
You get a new boss you really don't like.	Your teachers go on strike for two months.

What might / would you have done if you had found yourself in these work or study situations last year?

Work	Study
Your company relocated to another part of the country.	You studied another subject.
Your company didn't give you a pay rise.	You went into full-time work.

Output: Analysing a strategic marketing mistake

Stage 1

Work in small groups and read the case study below.

A medium-sized company producing bottled mineral water had the following problems last year:

- Transport costs rose by 12%.
- The cost of manufacturing plastic bottles rose by 25%.
- The company decided to increase prices by 15% to cover these extra costs and protect their profit margins.
- They did not change their product, promotion and place (distribution) strategies.
- They also continued to sell to the same markets – markets that are very price sensitive.
- At the end of the year their turnover had dropped by 33% and they are now operating at a loss for the first time.



Stage 2

In your groups, discuss the following questions and make notes.

- What could the company have done in this situation?
- What would you have done if you had been in this situation?
- What would you do now?

Stage 3

Present your conclusions to another group.

9.3 Skills: Organising and creating interesting presentations

Learning outcomes

- Learn how to signpost presentations.
- Persuade and create interest in the opening of a presentation.
- Give an introduction to a marketing strategy presentation.

Introduction

“There are always three speeches for every one you actually gave. The one you practised, the one you gave, and the one you wish you gave.”

Dale Carnegie, author of *How to Win Friends and Influence People*

1 Discuss the following questions.

- 1 To what extent do you agree with the quote above?
- 2 What do you find most difficult about giving presentations?
- 3 Can you think of a presentation that you have seen that did not go well? Why didn't it go well?
- 4 What are some of the problems of giving a presentation in a foreign language?

2 What are some of the things presenters should do in order to give a good presentation? Add to the list below.

Speak clearly

Listening 1: The classic introduction

2.11

1 Listen to part of the introduction of a presentation given by Kevin Beeston, the executive chairman of Serco, a business services company based in the UK, and answer these questions.

- 1 What is the reason for the presentation?
- 2 What does Kevin Beeston ask members of the audience to do?
- 3 How long will the presentation be?
- 4 What will happen after the presentation?
- 5 What will Andrew talk about?
- 6 What will Chris talk about?

2 Discuss the following questions.

- 1 How important do you think it is to tell the audience what they should do and what you are going to do in the presentation?
- 2 This presenter is a native speaker of English. Was he easy to understand?



Language focus 1: Clarity and signposting

1 Look at the tips for writing a presentation. Do you think they are *dos* or *don'ts* of making presentations?

Tip	do	don't
1 Avoid passives. Active sentences are easier to understand and have a lot of impact.	<input type="checkbox"/>	<input type="checkbox"/>
2 Use a lot of technical language to show how much you know about the subject.	<input type="checkbox"/>	<input type="checkbox"/>
3 Use complicated language when you give a presentation in English to show how fluent you are.	<input type="checkbox"/>	<input type="checkbox"/>
4 Use mainly the present simple, present perfect and past simple.	<input type="checkbox"/>	<input type="checkbox"/>
5 You should let your audience know when you want them to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>
6 Use the right level of formal language for your audience.	<input type="checkbox"/>	<input type="checkbox"/>

2 What is the problem with each of these sentences?

- 1 The order was received by our distributors early, so well done, everybody!
- 2 The CBG has reported on the RDQ at the RMT on Friday.
- 3 Hi all you board members, what's up? I'll tell you what's up, our sales. Cool or what?
- 4 If we manage to obtain the acquiescence of the board, it will certainly ameliorate the situation.
- 5 He told me he hadn't known about our company.

3 Can you change any of the sentences so that they are more suitable for a presentation?

4 It is useful to tell your audience how your speech is going to be structured. This helps them follow what you are going to say and also helps you to organise your speech. In Listening 1 you heard the presenter divide this into speakers who were covering each topic, but you can also do this if you are the only presenter.

Add the phrases a–h to the functions.

1 Introducing a subject

2 Finishing a subject

3 Starting a new subject

4 Talking about the conclusion

- a We've looked at ...
 b Let's now look at ...
 c I'll begin by ...
 d I'll sum up with ...
- e Let's start with ...
 f Next is ...
 g I've told you about ...
 h The conclusion is ...

5 Which of the above phrases could you use in the introduction? Which would come later in the presentation?

6 You have been asked to give a presentation on a new electric car that your company is marketing. Look at the notes below and prepare your introduction to the presentation.

Marketing the new electric car

Price: € 16,000 (why it costs this)
 Promotion: Internet, TV, billboard
 Production: batteries made in Japan, car made in Portugal
 Place: existing dealers and the Internet
 Conclusion: how we are going to reach predicted sales figures



7 Look at the suggested answer on page 138. Why do you think that not all of the information is covered?

Listening 2: A persuasive introduction

2.12

1 What kinds of problems are caused by cars in cities? List all the problems you can think of.

2 Listen to the introduction of a presentation given by J.H. Crawford, an American–Dutch author on sustainability, talking about the need to have car-free cities. Which problems caused by cars does he mention? Then answer the questions.

- Which people are most likely to be killed in a car crash according to the speaker?
- What does he say is a huge cost for the economy?
- What does he say about cities a century ago?
- Why might it be surprising that Venice is so peaceful?

3 Do you agree with J.H. Crawford's arguments? How does he try to persuade his audience to agree with him?

Language focus 2: Persuading and raising interest

1 Look at the tips 1–8 for raising interest and match them with the example phrases.

Tips

- | | |
|-------------------------------------|--|
| 1 Use a personal story. | 5 Make a challenging statement. |
| 2 Use a short quotation. | 6 Call for action. |
| 3 Make a surprising generalisation. | 7 Ask a rhetorical question. |
| 4 Use a surprising fact. | 8 Use figures that have meaning to the audience. |

- a Most of our clients never think about customer service.
 b When I first came to this company there were only 16 employees.
 c It's time to tackle the problem.
 d It was Robert G. Allen who said 'the future you see is the future you get'.
 e Have you ever thought about how much electricity this company wastes?
 f Fast food leads to so many social and health problems it should be banned.
 g Only 12% of employees think that they use their time at work effectively.
 h Forty million Americans have bought this product. That's more than the population of our country.

2 Look at the audio script on page 158. Which of the strategies does J.H. Crawford use?

3 Make the following sentences more interesting for the audience.

- I think it would be a good idea to try and solve the problem with how to market this product.
- We have sold 20 million units.
- I think a lot of people don't like our advertising campaign.

Output: Introduction to a marketing strategy presentation

Stage 1

Work in pairs. Student A: look at the plan for your presentation and extra notes on page 141. Student B: look at your information on page 143.

Stage 2

Prepare the introduction to your presentation. Think about what information you need to give when signposting. Use the strategies in Language focus 2 to add your extra notes to the introduction in a way that will interest your listeners.



Stage 3

Listen to your partner's presentation and give feedback.

10

Customer relationship management (CRM)

10.1 Theory: CRM as a part of business management

Learning outcomes

- Discuss reasons for buying products and services.
- Learn business-related compound expressions.
- Be familiar with and apply the theory of CRM.

Introduction

1 Think about a product or service you have bought or used recently, for example:

- an electronic device
- a meal in a restaurant
- a business newspaper, magazine or subscription to a website
- an item in your weekly shopping.

Why did you choose this product or service rather than one sold by a competitor?

2 How important are the following when you buy a product or service?

quality customer service convenience advertising
recommendations from your friends

Are there any other factors which help you to choose?

3 Think again about the products and services you discussed in exercise 1. Were you a new customer? If not, what does the company do to keep its customers?

Reading: CRM as an essential part of business management

1 The following headings have been removed from the article. Read the article and put each heading in the correct place.

- What do customers want?
- The focus of CRM
- What is CRM?
- Why does the organisation need CRM?
- CRM and building customer relationships
- Why manage customers?



1 _____
CRM concerns the relationship between the organisation and its customers. Customers are the most important factor for any organisation, whether it is a global corporation with thousands of employees or a sole trader with a handful of regular customers. CRM is the same in principle for these two examples – it is the scope of CRM which can vary drastically.

2 _____
10 Successful organisations use three steps to build customer relationships:
1 make sure that the customer's goals and the organisation's goals are met
2 establish and keep a good relationship with customers
15 3 produce positive feelings in the organisation and the customers.
Organisations need to make a profit to survive and grow; customers want good service, a quality product and an acceptable price.
20 Good CRM can influence both sets of conditions.

3 _____
The main purpose of CRM is to increase profit. This can be achieved by providing a better customer service to your customers than your competitors. However, good CRM will also reduce costs, wastage and complaints. Effective CRM reduces staff stress as services and relationships improve. It can also lead to instant market research as the organisation communicates regularly with its customers.

4 _____
30 Customers want cost-effective products or services that deliver the benefits they want or need. Any single product or service can deliver different benefits to different customers. It's important to look at things from the customer's perspective. Companies must remember that
35 customers want to have their needs satisfied. Customers'

needs usually go beyond what the supplier offers. It often includes the buying–selling process, the way that communications are handled and the customer–supplier relationship.

40 Modern CRM theory refers to the idea of 'integrating the customer'. This involves integrating the customer (the customer's relevant people and processes) into all aspects of the supplier's business, and vice versa. This implies a relationship that is deeper and wider than the traditional customer–supplier relationship.

5 _____
Customers are the source of income for an organisation. Customers are also a source of information. The organisation must get information from their customers to

50 be able to give them what they want. Managing customers means knowing what customers want and need – which enables organisations to focus production and service efforts. It is important to know which customers and products will lead to the most growth.

55 6 _____
The essential CRM focus of any organisation should be developing its business goals and building customer relationships. In this way, all efforts in the organisation can be aligned to:

- 60 • exceeding customer expectation
- understanding and managing the impact on the culture of the organisation
- customers being recognised and treated as partners
- relationship-building being valued
- 65 • service being seen as a value-adding activity
- reward and recognition being based on customer focus
- evidence of corporate support for service activity.

Forward-thinking organisations understand the need to maintain a strategic focus on CRM and to resource and manage it well.

70 Source: *Customer relationship management*, a guide by Ellen Bothwick from the Businessballs website

2 Find words or phrases in the article that have the same or similar meaning to the following. The section of the text that they appear in is given in brackets.

- 1 a business run by one person (1) _____
- 2 the range or amount of something covered (1) _____
- 3 the amount that is used in an unproductive way (3) _____
- 4 a feeling of worry and tension (3) _____
- 5 happening straight away (3) _____
- 6 economical in terms of the goods or services received for the money spent (4) _____
- 7 point of view (4) _____
- 8 means or communicates without directly saying (4) _____
- 9 going further than (6) _____
- 10 to give a department or organisation the help or money it needs (6) _____

3 Underline the correct information to complete the sentences.

- 1 Customers are *a vital factor / quite an important factor* for every organisation.
- 2 CRM is *the same for every organisation / more important for small organisations*.
- 3 CRM should *focus on the customer's needs only / meet the customers' goals and the organisation's goals*.
- 4 The main purpose of CRM is *to keep customers happy / to increase profit*.
- 5 Good CRM *saves spending money on advertising / reduces costs*.
- 6 The organisation must *get information from customers / give customers information* to give them what they want.
- 7 Customers should be treated *like a manager / like a partner*.
- 8 *Providing service / Cutting back on service* should be seen as adding value to the company.
- 9 Good organisations *manage CRM / let CRM take care of itself*.

Critical analysis

Research shows that companies who retain their staff are usually successful at retaining their customers. Why do you think this is?

Language focus 1: Compounds



1 Look at these compound words from the article and answer the questions below.

customer service cost-effective relationship-building value-adding

- 1 Which are used as adjectives and which as nouns in the article?
- 2 Which of them are formed with a noun + noun?
- 3 Which of them are formed with a noun + adjective?

2 Make compound words which can be used as adjectives. More than one answer may be possible from these words.

- | | | | |
|------------|----------|---------|----------|
| 1 profit- | breaking | sharing | making |
| 2 record- | pricing | solving | breaking |
| 3 loss- | making | pricing | sharing |
| 4 problem- | sharing | making | breaking |
| 5 product- | making | sharing | pricing |

3 Complete the sentences with compound words from exercises 1 and 2.

- 1 We've made a _____ \$56 million this year. We've never had such high profits.
- 2 When you meet new clients you should spend some time on _____ by getting to know them.
- 3 _____ schemes are a type of bonus companies can use to get managers to work harder.
- 4 Free IT support is a _____ activity our clients really appreciate.
- 5 Our _____ strategy means that our products cost more than our competitors'.

Language focus 2: Different types of customers

Output: Dealing with CRM problems



1 We often think about the customer as an individual but this is not always the case. There are several types of interaction with different types of customer that organisations have to keep in mind. What do the following abbreviations stand for? Use the pictures above to help you.

B2B B2C B2G C2C

2 Match the interactions above with the following examples.

- 1 A wholesaler sells electronic components to companies who then use them to make consumer goods.
- 2 The Ministry of Education signs a deal with a company to use their computers in all state schools.
- 3 Somebody goes into a shop and buys a new mobile phone.
- 4 A customer writes an independent review of something they bought on a website advertising the product.

Stage 1

Work in small groups. You work for a company which produces and installs coffee machines and dishwashers for office coffee-break areas. It has received this feedback on its helpline service.

When I get someone on the line they just don't seem interested.

They give you lots of technical advice and I don't understand most of it.

We're thinking of buying another brand. Perhaps their support service is better.

The helpline people talk to me as if I was an idiot.

Stage 2

You are a team which has been asked to look at this problem and come up with some solutions. Discuss together how the company can deal with these situations.

Look back again at the article for more ideas.

Stage 3

Now prepare a short presentation to be made to the employees in the helpline team telling them what your proposals are and why.

Stage 4

Make your presentation to the class. While you are listening to the presentations of other groups, note down three suggestions which you find especially interesting.

10.2 Practice: A value-centred approach to CRM

Learning outcomes

- Understand and discuss how core values are applied to CRM.
- Use past tenses (*simple, perfect and continuous*) appropriately.
- Deal with customers' questions and complaints in a value-centred business.

Profile: Ramblers Way Farm



In 1970, Tom and Kate Chappell founded Tom's of Maine as one of the first makers of natural and eco-friendly personal care products like toothpaste. In 2006 they sold the company to Colgate for \$100 million. In October 2009, they started Ramblers Way Farm: a family business producing soft, comfortable wool clothing, based on the principles of ecological and social responsibility. The sheep are raised on farms in the USA which use farming practices that do not harm the environment. The clothing is also manufactured in the USA, which means that, unlike most clothing sold in the USA, it does not need to be imported. This reduces the carbon footprint of the business and contributes to the domestic economy.

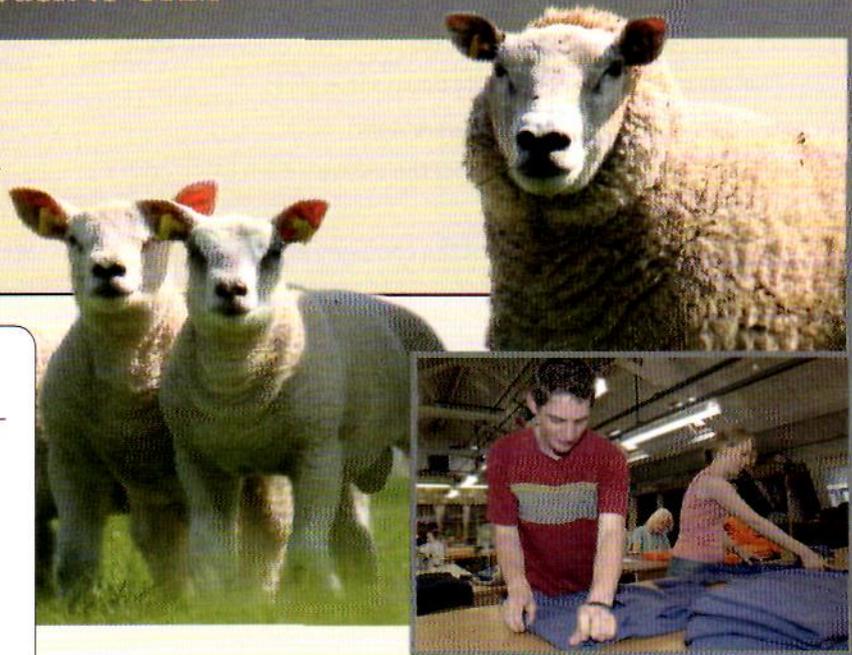
Introduction

“I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in.”

Anita Roddick, founder of the Body Shop Company.

1 Discuss the following questions.

- In what ways can a company contribute to the community or do something that it can 'believe in'?
- When you buy something, are the things you believe in (your values) important in making your decision? For example, is it important to you whether it was produced without damaging the environment, or if the workers who made it were paid fairly?
- How much more would you be willing to pay for products that are produced in your own region or country?



- 2 Look at the company profile for Ramblers Way Farm. What values do you think are important to the owners, Tom and Kate Chappell, in running their company?

Listening 1: A value-centred business

2.13

Business view



Tom Chappell, founder of Tom's of Maine and Ramblers Way Farm

- 1 Listen to the beginning of an interview with Tom Chappell and answer the questions.

- 1 What does a value-centred business mean?
- 2 What values of the company does Tom Chappell mention?
- 3 What choice for customers does he mention?
- 4 How does Tom Chappell make sure that Ramblers Way Farm is part of the local community?

- 2 In pairs, discuss the following questions.

- 1 What do you think non-profits means?
- 2 What type of non-profit organisations do you think Tom Chappell gives money to?
- 3 Do the values he mentions make you more or less interested in finding out about the company's products? Why?

Listening 2: Communicating values to the customer

2.14

1 How do you think Ramblers Way Farm can communicate its values to its customers? Write down some ideas.

2 Now listen and see if you were right.

Read exercises 3 and 4. Predict the answers then listen and check.

3 What is the CRM policy of the company in relation to the following?

- 1 customers returning items
- 2 correspondence (letters and email) from customers

4 How did Tom Chappell make sure his values were implemented in the manufacturing process?

Listening 3: Engaging with the customer

2.15

1 In the final part of the interview, Tom Chappell gives an example of an interaction with a customer. Choose the best option to complete these sentences.

- 1 The customer wrote a very critical letter about
 - a the price of a product.
 - b the quality of a product.
- 2 He had
 - a bought a T-shirt online.
 - b looked at a T-shirt online.
- 3 Tom Chappell reacted by
 - a writing back to the customer.
 - b immediately offering the customer a free shirt.
- 4 The customer wrote back and said
 - a he hadn't realised how much went into making the product, and that now he could understand why it cost what it did.
 - b he still thought the product was over-priced.
- 5 What happened next?
 - a Tom Chappell sent him a free shirt.
 - b The customer ordered a shirt.

2 What happened in the end? What point is Tom Chappell trying to make by telling this story?

Critical analysis

- 1 How do companies in your country communicate with customers? Do you think that they communicate effectively?
- 2 Can too much communication from companies be a problem? Can you think of any examples?
- 3 Would you be willing to pay more for a Ramblers Way T-shirt than a similar T-shirt from a big manufacturer that probably isn't produced as responsibly? Why/Why not?
- 4 Other than communicating positive values about the environment and worker's conditions, how can companies produce positive feelings amongst their customers?

Language focus: Past simple, past continuous and past perfect



1 Look at the sentences below taken from the interview with Tom Chappell.

- 1 I was looking for responsible manufacturing practices, so it took some time.
- 2 He had gone online, looked, was interested, saw the price and wrote a very harsh letter.

Which sentence uses the past continuous? Which sentence uses the past perfect?

2 Complete the rule for the use and formation of the past perfect and the past continuous.

- 1 Use the _____ to talk about events that happened before another action in the past (the past of the past).
- 2 Use the _____ to talk about actions or situations happening over a period of time in the past.
- 3 The past continuous is formed with the past of _____ + the -ing form of the main verb.
- 4 The past perfect is formed with _____ + the _____ form of the verb.

3 The past continuous is often used to talk about a situation in progress at a particular time in the past, e.g. *In September we were making a profit.*

The past continuous can also be used to describe a situation or action in the past that is interrupted by another one (in the past simple), e.g. *I met David as I was coming in yesterday.*



Which of the two actions in the example above started first?

4 Write sentences from the prompts. Put one verb in the past simple and one in the past continuous.

- 1 I / find / the supplier / when / look / on the Internet
- 2 When / you / phone / me / I / have lunch / with a client
- 3 She / do a second job / but / give it up / when / start / her new job
- 4 They / find out about / the product / while / they / attend / a trade fair / in Moscow
- 5 As / I / leave building / I / see / the visitors from Dubai
- 6 We / have / a meeting / when / the director's phone / ring

5 Time expressions, such as *when, before, after, as soon as* and *by the time*, are often used with the past perfect, e.g. *By the time he'd finished the job, he was exhausted*. Remember that the past perfect shows that an event happened before another event in the past.

Complete the sentences with the correct form (past simple or past perfect) of these verbs.

find send speak change

- 1 They had already made the decision, before we _____ to them.
- 2 The order arrived just after we _____ them a reminder.
- 3 By the time we'd solved the production line problem, our client _____ another supplier.
- 4 As soon as we _____ the faulty part, everything worked fine.

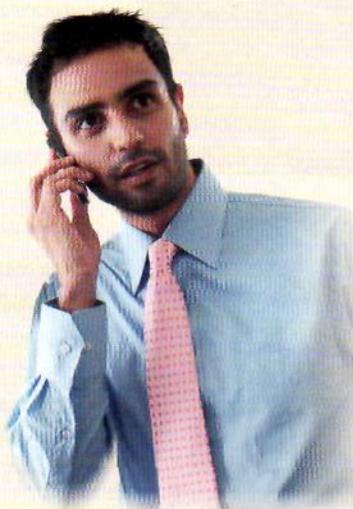
6 The past perfect is often used to give a reason for a past event, e.g. *The registration for the April workshop dropped down to seven, because people had transferred to the one in May*.

Match the past actions 1–4 with a reason a–d, then put the verb in brackets in the past perfect.

1 The machine wasn't working again,	a because I _____ from her since last week. (not hear)
2 I called her today,	b because we _____ all the information we needed. (not receive)
3 We didn't make a decision today,	c because that's what they _____ us to do. (ask)
4 We invoiced them separately for that,	d because someone _____ it. (unplug)

Transferable skill: Expanding notes to give a mini-presentation

It is often important in business to be able to expand on short notes to give a presentation and this skill is often used in the speaking part of exams.



1 Work in pairs. Plan what you are going to say for two minutes using the prompts on your card and any other information.

2 Give your mini-presentation to your partner. Plan to speak for three minutes on your topic. Remember to be careful which tenses you use.

Student A

Think about the last time you bought an article of clothing which you were later unhappy about.

- What was it?
- Where did you buy it?
- Was it expensive? Did you save up for it?
- What exactly were the problems?

Student B

Think about the last time you bought a ticket for something, for example a concert or a journey, and were not satisfied with the experience.

- Where did you go?
- What did you do?
- Was it expensive? Did you save up for it?
- Were there any problems?

Output: Dealing with questions and complaints from customers

You are going to role play some situations between the call centre of a company that runs a value-centred business and customers who call up with a question or complaint.

Stage 1

Work in pairs, A and B.

A (the call-centre employee): look at page 138.

B (the customer): look at page 141.

Stage 2

When you have finished the first two situations, exchange roles.

Stage 3

Discuss how you felt in both roles with your partner.

- In the role as a customer, did you feel satisfied with the way your problem was dealt with?
- How did you feel in your role as the call-centre employee?

10.3 Skills: Building a business relationship

Learning outcomes

- Use positive language for relationship-building.
- Use supportive language.
- Conduct and close a meeting in an effective and friendly way.

Introduction

Discuss the following questions.

- How important do you think it is to be positive in meetings with colleagues?
- How would you feel about a colleague making negative comments about your work in a meeting, or if you had to make negative comments about a colleague in a meeting?
- Why is it important to have a good relationship with colleagues and customers?
- How can companies help their employees have good relationships with each other?
- How can companies build good relationships with their clients?

Listening 1: Using positive language with colleagues

2.16

You are going to listen to part of a meeting where the speakers review an event they held recently for local people. Martha, who starts the meeting, is the Operations Manager. Also present at the meeting are Tanya, who is the Office Assistant, and Rashid, who is a Junior Manager.



1 Listen and answer the questions.

- 1 Was the event a success? How do you know?
- 2 What two pieces of feedback do they mention?

2 Listen again and complete the extracts.

- 1 I thought it was _____ actually.
- 2 All the feedback was very _____.
- 3 I think that was a _____ move ...
- 4 I think it was _____ all round.
- 5 I think they _____ enjoyed it.



3 The participants use a lot of strong adjectives, e.g. *excellent*, *amazing*, and adverbs like *really* and *very*. Do you think they would use this type of language if the event was not a success? Why/Why not?

4 What could Martha have said if the event had not gone so well?

Language focus 1: Expressing positive opinions using adjectives and adverbs

1 In the meeting, the participants often use 'strong' adjectives. In this extract, *excellent* has a similar meaning to *very good*, but it is stronger.

Tanya: It was very good, I think.

Martha: I thought it was excellent actually.

Look at the audio script on page 159. What other 'strong' adjectives can you find?

2 You can also use degree adverbs, such as *very*, *really*, *absolutely*, *extremely*, to make an adjective stronger, e.g. *The outdoor event was very good, I think.*

Look at these sentences. Which adverbs can only be used with base adjectives (e.g. *good*)? Which adverb can only be used with strong adjectives (e.g. *brilliant*)? Which adverb can be used with both base and strong adjectives?

- 1 These suppliers are extremely good value for money compared with the others.
- 2 We're using very big print for this brochure.
- 3 We had 38 people the first day, which was very good.
- 4 Some of the videos were really good, very funny.
- 5 We did a demonstration for the Water Board which was brilliant, absolutely brilliant.
- 6 The product demonstration was absolutely amazing.
- 7 Pierre's presentation was really good, really brilliant.

Language focus 2: Using encouraging and supportive language

1 In the meeting in Listening 1, the speakers used positive language to evaluate an event that had gone well. If something has not gone well, you can also be positive and encouraging, e.g. *Don't worry about it.*

Match statements 1–8 with an appropriate response a–h.

1 Do you think the visitors had a good time?	a It was absolutely brilliant!
2 I don't think that meeting went too well.	b That's great! Well done!
3 What did you think of my presentation?	c That's too bad! Better luck next time.
4 I sold ten of those packages today.	d Yes, I think they really enjoyed it.
5 I just lost that sale!	e Well, I'm sure it wasn't that bad. Anyway, never mind, it's a learning experience.
6 I'm really disappointed with our sales figures.	f Never mind, I will call them with the numbers and smooth things over with them.
7 Dave's presentation was awful. It was the worst I've ever seen.	g Don't worry, things are sure to pick up in the spring.
8 They were a bit disappointed by the fact we couldn't give them an exact figure.	h Well, he's just learning the job so we need to be more supportive.

2 How could you respond to the following statements?

- I think that the event went really well.
- They really enjoyed our presentation.
- That meeting was a complete waste of time.
- They have refused to sign a new contract with us.
- The new design is amazing.

Listening 2: Ending on a positive note



One way in which people build relationships with colleagues and business partners is by using positive language at the end of a meeting.

2.17

1 You are going to hear the end of a meeting between a customer (Sven) and a supplier (Lucia). Listen and number these things in the order that they are said.

- thanking the other person
- proposing follow up action to the meeting
- using positive language

▶ Watch Sequence 5 on the DVD to find out more about Marketing.

2 Listen again and complete the missing words at the end of the meeting.

Sven: Sorry, no. It'll be Friday actually because he's away tomorrow.

Lucia: That's all right.

Sven: Then we'll see what happens.

Lucia: 1 _____.

Sven: 2 _____.

Lucia: 3 _____.

Sven: 4 _____.

3 Work in pairs. Here are the 'ends' of two meetings. Improve them by using positive language and thanking the other person for the meeting.

1

A: So, I'll put together a proposal based on our discussion, and send it to you.

B: OK.

2

A: OK, as soon as I've spoken to my team about it tomorrow, I'll give you a call, and we can discuss it further.

B: Yes, that's fine.

Output: Relationship-building using the right language

Stage 1

Work in pairs. Student A: look at page 138. Student B: look at page 142.

Stage 2

Plan what you are going to say and try to use some of the language from this lesson.

Stage 3

Work with your partner and have the two conversations.

Writing 5: Responding to written complaints

Learning outcomes

- Know how to structure and what to include in a response to a complaint.
- Use language that shows concern for the customer and (re)builds customer relationships.
- Respond appropriately to a written customer complaint.



"I've got your letter in front of me now, sir."

Introduction

Discuss the following questions.

- 1 Have you ever returned a product you bought or complained about it? What was the problem?
- 2 What happened? Did you get what you wanted, for example a refund or a replacement? Did the company respond to your complaint?

Language focus 1: What to include in a response to a complaint

1 Look at this letter of complaint to a chocolate company. What is the customer's complaint? What does she want the company to do?

Dear Sir or Madam,

I recently purchased a bar of Green World Organic Dark Chocolate with Whole Cherries from my local supermarket in Stratford-upon-Avon. However, when I tasted the chocolate, I bit into a very hard object which nearly broke my tooth! It seems that your chocolate contained not only whole cherries, but also a cherry stone, which I am enclosing in this letter along with the wrapper of the chocolate bar.

Luckily my tooth wasn't broken, but if it had been, I might have needed some major dental work. Hard objects like this left inside your products are a real health risk to customers, therefore I thought you should know about this problem, and check your quality control procedures.

I also hope that you can offer me some kind of compensation. As you can imagine, this was not a very pleasant experience for me, and rather spoiled my enjoyment of the chocolate.

Yours faithfully,

J Gladwin

Jenny Gladwin (Ms)

2 How would you respond to this complaint? What kind of compensation, if any, would you give?

3 What should a good response to a complaint include? Make a list of things to include.

Example: apologise for the problem/fault

4 Read the response from the chocolate company. Put the paragraph A-F in the correct order.

Dear Ms Gladwin

- A All of our raw materials are sourced from reputable suppliers. The organic whole cherries are purchased from a supplier who controls their quality on the production line. Any cherries that contain stones are removed from the production line. At Green World we aim to ensure that all stones are removed from these cherries, but the processing involved does not allow an absolute guarantee of this. Hence it is possible that, on this occasion, a piece of cherry stone was not detected and passed through to our chocolate.
- B Thank you for taking the time and care to bring this matter to our attention. We are sorry that you were disappointed with one of our products on this occasion and we understand the inconvenience that this may have caused you.
- C We hope that you will continue to enjoy Green World Organic Dark Chocolate. We have enclosed vouchers to the value of £15.00 towards your next purchase.
- D Thank you for your recent letter to us concerning a bar of our Organic Dark Chocolate with Whole Cherries that you purchased in Stratford-upon-Avon.
- E We are really sorry to learn that you found a piece of foreign material in one of our cherry bars and that you were disappointed with our product. From our assessment, the foreign material was a piece of cherry stone. This is an extremely unfortunate incident. We are grateful that you returned to us the piece of cherry stone and chocolate bar wrapper, so that we could complete a more extensive investigation.

- F At Green World we take any feedback of this nature seriously. Following your complaint we have made our Quality Teams aware of this incident. Please be assured that we are continuing to investigate this matter further.

Yours sincerely

R. McCarthy

Rita McCarthy

Quality Control Manager

5 Does the letter include everything you mentioned in exercise 3? Match these functions with the paragraphs.

- 1 apologise for the problem/fault
- 2 thank the customer for pointing out the problem
- 3 provide compensation
- 4 reassure customer of high standards of purchasing, production and quality checks
- 5 acknowledge receipt of the complaint
- 6 say what improvement will be made as a result of complaint

Intercultural analysis

How do consumers complain in your country? Would they normally complain through a letter of complaint or some other action? Are letters of complaint usually from customers to the company or from company to company?

Language focus 2: Using the right language

When responding to complaints, it is important to use language that shows concern for the customer and tries to rebuild the relationship. Check that you understand the useful phrases for responding to a letter of complaint below. Some of them are used in the letter from Rita McCarthy above.

Use one of the phrases to complete each of the gaps in the response to a complaint about a delayed delivery. You do not need to use all of the phrases.

following your complaint are currently investigating
 all our products are checked for thank you for
 look forward to receiving inconvenience
 I am pleased to enclose a €20 voucher apologise
 we are grateful to you for would like to assure you
 we regret that we are unable to we are very sorry about
 we value your business

Dear Mr Saldanha

1 _____ your email informing us that your order of ten hobby sets despatched to you on 24 May was delayed by 24 hours. 2 _____ this delay and the 3 _____ this caused you and your business.

We have been using this delivery service for a number of years now, and have found them to be very reliable.

4 _____, we contacted the firm and they 5 _____ what caused this delay.

6 _____ bringing this to our attention, and we 7 _____ that we will make every effort to further improve our delivery services. As

8 _____, we would like to offer you a 10% discount on your next order. We 9 _____ again for the unacceptable delay you experienced in this instance, and 10 _____ your next order.

Yours sincerely

Hana Peters

Hana Peters

Customer Relations Manager

Output: Responding to a complaint

Stage 1

Work in groups. You work for a catering (party service) company, and you have received a complaint from a new customer. The customer hosted a welcome event for a group of foreign visitors, and you provided the food and service. The catering was for 30 people, and you provided your standard hot buffet with a choice of three main courses. These are the main points of the complaint:

- the customer did not think the food was very good quality (the visitors did not seem to like it), and there was not enough variety
- the food was not clearly labelled – some of the visitors were vegetarians, but it was not clear which dishes contained meat
- there was not enough food
- there were not enough waiters, and they were unhelpful or even rude
- the customer has demanded a refund of 50% of the cost of the catering

Stage 2

In your group, decide how you will respond to the complaint. Will you refund 50% of the cost? If not, what, if anything, will you offer the customer in compensation? Write a response to the complaint. Each person in the group should write one part of the response (see Language focus 1 and 2).

Stage 3

When you have finished, check the letter, then pass it to another group. Read the letter you receive. How would you feel if you were the customer? Would you be happy with this response to your complaint?

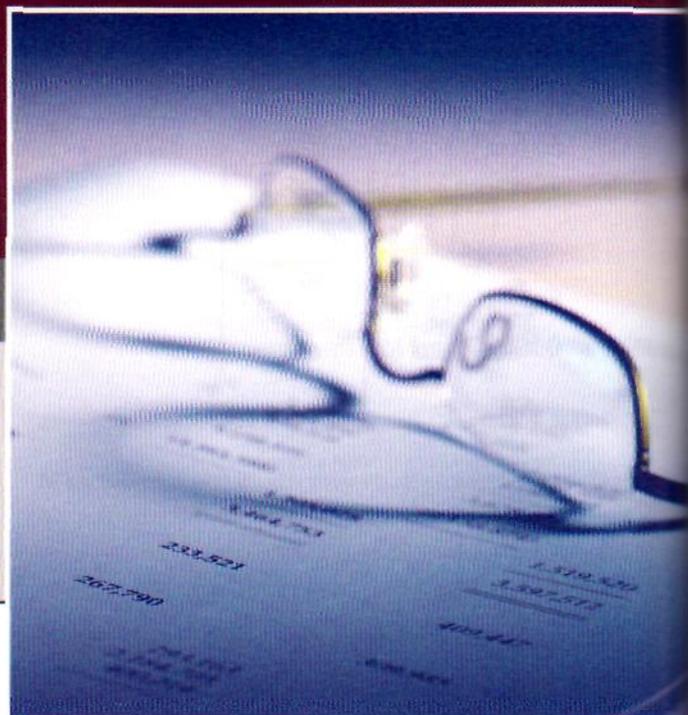
11

Accounting

11.1 Theory: Reading financial statements

Learning outcomes

- Understand the importance of different parts of corporate financial statements.
- Use key finance vocabulary.
- Give advice about drawing up a balance sheet.



Introduction

1 Discuss the following questions.

- How important do you think it is to keep a record of your personal accounts?
- What expenditures do you have every month?
- What financial statements do companies keep?

2 Think about these items of company finances. Are they examples of income or expenditure? Complete the table.

sales of products or services payment of salaries
 purchase of raw materials rent on property
 interest received on investments interest paid on bank loans
 buying machinery

Income	Expenditure

Listening 1: Who uses financial statements?

2.18

Business view

Andriy Tatarчук, Financial Adviser and Sales Manager at Enmark Leasing, Kiev, Ukraine



1 Before you listen to the first part of the interview, discuss the following questions.

- 1 Why do companies draw up financial statements?
- 2 Which groups of people inside and outside the company are the financial statements for?

2 Listen to the first part of the interview with Andriy Tatarчук.

- 1 How does he answer questions 1 and 2 that you discussed above?
- 2 Why are these groups of people interested in the financial statements of a company?

3 Do you think the employees of a company would be interested in the financial statements? Why/Why not? What about the company's business partners, e.g. the suppliers? What other stakeholders would be interested in the corporate financial statements?

Critical analysis

Some companies try to make their financial figures look better than they are. Others try to make them look worse. Why do you think this is?

Language focus: The profit and loss account and the balance sheet

Two of the most important company financial statements are the *profit and loss account* (also known as the *income statement*) and the *balance sheet* (also known as the *statement of financial position*).

The profit and loss account shows the financial developments over a period of time, e.g. a quarter, a year, whereas the balance sheet is a picture of what the company owns and what it owes at any one moment.

1 Match the terms with their definitions.

1 turnover	a money owed to the bank
2 cost of sales	b the gross profit minus the expenses and taxes
3 gross profit	c the value of sales made
4 expenses	d companies which owe money
5 net profit	e the overhead costs of running a business, e.g. heating, electricity
6 creditors	f the direct costs of manufacturing or buying items to sell them later
7 debtors	g money kept until it is needed in the future
8 reserves	h turnover minus the cost of sales
9 overdraft	i companies to which money is owing

2 Read the extract below and complete the statement with the following terms.

gross profit net profit turnover cost of sales

Last year, the bookshop chain Better Books sold 100,000 books at an average price of €10.00. It bought in the books at an average price of €5.00.

	€000s
1 _____	1000
2 _____	500
3 _____	500
Less expenses:	
Heating and lighting	50
Insurance	25
Administrative expenses	50
Salaries	50
Total expenses	175
4 _____	325

3 A balance sheet shows the company's assets (what the company owns) and the liabilities (what the company owes). Look at the following terms. Do they belong to the assets or the liabilities section of the balance sheet? Complete the table.

creditors reserves overdraft debtors stock (or inventory)

Assets	Liabilities

4 What do you think are the financial assets and liabilities for an employee in your organisation or a student in your class?

5 Do you think it is important for employers to know about the financial situation of their employees? Why/Why not?

Listening 2: Reading financial statements

2.19

1 Look at these extracts from an income statement and a statement of financial position for a Chinese medical company. Are the following increasing or decreasing?

sales cost of sales administrative expenses
trademarks, patents and development costs

Income statement

	This year US \$000	Last year US \$000
Sales	56,658	45,885
Cost of sales	(22,940)	(19,486)
Gross profit	33,718	26,399
Selling expenses	(19,541)	(15,393)
Administrative expenses	(13,993)	(16,028)
Other net operating income	366	1,262
Operating profit/(loss)	550	(3,760)
Finance costs	(233)	(240)
Profit/(Loss) before taxation	317	(4,000)
Taxation charge	(1,513)	(1,085)
Loss for the period	(1,196)	(5,085)

Statement of financial position

	This year US \$000	Last year US \$000
ASSETS (non-current)		
Property, plant and equipment	25,662	25,946
Leasehold land	6,014	6,082
Goodwill	7,458	7,052
Trademarks, patents and development costs	3,145	475
ASSETS (current)		
Inventories	14,102	14,714
Trade receivables	26,978	22,432
Other receivables and repayments	2,765	2,572
Cash and bank balances	39,576	38,206
EQUITY		
Share capital	51,229	51,229
Reserves	21,715	23,914
	72,944	75,143
LIABILITIES		
Trade payables	6,937	5,290
Current tax liabilities	724	536
Short-term bank loans	7,151	7,606
Deferred tax liabilities	667	289

2 Do you think the company at the time of these statements was performing well or performing badly? Why?

3 Listen to Andriy Tatarчук and answer the following questions.

- 1 Did he agree with your opinion on how the company was performing? What did he think?
- 2 According to Andriy, what does the rise in cost of sales and trademarks, patents and development costs mean?
- 3 Why does he think the administrative expenses are decreasing when normally a growing company would spend more on these?

4 Listen again and complete the extracts with these phrases.

the previous period fewer bonuses is quite dependent on
less money cut their expenses is selling growth

The increasing cost of sales would tell me that the company 1 _____ Marketing and Advertising and Sales. Also, if you look at the balance sheet, there is a significant increase in trade marks, patents and development costs, so that probably shows that the company 2 _____ a unique kind of product.

Normally in this case I wouldn't expect administrative expenses to decrease because the company seems to be growing. Its losses are lower than 3 _____. The sales have increased and we see 4 _____ in this company. In such cases, the administrative expenses would be expected to rise and here they have decreased. The only thing that can justify that is probably the company is trying to 5 _____, all kinds of expenses, especially administrative, and this is probably connected with the wider economic situation rather than how the company is performing. You know, the company starts paying 6 _____ to the employees. It spends 7 _____ on corporate events and so on. It can only be justified by that.

Transferable skill: Managing personal finances

Many people have problems with managing their own finances. What is the situation in your culture? Is it only a problem for young people who are inexperienced with managing money?

1 Look at these tips and decide whether they refer to the long term or the short term.

- 1 Keep a record of day-to-day spending.
- 2 Save some money each month.
- 3 Avoid using credit cards; use cash instead.
- 4 Make a list before you go shopping and buy only what is on the list.
- 5 Set up a pension scheme.
- 6 List your financial priorities.
- 7 Draw up a monthly budget.

2 In pairs, discuss what you think of these tips. What other tips would you add to the list?

3 Personal debt is an increasing problem. Why do you think this is?

Output: Discussing the balance sheet

Agnes Adamuska has been in business as a beauty therapist for a year and has drawn up her balance sheet herself. Here is her first attempt. As you can see, she has put some assets and liabilities in the wrong place. Can you see any other errors?

	€000
Property	50
Stock of materials	4
Original cost of equipment	8
	62
Creditors	5
Cash	2
Reserves	6
	13
<i>Less</i>	
Debtors	5
	8
Net current assets	8
Net assets employed	70
Overdraft	12
Share capital	30
Long-term loan	14
	56

Stage 1

Work in pairs and draw up the balance sheet correctly and make sure it balances. When you have finished, you can check your answer with the balance sheet on page 139.

Stage 2

If you know that you have to draw up a balance sheet at regular intervals, you need to make sure that you set goals and deadlines. What advice would you give Agnes about this?

Stage 3

One of you will take the role of Agnes and the other the role of the accountant who has drawn up the correct balance sheet. Work out the dialogue between them.

Stage 4

Sit together with two other pairs and act out your dialogue for them. Give each other feedback on the prepared dialogues – on the financial advice and on the language.

11.2 Practice: Cash-flow problems

Learning outcomes

- Use key vocabulary connected with cash flow.
- Recognise and use modals of advice, obligation and necessity.
- Discuss a cash-flow problem and possible solutions.

Profile: New South Wales Trade and Investment



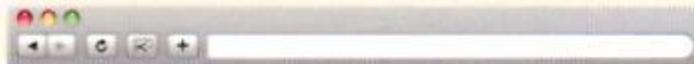
Trade & Investment, Regional Infrastructure & Services

In New South Wales, Australia, the government department responsible for the development of industry and investment has set up an advisory service to help small businesses. Their website offers advice and information as well as case studies about small businesses. The case study in this lesson is one of these.



Reading 1: Recognising the cash-flow problem

1 Young and small companies often have cash-flow problems. Although they may have large sums of money invested in equipment and property, they do not have the cash to deal with payments. Read the first part of the article and note down three things which are causing the cash-flow problem.



Southwest Construction

Southwest Construction is a thriving construction business in Western Sydney. The business is owned by Tony, a qualified builder who specialises in bricklaying, floor and wall tiling, and installation of air-conditioning systems. Besides Tony, the owner, the business employs two full-time people and also has two sub-contractors.

- Tony's business has grown steadily in recent years, allowing him to take on larger-scale projects. However, Tony has experienced some cash-flow problems. One problem is that there is a lag between the cash going out and the cash coming in from jobs. He has to pay wages, which are paid fortnightly, and to pay suppliers who are generally paid on delivery of the goods or within seven days; the invoices which he sends out are usually for a 30% deposit to be paid immediately, and then the balance for full payment is billed 30 days after completion of the work.

Tony also waits until the end of the month to invoice all the finished jobs so he can do all the paperwork at one time. He also does not like hassling people for money and he tends to let outstanding debts go on too long before following them up as he does not want to upset customers that could give him more work in the future.

To manage this problem, Tony uses credit cards to supplement his cash when needed, and then pays the credit card off once payments come in. This system is expensive in interest costs and also difficult to manage because sometimes the amount of money accessed on credit cards adds up to a high figure and even exceeds his available credit limit.

30 Tony finds it increasingly difficult to manage cash flow. The larger-scale projects mean that his cash requirements and problems are made worse because there are larger amounts of cash going out and there are longer delays for cash coming in.

Introduction

1 How do people usually pay bills? Match the people's comments below with the method of payment they refer to.

cash credit card debit card bank transfer direct debit

- 1 'I always pay with this card if possible because the money I pay isn't taken from my bank account until the end of the month.'
- 2 'Our electricity bill is paid automatically. The company takes the amount from our bank account each month. We signed an agreement with the electricity company and the bank which lets them do this.'
- 3 'I paid their last bill by typing in the name of the company and entering the amount using internet banking. My bank took the money from my account and put it into their account.'
- 4 'I don't like using plastic so that leaves me only one option.'
- 5 'Where I live, paying with this card is easy and cheap. You just insert your card in the machine, enter your PIN and the payment is made from your bank account more or less immediately.'

2 Which of the methods of payment above do you use? What do you use them for? What methods of payment do most people use in your country?

3 When you buy a large item like a washing machine, do you prefer to pay for it at once or pay part each month? What are the problems with buying something on credit?

2 Are these statements about Southwest Construction true or false?

- 1 Tony's business has not been successful up till now.
- 2 The company is having problems paying its bills.
- 3 The owner sends out invoices for work as soon as it is completed.
- 4 Tony asks people to pay their bills promptly.
- 5 The payments Tony makes with his credit card are sometimes more than the amount he is allowed to spend with it.

3 Find words in the article to replace the words underlined in the sentences below.

- 1 If there is a delay between money coming into the company and money going out, you have a cash-flow problem.
- 2 I pay my canteen bills at work every two weeks.
- 3 We've already paid 20% of this; when do we have to pay the rest?
- 4 We must remember to send them the bill next week.
- 5 They keep calling up and bothering us about an invoice we have never received!
- 6 The money which people owe us from last month is more than €30,000!
- 7 You could add to your cash income by sending out the bills on time.

Reading 2: Analysing the problem

Read the rest of the article and answer the questions.

- 1 Why is there a danger that the suppliers may not want to work with the company any more?
- 2 What could happen if Tony allows the situation to continue?
- 3 Why is there a gap between cash inflows and outflows?
- 4 Why might Southwest Construction not be able to finish two of their current projects?

The problem is that Tony is paying his creditors late all the time and there is a risk of some suppliers refusing to sell to him. The larger projects also require him to purchase expensive pieces of equipment and this places an additional strain on his finances. Clearly Tony is now in a 'cash crisis' and the current state cannot continue or Tony will be at severe risk of losing his business.

Firstly, Southwest Construction is experiencing a cash shortage because there is a gap between cash inflows and outflows. This is due to the fact that the company does not have a prompt billing system. For example, when Tony completes a few projects in the first two weeks of the month, instead of billing customers instantly, he waits till the end of the month to get all completed projects invoiced at one time.

Secondly, large projects take an average of six weeks to complete, creating additional delay in billing and getting paid.

Finally, two of their current projects require special equipment, and this means a large amount of cash outlay. Unfortunately, Southwest Construction has no cash to pay this.

Source: Case study from the website of the New South Wales Government, Australia



Language focus 1: Terms to describe cash flow

Underline the odd word or expression out in each line and explain why.

- | | | |
|------------------------|----------------|--------------------------|
| 1 an additional strain | extra money | more pressure |
| 2 cash cow | cash crisis | cash problem |
| 3 in great danger | at severe risk | enormous chance |
| 4 income | expenditure | outflow |
| 5 on time | accurate | prompt |
| 6 cash shortage | cash outlay | cash payment |
| 7 your debtors | your creditors | people who owe you money |

Language focus 2: Talking about obligation and giving advice



1 Look at these examples from business conversations where people use the modal verbs *must*, *have to*, *need to*, *should* and *ought to*.

- 1 Which ones are used to talk about obligation or necessity?
- 2 Which ones are used for advice or to make suggestions?
 - a Your invoice has to match the number of orders.
 - b Will Samantha do that for me or do I have to do that myself?
 - c I don't think you should give them a discount.
 - d Should I just photocopy these so that you've got the details?
 - e I forgot to ring about that. I must ring on Monday about it.
 - f It's no good saying, well it might do that or it might not. We need to know.
 - g What time do you need to leave today then?
 - h We probably ought to take a photocopy of this.

Avoid saying 'you must' to tell someone to do something; *should*, *have to* and *need to* are more polite and are also used much more in business situations.

2 Now look at these examples of people using the negative form of the modals.

- 1 Which ones are used to say that something is not allowed or not a good idea?
- 2 Which ones are used to say that something is not necessary or not an obligation?
 - a Insurance companies say you mustn't test the equipment, because if you test it, you might overload it.
 - b You don't have to take the documents to the meeting, I sent them to the secretary yesterday.
 - c I've got some additional financial and personnel stuff that ought not to be on the central filing system.
 - d Well no, you don't need to update the database, because it updates automatically.
 - e Most of this is in the handbook, so you needn't bother to copy this down.
 - f Users shouldn't be storing personal files on the C drive.

3 Some of the above verbs follow different grammar rules from other modal verbs. Which ones use *do* in forming questions and negatives? Find examples in exercises 1 and 2 to complete the tables. Which verb has two possible negative forms?

Question: verb + subject	Negative: verb + <i>not/n't</i>
<i>must I ...?</i>	<i>you mustn't ...</i>

Question: <i>do</i> + subject + verb	Negative: <i>do not/don't</i> + verb

4 Complete the sentences with *mustn't*, *shouldn't* or *don't/doesn't have to*.

- 1 Put it on the list to be done next month. It _____ be done today.
- 2 I _____ be too long, Bob, because I've got to go at five o'clock.
- 3 You _____ help him too much. He can do the accounts himself.
- 4 We'll take care of the delivery. You _____ worry about it any more.
- 5 I _____ forget to thank them for the invitation.
- 6 We should start invoicing in December, _____ we?

5 *Must* is often used for something the speaker thinks is necessary, important or urgent to do.

Example: I forgot to ring about that. I *must* ring on Monday about it.

Example: We *must* set ourselves a cost-reduction target.

You can also use *need to* or *should* for this, but they are not as strong as *must*.

Example: Right, well, we *need to* sort that out immediately.

Have to is often used for an obligation or necessity outside the speaker's control, such as a procedure or regulation.

Example: But anything that *has to* be installed on the desktop, somebody *has to* check to make sure it works on XP.

Think about your own daily life and work. What are some things that you are obliged to do because of certain regulations or procedures?

Example: I *have to* pay my bills on the first of the month.

Are there things that you are not obliged to do?

Example: I *don't have to* start work at a particular time. I *don't need to* write down my hours of work.

Now think of things that are important or urgent for you to do.

Example: I *must* finish a report that I am working on. I really *should* get some more exercise.

Output: Solving a cash-flow problem

Even very small businesses should always focus on cash-flow management because poor cash management can lead to a cash crisis and place the business at risk.

Stage 1

Look at these tips on good cash-flow management:

- Good cash-flow management is about reducing or eliminating the lag between cash inflow and cash outflow.
- The solution to a cash-flow problem is usually simple, e.g. prompt billing, improving creditor terms, chasing late payments, and getting progressive payments.
- Companies should use a system to record their cash flows (a cash-flow tracking sheet) and to predict their cash flows (a cash-flow projection sheet) so that they have a clear overview of their cash flow.
- If debtors do not pay promptly, they need to be reminded.

Work in pairs. Look again at the problems you found in Tony's cash-flow management in Reading 1. What specific solutions could you suggest? Look at the tips above to help you.

Complete the table to demonstrate your ideas and then use it to present your ideas to another pair.

Problems	Solutions

Stage 2

Prepare to present your ideas. Check any vocabulary that you need from Reading 1 and 2. What modals will you need to use?

Stage 3

Work with another pair. One pair plays the role of Tony and listens to the ideas of the other pair, asking the questions that they think Tony would ask. The other pair presents the ideas. Then change roles. After both pairs have presented their ideas, compare your advice to Tony and choose the most effective tips.

11.3 Skills: Presenting facts and figures

Learning outcomes

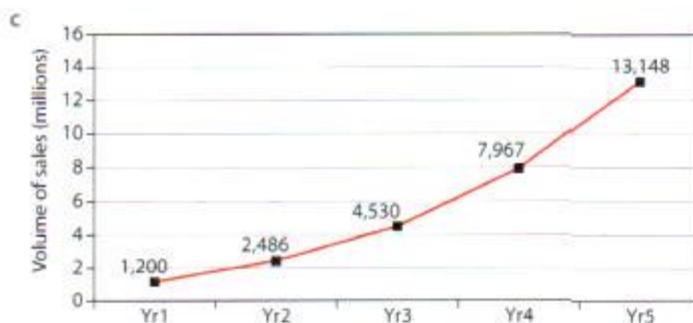
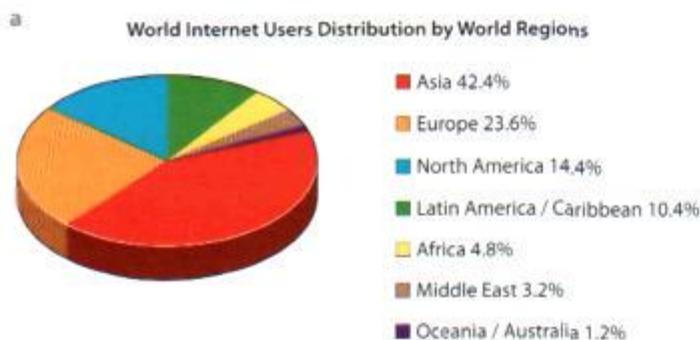
- Present facts and figures.
- Describe changes and trends.
- Use graphs in a presentation.



Introduction

1 Look at the charts and graphs and answer the questions.

- 1 Which one(s) shows proportions of a total?
- 2 Which one(s) shows a development over time?
- 3 Some of them have a horizontal axis (x-axis) and a vertical axis (y-axis). What information does each axis show in these graphs?



2 Explain one of the graphs to a partner.

3 What are some reasons for using diagrams or other visual support when you are giving a presentation?

Listening 1: Talking about facts and figures

2.20

You are going to hear the Area Sales Director of a company giving part of a presentation about the company's sales to her department. Choose the correct option a–d to answer the questions.

- 1 A survey showed that, after six months, the percentage of time sales people spent with customers this year
 - a increased from 10% to 11%.
 - b increased by 10%.
 - c stayed the same.
 - d decreased by 1%.
- 2 The sales target of the Sales Department for next year is
 - a 10 million exactly.
 - b approximately 10 million.
 - c 10,740,000.
 - d 10,704,000.
- 3 What is the targeted growth for next year?
 - a 55%
 - b 15%
 - c 5.5%
 - d 55.5%

Listening 2: Setting goals and targets

2.21

1 Listen to the next part of the presentation and answer the questions.

- 1 What does the Sales Director think is the most important step for next year?
- 2 Why does she think that the sales force need to spend more time with their customers?
- 3 What increase in time spent with customers does the Sales Director expect if they don't follow her plans?

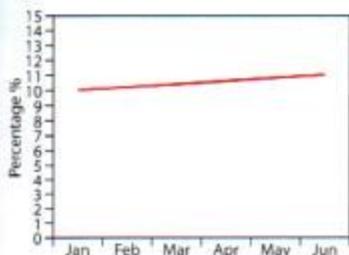
2 Listen again. Why does the Area Sales Director say 'that is a real key' more slowly in this part of the presentation?

Language focus: Describing changes and trends

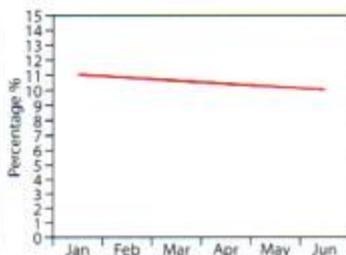


At the beginning of the presentation, the Sales Director talks about the amount of time (as a percentage) the sales representatives spend with customers.

1 Based on the listening, which of the graphs below is correct? Complete the sentences describing each graph.



Graph 1



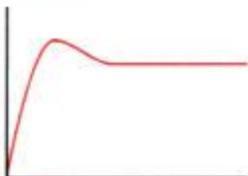
Graph 2

- The amount of time spent with customers _____ from _____ to _____.
- The amount of time spent with customers _____ from _____ to _____.

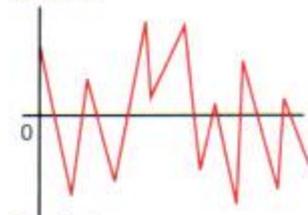
2 The following verbs can be used to describe changes and trends. Which verb describes each graph?

rise plummet fluctuate fall decrease level off jump peak plunge recover increase soar

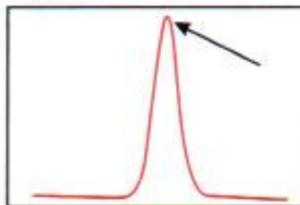
Graph 1



Graph 2



Graph 3



Graph 4



3 Complete the table with the rest of the verbs from exercise 2.

go up	go down

4 Look at all the verbs in the list and answer the questions.

- Which verbs are synonyms?
- Which ones describe a sudden change?
- Which ones can also be nouns?
- Which ones are irregular? Write the past simple and past participle forms next to these verbs in the table in exercise 3.

5 Complete the sentences with the correct form of a verb or noun from exercises 1–3.

- The dollar _____ from 111.10 yen to 111.57 yen last Friday.
- The average Japanese worker had a wage _____ of 4.2% in the 12 months to December, a real pay rise of 3.0%.
- Unemployment _____ by an average of 11,200 over the past three months compared with an average fall of 23,900 in the three months to March.
- The company's share price fell back, but has now _____.
- By June, the index _____ 23% to \$1,028, and finally peaked at \$1,109 in December.

6 Look at the way prepositions are used to talk about changes in the sentences above.

- Which prepositions are used after verbs describing increase or decrease? What is the difference between them?
- Which preposition is used after nouns?
- Which preposition is used after the verb to *peak*? Which other verb from the list above takes the same preposition?

7 Complete the sentences with the correct preposition.

- Imports are projected to decrease _____ 5% in value.
- Mantell predicted that last year's 3.8% unemployment rate will rise _____ 4.3% this year and level off _____ 4.9% next year.
- The cost of the project has risen _____ £24m _____ an unaffordable £32m.
- There have been wage increases _____ 3% for each of the last two years.

Output: Presenting figures and trends

Stage 1

Work in pairs. Look at the graph and work together to describe the information you see on the graph.



Stage 2

Discuss what major trends you can see in the graph and why you think these trends may have happened.

Stage 3

Work together to make a presentation highlighting the key information and how you will try and solve the problem. Then give your presentation to another group.

12 Finance

12.1 Theory: Investing

Learning outcomes

- Understand criteria for business investment.
- Use investment vocabulary.
- Make more exact comparisons to evaluate an investment.



Introduction

1 Imagine that you had €20,000 to invest for the next five years. What would you do with it to get the maximum ROI (return on investment)?

- deposit it in a savings account
- invest in property (a house / flat / land)
- invest in a start-up company
- buy shares
- buy gold
- keep it under your bed

2 What does your choice say about you and your attitude to risk?

3 People make investments for a variety of reasons. In pairs, look at the investment possibilities in exercise 1 and say what the attraction is of each. Which of these adjectives do you think goes with which type of investment?

exciting solid comforting safe risky flexible
predictable unpredictable

Business view

Match the quotes about money with the correct meaning.

1 “Understanding how to be a good investor makes you a better business manager and vice versa.”

Charlie Munger, Vice Chairman of Berkshire Hathway Corporation



2 “Wide diversification is only required when investors do not understand what they are doing.”

Warren Buffett, US Businessman and Investor



3 “One way to end up with \$1 million is to start with \$2 million and use technical analysis.”

Ralph Seger, Financial Analyst and Journalist

If you know how to invest wisely, ...

- a you have a better chance of making a profit than if you use software.
- b you do not need a wide range of investment possibilities.
- c you know more about how to run a business.

Reading: Deciding where to invest

1 Discuss the following questions.

- 1 Would you like to invest money in business? If so, what sort of business?
- 2 Are there any new companies or products you wish you had invested in?
- 3 What advice would you need before you invested in a new product or business?

2 Read the article about how to find a new company to invest in. Match the paragraph headings (a–g) with the paragraphs (1–7).

- a A number of people prefer to spread the risk, investing in a portfolio of companies.
- b A great idea doesn't mean great profits.
- c Find out which products will be popular by looking at what people who use the product like about it.
- d If a company slows down, get rid of your shares.
- e Put yourself in the place of customers in the future, not the customers now.
- f Companies need to keep being innovative.
- g Make sure the company has some rich investors.

1 _____

The first task, investment experts say, is predicting which new products will be successful. Get out and talk to people who are using the product and see what they like about it. For products aimed at businesses, you'll need more technical expertise; the opinion of the man on the street won't matter for enterprise software, for example.

2 _____

Wall Street has a long history of companies and products that looked promising but then failed. It's very difficult to predict. Investors need to put themselves in the shoes of future customers. If everyone already agrees that a product is groundbreaking and innovative, it's too late for investors. You don't want to own something which looks good now.

3 _____

Even the most innovative product doesn't guarantee profits for investors, especially because creative, visionary executives are rarely able to handle the problems that rapid growth can cause. Coming up with a hit product is one thing. Profitably manufacturing, marketing and distributing it is another.

4 _____

One obstacle companies must be careful about is the competition. And, if your product becomes popular, it will almost certainly attract rivals. For example, Research In Motion must continually introduce new versions of its BlackBerry™ to fight off rival smartphones. The only option for most companies is to keep innovating, trying to stay one step ahead of competitors. Companies that can achieve that goal are rare.

5 _____

Investors should look for innovative companies with strong finances or ones that are supported by rich investors, that gives you the staying power and helps you continue to innovate. One example is BYD Co., a Chinese battery maker partly owned by Berkshire Hathaway which is led by billionaire investor Warren Buffett.

6 _____

Big companies are often much better at making many small improvements than coming up with one big blockbuster innovation. In theory, stock prices reflect a company's long-term prospects. And when innovation is happening rapidly, the future is often very difficult to predict. It's important to keep a close eye on the planned products of a company. If a company shows any signs of slowing down its pace of innovation, it's a good idea to sell.

7 _____

Many find new products far too risky and uncertain to bet on specific companies. One alternative strategy is to invest in a broad range of companies. But it's hard for investors to ignore innovation when choosing stocks. No company – even in relatively stable, boring industries – will survive without coming up with new products and services.

Source: *Investing, Finding the Next iPod, Bloomberg Businessweek*

3 Read the article again and decide if these statements are true or false.

- 1 It is important to talk to the target customers before you invest in a product or company.
- 2 Lots of products and companies looked like good investment opportunities at first but then were unsuccessful.
- 3 Investing in popular products is a good idea.
- 4 Companies need to be constantly innovative.
- 5 Before you invest in a company, check that it has wealthy backers.
- 6 Big companies are more likely to invent innovative products.
- 7 Companies in stable sectors do not have to worry about having new ideas.

4 Are you surprised by any of the ideas in the article? Which advice do you think is the most useful?

5 Can you think of any innovative companies at the moment that would be interesting to invest in?

Language focus 1: Using vocabulary about investing

1 Match the terms 1–5 with their definitions a–e.

1 carry out an investment appraisal	a receive a sum for lending money
2 buy shares	b put money into a variety of investments
3 receive a dividend	c assess investment choice
4 earn interest	d pay for financial parts of a company
5 invest in a portfolio	e be paid a sum of money for a share

2 Complete the text about investing with the terms from exercise 1.

Before you decide what to do with your money, it is important to 1 _____: what is the level of risk involved? Are you happy about this level? Many experts suggest that when you 2 _____, the degree of diversification of investments is important so that the risk is spread.

If you 3 _____ in a company and the company is successful, you can expect to 4 _____ annually.

People who are worried about speculation and who are risk-averse can think about putting their money in a savings account where they can still 5 _____.

Critical analysis

Why do you think people invest money in certain companies but not in others? Which of the following reasons do you think are realistic? Which ones do you agree with? Why?

- Because they want to make a profit.
- Because they like the way the company treats its employees worldwide.
- Because they want to support a specific company.
- Because they want companies to behave in an environmentally friendly way.
- Because they don't want to encourage the production of certain goods.

Language focus 2: Making more exact comparisons

1 Look at these sentences and complete the rules below.

- Buying shares is riskier than putting money in a savings account.
- Is it safer to put your money under the mattress than to deposit it in a bank account?
- The most important thing to remember when investing is to spread the risk.
- If you want to get rich, the worst thing you can do with your money is to spend it; the best thing you can do is save it.
- Their product is less popular than ours.
- The biggest problem is getting the product into high-street shops.

The comparative form of adjectives with one or two syllables, e.g. *cheap*, is formed by adding 1 _____. To form the superlative, add 2 _____.

Adjectives with one or two syllables which end in *-y* are formed by changing the *-y* to 3 _____ and adding 4 _____ to form the comparative and 5 _____ to form the superlative.

Some adjectives with two syllables and all adjectives with more than two syllables are formed by using *more* for the comparative and 6 _____ for the superlative. For the negative, use 7 _____ for the comparative and *least* for the superlative.

The superlative form is used with *the*, e.g. *It was the shortest meeting of the week.* You have the most difficult task of all of us.

There are some exceptions: *good*, 8 _____, 9 _____ and 10 _____, *worse*, 11 _____.

2 Why do we change *big* to *bigger* and *biggest* and not *biger* and *bigest*?

3 In the following sentences more exact phrases are used with the comparative. Underline the phrases that make them more exact.

- That was the best offer we got by far.
- They can probably be a bit more forceful with the customer.
- Highly educated skilled people have got much more potential.
- If we move our investments to AMP, we will make much bigger profits than we do at the moment.
- There's a great deal more interest in the product than there was this time last year.
- The new model is a little more profitable than the last one.
- The profit we made on the investment was slightly better than we expected.
- The new product is more or less the same as the old one.

4 Do the phrases you underlined above show a big difference or a small difference?

5 Choose one of these topics and give three different examples.

Example: football teams: Bayern Munich, Manchester United, Barcelona

football teams mobile phones regions of your country PCs

6 Work alone and prepare to tell someone about your topic, making exact comparisons. Use some of these adjectives in your comparison.

popular successful user-friendly long-lasting
efficient effective

7 Work in pairs and discuss the comparisons that you have made.

Output: Making decisions about investment

Stage 1

Work in small groups. You are going to decide what to invest in. Read the information about three products and talk about which you think offers the best chance of ROI. Before you talk, look again at the vocabulary you have learned in this lesson and at the work on making comparisons. You can invest in only one product.



'Batter Blaster' is an organic pancake and waffle mix in a pressurised metal container with a point-and-shoot nozzle. The product sells for \$4.99 per can.



k9cuisine.com is a website which offers high-quality dog food locally. It is located about 200 miles south of Chicago.



Le Labo offers perfume sold and mixed in the shop; ingredients are blended together in front of the customer, poured into plain glass bottles, wrapped in a brown paper package and custom-labelled like a science project, with the date, scent and name of the buyer.

Stage 2

Talk to another group about your decision and explain why you made this decision. Then look at page 187 to see how successful the products were. If you had really invested money in your chosen product, how much ROI would you have had over what time period? Which group in the class were the best 'investors'?

12.2 Practice: Looking for investment

Learning outcomes

- Talk about and understand numbers.
- Know the difference between gerund and infinitive forms and when to use them.
- Create a business plan and make a pitch for raising finance.



Profile: Talpa Products

Talpa Products was founded by Sharon Wright in 2006. She invented MagnaMole, a tool which makes it a lot easier to install wires and cables through walls. The company became famous when Sharon appeared on *Dragon's Den*, a TV programme where business people try to get investment from venture capitalists.



Introduction

1 How can people who want to start a business find the money to do this? Look at the following ideas to help you and talk to a partner about this question.

- apply for a grant
- take out a mortgage
- get a bank loan
- borrow money from family and friends
- use personal wealth
- apply for government funding

grant *noun* [C] a sum of money given especially by the government to a person or organisation for a special purpose

mortgage *noun* [C] an agreement which allows you to borrow money from a bank or similar organisation, especially in order to buy a house or apartment

Definitions from Cambridge Advanced Learners Dictionary

2 Which of the suggestions in exercise 1 could be used if an individual wants to buy a house or a flat, finance part-time or full-time studies or buy a car? What is the least risky way for people to raise personal finance in your country?

Transferable skill: Dealing with numbers

In business, people often have to talk about numbers, e.g. when explaining an invoice on the telephone to a customer, discussing a budget and presenting account figures. This is also a skill which is often tested in language exams. Many learners find that saying the numbers is not a problem; it is more difficult to understand them when someone else says them.

1 Work in pairs. How do you say these numbers? Student A: say a number. Student B: point to the number.

101 4 bn 7½% 54,938
3.75 15 May 06473 88505

2 Listen to two conversations and complete the following information.

2.22

Conversation 1

Re: Call from Pietro Del Vecchio

Message:

Could you call him back on 1 _____?
He wants to talk to you about the meeting on 2 _____.

If you can't call today, then he'll be available on his mobile – 3 _____ from 4 _____ this evening.

Conversation 2

Whitneys Co.

Qty	Item	Description	Unit price	Total
1 _____	BC/92-37A	Fabric racing seat	€92.40	2 _____
70	3 _____	Reclining racing seat	€75.00	4 _____
Total:				5 _____

Listening 1: Starting a company

2.23

Business view

Sharon Wright is the founder of Talpa Products Ltd and the inventor of MagnaMole.



1 You are going to listen to Sharon Wright talking about starting a company. In the first extract she talks about having a 'Eureka moment' while she was watching a technician fit her house with telephone cables. What do you think 'having a Eureka moment' means? What did Sharon's Eureka moment involve? Listen and see if you were right.

2 Listen again and put the events in the order they happened.

- a researching about patents
- b calculating the time and money wasted by not having the right tool
- c waiting for the technician
- d training in health and safety
- e having a Eureka moment

3 How do you think Sharon's experience and the sort of person she is helped her to have this Eureka moment?

Listening 2: Looking for funding

2.24

1 Here are five ways for a new or small company to raise finance.

- borrow from the 3 Fs (family, friends and fools)
- take out a low-interest loan from the bank
- apply for government funding
- do trade-offs
- trade part of the ownership of the company

Look at the underlined words in the list above and match them to the definitions below:

- 1 sum of money given on a temporary basis
- 2 equity
- 3 financial support
- 4 exchanges in expertise
- 5 money paid for borrowing a sum

2 Listen to Sharon Wright talking about raising finance. Which of the five ways for a new company to raise finance does she mention?

3 What sort of trade-offs can small businesses offer with potential investors / other companies in order to expand their business?

Listening 3: Making a pitch

2.25

Once Sharon had successfully launched her product onto the British market, she needed finance to do this in other countries. She went on a TV programme where *business angels were looking for an investment opportunity. She made a pitch (presentation about her product and company) and she was successful in winning investment.

Listen to Sharon talking about how she prepared to make this pitch and complete the list below.

- Think about what you want to say.
- Write down your business plan and pick out the 1 _____ you know they will want to ask more questions about.
- Know your business plan, know the answers 2 _____ they are going to ask.
- Deliver it with confidence, and confidence comes from 3 _____.
- Don't leave anything to 4 _____.
- And never take criticism 5 _____.

*people who are prepared to invest money in a start-up company
Are you surprised by any of these tips?

Intercultural analysis

When the management of new companies make a pitch to potential investors, their enthusiasm and experience are important. However, other factors may also be important, depending on the company or national culture. How important do you think appearance and age are in this situation in your work or study culture? What role do good presentation skills play in securing financial support? What advice would you give to someone making a pitch in your work or study culture?

Language focus: Verbs which take gerunds and/or infinitives



An infinitive is the basic form of the verb, e.g. *to do* (*He wants to do well*). A gerund is the *-ing* form of the verb, e.g. *managing* (*He enjoys managing the business*).

Some verbs take the infinitive form of the verb; others take the gerund. Some take both. There is no rule for this. It is a good idea to learn these as you meet them.

Verbs which take both the infinitive and the gerund form

1 Sentence 1 is from the interview with Sharon Wright. In sentence 2 the form has been changed. Which one is concerned with how much she likes something and which one refers to a habit?

- 1 I'm a person who likes solving problems.
- 2 I like to solve problems rather than let others deal with them.

There are a number of verbs in English which can be used with the gerund (*-ing* form) or the infinitive (*to ...*). They are often about likes and dislikes, e.g. *like, love, prefer, hate, can't bear*.

2 Complete the following rules.

- 1 To emphasise how much something is liked, use the verb + the _____.
- 2 To show that something is a habit, use the verb + the _____.

3 Look at these pairs of sentences. Match each one with the meaning (a or b) of the underlined verb.

- 1 We stopped to talk about the report.
- 2 We stopped talking about the report.
 - a finish an activity
 - b pause in an activity for a short time (to do something else)
- 3 Do you remember sending the email?
- 4 Remember to send the email.
 - a not forget
 - b have a memory of something
- 5 He tried calling the helpline ...
- 6 He tried to call the helpline ...
 - a ... but the line was engaged.
 - b ... but they were unable to help.

There are no rules for these verb patterns, you just have to learn the meaning of the verb + infinitive and verb + gerund.

Note that *try to* is often replaced by *try and* in spoken English, e.g. *We need to try to / try and make a decision very quickly.*

Verbs which take only the infinitive or the gerund

4 Look at the examples and make a list of verbs that take the infinitive and a list of verbs that take the gerund.

We decided to put the prices up.
 They have agreed to make a concession for us.
 I don't understand how we've managed to lose all that money.
 There seems to be a lot of money in that area.
 I hope to see him before I come back on Thursday.
 Somebody suggested using this.
 At a sales pitch avoid appearing too confident.
 Do you mind speaking a bit louder? We can't hear you.
 The new system involves making the documents available earlier.

5 Now complete the following text with either the infinitive or gerund form of the verb in brackets.

Starting a new business involves 1 _____ (spend) a lot of time in preparation for the launch. Start-ups have to try 2 _____ (find) potential sources of funding. If you are wealthy, you may decide 3 _____ (finance) the start-up from your own pocket. Or perhaps you have friends and family who agree 4 _____ (invest) in your business idea. And don't forget the banks – many seem 5 _____ (be) happy to offer loans to interesting and well-researched business ideas. If you don't mind 6 _____ (give away) part of the ownership of your new company, you can apply to business angels who are looking for opportunities for investment. (This is known as equity investment.)

It is important to remember 7 _____ (research) the market – the potential customers and the competition. Many experts suggest 8 _____ (talk to) successful entrepreneurs who have experience of launching a business. But they are all in agreement that the management team, their experience and passion for the new idea is the most persuasive factor in presenting the business plan.

Output: Developing a business plan

Stage 1

You are going to prepare a pitch to a group of people who are looking for an investment opportunity. Work in three groups. Group A: look at the information on page 139. Group B: look at the information on page 143. Group C: look at the information on page 145.

Stage 2

Use your information to make a pitch to potential investors. Decide which information is the most important and think about what questions the investors might want to ask.

Stage 3

Give your pitch to the whole class. The class should decide which of the pitches offers the best investment opportunity.

12.3 Skills: Making and refusing requests

Learning outcomes

- Make polite and routine requests.
- Refuse requests politely.
- Understand the role of politeness in business relationships.

Introduction

Discuss the following questions in pairs or small groups.

- Look at the situation in the picture. Would you like to work for this boss? Why not?
- What would be another (better) way of asking the employee to do these things?
- Think about how you ask people to do something. Does it depend on the situation? Does it depend on who you are talking to?

Language focus 1: How to ask people to do things

1 Listen to these people at work asking colleagues to do things, then answer the questions below.

2.26

- Which ones are polite requests?
- Number them from 1 to 6, from most direct (least polite) to most polite.
- What difference does intonation make? Practise making the requests sound more polite or impolite by using different intonation.
- Why do you think some of the requests are more polite than others?
 - Can you work out what the minimum number is?
 - Do it by the next meeting.
 - You couldn't do the documentation for Dellstone, could you?
 - You have to change the documentation.
 - Could you give Marie a ring when you've got a moment?
 - So, you just need to label the outside of the box.

2 Which of the extracts above would you use in the following situations? You can use each extract more than once.

- When you give instructions for a routine procedure.
- When you ask someone for a special favour.
- When you want to stress how important something is.
- When you ask someone to do something that is not too difficult or time-consuming.
- When you ask someone to do something that is very difficult or will take a long time.



Listening 1: Making polite requests

2.27

You are going to listen to part of an internal meeting in the sales department of a company. Anna, the chair, makes requests to follow up on action points that have been decided in the meeting. The participants in the meeting are:

Anna: sales manager, chair

Kevin: marketing manager

Fran: area sales manager

1 Listen and tick (✓) the phrases that Anna uses. Are they all requests?

- You just have to ...
- Can you ...?
- Could you ...?
- Would you ...?
- We need to ...
- Can we ...?
- Do you think you could ...?

2 Listen again and answer the questions about each action point.

The export manual

- Why do they need a new export manual?
- What does Anna ask Kevin to do?

Price increase for products

- How much will the price increase be?
- How will people be informed about the price increase?
- When does this need to be done by?

Language focus 2: Responding to requests



Kevin agrees to most of Anna's requests even if he sometimes seems reluctant. When he refuses the request to photocopy the export manual he uses politeness (*I'm afraid ...*).

Anna: Can we have one electronic one and photocopy it?

Kevin: I'm afraid it's about five thousand pages, so probably not.

1 As you can see in Listening 1, it is not easy to refuse a request, especially if it is from your boss. Other polite ways of refusing requests politely are:

I'm afraid I'm really busy, so I don't know if I can do it today.

I don't know if that's going to be possible, as I'm really busy at the moment.

I'm really sorry, I can't because ...

I'd like to help, but ...

2 Imagine your boss asks you to do the following things. How would you refuse politely? What reason would you give?

- 1 Finish the report by tomorrow.
- 2 Work overtime today.
- 3 Phone another six clients today.
- 4 Come in early tomorrow morning.
- 5 Have a meeting with him/her from 2.00 – 4.00 on Friday afternoon.
- 6 Entertain a foreign visitor next week.

3 Work in pairs. Take turns to play the role of the boss, who makes the requests above, and the employee who refuses.

Intercultural analysis

In business, managers often use more polite language when they talk to their employees than when they talk to other managers. Why do you think this is?

How important is it for bosses to use polite language when they ask their employees to do something?

How do managers and staff talk to each other in the culture of the organisation where you work or study?

Listening 2: Polite and routine requests

 2.28

You are going to listen to two short work conversations where people make requests.

Conversation 1: Jen, the office manager, is working in the main office, and Ron, a partner in the business, comes in to get something.

Conversation 2: Simon, the technical manager, and Gina, IT support, are having a weekly meeting in which they discuss and make decisions about things that need to be done in their department.

1 Listen and answer the questions.

- 1 What request(s) do the speakers make in each conversation?
- 2 In which conversation do the speakers make routine requests?
- 3 In which one do they make polite requests?
- 4 Why?

2 Think of a situation which requires a very polite request, and write it down.

Example: You want to leave work early today because you have a dentist's appointment, but you still have a lot of work to finish. Ask your colleague if he/she can finish it for you.

Hand your instructions to someone in the class, who has to make the request.

Output: Setting up a new company

Work in small groups. You are going to set up a new company.

Stage 1

Decide what type of business you would like to open.

Stage 2

Discuss which jobs you will need on the management team (e.g. head of sales, accountant, etc.) and make a list of jobs that need to be done urgently, e.g.

- Get a loan from the bank
- Find office space
- Find employees

Stage 3

On your own write down which role you think is most suitable for each member of the team.

Stage 4

Take turns to ask each member of the team to do the job you think is best for them, e.g. 'Mina, could you be the accountant as you are very good with numbers?' 'Manuel needs to be responsible for marketing as he is the only one who has studied marketing.' Come to a decision about who will have which role in the management team.

Stage 5

Decide who will do which of the urgent jobs on your list. Ask other people to do as many jobs as possible, and try to avoid taking on too many jobs yourself.

Remember to use more polite requests if you are asking team members to take on a difficult job or to do a lot of jobs. You should have a good reason for not accepting a job, or you could make an alternative suggestion to avoid agreeing to a request.

 Watch Sequence 6 on the DVD to find out more about Accounting and finance.

Writing 6: Describing charts, graphs and statistics

Learning outcomes

- Describe changes and trends.
- Use appropriate adverbs and adjectives to talk about changes and trends.
- Write a summary of the information in graphs.

Introduction

Look at the graphs on these pages. Discuss the following questions in pairs or small groups.

- Where might you find these graphs?
- What information does each one show?
- What trends or changes does each one show?
- What information in graphs do you look at for your work or study?
- How easy is it for you to describe graphs in speaking and in writing?

Language focus 1: Using adverbs and adjectives to describe changes and trends

1 Look at the newspaper article about the property market and the number of houses being sold. What general trend in the property market does the article describe?

2 Look at the underlined adjectives and adverbs and do the following tasks.

- What kind of a change do the adjectives and adverbs describe? Write them in the correct column in the table.
- Are the words adverbs or adjectives?
- Change the adjectives to adverbs and the adverbs to adjectives, then add the words to the table.
- What is the adverb form of these adjectives – rapid, slow, steady? Add both forms to the table below.

a big change	a small change	no change

Static prices and bad weather depress market

Property sales in the UK were down 19 percent in November. The Royal Institution of Chartered Surveyors believes that people are reluctant to sell because of the static market and thinks that the recent bad weather and flooding has stopped people from wanting to invest in property.

Some regions have seen an especially sharp slowdown in sales and the number of properties coming on to the market has dramatically decreased too.

The Royal Institution believes that property prices will only rise gradually by six percent each year over the next two years. This represents a significant slowdown after last year's 12 percent increase.

Source: Article by Patrick Collinson, the *Guardian*

3 The article uses the following types of collocation.

verb – adverb	adjective – noun
decrease dramatically	a significant slowdown

Here are some other verbs and nouns you can use to describe changes and trends.

nouns: *recovery, fluctuation*

verbs: *recover, fluctuate*

noun or verb: *increase, rise, fall, decline*

Make a list of collocations using the verbs and nouns above and add them to the correct column in exercise 2. Use the adjectives and adverbs from the table in exercise 2 to help you.

Example: verb – adverb: *recover dramatically*; adjective – noun: *a gradual increase*

4 Some of these collocations have synonyms that are single words, e.g. *rocket* means the same as *rise dramatically*. Match the collocations on the left with one-word synonyms on the right.

- | | |
|--------------------------|------------|
| 1 fall dramatically | a soar |
| 2 rise sharply | b a plunge |
| 3 a substantial decrease | c a jump |
| 4 a significant increase | d plummet |

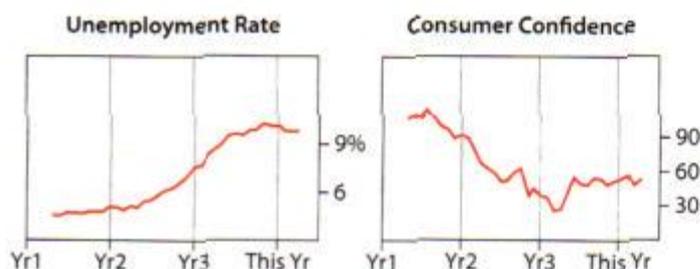
Language focus 2: Describing and summarising graphs

1 Think about your answers from the Introduction. When you write about graphs, charts and other statistical information, you should not use the same language as when you talk about them in a presentation. Match each of the ways of talking about a chart or graph (1–4) with how you would write about one (a–d).

1 'As you can see in this graph, ...'	a Figure 2 shows the percentage of ...
2 'So, here's an example of ...'	b The graph indicates that ...
3 'Up here you can see how many ...'	c The horizontal axis shows the trends in ...
4 'This line here shows the change in ...'	d Figure 1 is an example of ...

2 What differences are there between the ways of referring to a graph when you are speaking and when you are writing?

3 Look at the two graphs. Underline the most appropriate words to complete the text.



There are now signs of recovery in the economy. Trends in both the unemployment figures and consumer confidence confirm this.

Unemployment Rate

In year 1 unemployment started to increase **1** *gradually / steady / significantly* throughout the year. After a steady **2** *decline / increase / recover* at the start of year 2, unemployment then increased **3** *significant / dramatically / slowly*, soaring to over 9% by the middle of last year to reach a peak of 10% in November. Since then, unemployment has **4** *decline / plummeted / fallen* slightly and then levelled off in the first part of this year.

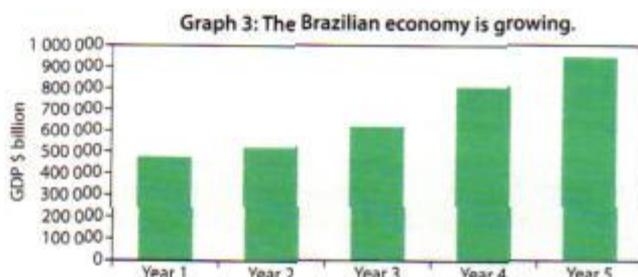
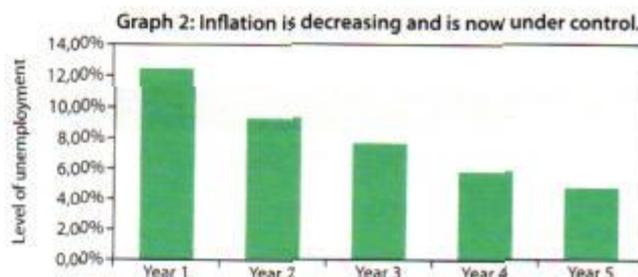
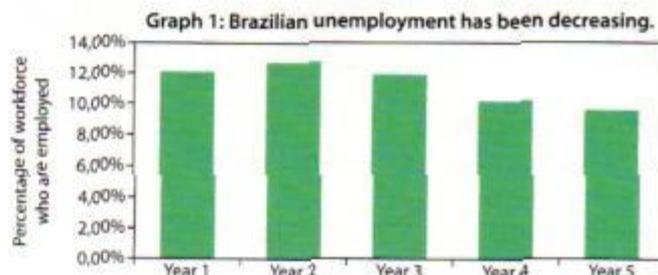
Consumer Confidence

During the same period, consumer confidence fell **5** *sharply / dramatic / slowly* throughout most of the period. It had a **6** *significant / slowly / slight* recovery in the second year of the period, but then **7** *fallen / plummeted / recovered* again to reach a low point at the beginning of last year. Then, as unemployment slowed down in the second quarter of last year, consumer confidence **8** *fell / fluctuated / jumped* by about 30% and has since remained **9** *static / fluctuate / steadily* with some minor **10** *decline / fluctuation / slowdown*.

As the graphs indicate, the decrease in consumer confidence in the last years corresponded to a **11** *decrease/rise/fluctuation* in unemployment. Consumer confidence also recovered last year. This shows that the economy is recovering; however, it is too early to say how rapid the **12** *decline / recover / recovery* will be.

Output: Describing and summarising graphs showing economic trends

Your company is considering investing in Brazil. You are doing some preliminary research on the Brazilian economy before writing a brief summary of recent trends. You have found the following graphs with information on the Brazilian economy.



Stage 1

Work in groups of three. Discuss what information about the Brazilian economy the three graphs show.

Stage 2

Each person in the group should write a text describing and summarising the information in one of the graphs. Use the text in Language focus 2 to help you.

Stage 3

When you have finished, read the texts your other group members have written. From the information you have do you think Brazil is a good country to invest in? Why/Why not?

Stage 4

Now combine the three texts into a summary on the Brazilian economy for your boss.

Include in your summary:

- a brief introduction
- a description of the trends shown in the graphs, including the outlook for the future
- a summary of what the graphs show about the economy and whether conditions are favourable for investment.

13

Decision-making

13.1 Theory: SWOT analysis

Learning outcomes

- Read about, discuss and use key vocabulary connected to the SWOT method.
- Make decisions using Force Field Analysis.
- Conduct a SWOT analysis.



Introduction

1 Think about your work or studies. Make notes to answer the following questions:

- What are you good at?
- What are you less successful at?
- What chances do you see for yourself in this area?
- What are the dangers./ risks for you?

2 Work in pairs. Interview each other to find out the information you need to complete this overview for your partner.

Good at: 😊	Less successful at: 😞
Chances ★	Risks ⚠️

3 What advice would you give your partner to increase their chances of success?

4 Do you enjoy making decisions? How important do you think that decision-making is for successful management? Have you ever worked for someone who didn't like making decisions? Tell your partner.

Reading 1: SWOT analysis

1 You are going to read a text about SWOT analysis. SWOT stands for *strengths, weaknesses, opportunities* and *threats*. With a partner think about an organisation you both know. What factors contribute to the success of the organisation? Which of these are external to the organisation and which are internal? People in business often talk about *tangibles* (what we can touch, e.g. *property, profit*) and *intangibles* (e.g. *the good name of the company, the skills and experience of the employees*). What tangibles and intangibles have helped the organisation?

2 Here are some comments by the staff of a small printing company. Arrange them as factors in the SWOT diagram below.

- 1 The staff we have don't have a great variety of skills.
- 2 We have a strong marketing department.
- 3 Our business sector is expanding.
- 4 We are able to give good customer care due to the small size of the company.
- 5 We might not be able to adapt to future technological changes.
- 6 We have problems meeting orders if key staff are absent.
- 7 If a large competitor changes its focus, we could lose our market position.
- 8 The government wants to help businesses in our area to grow.

Strengths (internal)	Weaknesses (internal)
Opportunities (external)	Threats (external)

3 Read about a SWOT analysis and then decide if the sentences below are true or false.

SWOT analysis

A **SWOT analysis** is often used as a tool in strategic planning, but it is also useful in understanding an organisation or situation and decision-making for all sorts of situations. Many academics and consultants believe a SWOT analysis works best when it is part of an overall strategy. This strategy may be as simple as: goal or objective → SWOT → evaluation or measures of success → action.

Any organisation undertaking strategic planning will at some point assess its own strengths and weaknesses. When combined with an inventory of opportunities and threats in the organisation's external environment, the organisation is effectively conducting a SWOT analysis to establish its current position.

The SWOT analysis may look simple but it takes time and significant resources to do one that is both effective and meaningful. It requires a team effort and cannot be done effectively by only one person. SWOT analysis has the advantage of being flexible. It can be used to do something quickly or as a comprehensive management tool. A SWOT analysis generates information that is helpful in matching an organisation's goals, programmes and capacities to the social environment in which it operates. The SWOT diagram is only used to collect data; the analysis follows later. It is important to note that the strengths and weaknesses are skills or assets which the company has (or doesn't have) compared to its competitors. Opportunities and threats are external factors which are not created by the organisation; they emerge as a result of the future gaps in the market.

- 1 A SWOT analysis can help companies decide what they should do.
- 2 The SWOT analysis is about the situation the organisation is in at the moment.
- 3 A SWOT analysis should be conducted by an individual person.
- 4 Opportunities and threats come from inside the organisation.

Language focus 1: Using SWOT-related vocabulary

1 Complete the table with words from the text.

Adjective	Noun
strategic	1 _____
model	2 _____
methodical	3 _____
analytical	4 _____
strong	5 _____
weak	6 _____

2 Match the adjectives and nouns in the list above with their stress patterns below.

0 Oo ooOoo oOoo oOo

Reading 2: The SWOT process

1 Put the stages of the SWOT process in the correct order. Then read the next part of the text to check.

- 1 Decide which points will help the organisation reach its strategic goals
- 2 Collect the information
- 3 Record the information
- 4 Identify appropriate sources of information
- 5 Decide how the information is to be collected and who is going to collect it
- 6 Make the report available
- 7 Write a report

Doing a SWOT analysis can be very straightforward. Firstly, the organisation needs to identify what data they need and who is responsible for collecting it. The data should then be gathered and recorded in a diagram so that it will be easy to discuss the information. The next step is to determine what the most important points are and what planning choices the organisation has to choose. After that, the team should create a report on their findings and, finally, make sure that the report is available to everyone concerned in the process.

Source: Factsheet from the Chartered Institute of Personnel and Development website

2 Underline the words in the text which tell you the order in which things happen. Then compare with a partner.

3 Work in pairs. Tell each other about the SWOT process using your own words and the order words you underlined. Include some words from Language focus 1.

Language focus 2: Verbs to describe SWOT analysis theory

Look at the highlighted verbs in the following list of advantages and disadvantages of SWOT. Choose the best definition for each verb (a or b).

- 1 Simple four-box framework.
- 2 Some users **oversimplify** the data used for decisions.
- 3 **Facilitates** an understanding of the strengths and weaknesses of the organisation.
- 4 **Encourages** the development of strategic thinking.
- 5 To be effective the organisation needs **to undertake** the process on a regular basis.
- 6 The best reviews require different people being involved, each having a different point of view.
- 7 Enables a management team to focus on strengths and build opportunities.
- 8 Access to good data sources can be time-consuming and difficult.
- 9 The pace of change makes it increasingly difficult to **anticipate** developments that may affect an organisation in the future.
- 10 Can help an organisation to **anticipate** future business threats and take action to avoid or minimise their impact.
- 11 Can help an organisation to **spot** business opportunities and exploit them fully.
- 12 There is a risk of having too much data.
- 13 It **lacks** detailed structure so it is easy to miss key elements.

- 1 oversimplify
 - a to describe or explain something in a way that is so simple it is no longer true
 - b to make something easy to understand
- 2 facilitate
 - a to invent or produce false information
 - b to make something possible or easier
- 3 encourage
 - a to make someone feel better about something
 - b to make something more likely to happen
- 4 undertake
 - a to hide
 - b to do
- 5 anticipate
 - a to expect that something will happen and be able to plan for it
 - b to want something to happen
- 6 spot
 - a to see
 - b to need
- 7 lack
 - a to have too much of something
 - b to not have enough of something

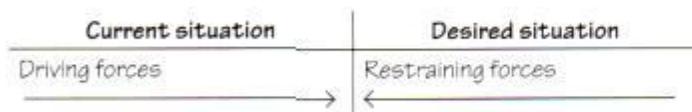
Transferable skill: Make decisions using Force Field Analysis

Force Field Analysis is based on the work of the psychologist Dr Kurt Lewin. It can be used to find factors which support a decision and ones which do not. This tool can help decide whether to go ahead with a decision.

Here are the steps for creating a Force Field Analysis.

Step 1

Draw a template like this:



Step 2

In a team, brainstorm what forces there are *in favour of* changing the current situation (the driving forces). Then brainstorm what forces work *against* changing the situation (the restraining forces).

Step 3

Discuss the diagram and decide if it supports the decision.

Step 4

Discuss what steps could be taken to minimise the restraining forces and to maximise the driving forces.

Here is an example:

An employee has been offered the chance to work in a management position as the head of department. In order to help her make a decision, she has set up this diagram of the forces.



The Force Field Analysis shows that there are reasons for changing the current situation but that this particular solution may not be the right one. She needs to look for other options.

1 In groups, create a Force Field Analysis for the following situation:

The organisation that you work for is considering setting the same summer holiday time for everyone. This would lead to a reduction in overheads.

2 When you have finished your diagram, discuss how effective you find this method. Where else could it be used?

Output: Conducting a SWOT analysis

Stage 1

Work in groups. You are going to conduct a SWOT analysis for a business that you are familiar with. Decide which company you would like to analyse.

Stage 2

Decide how you are going to do this. Do you want to use 'Force Field Analysis'? Do you want to work in pairs to discuss the four areas and then meet in a bigger group? Or is it better to start in a bigger group?

Stage 3

Make a SWOT diagram. Then analyse it.

Stage 4

Work with another group and present your SWOT diagrams and analyses to each other. While you listen, make notes.

Stage 5

As a group discuss what steps the management of these companies could take as a result of the SWOT analysis you have completed.

13.2 Practice: Strategic planning

Learning outcomes

- Learn about strategy and decision-making in a non-profit organisation.
- Report what people have said in speech and writing.
- Develop and present a strategic plan for an organisation.

Profile: The International Center for Conciliation

The International Center for Conciliation (ICfC) is a non-profit organisation (NPO) which works to resolve conflict situations and create lasting peace around the world. ICfC has developed a methodology that addresses the problems of conflict through training, mediation and participating with the community. It has worked to implement change in Asia, Europe and North America.



Listening 1: For-profit and non-profit organisations

2.29

Business view

Anuradha Desai,
Executive Director
of ICfC



1 In the first part of the interview Anuradha Desai compares a non-profit organisation like ICfC to a business or 'for-profit' organisation. What differences and what similarities do you think there are? Listen and complete the table.

For-profit	Non-profit
1 product	training, seeing change happen
2 consumers	
3 investors and shareholders	
4 stocks and shares	
5 money is the bottom line	

2 What do you think about what Anuradha Desai says? Do you agree with her comparison of a business and ICfC?

Introduction

1 What non-profit organisations or charities do you know? What do they do?

2 Two groups of people who are important in the work of charities are *donors* and *beneficiaries*. Match the people with these definitions.

- 1 people who get help from the work of charities
- 2 people who give money to support the work of charities

3 These are some of the things that non-profit organisations working internationally in the charity sector need to take into account in their strategic planning. Decide if each one describes a strength, a weakness, an opportunity or a threat.

- 1 a good database of regular donors who give money
- 2 a weak economy at home
- 3 the ability of donors to make tax deductions
- 4 projects can take a long time to complete

4 Look at the profile for the International Center for Conciliation (ICfC). Can you think of any conflicts between different groups of people around the world where the ICfC might try to end the disagreement?

Listening 2: Planning strategically

2.30

1 When a non-profit organisation, such as ICFC, goes into a country which has recently experienced war, what questions do you think they need to ask themselves in order to plan strategically? With a partner write down at least five questions.

Example: What kind of work do we want to do here?

- 1
- 2
- 3
- 4
- 5

2 Listen to Anuradha Desai to check your answers.

Listening 3: Strategic goals

2.31

Listen to the final part of the interview and answer the questions.

- 1 What example of an 'output' does Anuradha Desai mention?
- 2 What example of an 'outcome' does she mention?
- 3 Why is it difficult to measure outcomes for the kind of work her organisation does?
- 4 What examples does she give of other types of non-profit work where outcomes are easier to measure?

Critical analysis

This organisation is a non-profit organisation and is sponsored by its donors. Do you think that it is important that there are such organisations which are supported by donors and which do not focus on profit? Give reasons for your opinion.

Language focus: Reported speech

1 In the interview, Anuradha Desai says:

In the for-profit sector you have a product ...

If you want to tell someone else what she said, you can use direct speech or indirect speech.

Direct speech:

She said, 'In the for-profit sector you have a product ...'

Indirect speech:

She said (that) in the for-profit sector you had a product ...

What happens to the verb in the reported statement (after *said*) in indirect speech?

2 Complete the table to show changes between direct and indirect speech.

Direct speech	Indirect speech
I said, 'Well, that's not my fault.' present (<i>is</i>)	1 <u>I said that it wasn't my fault.</u> → past (<i>was</i>)
2 _____ present (<i>can</i>)	He said he just couldn't find anybody. → past (<i>could</i>)
Jenny said, 'I think it's a good idea.' present simple (<i>think</i>)	3 _____ → past simple (<i>thought</i>)
I said, 'Sometimes I've had problems in the past.' present perfect (<i>have had</i>)	4 _____ → past perfect (<i>had had</i>)
5 _____ past simple (<i>changed</i>)	Therese told me she'd changed it herself. → past perfect (<i>had changed</i>)
6 _____ <i>will / won't</i>	I think I said we would make the change. → <i>would / wouldn't</i>
They said, 'Well, we'd normally call the customer back.' <i>would / wouldn't</i>	7 _____ → <i>would / wouldn't</i>

3 Are these rules true or false?

- 1 In indirect speech the verb in the reported statement usually 'goes back' one tense.
- 2 In indirect speech, there is a change in the form of most modal verbs after a past reporting verb.
- 3 In indirect speech, it is necessary to use the word *that* in the reported statement.
- 4 You use an object pronoun (*me/him/her/us*, etc.) after *told*, but not after *said*.

4 Can you remember some of the things that Anuradha Desai said about strategic planning in ICFC? Tell a partner what you can remember, without looking back at your notes. Now check the Audio script on page 163 and see if you were right.

5 Work in pairs. Ask each other the following questions and note down your partner's answers.

- What do you think about charities in your country?
- What big decisions will you need to make in the next year?
- What are you going to do after this class?
- What policies would you introduce if you were in government?

6 Work with a new partner and report what your previous partner said.

Example: Pavel said he thought that charities in our country needed more funding.

Output: Creating a strategy for an NPO

Work in small groups.

Your group is considering setting up a non-profit organisation in order to support your local community. Look at the pictures below for some ideas of the kinds of community organisation you could set up.

Stage 1

What questions would you ask in order to find out what goals you want to achieve? What strategic goals would you set?

Stage 2

Think about the outputs and outcomes.

Outputs: What projects exactly do you plan to carry out, and what will you need to do to achieve them?

Outcomes: In what way does your plan contribute to the goals and mission of the NPO?

Prepare a presentation of about four minutes about your strategic plan for your NPO. You should include concrete outputs and outcomes.

Stage 3

Give your presentation. Every member of the team should speak. Invite questions at the end of your presentation.

Stage 4

While you are listening to a presentation, make notes of any questions you can ask. Remember to use indirect speech, where appropriate, e.g. *'You mentioned that you wanted to work with volunteers. I wonder if you have thought about how you would recruit volunteers?'*



13.3 Skills: Dealing with problems

Learning outcomes

- Analyse problems.
- Learn language to discuss problems.
- Solve business problems.



Introduction

1 Look at the list of business problems below. What would you try to do in each situation? Which situations do you think are the most difficult to solve?

- You don't have enough free time as you have too much work.
- Customers complain about the quality of your products.
- A colleague needs your help to understand a new process.
- Your shop is in a bad location.
- One of your colleagues is rude to you.
- A colleague who is also studying for a business course is having problems with their studies.
- You don't think your salary is enough.

2 Listen to the three recordings from this lesson. Note down the problem and the solution in each recording.

	Problem	Solution
Listening 1: 2.32		
Listening 2: 2.33		
Listening 3: 2.34		

Listening 1: Meeting at a gym equipment company

2.32

Listen again to the meeting at a company that sells gym mats to schools and health clubs. At the meeting are Eddie (the first speaker) and Chris who have been researching the problem. They are presenting their findings to their manager, Julie.

1 What complaint about a gym mat do you think a school or health club might have?

2 Now listen and make notes under the following headings:

- 1 Which customers (schools or health clubs) have complained and why
- 2 Eddie's instructions to the distributor

Listening 2: Meeting at a company marketing beauty salons

2.33

Listen again to a meeting at a company that markets beauty salons. Sean, who starts the meeting, is speaking to two of his subordinates, Barbara and Steve.

Listen and decide if the following statements are true or false.

- 1 The beauty salon in York is already open.
- 2 In Liverpool they have to put pressure on people to make sales.
- 3 The marketing suite in Tottenham is not comfortable.
- 4 One suggestion is to give out vouchers a week before the opening.

Listening 3: Discussing a colleague's course

2.34

Listen again to two managers, Lucy and Paul, discussing their subordinate, Claire's course.

Listen and answer the questions.

- 1 Has Paul done any mentoring with Claire yet?
- 2 Why does Lucy think that Claire should be encouraged to come to her and Paul for help?
- 3 What other support does Paul think is a good idea?

Language focus 1: Proposing solutions

The speakers in the meetings you listened to often used *may*, *can* and *could* to propose a solution to the problem:

We could look at it.

I think we could ...

I think we can ...

We could certainly do something ...

We may be able to ...

We could do ...

The speakers also often start phrases with *I think ...*

I think we need ...

I think my biggest concern ...

I was thinking, ...

You will also notice that the participants use *we* a lot. This is because they want to show that everybody is part of the decision-making process.

Work in small groups. What is the problem in each of the pictures? Discuss possible solutions to the problems. Use some of the language from the meetings you have listened to.



b



c

TIME	DESTINATION	GATE#	STATUS
12:00	COPENHAGEN	---	CANCELLED
12:15	PARIS	---	CANCELLED
12:25	LONDON	---	CANCELLED
13:20	FRANKFURT	---	CANCELLED
13:45	ZURICH	---	CANCELLED
14:35	BRUSSELS	---	CANCELLED
15:00	MILAN	---	CANCELLED
16:25	KYIV	---	CANCELLED
16:55	MOSKOW	---	CANCELLED

- I've got to try and figure out what we can do about this problem.
- I can't believe he messed up the contract. He's usually so careful.
- A: Oh well, somebody obviously bought the wrong tool and then used the wrong one.
B: Well, something's gone wrong obviously.
- Well, this afternoon, I'm just going to sit down and go through everything and see what I can do.
- And I knew it wasn't going to work, but we want to come up with a solution.

3 Which word or phrase a–f is closest in meaning to each of the idioms 1–6? There may be more than one possibility.

1 mess up	a difficult
2 a bit tricky	b make a mistake
3 figure out	c find
4 go wrong	d take time (to do something)
5 come up with	e find a solution by thinking about it
6 sit down (and)	f fail

Intercultural analysis

The meetings you listened to are very collaborative. The managers who chair meetings 1 and 2 do not say very much, but expect their subordinates who have researched the problem they are discussing to make suggestions and propose solutions. In the country you live in, are meetings about problem-solving (for example in a company or in a club) usually collaborative or not? Think about the following points:

- Do people feel free to contribute ideas?
- Do people wait for the most senior person to express his/her opinion?
- Do people argue a lot with each other?

Why do you think this is? Is it anything to do with the culture?

Language focus 2: Using idioms to talk about problems and solutions



1 When people talk about problems, they often use idioms. Idioms are expressions of two or more words with a meaning that is often different from the meaning of the individual words.

What is the meaning of these idioms from the meetings you listened to?

- It's because all these mats are being used day in day out by adults ...
- Going upstairs to somewhere where there is a closed-door approach ...
- ... I think will actually switch quite a few people off ...

2 Look at the following examples of people using idioms in different business situations. Do they talk about problems or solutions?

- It's a bit tricky to answer your questions as I haven't seen the sales figures.

Output: Problems and solutions

Stage 1

Work in small groups. Your restaurant is having the following problems.

- A high staff turnover: your chefs and serving staff keep resigning.
- You are not attracting enough customers and are therefore losing money.
- When the weather is bad your restaurant is often empty.
- You need some new kitchen equipment, but don't have enough money.

Brainstorm reasons for these problems.

Stage 2

Hold a meeting. Present each problem and then work together to come to a solution.

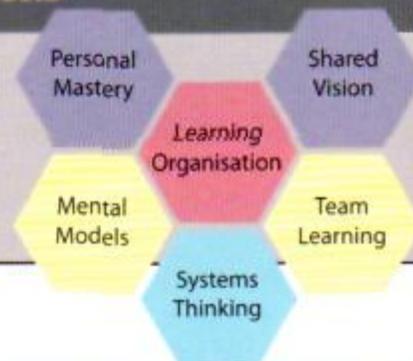
To help you prepare, go through the unit and note down any useful language you can use.

14 The learning organisation

14.1 Theory: The five disciplines of learning organisations

Learning outcomes

- Understand the theory of the five disciplines behind a learning organisation.
- Learn how to use verbs with several different meanings.
- Discuss how a problem can be solved by using learning organisation principles.



Introduction



1 Do you enjoy working in a team or do you prefer to work alone? What are the benefits and problems of working in a team?

2 What role do you think senior managers should play in a team? Should they be equal team members or make all the important decisions?

3 Imagine that you have just started working at a new company. Which of the following would you find the most useful and the least useful?

- Learning about the history of the company
- Learning about the company's competitors
- Learning about your job and how it fits in with the company's strategy
- Learning about your colleagues' jobs
- Learning new business systems and processes
- Learning about the company's products and services and how they are produced

4 How do you think that organisations can learn from their employees? Why is it important for an organisation to learn?

Listening 1: What are the characteristics of a learning organisation?

2.35

Business view

Tom Cummings is the co-founder and Chairman of Executive Learning Partnership, and has been Executive Vice-President and Managing Director of the Leadership Development Programme at ABN AMRO and Head of Learning & Organisation at Unilever.



1 Before you listen, check that you understand some of the vocabulary you will hear. Match the words and phrases 1–6 with the meanings a–f.

- | | |
|----------------|---------------------------------|
| 1 measures | a talk |
| 2 causes | b electronic means for dialogue |
| 3 effects | c state of being clear and open |
| 4 dialogue | d results |
| 5 social media | e reasons |
| 6 transparency | f methods |

2 Work in pairs. Choose the option (a–c) that you think best describes the ideas and attitudes of a learning organisation.

- Senior leadership should ...
 - make all the decisions themselves.
 - include more people in the planning process.
 - welcome feedback only after they have made a decision.
- Visual materials are used ...
 - to help people understand why things are happening.
 - to make the office look attractive.
 - to show the performance figures for the company.

- 3 Dialogue and discussions ...
- are seen as important.
 - have strict time limits.
 - are seen as an obstruction to the learning process.
- 4 The use of social media ...
- is a way in which employees waste their time.
 - is used strictly for advertising products.
 - is encouraged by the company for communication.
- 5 Being open about what is going on ...
- is very important to improve the company.
 - could sometimes be dangerous for the company.
 - is not important.
- 6 A learning organisation should ...
- have a strict hierarchy.
 - run a lot of training sessions.
 - be democratic.

3 Now listen to Tom Cummings and check your answers.
Are you surprised by any of the answers?

Listening 2: What are the five disciplines?

2.36

Listen to Tom Cummings talking about the five disciplines of learning organisations. Match the disciplines to the ideas behind them.

Discipline	Idea behind the discipline
1 Systems thinking	a shows the importance of understanding that different people have different values
2 Personal mastery	b leads to more honesty in business
3 Mental models	c a way of understanding the whole system and how we come to certain conclusions
4 Shared vision	d why a lot of teams don't work and how we can make them work
5 Team learning	e an understanding of what leads us to think or act in a certain way

Transferable skill: Learning style

1 What sort of learner are you? Do the quiz and check your score on page 140 to see what learning style you have.



QUIZ

1 How do you learn best?

- by taking detailed notes
- by talking about it to others
- by touching something (other people or an object) while I'm learning

2 Which of these statements is true for you when you are in a classroom?

- The way the teacher talks, e.g. the intonation and the speed, is important.
- I find it hard to sit still.
- I need to see the teacher's body language and face.

3 How do you remember something?

- by trying to think in pictures
- by trying to remember what my body was doing when I learnt something
- by listening to a voice in my head

4 Which of the following statements best represents you?

- I'm good at sports.
- I like jigsaw puzzles.
- I prefer listening to the radio to reading the newspaper.

2 Work in pairs. Read the description of your learning style according to the quiz. Do you agree with it? Why/Why not?

Visual learner

You like to see things when you learn. You like to take lots of notes and to use diagrams or film clips to help you learn; you need to see the teacher's facial expression and body language. You think in pictures.

Auditory learner

You need to hear what you are learning. You like to talk to others while you are learning, and the speed of speech and the tone of voice are important. You often find it helps to read a text aloud.

Kinaesthetic (tactile) learner

You like to touch things while you are learning or to be active. You are good at physical activities. You often play with the keys in your pocket or with a pen while you are discussing something.

3 In pairs, discuss how knowing what learning style you have could help you learn a foreign language better.

Language focus: Using delexicalised verbs

Delexicalised verbs are often called 'empty' verbs as they seem to have little meaning. However, delexicalised verbs have a *lot of different meanings and they occur very often in English*. Research shows that mistakes with these verbs cause more misunderstandings than mistakes with verb tenses. Common delexicalised verbs include *do, have and get*.

1 Match the meaning of *do* in sentences 1–5 with these verbs.

provide complete perform travel at study

- 1 We want to do all the accounts in September.
- 2 The hotel doesn't do conference facilities.
- 3 He wants to do a course at a university in Hong Kong.
- 4 The new snowmobile does 60 km per hour.
- 5 Many shops are doing badly because of the recession.

2 Match the meaning of the phrases with *have* in sentences 1–5 with these verbs.

is ill talk receive enjoy yourself eat

- 1 We'll break to have lunch at 1 o'clock.
- 2 We need to have a chat about this.
- 3 I had an interesting email this morning.
- 4 Maria won't be in today – she has a cold.
- 5 You can have a good time in Krakow at this time of year.

3 What is the meaning of *get* in these sentences?

- 1 It takes me an hour and a half to get to the office by car.
- 2 If you get an email from them, you should ignore it.
- 3 We should get some new office chairs from that new shop.
- 4 We can get a train to King's Cross for the meeting.
- 5 I've never heard him get angry with anyone.

Delexicalised verbs can be difficult for learners of English. This is because there are *no fixed rules for when to use each of them*. However, you may see a similarity or pattern in how they are used.

You could make a table of these verb phrases (especially the ones which are different in your own language) to help you learn them, for example:

have ...	do ...	get ...
a coffee a cold	the accounts badly	embarrassed an email

4 Complete the sentences with the correct form of the verb, *get, do or have*.

- 1 It was hard work at the department's training session last Friday but we _____ a good time.
- 2 When you register for the course, you _____ a folder with a guide to all the different rooms.
- 3 I _____ embarrassed when I forget people's names.
- 4 The project team _____ a meeting on the first Monday of every month.
- 5 Can you _____ the photocopying for the meeting?
- 6 The financial figures show that we are _____ well despite cuts in the budget.
- 7 I should _____ to your building at about 9 o'clock.
- 8 I usually just _____ a coffee for breakfast.
- 9 What did you think you were _____ when you told Tony he looked stupid!

Output: Supporting learning in the organisation

You work for a company which produces customised software tools for other organisations. In the last few months the following problems have arisen:

- Customers complain that the product they get is not the one they wanted and that it takes several meetings with you, the producers, to modify the product to what they need.
- Staff at top and middle management level are allowed to work where and when they want whereas other staff have little flexibility in their hours of work. This has led to a lot of bad feeling between the management and the other members of staff; the management often work very long days and at the weekends but the rest of the staff think they are lazy and feel it is unfair that they have to work regular hours.

Stage 1

Think about how one or both of these problems could be used as an opportunity for organisational learning.

Stage 2

Look again at the information about the five disciplines and think about what Tom Cummings talked about. Which *discipline(s)* might help to solve the problem and make sure it doesn't happen again?

Stage 3

Work in groups and share your ideas.

Stage 4

Meet up with another group and talk them through your ideas. While you are listening, make a note of any 'empty' verbs that are used.

14.2 Practice: Managing learning

Learning outcomes

- Understand how a company can use its learning potential.
- Use key vocabulary to discuss learning programmes.
- Discuss setting up an e-learning programme.

Profile: Unilever

Unilever produces and markets a wide range of home, personal care and foods products in over 180 countries. Its brands include Lipton, Ragu, Flora, Breyers, Omo, Calvin Klein Cosmetics, Elisabeth Arden and Dove. The company employs 167,000 people. It is well known for investing in research and development and in community projects all over the world.



Introduction

1 Look at these comments from people about what they could offer in a team situation. What special knowledge and skills could you bring to a team in your place of study or work?

'I've got a very good relationship with three of our suppliers.'

'Before I came here, I spent three years working in another country.'

'I've had experience in setting up databases.'

'I've been doing yoga for years.'

2 Which of your knowledge and skills would you like to teach someone?

3 How could these special skills and knowledge add to the success of your team and the organisation?

4 How can organisations find out more about the specialist skills and knowledge of their employees? How can they exploit these?

Reading 1: From knowledge workshops to CoPs

Business view

The writers of this article, Anita Pos, Klazien Linse and Manfred Abern, are all knowledge management consultants working in the Knowledge Management Group at Unilever.

1 Read the article quickly to find out what CoP stands for.

Unilever started by looking at the ideas behind the concept of 'the learning organisation' so that it could develop its own knowledge-management initiatives. The first step was to organise workshops to identify what knowledge employees already had and where their knowledge could be improved. The overall aim was to find out what knowledge, strengths and weaknesses the company had as a whole. The company was able to use the workshops to identify and spread the good practices that already existed within the company to the entire community and at the same time to put in place innovation and R&D programmes. This led to Communities of Practice (CoPs) growing up. These CoPs were groups of experts with knowledge in different fields. The members were from inside and outside the community and came from different backgrounds.

2 Read the article again and decide if these statements are true or false.

- 1 At the beginning, Unilever's main objective was to discover in what areas of knowledge management and learning the company was strong and weak.
- 2 The organisation wanted to find out what its staff knew.
- 3 The company used the workshops to identify good learning and knowledge-management behaviour and to tell other people outside the workshop group about this.
- 4 The CoP members were all experts in R&D.
- 5 The members of the CoPs are all part of the Unilever community.

Critical analysis

Do you think that companies can learn more from their own employees than they can from consulting companies? What are the benefits and disadvantages of using consulting firms?

Reading 2: The Unilever CoP framework

1 In the next extract, the authors describe the four areas which form the basis of the CoPs. They describe these as 'pillars'. Write down the name of each pillar.

Pillar 1 _____

Pillar 2 _____

Pillar 3 _____

Pillar 4 _____

Communities of Practice are core to Unilever's strategy and contribute to the company's business results. These results are known as knowledge deliverables (e.g. training programmes and good practices) and business deliverables (e.g. projects that can improve the business, innovations and safety improvements). The deliverables pillar is the first pillar in the communities' framework.

Within the framework are also the people pillar and the operation pillar. The people pillar deals with the roles and responsibilities of CoP members. The operation pillar is about how the community functions as a whole. Those in the CoP discuss and agree on ground rules so that they feel safe and free to share their ideas. Each group also identifies what ICT support they need in order to make sure they have the right tools for communication and knowledge-sharing.

The fourth pillar is the leverage pillar. It is important that the different CoPs don't become isolated and that information is communicated from and to the different groups in the company and stakeholders as a whole. The leverage pillar is concerned with effective two-way communication between the CoPs and the stakeholders.

2 Put these sentences summarising the extract in the correct order.

- 1 There is one pillar which focuses on how the CoP relates to the whole organisation.
- 2 CoPs are central to the company's planning and play a role in its success.
- 3 A basic set of regulations is constructed so that CoP members feel happy about how they communicate with each other.
- 4 The people pillar is concerned with what the CoP members do and what they are responsible for.
- 5 The deliverables pillar – knowledge and business – is the initial pillar.

3 Look at the underlined words and phrases in exercise 2. Find words in the extract with a similar meaning.

Reading 3: Setting up a CoP

In the next section, the authors describe the procedure for setting up a CoP.

First read the questions which need to be asked in this procedure and put them into a logical order. Check your answers by reading the rest of the article.

- 1 Is the CoP running well?
- 2 Is establishing a CoP a good way of solving our problems?
- 3 When and where can we have the CoP kick-off meeting?
- 4 Is there a lack of knowledge or communication in this area of the organisation?
- 5 How can we adapt the four pillars to suit our CoP?
- 6 What aims should we have to solve the problems of knowledge or communication in this area?
- 7 What should be the objective of this specific CoP? Who shall we ask to be a member?

First, the need for networking and knowledge development in a specific part of the business is identified. The next step is to identify broadly what the objectives are and whether setting up a CoP is the most effective way of realising these objectives.

A brief is then put together with more detailed input from the different stakeholders as to what the objectives of the community will be; then members are invited and chosen to join the group.

A kick-off meeting is arranged. The meeting lasts between two and five days and is based on the guidelines from the brief. The CoP members discuss the deliverables and how they can work together within the CoP.

The different pillars are tailored to the needs of each CoP and sessions are organised to define the role of the CoP as well as team-building sessions.

Once the CoP has been running for a while, the company performs a health check. After the health check the CoP may have a change of focus or have new members introduced to it. If the CoP is no longer adding value to the business, it will be disbanded.

Unilever has found the use of CoPs to be very useful and the CoPs have led to improved efficiency, better risk management and more innovation. The results from the communities have been worth the time and money invested in setting them up.

Source: *Unilever: Leveraging community value*, a feature in *Inside Knowledge*

Intercultural analysis

In some organisations people do not like programmes like the one you have just read about. Why do you think this is the case? What would be the reaction of people in your organisation or an organisation that you know well?

Language focus: Key collocations for knowledge-management programmes

1 Match the words and phrases to form collocations from the whole article. Then match the collocations with the correct meaning below.

- | | |
|-----------|----------------------------|
| 1 develop | a worth the time and money |
| 2 spread | b initiatives |
| 3 put | c good practices |
| 4 realise | d objectives |
| 5 perform | e a health check |
| 6 be | f in place |

Meanings

- | | |
|-------------------------|------------------------------------|
| a establish innovations | d have a successful outcome |
| b set up | e imitate good processes |
| c meet aims | f ensure something is running well |

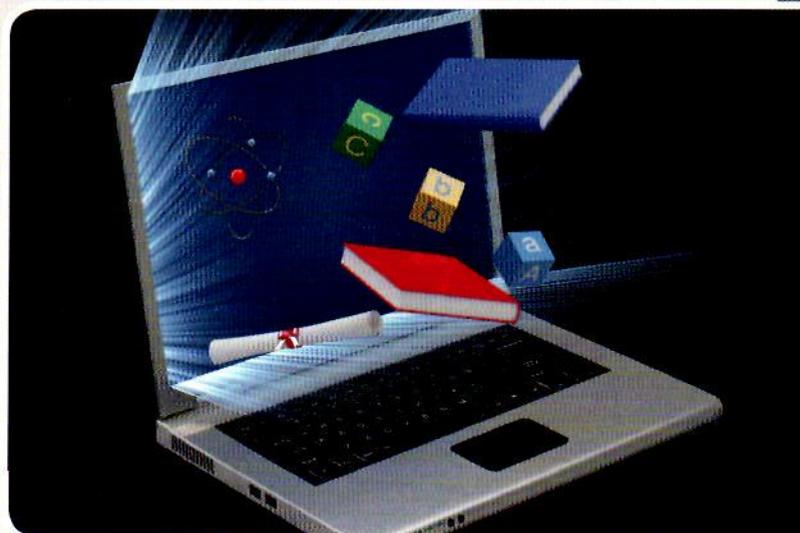
2 Complete the overview of Unilever's knowledge-management programme with the collocations from exercise 1. You may need to change the form of the verb.

It is important for an organisation to 1 _____ with regard to knowledge management. It needs to find out what learning behaviour the company has and to 2 _____ that already exist to everyone within the company. It is also vital to 3 _____ R&D and innovation programmes so that new ideas from all parts of the company can be encouraged and developed.

Once a team has been set up to deal with a specific set of knowledge-management objectives, the organisation should 4 _____ on it to make sure that it is functioning well and that it 5 _____ its _____. If it isn't, the team may need to refocus or its work may be brought to a close.

Unilever is convinced that its efforts to improve its knowledge management 6 _____ that it invested.

Output: Organising an e-learning platform



Stage 1

You work for a large company which makes and sells health and beauty products such as soap, shampoo, toothpaste, perfume and make-up. You have decided to set up an e-platform to develop initiatives and spread good practices across your company. You have decided on the following features:

- a forum for exchanging ideas
- training programmes
- results that you can measure
- a large amount of data people can use to help improve business

Remember that all of the changes should lead to improvements across the organisation.

Stage 2

Work in small groups. Look at the information in Stage 1 and answer these questions.

- 1 Who will the e-learning platform be available to? (*All employees? Suppliers? Distribution partners? Anyone else?*)
- 2 Who should be responsible for the platform?
- 3 What types of learning programme could be offered on the platform? (*Short-term or long-term? Solving a specific problem? organising an event? Working process?*)
- 4 How do people take part? (*In forums? As participants in blogs? As a social networking site?*)
- 5 What characteristics should the platform have? Think about the people using it, the security aspect, its user-friendliness.
- 6 What incentives could be offered so that people take part in the courses? Think about awards/qualifications, etc.
- 7 Think about learning programmes that you are familiar with. What other components could you add?

Stage 3

Come to a decision in your group and present your findings to the rest of the class.

14.3 Skills: Taking an active part in negotiations

Learning outcomes

- Discuss proposals in meetings and negotiations.
- Use appropriate language for expressing an opinion, agreeing and disagreeing.
- Negotiate a deal and come to an agreement.



Introduction

1 What would you do in the following situations? What would you say? How would you try and come to an agreement with the other person?

- Your partner wants to go on an expensive holiday, but you would prefer to save some money and go on a cheaper holiday.
- You think your teenage daughter should come home at 10 o'clock. She wants to come home at midnight.
- Your boss wants you to work at the weekend, but you have some important family business.
- Your colleague isn't doing his/her fair share of the work, which means you always have to stay late at the office.

2 How does your relationship with the person and the situation affect the language that you use? How does it affect how open you are to negotiation?

“The aim of argument, or of discussion, should not be victory but progress.”

Joseph Joubert – French philosopher.



Look at the quote above and discuss the following questions.

- Do you agree that arguments should always help both sides progress? Why/Why not?
- What about in business negotiations? Should cooperation always be the key or are there times when you need to 'beat' your opponents?

Listening 1: The agenda for the meeting

2.37

You are going to hear the beginning of a meeting between a vehicle manufacturer of cars and trucks and one of their suppliers. The supplier is manufacturing a crane for the vehicle manufacturer to put on top of their fire engines. The people at the meeting are:

Tom: Managing Director, supplier

Roberta: Sales Manager, supplier

Jack: Engineering Manager, vehicle manufacturer

David: Purchasing Manager, vehicle manufacturer.

1 Listen and complete the agenda below.

Agenda

- 1 To get a good picture of the f_____ p_____
- 2 Confirm the c_____ (e.g. l_____)
- 3 Check s_____

2 Do the suppliers agree or disagree with the proposed agenda?

3 Look at the Audio Script for Listening 1 on page 165 and underline the phrases that show that the participants agree to the agenda.

Language focus 1: Giving an opinion, agreeing and disagreeing

1 Write the ways of giving an opinion, agreeing and disagreeing under the correct heading.

That's right. I would say that ... As far as I'm concerned, ...
That's true. Yes, but we don't need to ... That's a good point.
Yes, absolutely. You can't ... though, you know. Yes, exactly.

Giving an opinion	Agreeing	Disagreeing
	That's <u>right</u> .	

2 Can you think of other expressions you could use?

Listening 2: Raising a problem

2.38

In this part of the meeting you will hear David and Tom speaking. Listen and answer the questions.

- 1 What is the cost of each crane?
- 2 What is the minimum number of cranes the customer can order (the 'minimum batch order')?
- 3 What problem does David raise?
- 4 What kind of changes does Tom think they can make?

Listening 3: Discussing a proposal

2.39

Listen to the third part of the meeting. In this part you will hear David, Jack and Tom. Listen and answer the questions.

- 1 What does David think that they need to do by February?
- 2 What net profit does David think Tom is happy with?
- 3 Why does Jack think Tom will find their proposal useful?
- 4 Why is Tom worried about making too much effort?
- 5 How does Jack react to Tom's worries?

Language focus 2: Strategies for disagreeing

1 Look at the examples of people agreeing and disagreeing in the meeting. Which one (agreeing or disagreeing) is ...?

- 1 short and direct
- 2 long and indirect

Agreeing

David: My view of this meeting is that from a project point of view we've got a pretty good picture now of what the final product is. Is that fair to say?

Roberta: We're getting there, yeah.

Disagreeing

Jack: To give you a feeling about these things, most people are worried about it to start with, but the general consensus of the people I know in the trade who've used it is that they find it's to their benefit. At the end of the day it guarantees you profitability.

Tom: We've no problems with it. But we don't want to make too much of an effort until we know what we're making. 'Cause if we're spending hours costing up a part that is going to be put in the bin, it will be a waste of time.

2 Why do you think people in business often take longer and use more indirect language to disagree than to agree?

3 In business conversations people don't often directly say I disagree. Match the ways of disagreeing with the examples.

Ways of disagreeing	Example from the meeting
1 use vague, indirect language or fillers	a I totally agree, but you know the way we work is we track our costs ...
2 agree first and then disagree	b We don't want to make too much of an effort until we know what we're making. 'Cause if we're spending hours costing up a part ...
3 give a reason for disagreeing	c Yeah, well, I was thinking, though, that it was only meant for external ones.

4 Work with a partner. Take turns to agree or disagree with the following opinions.

- 1 I think the best way to learn English is to learn vocabulary and phrases by heart.
- 2 I don't think employees should be able to make personal phone calls at work.
- 3 I would say that the best way to improve team work is to have regular meetings.
- 4 In my opinion, people are most productive when they are allowed to work independently.
- 5 I think you have to be aggressive in a negotiation if you want to get a good deal.

Intercultural analysis

Do you think it is better to be indirect in business or not? What problems can occur if people are too direct or indirect? In the culture where you work or study are people direct or indirect?

Output: Negotiating a deal**Stage 1**

Work in groups: A and B.

Group A: Your office is updating its phones and you want to get a good deal for your company. Look at page 140.

Group B: You supply office phones. Look at page 144.

Stage 2

In your group, prepare for the negotiation. What concessions will you be prepared to make? Note down any useful language for expressing your opinion, agreeing and disagreeing.

Stage 3

Work with a student from the other group and role play the negotiation. Try to come to an agreement.

▶ Watch Sequence 7 on the DVD to find out more about Strategies and decision-making.

Writing 7: Business proposals

Learning outcomes

- Respond to requests in writing.
- Make an attractive offer.
- Write a business proposal.



Introduction

A business proposal is a written offer from somebody who has a product or service to sell. Sometimes a 'buyer' sends a request for a proposal to 'sellers', so that they can decide which product or service is best for them.

What does somebody who is writing a proposal need to think about before they write it? Add to the list below.

What will you charge?

How much will it cost you?

Language focus 1: Responding to a request for a proposal

1 Look at the following request for a proposal. What does the writer want?

Dear Alan,

My husband attended one of your courses at Management College last week and has told me how interesting and informative it was.

We at Nova Tech have been looking for a public-speaking course for about five to eight of our staff to attend. Can you let me know if you are running any courses in the Midlands, or if you would be willing to come to our offices to run a course?

I would also appreciate if you could send me a brief proposal for a one- or two-day training course including any costings.

I look forward to hearing from you shortly.

Kind regards
Jocinda Achebe
Marketing Manager

2 What information needs to be included in the reply to the above request? Add to the list.

- 1 If you are able to offer the course.
- 2
- 3
- 4

3 Look at the headings for the proposal that Alan sent to Nova Tech. Put them in the order (a–d) you think he put them in. Why do you think this is the best order?

- 1 Venue
- 2 How the training is structured
- 3 Terms & conditions
- 4 Key benefits Nova Tech participants will receive from the course

4 Alan sent his proposal as an email attachment together with a covering email.

Look at the extracts from his email. Which do you think are from the proposal? Which are from the covering email? Write P (proposal) or E (email) next to each extract. Why do you think the proposal is written in a different way?

- 1 Invoices: to be settled within 30 days
- 2 We can discuss alternatives at any time, though.
- 3 an immediate positive impact on confidence levels when talking to groups of any size
- 4 Package 1:
– materials preparation
– 1.5-day workshop
- 5 Thank you for your enquiry about a public-speaking course.
- 6 There are two different packages suggested:
1.5 days or 2 days
- 7 Cancellations:
– Within one month: 50% of agreed fee plus VAT
– Within two weeks: 100% of agreed fee plus VAT
- 8 I would be very pleased to offer you a course ...

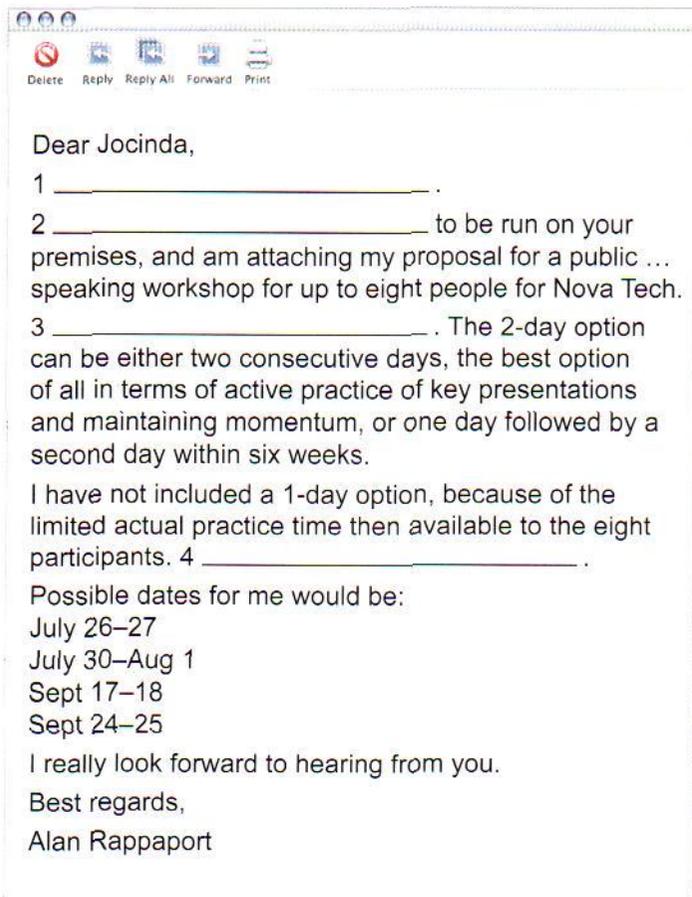
5 Look at the extracts from the proposal in exercise 4. Which part of the proposal is each extract from?

Key benefits:

How the training is structured:

Terms & conditions:

6 Complete Alan's covering email with the email extracts from exercise 4.



Dear Jocinda,

1 _____.

2 _____ to be run on your premises, and am attaching my proposal for a public ... speaking workshop for up to eight people for Nova Tech.

3 _____. The 2-day option can be either two consecutive days, the best option of all in terms of active practice of key presentations and maintaining momentum, or one day followed by a second day within six weeks.

I have not included a 1-day option, because of the limited actual practice time then available to the eight participants. 4 _____.

Possible dates for me would be:

July 26–27
July 30–Aug 1
Sept 17–18
Sept 24–25

I really look forward to hearing from you.
Best regards,
Alan Rappaport

Language focus 2: Making an attractive offer

In order to make your proposal more attractive than your competitors, you should demonstrate that:

- 1 you are the right business to do the job, because of your experience and good track record.
- 2 your service/work will benefit the customer.
- 3 you are flexible and can adapt your proposal to the customers' needs.



Here are some things you can say to convince the customer they should choose you:

- a We offer a complete service in ...
- b I would be happy to discuss other alternatives ...
- c ... we have many satisfied customers all over the world
- d The training will prepare participants to ...
- e Over 2,000 active clients currently use ...
- f ... will bring immediate change to their performance ...
- g We can offer a range of options
- h We have been in business for ten years

1 Match each of the expressions (a–h) with one of the ways (1–3) they make your proposal more attractive.

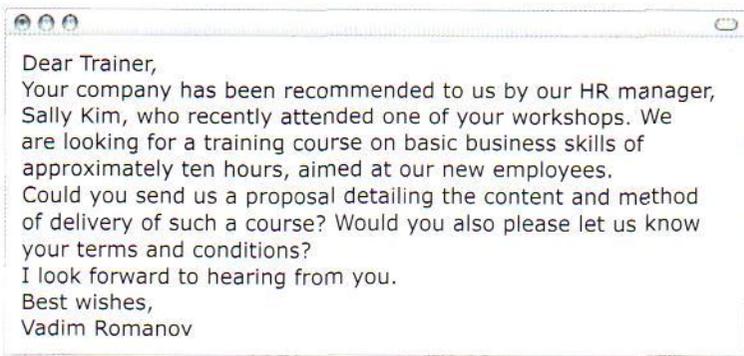
2 Complete the sentences with an appropriate expression (a–h).

- 1 _____, serving seven different market segments.
- 2 _____ our direct-response programmes each year to generate new business.
- 3 As you can see from the testimonials on our website, _____.
- 4 _____ design using qualified and innovative designers.
- 5 Many techniques participants learn _____ and some will be part of a process of continued practice and development.
- 6 _____ give effective presentations at the AGM meeting and the regional conference.
- 7 _____, as detailed in the proposal, depending on your specific needs and budget.
- 8 _____ with you at any time.

Output: Writing a proposal for a training course

Stage 1

Read the email, which you have received from a company.



Dear Trainer,

Your company has been recommended to us by our HR manager, Sally Kim, who recently attended one of your workshops. We are looking for a training course on basic business skills of approximately ten hours, aimed at our new employees. Could you send us a proposal detailing the content and method of delivery of such a course? Would you also please let us know your terms and conditions?

I look forward to hearing from you.
Best wishes,
Vadim Romanov

Stage 2

Use the information in the unit to help structure your proposal and letter, and for useful language to make your proposal attractive.

Work in groups and write a proposal and a covering letter / email for the training course.

When you have finished, give your proposal and letter/email to two other groups. Look at the proposals you have received. Which one will you choose? Why?

Additional materials

1.2 Practice: Relocation and repatriation

Introduction

1

Quiz

Add up the points you got:

1 a-3 b-1 c-2 2 a-2 b-3 c-1 3 a-3 b-1 c-2
4 a-1 b-2 c-3 5 a-3 b-2 c-1

Results

5–8: Your reaction to these situations would create a lot of problems for you in a different culture.

9–12: You are aware of the differences in other cultures and you try to follow the 'rules'.

13–15: You are extremely sensitive to the differences between your culture and other cultures and you look for useful ways of dealing with these.

2.2 Practice: Creating a product through an online community

Output: Incorporating new technology

Group A

The Conference Bike

- pedalled by seven riders, one steers the bike
- more than 250 conference bikes now being used in more than 14 countries
- used for touring, corporate team-building, fund-raising events ...
- brings people together!



2.3 Skills: Telephone communication

Output: Telephoning for information and making changes to a plan

Student A: Marketing Manager

Before you call the Events Manager you look at these changes which you would like to make to the conference schedule:

- There are a lot of people coming to the conference so you need to start registration earlier – at 8.30 a.m.

- More people have signed up for the conference, so you will need a bigger lecture room – one that seats 200 people.
- You will also need larger seminar rooms: 6 rooms seating 30 people each.
- Your keynote speaker has contacted you to change the title of his talk to 'Technology and Communication in the 21st Century'.

3.3 Skills: Conducting a performance review

Output: Participating in a performance review

Jenny, Business Development Manager

You are annoyed that Bob is not keeping the database up-to-date. It causes problems for your team, and it makes you and your team look bad.

Although you feel angry, in your performance review meeting with him try to focus on how you can resolve this problem. You want to do the following in your meeting:

- Ask Bob to talk about his achievements, and whether he thinks he has met his objectives.
- Point out the problems with the database and find out why this has happened.
- Work out a plan with Bob for how to keep the database up-to-date in future.
- Set objectives for the next performance review.

Try to follow the advice for managers in a performance review!

5.2 Practice: Reorganising a company to increase performance

Output: Team-building

Group A

You are responsible for team-building within the company. What activities could you set up to encourage good team-building and to help people and teams to work better together? Think about social activities as well as work-based and Internet / Intranet-based ones.

Together, brainstorm a list of ideas and prepare to present your ideas to a group of employees at the company. Remember to explain how these ideas will / may / might make working together easier. You are very keen that there are as many team-building activities as possible. You want people to have good relationships within their teams.

When you are ready, give your presentation to the other group.

6.2 Practice: Company development

Output: Describing the history of an organisation

Group A

Name of the company:

TMA Solutions (English) Turóng Minh (Vietnamese)

Area of business:

offshore software development services

Founder:

Mrs Ngoc Anh Bui (now the CEO and president)

Background:

Vietnam one of the most stable and secure countries / young and well-educated population / Vietnam emerging as a high-technology centre / strong government support for the software industry

Start:

1997 (starts with 6 engineers) / 1999 has 100+ employees / 2002/2003 launches CCMi Initiative (CCMi is an international process improvement approach) / 2004 has 300+ employees / 2005/2006 gets ISO9000 certification (ISO9000 certification for quality management) / 600+ employees/launches training centre open to external IT community/opens professional services centre

Now:

second-largest software outsourcing company in Vietnam / Software Services (development, testing, maintenance, re-engineering, customisation, localisation) / Professional Services (technical support, staff augmentation, telecom/network deployment, network security) / Education & Training

Writing 3: Everyday business emails

Output: Writing external emails in an appropriate style

Student A: Freelance business trainer

You are a freelance business trainer. You are going to write an email to Student B in the Human Resources Department of Alpha Inc.

- You did some training at Alpha Inc. for managers three months ago. You usually do a series of training sessions for them all year round, but you have not heard from the HR department recently.
- You usually have good feedback and want to know what their plans are.
- You know the person in the HR department quite well. Both of you like films and you regularly talk about this topic.

Writing 1: Making first contact

Output: Making first contact via email

Information about Creativ Company

Creativ is a Danish company which creates and designs products for arts and crafts, such as hobby jewellery makers, painters and textile artists. Its product ranges include: paper and card, jewellery, ceramics, textiles and wooden articles

7.2 Practice: The role of the customer in SCM

Reading 3: IKEA and the secondary and tertiary sectors

Student A

Secondary sector

The secondary sector of the economy includes the manufacturing process. Swedwood produces furniture for IKEA and it has to follow IKEA's way of conduct, IWAY. The IWAY code helps producers by making sure that they follow rules which lead to sustainability. These are IKEA's internal policies covering everything from environmental issues, worker safety, following local laws and regulations to social welfare. Manufacturers who have contracts to do business with IKEA must follow these rules. The code also says that they must follow health and safety requirements, and that they do not employ child labour. The code states that materials from non-sustainable sources should not be used.

7.3 Skills: Negotiating skills

Output: Logistics meeting

Group A

Ginna Pharma Corporation

You are meeting supply managers from AAA Corporation, who are an important supplier for you.

Here are the points you want to discuss:

- 1 AAA need to confirm how long it will take them to distribute an order to a destination. You want to do it in four days but up to six is OK. This is the main discussion point for today (point 1a on the agenda).
- 2 During the last meeting, you explained why export packs need to be prepared four weeks in advance. This is because sometimes very large orders happen suddenly, and if AAA don't have enough stock, then you could lose a customer. Make sure AAA agree to four weeks, and that they agree to confirm it in writing (point 1b on the agenda).
- 3 Chile and Turkey: Recently, there have been issues with distributing packs to these two locations. You think AAA need to develop a system for prioritising urgent orders (point 1c on the agenda).

8.2 Practice: Kaizen in practice

Output: Solving problems in a kaizen system

Employees of the company

You represent the employees at a company that makes electronic goods. Last year kaizen was introduced in your company. You think that it has been a waste of time. Think about how you will tell the Human Resources department about the problems you have had.

- You made a lot of suggestions at the start of the programme, but you think that management haven't listened to you (try to think of some examples).

- You don't like the staff social activities. A lot of the employees have young families and have told you that they haven't got time to take part in these on top of all of their work.
- You think that some of the changes have meant that you have needed to do your work more quickly and this has led to accidents.
- You think that management has been getting too involved in your daily work when they don't need to. Everything was fine before, so why do they ask so many questions now?
- Your workload has increased and managers have been complaining that you are producing less. You don't have enough time to do your job because you have had a training session every week.

During the meeting, try to make the Human Resources team go back to the old system. It wasn't broken before, so why did they choose to fix it?

Writing 4: Writing group emails

Language focus 1: The dos and don'ts of writing group emails

From: "McCullen, James" j.mccullen@alpinevistas.de
To: Marketing Team
Subject: Brainstorming for new Alpine Vistas products

Hi all

Attached is a list of ideas generated at yesterday's meeting for **new Alpine Vistas products**. (Thanks to Erika for collating.)

Specifically, we are looking for ideas that would **generate (significant) money**.

The list contains very short summaries of each of the ideas that came up yesterday. I've asked the people who proposed them to provide a more detailed (max one page of A4) concept for their ideas: This should include:

- What is the product? (content)
- What form does it have (print, audio, online, etc.)?
- Who is it aimed at?
- How often will it appear? (if relevant)
- What is the payment/business model?

Please look at the ideas and feel free to add to them, adapt them, expand them or come up with completely different ones. Please send your ideas to me as soon as possible.

Many thanks
James

9.3 Skills: Organising and creating interesting presentations

Language focus 1: Clarity and signposting, exercise 7

Good afternoon, ladies and gentlemen. Today I'd like to tell you about our marketing plans for the new electric car. Before we start, could I remind you to turn off your mobile phones? The presentation will last for about one hour and there will be time for questions at the end. Firstly, I'll be talking about how we came to price the car and then I'll move on to talk about how we are going to promote it and how this will differ from how we promote traditional cars. In the following part I'll move on to speak a little about our production

facilities and then where and how we are going to sell this wonderful car. Then finally, to sum up I'm going to tell you how we plan to reach our predicted sales figures.

10.2 Practice: A value-centred approach to CRM

Output: Dealing with questions and complaints from customers

Student A

You work in the call centre of a company that runs a value-centred business manufacturing and selling clothing made from sustainably produced fabrics. The cotton used in the production of the clothing is grown organically, and the wool comes from sheep raised on sustainably managed farms. The producers and workers are paid a fair price, and the clothing is manufactured with minimal impact on the environment.

Your CRM policy includes the following:

- free returns, no questions asked, up to two weeks after purchase
- replacement for damaged items any time after purchase

You will receive a call from a customer with a question or a complaint. Before you begin, think about how you can explain the values of the business to the customer. Use your imagination to deal with the question or complaint.

Now change roles. You are the customer: Role play the following two situations

- You have been looking at the website of a company that sells clothing online. You like their products, but you think they are too expensive. You really don't understand why these clothes are so expensive, when competitors sell similar items of clothing for much lower prices. Phone the company. Complain about the high prices, and see if you can get a discount.
- You ordered a T-shirt from a company that uses natural and organic fabrics. The T-shirt was quite expensive, so you expected it to be of a very good quality. However, you were disappointed. You have had it for about a month and have worn it a few times, and already it looks old: the colour has faded and the fabric has deteriorated. Phone the company and complain.

10.3 Skills: Building a business relationship

Output: Relationship-building using the right language

Student A

Scenario 1

You are the manager of a company that organises outdoor activities for corporate clients. You are going to have a meeting with a new activity organiser about the last event they organised. Find out how it went. You know from the team leader that he/she has been performing very well, and that the feedback from participants has been very positive. As this person is new, make sure you give him/her a lot of praise for the good work.

Before you begin, prepare some positive language to use, and think about how you can use intonation for emphasis. Also think about what encouraging things you can say if something didn't go so well, e.g. *Don't worry about it, or Well, that happens to us all sometimes.*

Scenario 2

You are going to have a meeting with the representative of a software company who is proposing to develop some software for you. You are quite interested, but you want to see a written proposal before you make a decision. Conduct the end of the meeting.

Ending the meeting:

Let the representative end the meeting, but make sure that you will get a proposal as a follow-up. When the meeting has finished, make positive comments and thank the representative for their visit.

7.2 Practice: The role of the customer in SCM

Output: Making changes to the supply chain

Student B

Primary

- You have always bought your raw materials from a non-sustainable supplier. You want to change to a sustainable supplier. Unless you make this change, your customers will change to another supplier who gets the raw materials from a more environmentally friendly source.
- You don't have any means for recycling at your plant. You think that the machinery is expensive and takes up too much space. If you introduced recycling, it would be bad for profits in the short term.

Secondary

- You have some warehouses in another country. They do not have the same level of safety as those in your country. You think that safety standards should be the same in all countries. You should make these safety changes in case somebody has an accident.

Tertiary

- At the moment you deliver all the goods to the customer's door and put the furniture together for them. You want to change this policy so that customers can collect the goods and put them together themselves. If you do this, you will be able to lower costs and make products cheaper for the customer.
- You think that you should subsidise public transport for your employees. If you do this, it will help them protect the environment and be good for the image of your company.

11.1 Theory: Reading financial statements

Output: Discussing the balance sheet

Possible layout of the balance sheet for Agnes Adamuska's business:

	€000
Fixed assets	
Property	50
Equipment (75% of €8000)	6
	56
Current assets	
Stock of materials	4
Debtors	5
Cash	2
	11
Current liabilities	
Creditors	5
Overdraft	12
	(17)
Net current assets	(6)
Total assets less current liabilities	50
Long-term liabilities	14
	36
Financed by:	
	Share capital 30
	Reserves 6
	36

12.2 Practice: Looking for investment

Output: Developing a business plan

Group A

You want to take over a business from the owner who will be retiring at the end of the year. You need €160,000 to do this. You are going to present your ideas to a group of bankers who you hope will lend you the money. Look at the information below and add your own ideas to it.

University Cycle Works

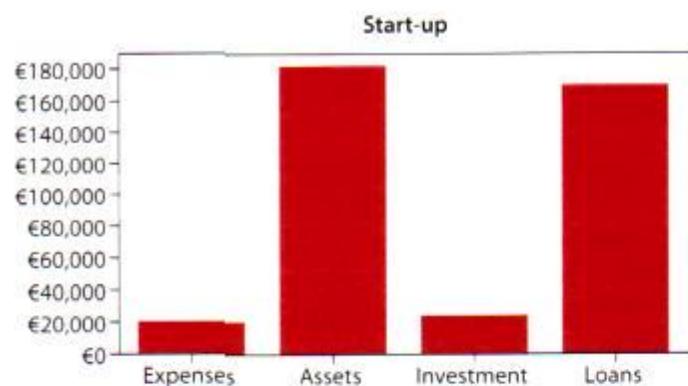
University Cycle Works is an established bicycle store, offering retail sales of new bicycles, parts and accessories, clothing, and a maintenance and repair service. It is located in a heavily trafficked, university-focused area.

The primary market for University Cycle Works is the university student population, which normally has a turnover/growth of approximately 25% each year. The secondary market is the university faculty and staff, and the tertiary market is the greater Metroburg community.

The management team: Who are they? What is their experience in business?

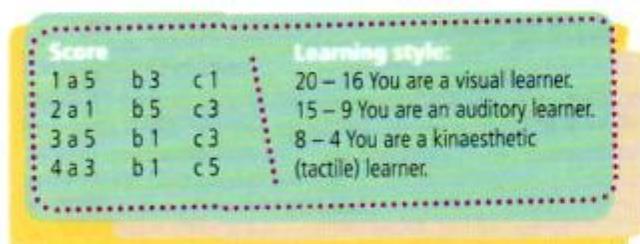
Products and services: What details can you provide? Think about selling bicycles (new / second-hand), bicycle parts, cycling accessories and clothing. What services could you offer?

Finance:



14.1 Theory: The five disciplines of learning organisations

Transferable skill: Learning style



14.3 Skills: Taking an active part in negotiations

Output: Negotiating a deal

Group A

- You want to order 50 phones. You want free installation as this is a big order.
- You want to pay for the order at the end of next month.
- You want a ten percent discount, as you have ordered from this company before.
- You want the phones to be delivered by next Friday and installed over the weekend.

7.3 Skills: Negotiating skills

Output: Logistics meeting

Group B

AAA Corporation

You are meeting the project and finance managers from Ginna Pharma Corporation, who are an important customer for you.

Here are the points you want to discuss:

- 1 You need between seven and 10 days to distribute an order. Fewer than seven days pushes the costs up because of higher transport fees with some destinations (e.g. Chile and Turkey). (point 1a on the agenda)
- 2 Ginna want you to have export packs ready four weeks in advance. Although you agreed to this during the last meeting, your boss at AAA has said that four weeks is too long. You want to propose three weeks. Four weeks will create higher storage costs, and you do not understand why Ginna are so concerned about this point. BUT, they are your most important client, so you don't want to upset them! Can you get a financial concession? (point 1b on the agenda)
- 3 You think Ginna may ask you to make some changes in your current system for processing orders. The problem is that any changes will create extra work, which will result in delays, at least in the short term.
- 4 You want to highlight that the number of perfect orders is increasing each month, and that for the first month you had no customer complaints from anywhere round the world, and there were no recalls (point 2 on the agenda).

8.2 Practice: Kaizen in practice

Output: Solving problems in a kaizen system

Human Resources department

You work in Human Resources. Last year you introduced kaizen in your company and, after some success at the start of the programme, you have found that things haven't improved much. You would like to continue using kaizen and will have a meeting with employees to find out how you can make kaizen work. Look at the statements below and think about what questions to ask the employees and how kaizen can help you. Make notes.

- Employees haven't been coming up with any suggestions. You need to help them to do this.
- Staff social activities haven't been attended by many staff. You need to think about how to make them more fun.
- There has been an increase in accidents in the workplace.
- Staff haven't been telling managers about problems.
- Staff have complained that there is too much training. You think that you need to improve the training, but not the amount of time spent on it.
- Productivity has fallen.

At the end of the meeting, you should decide if you will continue with kaizen or go back to the old system. Remember you would like to continue with kaizen.

Writing 4: Writing group emails

Output: Writing an email to the department

Group A

You work in the Logistics Department of a multinational company. Your department has 26 staff. The head of the department has asked you to organise the summer barbecue for the staff and their partners to be held on Friday 23 June. You have made all the arrangements and now need to write an email to send out to everyone in the department. The email should include the following information:

The barbecue will begin at 4 pm and you want staff to bring their partners and families with them. You have arranged for food to go on the barbecue, but it would be a good idea if everyone brought their favourite salad or dessert. There will be some games and some entertainment for the children. Meet in the space behind the company gym.

Write your email clearly so that you can give it to a person from the other group.

9.3 Skills: Organising and creating interesting presentations

Output: Introduction to a marketing strategy presentation

Student A

Presentation on moving more of your company's advertising to the Internet.

- current situation – only 3% of your budget
- competitor's advertising – 10%
- results of surveys – customers want more
- conclusion – how we are going to increase the budget for internet advertising

Extra notes

- Internet advertising (12%) is now bigger than print (10.6%).
- Internet users on average spend 21 hours per month online.
- Social media advertising is cheaper than TV.
- You think your company is wasting valuable opportunities.

10.2 Practice: A value-centred approach to CRM

Output: Dealing with questions and complaints from customers

Student B

You are a customer. Role play the following two situations.

- You are interested in buying a woollen jumper from a company that claims to use sustainably produced fabrics. You would like to know exactly what they mean by this. Phone the company. You want to make sure that the wool comes from sheep that are treated humanely, and that the wool is not treated chemically.

- You have seen a pair of jeans in the online catalogue of a company that claims to use sustainably produced fabrics. You would like to know exactly what they mean by this. You know that many clothes are produced cheaply in countries where the workers are paid poor wages. Phone the company. You want to know whether the jeans are also fairly traded and what the carbon footprint involved in production and transportation is.

Now change roles.

You work in the call centre of a company that runs a value-centred business manufacturing and selling clothing made from sustainably produced fabrics. The cotton used in the production of the clothing is grown organically, and the wool comes from sheep raised on sustainably managed farms. The producers and workers are paid a fair price, and the clothing is manufactured with minimal impact on the environment.

Your CRM policy includes the following:

- free returns, no questions asked, up to two weeks after purchase
- replacement for damaged items any time after purchase

You will receive calls from two customers with a question or a complaint.

Before you begin, think about how you can explain the values of the business to the customer.

You can also use your imagination to deal with the question or complaint.

3.3 Skills: Conducting a performance review

Output: Participating in a performance review

Bob, Database Manager

You are feeling very overworked, and you don't think your achievements are recognised by your boss, Jenny. In your performance review meeting you would like to do the following:

- Talk about your achievements: you have brought five new clients to the company since your last review, and have been very busy working on those contracts.
- You are also responsible for keeping the database up-to-date, but you have been so busy with other things that you haven't had time to do this.
- You are unhappy that people ask you to do things that are not really your job. For example, recently Kerstin, the accountant, asked you to print out a lot of files because your printer is better than hers.

Try to follow the advice for employees in a performance review!

5.2 Practice: Reorganising a company to increase performance

Output: Team-building

Group B

You are employees at the company. You are worried about the changes and their effect on people. Here are a few of the problems:

- You don't understand the new structure and who is responsible for what. This might lead to misunderstandings.
- You have heard that there will be team-building activities but you are worried that these may mean unpaid time spent with work colleagues.
- More training is needed for employees to cover their new tasks.

Brainstorm what additional problems employees will / may / might have with changes to the organisational structure. You think that any extra activities should include training. You don't think team-building activities are a good idea.

Listen to the other group's presentation and ask them questions.

6.2 Practice: Company development

Output: Describing the history of an organisation

Group B

Name of the company:

Freelance Staffing Inc.

Area of business:

manpower leasing

Founder:

Sharron Clasen

Start:

1980 (Sharron Clasen opens company when her son Christopher starts school; first ad cost \$200 – gets 30–40 applicants) 1980s local baseball team Minnesota Twins cannot sell season tickets and threatens to leave Minnesota; Freelance Staffing Inc. finds staff and they sell 1,500 tickets in 6 weeks – the baseball team stays in Minnesota
1989 Fred Clasen – her husband – joins the company
1990s son Christopher works for Freelance Staffing Inc, e.g. in the team canteen of Minnesota Twins, in packaging department for fishing equipment company and for a medical equipment company
1998 son Christopher joins the company full-time
2002 Christopher buys the business

locally-owned, family-run / have office space of 3,000 square feet / second office in Osseo / established reputation so that source of new employees is from referrals / online recruitment also popular

Writing 3: Everyday business emails

Output: Writing external emails in an appropriate style

Student B: Human Resources officer

You work for Alpha Inc. in the Human Resources Department. You are going to write an email to Student C who works for AB Coaching, a company that specialises in business training.

- You are looking for a new company to provide business training throughout the year.
- Until recently you have used a freelancer who trained groups of managers. The feedback was good, but you have decided to use a company which provides individual training.
- In the email you need to explain what you need and also find out about prices and details of the courses.

7.2 Practice: The role of the customer in SCM

Reading 3: IKEA and the secondary and tertiary sectors

Student B

Tertiary sector

The tertiary sector is the services sector and includes businesses such as banking, shops and transport services. They do not extract raw materials or manufacture products themselves.

IKEA has more than 260 shops in 36 countries. Shops are large and customers collect and put together their own purchases.

Further services are provided through the IKEA catalogue and home delivery. IKEA has also set up initiatives to support sustainability within the company by:

- aiming to recycle up to 90% of its waste,
- removing carrier bags from its shops,
- helping employees pay for public transport and encouraging cycling (with a new bike given to each employee),
- giving low-energy light bulbs to employees,
- using only hybrid vehicles as company cars.

Writing 1: Making first contact

Output: Making first contact via email

Information about Rambler's Way Farm

Rambler's Way Farm is a family business which designs, manufactures and sells wool clothing. The wool is from sheep raised on the farm using organic and sustainable methods. Product ranges include men's and women's clothing.

10.3 Skills: Building a business relationship

Output: Relationship-building using the right language

Role play the following two situations:

Student B

Scenario 1

You have recently started working for a company that organises outdoor activities for corporate clients. You are going to have a meeting with the manager of the organisation about the last event you organised. Report how the event went.

Before you begin, think of three activities that you organised as part of the event, e.g. a sports activity or a team-building activity. You think some of them went well, but others not so well. What was good or not good about each one?

Scenario 2

You are a representative of a software company and you are going to have a meeting with a new client. You are hoping to sign a deal to develop some software for them. Conduct the **end** of the meeting. You are meeting for the first time.

Ending the meeting:

You have to travel back to your company so you should try to bring the meeting to a close. Make a suggestion how you will follow up on the meeting (e.g. put together a proposal and then contact the client again), and end the meeting on a positive note by making positive comments and thanking the client for their time.

12.2 Practice: Looking for investment**Output: Developing a business plan****Group B**

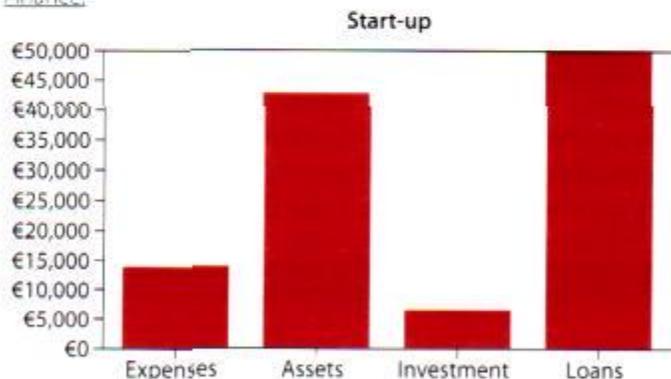
You want to take over a business from the owner who will be retiring at the end of the year. You need €160,000 to do this. You are going to present your ideas to a group of bankers who you hope will lend you the money. Look at the information below and add your own ideas.

The Burly Skate Shop

Burly Skate Shop is a new skateboarding shop offering skateboarding equipment and clothing. It caters to the youth and young adults in the Metroburg community. Its focus is to provide clothes, shoes, boards and accessories in an upper-scale, industrial-chic environment. It will be the first and only skateboard shop in the city of Metroburg and will be located in the city area where the target customers like to go.

The management team: Who are they? What is their experience in business?

Products and services: What details can you provide? Think about selling skateboarding equipment and accessories. What services could you offer?

Finance:**2.3 Skills: Telephone communication****Output: Telephoning for information and making changes to a plan****Student B: Events manager**

The Marketing manager from the company that you are organising a conference for is going to call you. Before he or she does, look at the suggestions you would like to make about the conference plan.

- You think it would be a good idea to allow a five-minute gap between each of the events on the timetable to allow enough time for conference delegates to get to the room.

- You were not able to book a table at 'The Golden Egg' for the conference dinner. Suggest an alternative restaurant that you can recommend: 'Monticelli'.

2.2 Practice: Creating a product through an online community**Output: Incorporating new technology****Group B****Poken**

- social business card



- register online, and create digital business card
- users choose which social networks to have on the card and add their own personal details
- when users meet someone else with a poken, the pokens are clicked together and the information on the pokens is exchanged
- advantage over paper business cards: users can change the information, manage contacts and export them anywhere at any time

9.3 Skills: Organising and creating interesting presentations**Output: Introduction to a marketing strategy presentation****Student B**

Presentation on marketing the luxury and family cars your company produces to women more than men.

- current situation – you advertise in men's magazines and on TV when sports are on
- what men want (value for money) v. what women want (safety)
- how to market cars to women
- your plans for future marketing campaigns

Extra notes

- 85% of big household purchases are made by women.
- 65% of new cars are bought by women.
- Women spend 17 weeks deciding on a new car; men spend 7 weeks.
- Women are more willing to spend extra money on extra features.

14.3 Skills: Taking an active part in negotiations

Output: Negotiating a deal

Group B

- You offer free installation for orders over 60 phones.
- You prefer customers to pay for your products within two weeks of delivery.
- You offer an eight percent discount to return customers.
- Your staff do not work at weekends. They can install all the phones in one working day.

1.2 Practice: Relocation and repatriation

Output: Solving repatriation problems

Group A: The repatriated manager

Six weeks ago you returned to your home country after working for three years in another branch of your company in another continent. You had a holiday for three weeks and have now been back working in the head office for three weeks. You are having some problems and you want to ask the Human Resources manager for help.

- You are still living in a hotel which the company is paying for. Your permanent accommodation will not be ready for another three months and your furniture and household goods have not arrived from the other country yet. You are fed up with living in a hotel.
- Your colleagues at work are not interested in the country where you have spent the last three years. You are surprised by this because you think it is interesting and it is very important for the success of the company that there is more understanding between the different global branches.
- In your job abroad you had a lot of responsibility and you could make decisions quickly. This job at the head office of the company feels very slow and unexciting by comparison. Already, you feel bored by the work and by how slow everything seems.

Writing 3: Everyday business emails

Output: Writing external emails in an appropriate style

Student C: Business training company manager

You work for AB Coaching, a company that provides business training courses for individual managers. You are going to write to Student A, who is a freelance business trainer.

- Your company wants to employ more business trainers as it is expanding.
- You do not know Student A, but a colleague worked with him/her at another company.
- In the email that you write to him/her, ask about the type of courses they run, their availability and the prices that they charge.

7.2 Practice: The role of the customer in SCM

Output: Making changes to the supply chain

Student A

Primary

- You prefer to buy the raw materials from a non-sustainable supplier. You have always done this and believe that if you changed, costs would go up and quality would fall.
- You don't have any means for recycling at your plant. You think that if you introduce more recycling, it will save you money in the long term.

Secondary

- You have some warehouses in another country. They do not have the same level of safety as those in your country. Provided that you are following local safety rules, you don't expect any problems. You think if you introduced the safety rules from your country, the workers would ignore them.

Tertiary

- At the moment you think that you have a very good customer service. You deliver all goods to the customer's door and put the furniture together for them. You think that if you changed this policy, people would not be satisfied with your service.
- You are against subsidising public transport for your staff. You think that people should be free to decide how they travel to work. If you subsidise public transport costs, it won't be fair on employees who don't live near public transport.

Writing 4: Writing group emails

Output: Writing an email to the department

Group B

You work in the Logistics Department of a multinational company. Your department has 26 staff. The head of the department has asked you to organise an important department meeting on Friday 23 June. You have made all the arrangements to hold the meeting from 2 pm until 5 pm in the afternoon, and now need to write an email to everyone in the department. The email should include the following information:

The reason for the meeting is to update everyone on the latest project developments of the four different teams in the department. All four project teams should prepare a five-minute presentation (maximum!) to update the rest of the department and make it clear what progress has been made and where the team thinks the project is going. Afterwards there will be time for questions and a discussion. The meeting will be in Conference Room B on the second floor and coffee, tea and cake will be provided. Write your email clearly so that you can give it to a person from the other group.

12.2 Practice: Looking for investment

Output: Developing a business plan

Group C

You want to take over a business from the owner who will be retiring at the end of the year. You need €160,000 to do this. You are going to present your ideas to a group of bankers who you hope will lend you the money. Look at the information below and add your own ideas.

Your T-Shirt!

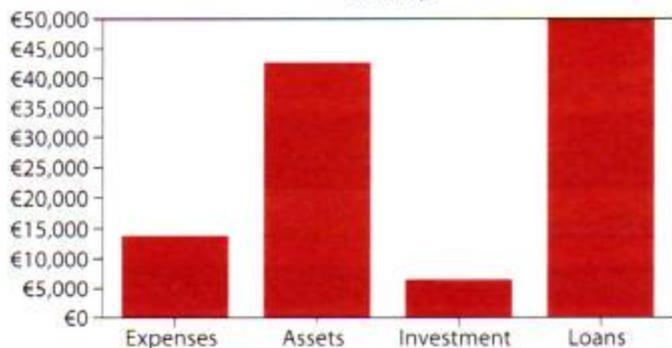
Your T-Shirt! is a new business that allows people to custom-design a shirt (specifically the design on the front or back) any way that they would like. By using cutting edge technology, Your T-Shirt! will be able to custom-print shirts in production runs as small as one unit. Your T-Shirt! will be located near the Metroburg city centre and it will have a comprehensive website for online orders.

The management team: Who are they? What is their experience in business?

Products and services: What details can you provide? Think about custom-printing T-shirts, speed and price. What related services could you offer? Who would be your target market?

Finance:

Start-up



3.3 Skills: Conducting a performance review

Output: Participating in a performance review

David, Marketing Director

Let Jenny conduct the performance review with Bob. Only intervene if you feel it is not going well, for example if Jenny gets angry make sure that:

- Bob gets a chance to talk about his work and explain why the database is not up-to-date.
- Bob understands what the problem is with the database.
- Jenny and Bob agree on a plan of action to solve the problem with the database and set realistic targets for the next review.

2.2 Practice: Creating a product through an online community

Output: Incorporating new technology

Group C

Owl Wireless Energy Monitor



- energy-saving device
- wireless, portable, easy-to-read electricity monitoring system
- view the information on your PC
- displays how much electricity is being used, how cost of electricity changes per hour, how much CO₂ is being emitted
- by turning off appliances, savings of up to 25% can be made

1.2 Practice: Relocation and repatriation

Output: Solving repatriation problems

Group B: The HR manager

You are the Human Resource manager of the head office of the company. The colleague who is coming to talk to you has just returned from abroad. They are having some problems getting used to life in their home country and in the head office. You have made some notes about the situation.

- This colleague arrives in casual clothes for work and the dress code for the head office is quite formal (good jacket and no sandals).
- This colleague does not work the usual working hours. Your company has a policy of flexi-time, but managers should be in the office between 10.00 am and 3.00 pm. The repatriated colleague does not keep to this.
- This colleague often says things like, 'Well, in my old job we always did it this way.' The old job and life seem to be much better than life here.
- You want to use this person's experience abroad to help teach other colleagues about different cultures. The other workers are not interested. How can you make them interested?

Audio scripts

1 Culture and its impact

1.2 Practice: Relocation and repatriation

Listening 1: Reviewing the relationship between corporate and national culture

1.02

Bob Neidermire: My personal view is that when you work for a multinational company you also have a company culture that overrides individual cultural differences that exist in different parts of the world. And if that is strong enough, then it overshadows any national barriers that exist.

I think it's very important that as the company develops and grows in different countries it needs to find a way to import the corporate culture into those countries. To me, that is the key to make it work.

Listening 2: Preparing to work abroad

1.03

Interviewer: How does the company prepare employees for work abroad?

Bob Neidermire: We provide cultural training for the employee and the family, as well as some basic language training. Some of that can be done before or after the person is relocated depending on the situation and the timing. And obviously from a financial standpoint you have a basic expatriate package which covers the difference in housing costs or tax costs. The whole concept from a financial standpoint is to keep the employee as if they were living in their home country. So if there are any costs that are more than what that person might have in their home country, the company pays for that. That is the general rule of the company.

Listening 3: The decision to relocate

1.04

Bob Neidermire: I think the number-one challenge – and I'm speaking from experience – is family considerations. I think it's always easy for the employee to make a move to improve their career, but whether that person makes the move or is successful in it I think has a lot to do with whatever the family circumstances are. Whether the partner has a job somewhere else that they will be walking away from or what the ages of the children are and what the move will mean to them. Or if there are any health issues and so forth that might prevent someone from relocating. So I think those are the kind of things that people look at before they make the decision to go abroad. I have lived for many years overseas and people have asked me the question, 'How do you adapt to different cultures?' And I say, 'The first thing you have to put in your mind is that you are

a guest of your host country – of whatever country that you are in. Whether you are living there or whether you are there on business. And you have to be open to doing things differently. It may not be done in the same way in the culture that you have moved from but it doesn't necessarily make it wrong, it is just different.'

Listening 4: Coming back

1.05

Bob Neidermire: When I moved back to the USA after living in Japan and Singapore, I found it much more difficult than when I moved from the USA to Asia. And that was because of my personal work experience. By that I mean in Asia I was used to a management role, where I dealt with government officials. I dealt with every aspect of the business and was kind of the CEO of my company in that particular country. And I had to make decisions quickly. And then I went back to my own country and went from making decisions, even important decisions, in a relatively short period of time and came back to a corporate situation where time stood still; it took forever to move and get someone to make a decision on things.

1.3 Skills: Beginning a business relationship

Listening 1: Meeting people and making small talk

1.06

Conversation 1 – See page 17.

Conversation 2

Baz: Hi folks.

Stella: This is Baz.

Janek: Hi, Baz.

Maria: Baz, hi. Nice to meet you. I'm Maria.

Baz: Hi.

Luke: Hi.

Maria: Hi Luke. How are you?

Luke: Very well, thanks. Yourself?

Maria: Good, thanks.

Luke: Good, good, good.

Maria: Luke, this is Janek.

Janak: Hi, I am Janek.

Luke: Nice to meet you. How are you doing?

Janak: I'm fine.

Luke: Right. Have you started at all?

Stella: No. We were just talking about the traffic.

Maria: It was a pain getting here.

Luke: Oh was it?

Maria: A lane had been closed off and no one was doing anything.

Luke: Really?

Maria: We must have been waiting for half an hour.

Luke: Oh, it's infuriating, isn't it?

Maria: It sure is.

Janak: Yes.

Conversation 3

Helga: Hi.

Gene: Thank you for your card.

Helga: Oh, happy new year!

Gene: I was thinking of including a family newsletter with my card, but you know most of my news already. You know about our new grandson?

Helga: Yes. That's really wonderful. How old is he now?

Gene: Well, he's about three weeks old.

Helga: That's nice.

Listening 3: Making successful small talk

1.07

Alan: How is your hotel?

Belinda: Fine.

Alan: The flight was OK?

Belinda: Yes.

Alan: Did you get a taxi OK this morning?

Belinda: Yes.

Alan: The traffic is usually OK this time of day. Would you like some coffee?

Belinda: Yes, please.

Language focus 2: Showing interest and keeping the conversation going

1.08

Alan: How is your hotel?

Belinda: Fine thanks, it's a bit noisy because it's in the centre, but it's quite convenient for sightseeing if I get a chance later.

Alan: Oh yes, you should visit the old town, and the restaurants are really good. Did you get a chance to go anywhere yesterday evening?

Belinda: No, I didn't arrive until really late.

Alan: Really? Was the flight OK?

Belinda: It was all right, but we were delayed because of bad weather in Frankfurt.

Alan: That's a pity, but at least you're here now. Did you get a taxi here OK this morning?

Belinda: Yes, the traffic wasn't too bad.

Alan: Good. Would you like some coffee before we start?

Belinda: Yes, that would be lovely. Milk and no sugar, please.

2 Technology and business

2.1 Theory: Disruptive technologies

Listening 1: The Internet as a disruptive technology

1.09

Interviewer: What have been the technological developments with the biggest impact on business over the last few years?

Dr Kamal Munir: Well, I'd say, you know the one that really stands out is the Internet. And that's because what the Internet has done is completely play havoc with the value chains and with several different

companies who are competing. So, let me give you one example, which is with the newspaper industry. We used to pay one pound for a copy of the *Financial Times* or whichever newspaper, and then we would read the analysis and commentary and news and sport, etc. Now, for each of these things we go to a different website. Their value chain has become completely fragmented. And they don't know how to put it back together again, and they don't know what to do with the situation, I mean, where the revenue will come from.

Listening 2: The effect of the Internet on retailing

1.10

Dr Kamal Munir: For retailing, the whole landscape of the business has changed due to the Internet. As you know, you have new markets, like eBay for example. So we have consumption where there wasn't any consumption. Then we have the effect of the Internet on industries even as valuable as airlines. So, easyJet and Ryanair and all these airlines would not be able to develop as businesses if they were not able to bypass travel agents through the Internet and go directly to their customers.

2.2 Practice: Creating a product through an online community

Transferable skill: Listening actively in a conversation

1.11

A: Well, without the silicon chip, I'd be lost ...

B: Definitely ...

A: I mean, it's everywhere, isn't it?

B: Yes.

A: In mobile phones, in computers – and without them I couldn't survive.

B: Absolutely.

A: Not the way I am anyway ...

B: Hmm.

A: I mean, I use the computer to communicate at work with colleagues and business partners ...

B: Yeah.

A: ... and to find information and calculate costs ...

B: Hmm.

A: ... and make plans and ... oh all sorts of things.

B: Sure.

A: And well, the mobile phone – without that I'd be back in the Stone Age!

B: Wow!

2.3 Skills: Telephone communication

Language focus 1: A successful phone call

1.12

A: Hello.

B: Is Mr Wong there?

A: Who?

B: Mr Wong.

A: No.

B: OK, bye.

1.13

- A:** Orient Exports, good morning.
B: Could I speak to Mr Wong, please?
A: I'm afraid he isn't in his office at the moment. Can I take a message?
B: Oh, yes, could you ask him to call me back when he gets in?
A: Of course, could I take your name and number, please?
B: It's Nimisha Patel.
A: How do you spell 'Nimisha'?
B: That's N-I-M-I-S-H-A.
A: OK, that's great. And the phone number?
B: It's oh one three nine five six five.
A: So that's oh one three nine five six five.
B: Yes, that's right.
A: OK, Ms Patel, I'll ask Mr Wong to call you as soon as he gets in.
B: Thanks very much.
A: That's fine.
B: OK, bye.
A: Goodbye.

Listening 1: Formal and informal phone calls

1.14

Phone call 1

- A:** Good morning, Best Printing.
B: Could I speak to Jim, please?
A: He's on the other line just at the moment. Who's calling?
B: This is David West from the Southern Bank. I'm calling about getting his signature on the documents.
A: Oh right. Hold on one moment for me, could you?

Phone call 2

- A:** Hello
B: Hi, Laura. Ron here.
A: Oh hi, Ron, how are you?
B: I'm good, thank you.
A: That's good. What can I do for you?
B: I'm just giving you a buzz to discuss an email you sent me last week.

Phone call 3

- A:** I'll send some new details on, and if you've got any questions do give us a ring.
B: OK, that's great. Thanks very much.
A: Thanks for your time.
B: Nice talking to you.
A: OK. Bye bye.
B: Bye.

1.15 See track 1.14.

Listening 2: Arranging to meet

1.16

- John:** So, when would be convenient for you?
Sharon: I'm free today or tomorrow. Tomorrow morning would probably be better.

John: I'm actually all booked up for tomorrow. Would you be able to make it on Wednesday?

Sharon: Let's see, Wednesday, that's the fifteenth, isn't it?

John: Yes.

Sharon: No, sorry, I'm out that day. I think we need to do this quite quickly, don't we?

John: If possible.

Sharon: Right.

John: Let's see, after that I'm not free again till Friday.

Sharon: Oh, I see. Oh dear!

John: Well, how about this afternoon?

Sharon: Yes, that would be fine.

John: Can you make it at four fifteen?

Sharon: Four fifteen. So, quarter past four. Yes, that's great. Your office is at the top of Salisbury Road, isn't it?

John: Yes, at the top of that steep hill.

Sharon: Yeah, OK, so that's three fifteen this afternoon.

John: No, we said four fifteen, actually.

Sharon: Oh yes, four fifteen. That's what I meant to say. Oh dear! And it's only Monday!

John: Don't worry! It'll be good to see you.

3 Motivation

3.2 Practice: Building a positive work environment

Listening 1: Creating a good work environment

1.17

Interviewer: So, you've been named as one of the best companies in Europe to work for. Why do you think this is?

Pia Orskov: Well, I think there are a number of reasons, but I think one of the main reasons is that people are very much involved in processes related to the job and the workplace and we seldom do anything until we have talked about it, and people are involved in it at all levels in our organisation. Also we have a very high degree of information and dialogue with people. For example, we have staff meetings every day ...

Interviewer: Oh, right.

Pia Orskov: ... where top management and employees share information about business and everyday life. So that's where people really have a possibility to hear thoughts and ideas from everybody who's involved.

Interviewer: And so do you think that this information-sharing is the most important way of making a company successful and making people work together well as a team?

Pia Orskov: I think it's a very important thing to do and it's something that people here attach very high importance to when they talk about their workplace because usually companies send emails around and do things like that rather than speak face-to-face.

Interviewer: Yes.

Pia Orskov: But we find it very important to look at each other every day and share our thoughts and missions and practical things too.

Interviewer: Yeah, I think a lot of companies pay lip service to this, they say they do it, but it's quite unusual, isn't it, to find companies that really do take this sort of team-building and meeting face-to-face very seriously?

Pia Orskov: Well, we take it very seriously actually. Everybody meets in their teams for a few minutes every morning and every Monday we have a team meeting that lasts maybe half an hour and there are other face-to-face meetings besides these, of course.

Listening 2: Rewarding employees

1.18

Interviewer: And what about rewards and other ways of motivating staff? What systems of reward and motivation do you have for employees?

Pia Orskov: Well, we don't really have a system. I think it's a part of the company spirit that we don't want systems! Rather we just do things in a way that feels right and we don't put in systems, and we don't put people in systems and boxes. But, of course we want to reward a special effort or a special result, but usually we do it as a group and seldom just as one person. We think it's important to have a 'we' spirit instead of a 'me' spirit.

Interviewer: OK.

Pia Orskov: So at staff meetings we celebrate and applaud a good effort or good results of a group or a team, and as a company we reward all the employees when we reach a certain goal.

Interviewer: Oh, right.

Pia Orskov: For example, we might pay for everyone to go for a meal or get a few boxes of chocolates for everyone, or perhaps put in an extra amount of money on the next month's pay cheque or something like that, but that would be for everyone when we reach something together.

Interviewer: Right, so everything shared amongst the people involved. Do you think this is the main way that you treat your employees better than a lot of other companies? Is this the main way or are there other ways in which you think your employees are treated better than they are in other companies?

Pia Orskov: Well, I think that the number one reason is that we see people as whole people and try to treat everyone as a special person with personal needs depending on where in life they are.

Interviewer: Right.

Pia Orskov: So things like work hours and skills and dreams are discussed several times a year with everyone, and also we listen a lot and we act when we've finished listening!

Interviewer: Right! That's the most important part, isn't it?

Pia Orskov: Yes, but er also I think the positive spirit we have is very important, it's a kind of a family spirit, and we take care of each other and we give everyone the possibility of modelling a dream job and also give career possibilities if that's what they are looking for.

Transferable skill: Developing listening skills

1.19

Interviewer: Do people ever abuse the system at all, though? I mean, do people ever take advantage of this attitude to work, or have you never had problems with that?

Pia Orskov: Well, I think that our way of seeing people as a whole person is based on trust and of course you can always abuse that. But I think employees are very focused on keeping it that way and not abusing it. Because if we find that people abuse it, we'll just stop having these good things and nobody wants that to stop.

Interviewer: No, of course not.

Pia Orskov: But if we see people abusing the system, we take action and give them a warning. We have three important rules that you have to keep: the first one is, don't talk behind anyone's back, the next one is, don't talk badly about our company, go to the right person instead, and the third one is, don't steal, and this means don't steal time, money or products. And that's something we look very hard at, but we very, very rarely find that people abuse those rules.

Interviewer: OK.

Pia Orskov: But we try not to have too many rules so it's easy to follow those rules that we have.

Interviewer: Well, yes because, like you said, everyone's an individual so you have to be flexible to a certain extent, don't you, but obviously there have to be a few rules in place too?

Pia Orskov: Exactly.

Interviewer: If I asked one of your employees why they like working for your company, what do you think they would say? What do you think they would like most about working for this company?

Pia Orskov: Well, actually it has to do with pride in the company and being proud of their own contribution to our success.

Interviewer: Right.

Pia Orskov: Of course we ask people every now and then what it is that they find attractive about the workplace, and many people say, 'I am so proud of the company, I'm proud of what I can do and I feel that *it's* important and the company couldn't do it without *me*.' And that's very important, I think, and that's why we are considered one of Europe's best workplaces. And also the positive spirit, the family-like spirit – it's something people dream about having in their work life.

3.3 Skills: Conducting a performance review

Listening 1: Beginning a performance review

1.20

David: Right. Well, let's go through it step-by-step as we did before.

Jenny: OK.

David: Just before we start this, have you any particular things you want to raise?

Jenny: No, I don't think so.

David: OK. So, looking at your achievement objectives from the last assessment, the first thing is evidence of achievements since the last time.

Listening 2: Performance objectives

1.21

Jenny: Well, the first thing on the list in terms of what I felt I'd achieved to date in the time that I've been here is the Business Link contract.

David: Yes.

Jenny: At the last assessment we said I was going to undertake responsibility for that ...

David: OK.

Jenny: ... and to get us through the standards tests and make sure that the company was fully compliant with the standards, and I think I did that really well. There was a lot of work involved and I managed all of that, although it wasn't my objective to be partially compliant at all. I wanted to be fully compliant first time round. Although some

of the feedback I've had is that that was quite a high expectation and perhaps not a realistic one ...

David: Yes.

Jenny: ... given that we had to be fully compliant in all thirty-two areas that we were assessed in. So the fact that we're fully compliant in twenty-eight of the thirty-two, I think is still really excellent.

David: So do I.

Jenny: Now, I'm not responsible for that because it's all of us as a team and as an organisation, but I sort of drove it through, I think.

David: You did. And congratulations on that.

Jenny: Thank you.

David: Right. Well, between now and next time that's not going to be complete, is it?

Jenny: Not before the next time, no.

David: No.

Jenny: But I will have done some things.

David: That's right. But by the next review in January, and the one after that in June, it'll be complete and finished with.

Jenny: I hope so.

David: Good.

Jenny: I hope that we can push for the assessment.

David: So at the next review we could set that as a goal.

Jenny: Yes.

Listening 3: Responsibility and supervision

1.22

David: Database systems and client folders. Well, this is a mixed responsibility, isn't it? You and Bob are both responsible.

Jenny: In terms of management responsibility, I'm responsible for the database overall, Bob reports to me regarding his role updating the database.

David: OK.

Jenny: But, I have to say I'm really, really frustrated about the use of that database.

David: Well, I think at the end of this review we should bring Bob in and just have a look at that. Because it's crucial that it's kept up-to-date and I don't think it is being kept bang up-to-date at all.

Jenny: It definitely isn't, not at all. And well, to be fair to Bob, I need to find the time now to sit down with him and look at the areas where it isn't, and what needs to be done to bring it up-to-date. But, the frustration is that we shouldn't actually be in this position. When I handed it over to Bob, or when Bob accepted responsibility for the day-to-day running of it, it was good.

David: Right.

Jenny: It worked.

David: OK.

Jenny: It was up-to-date. And it's only ever useful while it's up-to-date.

David: That's right.

Jenny: Now we couldn't look at that and accurately pull off any figures about the contract at all and we should be able to look at it ...

David: Instantly.

Jenny: ... any moment, instantly, and know exactly where we are ...

David: Right.

Jenny: ... who we've got registered, what stage they're all at, when our last contact with them was. And it's chaos at the moment.

4 Human Resources

4.1 Theory: HR planning

Listening 1: Retaining staff

1.23

Ursula Knorr: One way to retain staff is to give people challenging tasks – that way they always feel that they can develop themselves, and when we have our executive seminars for people at management level, some people just say, you know, 'we can't always offer our employees the performance opportunities they need'. And companies are quite aware of that and a new trend that has grown out of this is talent alliances. For example, Google and Procter & Gamble work closely together now, and when they can't offer their employees a new challenging position internally, they work with their partner and they send out this employee for two, three years to the other organisation where they can actually be developed and then they come back.

Another important development in retaining staff is that companies have started to talk much more about individual- and life-cycle-oriented HR management, and the needs of employees change over time and over their life cycle. I mean, the young recruit from university has different needs to a parent of young children or someone whose children have left home. HR management has realised this in recent years and become much more individualised.

Listening 2: Short-term planning

1.24

Ursula Knorr: Well, you can't really define what short-term planning is and what long-term planning is. It is up to the individual company. However, short-term planning is something like maybe three months' time, six months' time; long-term planning is three to five years. It depends on how you define your planning cycle. What we have observed is that there's a trend to shorten the planning cycle. I think companies have become much better in short-term planning especially from what we've learnt from the financial crisis. They need to have short-term regulations: reduced working hours, sabbaticals and options for taking unpaid holiday. So you have all these kinds of measures implemented, a lot of them were implemented in the last crisis, and what we see here in Switzerland and also in Germany is that companies use these instruments quite regularly. They try not to release people if they don't have to, but they use these measures first, and because you can't really foresee how the crisis is going to develop, they are reluctant to let people go permanently.

Listening 3: Employer branding

1.25

Ursula Knorr: Well, employer branding is saying what makes our company attractive. Not what makes our product attractive, but what makes our company attractive as a place of work. And obviously it's very closely linked to product branding, because, for example, if you think of Porsche or Rolls-Royce you think oh wow, great car, so it must be a great place to work. Whereas if you hear 'the cement industry', you think of cement as something that is quite boring, but if you work in a boring industry, you still have to make things attractive so that you get talented employees. I mean, it's not

lying about how great it is, because this is the first thing that will fail when someone is on board. Employees who are already there will say, 'Oh, look what they're doing in their branding campaign, that's not really the way we are', so the first thing is to find out who you really are and what makes you attractive, what the big cultural things are that make it so unique, and then transfer that message to the job market. However, many small companies in Switzerland and Germany can't really afford very expensive branding campaigns, so what they can do is ask themselves 'what makes it unique to work for us compared with the big companies'. But they have to make it interesting for potential candidates.

4.3 Skills: Job interviews

Listening 1: Job interview at a hotel

1.26

Interviewer: So what's your interest in the industry? Why are you attracted to a hotel career?

Interviewee: I've chosen to graduate in Hotel and Catering Management. It's mainly because I think that this course is quite practical and useful and I also know that the hotel industry in this country, the service industry, especially for the hotel industry, is going to be a booming industry. There are numerous hotels around the airport and I think that to choose a career in the hotel industry will be a career which has good prospects.

Interviewer: That's correct.

Interviewee: And I also want to choose some kind of career which is service-oriented, which has direct contact with the guest – I can learn interpersonal skills, communication skills and learn how to cooperate with other people. I think that's quite important.

Interviewer: OK, good. What do you think would be your strong points, your strengths?

Interviewee: I'm enthusiastic, I am always willing to help ...

Interviewer: OK.

Interviewee: ... and I'm happy to take on numerous responsibilities at any time. I always try my best to complete all tasks up to standard, and I'm friendly and willing to help.

Interviewer: How would you handle, for example, a very angry guest at seven o'clock in the morning who has just come off an eleven-hour flight, and has found out that his room won't be ready until one o'clock?

Interviewee: I think firstly I would calm the guest down or invite him to a private place, because I wouldn't want other guests to hear him complaining, and after that I would listen to his story about what happened so that I have a general idea of the situation. Then if I could, I would try some methods to calm him down or compensate him for what he has encountered, and after that I would ask the staff involved to investigate what really happened – decide whose mistake it was.

Interviewer: OK, so what position do you see yourself having in five years' time?

Interviewee: As I mentioned before, I'm interested in the front office ... um so maybe ...

Interviewer: Yes. Mm ...

Interviewee: I think that in five years' time I would like to be the assistant manager ... that is my goal.

Listening 2: Talking about your weaknesses

1.27

Interview with Candidate 1

Interviewer: So, have you ever looked at yourself, at your weaknesses?

Interviewee: Weaknesses?

Interviewer: Rather than your strengths.

Interviewee: Maybe ... actually ... sometimes I lack confidence.

Interviewer: Mm ...

Interviewee: Maybe I – when I need to make a decision I need to get support from others.

Interview with Candidate 2

Interviewer: Right, good, that's great. What would you say your strengths and weaknesses are?

Interviewee: Strengths and weaknesses? As I mentioned, I'm very serious about my work – that's my strength, but it means I always put pressure on my workmates and colleagues, which some people might think is a weakness.

Interviewer: OK. When you say you always put pressure on them, what kind of pressure do you apply? Pressure to work harder or pressure to work faster?

Interviewee: I ask them to do their work on time. It must be on time.

Listening 3: Questions for the interviewer

1.28

Interview with Candidate 1

Interviewer: Do you have any questions that you would like to ask me, anything that you would like to know?

Interviewee: I would like to ask if I will have the opportunity to work in the back of the house, like in the Human Resources department.

Interviewer: I'm afraid it doesn't say this in the advertisement. I'd put you in the front office or in food and beverage, we would not put you in an administration department such as Human Resources because we would like the trainees to concentrate more on the operations side, if you like. Any other questions that you want to ask me?

Interviewee: I would like to know what the hotel's attitude or your attitude is towards the trainee. What expectations do you have of the trainees?

Interviewer: OK, now what we expect from the trainee is very basic. Well, if you are supposed to report for duty, then we expect you to be there on time. OK, let's say your working hours are from nine to five thirty, then of course I would like you to report for duty prior to the working hour let's say five to ten minutes at least.

Interviewee: OK.

Interview with Candidate 2

Interviewer: Do you have any questions for me about the work or areas that you really want to concentrate on?

Interviewee: I want to ask if I would have any chance to work as a bartender or do something in the bar.

Interviewer: OK, if you actually want to work as a bartender, we can refer you to Human Resources and they will get in contact with the Beverage Department, because in this hotel the Beverage Department is in charge of the bar and not the front of house.

5 Organisations and their structures

5.1 Theory: Organisational structures

Listening 1: Why do organisations need a structure?

1.29

Interviewer: OK. Right. So, first of all, can you tell me why organisations need structures?

Professor Achim Weiland: Well, because of the division of labour. Let's have an example. You start a business of your own – a pizza restaurant. At first, you are responsible for everything. You are the cook plus waiter, you are cashier plus you're doing the dish-washing. Your pizza restaurant is a huge success. Your business grows. You need help. So what happens? You look for a waiter, who does nothing else but serve the pizzas to your guests. Second, you look for a cashier. You look for someone who helps you by cooking the pizzas, so your business grows, you have more people who are each specialised in a special task, and someone has to organise all these people working in your business. Well, companies need a structure. You have to organise the labour within your company.

Listening 2: How can organisations structure themselves?

1.30

Functional structure

Professor Achim Weiland: The most common form of organisation is the functional or line structure. It's used for many start-ups, and used in old and traditional companies. You have some functions within your company which are concentrated within one department, and the department does nothing else but these functions. For example, you have a department which is responsible for human resource management. Nothing else. So within the functional or line structure, you have departments according to functions. And the larger a company gets, the more specialised departments will become. This system has a very clear structure with very clear levels of hierarchy where everybody knows who is reporting to who.

Divisional structure

Interviewer: Right. So that's not the only form of organisational structure that's possible then?

Professor Achim Weiland: No. We have another one which is very important, but only for large companies or for internationally acting companies, and that is the divisional structure. Large organisations face the problem that they have no specific area with responsibility for a customer or for a region or for a product. So, with the divisional structure, big companies can still have their functional structure, but they can organise this structure into regions. Let's use an example: a company has responsibility for three geographical areas: the Americas, Europe, Middle East and Africa, and Asia. And within these regional responsibilities for areas there is also responsibility for products, customers and services. The huge disadvantage of this kind of structure is that you have different functions three times. There are three R&D departments, and three lots of machinery, highly qualified labour and staff for each of the three geographical areas. But this delegation of responsibility for the areas gives more flexibility so that you can quickly react to changes in that area of the world because you have the channels of communication to do so.

Matrix structure

Interviewer: OK. And how does a matrix structure fit in then?

Professor Achim Weiland: Well, the matrix is the most complicated out of these three basic organisational structures. You find it in large, international companies. The matrix structure tries to combine the advantages of a functional or line structure with the advantages of a divisional structure. Within a matrix structure, you have different lines of responsibility which you have to bring together. You have one line of responsibility, which is always a functional line. This means you have someone who is globally responsible for marketing, or someone who is responsible for operations. On the other hand, you might have responsibilities for products; so one person has global responsibility for a specific product or range of products – Group A or Group B. The problem with a matrix structure is that maybe, and this is a worst case, you have conflicts of interest. For example: the Head of Global Marketing thinks one global brand appearance, and one common slogan is needed so that customers all over the world will recognise the product. However, the manager responsible for Product Group A feels the product is so special that a special marketing approach is needed. The person responsible for marketing Product Group A is then unclear about the exact chain of command and is not sure how to satisfy these demands. So there are different, conflicting interests and this person has to report to two people, and balance conflicting demands. That's a huge disadvantage of the matrix structure.

5.3 Skills: Briefing

Listening: Informing a colleague

1.31

Paul: So this week, you need to sort of find out who's who. Who haven't you met? Who have you met?

Daniel: I've met Rachel ...

Paul: Phil?

Daniel: Yes, in fact I met all the guys here briefly.

Paul: Have you met everyone upstairs?

Daniel: I think I've met nearly everybody.

Paul: OK. Have you had a tour round with Vincent?

Daniel: Yeah.

Paul: OK. So what you're doing this week is finding out where PDFs are, where databases sit.

Daniel: Yeah.

Paul: How Modulus works ...

Daniel: Yeah ...

Paul: How to enter the customer details – the real practicalities of the job.

Daniel: Wonderful.

Paul: And there's one here that I want to talk about briefly which is a Transit van requirement that I am working on; I'll work on that with you.

Daniel: OK. Obviously, I'm keen to get going as soon as possible, and I'm not afraid of being thrown in at the deep end. As I understand it, there's a fair amount of sort of business to be getting on with.

Paul: Yes.

Daniel: But, what I'm unsure about at the moment is obviously ...

being on a new business side of things. I'm really keen to get proactive.

Paul: Good.

Daniel: Do you want me to start liaising with Marketing now?

Paul: Yes.

Daniel: So that we get a mailshot going out next week and I start making some phone calls. Do you want me to do a hundred companies a day? Or a hundred and fifty? Whatever is reasonable to get through in a day or two.

Paul: It's not about doing ... three hundred calls a day and going crazy.

Daniel: No.

Paul: It's just working smarter. Doing thirty calls and having ten action points from those.

Daniel: Absolutely.

Paul: OK. Now a lot of the data, it's about the quality of the data and the information.

Daniel: That's the key, yes.

Paul: Modulus is a key to that.

Daniel: Right.

Paul: OK, there are tools. You can go into Modulus and search for those companies who haven't placed any business with us at all.

Daniel: OK.

Paul: Those that have never been contacted, etc., etc.

Daniel: Absolutely.

Paul: And I will run through that with you and show you that.

6 Managing organisations

6.2 Practice: Company development

Listening 1: How Bryanston Organic Market developed

1.32

Konrad Hauptfleisch: Well, firstly the market started nearly thirty-three years ago and, and initially it was quite unfocused, the idea came about from the Michael Mount Waldorf school. The school had always had a policy of fundraising by using the skills they had in the community, and that is how the idea of a market started. There were some farmers, crafters and people who had products to sell, the school had a venue and a need for funds, and effectively it started with people bringing their goods to the school and selling them and it just grew from there.

Then about twenty years ago they needed to start becoming more formal, as they realised that they were on to a good thing, and that it needed sets of standards and a management team, and they started employing people full-time to operate and run the business. And then about seven or eight years ago it needed more changes. That's the time that I was appointed as chief operations officer. Market research was then done, consultants were appointed and it was re-structured then along more – not corporate lines – but with more of a clearly defined management team to be part of the agent of change in the process.

Listening 2: External reasons for change

1.33

Interviewer: Do you think that timing played a role? Was it a good time for the business to change in this way, or was it just that the business had grown so much?

Konrad Hauptfleisch: Well, there are a few things to look at, if you look at the South African scenario and the growth and changes in

the country. And in addition, if you go back about seven or eight years, the people in this area changed quite a bit – the market was very reliant on what is now an expatriate community – people from other countries who were working here in South Africa – who lived in this area, and the market had to adjust itself to the realities of the economic situation in the country and also the change of clientele. And then thirdly, the awareness of something like organics; as you would know in Europe it's been around for thirty, forty years but it's only been in the last decade that it gained consumer awareness here and the market had to adjust according to that. So I think there was a mix of external and internal pressures – market pressures that got it to the point where it had to adjust.

Interviewer: How much experience had the founders of the organisation had in this branch of business?

Konrad Hauptfleisch: I think when they started nobody had real knowledge and experience of running a business. It was literally a thing that they had to learn, and then later on appoint people with the right skill set.

Listening 3: Crisis and growth

1.34

Interviewer: What happened after the restructuring programme eight years ago?

Konrad Hauptfleisch: After the restructuring we hit a period of growth and everything was going well, but we ran into some problems.

Interviewer: And what were they?

Konrad Hauptfleisch: You see, this is not a typical business. It is operated by a trust, which is still one of the main fundraisers for this community. The market consists of maybe 140, 150 traders who are each individual entrepreneurs. So, managing the system, you're not managing a corporate environment where everybody's working towards a common vision. You're working with individual entrepreneurs who have chosen to be out of the mainstream, so dealing with that and keeping those people satisfied, happy, productive and positive makes it very challenging, and part of the job is not just changing the marketing focus and the branding and that kind of thing, but when I came in we had to establish relationships with people, so a lot of it was people management more than probably in other businesses. You know, it was literally getting people to think differently, getting people to regain their trust and positivity about the place, and getting that to spill over back into the customer base. So there was a lot of relationship building and that was quite problematic.

Interviewer: You said that you had to regain trust. Why had trust been lost?

Konrad Hauptfleisch: There was the feeling that they weren't being heard, that there was a top-down approach on decisions. There was the feeling that upper management was just looking at their own bottom line and not really looking at addressing the concerns of the people who were making the money. The stallholders felt that they weren't being listened to and that if they were just given a chance, they could make a difference to the business.

Interviewer: So, what did you do?

Konrad Hauptfleisch: The first six months I just walked around the market and spoke to the stallholders to establish what their

viewpoint was and then looked at what could be done to address some of their concerns and move it forward. So that was one part of it, the other part of it was also infrastructural development. There was a definite need to create the right tools for the job and spend time and money on infrastructure. But that came ... that was secondary to literally talking to people and letting anybody have their say in the management structure, which is very challenging.

Interviewer: What changes have there been in the country as a whole and what future developments do you see?

Konrad Hauptfleisch: Well, we can see a need for small village markets like Bryanston. We are more of a lifestyle business than the faceless malls. Many big retailers have been successful in South Africa and they will continue to be so. However, the importance of organics has also increased and there has been a growth in the number of organic markets. We see the organic markets as both competitors but also partners who are helping to spread the message of an alternative to the big supermarkets.

6.3 Skills: Starting a meeting

Listening 1: Before a meeting

1.35

Sarah: Have you found a place to move to yet? That was under discussion last time we were down.

John: Well, all that side of it is actually signed and sealed now.

Sarah: Right.

John: Because we were originally going to move into a purpose-built factory.

Sarah: Yeah.

John: Cause we were originally going to be doing all the things that we currently do.

Sarah: Right.

John: Like assemble all the mopeds and so on, which we're not going to do any more.

Sarah: Oh.

John: And the consequence of that is that we shall cease manufacturing at the end of this year. As a result of that about three hundred jobs will actually go.

Sarah: Right.

John: So, that will be all the people who actually work within the factory and the warehouse here.

Sarah: Yeah.

John: With the exception of probably about twenty-five distribution centre staff.

Sarah: OK.

Listening 2: The agenda

1.36

John: Right. Thanks for coming. Nice to see you all again. I think to some extent you know what today's about and what the three days are about, but what I'll also do is to actually start it off with this meeting – probably for about an hour or an hour and a quarter ...

Sarah: Right.

John: ... just to refresh your memories of what we were going to do, to let you know where we are with things that we've managed to do

up to now, and to tell you the difficulties that we currently have and where we actually need the assistance. OK?

Sarah/Andy: OK.

John: Now, I think what I want to do today is firstly to go through this memo and to agree on the objectives. I want to take you through the progress to date and confirm that what I've put in this document is correct. OK?

Sarah/Andy: OK.

John: And then to review with you the outstanding work that we need to do and confirm the methodology that we thought we were going to adopt. And then also to get assistance from you in terms of defining the programme specifications for the remaining programmes and whatever assistance you can give us, you know, during the two to three days that you are here. OK? Because, what we would like to be able to do as a minimum is to get all the specifications agreed and if we can actually get those specifications converted into an extract programme, then we'll be able to continue with, our testing and so on.

Sarah: Sounds good.

John: It needs to be ready for implementation at the end of the year. And then somewhere along the line, perhaps not necessarily today, I'd like to discuss with you the best way of doing an implementation. I'll tell you how I think I'm going to do it and then ...

Sarah: OK, right.

John: if you give whatever criticism that you want to and then we'll see where we go. OK?

Sarah: Aha.

7 Supply-chain management (SCM)

7.1 Theory: SCM and logistics

Listening 1: The supply chain and its functions

1.37

Oleg Zaikin: So, what are the functions of the supply chain? They are the following: receiving and filling customer requests; new product development; marketing; production operation; distribution; finance and customer services.

Now, each stage in the supply chain is connected through the flows: of materials, the products, information and funds. And it is important to remember that these flows often occur in both directions.

Listening 2: Goals of the supply chain

1.38

Oleg Zaikin: Now about the goals of the supply chain. The primary purpose of the supply chain is to maximise the overall value generated. The value a supply chain generates is the difference between what the final product is worth to the customer and the cost the supply chain incurs in fulfilling the customer request. It is known also as supply-chain surplus, or also supply-chain profitability. The supply-chain surplus can be defined as the difference between the revenue generated from the customers and the overall cost across that supply chain. So, supply-chain decisions have a large impact on the success or failure of each firm because they significantly influence both the revenue generated and the costs incurred.

Listening 3: Decision-making phases of SCM

1.39

Oleg Zaikin: And now moving on to the three key supply-chain decision phases.

Firstly, supply-chain management requires many decisions relating to the flow of information, product and funds. Each decision should be made to raise the supply-chain surplus. The supply-chain decision phases can be categorised as strategy, planning and operations.

The first phase is the supply-chain strategy or the design decision. The strategic decisions are for the long term, and are very expensive. They are the following: – How to structure the supply chain. – What the supply-chain configuration will be. How to configure the supply chain. – How resources will be allocated. – What processes each stage will involve.

The second phase is supply-chain planning.

The time frame here is three months to a year. The goal of planning is to maximise the supply-chain surplus that can be generated. As a result of the planning phase, companies define a set of operating policies that short-term operations need to follow.

Then the third phase is the supply-chain operation. The time frame here is on a weekly or daily basis, and during this phase companies make decisions regarding an individual customer's order. The goals of the supply-chain operations are: to handle incoming customer orders; allocate production resources to meet individual orders; set a date by which an order is to be filled; set the mode and schedule of delivery.

7.3 Skills: Negotiating skills**Listening 1: Exchanging information**

1.40

Nick: So, Stefan, we've got three different orders. The question is, assuming it's the same delivery address, can we combine any of those orders?

Stefan: Well, Nick, the general point is if we receive different orders on different dates every week, this automatically creates a new order in our system. So, if we have to combine them, that means we have to cancel one order. This makes a lot of work in terms of the scheduling process. So, this would double our workload if we said, 'OK we have to cancel one order and increase the next order,' because they are on a different time line.

Nick: You mean at the moment you've probably got three packing orders?

Stefan: Yes.

Nick: It's probably all from the same bulk, yeah?

Stefan: But they have different ...

Nick: They have different packing order numbers, yeah. So they're in the packaging plan as three different orders at three different time points.

Stefan: Yeah.

Listening 2: Persuading

1.41

Nick: The question is, can you go into that first one and increase it to two thousand and then cancel the next two?

Stefan: Yeah.

Nick: In terms of what that means, yes, it means extra work up front.

Stefan: Yes.

Nick: But we will benefit from a better unit price. You would benefit from not having three different order numbers going through the system.

Stefan: Erm ... The general thing is that we have a routine process, which is already fixed in our system. If we have to change the order every week, this will lead to a lot more work. We can't just say, 'OK this must be cancelled'; we have to make an additional order that we have to put into the system.

Nick: We're not talking about making additional orders, we're saying increase one and delete two.

8 Quality management**8.2 Practice: Kaizen in practice****Listening 1: Defining kaizen at Isuzu**

2.02

Daiichiro Sakamoto: Well, kaizen is often understood as a procedure in improvement and efficiency. Kaizen is about changing things for the better – shortening operation time, improving quality, improving the operation environment, they are *all* kaizen. The idea behind it is that the current state is not satisfactory, and it is necessary to improve cost and man-hour efficiency, taking ergonomics and safety into account. Consequently, this leads to an increase in motivation. It is beneficial for both operators and management.

Listening 2: How does Isuzu use the kaizen concept?

2.03

Interviewer: Can you tell us a little generally about Isuzu and kaizen?

Daiichiro Sakamoto: Yes. We don't set a framework concerning kaizen activities. This is partly because we don't have to because there is a lot of motivation, but mainly the reason is that there is a lot of mutual competition and that brings really excellent improvement. The real beginning of kaizen and the start of improvement in important long-term company activities is in the fact that it is voluntary. Once a month, from all the suggestions made during the kaizen workshops, one excellent idea is chosen for development. The company motivates workers in the kaizen process and shows that these kaizen activities are important because the judges and the management visit and observe the actual sites where the continuous improvement is taking place.

Interviewer: Right. Can I ask you a little about how a kaizen idea is put into practice? Can you just explain to me a little bit about that?

Daiichiro Sakamoto: Yes. We have a team, a small team in each production line. We have maybe twenty different teams and we have competitions every month.

Interviewer: Once a month.

Daiichiro Sakamoto: Yes. It's a kind of an ideas system.

Interviewer: OK.

Daiichiro Sakamoto: So we award them once a month for the best kaizen idea.

Interviewer: So you mean, you have a competition once a month, and the team that comes up with the best idea to the particular problem wins a prize? I see.

Daiichiro Sakamoto: So only the best kaizen is ... will expand all over the company. But there are so many different kinds of ideas in different lines, and also different stages. That's part of the competition.

Interviewer: Right, yes.

Daiichiro Sakamoto: We don't standardise them.

Interviewer: Right. I see. Who chooses the problems? Is that your job? Do you choose?

Daiichiro Sakamoto: No. Their job – the people on the production line. You don't have to give them ideas. You don't order them. So it's very natural training.

Interviewer: So the teams on the line, they choose the particular idea or problem that they want to look at?

Daiichiro Sakamoto: Yes.

Interviewer: I see.

Daiichiro Sakamoto: Because they know the operation that is going on. Not the managers. Sometimes we supply the tools, or a more effective way to give the answers. But finding the answer to the problems around this – that is all up to the workers.

Transferable skill: Paraphrasing

2.04

Interviewer: Right. Can I ask you a little about how a kaizen idea is put into practice? Can you just explain to me a little bit about that?

Daiichiro Sakamoto: Yes. We have a team, a small team in each production line. We have maybe twenty different teams and we have competitions every month.

Interviewer: Once a month.

Daiichiro Sakamoto: Yes. It's a kind of an ideas system.

Interviewer: OK.

Daiichiro Sakamoto: So we award them once a month for the best kaizen idea.

Interviewer: So you mean, you have a competition once a month, and the team that comes up with the best idea to the particular problem wins a prize? I see.

Daiichiro Sakamoto: So only the best kaizen is ... will expand all over the company. But there are so many different kinds of ideas in different lines, and also different stages. That's part of the competition.

Interviewer: Right, yes.

Daiichiro Sakamoto: We don't standardise them.

Listening 3: How a kaizen project has helped Isuzu to improve quality

2.05

Interviewer: Could you describe one project where kaizen was used to improve quality? What results have you had?

Daiichiro Sakamoto: Yes. Well, as you saw, we dramatically reduced the rate of defects in the quality in the manufacturing process and we did this by using kits of delivery parts. The basic idea is that the operator can concentrate on a simplified operation which is free from defects.

Interviewer: That's very interesting ... Can I ask you to explain a bit more in detail?

Daiichiro Sakamoto: Well, there were difficulties in the main line assembly for the operator ... they had to choose the parts they needed and that meant they had to think what kind of parts they needed, and they had to go and collect those parts ... and on both sides of the production lines, there were shelves ...

Interviewer: So they had to walk from one side of the line to the other to get the parts.

Daiichiro Sakamoto: But now that we have introduced the kit-delivery system, the operator doesn't have to choose any more. They don't have to walk any more. So they can just concentrate on assembling the parts properly.

Interviewer: So can you just explain a little bit more about what the team does ... er ... people working on the line. So before, they had to walk around and get different bits. And now the actual production line itself is moving, isn't it?

Daiichiro Sakamoto: Yes. Before we introduced the kit-delivery system, there was a kind of sheet – an overview – of typed data of the vehicle in front of the worker ...

Interviewer: Typed data?

Daiichiro Sakamoto: Yes. Like an option sheet.

Interviewer: OK.

Daiichiro Sakamoto: ... showing what kind of parts there were. It was all written down alphabetically in a kind of colour code with symbols. But the workers had to think ... they had to remember the symbols. They had to remember the symbol of the part they wanted. Well, it was very stressful for the operators. That's why all the new employees had to be trained for more than two weeks before they could work on the production line. And as you know, we make more than 1,300 different types of vehicle at any one time – so that was a very stressful business for the operator. After we introduced the kit-delivery system, the workers had only the parts for one ...

Interviewer: Only for one truck, one vehicle?

Daiichiro Sakamoto: Only for one vehicle and only for one stage of the assembly.

Interviewer: Right.

Daiichiro Sakamoto: So they don't have to think and choose which part.

Interviewer: Right.

8.3 Skills: Managing and participating in meetings

Listening 1: Managing participation

2.06

Chris: So, it really is an exciting time. But, we've got to get through things quickly today – I want to get finished by eleven, if we can. So we'll really quickly go through the key points. Julie, can you just go through yours?

Julie: OK. Play Time have ordered some mats for use with that inflatable play area. It's self-explanatory on there.

Chris: Right.

Julie: Finley have ordered seat foam for train seats, which a train company is actually paying for, so they've finally committed to this.

Chris: Excellent. That's great news.

Julie: Things are going OK.

Chris: Great news.

Julie: Do you want the new contacts?

Chris: Yes, please.

Julie: The first one, Promise Furniture, they make office seating. The guy knew Pan foam as a manufacturer of PVC foam from years back, when he was with another firm.

Chris: Good.

Julie: Next one, Henry Treeside. They do mainly children's products, but they don't manufacture anything. They just develop it all and they sub-contract it out.

Chris: Right.

Julie: The only other thing to mention, I think, is First Schooling who've dropped our mats out of the catalogue after only twelve months. Just cost cutting. They go for cheap and cheerful, and I said 'you can't compare our mats.' And she's saying 'at this stage we just want something cheaper'.

Chris: Right. Fair enough.

Julie: So that's where we're up to.

Chris: OK. Great. Thanks, Julie. Some promising looking things there. Chloe? ...

Listening 2: Interrupting and making a contribution

2.07

Julie: Schmidt and Muller are a German company – they manufacture laptop cases. They've got a new owner there. He's only been there twelve months and he said they'd only just recently had an enquiry for padded laptop cases. But what worried me, is, he said he had difficulty finding a PVC foam supplier. Which makes me think we should have our German brochure and our French brochure scanned onto the website so there's a link. At the moment ...

Chris: I thought we were already doing that, weren't we?

Julie: It's in English only and if you put in ...

Eddie: We ... We can send the brochure out electronically in other languages, if people request it.

Julie: We don't even have to do a whole website thing. We could just scan in the brochures we've got in German and French and whatever. Italian ...

Eddie: Yeah.

Julie: And then just put it as a link so you don't have to work on a whole new website ...

Eddie: Just put a flag and someone will click on the flag?

Chris: Oh yes, because a number of websites, you just choose your language and ...

Eddie: Yeah.

Chris: Can you sort that out, Eddie?

9 Marketing strategy

9.2 Practice: Marketing strategy in the paper industry

Listening 1: Target markets and product

2.08

Interviewer: Who would you say is the main target market for recycled toilet paper and kitchen rolls in Italy?

Massimo Gai: In Italy, an obvious target for us are the customers who have a lifestyle and values in line with the environment and who care about ecological issues. But this target is a niche.

Interviewer: A niche?

Massimo Gai: Well, yes, but on the other hand, we have to say that our target is also the mass market because we are selling a commodity product, not a computer, or a mobile phone or something like this.

Interviewer: It's not a lifestyle product.

Massimo Gai: Exactly. What I mean is that everyone is potentially our target with recycled paper. What is the most important thing that we have to communicate and to show? We need to give the customers the same quality and the same prices for recycled paper products as they get with pure pulp.

Interviewer: Do you speak to consumers?

Massimo Gai: Oh yes, yes. We obviously do research to understand the level of quality that consumers need, absolutely. So for quality, the two main issues for toilet paper are the strength and the softness. For kitchen roll it is the strength and the absorbency of the paper. The size of the roll is also important for both these products.

Listening 2: Price and promotion

2.09

Interviewer: How does the price of the product influence sales?

Massimo Gai: Our market in Italy ... but not only in Italy, is driven by price promotion, because we are talking about a commodity product. In the Italian market about forty or fifty percent of the total turnover is sold by price promotion. It's quite a lot.

Interviewer: Can you give us some examples of recent price promotions you have done?

Massimo Gai: Usually the best promotion is to cut the price by twenty percent, thirty percent or forty percent. This kind of promotion gives fast results but if we want to keep customers loyal, we have to try to give them information on the range of products and brand.

Interviewer: So customers are basically very price sensitive, would you say?

Massimo Gai: Oh yes, yes. But at the end of the day, I think the real strategic way to work in this market is to have the right prices to sell the right volumes for the right profit margin. Otherwise the risk is that you communicate a message of low quality.

Interviewer: What about promotion, what promotion channels do you use?

Massimo Gai: There are lots. Sometimes we can improve sales with in-store promotions. For example, we can give a little leaflet to customers in the store to explain what our recycled paper is and we can also talk about our products. We try to link in some future communication sometimes, you know, for example, telling consumers to visit our website or to sign up for our newsletter. We talk about lifestyle, ecological issues and things like that. Otherwise we use traditional channels like magazine advertising. Sometimes these are niche magazines that are about 'healthy living' and ecological issues, but sometimes we also appear in the mainstream magazines in Italy.

Interviewer: Do you mean a type of public relations where you get positive press?

Massimo Gai: Exactly.

Interviewer: What other ways can you get your message across?

Massimo Gai: Well, packaging is also a very important channel for us. Just imagine for a moment, when you are in the supermarket and you're looking for toothpaste or shampoo. There is very little facing. But when you are in front of a shelf of toilet paper or kitchen roll they're very big. So the facing and the packaging for the products are very, very important because customer buying behaviour is quite impulsive in this category and we can capture their attention quickly.

Listening 3: Place and international marketing

2.10

Interviewer: Let's move on now to look at place, or distribution. What are the main distribution channels that you use to get your products in front of the consumer?

Massimo Gai: In Italy we have two different channels. We can divide the whole market into traditional channels and mass market channels. The mass market channel is supermarkets and hypermarkets. The traditional channel is small shops or wholesalers. And in Italy we have a lot of small shops and wholesalers especially in central and southern Italy. When we want to launch new products, we have to first plan our distribution strategy very carefully. For the mass market there are long negotiations and very structured action plans to develop. The traditional channel is, on the one hand, quite simple but it is difficult to know if the products are always present and on the shelf in small shops. It's completely different for mass market supermarket chains where you can make a store check very easily.

Interviewer: Massimo, perhaps we can turn now to international marketing. You go to France a lot, and understand the French market. How is it different to the Italian one?

Massimo Gai: The distribution is very different. In Italy we have a lot of small supermarkets, for example. And in France we have a lot of hypermarkets, about one thousand five hundred hypermarkets which cover about 90% of the market. In Italy we have only three hundred hypermarkets which cover about 50% of the market.

Interviewer: Do you think there's much difference between the needs of French consumers compared to Italian ones?

Massimo Gai: Yes, absolutely. In France toilet paper must have 3-ply, for example, it must be coloured, not white. In Italy coloured paper, toilet paper doesn't work.

Interviewer: Why is that? Why do you think the French go for coloured toilet paper, and the Italians go for white?

Massimo Gai: For the French the appearance of the product is more important than the quality. For example, if their room is yellow, they want to put yellow paper in it.

9.3 Skills: Organising and creating interesting presentations

Listening 1: The classic introduction

2.11

Kevin Beeston: OK, we'll kick off. Good morning, everybody, and thanks very much for coming to Serco's preliminary results presentation this morning. Just start with a couple of points of admin – can I ask you to turn off any mobile phones please because we're webcasting this morning onto the Internet. It'll be up this

afternoon. The presentation is about 45 minutes and we've got about another 30–40 minutes for Q&A after that.

The format for this morning's presentation is after this introduction, Andrew will talk you through the financials, Chris will go through business performance, Bob will talk about Serco Science generally and NPL in particular, and I'll sum up at the end with a slight forward ... looking position. Just turning to the financial results themselves, which you'll all have seen this morning. We're extremely pleased with the results as they stand.

Listening 2: A persuasive introduction

2.12

J.H. Crawford: Cars and trucks have become a major cause of social, health, economic, environmental, and aesthetic problems in cities. They badly affect social relationships by making life on the street unpleasant. They deny younger children freedom and, as a result, stunt their development. Cars have become one of the leading causes of death in almost every nation, and the leading cause of death among males aged 15–44 worldwide. Pollution from car exhausts kills even more people than car crashes. Streets and car parking use huge amounts of land in cities, and keeping them in use is a huge cost for the economy. The automobile is the most resource-intensive means of transportation ever devised, and there will be serious energy shortages within a decade. Finally, cars spoil the city's beauty in many ways. Notice in old photographs how much more attractive our cities were a century ago.

It is time to build more cities without cars and trucks. Venice, one of the two largest existing car-free cities, is an oasis of peace, despite being one of the densest urban areas in the world. Fes-al-Bali, home to the largest car-free population on Earth, is a pleasant and convivial city even though it is comparatively poor.

What would happen if we designed cities without any cars? Would anyone want to live in such a city? Does it make social, economic, ecological and aesthetic sense? Is there an effective and economical way to provide transport without using cars and trucks?

10 Customer relationship management (CRM)

10.2 Practice: A value-centred approach to CRM

Listening 1: A value-centred business

2.13

Interviewer: Well, the first question is, how does your customer relationship management fit with your philosophy of your business? How do you bring those two together?

Tom Chappell: I've tried to create a very deliberate concept of value-centred leadership and value-centred business operations. This simply means that we as a company need to identify what we care deeply about, and that is what we value, and in the case of Ramblers Way it is a very fine unusual product made of wool where superior quality and a unique experience have been achieved.

Interviewer: Right.

Tom Chappell: Secondly, it is a value that we have used American labour and American sheep, which has created an added value to the product. We operate with a very low carbon footprint. We are sourcing locally, making it locally and being as mindful as we can about the cost to the environment with our business practices and our operating behaviour.

Interviewer: Aha. OK.

Tom Chappell: We have other values, such as providing personal choice for consumers so there is a large range of sizes for them to choose from. And then being sure that we are part of our community by giving back ten percent of our profits to non-profits that we think relate to the same values that we have.

Listening 2: Communicating values to the customer

2.14

Interviewer: So you would say in a way your customer relationship management is about communicating your values to your customer?

Tom Chappell: Yes, if you go to our website you'll see that our beliefs and our values are very evident there, and then we use those values to operate the business. They're not there to cite as ideals, they're there to help us be reminded that this is how we are going to build strategy and solve problems, as well as maintaining a relationship with the consumer that might be buying online, or a retail store owner, or their customer.

Interviewer: OK, yes.

Tom Chappell: So our values are the very core of how we think about the customer. We have a policy of free return if somebody doesn't like it, or it's the wrong size, we don't ask questions or judge them for things. We answer all correspondence. We take a consumer's feedback very seriously. I personally answer the more difficult consumer questions. I am transparent about what we do, where we do it, how we do it, and why we do it when I am answering questions. I would say that the values that we have are at the heart of how we devise a customer relationship for our programme.

Interviewer: And you can then communicate that to your customers?

Tom Chappell: Yes, we answer questions directly. We give them clear answers. And some of them are not easy. When you have a principle or a value as we do, then you have to break that down into the details of what it costs to make that happen. And that is, that is where the work comes.

Interviewer: Yes.

Tom Chappell: For example, when I was talking to textile manufacturing companies and looking for the right partners, I was not only looking for the capacity to do the manufacturing, but I was looking for responsible manufacturing practices, so it took some time, but I found one. And I asked to see their waste treatment facilities and they were very proud to show me their waste treatment, because these were companies that were managed by men and women of integrity and they had done the responsible work years ago to spend the money on the kind of waste facilities as part of their overall sense of ethics - making sure the water is clear of pollutants before it is put back in the river.

Listening 3: Engaging with the customer

2.15

Interviewer: In CRM there are 'moments of truth' where there is an encounter with a customer, which causes a customer to form either a positive or a negative opinion. I was wondering if you could think of some moment of truth like that, perhaps even a negative one.

Tom Chappell: Yes, I have had a couple of different instances. There was one instance where someone wrote a very biting criticism about the price of a product, a T-shirt.

Interviewer: This was someone who had purchased something?

Tom Chappell: He had not purchased. He had gone online, looked, was interested, saw the price and wrote a very harsh letter to us.

Interviewer: Right.

Tom Chappell: And those are the kinds of things where you could just say, 'Well look. Let it go.' But I decided to engage him and said we appreciated him letting us know about his perception and experience. I said, 'We make a quality product and just so you know, that is not just a phrase that we are using. Here are the different steps we have to take to be sure that the experience of this product is of a very special and high quality.' And I walked him through the steps, and he wrote back. He said, 'I just didn't know so much went into it, the more I realised what you put into it, I can understand why.' I said, 'Well, would you like to try one?' He said, 'Yes, I'd love to try one.' So, I sent him a free shirt and he fell in love with it and then asked if he could write a letter, a testimonial for us, and I said, 'Certainly, by all means.'

Interviewer: Wow!

Tom Chappell: So, he completely turned around. So, if you engage someone no matter how nasty they were being, you win people over if you are honest and you are just trying to communicate straightforwardly.

10.3 Skills: Building a business relationship

Listening 1: Using positive language with colleagues

2.16

Martha: Right, OK. So what did you think about the outdoor event?

Tanya: It was very good, I think.

Martha: I thought it was excellent, actually. I think we all did really well.

Rashid: Yeah, definitely.

Martha: And we did it all without bringing in other organisations.

Tanya: All the feedback was very positive.

Martha: Yes, it was.

Tanya: And lots of people were asking if we were going to do it again.

Rashid: Right.

Martha: Yes. And I think another thing that it possibly did was it showed people things they hadn't thought about before.

Rashid: I think that was a good move because one lady said, 'Oh, this is nice. We've not been down here before. We come up here and look at the lake all the time but I haven't seen this bit.'

Martha: Amazing.

Rashid: I think it was really good.

Tanya: I think it was brilliant all round.

Martha: I think they really enjoyed it.

Tanya: I did as well, actually.

Listening 2: Ending on a positive note**2.17**

Sven: OK. Good.

Lucia: Plenty of information there, then.

Sven: That's what we wanted and that's what we've got, so it's fine.

Lucia: OK.

Sven: So, why don't I have a chat with Luke tomorrow? And then have a chat with you.

Lucia: OK.

Sven: Sorry, no. It'll be Friday actually because he's away tomorrow.

Lucia: That's all right.

Sven: Then we'll see what happens.

Lucia: Wonderful.

Sven: Excellent. Good, good.

Lucia: Thank you very much.

Sven: Thank you.

11 Accounting**11.1 Theory: Reading financial statements****Listening 1: Who uses financial statements?****2.18**

Interviewer: Why do companies need these statements?

Andriy Tatarchuk: Company statements are prepared annually or twice a year. They are there to reflect the work of the company within specific periods of time. The company prepares these statements for internal use by the company itself and also for external users. The top management and the shareholders of the company use the statements to evaluate its performance over a certain period of time. Management can see how the company has performed in the current period and in the previous periods and see if it has to find ways to improve or increase its performance, or sometimes solve certain company problem – if they are visible through the financial statements. Shareholders at the same time can spot positive or negative trends in the company. They make a different sort of analysis – they look at the statements in a different way to the management, in order to make future investment decisions: whether to buy more shares in the company or whether they have to sell shares. External users of the company financial statements are possible future investors as well as tax authorities and other government regulatory bodies that check the finances depending on the sphere of activity in which the company operates.

Listening 2: Reading financial statements**2.19**

Interviewer: Have a look at these statements we have here. What do the figures on these statements tell you?

Andriy Tatarchuk: Well, I would say that the company's performing really well. As you see, it is actually making a loss, but the losses are less than in the previous period. Another positive factor is that sales are increasing, so that is good. The increasing cost of sales would tell me that the company is quite dependent on Marketing and Advertising and Sales. Also, if you look at the balance sheet, there is a significant increase in trademarks, patents and development costs,

so that probably shows that the company is selling a unique kind of product and for the future I would assume that this part of the balance sheet would actually rise. The company is developing. I would say it is not an old company and it is growing.

Interviewer: But are there any figures that look a bit strange to you, or look a bit different to what you'd expect to see?

Andriy Tatarchuk: Well yes, as I said, overall the company looks quite healthy; it is making losses, but something that leaps off the page at me would be: in the income statement there is a decrease in administrative expenses by almost more than two million from sixteen million to thirteen or nearly fourteen million. Normally in this case I wouldn't expect administrative expenses to decrease because the company seems to be growing. Its losses are lower than the previous period. The sales have increased and we see growth in this company. In such cases, the administrative expenses would be expected to rise and here they have decreased. The only thing that can justify that is probably the company is trying to cut their expenses, all kinds of expenses, especially administrative, and this is probably connected with the wider economic situation rather than how the company is performing. You know, the company starts paying fewer bonuses to the employees. It spends less money on corporate events and so on. It can only be justified by that.

11.3 Skills: Presenting facts and figures**Listening 1: Talking about facts and figures****2.20**

Area sales director: One of the challenges facing us today is how we can grow the business more quickly in a very difficult environment. Really we all know that the push at the moment is to sell to our existing customers. I don't know if you're aware that there was a survey done by TDS, a group of consultants, early this year, which suggests that we salespeople spend eleven percent of our time in front of the customer. We've worked hard to increase that number and it came out at ten percent after a six-month thorough review – but we've never published that. Clearly that's one tenth of our time, so imagine a two-week period for an account manager – he's in front of the customer one of those days, which is appalling really. We need our account managers out in the field far more often. Just to give you some of the key budget numbers for next year. At the moment I've got nine account managers and two heads of sales. Their total annual targets are currently at around ten million pounds' worth of revenue, so that's our capability if you like. And that number is in the budget as a key driver. The budget at the moment gives us revenue for next year of ten point seven four million, so that's a growth of fifty-five percent. Hopefully we've got some ideas of how we're going to deliver on these numbers next year.

Listening 2: Setting goals and targets**2.21**

Area sales director: So where do we go from here? We are not going to get our numbers by just doing the same things that we did this year. Some of these things are, well, all of these things in fact, are what we need to be doing all across the sales force. It's not just what I'm doing, I haven't got that much imagination. This is what the

whole of the sales force needs to be doing. And the first point is to focus on sales activity, and it's at the top for a reason, because that is a real key for us next year. The guys in this room are going to be pushed very hard to be out in front of the customer. They're going to be measured. If they aren't in front of the customer, they won't be able to sell. So, we've got to get that eleven percent number up and that's down to the account managers to get out there, but it's also down to the support staff as well. If we don't think in differently about the way we do things, that eleven percent will go up to about twelve percent, and that's not enough.

12 Finance

12.2 Practice: Looking for investment

Transferable skill: Dealing with numbers

2.22

Conversation 1

Demi: Hello?

Pietro: Hello. Yes. Can I speak to Liz Davids?

Demi: I'm afraid she's out of the office today. Can I put you through to someone else?

Pietro: No, thanks. Can you take a message?

Demi: Yes, sure. Go ahead.

Pietro: Can you ask her to call me back? It's Pietro, Pietro Del Vecchio from Nettuno Finance. My number is oh two five four ... nine six three two oh one.

Demi: OK. So, that's oh two five four ... nine six three two oh one.

Pietro: That's right. ... And can you ask her to call me before eight fifteen this evening? Otherwise I'll be on my mobile – that's oh one seven one eight, four five one two oh five.

Demi: So ... that's oh one seven one eight, four five one two oh five and the topic is the meeting on the thirteenth of April?

Pietro: Yes. Thanks very much.

Demi: No problem. I'll pass on the message as soon as possible.

Pietro: Thanks. Bye.

Demi: Bye.

Conversation 2

Fiona: Hi Joe. Everything OK?

Joe: I think so. Not sure about this order though. The figures don't seem right. Can you check it for me?

Fiona: Sure. Let's see ... That's sixty of item number BC slash nine two dash three seven A.

Joe: So that's sixty times ninety euros forty ...

Fiona: No! Ninety two euros forty ...

Joe: So that makes ... five thousand five hundred and forty-four euros.

Fiona: OK. Next one. Seventy of item number BC slash ninety dash four nine two ... they cost seventy-five euros. So the total there is ... five thousand two hundred and fifty euros. OK?

Joe: So the grand total is?

Fiona: I make it ... ten thousand seven hundred and ninety-four ...

Listening 1: Starting a company

2.23

Sharon Wright: It was just one of those eureka moments. I moved into a brand-new house and I booked the telephone company to come in in the morning and they didn't arrive until late. And when they did arrive, I had to wait and watch them struggle to thread the cable through the cavity from the outside wall to the inside wall and through the house. So it was just, well, with me having a health and safety background and I'm a person who likes solving problems, I just watched and I just saw this eureka moment.

Interviewer: Can I ask you something? You said you worked in health and safety before. Could you say something about your experience in that area?

Sharon Wright: Yes. When I left school I worked as a laboratory technician and the company asked me to develop a quality assurance system for the whole of the company. And health and safety factors were part of the course, so that background was always with me.

Interviewer: So once you'd had the idea, how did that then develop into a business?

Sharon Wright: At first I thought that if the technician had a special tool for this problem, it would save him at least half an hour every time he had to do this work. And I calculated that if the technician was doing so many visits a day and wasting so much time, then I thought, wow, this is millions and millions of pounds they're wasting. And then I started thinking, well, where would I go if I had an idea? What do you do? So I did my searching on Google, and began to understand that if it's a good invention, you need to have some protection in the form of patents.

Listening 2: Looking for funding

2.24

Interviewer: How did you set about raising the finance?

Sharon Wright: Well, the first thing I did was I spoke to my local university at Hull, and I asked the question, 'Look, I've got an idea for a prototype. I can't afford even to buy the materials to make a prototype. Is there any way any of your technical departments could help me?' And they said, 'Well you can actually apply for a small amount of government funding to get you to that first level.' And I had to go through a process of being interviewed in front of four people, and they accepted me, and I was awarded four hundred pounds. So that was enough money to have a basic search done on my patents, to understand the patent, the need for a patent, and to use patent lawyers. And it did in fact give me the money and the time from the university to support me in making that non-working prototype. So there are always ways and means.

Interviewer: OK, but what happened next? When did you decide to invest a lot more time in this project? And what decisions did you have to make?

Sharon Wright: Right. There are many different choices to make. I would certainly advise people to hold onto the shares of their company, the equity of their company, as long as possible and as much of it as possible. I would try and do some trade-offs. You know, if I do that for you, could you do this for me? And the other person

is happy, and I am happy, and we've both got what we want. And not just on a temporary basis, but moving forward on a regular basis. Look for other finance. Look for other funding. Don't be afraid to ask. The fact that you have got passion gives you the courage to ask that question, I would say try and get as much as you possibly can. If you need to give something away, make sure that it's for the long term. Otherwise you may regret it later. And if there's any way, take out a very low-interest loan. You know, the banks are always there to help and support new businesses. So there are always easier ways than giving too much away of the equity of your business. You've just got to think, 'How can I get what I'm after?'

Listening 3: Making a pitch

2.25

Interviewer: From your experience, what specific tips would you give to people making a pitch for the first time?

Sharon Wright: Think about what you want to say. Write down your business plan and pick out the key areas you know they will want to ask more questions about. Know your business, know your business plan, know the answers to the questions they're going to ask. Deliver it with confidence, and confidence comes from practising. I practised a hundred times every single day for six weeks. And I knew it word perfect. I didn't leave anything to chance. So, just be prepared. Deliver your pitch with confidence. And never take criticism as a negative. Don't let criticism put you off, because you're assuming that people understand your business and how you want to take that business to market, to the next level. But people don't always understand, they haven't lived it and breathed it. You're the one with the passion and the energy, so you have to portray that to others. So never see it as a negative thing if people criticise or ask questions. They're looking for an opportunity to invest time and money.

12.3 Skills: Making and refusing requests

Language focus 1: How to ask people to do things

2.26

- Can you work out what the minimum number is?
- Do it by the next meeting.
- You couldn't do the documentation for Dellstone, could you?
- You have to change the documentation.
- Could you give Marie a ring when you've got a moment?
- So, you just need to label the outside of the box.

Listening 1: Making polite requests

2.27

Anna: He's got an, an ... export manual, is it? ... That's what it's called, isn't it?

Kevin: Yeah.

Fran: I think he has got an old one somewhere, yes.

Kevin: Yeah, yeah, but you see he probably hasn't bought one for years either.

Fran: No.

Kevin: That one that Bill had was way out-of-date.

Anna: Can we get a new one on CD or download it from the web?

Kevin: Possibly.

Anna: Could you price it up and see how much it is, Kevin? I mean, we only need one.

Kevin: They're about eighty pounds.

Anna: Can we have one electronic one and photocopy it?

Kevin: I'm afraid it's about five thousand pages, so probably not.

Anna: Well, how much is a disk or a download?

Kevin: I don't know how much a disk is. A book is eighty pounds so I'd guess that it will be about the same price or cheaper.

Anna: We need to have a think about the best way to go. The bit that you are bothered about is the price increase. Fran, are you happy with this? Two and a half percent as of the first of January. And all quotes from now will go out to let people know that there will be an increase and we'll draft a letter and get it out as soon as possible.

Fran: Yes.

Anna: Can we get that letter out next week, Kevin?

Kevin: Yeah.

Anna: Nothing else to do?

Kevin: No, I'm just wondering ... perhaps they can do it from here?

Anna: Yes. Could you draft the letter and then just get them to do the mailshot from here?

Kevin: OK.

Listening 2: Polite and routine requests

2.28

Conversation 1

Ron: Could you do me a favour?

Jen: Sure.

Ron: You couldn't do the documentation for Dellstone, could you? I'm still struggling with these, and I'd like to get it done.

Jen: Yes, OK.

Ron: Great, thanks! I'll bring the stuff in for you.

Conversation 2

Simon: So, you need to do a stock check every once in a while. All you need to do is set what your minimum levels are.

Gina: OK.

Simon: So, you just need to label the outside of the box and say, 'There should be at least five hard disks in this box.'

Gina: Yes, but that doesn't work if some of those are new hard disks and some are old.

Simon: Then you need to throw all the old ones away, or put them in separate boxes.

Gina: OK.

13 Decision-making

13.2 Practice: Strategic planning

Listening 1: For-profit and non-profit organisations

2.29

Interviewer: Could you tell me about the difference between non-profit and for-profit?

Anuradha Desai: Well, in the for-profit sector you have a product, and you have consumers that are using the product. Then you have the scale, you have to decide if it can be expanded. So, you have one company or one store here, can you have twenty stores? Are people really interested in using it? What kind of marketing? And

what kind of outreach are you going to do? And those are the same principles we have to use in the non-profit sector. Because in my case a product could be training, a product could be seeing the change happen. We have two different groups of people: consumers who are using the product, which means in our case what we call beneficiaries – they are utilising the model, and they are getting the benefit out of it. Then investors ... So the company would have investors, shareholders. And in our case donors could be seen as shareholders. Shareholders get benefits from the stocks and shares that they hold in the company, whereas in our case the donors are getting the benefit of putting something back into society. So to my mind it's a very similar kind of approach. The only thing is that the bottom line in the for-profit sector is money; and in the non-profit sector it is social change.

Listening 2: Planning strategically

2.30

Interviewer: How does your organisation plan its strategy?

Anuradha Desai: Right. The one thing to understand is that we don't go in the hot spot of the conflict. We go into the area after a conflict or where we think a conflict might happen. Where the rockets are flying or where there is tension, we don't necessarily go there. That's when we want to work with people. But the strategic work requires thinking about. Why do we want to be in one particular place? What is it that we want to do? What is the environment there for us to exist and to do the work? Do we have the right kind of interest from the community? Because our focus is on working in the community. Do we have support for the kind of work we need to do? How soon will we be able to see the shifts? And it's not that we won't go if we don't see the changes right away, but the idea is to at least pay attention, to create a matrix, and say what is some of the potential for us to be working? So for example, if we want to go to India and work there, who do we work with? Why do we want to work with them? Is there a local non-profit organisation that will take our training and our model and then be able to utilise it? Because it doesn't help to go to some place, give one training session and come out and go away. You won't see a change. You need to have an ongoing kind of connection. So part of the strategy is deciding why we will work in a particular place. Who will support it? Who will carry it forward? What are the results that can potentially come out of it? So it's almost like an assessment of the scenario, both of the conflict as well as of the larger commitment from the government side, or non-government side, or from the funding side.

Listening 3: Strategic goals

2.31

Interviewer: What kind of checking mechanisms would you say that you have, to see whether your plans are being put into practice?

Anuradha Desai: You create a plan on what needs to happen. This is where you want to go. And then you need to figure out if you haven't done it, why you haven't done it and why you weren't or aren't able to do it. And I think that it is the role of the executive director or the president, but also of the board. You know, what are the measures? If I want to do twenty training sessions, ten in India and ten in Cambodia, did I get to that? But

twenty training sessions would still be an output, it is not an outcome. So what is the outcome out of that? Is it how many people actually believed in this kind of work? And, how do you measure it? Because our work, especially this kind of work, it's not fixed, it's very amorphous. It's not like building village wells ... or building a school, or it's not like sending five hundred gifts to a school because those numbers are measurable. World peace is very difficult to measure. And if things are remaining calm, is it because of your methodology, or is it because other things haven't happened? So you know, how do you measure that you are really making a difference? You have to come up with very clear measurable goals that you can say, 'This is what we want to do and this is what we did!' And then hope that the continuation of that dialogue process will turn into creating a society through evaluation. You can have an evaluation process where you can say that evaluation shows that before, people didn't do this, now they do that because of the process that we took into account.

13.3 Skills: Dealing with problems

Listening 1: Meeting at a gym equipment company

2.32

Eddie: The list I've just given you is all of the equipment complaints for this year not including transport damage or factory faults. They are all from health clubs.

Chris: Right.

Eddie: There're no schools on there.

Julie: What's the problem?

Eddie: Mainly the gym mats splitting. In most of these cases those heavy exercise machines are being used on the mats and that's making them split.

Chris: Right.

Eddie: We're not getting any complaints like this from schools.

Chris: Yeah.

Eddie: It's because all these mats are being used day in day out by adults and, you know, taking a lot of abuse.

Chris: Yeah.

Eddie: But we'd like to see heavy-duty mats offered to our distributors to offer to the clubs.

Chris: Oh, yes.

Eddie: So I've proposed that we send out heavy-duty ones to get them out for testing with the health clubs.

Julie: When you say heavy-duty, you just mean that they are thicker?

Eddie: Yeah. The plan is hopefully that these heavier-duty mats will increase the lifespan of the mat and get rid of these problems. I've told distributors, 'Don't sell the current standard ones to the clubs. Sell them these heavier-duty ones, because they will last.'

Chris: I think we need to put the emphasis onto the distributors.

Eddie: Right.

Chris: Get two mats. The heavy-duty one is good for the clubs. And the standard one is OK for light use.

Listening 2: Meeting at a company marketing beauty salons

2.33

Sean: Right. I won't talk about Liverpool and the issue with too much space. That's not critical. What I do need to get a decision on

today really is the marketing suite. I've only got limited information, so if you can help me out here.

Barbara: OK.

Sean: Erm ... the marketing suite in York and Liverpool should capture pre-opening bookings and make people aware of the beauty salons. I think the question is: can we do it with the resources and money we have? Is that right?

Barbara: The physical resources, time and money to do it.

Sean: OK.

Barbara: I think my biggest concern in Liverpool has been trying to get people up the stairs in the first place, through what's essentially a building site, into the room. To make sales we have to put pressure on people. But if you look at the marketing suite for Tottenham, it's much more acceptable. It's in the warm and it's downstairs in the shop.

Sean: Well, I don't know. We could look at it.

Steve: Because when people open that door and simply see what's essentially an information room, I don't think that's going to entice and delight people.

Sean: You think you can deliver it downstairs?

Steve: I think we could deliver not a room, but we could deliver an environment where people actually felt an incentive to come and have a look. I think that's a big thing. Going upstairs to somewhere where there is a closed-door approach I think will actually switch quite a few people off rather than on. I think we can do something downstairs but it has to be much more open and much less pressurised. And I think we could do something with bookings. We could certainly do something like give vouchers for the opening a week before.

Barbara: I think we may be able to get our message across more easily if we move to the ground floor. In the room itself you have photos of what the salon looks like rather than, you know, just information. So, you can make it a lot neater, you can make it very appealing. And we can do it on the ground floor and for me that's one of the big things about having it downstairs.

Listening 3: Discussing a colleague's course

 2.34

Lucy: What about Claire? How's her business course going?

Paul: She's enjoying it.

Lucy: I was thinking, are you providing a sort of mentoring activity of some sort?

Paul: I haven't formally set one up.

Lucy: I think we could do with one.

Paul: Yeah.

Lucy: So that we can monitor how she's doing and also get feedback from her as to what she's learning, really. I think we need to support her to get the best out of the course for her.

Paul: Yeah, yeah.

Lucy: Because she's not used to it, I think she'd make her own decisions about what she was doing rather than come to us for support.

Paul: I think something else she might appreciate would be a bit of study skills support.

Lucy: I think you and Claire should sort out an active mentoring programme so that there is a regular session at which she feeds back and you can identify what she's learnt, where she's progressing and

identify how you can support that process and help her get the best out of it.

14 The learning organisation

14.1 Theory: The five disciplines of learning organisations

Listening 1: What are the characteristics of a learning organisation?

 2.35

Interviewer: How is it clear to an employee of the organisation that it is a learning organisation?

Tom Cummings: What you would see in a learning organisation, I would say here, would be several measures. What you would see is that the senior leadership are more inclusive in the planning process. That there would be a lot of visual materials like diagrams, posters, mind maps that would help us to understand why things are happening, the causes and effects, translated into what we need to do, and how we're going to apply that in any given situation. And I think there would be lots of signals to people that dialogue is welcome. That the use of social media would be reinforced to add to communication channels. That open systems and transparency add to and improve the company rather than secrecy. There would be a general willingness to have a more democratic organisation.

Listening 2: What are the five disciplines?

 2.36

Systems thinking

Tom Cummings: Systems thinking is a discipline for mapping out and understanding the whole system. The first discipline of Systems thinking is to understand the systems modelling. If you think of reading a newspaper, reading the headlines and how we translate these into causes (what we see as the reason) and effects (what we think is going to happen). So quite often we look at the headlines, we will see, for example, 'Climate change is happening quickly' and our response will be 'Oh, I'd better sell my house' or 'I'd better go and live at the top of a hill.' So we start from a couple of facts – like 'climate change is happening quickly' – and then we go all the way to the top of the ladder and say 'Therefore this must be happening.' And really Systems thinking is a way of looking at how we came to those conclusions, and actually say, 'Well, maybe it isn't quite that cause that leads to that effect.'

Personal mastery

Tom Cummings: Personal mastery makes us ask ourselves, 'What is it that I deeply care about?' and 'What impact do I want to have on this system?' Basically, how I want to be involved in the system. I think we see more and more people, especially younger generations, who really want authentic behaviour in companies. What it means is that they want people to be as honest as they can and to show that they are well intentioned about their purposes in what they are offering or selling. And of course this is changing our understanding of what business really is. You see more and more social responsibility coming in. But it starts with people's Personal mastery.

Mental models

Tom Cummings: Mental models are the underlying ideas that influence how we think and act. So that when you have a conversation in organisation learning terms, when someone says, 'Well, I've just developed this new chair' many people would start talking about the functions and the features of the chair. In organisational learning you might say, 'Let's start by understanding the chair and its purpose in the context of what it is that we do.' You would go to some more fundamental questions about what it is that we are trying to understand in the system.

Shared vision

Tom Cummings: Mental models and Shared visions are closely connected because people don't easily understand other people's Mental models. Let me give you an example of that. If I ask people to describe the graph of their life, their past, present and future, and they draw it on a piece of paper, I will quite often say, 'Well, I know that the x-axis will be time, but what is the y-axis?' And what you find is that when people draw the line of their life, some people will say, 'That line is about happiness.' Others will say it is about learning. Others will say it is about earning more money. So Shared vision is about getting people to understand that different people have different ways of looking at things.

Team learning

Tom Cummings: The last one is about Team learning. In the past it has been noticed that teams haven't worked effectively. In teams, flaws in human behaviour arise. For example, in teams we often avoid conflict, so we will not say what we really believe we should say. In teams, we will also conform to a norm: if there are power dynamics in the team, we will quite often go to meet the needs of those who we feel are superior over us, and can control us, and have an impact on our lives potentially, or the resources that we need to get our work done. So Team learning is about surfacing all of these issues and problems. When you do that, you start to really see that the team capability improves and is more effective.

14.3 Skills: Taking an active part in negotiations

Listening 1: The agenda for the meeting

2.37

David: My view of this meeting is that from a project point of view we've got a pretty good picture now of what the final product is. Is that fair to say?

Roberta: We're getting there, yeah.

David: Yeah? So, that's been one of the reasons why you have come to see us.

Roberta: Yeah.

David: And then the second thing is that we want to confirm the costings which include things like the logistics and all that type of thing. We can start that off, if not get most of the way through. And lastly check where we are in terms of supply – to go over what we've ordered on the basis that the cranes should be ready around the time we need them. We've got, I think, about forty on order.

Roberta: That's what we wanted to find out as well, you know.

David: Brilliant, all right then.

Roberta: That's pretty much it as far as an agenda goes.

David: That's all right. Good.

Listening 2: Raising a problem

2.38

David: So, if I've read this correctly, what we're really saying here is that you want to sell this to us for eleven hundred and ninety-two pounds. Is that right?

Tom: You can order in batches of twenty.

David: OK.

Tom: That's our minimum sort of batch order.

David: Alright. Well, our problem is we can't afford to pay eleven hundred and ninety-two pounds, so straightaway we have to have a look and say what can we do to bring this price down. So, is there any opportunity in what we've got here to see if there's a way we can reduce it?

Tom: There are always engineering changes we can make. It depends how they'll affect the finished product.

Listening 3: Discussing a proposal

2.39

David: Between now and February we need to see how much everything is costing you to make, bearing in mind that you're happy to have a ten percent net profit. We wouldn't want to affect your profitability at all. What we would want to understand is exactly how much it's costing you.

Tom: OK.

David: What we'll do is send our people over with all sorts of cost sheets. If I can, I'll get them to come along and you can complete those with them so that you understand how you break down the cost; how they work out the cost to produce these parts.

Tom: OK.

Jack: To give you a feeling about these things, most people are worried about it to start with, but the general consensus of the people I know in the trade who've used it is that they find it's to their benefit. At the end of the day it guarantees you profitability.

Tom: We've no problems with it. But we don't want to make too much of an effort until we know what we're making. 'Cause if we're spending hours costing up a part that is going to be put in the bin, it will be a waste of time.

Jack: I totally agree, but you know the way we work is we track our costs at various points in the project.

Tom: Right.

Jack: And what has happened is that you have come over target.

Tom: Hmm.

Jack: With weight we came in over target. We've addressed the weight. Now we'll address the cost. Almost certainly you know we can do something that'll sort it out.

Tom: Yeah. Oh I think so. Yeah.

Answer key

1 Culture and its impact

1.1 Theory: Dimensions of culture

Reading 1: Professor Hofstede's dimensions of culture

- 1
 1 true 2 false – In cultures where uncertainty avoidance is low, people are more relaxed about the unknown ...
 3 false – ... there is less expectation of movement between classes or levels. 4 true 5 false – ... saving and hard work are valued in cultures with long-term orientation, ... 6 false – These dimensions are tendencies, not rules

- 2
 1 f 2 c 3 a 4 h 5 c 6 e 7 b 8 d 9 g 10 j

Language focus 1: Using key vocabulary

- 1
 1 communication 2 analyse 3 (un)certainty 4 avoidance
 5 value 6 competition
- 2
 1 values 2 competitive 3 communicate 4 avoid
 5 uncertain 6 analysis

Language focus 2: Present tenses

- 1
 1 a present simple b present continuous
 2 a present simple b present continuous
 In the a sentences, the present simple is used to show that this is the usual situation. The present continuous is used in the b sentences to show that it is a temporary situation.
- 2
 1 What does 'absurd' mean? 2 Where is he working at the moment?
 3 Which departments are taking part in the project?
 4 Which company do you work for?
- 3
 1 be 2 do
- 4
 1 When do you usually have department meetings? / Do you usually have department meetings?
 2 Do you always discuss decisions with your boss? / Why do you always discuss decisions with your boss?
 3 How are you dealing with this problem? / Are you dealing with this problem? / Who is dealing with this problem?
 4 What are you working on this week?

- 5 Why does she never arrive on time for meetings? / Does she ever arrive on time for meetings?

1.2 Practice: Relocation and repatriation

Introduction

- 2
 1 What are the people like? 2 Do I have to learn another language? 3 What are the schools like? 4 Is there a good health system? 5 Is it expensive there?

Listening 1: Reviewing the relationship between corporate and national culture

- 2
 1 multinational 2 individual 3 national 4 different
 5 corporate

Listening 2: Preparing to work abroad

- 1
 He mentions 2, 3 and 5.

Listening 3: The decision to relocate

- 2 He mentions family and health issues. He thinks that if you want to be successful abroad you need to be open to doing things in a different way.
- 3
 1 True 2 Not mentioned 3 True 4 True

Listening 4: Coming back

- 2
 1 It was more difficult for him to return to the US.
 2 He had a management role where he had to deal with government officials and he ran every aspect of the business.
 3 He had less responsibility and felt frustrated as it took a long time for decisions to be made.

Language focus 1: Talking about cultures

- 1 a, b 2 a, b, c 3 a, b, c 4 a, c 5 a, b 6 a, b 7 a, b, c
 8 a, b, c

Transferable skill: Using gender neutral language

- 1
 a Women managers and women as a whole in the company might feel excluded as only the male gender is used.
 b Single fathers may feel excluded as only single mothers are mentioned.

2
By using *him-or herself*, it doesn't speak about just one gender.

3 Suggested answers

- a** A manager should always treat their staff with respect; they should make sure that everyone feels included and that employees can come to them with problems.
b Single parents often find it difficult to combine a job with family life.

Language focus 2: Using stative verbs in the present tense

1 Sentences 2 and 4 can change to the present continuous to give the verb a temporary meaning. *Believe* and *mean* in sentences 1 and 3 describe a state and not an action, so they can't be present continuous.

2
Emotions: love, wish
How we think: know
Possession: own, contain

1.3 Skills: Beginning a business relationship

Listening 1: Meeting people and making small talk

a conversation 2 **b** conversation 1 **c** conversation 3

Language focus 1: Introducing yourself and other people

- 1**
1 I'm **2** This is ... **4** How are you doing?
5 Hi; Very well thanks; Good thanks; Yourself?; I'm fine.
2 Suggested answers
1 My name's ... **2** I'd like you to meet ... ; Can I introduce ... ?;
3 Pleased to meet you. **4** Hello; How's it going? (informal)
5 Hello; I'm very well, thanks; I'm fine, thanks.

Listening 2: Small talk topics

Conversation 1: the weather
Conversation 2: bad traffic on the journey to the company
Conversation 3: the new year (new year's card), family (grandson)

Intercultural analysis

- 2 Suggested answers**
If you don't know somebody well it might not be a good idea to talk about families.
4 Suggested answers
All of the topics could lead to problems apart from perhaps weather and food. If you don't know about the people you are meeting it is better to start with a neutral topic. Obviously, the topic you choose will depend on the cultures of the people present. It is important to know what topics to avoid.

Listening 3: Making successful small talk

- 1**
1 It is not successful small talk because Belinda doesn't expand on her answers and Alan doesn't develop the topic either. He just moves from one topic to another.
2 Belinda might think that Alan is not interested in her responses. Alan probably thinks Belinda is rude as she doesn't expand her answers.

2
The speakers try to develop the topics in Conversation 1 from Listening 1.

Language focus 2: Showing interest and keeping the conversation going

1
Extract 1
Use an expression that shows interest:

Francine: Oh, that's good.

Add some information after answering a question:

Dave: The weather forecast is for nice warm weather for the next couple of days anyway.

Extract 2
use an expression that shows interest:

Luke: Really

make a further comment on the same topic:

Maria: We must have been waiting for half an hour.

- 2 Suggested answers**
Exactly, Sure, (That's) true, Absolutely, Definitely, Wow, (That's) wonderful, Excellent
3 Suggested answers
See Audio Script on page 147

2 Technology and business

2.1 Theory: Disruptive technologies

Language focus 1: Technological vocabulary

- 2**
1 design **2** discover **3** develop **4** invent **5** innovate
3
discovery innovation invention design development

Reading: How companies can exploit disruptive technologies

- 1**
Correct order: 1d 2b 3c 4a
2
1 false – Organisations should decide which future technologies will be a threat to them.
2 true – Managers often ask the wrong people or the wrong questions.
3 true – They ask mainstream customers (even though they are the wrong people to ask).
4 true – The product might not meet demands now but it might in the future.
5 false – They should only set up a separate organisation if the disruptive technology has a lower profit margin and will be for a different group of customers.

Listening 1: The Internet as a disruptive technology**2**

- 1 Analysis, commentary, news and sport.
- 2 We go to a different website for each of these things.
- 3 *Fragmented* means it has become broken.

3

Possible examples of a value chain: wood from a tree – paper; silicon chip – mobile telephone

Listening 2: The effect of the Internet on retailing**2**

- 1 He mentions eBay because they are a company that only exists because of the Internet.
- 2 They are able to develop their business as the Internet means that they don't need to work with travel agents.

2.2 Practice: Creating a product through an online community**Reading: Using customers to design a product****2**

- 1 straightforward
- 2 the entire car
- 3 much cheaper than
- 4 wanting to take part in car races

3

It has a three-litre six-cylinder turbocharged diesel engine; it uses 7.4 litres of fuel per 100 km; it goes 100 kph after six seconds and it has a limited top speed of 210 kph.

5 Suggested answers

Advantages for the automotive company include that it can cut down on design costs and research costs and this type of project helps to bring the company loyalty from customers who feel part of the process. The main advantage for customers is that they can help design the type of product that fits their exact needs.

Language focus: Using the passive form**1**

- 1 was designed
- 2 has been stolen
- 3 will be given
- 4 has (already) been made
- 5 will be finished
- 6 has to be shown
- 7 is checked

2

- 1 c
- 2 a or c
- 3 b
- 5 d

3

The passive is formed by using the correct tense of the verb *to be* and the *past participle*, e.g. *used* or *known*.

4

- 1 was developed
- 2 is powered
- 3 will be aimed
- 4 have already been voted on

2.3 Skills: Telephone communication**Language focus 1: A successful phone call****1**

The call is not successful, because the caller does not reach the person she wants to speak to, and is not able to leave a message.

2

The person who answers the phone is rude and unhelpful.

4

person B is more helpful: she offers to take a message and writes down the caller's name and telephone numbers.

The speakers use more polite language, such as 'Could I speak to Mr Wong, please?', instead of 'Is Mr Wong there?'

The speakers sound more interested: their intonation is not flat, as in the first call, but their voices go up and down more.

Listening 1: Formal and informal phone calls**1**

Phone call 1: beginning of the call; Phone call 2: beginning of the call; Phone call 3: end of the call

2

Phone call 2 is the most informal because of some of the language the speakers use, such as 'Hello', 'Hi' and 'a buzz' (for a call).

Language focus 2: Beginning and ending phone calls**1 Suggested answers**

- 1 I'm calling about ...; I wanted to speak to you about ...
- 2 Good morning. Best Printing; Hello
- 3 Hi Laura; How are you?; I'm good, thank you.
- 4 Who's calling?; This is David West from ...; Ron here

2

2 (answer), 4 (introduce or ask to identify), 3 (greet or respond), 1 (say why they are calling)

3

They summarise what's been arranged, they thank each other, they use expressions like 'OK' to show that they have finished.

4

B: OK, that's great. Thanks very much.; B: Nice talking to you.; B: Bye.

5**formal language:**

Phone call 1: Good morning, Could I ...?, Who's calling?, This is ... Hold on one moment for me, could you?

semi-formal:

Phone call 2: What can I do for you?; Phone call 3: do give us a ring, Thanks very much, Thanks for your time, Nice talking to you.

informal:

Phone call 2: Hi, I'm good, 'buzz' (for 'telephone call'); Phone call 3: Bye bye

Phone call 1 is formal because A answers external calls to the company. She is more formal because she represents the company to people who call from outside.

Phone call 2 is informal because it is between two colleagues who know each other well.

Phone call 3 is semi-formal: it is between a supplier and a customer, but they know each other already.

Listening 2: Arranging to meet**1**

Sharon: Monday F Tuesday F Wednesday B Thursday ? Friday ?
John: Monday F Tuesday B Wednesday F Thursday B Friday F

2

They arrange to meet on Monday afternoon at 4.15.

Language focus 3: Making arrangements, checking and clarifying language

1

Asking about / Suggesting a day / time to meet

So, when would be convenient for you? / Would you be able to make it on ...? / Well, how about ...? / Can you make it at ...?

Saying you are free / not free

I'm free today or tomorrow. / Tomorrow morning would probably be better. / I'm actually all booked up for tomorrow. / No, sorry, I'm out that day. / Let's see, after that I'm not free again till ...

Checking information

Let's see, Wednesday, that's the fifteenth, isn't it? / I think we need to do this quite quickly, don't we? / Four fifteen. So, quarter past four. / Your office is at the ... isn't it? / So that's three fifteen this afternoon.

Showing understanding

Yes. / Right. / Oh, I see. / OK. / Don't worry!

Correcting information

No, we said *four fifteen*, actually.

2

Sharon says three fifteen instead of four fifteen. John corrects her by stressing 'four': '*four fifteen*'

Writing 1: Making first contact

Introduction

- 1 It means that it is important to make a good impression the first time you meet or write to somebody as it is the best (and maybe the last) chance you will have to impress them.
- 3
- 1 It should be friendly but be aware of the conventions of addressing people in the culture you are writing to.
- 2 It depends, but it is usual to do this in English-speaking cultures the first time that you write to a person.
- 3 It is very important to try and avoid mistakes, but remember that good communication is also very important, so don't be too afraid.
- 4 This might create a bad impression, because it could look like you don't know very much about the business.
- 5 This is very important.

Language focus 1: Making first contact

1

a 3 b 1 c 5 d 4 e 6 f 2

2

1 b 2 a 3 c

Language focus 2: Building a business relationship

- 1 He should try and sound friendlier and more interested in the person he is writing to.
- 2
- 1 d 2 a 3 c 4 b

3 Motivation

3.1 Theory: Herzberg's Motivation-Hygiene Theory

Introduction

Possible answers

1 d 2 b 3 e 4 a 5 c

Reading: Herzberg's two-factor theory of motivation

1

1 c 2 b 3 a

2

- 1 true. they talked about job experiences and job content.
- 2 false. They concentrated on the job context.
- 3 true. hygiene factors prevent dissatisfaction.
- 4 true. before Herzberg's theory, managers concentrated on hygiene factors which alone didn't motivate employees.

Language focus 1: Vocabulary of motivation and demotivation

- 2 Relationship with peers – Hygiene 3 Recognition – Motivation
- 4 Advancement – Motivation 5 Salary – Hygiene
- 6 Work itself – Motivation 7 Growth – Motivation
- 8 Work conditions – Hygiene 9 Supervision – Hygiene
- 10 Relationship with the boss – Hygiene 11 Achievement – Motivation
- 12 Responsibility – Motivation

Language focus 2: Quantifiers

1

Order from left to right: a little / a few, some / several, many / much / a lot of / plenty of, most, all

2

1 Some 2 enough 3 a great deal of 4 many 5 little 6 few

3

countable: many, a lot of, a few, a large number of, several
uncountable: much, a lot of, a little, a great deal of, a huge amount of

4

Negative: sentences b and d

When we use *little* and *few*, the meaning is usually negative.

3.2 Practice: Building a positive work environment

Listening 1: Creating a good work environment

1 Suggested answers

People are involved in processes related to the job at all levels of the organisation.

There is good communication through daily face-to-face meetings. Top managers share information with employees and listen to their ideas.

- 2 Many other companies communicate mainly via email with their employees, whereas at Creativ they have frequent face-to-face meetings.

Listening 2: Rewarding employees**1 Suggested answers:**

pay bonuses, give pay rises, offer promotion, give awards (e.g. 'employee of the month'), give gift vouchers

2

- 1 There isn't a system of rewards, and rewards are not given to individuals but to the whole group or team to recognise a special effort or a good result.
- 3 Every employee is treated as a 'special person': everyone has the opportunity to discuss their 'dream job' and things like working hours and career possibilities.

Transferable skill: Developing listening skills**1 Suggested answers:**

- 1 Creativ treats everybody as an individual, but teamwork is also important. There is a very positive spirit in the company.
- 2 Probably not, as everything is discussed in the open.
- 3 There are probably a lot of 'unwritten' rules that people naturally follow. Perhaps there are only rules for seriously bad behaviour.

2

b

3

- 1 Don't talk behind anyone's back. Don't speak badly about the company. Don't steal.
- 2 Employees feel proud to work for the company and they like the positive, family-like spirit.

Language focus 1: Articles**1**

a 8 b 9 c 1

2

- 1 the, 8 2 -, 11 3 a, 2 4 the, 4 5 -, 9 6 the, 5 7 a, 3 OR 1
8 the, 7 9 -, 10 10 a 3 OR the 4, The 6

Language focus 2: Vocabulary to discuss pay and working conditions**1**

- 1 flexitime 2 salary 3 open-plan office 4 glass ceiling
- 5 career opportunities 6 tip 7 commission
- 8 mentoring system 9 work-life balance 10 severance package
- 11 bonus 12 appraisal system 13 fringe benefits
- 14 effort-reward balance

2

Pay and rewards: salary, fringe benefits, effort-reward balance, commission, tip, bonus, severance package

Working conditions: career opportunities, glass ceiling, work-life balance, open-plan office, appraisal system, mentoring system, flexitime

3.3 Skills: Conducting a performance review**Language focus 1: Vocabulary for performance reviews**

- 1 c 2 e 3 d 4 f 5 a 6 h 7 g 8 b

Listening 1: Beginning a performance review

- 1 true 2 false 3 true

Listening 2: Performance objectives

- 1 has 2 satisfied 3 all the tests 4 will not

Listening 3: Responsibility and supervision

- 1 Jenny is responsible for the database.
- 2 Bob's job is to keep the database up-to-date.
- 3 The problem is that the database is not up-to-date.
- 4 They should be able to see instantly who the clients are (show they have registered), at what stage they are in dealings with the client and when the last contact was.

Critical analysis

Group D: David does 1, 2 and 3 well. He didn't need tip 4.

Group J: Jenny does 1 and 3 well. She didn't need tip 2. She does not follow tip 4 completely; she says she needs to speak to Bob, but criticises him without giving a solution.

Language focus 2: The language of a performance review

- 1 Manager tip 2
- 2 Employee tip 1
- 3 Manager tip 3
- 4 Employee tip 4
- 5 Manager tip 1 (constructive feedback)

4 Human Resources**4.1 Theory: HR planning****Introduction****4 Suggested answers**

These questions are all very important for Human Resources. The first question is about how the company can attract staff. The second is about how they keep or retain staff and the third one is about how Human Resources plan for the short term during times of crisis.

Language focus 1: Talking about HR tasks**1**

Compensation for employees: salaries; pensions

Hiring staff: recruiting new staff, advertising for new staff

Performance management: developing staff abilities; supporting heads of department in getting the best work out of their staff

Organisation development: working with departments to help bring about change; informing employees about developments

Listening 1: Retaining staff**2**

- 1 She mentions giving people challenging tasks so that they feel like they are developing.
- 2 It is when two companies work together and exchange staff to make sure people always have something challenging to do.
- 3 She speaks about the way an individual's needs change as their family situation changes.

Critical analysis**1 Suggested answer**

Employees might need to learn new systems when they change companies; they might not want to return to their old company; certain employers may abuse the system by trying to exchange untalented staff for talented staff.

2 Suggested answer

Somebody who is still at university might have to fit their lectures around their work time; somebody with small children will have to fit their time around school hours and holidays.

Listening 2: Short-term planning**2**

Because they don't know how the crisis is going to develop, they are reluctant to let people go permanently.

3

1 three months' 2 six months' 3 working hours
4 unpaid holiday 5 develop 6 permanently

4**1 Suggested answer**

At times of crisis it is important for a manager to communicate with his or her team. It is also important to look towards the future and to show how people can grow personally in difficult times.

3 Suggested answer

When the economy is healthy, people have more options to find work and perhaps can find jobs in other companies more easily.

Listening 3: Employer branding**2**

- 1 It's about making the company attractive for employees.
- 2 Because people think that companies like these organisations make great products so they must be great organisations to work for.
- 3 Because the people who already work for the company will realise it isn't true.
- 4 They can't afford big branding campaigns. They can look at what makes them unique compared to the big companies.

Language focus 2: Talking about the future using will, (be) going to and the present continuous**1**

1 will help 2 am going to 3 are meeting 4 are going to have
5 will make

2

1 will 2 (be) going to 3 the present continuous
4 (be) going to 5 will

4.2 Practice: Recruiting and keeping staff**Introduction**

- 2 *Education* refers to the process of learning at school or college.
Training is when you learn skills that will help you do a specific job or activity better.

Transferable skill: Using prediction to help understand a text**Suggested answers**

What is the article about? Why am I reading it? What information do I want to get out of it?

Reading 1: Characteristics of 'good' employers

Emirates Bank International was seen as a good employer because:

- 1 it developed the people who worked for it; 2 it offered stability and security and 3 it offered opportunities to ambitious nationals

Reading 2: Training staff to retain staff**1**

- 1 Staff might not see the value of training and not attend the courses.
- 2 The new training programme made staff take responsibility for their own learning. This led to better career prospects and increased loyalty.

2

- 1 true
- 2 false – Half of the participants didn't turn up to previous training courses.
- 3 false – HR hoped to increase employee loyalty by offering training.
- 4 false – HR hoped that in-company managers would want to develop their own staff rather than look for new staff elsewhere.
- 5 false – Those who were unsuitable were not offered employment.

Reading 3: Managing a talent pool**Suggested answers**

how employees were picked for the talent pool: those who performed well were chosen

how the on-the-job training modules worked: people were chosen from the talent pool and trained for a particular job in the organisation which would become vacant at some time in the future

what the effect of the on-the-job training modules was: more effective than bringing in people from outside the organisation

Language focus: Vocabulary of skills, motivation and training**1**

1 noun 2 noun 3 noun 4 adjective 5 verb 6 noun
7 noun 8 noun 9 adjective 10 phrase

2

1 h 2 b 3 d 4 f 5 j 6 g 7 e 8 a 9 c 10 i

4.3 Skills: Job interviews**Introduction****1 Suggested answers**

They usually include the location, job description, skills and qualifications needed and in most countries the salary or approximate salary. Companies sometimes include the hours that you will be expected to work and the opportunities for promotion.

Language focus 1: Collocations for job interviews

1 g 2 c 3 d 4 e 5 a 6 b 7 f

Listening 1: Job interview at a hotel

1 and 2

Question 1: Why are you attracted to a hotel career?**Answer:** She thinks Hotel and Catering Management is practical and useful.

There are good career prospects in the hotel industry in China.

The candidate is interested in a service-oriented career, where she can learn interpersonal and communication skills.

Question 2: What do you think would be your strong points, your strengths?**Answer:** She is enthusiastic, friendly and willing to help, happy to take on many responsibilities and will always do her best to complete all tasks up to standard.**Question 3:** How would you handle, for example, a very angry guest at seven o'clock in the morning who has just come off an eleven-hour flight, and has found out that his room won't be ready until one o'clock?**Answer:** She would calm him down and then she would take him into another room and listen to him, and then try to calm him down or try to 'compensate' him for what happened. Then she would find out from staff what happened, and what action should be taken.**Question 4:** What position do you see yourself having in five years' time?**Answer:** She would like to be assistant manager.**Listening 2: Talking about your weaknesses***Suggested answers*

Most people would consider that Candidate 2 gives the better answer, as he actually mentions a strength but frames it as a weakness.

Listening 3: Questions for the interviewer

2

Candidate 1:

- 1 I would like to ask if I will have the opportunity to work in the back of the house, like in the Human Resources department.
- 2 I would like to know what the hotel's attitude or your attitude is towards the trainee. What expectations do you have of the trainees?

Candidate 2:

I want to ask if I would have any chance to work as a bartender or do something in the bar.

3

- 1 She wants to work in the Human Resources department, but this is not a front-of-house job.
- 2 She asks what expectations the hotel has of its trainees. This is a good question.
- 3 He says that trainees need to arrive a few minutes before they are on duty.
- 4 He asks if he can work as a bartender.
- 5 She says she will refer him to Human Resources.
- 6 Because the bar in the hotel isn't run by front of house.

Language focus 2: Asking questions diplomatically

1

1 Question b is better in an interview, because it is a more diplomatic way of asking a difficult question.

2 Question b

3 The verb comes after the subject in an indirect question, not before the subject, as in a direct question.

2

1 | 2 C 3 C 4 | 5 | 6 C 7 C

3 *Suggested answers*

- 1 What would you say you are hoping to earn?
- 2 I would like to ask if there are any opportunities for training.
- 3 Could you tell me what the successful candidate will be expected to achieve in the first three months?
- 4 What would you say the most difficult situation you have ever handled was?
- 5 What do you think you can contribute to this company?
- 6 Could you tell me how the department is organised?
- 7 I would like to know if I will have the opportunity to work at the front desk.

Intercultural analysis

The answers to these questions may vary, depending on the country or the business culture.

- 1 There is no standard way to dress, but being neat and well-dressed will usually give the signal that you are a serious applicant and genuinely interested in the job.
- 2 Some countries conduct very formal and serious interviews where small talk is frowned upon. Other countries expect a period of small talk to relax both parties.
- 3 In some cultures the interviewer will wait for you to 'sell' yourself. In other cultures you may be expected to listen carefully and respond only when prompted.
- 4 This also depends on which culture you are in, but in the West you are advised not to ask about: holidays, pay rises, lunch times, perks, pensions, expenses and the time you can go home each day.

Writing 2: Covering letter for a job application**Introduction**

- 3 Correct order: a, g, h, i, d, e, f, c, b
- 4 d, e
- 5 Only information that is relevant to the job.

Language focus 1: A strong opening1 *Suggested answers*

The applicant should have a Bachelor's degree or higher and perhaps a qualification in English if they are not a native speaker. They should have some experience in managing people or be able to show leadership as a skill. They should have some work experience in Human Resources or be able to show a good knowledge of the area through their studies. They should probably be confident and good at working in a team and making decisions.

2 Suggested answers

The letter is addressed to 'Dear Sir', which means he hasn't found the name of the person he should send the application to. He includes irrelevant information, such as ... *browsing the Internet this morning, as I usually do*. The language is very informal, e.g. *browsing, came across, grabbed my attention*. He doesn't say why the employer should want to give him the job, but states his personal reasons for wanting to work in China. He mentions his name, which is not necessary as his name will be at the end, and his age, which is unusual in a covering letter.

Language focus 2: Highlighting skills and achievements

1

- 1 gained 2 acquired 3 managed 4 implementing
5 achieved 6 contributed to 7 build

Intercultural analysis

- 1 This adds a personal note to the letter, but it might not have a good effect on the reader in more formal cultures.
2 This mentions issues of morality. This can be used in some cultures, but it would be unusual for a Western employer.
3 and 4 These are examples of 'selling yourself', which is particularly common in Western cultures and especially North America. In East Asia where modesty is valued it might not have a good effect.

5 Organisations and their structures**5.1 Theory: Organisational structures****Introduction***Suggested answers*

The cartoon suggests that the manager has complete control over what happens in the company, but also that he does not pay enough attention to the people in his organisation.

To help employees organise their work, companies can provide training, clear channels of communication and line management. It is also important that companies are aware of their employees' workload and give them the right tools and equipment to organise their work.

Listening 1: Why do organisations need a structure?

- 2 cook, waiter, cashier, dish-washer
3 organise the labour within your company

Listening 2: How can organisations structure themselves?

1

- 1 b 2 c 3 a

2

Functional or line structure

- 1 Start-ups and traditional companies
2 Because each department just specialises in its own field so there is little chance for people in that department to experience other types of work.

Divisional structure

- 3 Advantages: allows the company to organise its structure into regions and products so there is more specialisation and they can be more flexible and react more quickly to changes.
4 Disadvantage: each part of the structure (department) can occur several times within the company.

Matrix structure

- 5 It combines some features of the functional organisation and the divisional organisation.
6 There can be a conflict of interest and the chain of command may not be clear.

Language focus: Collocations used in organisational structures

1

- 1 d 2 f 3 c 4 a 5 g 6 h 7 g/b 8 e

2

- 1 responsibility for decision-making 2 line manager 3 chain of command 4 organise the company 5 regional divisions
6 delegation of responsibility 7 division of labour 8 conflict of interest

5.2 Practice: Reorganising a company to increase performance**Language focus 1: Vocabulary for describing changing structures**

- 1 b 2 d 3 a 4 g 5 e 6 f 7 c

Reading 1: Background to Cisco's problems**1 Suggested answers**

The new structure has far fewer departments and there are not two departments doing the same thing. For example, in the old structure there are two Finance departments.

2

- 1 A traditional divisional structure
2 They were responsible for all aspects of the company's environments and services.
3 There was a lot of duplication of work and processes.
4 There would be too much strain on the company's resources if the company continued to grow.

Reading 2: The reorganisation of the NDCS

- 1 false – ... *the change involved moving some resources from the former Engineering and Operations teams to the new implementations team.*
2 true 3 true 4 false – ... *this storage team was dispersed into the Implementation, Operations and Design teams.* 5 true 6 false – ... *less likely to ... be on call after their regular work hours for emergencies.* 7 true
8 false – *Experienced engineers are called to train newer staff members ...*
9 true 10 false – *And the new structure has meant that staff have more time to talk to clients.*

Language focus 2: Modal verbs for possibility and probability

2

1 a, b, c, e, f, g, h 2 i 3 d

3

a and d are correct

4

b Modal verbs are followed by an infinitive without to.c Modal verbs do not take an 's' in the third person singular.e To make a modal verb negative add *not* to the verb, e.g. He *might not* come to the meeting.

5

will expresses the most certainty*might* expresses the least certainty*could*, *may* usually express more certainty than *might*, but less than *will*

6 Suggested answers

1 Some middle managers will probably lose their jobs.

Some middle managers could/may lose their jobs.

Some middle managers might lose their jobs.

2 The company will probably become more efficient.

The company could/may become more efficient.

The company might become more efficient.

3 Customer services will probably be improved.

Customer services could/may be improved.

Customer services might be improved.

4 The company will probably become more profitable.

The company could/may become more profitable.

The company might become more profitable.

5 Communication between departments will probably be difficult.

Communication between departments could/may be difficult.

Communication between departments might be difficult.

5.3 Skills: Briefing

Introduction

1

1 the phonemic symbols /bri:f/ tell you how to pronounce it; [T] tells you it is a transitive verb

2 *debrief* means to question someone in detail about work they have done for you

3 Suggested answers

Telling someone about a new process or procedure at work; telling a junior employee about a system or as part of a training session.

2 Suggested answers

The person who does the briefing: Give clear instructions, be knowledgeable about the subject they are describing, be able to answer questions, be open and friendly.**The person being briefed:** Listen carefully, be ready to ask questions when they are not sure, remember what they have been told, be willing to learn.

Listening: Informing a colleague

1

1 Paul asks Daniel who he has met so far, so we know he has not worked for the company for very long. He has been there for at least part of one day, as he has already met a number of people.

2 His work will involve things like dealing with databases, liaising with Marketing, contacting companies.

2

1 Yes, he has met everyone or nearly everyone briefly.

2 This week Daniel is finding out where the PDFs and databases are located, learning how Modulus works and learning how to enter the customer details into the database.

3 He is not worried, as he says he is 'not afraid of being thrown in at the deep end', and he is 'keen to get proactive'.

4 c He should make about 30 calls. It is not a good idea to contact hundreds of companies, because then he would be 'going crazy', that is, he would feel stressed. It is more important for him to 'work smarter', meaning more efficiently.

5 He should have ten action points.

Language focus 1: Briefing and being briefed

1

1 You need to. So what you're doing this week is finding out, You can go into, I will run through that with you. 2 Have you had a tour? What I'm unsure about at the moment is, Do you want me to...? 3 I'm keen to get going as soon as possible. 4 OK, Yeah, Absolutely, Wonderful 5 a fair amount of, sort of, etc.

2

Paul does all the explaining, as this is his role in a briefing situation. Both speakers need to check and clarify things: Daniel needs to make sure he understands what he should do; Paul needs to make sure Daniel has the information he needs.

3

1 Only Daniel uses expressions showing enthusiasm: he wants to show that he is motivated for the job.

2 Both speakers give feedback and use vague language. It is important for both speakers to show they are listening by giving feedback. Vague language is useful for both speakers, but for different reasons.

Vague language

Vague expressions such as *sort of*, *and so forth*, *a fair amount of* are extremely frequent in business conversations.

Sometimes people use vague expressions because they are unsure of something, as Daniel does because he is new:

As I understand it, there's a fair amount ... of sort of business to be getting on with'

Sometimes speakers use vague language to be polite, for example if they don't want to sound like they are giving orders, as Paul does when briefing Daniel:

Language focus 2: Job activities

1 b/h 2 i 3 a/h/b 4 g 5 e 6 a/h 7 c/f 8 d/e/i 9 b/c/i

6 Managing organisations

6.1 Theory: Life cycle of an organisation

Language focus 1: Key vocabulary for company life cycles

- 1
1 creativity 2 direct 3 delegation 4 coordinate
5 collaboration 6 innovate

- 2
1 d 2 a 3 b 4 c

- 3
1 creativity 2 leadership / direction 3 collaboration
4 red tape / bureaucracy 5 delegate

Reading: Stages of Greiner's growth model

- 1
1 leadership 2 autonomy 3 control 4 red tape

- 2
1 4 2 3 3 2 4 1 5 5

Language focus 2: Adverbs of degree

- 1
In the second sentence we see that there needs to be a lot more delegation by the use of the word *significantly*. In the first sentence we do not know how much more delegation there needs to be.
- 2
1 closely 2 increasingly 3 particularly 4 -ly 5 adjective
- 3
1 quite, very 2 a bit 3 rather 4 too, much
- 4
1 The founders are often good entrepreneurs, who do not **especially** like management activities. / The founders are **quite** often good entrepreneurs, who do not like management activities.
2 Management problems occur that cannot **just** be handled informally. / Management problems occur that **often** cannot be handled informally.
3 However, over time lower managers will **increasingly** want more autonomy. / However, over time lower managers will want **a bit** more autonomy.
4 This crisis most often occurs when the organisation has become **too** large and complex. / This crisis most often occurs when the organisation has become **very** large and complex.

Output: Discussing organisational growth and decisions

- 2 Suggested answers
- 1 This situation is strange for a start-up company, as the structure for start-ups tends to be informal at the start. A bureaucratic structure might not help creativity, which is necessary during this period.
- 2 If the company wants to do well, they will need to delegate more to junior managers. They are probably about to enter the crisis of autonomy.
- 3 This company is perhaps too centralised. There probably needs to be more coordination between the different levels of the company.

- 4 This company is probably in the collaboration phase. They are perhaps heading towards the final crisis (shown on the graph by a question mark).

6.2 Practice: Company development

Listening 1: How Bryanston Organic Market developed

- 2
1 33 years ago: b, e 2 20 years ago: c, d 3 7/8 years ago: a, f

Listening 2: External reasons for change

- 1 Growth and changes in the country (the demographics), the economic situation, awareness of organics
- 2
1 expatriates (people from other countries)
2 30 or 40 years in Europe, the last 10 years in South Africa
3 No, it was a mixture of external and internal factors:
4 They didn't have any business experience.
5 They had to appoint people with the necessary skills.

Listening 3: Crisis and growth

- 1
1 The traders are individual entrepreneurs so the situation at Bryanston Market is not like in a corporate environment where everyone is working towards a common vision.
2 His main task at first was people management.
3 The traders had no trust in the management.
4 They see competitors as partners in encouraging people to buy organically.
- 2
1 top-down approach 2 their own bottom line 3 make a difference
He listened to the traders' views and tried to solve some of their problems.

Language focus: Talking about the past (present perfect and past simple)

- 1
1 a 2 a 3 b 4 c 5 c
- 2
1 past simple 2 past simple 3 present perfect
4 present perfect 5 present perfect
- 3
1 have 2 past
- 4
present perfect: 2, 3, 5, 6, 7, 8; **past simple:** 1, 4, 7, 9, 10
- 5
1 has the market changed, opened 2 did traders play
3 has, altered 4 had 5 arrived, have made

6.3 Skills: Starting a meeting

Introduction

Suggested answers

- Agendas are very important to make sure that everybody knows what is going to be discussed at the meeting and to make sure people stick to the point. It is also a good idea to have timings for each part of the meeting.
- It is a good idea to ask people who are going to be present at the meeting for their input on the agenda one week before. A final agenda should be sent to everybody one or two days before the meeting.

Listening 1: Before a meeting

- They will not now move into a new factory, as the company will stop manufacturing at the end of the year.
 - mopeds
- He means that final decisions have been made about things they were discussing last time. They were talking about plans to move into a new building, but they will not now be moving.
 - 300 people will lose their jobs.
 - The people who work in the factory and the warehouse.
 - twenty-five

Listening 2: The agenda

- Apologies* lists the names of people who are not able to come to the meeting. This is usually the first item on the agenda of a meeting. *AOB* stands for Any Other Business, and is usually the last item on the agenda. This is a chance to discuss any topics that are not on the agenda.
- Agree on objectives
 - Go over progress to date and confirm that document is correct
 - Review outstanding work and confirm methodology
 - Define programme specifications
 - Get specifications converted into an extract programme

Language focus: Linking words and vocabulary for the agenda

Suggested answers

first of all, secondly, thirdly, finally, and also, the first/second thing

- 2
1 c 2 f 3 b 4 e 5 g 6 d 7 a

- 3
1 discuss 2 let you know 3 agree 4 report 5 review

4
Firstly, Secondly, and Finally

Intercultural analysis

Suggested answers

- The chair might open the meeting by saying: 'Good morning, ladies and gentlemen. Let me welcome you to (company name)' When the chair goes over the agenda, the meeting participants could simply listen in silence.
- Other possible factors that affect how formal a meeting is: the type of meeting (e.g. internal or external) number of participants, how well the participants know each other, the company culture, the national culture, where the meeting is held.

Writing 3: Everyday business emails

Introduction

Suggested answers

- 1 2, 5, 4, 1, 6, 3

Suggested answers

- 1 respond later 2 respond immediately 3 delete
4 respond immediately / respond later 5 respond immediately
6 respond later / delete

Language focus 1: Formal and informal styles in letters and emails

- 1
1 a F b I 2 a I b F 3 a F b I
2
1 informal 2 formal 3 formal 4 informal

Language focus 2: Formality in emails

- 1
1 Email 1 starts with 'Dear' and ends with 'Many thanks', which together are quite formal. Email 2 starts with 'Hi' and ends with 'Cheers' which is informal.
2 Email 1 talks only about business, but Email 2 also talks about sport at the end.
3 Email 1 gives detailed instructions about the use of a logo. Email 2 gives less information, as it is clear that the writer has already had some communication on the topic with the recipient.
4 Email 1 has more formal language, e.g. *Thank you for your email, so we can ensure, Please let me know.* Email 2 has more informal language, e.g. *Cheers.*

2
Email 2

3
Simple sentences, e.g. *Many thanks. How were your nerves last night?;* contractions, e.g. *you're*

4
use of humour, e.g. *a brilliant way to save money;* use of an emoticon (:-); words are sometimes left out, e.g. *[I] Got all your bills, And [I'm] very sorry about ...;* reference to another topic (sport)

Suggested answer

Dear Jeff,

Thank you for the invoices which arrived this morning. I would like to apologise about the invoice dated January 15 which has not been

paid. I'm afraid there was some confusion about the invoice numbers and this led to an omission of payment. We have now corrected the system so that this will not happen again.

This unpaid invoice has been returned to our Accounts Department and will be paid with your other outstanding invoices at the start of next week.

Best wishes,

Hugo

7 Supply-chain management (SCM)

7.1 Theory: SCM and logistics

Introduction

Suggested answers

- 1 The farmer, the coffee buyer, the storage company, the transport company, the coffee manufacturer, the buyer for the café, the person who works in the café and the customer.
- 2 The farmer, sells the coffee. It is packed in sacks and then transported to the company who produces the finished goods; this means the coffee beans are ground and repackaged. The coffee is then sold to the café, who sell it as a hot drink to the customers.
- 3 When the coffee beans will be ready; the cost and place of storage; how the coffee will be transported and delivery times; the price of the coffee; café opening times.

Language focus: People involved in the supply chain

1

1 b 2 e 3 f 4 a 5 d 6 c

2 *Suggested answers*

manufacturer: a company like Nestlé or Lavazza; distributor / wholesaler: somebody who buys large orders of coffee to sell directly to cafés; supplier: the farmer; retailer: a supermarket or a coffee shop; e-tailer: someone who sells coffee beans to restaurants online; end user / consumer: somebody who buys coffee in a supermarket or at a coffee shop.

Listening 1: The supply chain and its functions

2

1 filling 2 development 3 operation 4 services 5 flows 6 both

3

He means that information does not just go from people at the start of the supply chain to those later on in the supply chain, but also goes back to the people at the start from people who are involved later on. **Examples:** information about the quality of the coffee flows from the customer to the retailer and then back along the line to all the participants including the coffee farmer. Information about the size and timing of a delivery passes from the supplier to the retailer and then from the retailer back to the supplier if the delivery was incorrect in any way.

Transferable skill: Noticing and learning collocations

- 1 maximise 2 raise 3 generate 4 incur 5 allocate
6 handle 7 set 8 configure

Listening 2: Goals of the supply chain

- 1 The main aim of the supply chain is to maximise the overall value generated. There should be a supply-chain surplus which is the difference between the amount of money generated by the supply chain and the costs incurred.
- 2 Because they have a huge influence on the revenue generated and the costs incurred and therefore on profit levels.

Listening 3: Decision-making phases of SCM

1

- 1 structure 2 resources 3 processes
- 1 time frame 2 maximise 3 operating policies 4 short-term
- 1 weekly 2 customer's order 3 incoming 4 individual 5 set a date 6 schedule

3 *Suggested answers*

- 1 Resources: buildings and offices for export staff / computers and telephones for communication / close contact with reliable suppliers and with potential retailers.
- 2 Processes: meetings with retailers about what they want to order / with clothing manufacturers and fabric suppliers about what they can manufacture (design, quality, price, timing) / coordination with transport companies and government agencies about the paperwork and licences for exporting clothing.
- 3 Maximising the supply-chain surplus: reduce the cost of supplying clothing (the price of the clothing manufacturers and the forwarders) and raise the price to the retailers in order to maximise revenue.

Output: Making decisions about a supply chain strategy

Suggested answers

- 1 water, sugar, flavouring, fruit 2 from suppliers in your own country or abroad, using transport companies 3 located near major roads (for easy transport) or railway or port; near a city so that there are enough employees 4 plastic bottles or cartons; from suppliers by road / rail / river / sea 5 near the production facility and near to transport facilities 6 it will be sold by retailers; transport to the retailers would mostly be by road 7 a wide range of retail outlets, including cafés, vending machines and supermarkets. Other decisions for particular countries: about the taste, colour, recyclable packaging, calorie content and pricing.

7.2 Practice: The role of the customer in SCM

Introduction

1 *Suggested answers*

The main advantage for customers is that the cost of the product is lower.

2 Suggested answers

The main advantages for the company are that they do not have to use so much space for storage or shipping goods as they would if the goods were already assembled and they do not have to deliver to the customer, which also saves time and money.

Reading 1: Introduction to IKEA's supply chain

2 The goods should benefit not only the customer but also the environment.

Reading 2: IKEA and the primary sector**2 Suggested answers**

– IKEA, suppliers, raw materials, sustainable sources, – impact, production, environment, – resources, production, use, recycling, – 50% products, wood, recyclable, renewable, – tables, rugs, space, – code of conduct, IWAY

Reading 3: IKEA and the secondary and tertiary sectors**2 Suggested answers****Secondary sector:**

Swedwood – suppliers, sustainability, IKEA code (IWAY), environment, work practices

Tertiary sector:

service sector, 260 shops 36 countries, customers pick up purchase, IKEA catalogue services, sustainability in stores and for employees

Language focus 1: Verbs to describe the supply chain

1 collect 2 supply 3 assemble 4 reduce 5 deliver

2 Suggested answers

At my office we use a lot of recyclable paper. The paper is supplied to us from a company in Poznan. They deliver it to our company every Wednesday. If we need any, we must complete a form and collect it from the storage room. We don't use as much paper as we did five years ago and we are continuing to reduce the amount we use.

Language focus 2: Using conditionals

1 b 2 c 3 a

2 zero conditional: *if* + present simple tense + present simple tense
first conditional: *if* + present simple tense + *will* future tense
second conditional: *if* + past simple tense + conditional form (*would* + infinitive)

4 1 1 when 2 if

5 1 c 2 a 3 b

6 1 provided that 2 unless 3 in case

7 Suggested answers

1 ... you write the agenda 2 ... they will go to another supplier.
3 ... we would increase our transportation costs. 4 ... there is a fire.

7.3 Skills: Negotiating skills**Introduction**

2 1 Decide what you want to achieve 2 Decide how much you are prepared to compromise 3 Establish a relationship 4 Exchange information 5 Make proposals and bargain 6 Come to an agreement 1 and 2 occur before the negotiation

Listening 1: Exchanging information**1 Suggested answers**

1 If a lot of customers return goods, you will waste money on storage.
2 If you receive three small orders instead of one large one for the same delivery address, you will waste time and resources.
3 If you sell products made making child labour, you might get a bad reputation.
4 If there are delays in receiving an order, you will lose some customers.

2

1 Situation 2: Receiving three small orders instead of one large one for the same delivery address.
2 Combine some of the orders.
3 It would create more work, because they would have to cancel some orders and increase others.
4 b, c

Listening 2: Persuading**1**

1 b
2 Because they would have to make additional orders which would lead to them having more work.

2

Stage 4 (exchange information) and Stage 5 (make proposals and bargain)

Language focus: The language of negotiations**1**

question 1 Find out new information

question 2 Check information

2 Suggested answers

1 The question is, do you have to cancel an order if you want to combine two?
2 You mean the orders are on different time lines?
3 You mean the orders have all got different numbers?
4 You mean there's a standard procedure for handling the orders?
5 The question is, can you increase the first order to two thousand and cancel the next two?

3 Suggested answers

1 If we have extra work, that means we (will) need to employ more temporary staff.
2 If we have to deal with an additional twelve thousand packs, that means we (will) have an extra day's work.
3 So, if we increase the workload of the team, that means we will have extra costs.

4 Well, if we have to cancel an order, that means we have to cancel the whole scheduling plan.

4 Suggested answers

1 Yes, perhaps you will/would need to employ some temporary staff. *But we will / would simplify our orders and you will/would reduce your delivery costs.*

2 Yes, it means an extra day's work. *But we will/would benefit by dealing with fewer deliveries, and you will/would benefit by processing fewer orders.*

3 Well, yes, it means extra costs initially. *But, in the long term, we will/would save money in purchasing, and you will/would save money in production.*

4 Yes, it means cancelling that particular scheduling plan, but we will/would both benefit from a reduction in paperwork.

8 Quality management

8.1 Theory: Kaizen

Reading: Understanding the basics of kaizen

1
1 e 2 b 3 a 4 c 5 d

2
1 F These ideas come from everyone.
2 F Many companies implement 90% of these suggestions.
3 T 4 T 5 T 6 T 7 F Employees in kaizen companies receive the supervision they need to support higher standards.

3
1 b 2 d 3 a 4 c 5 f 6 e

Language focus 1: Key vocabulary for quality management

1
1 b 2 b 3 a 4 a 5 a

2
1 came up with 2 involved 3 resulted in 4 was implemented

Language focus 2: Using the present perfect and present perfect continuous

1
sentence c
2
present perfect simple: c
present perfect continuous: a, b, d

3
1 present perfect simple 2 present perfect continuous

4
1 have gone out 2 have we been working 3 has been talking about, hasn't found 4 has been producing, have completed 5 Have you seen, have had 6 have been looking or have looked (this depends on whether the speaker sees this action as complete or not), have been using, have had

8.2 Practice: Kaizen in practice

Listening 1: Defining kaizen at Isuzu

2
1 efficiency 2 changing 3 operation 4 motivation

Listening 2: How does Isuzu use the kaizen concept?

1 1 b 2 c 3 b

Transferable skill: Paraphrasing

2 Suggested answers:
The interviewer is probably checking that he has understood how the competition works.

3 Suggested answers:
Paraphrasing in spoken English is often used to support and help the other speaker by showing that you understand. In written English it can be used to help you put other people's ideas into your own words.

4
1 benefits 2 companies 3 employees 4 generally
5 higher employee morale

5 Suggested answers:
In addition to the advantages, staff in kaizen-based organisations find that, on the whole, work is easier and is more enjoyable; this adds up to a happier workforce who are more satisfied with their jobs and who tend to stay longer with the organisation.

Listening 3: How a kaizen project has helped Isuzu to improve quality

2 Suggested answers
Past: workers had to choose which parts they needed – had to walk over to the shelves to collect the parts – very stressful for the operators – had to remember 1,300 types of vehicle.
Present: workers don't waste time – don't have to choose or walk over to the shelves because there is kit delivery system. – now only one type of vehicle.

Language focus: Using linking words

1
because, but
2
1 In addition (to) 2 and so 3 not only... but also
4 furthermore 5 moreover

3
adding information or arguments: 1, 4, 5
consequence: 2
focusing: 3

4 Suggested answers:
All new employees receive detailed training. In addition to that, each trainee has a qualified instructor from the department in which the new employee will work. Moreover / Furthermore, the employee and instructor evaluate all training.

5

Therefore, consequently
Because

8.3 Skills: Managing and participating in meetings

Introduction

Suggested answers

2

In a foreign language, people speaking too fast and using idiomatic language; other people may not have as good a level in the language as you. In your own language, some people may try to dominate or go off the agenda.

4

The person chairing the meeting could help by making sure that people stick to the agenda and by inviting everybody to speak.

Listening 1: Managing participation

1 true 2 false – a train company is paying for it 3 true

4 false – they develop children's products but give the manufacturing to sub-contractors 5 false – they prefer cheaper products

Language focus 1: Introducing, summarising and sequencing

1 and 2

1 So, it really is an exciting time. 2 I want to get finished by eleven, if we can. 3 Julie, can you just go through yours? 4 He uses words and phrases like *Right*, *Excellent*, *Great news* and *Good*. He remains positive when receiving bad news: *Fair enough*. 5 OK. Great. Thanks, Julie. Some promising looking things there. Chloe?

3

1 The first one ... Next one, The only other thing to mention ...

2 So that's where we're up to.

4 *Suggested answers*

– to sequence what you want to say: *First/second/third*, etc., the *first/second/next/last one is ...*, the *first/second/last thing (to mention) is ...*

– to summarise a contribution: *(I think) that's all/it, (I think) that's everything, that's all I wanted to say.*

Listening 2: Interrupting and making a contribution

1

1 PVC. 2 The owner said that they had a problem finding a supplier. 3 She thinks that the brochure should appear in German and French on the website. 4 Eddie says that if customers request a brochure in another language, they can send it to them electronically. 5 They decide to scan in the brochures so that they appear on the website in a link with a flag for the country.

2

Chris – Reason for interruption: He thought Pan Foam already had brochures in foreign languages on the website;

Getting a turn: He asks the question, 'I thought we were already doing that, weren't we?' Eddie – Reason for interruption: He wants

to tell the others what happens currently when customers want brochures in other languages.

Getting a turn: He repeats the same word ('we – we') to get attention.

3 *Suggested answers*

Can I just come in here?: I (just) wanted to say ...: Sorry to interrupt, but ...

4

The action point is for Eddie to put the brochures in other languages on the website and put in a link (a flag) where customers can click to access the brochure.

Chris says, 'Can can you sort that out, Eddie?'

Language focus 2: Using explicit language

1 *Suggested answers*

1, 2 and 4 are only used by the chair.

1 The first thing is ... 2 Chloe? 3 First ... 4 Excellent.

5 But, but

2

1 c 2 d 3 e 4 a 5 b

3

The longer (explicit) strategies can be used in more formal situations. They can also be used to make sure you are making yourself clear in meetings like telephone and video conferences.

Writing 4: Writing group emails

Introduction

differences in sending an email to an individual and to a group of people: When you write a group email you might not know all of the people who will read it. You will need to keep it formal and clear.

Language focus 1: The dos and don'ts of writing group emails

1

dos: 3, 4, 6, 7, 9

don'ts: 1, 2, 5, 8, 10 (mention an attachment at the beginning of the email)

2

The email gives the details before the main point; the subject line is too general; all of the information is in one paragraph; it doesn't use bullet points; it would be better to mention the attachment at the start; it uses long, complicated sentences.

Language focus 2: Structuring information

1

Who? The message is for all staff members.

What? The message is a group email.

Why? The new head of Human Resources wants to introduce herself.

2

Paragraph 1: She introduces herself.

Paragraph 2: She explains how she wants to get to know staff in the company.

Paragraph 3: She gives information about where her office is so that staff know where to find her.

Paragraph 4: She ends with a friendly comment.

9 Marketing strategy

9.1 Theory: The 4Ps of marketing

Introduction

1 Suggested answers:

- 1 Extreme sports fans might not be watching TV in the daytime.
- 2 Not all countries use 2 pin plugs.
- 3 Ferrari buyers generally think about quality, service and an exclusive image, not price. It could damage the brand's image.
- 4 There are a number of over 70s who do not use the Internet and so would not be able to buy this product.

Reading 1: Introduction to the marketing mix (4Ps)

- 1 true 2 true 3 true 4 false – Think about the Nike logo and how this influences people's ideas on the product.

Language focus: Marketing terminology

- 1 a 2 b 3 a 4 b 5 a

Reading 2: Group reading on the 4Ps

Price

- 1 It is the only one that generates turnover for the company.
- 2 Penetration pricing is when you enter the market at a low price to quickly gain a high market share; skimming pricing means that you enter the market at a high price and then gradually decrease it; competition pricing means that you enter the market at a price that is similar to your competitors.

Place

- 1 Place means the way in which the organisation distributes its goods to the customer – to make sure it gets to them at the right time in the right place.
- 2 Indirect distribution means that somebody other than the manufacturer distributes the goods. Direct distribution means that the manufacturer is also responsible for the distribution.

Promotion

- 1 Promotion is important as it is the way in which the company can tell its target market about the benefits of their product.
- 2 advertising, public relations, personal selling, direct mail, sports sponsorship and in-store promotions.

Transferable skill: Applying business theory

1 Suggested answers for the own brand rice and TV

- 1 **Own-brand rice** – penetration pricing. You keep the price as low as possible to maximise sales to consumers whose main objective is to pay as little as possible. They are not concerned with brand or image and probably see one packet of rice as no different from another packet. **TV** – price skimming. The aim would be to set the price high when the product is launched. At this point there will be little competition and so the company can charge high prices as the customer has no real alternatives. As more competitors enter the market, they can progressively lower their prices to remain competitive.

3 Rice – in-store price promotions such as discounts or extra points on loyalty cards. A variety of advertising with a message of value for money for the supermarket in general and examples of discounted products. **TV** – examples might include TV advertising during programmes watched by the target market, probably in the evening. Message will focus on communicating an image of a successful lifestyle.

4 Rice – the supermarket can sell this product as easily online as in their physical stores. The breakdown of sales will depend on how widespread internet penetration is in a particular market and how customers prefer to buy. From a producer's perspective, it is very unlikely that they will be able to sell much directly to the consumer. **TV** – the main distribution channels will be indirect via high street stores, as some customers will want to see and touch the product and ask questions to a salesperson, and online which might provide greater opportunities for direct distribution.

9.2 Practice: Marketing strategy in the paper industry

Introduction

1

The main products are recycled toilet and kitchen paper. They sell to business customers and end users throughout Europe.

3

It tells them about people's preferences for different types of paper product that they use in their home.

Language focus 1: Marketing terminology

1

1 specialist, small 2 very similar 3 'feel good factor'
4 sold, price 5 large 6 price

2

If the price rose slightly, smokers would still buy them as they would still have a strong need for them. If the price fell slightly, it would not make non-smokers buy them and most smokers would continue to smoke the same number of cigarettes.

3 Suggested answers

cars: sports cars; **tourism:** adventure holidays; **coffee:** gourmet coffee beans; **shoes:** ballet shoes

4 Suggested answers

You can transform bottled water into a lifestyle product by investing money in creating and developing a brand. Possible ways to differentiate your bottled water from other bottled water include using recycled plastic or glass for the bottle; creating a bottle with a unique design; using famous people in promotion campaigns; adding ingredients such as lemon, etc. to create a range of fruit-flavoured mineral water.

5

niche market: low turnover / high margin
mass market: high turnover / low margin

Listening 1: Target markets and product

- 1 b 2 b 3 b

Listening 2: Price and promotion

- 1
 1 true 2 false – *if we want to keep customers loyal, we have to try to give them information on the range of products and brand* 3 true 4 true 5 false – ... *the packaging for the products are very, very important*

2
 Channels mentioned: 2, 3, 4, 5, 7, 8, 9

Listening 3: Place and international marketing

- 1 supermarkets and hypermarkets
 2 small shops and wholesalers
 3 There are long negotiations and the action plan must be very structured for the mass market. The traditional market is simpler, but it's difficult to know what's on the shelves in small shops.
 4 90% in France, 50% in Italy
 5 In Italy the preference is for white and in France pastel colours.

Language focus 2: Speculating in past and hypothetical situations

- 1
 1 no 2 yes
 3 no, because he didn't realise that there was a problem 4 no

2
 second conditional 1, 2 third conditional 3, 4

- 3
 1 second conditional 2 third conditional

4
Would: when we are sure that this is what the result would have been; *Might* to say that it was a possibility, but we are not sure.

9.3 Skills: Organising and creating interesting presentations**Introduction**

- 2 *Suggested answers*
 prepare thoroughly; practise; check any technical equipment you are using; make and maintain eye contact; do not read your presentation; sound confident; project your voice; do not speak too quickly; don't be afraid of pauses.

Listening 1: The classic introduction

- 1
 1 to present the company's preliminary results 2 switch off their mobile phones 3 about 45 minutes 4 there will be a Q&A (Questions and Answers) session 5 financials 6 business performance
 2
 1 Make clear what you want them to do to avoid interruptions. Tell them what you are going to do so they are prepared; this can also be a useful reminder to you about how you are going to present.

Language focus 1: Clarity and signposting

- 1
 1 do 2 don't 3 don't
 4 do – it is important to use simple tenses for clarity, the present perfect helps you to build links between the past and present
 5 do 6 do
 2
 1 It uses a passive. 2 It's too technical. 3 It's too informal for a presentation to the board of directors. 4 The level of English is too complicated. 5 A simpler tense could be used.

- 3
 1 The distributors received the order early, so well done, everyone!
 2 This is impossible to change if you don't know the abbreviations.
 3 Good afternoon, members of the board, I hope that you are all feeling well. The good news that I would like to pass on today is that our sales figures have increased.
 4 If the board agrees to it, the situation will get better.
 5 He told me he didn't know about our company.

- 4
 1 c, e 2 a, g 3 b, f 4 d, h

5
 Could be used in the introduction: b, c, d, e, f

7
 The details will probably be included in the main body of the presentation. Remember the introduction is just to give the *background information and you must keep the audience interested*.

Listening 2: A persuasive introduction

- 1 *Suggested answers*
 social, health, economic, environmental and aesthetic

- 2
 1 males aged 15–44 2 keeping land for parking cars in use in cities 3 they looked more beautiful 4 because it is densely populated

3
 He tries to get the audience to agree with him by presenting surprising facts and by showing how much better places would be without cars.

Language focus 2: Persuading and raising interest

- 1
 1 b 2 d 3 a 4 g 5 f 6 c 7 e 8 h
 2
 3 He makes a surprising generalisation. *Cars and trucks have become a major cause of social, health, economic, environmental, and aesthetic problems in cities.*
 4 He uses a surprising fact. *Cars have become one of the leading causes of death in almost every nation, and the leading cause of death among males aged 15–44 worldwide.*
 5 He makes a challenging statement. ... *there will be serious energy shortages within a decade.*
 6 He calls for action. *It is time to build more cities without cars and trucks.*

7 He asks rhetorical questions. *What would happen if we designed cities without any cars? Would anyone want to live in such a city? Does it make social, economic, ecological, and aesthetic sense? Is there an effective and economical way to provide transport without using cars and trucks?*

3 *Suggested answers:*

- 1 It's time to solve the problem we have with marketing this product.
- 2 We have sold 20 million units. That means that half of all households in this country have bought one of these.
- 3 Do you think that people like this advertising campaign?

10 Customer relationship management (CRM)

10.1 Theory: CRM as a part of business management

Reading: CRM as an essential part of business management

- 1
1 c 2 e 3 d 4 a 5 f 6 b
- 2
1 sole trader 2 scope 3 wastage 4 stress 5 instant
6 cost-effective 7 perspective 8 implies 9 exceeding
10 to resource
- 3
1 a vital factor 2 the same for every organisation
3 meet the customers' goals and the organisation's goals
4 to increase profit 5 reduces costs 6 get information from customers 7 like a partner 8 Providing service 9 manage CRM

Critical analysis

Suggested answers

This is probably because if the staff are satisfied with their work they are happier and deal with customers in a better way. Also clients get to know the people they are dealing with and build up a relationship with them.

Language focus 1: Compounds

- 1
1 nouns: customer service, relationship-building; adjectives: cost-effective, value-adding
2 noun + noun: customer service
3 noun + adjective: cost-effective, relationship-building, value-adding
- 2
1 profit-sharing, profit-making 2 record-breaking
3 loss-making 4 problem-sharing
5 product-making, product-sharing, product-pricing
- 3
1 record-breaking 2 relationship-building 3 Profit-sharing
4 value-adding 5 product-pricing

Language focus 2: Different types of customer

- 1
B2B: Business to Business
B2C: Business to Customer
B2G: Business to Government
C2C: Customer to Customer (also Client to Client)
- 2
1 B2B 2 B2G 3 B2C 4 C2C

10.2 Practice: A value-centred approach to CRM

Listening 1: A value-centred business

- 1
1 Identifying and applying the things that you care about to your business.
2 the high quality and the 'experience' of the product; using American labour and sheep; taking care of the environment; working with the local community and a wide choice for customers.
3 a wide variety of sizes
4 By giving 10 percent of the profits to non-profit organisations.
- 2
Non-profits are organisations like charities which do not make a profit (for owners or shareholders), but use their funds to achieve their goals, for example helping certain groups of people.

Listening 2: Communicating values to the customer

- 1 and 2
The company values are communicated via the company website, by the way they treat their customers, and through interaction (correspondence) with the customers.
- 3
1 They have a policy of free return for example, if a customer doesn't like an item or it's the wrong size, without asking questions.
2 They answer all correspondence and provide transparent, clear answers.
- 4
He asked to see the waste treatment facility of the textile manufacturing company to make sure their manufacturing practices were ecological – that they were cleaning the water they used in manufacturing before putting it back into the river.

Listening 3: Engaging with the customer

- 1
1 a 2 b 3 a 4 a 5 a
- 2
The customer fell in love with the shirt and offered to write a testimonial (a positive appraisal of the product). The point Tom Chappell is trying to make is that you should always engage customers (even if they are 'nasty' or unpleasant), and that if you communicate with them in an honest and straightforward manner, you can win them over.

Language focus: Past simple, continuous and perfect

- 1
1 past continuous 2 past perfect
2
1 past perfect 2 past continuous 3 be
4 had, past participle (3rd form)

3
I was coming in (the past continuous)

- 4
1 I found the supplier when I was looking on the Internet.
2 When you phoned me I was having lunch with a client.
3 She was doing a second job, but gave it up when she started her new job.
4 They found out about the product while they were attending a trade fair in Moscow.
5 As I was leaving the building, I saw the visitors from Dubai.
6 We were having a meeting when the directors phone rang.

5
1 spoke 2 had sent 3 had found 4 had changed

- 6
1 d had unplugged 2 a hadn't heard 3 b hadn't received
4 c had asked

10.3 Skills: Building a business relationship**Introduction***Suggested answers*

How can companies help their employees have good relationships with each other? – They can try and make sure that employees have good relationships by ensuring that everybody treats each other with respect and trying to create a positive atmosphere. They can also organise social and team-building events.

How can companies build good relationships with their clients? – Companies should try and meet their clients' needs and also treat them with honesty and respect.

Listening 1: Using positive language with colleagues

- 1
1 The event went very well. You can tell this, because the speakers all use a lot of positive language to talk about it, e.g. *very good, I think*.
2 Lots of people were asking if they were going to have an event like this again. One lady said that she visited the lake all the time 'but hadn't seen this bit'.

2
1 excellent 2 positive 3 good 4 brilliant 5 really

3 Suggested answers

They wouldn't use such strong language if the event had not been a success because they would not want to draw attention to the fact.

4 Suggested answers

Oh dear, that's too bad / that's a pity!

Never mind, these things happen sometimes.

Well, it's a learning experience.

Well, next time you could perhaps try to ...

Language focus 1: Expressing positive opinions using adjectives and adverbs

- 1
amazing, brilliant
2
used with base adjectives: very, extremely
used with strong adjectives: absolutely
used with both: really

Language focus 2: Using encouraging and supportive language

- 1
1 d 2 e 3 a 4 b 5 c 6 g 7 h 8 f
2 *Suggested answers*
1 I thought it was excellent, actually.
2 That's really great, I'm sure that they did.
3 Well, I'm sure that there were some positives in it.
4 That's bad luck, but perhaps we can try and find out why they aren't happy.
5 Yes, it's absolutely brilliant.

Listening 2: Ending on a positive note

- 1
2, 3, 1
2
1 Wonderful. 2 Excellent. Good, good. 3 Thank you very much.
4 Thank you.

Writing 5: Responding to written complaints**Language focus 1: What to include in a response to a complaint**

- 1
The customer nearly broke her tooth on an object (a piece of cherry stone) inside a chocolate bar. She wants the company to check its quality control procedures, and she wants some compensation.

3 Suggested answers

- reassure customer of high standards: explain production/ purchasing policy and quality checks relevant to the complaint
- say what improvements will be made as a result of complaint
- provide compensation, i.e. refund, free replacement, voucher OR explain why compensation is not possible

4
E, A, F, B, C

5
1 E 2 B 3 C 4 A 5 D 6 F

Language focus 2: Using the right language

- 1 Thank you for 2 We are very sorry about 3 inconvenience
4 Following your complaint 5 are currently investigating
6 We are grateful to you for 7 would like to assure you
8 we value your business 9 apologise
10 look forward to receiving

11 Accounting

11.1 Theory: Reading financial statements

Introduction

1
last item – This depends on the company and the country but governments usually want balance sheets, profit and loss accounts, and cash flow statements.

2
Income: sales of products or service, rent on property, interest received on investments
Expenditure: payment of salaries, purchase of raw materials, interest paid on bank loans, buying machinery
(rent on property = the company owns the property; rent for property = the company pays money to use the property)

Listening 1: Who uses financial statements?

2
1 1 Companies draw up financial statements to show what work a company has done in a specific period of time.
2 top management, shareholders, possible future investors, tax authorities and other government regulatory bodies
2 Top management use the financial statements to see how the company has performed and to see how they can improve performance. Shareholders use them to spot positive and negative trends in order to make future predictions about their investment. External users may also use financial statements to see if they want to invest in the company. Tax authorities and government regulatory bodies will look at company statements to check the company's financial activity.

3 Suggested answers
Employees are interested in how well the company is doing because that may affect how secure their job is. Similarly, suppliers will want to know how secure the finances of the company are before entering into a contract with them. The company's bank also needs a clear overview of its financial situation so that it can set its credit rating. The local community authority is also interested in the company's finances because it provides jobs for local people.

Critical analysis

Some companies might try to make their figures look better in order to get more investors. Others will try to make their figures look worse to avoid taxes.

Language focus: The profit and loss account and the balance sheet

1
1 c 2 f 3 h 4 e 5 b 6 i 7 d 8 g 9 a

2
1 turnover 2 cost of sales 3 gross profit 4 net profit

3
Assets: reserves, debtors, stock Liabilities: creditors, overdraft

5 Suggested answers
Some people think it is important for employers to know if their employees are having financial difficulties, because if they are, they are more likely to be open to corruption.

Listening 2: Reading financial statements

1
Increasing: sales, cost of sales, trademarks, patents and development costs

Decreasing: administrative expenses

3
1 He thought that the company was performing well.
2 It means that the company is probably involved in selling a unique kind of product and this part of the balance sheet will continue to increase in the future.
3 He thinks that the company is cutting costs and that this is probably due to external factors.

4
1 is quite dependent on **2** is selling **3** the previous period
4 growth **5** cut their expenses **6** fewer bonuses **7** less money

Transferable skill: Managing personal finances

1
Long-term: 2, 5, 6, 7; Short-term: 1, 3, 4

11.2 Practice: Cash flow problems

Introduction

1
1 credit card 2 direct debit 3 bank transfer 4 cash
5 debit card

3
The biggest problem with buying something on credit is that you end up paying a lot more than the product actually costs. In some cases you might still be paying for the object even when you can't use it any more.

Reading 1: Recognising the cash-flow problem

1
1 a lag between paying bills and getting money from customers
2 Tony waits until the end of the month to send out bills.
3 He uses his credit cards to pay bills (which have interest costs).

2
1 false – has grown steadily in recent years **2** true
3 false – Tony also waits until the end of the month to invoice all the finished jobs. **4** false – he tends to let outstanding debts go on too long **5** true

3
1 lag **2** fortnightly **3** the balance **4** to invoice **5** hassling
6 outstanding debt **7** supplement

Reading 2: Analysing the problem

- 1 Because he is late paying them.
- 2 He could lose his business.
- 3 Because the company doesn't have a prompt billing system (Tony waits to send out his bills).
- 4 Because they don't have the cash to pay for the equipment they need.

Language focus 1: Terms to describe cash flow

- 1 extra money (the other two refer to extra stress for the company)
- 2 cash cow (a cash cow is something that keeps giving you money)
- 3 enormous chance (this is positive)
- 4 income (this is money that you receive, the other two are money that goes out of the company)
- 5 accurate (the other two refer to things done at the time they should be done)
- 6 cash shortage (the other two refer to spending money)
- 7 your creditors (these are people you owe money)

Language focus 2: Talking about obligation and giving advice

- 1
 - 1 a, b, e, f, g (have to, need to, must)
 - 2 c, d, h (should, ought to)
- 2
 - 1 a, c, f (mustn't, ought not to, shouldn't)
 - 2 b, d, e (don't have to, don't need to, needn't)
- 3

have to and need to use do to form questions and the negative; need to has two possible negative forms: don't need to and needn't

Question: verb + subject
must I ...? should I ...? (Note: we don't usually say ought I to...?)

Negative: verb + not/n't
you mustn't ... (users) shouldn't ... (that) ought not to ... you needn't ...

Question: do + subject + verb
do I have to ...? do you need to ...?

Negative: do not/don't + verb
we don't have to ... you don't need to ...
- 4
 - 1 doesn't have to 2 mustn't/shouldn't 3 shouldn't
 - 4 don't have to 5 mustn't 6 shouldn't

11.3 Skills: Presenting facts and figures**Introduction**

- 1
 - 1 a 2 b, c
 - 3 b – the x-axis shows the time over a period of years and the y-axis shows bank interest rate percentages; c – the x-axis shows the time over a period of years and the y-axis shows the volume of sales in millions

3 Suggested answers

Diagrams can help the audience to see clearly what is happening. They are especially useful to show figures and what impact those figures have. They can also show the audience that you are well prepared and have researched the topic.

Listening 1: Talking about facts and figures

- 1 d 2 c 3 a

Listening 2: Setting goals and targets

- 1
 - 1 To focus on sales activity.
 - 2 If they don't spend their time with customers, they won't sell.
 - 3 12 percent
- 2

Because he wants to stress the importance of what he is about to say.

Language focus: Describing changes and trends

- 1

Graph 2 is correct.

 - 1 increased 10% 11% 2 decreased 11% 10%
- 2

Graph 1: level off, Graph 2: fluctuate, Graph 3: peak, Graph 4: recover
- 3

go up: rise, jump, increase, soar
go down: plummet, fall, decrease, plunge
- 4
 - 1 rise and increase; fall and decrease; soar and jump; plunge and plummet 2 soar, jump, plunge, plummet 3 rise, increase, fall, decrease, jump, plunge, peak 4 irregular verbs: rise (rose, risen), fall (fell, fallen)
- 5
 - 1 rose/increased 2 increase/rise 3 has fallen/has decreased
 - 4 recovered 5 (had) soared/(had) jumped/(had) risen/rose
- 6
 - 1 by, from, to
by describes the amount of change (by an average of)
from and to indicate start points and end points of change (from 111.10 yen to 111.57 yen)
 - 2 of (a rise/fall of ...)
 - 3 at – it is also used after level off
- 7
 - 1 by 2 to, at 3 from, to 4 of

12 Finance**12.1 Theory: Investing****Introduction**

- 3 Suggested answers:

exciting – investing in a start-up company; solid – buy gold; comforting, flexible – keep it under your bed; safe – buy property; risky, unpredictable – buy shares; predictable – deposit in a savings account.

Business view

1 c 2 b 3 a

Reading: Deciding where to invest

2

1 c 2 e 3 b 4 f 5 g 6 d 7 a

3

1 true 2 true 3 false – *If everyone already agrees that a product is groundbreaking and innovative, it's too late for investors.* 4 true 5 true 6 false – *Big companies are often much better at making many small improvements than coming up with one big blockbuster innovation.* 7 false – *No company ... will survive without coming up with new products and services.*

Language focus 1: Using vocabulary about investing

1

1 c 2 d 3 e 4 a 5 b

2

1 carry out an investment appraisal 2 invest in a portfolio
3 buy shares 4 receive a dividend 5 earn interest

Language focus 2: Making more exact comparisons

1

1 -er 2 -est 3 -i 4 -er 5 -est 6 most 7 less 8 better
9 best 10 bad 11 worst

2

Because when an adjective finishes with a vowel and a consonant, we usually double the final consonant.

3

1 by far 2 a bit 3 much 4 much 5 a great deal
6 a little 7 slightly 8 more or less

4

1 big 2 small 3 big 4 big 5 big 6 small 7 small
8 small

Output: Making decisions about investment**Batter Blaster**

Within three years of launching the product, the annual turnover for Batter Blaster had reached 15 million US dollars.

k9cuisine.com

The business took off quickly and has grown at the rate of 50% each month for the last year. The website gets close to 5,000 unique visitors per day, and has generated about \$2.5 million in sales in the last 12 months.

Le Labo

Le Labo started with almost no outside funding. Within four years, it has grown into a \$4.5 million a year fragrance brand with four of its own shops worldwide (and four more planned) plus 12 counters inside the world's most exclusive retailing areas and with a number of celebrity fans.

12.2 Practice: Looking for investment**Transferable skill: Dealing with numbers**

2

Conversation 1: 1 0254 963201 2 13 April 3 01718 451205
4 8.15

Conversation 2: 1 60 2 €5,544 3 BC/90-492 4 €5,250
5 €10,794

Listening 1: Starting a company

1

Having a eureka moment means that you have a really good idea suddenly – usually because you're watching something happening that makes you think of the solution. Sharon's eureka moment involved realising that the technicians were wasting a lot of time and money, and that if they had a special tool, they could save at least half an hour of work for every job. The word may have come from Archimedes.

2

d, c; e, b, a or d, c, b, e, a

3 Suggested answers

Sharon had a background in health and safety so she was aware of these issues when she watched the technician. She is also very interested in finding solutions to problems.

Listening 2: Looking for funding

1

1 loan 2 ownership 3 funding 4 trade-offs 5 interest

2

She does not mention borrowing from the 3Fs. She mentions all of the others.

3 Suggested answers

The easiest way for small businesses to offer trade-offs is to offer the investors equity in the company or future profit sharing.

Listening 3: Making a pitch

1 key areas 2 to the questions 3 practising / practice
4 chance 5 as a negative

Language focus: Verbs which take gerunds and/or infinitives

1

Sentence 1 shows that she really enjoys solving problems. Sentence 2 refers to a habit or preference.

2 1 gerund / -ing 2 infinitive

3

1 b 2 a 3 b 4 a 5 b 6 a

4

Verb + infinitive: decide, agree, manage, seem, hope
Verb + gerund: suggest, avoid, mind, involve

5

1 spending 2 to find 3 to finance 4 to invest 5 to be
6 giving away 7 to research 8 talking to

12.3 Skills: Making and refusing requests

Language focus 1: How to ask people to do things

- 1
 1 a, c, e and f are polite requests.
 2 1b 2d 3f 4a 5e 6c
 3 Intonation can make a request sound more polite by varying the pitch (making the voice go up and down), for example sentence c.
 4 The level of politeness depends on the relationship of the speakers and more importantly what the request is. A special request which is an inconvenience for the other person is usually more polite than a request where the outcome is known.
- 2
 1 b d f 2 c 3 d f 4 a e 5 c

Listening 1: Making polite requests

- 1
 Could you ...? Can we ...? We need to ...
 Only the last use of 'Can we ...?' is a request, 'We need to ...' is not a request.
- 2
 1 Because the one they have is out-of-date.
 2 She asks him to find out how much a new one costs and order it as a CD or download.
 3 2 ½ percent
 4 People will be sent a letter.
 5 Next week

Language focus 2: Responding to requests

- 2 Suggested answers
 1 I don't know if that's going to be possible, I'm really busy at the moment.
 2 I'm really sorry, but I can't, I have an appointment after work today.
 3 I'd like to help, but I need to finish this report by the end of today.
 4 I'm really sorry; I can't because I have to take the children to school.
 5 I don't know if that's going to be possible – I have a big deadline for the end of the week.
 6 I'd like to help, but I'll be working late most nights next week on the new ABC account.

Listening 2: Polite and routine requests

- 1
 1 Conversation 1: Ron asks Jen to do the documentation for Dellstone.
 Conversation 2: Simon tells Gina to do a stock check and explains how to do it.
 2 Conversation 2
 3 Conversation 1
 4 In Conversation 1, Ron makes a polite request, because what he asks Jen to do is not a normal part of her job, and because it is also a big job.
 In Conversation 2, Simon asks Gina to do something that is part of her normal job, so the request does not need to be particularly polite.

Writing 6: Describing charts, graphs and statistics

Introduction

The graphs in Language focus 2 are from the business section of a newspaper.
 The first graph shows changes in the unemployment rate. The trend during this period is that the percentage of people who are unemployed has risen.
 The second graph shows changes in consumer confidence, which is a measure (calculated as a percentage) of how happy consumers feel about the economy and their personal financial situation. The trend is that consumer confidence has fallen sharply and then risen slightly.
 The graphs in Output are from a website about the Brazilian economy. They show trends in different aspects of the Brazilian economy (inflation, unemployment and growth of the economy) over a period of five years.

Language focus 1: Using adverbs and adjectives to describe changes and trends

- 1
 The general trend that the article describes is that the housing market in the UK is slowing down and sales are decreasing dramatically.
- 2
 1 a big change: sharp, dramatically, significant
 a small change: gradually
 no change: static
 2 adverbs: dramatically, gradually adjectives: sharp, static, significant
 3 adjectives from adverbs: dramatic, gradual adverbs from adjectives: sharply, significantly (note that *statically* is not used as an adverb)
 4 a big change: rapid (rapidly)
 a small change: slow (slowly), steadily (e.g. *rise steadily*)
 no change: steady (steadily) (e.g. *remain steady*)

- 3 Suggested answers
- | | |
|-----------------------|------------------------|
| verb – adverb | adjective – noun |
| decrease dramatically | a significant slowdown |
| rise steadily | a dramatic fall |
| increase sharply | a substantial increase |
| decline significantly | a gradual decline |
| recover slowly | a steady recovery |
| fluctuate slightly | a rapid rise |

- 4
 1 d 2 a 3 b 4 c

Language focus 2: Describing and summarising graphs

- 1
 1 b 2 d 3 a 4 c
- 2
 When you give a presentation, you can address the audience directly and you can say *this graph* or *here*, because the audience can see what you are showing or pointing to.

In a written text, you cannot do this because you are not speaking directly to anybody. You need to be more precise about the graph or chart you are referring to.

3

- 1 gradually 2 increase 3 dramatically 4 fallen 5 sharply
6 slight 7 plummeted 8 jumped 9 static 10 fluctuation
11 rise 12 recovery

13 Decision-making

13.1 Theory: SWOT analysis

Reading 1: SWOT analysis

2

Strengths: sentences 2, 4 Weaknesses: sentences 1, 6
Opportunities: sentences 3, 8 Threats: sentences 5, 7

3

- 1 true 2 true 3 false – it requires a team effort 4 false – are external factors which are not created by the organisation

Language focus 1: Using SWOT-related vocabulary

1

- 1 strategy 2 model 3 method 4 analysis 5 strength
6 weakness

2

O strength, strong, weak
Oo method, model, weakness
ooOoo analytical
oOoo analysis, methodical
oOo strategic

Reading 2: The SWOT process

1

- 4, 5, 2, 3, 1, 7, 6

2

Firstly; then. The next step; After that; finally

Language focus 2: Verbs to describe SWOT analysis theory

- 1 a 2 b 3 b 4 b 5 a 6 a 7 b

Transferable skill: Make decision using Force Field Analysis

1 Suggested answer

Current situation: Driving forces

Forces against keeping the current system: the current system is difficult to organise; staff have disagreements about who can take holiday at the popular times, e.g. school summer holidays; staff who do not go away during popular times are overworked because they have to do the work of colleagues who are on holiday

Forces in favour of the new system: company could save money on overheads like electricity, cleaning and security; it would feel more like a team if everybody went on holiday at the same time

Desired situation: Restraining forces

Forces in favour of the current system: staff want to take holiday at the same time as their families; staff want flexible holiday time for things like friends' weddings and helping relatives who are ill

Forces against changing to the new system: if the holiday time is during the school holidays, it would be the most expensive time to go on holiday; nobody to answer clients' emails and phone calls during the holiday period; loss of revenue from work that could not be done during the holiday period; some customers would not take the company seriously if it closed completely for three weeks every summer

2

Force Field Analysis could be used in many different situations including decisions about organisational restructuring, decisions to relocate, decisions to change the marketing strategy, and decisions about an individual's career.

13.2 Practice: Strategic planning

Introduction

2

- 1 beneficiaries 2 donors

3

- 1 strength 2 threat 3 opportunity 4 weakness

Listening 1: For-profit and non-profit organisations

1

- 2 beneficiaries 3 donors 4 putting something back into society
5 social change is the bottom line

Listening 2: Planning strategically

2 Anuradha Desai's questions

- Why do we want to be in one particular place?
- What is it that we want to do?
- What is the environment there for us to exist and do the work?
- Do we have the right kind of interest from the community?
- Do we have support for the kind of work we need to do?
- How soon will we be able to see the shifts?
- Who do we work with?
- Why do we want to work with them?
- Is there a local non-profit organisation that will take our training and model and then be able to utilise it?
- Who will support (the work)?
- Who will carry (the work) forward?
- What are the results that can potentially come out of it?

Listening 3: Strategic goals

- how many training sessions there were
- how many people believed in the work
- because their work is not fixed
- building village wells, building a school, sending 500 gifts to a school

Language focus: Reported speech

1

The verb in the reported statement is changed from the present (have) to the past (had).

2

- 2 He said, 'I just can't find anybody.'
 3 Jenny said (that) she thought it was a good idea.
 4 I said (that) sometimes I'd had problems in the past.
 5 Therese told me, 'I changed it myself.'
 6 I think I said, 'We will make the change.'
 7 They said (that) they'd normally call the customer back.

3

- 1 true 2 true (but the form of *could*, *would* and *should* doesn't change) 3 false 4 true

13.3 Skills: Dealing with problems

Introduction

2

Listening 1: The problem is that some of the gym mats are splitting. The solution is to sell thicker/heavier mats.

Listening 2: The problem is the marketing suite in Liverpool. The solution is to move it downstairs and to make it more attractive.

Listening 3: The problem is a colleague who needs to be getting more from her course. The solution is to give her more help.

Listening 1: Meeting at a gym equipment company

2

- 1 Health Clubs have complained – heavy exercise machines are used on the mats; the mats are being used all the time. 2 Don't sell the standard mats to the health clubs; sell them the heavy-duty, thicker mats – they will last longer.

Listening 2: Meeting at a company marketing beauty salons

- 1 false – *The marketing suite in York and Liverpool should capture pre-opening bookings* 2 true 3 false – *it's much more acceptable. It's in the warm ...* 4 true

Listening 3: Discussing a colleague's course

- 1 no 2 because she's not used to her course/study 3 study skills support

Language focus 1: Proposing solutions

picture **a**: some goods have been damaged during transport and delivery

picture **b**: the car has a flat tyre / a puncture

picture **c**: all the flights have been cancelled

Language focus 2: Using idioms to talk about problems and solutions

1

- 1 every day 2 not friendly 3 people won't pay attention to it

2

Problems: 1, 3, 4

Solutions: 2, 5, 6

3

- 1 b or f 2 a 3 e 4 b or f 5 c 6 d

14 The learning organisation

14.1 Theory: The five disciplines of learning organisations

Listening 1: What are the characteristics of a learning organisation?

1

- 1 f 2 e 3 d 4 a 5 b 6 c

3

- 1 b 2 a 3 a 4 c 5 a 6 c

Listening 2: What are the five disciplines?

1

- 1 c 2 b 3 e 4 a 5 d

Language focus: Using delexicalised verbs

1

- 1 complete 2 provide 3 study 4 travel at 5 perform

2

- 1 eat 2 talk 3 receive 4 is ill 5 enjoy yourself

3

- 1 arrive 2 receive 3 buy 4 go by / catch 5 become

4

- 1 had 2 get 3 get 4 has/had 5 do 6 doing 7 get 8 have 9 doing

14.2 Practice: Managing learning

Reading 1: From knowledge workshops to CoPs

1

Communities of Practice

2

- 1 true 2 true 3 true 4 false – they were experts with knowledge in different areas 5 false – they were from inside and outside the community

Reading 2: The Unilever CoP framework

1

Pillar 1: Deliverables Pillar 2: People Pillar 3: Operation Pillar 4: Leverage

2

- 2, 5, 4, 3, 1

3

focuses on: is concerned with

central to: core to

play a role in: contribute to

a basic set of regulations: ground rules

is concerned with: deals with

initial: first

Reading 3: Setting up a CoP

- 4, 6, 2, 7, 3, 5, 1

Language focus: Key collocations for knowledge-management programmes

- 1
1 b 2 c 3 f 4 d 5 e 6 a

Meanings

- 1 a 2 e 3 b 4 c 5 f 6 d

2

- 1 develop initiatives 2 spread good practices 3 put in place
4 perform a health check 5 is realising / objectives
6 are worth the time and money

14.3 Skills: Taking an active part in negotiations

Listening 1: The agenda for the meeting

- 1
1 final product 2 costings; logistics 3 supply

2

They agree.

3

We're getting there, yeah. Brilliant, all right then. That's all right. Good.

Language focus 1: Giving an opinion, agreeing and disagreeing

1

Giving an opinion: I would say that ... As far as I'm concerned, ...

Agreeing: That's right. / Yes, exactly. / That's true. / That's a good point. / Yes, absolutely.

Disagreeing: Yes, but we don't need to ... You can't ... though, you know.

2 Suggested answers

Giving an opinion: I think ... I don't think ... In my opinion ...

Agreeing: I agree (with you) / That's a good idea / Yes, definitely.

Disagreeing: I don't agree. / I (would) disagree. / I'm not sure I agree.

Listening 2: Raising a problem

- 1 £1,192 2 20 3 the cost is too high 4 engineering changes

Listening 3: Discussing a proposal

- 1 They need to see how much everything is costing. 2 10 percent
3 Because it guarantees profitability.
4 Because it could be a waste of time.
5 He says he agrees with him, but still insists on his proposal.

Language focus 2: Strategies for disagreeing

1

- 1 agreeing 2 disagreeing

2

Because disagreeing is more difficult: in business, people want to avoid conflict and they don't want to disappoint their business partners.

3

- 1 c 2 a 3 b

Writing 7: Business proposals

Introduction

Suggested answers

How much does the competition charge? / How can you make your offer more attractive than a competitor's? / Can you do what the customer is asking for? If not, can you offer any alternatives?

How detailed should your proposal be?

Can you offer more than one option?

What should be included in the offer?

Can you do the job on your own or do you need to involve other people?

Language focus 1: Responding to a request for a proposal

1

The writer wants a proposal for a public-speaking course for staff in her company.

2 Suggested answers

2 Whether you are running courses in the Midlands, or whether you can run a course in the Nova Tech offices.

3 a proposal for a one- or two-day training course.

4 costings

3

- a 4 b 2 c 1 d 3

The parts of the proposal that will 'sell' it to the customer (key benefits, structure of the training) should come first.

4

Proposal: 1, 3, 4, 7 **Email:** 2, 5, 6, 8

The proposal is written as bullet points under different headings, and does not always use complete sentences. Writing the proposal in this way allows the customer to find the important information quickly.

5

Key benefits: 3 **How the training is structured:** 4 **Terms & conditions:** 1, 7

6

- 1 Thank you for your enquiry about a public-speaking course.
2 I would be very pleased to offer you a course
3 There are two different packages suggested: 1.5 days or 2 days.
4 We can discuss alternatives at any time, though.

Language focus 2: Making an attractive offer

1

- 1 a, c, e, h 2 d, f 3 b, g

2

- 1 h 2 e 3 c 4 a 5 f 6 d 7 g 8 b

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