

OXFORD

Business Result

SECOND EDITION



Advanced *Student's Book*

Kate Baade, Christopher Holloway,
John Hughes, Jim Scrivener & Rebecca Turner

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Introduction

Welcome to **Business Result Second Edition Advanced**. In this book you will find:

- 12 units
- 4 Viewpoint video lessons
- Practice files
- Grammar reference
- Useful phrases
- Communication activities
- Audio scripts

What's in a unit?

Starting point

- an introduction to the theme of the unit
- discussion questions

Working with words

- reading and listening about a work-related topic
- focus on key words and phrases

Business communication

- improve your communication skills for meetings, presentations, socializing and phone calls
- *Key expressions* list in every unit

Language at work

- grammar presented in authentic work contexts
- practise using the language in real work situations

Practically speaking

- focus on an aspect of everyday communication at work
- helps you to sound more natural when speaking

Talking point

- focus on interesting business topics and concepts
- *Discussion* and *Task* activities improve fluency and allow you to apply the topics to your own area of work

What's in the *Practice files*?

Written exercises to practise the key language in:

- *Working with words*
- *Business communication*
- *Language at work*

Use the *Practice files*:

- in class to check your understanding
- out of class for extra practice or homework

Follow the links to the *Practice file* in each unit.

Reference sections

- *Communication activities* with roles and information for pair and group work
- *Grammar reference* with detailed explanations of the grammar point in each unit
- *Useful phrases* with a full list of phrases for the *Practically speaking* section
- *Audio scripts* for all the listening activities in each unit

What's in the *Viewpoint* lessons?

The *Viewpoints* are video lessons that appear at the end of every third unit. The topic of each *Viewpoint* lesson relates to a theme from the main units.

Each *Viewpoint* is divided into three or four sections, with a number of short video clips in each lesson. A *Viewpoint* lesson includes:

- A focus to introduce the topic.
- Key vocabulary and phrases which appear in the videos.
- Video interviews on interesting business-related topics which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice on the topic of the lesson.

The *Viewpoint* video lessons include authentic interviews with leading academics, business experts and course participants from **Saïd Business School**, University of Oxford.

About Saïd Business School

Saïd Business School is part of the University of Oxford. It blends the best of new and old – it is a vibrant and innovative business school, but yet deeply embedded in an 800-year-old world-class university. Saïd Business School creates programmes and ideas that have global impact – it educates people for successful business careers and, as a community, seeks to tackle world-scale problems. The school delivers cutting-edge programmes and ground-breaking research that transform individuals, organizations, business practice and society.

Find out more at www.sbs.ox.ac.uk



1

Connections

Starting point

- 1 Can you think of some examples where cultural awareness is important in your work?
- 2 To what extent do you think company culture is influenced by the country the company is based in?

Working with words | Describing cross-cultural experiences

- 1 Do you agree with the following statements about working across cultures?
 - 1 Organizations generally have the same way of doing things.
 - 2 Non-verbal messages carry more weight than verbal ones.
 - 3 The concept of time is universal.
 - 4 Individual differences can always be attributed to cultural differences.
 - 5 Accepting and embracing ambiguity is essential when working internationally.
 - 6 Consciously developing your cultural skills leads to better business relations.
- 2 Kate Berardo, an intercultural consultant, set up culturocity.com in 2003 to help grow her clients' cultural awareness skills. She believes that the ability to work effectively across cultures is a prerequisite for success in business. Read the advice she gives and compare your answers in 1. Which piece of advice do you find most useful?

Working across cultures

Kate Berardo

- 1 **Do your homework**
 - Essential for building relationships when dealing with businesses across cultures.
 - Each organization will have its own culture, personality and way of doing things.
- 2 **Keep your eyes open**
 - Your mind is processing a lot of information in new environments, so observation skills may be clouded or unfocused.
 - Notice how people act, dress and treat each other. Look for non-verbal messages. Being able to read a situation will greatly improve your ability to have a successful meeting.
- 3 **Take your time**
 - Appreciate the need for more time. Communication may be slower and logistics may be different. You may be working in a culture with a different concept of time.
 - Also, give yourself more time to process all the information before making decisions.
- 4 **Take individuals into account**
 - Individuals may vary greatly from the stereotype of their native culture. Values and behaviour are also influenced by background, experience and personality.
 - Keep an open mind: be careful not to form an opinion too early or to attribute too much of what you see to a cultural difference.
- 5 **Tolerate uncertainty**
 - This can be extremely difficult for people from some cultures where directness and precision are valued.
 - Business is about managing unknowns. When working with a culture with a high tolerance for uncertainty, you may not get concrete answers. This, of course, can work both ways.
- 6 **Build your intercultural skills**
 - When working with people from different cultures, you need a solid understanding of the norms of that culture.
 - Greater cultural awareness will help you weigh up the pros and cons of your way of doing things and will give you a better insight into working across cultures.

3 Complete these phrases to form verb + noun collocations from the text in **2**.

- | | |
|------------------------|----------------------------|
| 1 _____ relationships | 7 _____ an opinion |
| 2 _____ your eyes open | 8 _____ unknowns |
| 3 _____ information | 9 _____ both ways |
| 4 _____ a situation | 10 _____ your skills |
| 5 _____ your time | 11 _____ the pros and cons |
| 6 _____ an open mind | 12 _____ you an insight |

4 Match the collocations from **3** to these definitions.

- don't rush _____
- stay alert _____
- don't judge people/things too quickly _____
- develop connections with people _____
- understand what is going on _____
- can have both positive and negative effects _____
- consider the advantages and disadvantages _____
- make a judgement _____
- develop your ability in a certain area _____
- think about and understand things that you find out _____
- provide you with useful information to help you understand something _____
- deal successfully with unfamiliar situations _____

5 What advice would you give people from other cultures/companies who come to work in your culture/company? Try to use the collocations from **3**.**6** ▶ **1.1** Listen to three people talking about their experience of working in other countries. Was each person's overall impression positive or negative?**7** ▶ **1.1** Are the following adjectives used to describe people (*P*), places (*PL*) or experiences (*E*)? Listen again and compare your answers.

- | Speaker 1 | Speaker 2 | Speaker 3 |
|------------------------|-------------------------|-----------------------|
| 1 open-minded _____ | 5 up-and-coming _____ | 9 down to earth _____ |
| 2 out-of-the-way _____ | 6 self-assured _____ | 10 easy-going _____ |
| 3 time-consuming _____ | 7 outspoken _____ | 11 low-key _____ |
| 4 tedious _____ | 8 run-of-the-mill _____ | 12 unexpected _____ |

8 Work with a partner. Match definitions a–f to six adjectives from **7**. Then write your own definitions for the other six adjectives.

- | | |
|---------------------------------|-------------------------------------|
| a boring | d sensible/practical |
| b saying exactly what you think | e not intended to attract attention |
| c ordinary | f relaxed |

9 Use adjectives from **7** to describe:

- how you think you are viewed at work
- your workplace
- your experience of working at your present company

» For more exercises, go to **Practice file 1** on page 102.

10 Work with a partner. Think about a situation where you have:

- | | |
|-----------------------------------|--------------------------------------|
| • been host to a business visitor | • worked in another country / city |
| • worked with a new colleague | • started a new job in a new company |

Talk about your experiences with your partner and answer questions 1–4.

- How did you feel to begin with?
- Where did your first impressions come from?
- Did your impressions change with time?
- Were your first impressions right?



Context

Peter works for Johanna, who runs one of the offices for an international operation finding locations for clients. One client, a chain of hotels, has asked them to find a new site for a hotel in Poland to be used mainly as a business or conference centre. Peter has just returned from a fact-finding mission to Poland. On his return he meets Johanna over coffee to report back on his trip.

Business communication | Reporting back on research

- 1 Work with a partner. Read the *Context*. What type of information do you think Johanna will be expecting from Peter?



- 2 ▶ 1.2 Listen to Part 1 from the meeting between Johanna and Peter. Does Peter give Johanna any of the information you discussed in 1? Listen and complete Johanna’s notes below.

PREMIUM PREMISES

Poland – research

1 Probable location = _____

2 General impression = *up-and-coming place*

Peter’s feedback

First site = *city centre*

Pros = 3 _____

4 *the area is being invested in for development*

Cons = 5 _____

Conclusions / action points

6 *Several interesting sites worth considering outside Krakow*

7 Action = _____

- 3 ▶ 1.2 Listen again.
- 1 Where does the information in 2 come from? Put points 1–7 into the correct column of the table and make a note of any expressions you hear which help you decide.

What Peter has seen	What someone else has told Peter/Johanna

- 2 Why is it important whether Johanna and Peter saw or heard something, or whether they were told? Work with a partner. Look at the expressions you made a note of and discuss their use in the context.
- Example: ‘... they’ve told us that they definitely want the site to be somewhere in that area.’ (Johanna may want to emphasize that this is not her decision.)*

Key expressions

Reporting a personal observation

It all sounds very promising.

I found it to be ...

From what I could see, ...

I found it to be more of a ... than a ...

What's your impression of ...?

Reporting from another source

I understand you ...

According to ...

I gathered from ...

Expressing doubt

I have my doubts.

I can't help feeling that ...

I'm just not 100% convinced.

... which makes me a bit wary.

I'm a bit reluctant to ...

Avoiding commitment

It's hard to say.

I can't promise anything.

I wouldn't go so far as to say ...

Being persuasive

I've got / have to say (that) ...

We can't go wrong.

I'm (totally) convinced.

I'm sure you'll agree ...

I'm (fully) confident ...

The pros (definitely) outweigh the cons.

Avoiding being negative

To be fair, ...

I'm not saying ..., it's just that ...

- 4 ▶ **1.3–1.4** Listen to Parts 2 and 3 from the meeting between Johanna and Peter. Johanna makes some further notes about the pros and cons of each site. Complete the table below.

	1 Mountain site	2 City outskirts site
Pros		
Cons		
Concerns		

- 5 ▶ **1.5** How does Peter feel about the two sites? Listen to four extracts from Parts 2 and 3 of the meeting. In which extract (a–d) is he ...?

- 1 expressing doubts ____
- 2 being persuasive ____, ____
- 3 avoiding commitment ____

- 6 Work with a partner. Your company has come up with a potential new market, and you have been asked to conduct some initial research. **Student A**, read the newspaper extract below. **Student B**, turn to page 143 and read the country briefing.

- 1 Report back to each other on your findings, using the *Key expressions*.
- 2 Discuss any differences in your information.

Although lots of new investment is coming into the local market, the airport is insufficient for the volume of traffic expected. This will have a serious impact on the local economy. If a solution is not found, business will go elsewhere.

» For more exercises, go to **Practice file 1** on page 102.

- 7 Work with a partner. Choose one of the situations below and report back to your partner. When your partner is reporting to you, ask questions and decide how convinced you are.

- 1 You have just returned from a market research trip overseas. Report back to your team on:
 - what you learnt about the local market
 - how well the market is doing generally
 - how your new product line is being received
 - the presence of the competition
- 2 You are behind schedule on a project. Your boss has just called you into his/her office. Fill him/her in on:
 - the status quo (current situation)
 - the reasons for the delay
 - how you are going to catch up in the future
 - whose fault the delay is

- 8 Discuss the impression you got from your partner in 7. What did your partner do to ...?

- express doubt
- avoid commitment
- be persuasive
- avoid being negative

Language at work | Tenses review

- 1** Read sentences 1–7 and match them to meanings a–g.
- 1 I *had planned* to spend an extra day in Krakow itself. ____
 - 2 It was made clear that I *should go* exploring. ____
 - 3 It's *going to be* a bit more complicated than we anticipated. ____
 - 4 The client *has told* us that the site is likely to be around the Krakow area. ____
 - 5 They're *really pushing* the area for development. ____
 - 6 I *had been looking* around Krakow for a couple of days. ____
 - 7 I'll *be writing* everything up later this week. ____
- a something happening around the time of speaking
 - b a recent event affecting the present
 - c a recommendation
 - d a prediction made with some certainty
 - e something decided in the past, which did not happen
 - f an activity in progress at a particular time in the future
 - g an activity in progress up to a certain point in the past
- 2** Work with a partner. Compare the pairs of sentences in a–g below. Is the meaning different? If so, how?
- a The client **has been telling** us that the site is likely to be around the Krakow area.
The client **has told** us that the site is likely to be around the Krakow area.
 - b They **have really been pushing** the area for development.
They're **really pushing** the area for development.
 - c I **was looking** around Krakow for a couple of days.
I **had been looking** around Krakow for a couple of days.
 - d I **planned** to spend an extra day in Krakow itself.
I **had planned** to spend an extra day in Krakow itself.
 - e It was made clear that I **should have gone** exploring.
It was made clear that I **should go** exploring.
 - f It **could be** a bit more complicated than we anticipated.
It's **going to be** a bit more complicated than we anticipated.
 - g I'll **have written** everything up later this week.
I'll **be writing** everything up later this week.

» For more information, go to Unit 1 **Grammar reference** on page 126.

- 3** Read this email and correct any tense mistakes. Circle any verbs where you could use an alternative verb form. How would this change the tone?

✉

In response to your enquiry about the feasibility of bringing forward the completion date, I had been skimming through the initial proposal and was gathering from talking to members of the team that unfortunately it won't be as straightforward as we had hoped.

I should have pointed out that the suppliers are being expected to deliver the raw materials required by the end of next week, but so far we had heard nothing from them. We try to get in touch with them and have been insisting that we'll need to know by the end of the week. However, if we haven't heard by then, we need to take legal action to resolve the matter. I'll have got back to you at the beginning of next week – by then I know what will be happening.

» For more exercises, go to **Practice file 1** on page 103.

- 4** Work with a partner. Talk about the following topics in relation to your work. What do you learn about each other? What do you have in common?
- an ongoing project
 - your regrets and hopes
 - a major change
 - your predictions
 - your responsibilities
 - your career history

Key word | point

Match the use of *point* in 1–5 to definitions a–e.

- 1 To get to the *point*, we want to help out all the sites around the world.
 - 2 What's the *point* of me being here today?
 - 3 I'd like to *point out* that over the years, I have been continually improving procedures.
 - 4 There's no *point* me rambling on if you can't understand what I'm saying.
 - 5 The *point is*, we're finding it really tough to keep on top of demand.
- a make you aware of the fact that
b stop digressing
c what's important is
d it isn't worth
e what's the reason for

Practically speaking | Introducing yourself to a group

- 1 Work with a partner. Discuss questions 1–3.
 - 1 In what situations do you have to introduce yourself to a group in your own language/in English? How do you feel?
 - 2 How much information about yourself do you provide?
 - 3 What impression do you think you give?



- 2 ▶ 1.6 A multinational company is holding a training session at its offices in Chicago. Listen to three participants introducing themselves. Would you have presented yourself in a similar way? What did they do well or badly?
- 3 The speakers include information about these topics. Put them in a logical order.
 - aspirations
 - role
 - who they are
 - reason for being there
 - achievements/activities
- 4 ▶ 1.6 Listen again and complete phrases 1–13. Then match the phrases to the topics in 3.
 - 1 Hi, _____ Holly Cheng. _____ the Singapore office ...
 - 2 _____ everything that goes on in Production Planning.
 - 3 ... _____ get on top of things and can see ways of ...
 - 4 _____ local production ...
 - 5 I guess _____ take on board anything I can about how to ...
 - 6 Hello. For _____ Elke Seifried from Graz in Austria.
 - 7 _____ optimizing the quality assurance procedures ...
 - 8 _____ jettison any sub-standard products and _____ working out what went wrong.
 - 9 _____ over the years, _____ procedures ...
 - 10 ... _____ share some of my ideas with you here.
 - 11 Hi, there. _____, I'm Harvey Benson from Atlanta.
 - 12 _____ coordinate what happens between departments ...
 - 13 ... _____ talking, mailing, getting on people's cases, and so on ...

» For extension and revision, go to **Useful phrases** on page 134.

- 5 Take turns to introduce yourself to the class. Compare styles / use of language.

Culture question

- What criteria do you use to judge somebody when they introduce themselves?
- In your culture, when introducing yourself, is it appropriate to use humour, to be formal or informal, to list your achievements, to downplay the importance of your work?
- What else is important? Do you know what is appropriate in other cultures?

TALKING POINT

Working in multinational teams

Multinational teams are an everyday reality for more and more companies. That's because there are so many advantages, such as improved collaboration with colleagues and clients across markets around the world, which contribute significantly to global success. On the downside though, there are frustrations. These are exacerbated by the fact that the teams in multinational companies are either all working remotely, or have a mixture of some colleagues in one location, while the rest are globally dispersed.

What can challenge us when we work in this way are the practical, operational issues. For example, different attitudes to participating in teleconferences, or when colleagues have different work and communication habits and expectations. Sometimes it's difficult to understand what the problem is in a chain of emails you think are crystal clear, but someone misinterprets what you've written, or doesn't reply at all. Misunderstandings at work can be down to a combination of culture and distance. What's important is to keep the communication channels open. Don't judge – talk about problems, and try and find a solution for next time.

There's so much that we take for granted in our own culture, such as using the right level of formality, balancing business and social life, or attitudes to time. Expectations about these kinds of things might be, and often are, different in other cultures. And when you can't see each other face-to-face, finding out what's going on can be that much harder.

1



Hi Namrata,

I'm getting my presentation ready for the Regional Conference next month. I need your department's figures by the end of next week. Can you do that for me?

Regards, Jack

2



Dear Jack

Did you have a nice weekend? How did your daughter's hockey competition go? You were telling me all about her preparations last time we spoke.

The Regional Conference will be very interesting. I'm looking forward to seeing you there.

Regarding the figures, I will ask Anni when she is back from vacation.

Have a great week.

Best regards, Namrata

3



Hi Namrata,

OK, when is Anni back from vacation?

Regards, Jack

4



Dear Jack,

Regarding Anni's vacation, I am not totally sure. She has gone to Bali, did you know? Her brother is getting married there. I'll check, though I think she is back on Wednesday next week.

5



OK, as long as I have those figures by Friday. It's really important.

6

'I am not going to answer that. Of course he will get his figures by next Friday. Does he think I'm stupid?'

Discussion

- 1 Have you experienced any issues that make working in a multinational or dispersed team challenging?
- 2 What might be the problem in the email exchange between Jack and Namrata? With your partner, decide what Jack and Namrata are thinking and what they expect to happen.
- 3 What could Jack and Namrata do to avoid problems when communicating in the future?

Task

- 1 Work with a partner. Look at these complaints about working in multinational teams. Discuss the problem and suggest solutions.

The complaint	The problem	Your solution
She keeps asking me for permission. Can't she just do the job and show me when she's finished?		
Everyone keeps wanting to go out together in the evening. I've got kids I need to feed and get to bed, and my partner travels a lot.		
All our meetings are so factual and logical. I sometimes just want to shake everyone and get them to talk about their feelings.		
I've done so much, but because I don't shout about it all the time no one seems to notice. And it doesn't seem to matter anyway, because promotions don't seem to be awarded based on merit.		
My boss keeps loading me with work from different projects. I seem to do a little bit of everything, and have the feeling I've done nothing by the end of the day.		
Whenever I say something she doesn't like, she starts shouting me down and telling me I'm wrong. It's not worth saying anything anymore.		

- 2 Think of examples from your own experience. What was the problem and what did you do about it?

2

Careers

Starting point

- 1 What is the best career decision you ever made? What happened?
- 2 Looking back at your career, is there anything you would change? Why/Why not?

Working with words | Comparing career paths

- 1 Kristin Cardinale's book, *The 9-to-5 Cure: Work on Your Own Terms and Reinvent Your Life*, talks about the concept of the 'Patchworker'. What do you think a 'Patchworker' is? Compare your ideas with her definition:
The Patchworker carries all of the standard responsibilities of the freelancer but has an agenda beyond earning money: life... A Patchworker is a freelancer who selectively accepts work based on lifestyle factors that they determine to be personally important.
- 2 A 'Patchworker' career is not for everyone. Look at some of the questions Kristin asks in the extract from her book below. Read her answers and decide if you have what it takes to become a 'Patchworker'.

ARE YOU A PATCHWORKER?

DO YOU HAVE THE ENERGY?

Do you have the energy required to complete all of the initial startup tasks? Can you **come up with** the ideas? Are you too **burnt out from** your current or past job to do the work? Are you willing to put in the time and effort to help you **stand out from** the crowd?

DO YOU HAVE THE FOCUS? Do you have the mental focus necessary to open, operate and maintain a new business? When you are self-employed you don't have a boss keeping you on task and sending you reminders about approaching deadlines. You have to coach yourself, to motivate and **propel yourself forward** by staying on task. Can you do that?

DO YOU HAVE THE ORGANIZATIONAL SKILLS?

Running a business requires basic organizational skills, period. You need not be a perfectionist – in fact, that may hinder your success. Will your accounts **stand up to** external scrutiny? Can you start and stay organized?

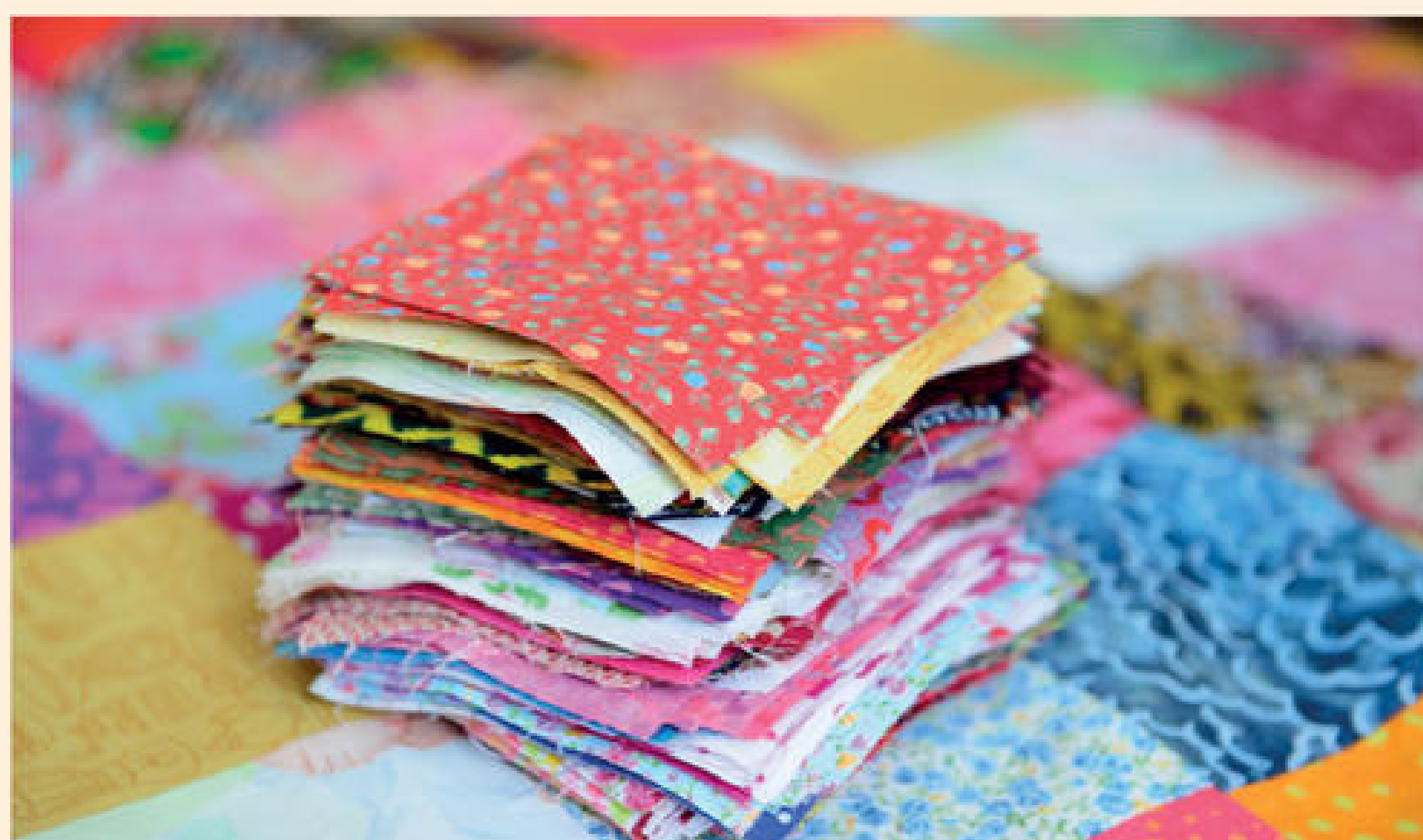
CAN YOU MULTITASK LIKE A PRO?

If there is one thing that being a Patchworker requires to **stay ahead of** the game, it is the ability to multitask. Can you **play the part of** CEO, secretary, accountant and driver all in a single day? More importantly, are you willing to?

CAN YOU DRUM UP YOUR OWN LEADS? To be a successful Patchworker, you absolutely need to scout out new opportunities and then determine if they fit into your lifestyle framework. Do you have the

network? Have you been **keeping in with** key people? Can you **get out there** and sell?

CAN YOU MAKE YOUR OWN DECISIONS? Any and all decisions are yours to own. You must take full responsibility for the ideas, the execution and the outcomes, and **stand up for** what you decided. When things go really well, it's nice to bask in the glow and take full credit. However, when things go awry, you have to be able to deal with the consequences. Can you handle it?



- 3** Work with a partner. Think of definitions for the multi-word verbs in **bold** in the extract in **2**, using the context in the text to help you.

- 1 come up with _____
- 2 burn out from _____
- 3 stand out from _____
- 4 propel yourself forward _____
- 5 stand up to _____
- 6 stay ahead of _____
- 7 play the part of _____
- 8 keep in with _____
- 9 get out there _____
- 10 stand up for _____

- 4** Choose six of the multi-word verbs in **3**, and write questions about careers. Then work with a partner. Take turns to ask each other your questions.

Example: What do you do that makes you stand out from the crowd at work?

- 5** ▶ **2.1** Listen to the interview with career coach Susan Whittaker. Are the following statements true (T) or false (F)?

- 1 The interviewer becomes convinced by Susan's views during the interview. ____
- 2 Susan believes that career progress is the responsibility of the individual. ____
- 3 She thinks it is counterproductive for managers to allow staff to leave. ____

- 6** ▶ **2.1** Match verbs 1–8 to phrases a–h to form fixed phrases from the interview. Then listen to the interview again and check your answers.

- | | |
|---------------------|---------------------------|
| 1 follow ____ | a your horizons |
| 2 move ____ | b backwards |
| 3 grow into ____ | c a stage |
| 4 reach ____ | d in a better position |
| 5 broaden ____ | e your role |
| 6 go beyond ____ | f horizontally |
| 7 take a step ____ | g the scope of |
| 8 put yourself ____ | h less conventional paths |

- 7** Work with a partner. Match the phrases you formed in **6** to definitions a–h. Can you use any of these phrases to talk about examples from your own career?

- a do something original or unusual ____
- b change jobs for a similar salary and responsibilities ____
- c improve your situation ____
- d create more opportunities for yourself ____
- e get to a point ____
- f develop to a point where you can do your job well ____
- g develop further than current limitations allow ____
- h cancel the effects of any progress you had made ____

» For more exercises, go to **Practice file 2** on page 104.

- 8** Work with a partner. Prepare a short talk for new employees about career development opportunities in your company. Consider the following aspects:

- | | | |
|--------------------------|-----------------------|---------------------|
| • training opportunities | • appraisals | • networking events |
| • job shadowing | • promotion prospects | • mentoring schemes |
| • sabbaticals | • teamwork | • corporate culture |

- 1 Discuss with your partner what you are going to talk about. Decide on six important points, and come up with an outline for the talk.
- 2 Take turns to practise your talk. Use as many of the phrases from **3** and **6** as you can. When you listen to your partner, note down the new phrases you hear.

Context

The partners at Coben Walsh, a small but expanding accountancy company, are considering making changes to their recruitment policy. In the past they have always recruited graduates, but they are finding it increasingly difficult to attract suitable candidates. Heidi Dawson, the HR Manager, and her new Deputy, Arun Chauhan, have been investigating the option of offering jobs to school-leavers. They have now called a meeting with the partners, Andy Coben and Rachel Walsh.



Business communication | Managing the discussion | Sharing ideas

- 1 Read the *Context*. Can you predict what kind of issues may be discussed during this meeting?
- 2 ▶ 2.2 Listen to Extract 1 from the meeting while referring to the agenda below. Heidi is chairing the meeting and the handwritten notes are prompts to herself. Note down:
 - 1 the points on the agenda that are covered
 - 2 the points where any digressions or interruptions occur
 - 3 the expressions Heidi uses for each of her handwritten prompts

start meeting and establish meeting objectives

Agenda: Recruitment policy meeting

Attendees: Heidi Dawson (chair), Arun Chauhan, Andy Coben, Rachel Walsh.

- 1 Outline of current recruitment issues
 - recruitment difficulties *ask Arun to present his findings*
 - staff retention *get Arun to talk about this*
- 2 Proposal to recruit school-leavers
- 3 Discussion

- 3 ▶ 2.3 Listen to Extract 2 from the meeting and answer questions 1–3.
 - 1 What are the proposed conditions for school-leaver positions?
 - 2 Why does Heidi think school-leavers would want to work for the company?
 - 3 Why does Rachel think it would be better to focus on improving graduate intake?
- 4 Match expressions a–d to categories 1–4.
 - a You're absolutely right, but ...
 - b You probably won't like this idea, but ...
 - c Can I suggest we come back to this point a bit later on?
 - d Could I just say something here?
 - 1 Putting forward ideas ____
 - 2 Expressing reservations/disagreeing ____
 - 3 Interrupting ____
 - 4 Dealing with interruptions/digression ____
- 5 ▶ 2.2–2.3 Listen to Extracts 1 and 2 again and make a note of other expressions you hear for the categories in 4.
- 6 Which expressions from 4 and 5 are used to put forward an idea which ...?
 - 1 you believe to be unpopular _____
 - 2 is under consideration _____
 - 3 you are confident about _____

» For more exercises, go to **Practice file 2** on page 104.

Key expressions

Managing the discussion

So let's get started.

The purpose of today's meeting is ...

Can I suggest we come back to ...?

Coming back to ...

I'll get on to that in a moment.

Involving people

Perhaps you'd like to talk us through ...

Did you want to talk about ...?

Asking for / giving permission to speak

Would this be the right moment to mention ...?

Could I just say something?

If I could just come in there ...

Go ahead.

Putting forward unpopular ideas

I know you're not keen on it, but ...

You probably won't like this idea, but ...

I'm not sure what your feelings are about this, but ...

Putting forward ideas under consideration

We were wondering if ...

Something else we've been thinking about is ...

Putting forward ideas you are confident about

I'm sure you'll understand the need to ...

The obvious solution to this problem must be to ...

Disagreeing / Expressing reservation

It's interesting you should say that, because actually ...

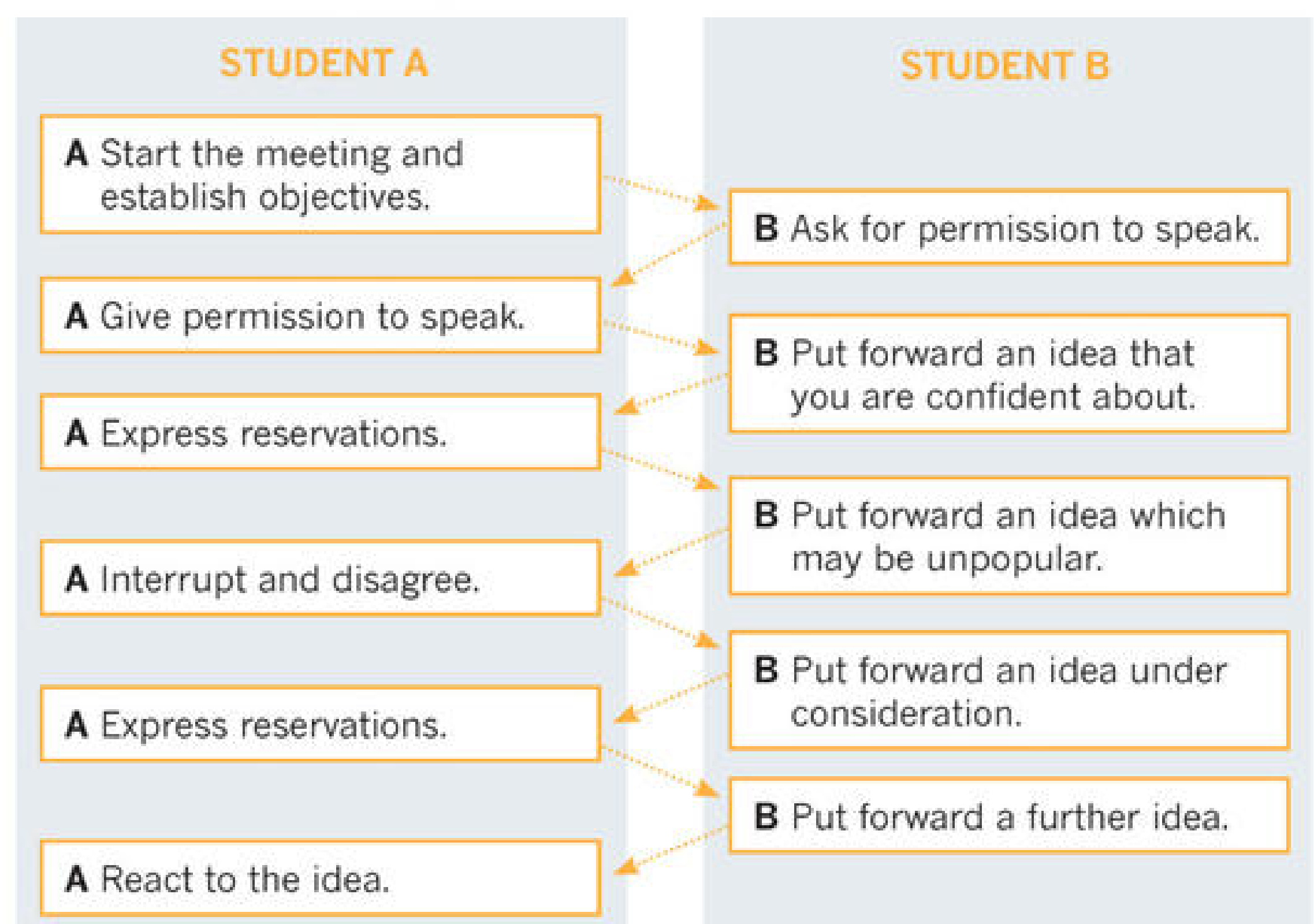
You're absolutely right, but ...

- 7 Work with a partner. In addition to the school-leavers programme, HR and the partners decide to look into ways of improving the company's graduate intake and retention. Can you add any other ideas (or reservations) to their list below?

Ideas for improving graduate intake / retention

- Have a greater presence at national graduate recruitment fairs.
Will this really help?
- Increase the starter salary.
Too costly for the company?
- Introduce penalties for graduates who don't stay beyond their training.
Demotivating? May discourage some graduates from applying?
- Increase communication between graduates already working for the company and those considering applying (e.g. in blogs, podcasts on company website).
No control over what is said about the company?
Other ideas?

- 8 Now have a meeting using the ideas from 7 and the flow chart below.



- 9 Work in groups of three. You are holding a meeting to discuss ways of improving staff efficiency. Use the agenda below or create one for your company. Discuss your ideas, and try to reach a decision on each item on the agenda.

Student A: You are chairing the meeting. Manage the discussion and make sure everybody keeps to the agenda.

Student B: Turn to page 137. Student C, turn to page 139.

Agenda: Improving staff efficiency

- 1 Too much time wasted in the cafeteria.
- 2 Messages are not being passed on.
- 3 Complaints about attending training in off-site training centres.
- 4 High absenteeism.

Culture question

- Do you openly criticize ideas that you don't like? Why/Why not?
- Do you think that different cultures have different attitudes to open criticism?
- How would you feel if someone openly criticized your ideas during a meeting?

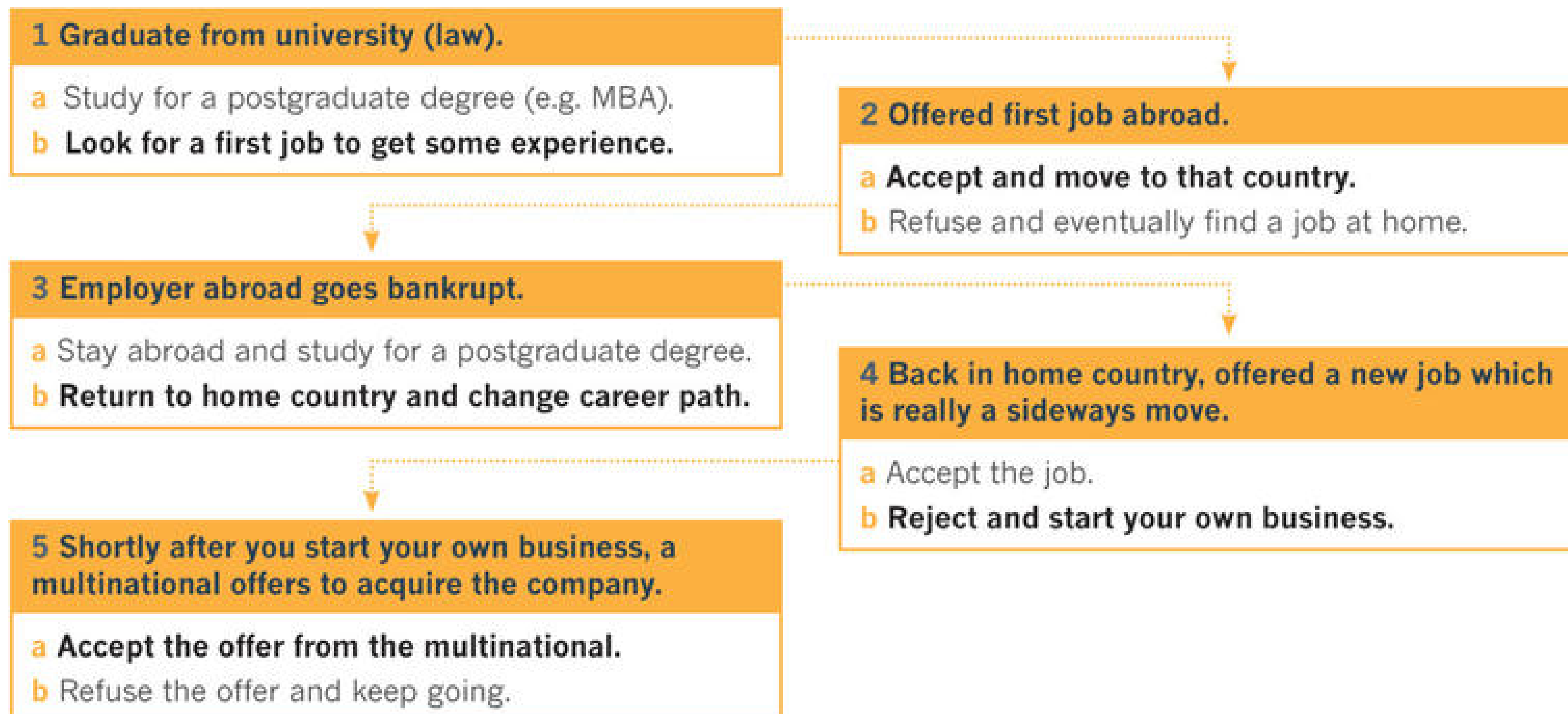
Language at work | Expressing attitudes to the past

- 1 ▶ 2.4** Listen to two debriefing conversations where the participants from the meeting in *Business communication* gave their impressions after the event. Complete sentences 1–12.
- 1 _____ a face-to-face meeting with the partners.
 - 2 Yes, _____, Arun – as you're the one who's ...
 - 3 If _____ one of the recruitment consultants ...
 - 4 _____ a bit more progress today.
 - 5 Yes, _____ how Rachel would react to the school-leavers proposal.
 - 6 Well, _____ it really ...
 - 7 I _____ a bit too forthright, but I need to be sure ...
 - 8 Well, it _____ we'd just gone round in circles.
 - 9 But _____ the other side of the argument?
 - 10 What _____ improving our graduate intake?
 - 11 I _____ much to the discussion ...
 - 12 Yes, but _____ to the meeting though.
- 2** Which sentences in **1** show that the speaker ...?
- a is satisfied with something _____
 - b is relieved about something _____
 - c is dissatisfied with something _____
 - d regrets something with hindsight _____
- 3** Now match the sentences in **1** to structures a–d below.
- a third conditional _____
 - b modal + perfect infinitive _____
 - c fixed phrase + past simple _____
 - d fixed phrase + past perfect _____

» For more information, go to Unit 2 **Grammar reference** on page 126.

- 4** Work with a partner. Look at the 'nearly CV' below. The career choices made are in **bold**. Discuss the alternative career and the consequences.

Example: If only they'd known the employer abroad would go bankrupt!



» For more exercises, go to **Practice file 2** on page 105.

- 5** Think of your 'nearly CV'. Tell your partner about some decisions you made and:
- how you feel about these decisions with hindsight
 - possible alternative decisions and their consequences

Key word | so

Match the use of **so** in 1–4 to a–d. What other words could you use to replace **so** in each sentence?

- 1 So, what would you do if one of your key members of staff was off sick on the day of an important presentation?
 - 2 Couldn't we consider letting them trial the products, so that they feel their views count?
 - 3 I know Alex is looking for new contacts, and so is Thierry.
 - 4 But it's been so difficult with all the changes.
- a used to add a reason
b used for emphasis
c used to express *also*
d introduces a question

Practically speaking | Getting your point across**1** What techniques can you use to get your point across?**2 ▶ 2.5** Listen to five conversations and complete sentences 1–10.

- 1 Um, well ..., _____?
- 2 No, _____ the ones drawn up for internal purposes.
- 3 Well, _____ the scale at the bottom of the page, _____ what I mean.
- 4 Yes, _____. Am I supposed to notify everybody ...
- 5 _____ it's worth sending it to the people responsible for ...
- 6 _____, there's no point in it sitting in your in-tray ...
- 7 ... look, _____ that I need to see a dramatic improvement ...
- 8 But _____ I'd like to see more evidence of how you ...
- 9 Yes, but _____, they'd have liked to be more involved ...
- 10 Look ... _____, couldn't we consider letting them ...

3 Match the phrases in **2** to these techniques for getting your point across.

- a Reformulating: ____ c Illustrating a point: ____
b Clarifying: ____ d Summarizing: ____

4 Work with a partner. You are both in an update meeting and you are discussing the points in the agenda on the left. **Student A**, turn to page 137. **Student B**, turn to page 139. Then have the meeting using the flowchart below.

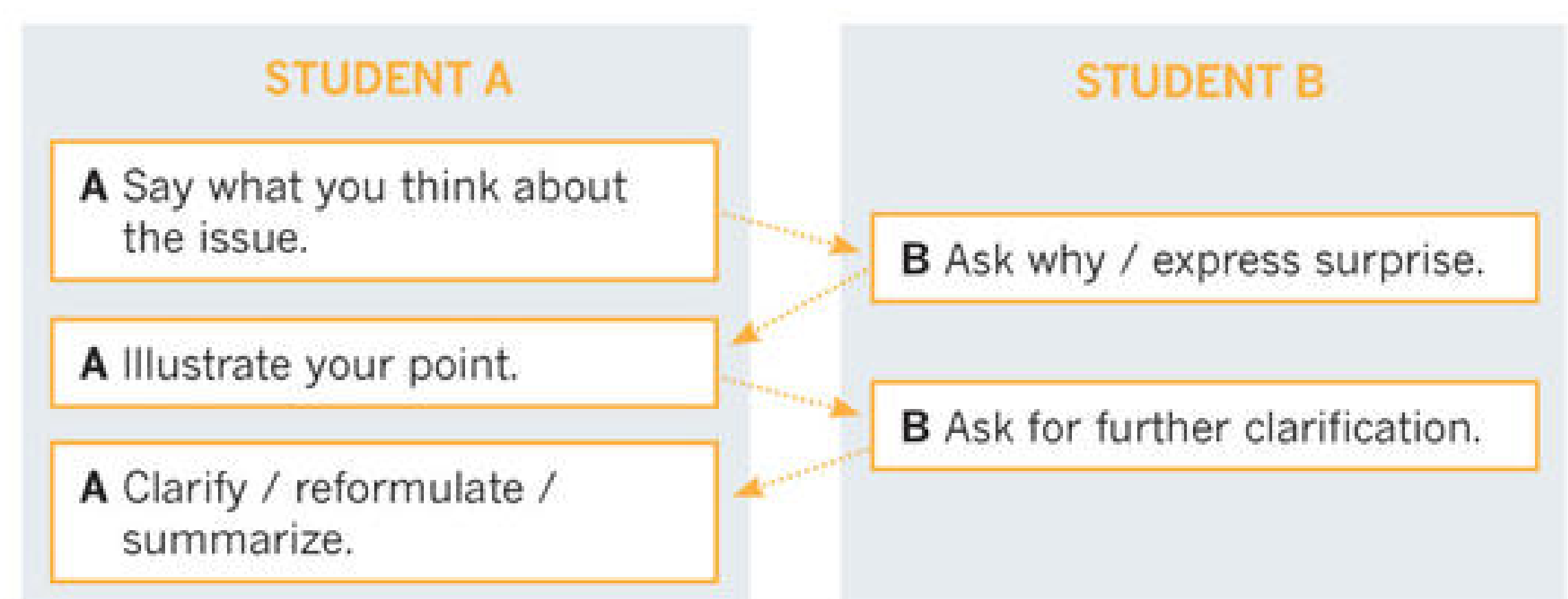
Student A: You have two minutes to get your point across.

Student B: Ask questions for further clarification.

Then swap roles, and continue with the next point on the agenda.

Agenda: Update meeting

- 1 Monthly reports
- 2 The competition
- 3 Sales figures
- 4 Travel budget



» For extension and revision, go to **Useful phrases** on page 134.

5 Work with a partner. Take turns to ask each other questions on the topics in the list below. Ask for clarification on any details which aren't clear. Respond using the phrases from **2**.

- your performance this year
- your current work/project
- how you deal with stressful situations
- your team's strengths and weaknesses

TALKING POINT

The 'gig' economy: changing the future of careers

Arun Sundararajan, New York University's School of Business

Not so long ago, the only people who looked for 'gigs' were musicians. For the rest of us, once we outgrew our school dreams of rock stardom, we found 'real' jobs that paid us a fixed salary every month, allowed us to take paid holidays and formed the basis for planning a stable future.

Today, more and more of us choose, instead, to make our living 'working gigs' rather than full time. To the optimists, it promises a future of empowered entrepreneurs and boundless innovation. To the naysayers, it portends a dystopian future of disenfranchised workers hunting for their next wedge of piecework.

This explosion of small-scale entrepreneurship might make one wonder whether we are returning to the economy of the 18th century, described by the economist Adam Smith in his book *An Inquiry into the Nature and Causes of the Wealth of Nations*. The economy Smith described was a genuine market economy of individuals engaging in commerce with one another.

Over the following two centuries, however, the emergence of mass production and distribution yielded modern corporations. The entrepreneurs of Smith's time gave way to the salaried employees of the 20th century.

A different technological revolution – the digital revolution – is partially responsible for the return to peer-to-peer exchange. Most of the new on-demand services rely on a population equipped with computers or GPS-enabled smartphones.

Does this suggest a shift towards a textbook market economy? Granted,

Uber, Airbnb, Etsy and TaskRabbit are quite different from organizations such as Apple, BP or Sainsbury's. Because you aren't actually renting a space from Airbnb, taking a ride in a car owned by Uber or buying a product made by Etsy. The platform simply connects you with a provider of space, a driver of a vehicle or a seller who runs a virtual shop.

So it seems like we've invented a new institutional form – the peer-to-peer platform – a digitally powered hybrid between organizing economic activity through the market and within the organization. And because these platforms provide layers of trust, brand and expertise on demand, the need for specializing before you're qualified to become a provider is reduced. Almost anyone with talent can become a part-time hotelier through Airbnb or an artisan retailer on the side through Etsy. Any reasonably competent driver can morph into a provider of commercial transportation by plugging into Uber or BlaBlaCar.

And providers don't have to commit to full days of work. You can pick up your kids from school (and then switch to being an Uber driver). In the gig economy, the lines between personal and professional become increasingly blurred.

There's certainly something empowering about being your own boss. With the right mindset, you can achieve a better work-life balance. But there's also something empowering about a steady pay cheque, fixed work hours and company-provided benefits. It's harder to plan your life longer term when you don't know how much money you're going to be making next year.

Discussion

- 1 What is a 'gig' economy?
- 2 What kind of jobs are suitable for a 'gig' career?
- 3 What are the pros and cons of a 'gig' career? Work with a partner. List your ideas and then add any others mentioned in the article.

Pros	Cons

- 4 Would you consider this kind of career?
- 5 What are the wider risks of this new kind of economy?

Task

'There are benefits to dipping your toes into the entrepreneurial waters by experimenting with a few gigs on the side. Perhaps this lowering of barriers to entrepreneurship will spur innovation across the economy.'

Arun Sundararajan

- 1 Read the quote by Arun Sundararajan above. Think of something you would like to do as a 'gig on the side'. This could be based on your skills or a gap you have seen in the market.
- 2 Hold a meeting to discuss your 'gig' ideas. Persuade the others that your idea is feasible. The others will ask questions to help you develop the idea into a realistic plan. You can use this chart to help you prepare.

My gig on the side is ...	
People need it because ...	
The risks are that ...	
The next steps I need to take are ...	

3

Change

Starting point

- 1 What do you like or dislike about your place of work? Think about space, layout, lighting, equipment, noise, etc.
- 2 What does 'flexible working' mean to you?
- 3 Will the way you work in the future be different? If so, how and why?

Working with words | Discussing working practices

- 1 How good is your organization at changing with the times? Read the article and decide to what extent the statements are true for your company.

CORPORATE CULTURE

Quite a few organizations invest in new offices and information systems in order to improve efficiency, but they do comparatively little to **transform** a corporate culture that is often rooted in a previous era. Others seek to **implement** innovations in their working practices and **procedures** – such as flexible hours, teleworking, policies for work-life balance – without **putting in place** the necessary infrastructure of facilities and technology. Some companies manage to combine a poor infrastructure with an aversion to any kind of cultural change. But of course there are a few that get it right, combining both innovative working practices and the **means** to make them work.

But what about you? Read these statements and decide to what extent they apply to where you work.

- | | |
|--|---|
| 1 The company buildings create a dynamic working atmosphere. | 6 Meetings have a sense of purpose , and result in decisions. |
| 2 Staff are judged by the hours they work, not what they achieve. | 7 The demands of working at the company put pressure on people's home lives. |
| 3 Staff need to have excellent IT skills. | 8 Seamless technology across all our sites enables us to perform competitively. |
| 4 In order to be able to work here you need to access paper files. | 9 Most staff aren't given the option to work flexible hours. |
| 5 Staff can work wherever and whenever is most effective for the job in hand. | 10 Staff are consulted before any new procedures are put in place. |

- 2 Work with a partner. Compare your answers in 1 and discuss any differences.

- 3 Find words in **bold** in the text in 1 that are similar in meaning to the words in *italics* in sentences 1–10.

- 1 We need to come up with ways of being more *efficient* in our work.
- 2 We're *entering* quite a difficult period, and there are plenty of challenges ahead.
- 3 At the interview you have to prove you have the *ability* to do the job well.
- 4 We like to give all staff the *opportunity* to come back to us with any comments.
- 5 We have *changed* the job description quite significantly.
- 6 It's important to *carry out* thorough research before redesigning jobs.
- 7 It's quite a lengthy *process* from agreeing the changes to implementing them.
- 8 I don't really understand the *meaning* of the last paragraph.
- 9 He's in his sixties, but he's still an *energetic* man with lots of new ideas.
- 10 Call IT and ask them to *install* all the software you need.

- 4 Can you use the words in **bold** from the text in the sentences in 3? If so, does the meaning change?

- 5 ▶ 3.1** Iñaki Lozano is the Managing Director of BICG, a Madrid-based consultancy firm specializing in new ways of working. BICG have led numerous international strategic consulting and research projects across the world. They have developed some of the most innovative ways-of-working strategies to date.

Listen to an interview with Iñaki Lozano and answer questions 1–3.

- 1 What three organizational aspects of companies do BICG focus on?
- 2 Why is their work necessary, and what are the advantages?
- 3 Who is most likely to resist and embrace change?

- 6 ▶ 3.1** Listen to the interview again. What nouns collocate with verbs 1–8?

- | | |
|---------------------|------------------|
| 1 accommodate _____ | 5 generate _____ |
| 2 achieve _____ | 6 exchange _____ |
| 3 anticipate _____ | 7 assess _____ |
| 4 facilitate _____ | 8 measure _____ |

- 7** Match the verbs in **6** to other nouns (a–h) that they collocate with.

- | | |
|---------|-------------------------------------|
| a _____ | targets / objectives |
| b _____ | special requirements / requests |
| c _____ | ideas / interest |
| d _____ | knowledge / points of view |
| e _____ | progress / productivity |
| f _____ | development / growth |
| g _____ | performance / a situation |
| h _____ | potential difficulties / objections |

- 8** Work with a partner. Make sentences using the collocations from **6** and **7** to say how you could make your organization more efficient.

» For more exercises, go to **Practice file 3** on page 106.

- 9** Work with a partner. You work for a manufacturing company which has a problem with morale in the factory. Read about the possible causes in the email, then follow steps 1–3.

- 1 Briefly outline the main points.
- 2 Discuss possible approaches to improve morale.
- 3 Decide on an action plan for change.



Dear all

Following a series of low productivity figures, I've been looking into the situation in the factory. I have talked to a number of staff and the general impression is that they are not motivated and they are doing the bare minimum to achieve their daily targets. From my point of view, this seems to be a self-perpetuating cycle of low morale – the figures are down so the supervisors are applying more pressure, which means people feel less valued, etc. Anyway, I thought I ought to let you know my findings so far below. Let me know if you'd like to discuss this further.

Regards

Brian

Some of the major factors causing low morale may be:

- the impact of recent technical changes in production
- issues related to work-life balance
- working by output/result, not by time spent
- cost-saving initiatives
- instability of jobs in the sector

Context

A large insurance company is creating a strategy for facing the future and one of its managers has been asked to attend a seminar on the future of working practices. The manager is expected to report back their findings to the management team including the CEO. As the management team is cross-functional, specialist terminology and jargon may not be understood by everyone.

Business communication | Giving a formal presentation**1** Work with a partner. Discuss the following questions.

- 1 How often do you give presentations and what kind of audiences do you present to?
- 2 How do you feel about giving presentations?
- 3 How often do you listen to presentations and who gives these presentations?
- 4 What difficulties do you have when listening to a presentation in English?

2 ▶ **3.2–3.5** Listen to four extracts from a formal presentation. Complete the notes on the slides below.**1 Facing the future**

Introduction: Flexible working – by 2050 most people will have been working flexibly for more than a decade.

Presentation outline (x3 sections):

- 1 current research
- 2 effects on the workforce
- 3 effects on employers

NOTES:

2 Current research

- Rise in 'demuting' – 12 million people in UK will be working from home by 2025.
- New generation of 'career nomads' – employees moving around changing jobs/careers.

NOTES:

3 Effects on the workforce

- 'Binge-time careerism' – employees working non-stop for a period, and then taking time off.
- 'Shadow careers' encouraging personal development.
- 24/7 access to work email and phones/BlackBerries leading to longer hours.

NOTES:

4 Effects on the employer

- Competing for talent.
- Faced with dilemma as employees gain the power to make choices.

NOTES:

Key expressions

Outlining a structure

I've divided my talk up into ...
First of all, I'll ... After that, I'll ...
I'll conclude with ...

Beginning the presentation

I'd like to start by saying ...

Referring forwards / backwards / sideways

I'll return to ... later.
As I said earlier, ...
I'll say more about ... in a moment.
Just to digress for a second, ...

Signalling the next section

OK, moving on ...
Turning to ...
This brings me to ...

Ensuring understanding of a specialist subject

Just to fill you in on some of the background, ...
By ... I mean ...
Now I don't know if you are familiar with ...?
Well, ... refers to ...
This is where ...
And perhaps here I should explain what I mean by ...
That's when ...
So, for example, ...

Ending the presentation

And this is my key point.
To sum up, ...
I'll be happy to take any questions now.

- 3 ▶ 3.2–3.5** Listen to the four extracts again and refer back to the slides in **2**. Note down the expressions which are used for functions 1–12 in the table.

Slide 1 / Extract 1	Expressions
1 put the presentation in context	
2 refer to a point that will be raised later	
3 outline the structure	
Slide 2 / Extract 2	
4 introduce the second slide	
5 explain the terms: 'demuting' and 'career nomads'	
Slide 3 / Extract 3	
6 introduce the third slide	
7 explain the terms: 'binge-time careerism' and 'shadow careers'	
8 introduce the information on 24/7 working	
9 refer to a point that was made earlier	
10 talk about a point not included in the presentation outline	
Slide 4 / Extract 4	
11 introduce the last point	
12 finish the presentation	

- 4** Turn to audio scripts **3.2–3.5**. Check your answers to **3**.

» For more exercises, go to **Practice file 3** on page 107.

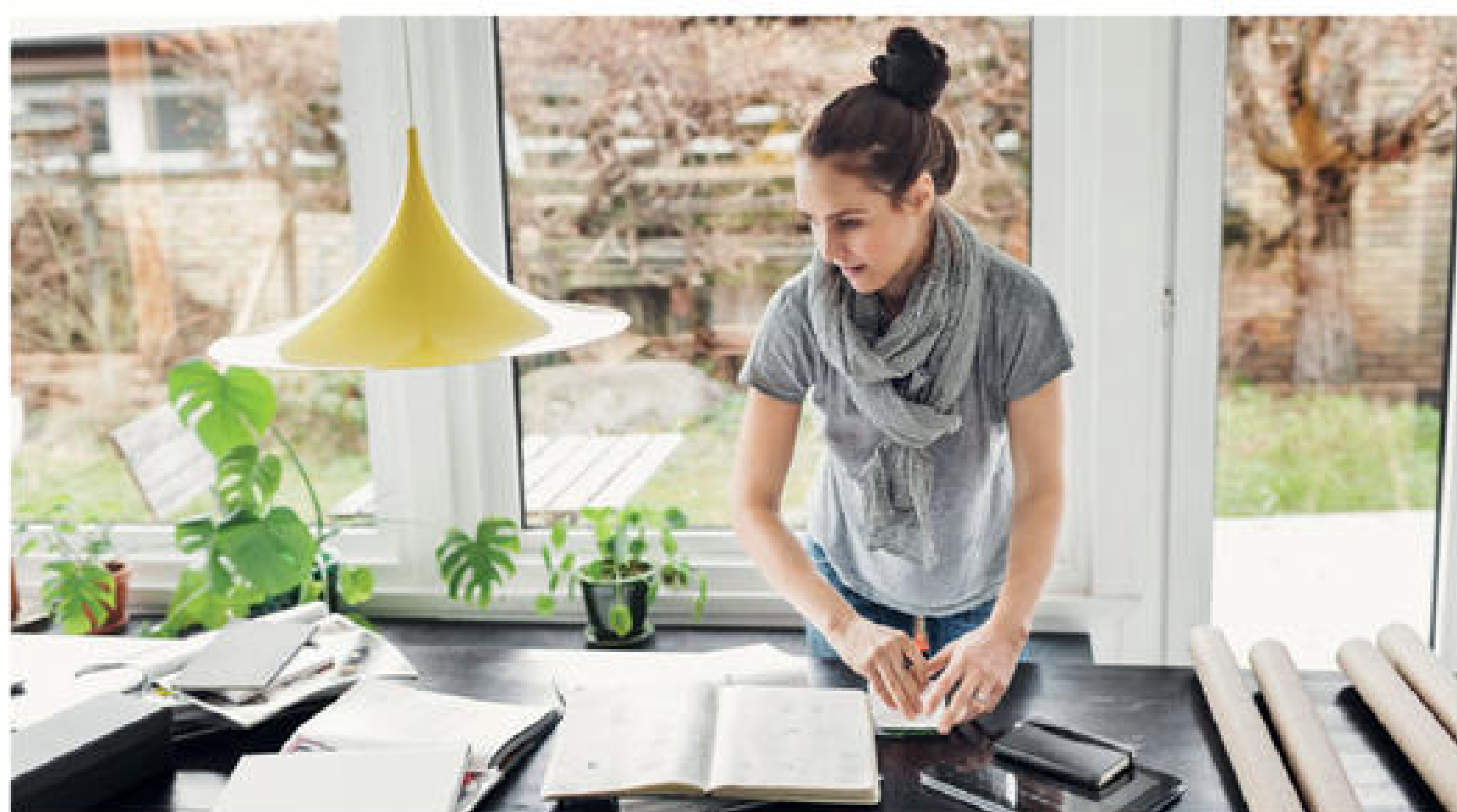
- 5** Work with a partner. You are going to report back to your colleagues and CEO on your findings from the seminar. Using the slides and your notes from **2**, prepare an outline for a presentation to summarize your findings.
- Decide who will present which parts of your presentation, and what expressions from **3** you will use to structure and signal the different parts.
 - Present your part of the presentation to each other. Check against your notes from **2** that your partner includes all the relevant information, and that they use appropriate language from **3**.
- 6** Think of a change you would like to make at your company. Prepare to present your proposal for change to the board of directors. Sketch out the structure of your presentation on a series of slides. Include:
- background information
 - an outline of the structure
 - explanation of specialist terms
 - reference to a later point
 - reference to an earlier point
 - links from one section to another
 - a conclusion
- 7** Work in groups. Listen to each other's presentations, and make notes of the key points. When you have finished, check your understanding and ask questions.

Culture question

- Is it appropriate in your culture to use humour in presentations?
- How else can you vary the pace?
- What difficulties can be caused when humour is used?

Language at work | Speculating about future changes

- 1 Look at sentences 1–10. For each sentence, answer questions a–d.
- 1 The flexible working revolution means that management **will become** more about resourcing and measuring results.
 - 2 It's estimated that by 2050 most people **will have been working** flexibly for at least a decade.
 - 3 It's anticipated that 12 million people **will be working** from home by 2025.
 - 4 The 21st century **is going to be** about a new generation of 'career nomads'.
 - 5 The trend towards home working **could have** other positive side-effects.
 - 6 We anticipate that this trend **will only increase**.
 - 7 Home-based businesses **are likely to revive** local communities.
 - 8 By the mid-21st century a major cultural change **will have taken place**.
 - 9 People **are expected to be working** more flexibly in the future.
 - 10 Solving this dilemma **must surely become** a key priority.
- a What structure/tense is used in **bold**?
 - b How certain is the speaker in each sentence?
 - c Could the structure used be replaced by any other future structure?
 - d How would an alternative structure change the meaning of the sentence?



» For more information, go to Unit 3 **Grammar reference** on page 127.

- 2 ► 3.6 Members of the Federation of European Employers were asked the question: 'Do you think there will be a major cultural change in the way we work in the future?' Listen to some of their predictions. Note down the phrases they use to make predictions.
- 3 Put the phrases you noted in 2 into categories a–d.
- a certain _____
 - b probable _____
 - c possible _____
 - d unlikely _____
- 4 ► 3.6 Listen again. Make a note of four phrases the speakers use to refer to a point or period in future time.

» For more exercises, go to **Practice file 3** on page 107.

- 5 Work with a partner. Give your predictions for possible changes in your company/department. Think about the aspects below.
- | | |
|-------------------|---------------------------------------|
| • the business | • your working day |
| • budgets | • relationships with colleagues/boss |
| • the competition | • you/your colleagues' role/prospects |
| • technologies | • your own ideas |

Key word | quite

Match the use of *quite* in 1–5 to synonyms a–e.

- 1 It's *quite* hectic over here ...
- 2 No, not *quite*.
- 3 There were *quite a few* technical hiccups.
- 4 I'm finding it *quite a task* to manage my work.
- 5 **A** I don't want it to look like I'm badgering them.
B *Quite*. Well you might want to word it so it's not too aggressive ...

- a exactly
- b several
- c very
- d absolutely
- e very difficult

Practically speaking | Showing understanding**1 ▶ 3.7** Listen to four conversations and answer the questions.

- 1 What problems do the people have?
- 2 How do their listeners respond?

2 ▶ 3.7 Listen again and complete phrases 1–10.

- 1 I know _____.
- 2 It's quite _____.
- 3 No, it _____?
- 4 It _____ sending an email ...
- 5 I hear _____. I mean ...
- 6 I _____ for a lot of you ...
- 7 Believe me, I can _____.
- 8 I _____ at my last company ...
- 9 I _____ the request again, though.
- 10 Well, _____ word it ...

3 Match the phrases in 2 to categories a–c.

- a Showing that you understand the problem: _____
- b Explaining why you are able to understand the problem: _____
- c Offering practical solutions: _____

4 Work with a partner. Look at sentences 1–4. Discuss how you would respond in order to show understanding.

- 1 'My workload has increased dramatically since we merged with the Cork office.'
- 2 'I don't think that was a very convincing presentation.'
- 3 'This report just doesn't make sense.'
- 4 'I need to change offices – mine is getting too noisy.'

» For extension and revision, go to **Useful phrases** on page 134.

5 Think about a problem you currently have at work. Alternatively, use one of the problems below. Take turns to explain the problem, and to respond appropriately. Try to develop the conversation as much as possible.**Problem 1: Time differences**

You work for a multinational company with offices all round the world. You need to coordinate a project, but it is very difficult to call a meeting because not everyone can be in the office at the same time.

Problem 2: Absenteeism

On your team of 12 you have two employees who regularly take days off work claiming to be sick – usually on a Friday or Monday. The other team members are beginning to complain.

6 Discuss your partner's reaction to your problem with the class. How sympathetic/understanding/practical was it?

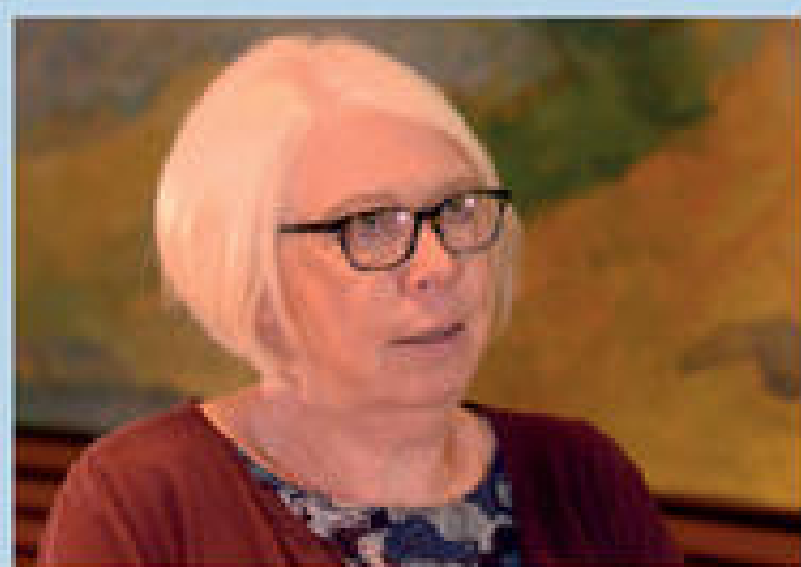
Viewpoint 1 | Dealing with change

Preview

In this video lesson, you will watch two interviews on the topic of change. The first looks at how organizations can implement change. The second considers the impact of change (both positive and negative) on the individual.

Profile

Professor Louise Fitzgerald is an expert in organizational change. She has worked in the private sector and the health care sector. She is currently Visiting Professor of Organizational Behaviour at Saïd Business School.



Focus

- 1 The speakers in the videos use the following words and phrases. Match 1–12 to definitions a–l.

1 robust	a variety of employment experience in different sectors
2 metrics	b taking out parts of the company hierarchy
3 hard data	c make something less serious or severe
4 soft data	d someone's set of attitudes or beliefs
5 cross-check	e a set of statistics used for measuring something
6 perspectives	f available but not used
7 play out	g strong and healthy
8 untapped	h develop in a particular way
9 portfolio careers	i information based on figures, numbers and graphs
10 layering	j points of view
11 mindset	k verify information by analysing different sources
12 mitigate	l information based on people's opinions
- 2 Work with a partner. Choose six of the words in 1 and write six gapped sentences.
Example: Our conclusions are based on _____ analysis of the situation (Answer: robust).
- 3 Now work with another pair and take turns to read your sentences, saying 'gap' for the missing word. The other pair must guess the missing word to win one point. The pair that scores the most points wins!

Implementing change inside organizations

- 4 01 Watch Professor Louise Fitzgerald talking about dealing with organizational change and the three key aspects to consider. Number A–C in the order she talks about them (1–3).
A The dynamism and context of the organization ____
B The quality of the analysis ____
C Engagement of the staff ____
- 5 01 Watch Louise Fitzgerald again and answer questions 1–5.
 - 1 What does a robust change strategy need to be based upon?
 - 2 What different kinds of analysis need to take place? Who's involved?
 - 3 If you want change to be successful and beneficial, what does the research show you should do?
 - 4 How should the organization's staff be involved?
 - 5 What do change planners need to take account of?
- 6 02 In the second part of the interview Louise Fitzgerald gives more detail about how to implement change. Watch and match each item in the list to each of the key aspects of organizational change in 4. Label them A, B or C.
 - Trend data ____
 - Benchmarking ____
 - Surveys ____
 - Human resource management data ____
 - Managers and working groups (project teams) ____
 - Interviewing staff during the disruption ____
 - Reappraisal and review ____

Glossary

grapple with (v) to struggle with a difficult problem or issue

pinpoint (v) to find or identify with accuracy

Profile

Jonathan Trevor is Associate Professor of Management Practice at Saïd Business School. He is an expert in organizational theory, human resource management and the future of work.



- 7 02 Watch the second part of the interview again and write down further details about each item in 6. Then compare your notes in groups and add any missing details.
- 8 Work in groups. Think of an organizational change you have been involved in and describe the following to the group:
 - The reasons for the change.
 - The types of analysis that were used.
 - Which staff were engaged and in what ways?
 - The system(s) of reappraisal and review during the process.
 - Were the outcomes successful and beneficial?

The impacts of change on the individual

- 9 03 In the next interview, Professor Jonathan Trevor talks about how changes in the world of work have affected the individual as well as organizations. Watch the first part of the interview and tick (✓) the changes (a–g) he mentions below.
 - a Organizations have restructured so they have flatter structures.
 - b Technology is used for more routine work tasks.
 - c The role of the manager has changed from 'director' to 'enabler'.
 - d Home-working and flexible working hours are becoming more common.
 - e Staff have more autonomy and define their own role.
 - f There is a transition from 'rule-driven bureaucracies' to 'something networked'.
 - g Organizations increasingly outsource and use freelance staff.
- 10 04 Now watch Jonathan Trevor talking about some of the issues in 9. As he talks, make notes about 'losers' and 'winners' in the table below.

Losers (negative impact)	Winners (positive impact)

- 11 Work in groups. Look back at the list of changes (a–g) in 9 (including those not mentioned by Jonathan Trevor). Discuss each of the changes in relation to the questions below.
 - 1 Do you think this change has been positive or negative for the individual worker? In what way?
 - 2 Has this change ever affected you personally? Was the impact positive or negative? Give reasons for your answer.
- 12 Think of a major change that has had a positive or negative impact on organizations and the individual worker in the last 20 years. Tell the class.



4

Risk

Starting point

'Living at risk is jumping off the cliff and building your wings on the way down.'
Ray Bradbury, Novelist

'You can't cross a chasm in two small steps.'
David Lloyd George,
British Prime Minister
(1916–1922)

- 1 Discuss the quotes. Do you agree or disagree? Why?
- 2 Do you consider yourself a risk-taker? Why/Why not?

Working with words | Handling a corporate crisis

- 1 What kinds of risks do businesses face? How can they plan to manage risks?
- 2 The controversy over diesel emissions testing by car manufacturers highlights the need for companies to be aware of the risks involved in decisions they make. Read the article and answer questions 1–4.
 - 1 What should companies do to prepare for the worst?
 - 2 What dilemmas do companies face about communication when hit by a crisis?
 - 3 Who in the company should take responsibility if something goes wrong?
 - 4 How is a crisis likely to be remembered by the customers?

HOW TO HANDLE A CORPORATE CRISIS

Daniel Thomas, BBC Business Reporter

The emissions scandal shows that no company, however large or well-established, is immune to a crisis. But how a business responds when things go wrong can mean the difference between a swift resolution and making the problem a whole lot worse.

HAVE A PLAN

Of course, history is littered with corporate crises, and yet firms all too often fail to **learn from each other's mistakes**. So how should they best prepare for the worst? According to Rod Clayton, vice president of crisis at Weber Shandwick, they should **start with** some proper **contingency planning**. Companies are often quite well prepared operationally for emergencies – if something blows up, they know what to do – but they don't know what to do when the blow-up is more metaphorical or legal because they don't **have robust communications plans in place**. 'And even when they do, sometimes they haven't actually tested those plans or **run simulation exercises**,' he says.

Rebecca Gudgeon, a managing director at Grayling, says it is 'blatantly obvious' this is where VW went wrong. 'If you're a car company or train operator you are responsible for public safety, and so you are expected to have a plan in place if something goes wrong.'

STEP UP TO THE PLATE

It is vital that a chief executive – not their communications team or more junior members of staff – **takes ownership** of a crisis and speaks to the press. They should always start by **expressing care for**

those affected, and then explain how they plan to solve the problem.

But Weber Shandwick's Mr Clayton has some sympathy with companies expected to **show public remorse**. 'People often underestimate what a challenge it is to communicate very quickly about something very complicated when you don't know enough about what happened, and when there could be a lot of implications in what you say. The lawyers may tell you to say nothing about something – but if you end up being excessively conservative you can end up winning in the courtroom and losing all of your customers.'

THE ROAD TO RECOVERY

Ms Gudgeon believes VW can **restore** its **reputation**, just as carmakers Toyota and Lexus have survived their own scandals. But she says it will take a huge amount of 'investment and engagement' as well as a rethink of where it stands in the car market.

That said, popular brands can **be** surprisingly **resilient to crises**. 'Ultimately, if there is a problem that needs fixing, people will judge you more on what you did about the situation than what the situation originally was,' says Mr Clayton. 'And if you deal with an issue well, then ultimately you get credit for that.'



- 3** Match the phrases in **bold** in the text in **2** to definitions 1–9.
- 1 do test runs _____
 - 2 show your concern for _____
 - 3 accept, learn and move on from crises _____
 - 4 accept responsibility _____
 - 5 express publicly that you are sorry about what happened _____
 - 6 decide how you will talk to the press and everyone affected _____
 - 7 fix a company's corporate image _____
 - 8 take lessons from what others have done in a similar situation _____
 - 9 begin by deciding what you will do if things don't go as planned _____
- 4** Work with a partner. Using the phrases in **3**, discuss what advice you would give to someone in the following situations:
- running a company that has just had to withdraw a faulty product from sale
 - having to deal with a damaging report about the company in the media
 - telling your team that a mistake you made means that you have lost the client
 - losing customers as a result of a recent law suit and damaged reputation
- 5** ▶ **4.1** Listen to three different people discussing risk. In each case, decide:
- 1 what their job might be
 - 2 what risks they have to deal with
- 6** ▶ **4.1** Listen again and note which speaker uses these adjectives.
- sensible cautious rash risk-averse prudent foolhardy*
reckless bold imprudent over-cautious
- 7** Which of the adjectives in **6** have a positive connotation (+) and which have a negative connotation (–)?
- 8** Read these four comments from employee appraisal reports. Which of the adjectives in **6** could you use to describe the employees' attitudes towards risk?
- 1 Luis takes no or few risks.
 - 2 Anastasia has a balanced, realistic view of risks.
 - 3 Victoria doesn't take a sufficiently careful view of risks.
 - 4 Lothar completely ignores obvious dangers and is largely unworried by risks.
- 9** Work with a partner. Think about someone you know (e.g. friend, colleague, relative). Describe their attitude towards risk or handling a crisis. How similar is their attitude to your own?

» For more exercises, go to **Practice file 4** on page 108.

- 10** Work with a partner. Read this information about a PEST analysis.

PEST analysis (n): a way of analysing four key external factors that may affect an organization, business or project.

Political (e.g. change of government; change of legislation; change of tax; impact of corruption)

Economic (e.g. change of inflation rate; change of labour supply and costs; impact of competitors' behaviour)

Social & Cultural (e.g. change of public opinion, taste or attitudes; population and employment changes; educational changes)

Technological (e.g. new technologies; changing costs of communications; different ways of working)

Think about your company. For each category in the PEST analysis:

- 1 brainstorm possible changes in your sector, your country or the world
- 2 think about the associated risks for your company / project and any possible action points in response to these risks

Example: (Economic) One of our competitors might launch a rival product at a lower price. We would then run the risk of losing market share. We should try to be bold about new product ideas to keep ahead of the competition.

- 11** Report back to your colleagues on your PEST analysis.

Context

Frangipani Travel has been organizing luxury specialist tours and safaris in Kenya, Brazil, India and Egypt for a number of years. Their main target clientele has been well-off European couples. However, more potential Frangipani customers are organizing holidays for themselves via the Internet and there is less demand for ready-made packages.

The company is considering a bold reorientation to focus exclusively on ecologically-sound 'green holidays'. Jean-Luc, a senior manager based in France, has organized a teleconference with the regional managers to discuss the risks. The participants in the teleconference are – Joana in Brazil, Khalid in Egypt, Thomas in Kenya, and Greta in India.

Business communication | Taking part in a teleconference



Agenda

Conference call
23 November
10 a.m. GMT

Moderator:
Jean-Luc Boyer

- 1 Introductions.
- 2 Proposal 1: redirect Frangipani entirely towards 'Green-Stay' tours (Joana).
- 3 Proposal 2: introduce 'Green-Stay' tours alongside traditional holiday offers (Greta).
- 4 Decide on conclusions to take to the board. Agree action points.
- 5 AOB
- 6 Set date for follow-up meeting.

- 1 Work with a partner. What advice would you give to someone participating in a teleconference in English for the first time? Compare your ideas with the guidelines on page 138.
- 2 ▶ 4.2 Read the *Context* and look at the agenda. Then listen to four extracts from the teleconference and note which guidelines from 1 are (or aren't) followed by the participants.
- 3 Put expressions 1–15 from the teleconference into categories a–e.
 - 1 I'd be interested in hearing what you think about this.
 - 2 I'm not fully convinced as yet.
 - 3 Can I just ask everyone to sum up their views?
 - 4 Maybe we're digressing a little.
 - 5 Am I right in saying that the general opinion is we can go ahead on this?
 - 6 Could you let Greta finish, please?
 - 7 Maybe we can let Joana answer that.
 - 8 You're saying that it's not worth reconsidering?
 - 9 I'd like to draw things to a close.
 - 10 Can I just check – we are now talking about the alternative smaller-scale proposal?
 - 11 I still have serious reservations.
 - 12 Joana, could you talk us through this?
 - 13 I'm having some second thoughts about it.
 - 14 We seem to have some sort of consensus.
 - 15 If I could just bring the conversation back to the agenda.
 - a Inviting/nominating someone to say something: _____
 - b Checking if you have understood something correctly: _____
 - c Stating that you are not persuaded or have doubts about something: _____
 - d Managing the discussion and the behaviour of the participants: _____
 - e Summarizing/ending the discussion: _____

Key expressions

Checking understanding

Am I right in saying that the general opinion is ...?
You're saying that ...?
Can I just check – we are now talking about ...?

Nominating/inviting someone to say something

X, could you talk us through this?
I'd be interested in hearing what you think about this.
Maybe we can let X answer that.

Expressing doubts/disagreement

I still have serious reservations.
I'm not fully convinced as yet.
I'm having some second thoughts about ...
With respect ...

Managing the discussion/participants

Sorry, X. Could you let Y finish, please?
Maybe we're digressing a little.
That's interesting X, but I think ...
I'm not sure this is getting us anywhere.
If I could just bring the conversation back to the agenda.

Ending the meeting

We seem to have some sort of consensus.
I'd like to draw things to a close.
Can I just ask everyone to sum up their views?

- 4 Look at the expressions from the teleconference in A and the alternative expressions in B. What are the differences between them?

	A	B
1	Could you talk us through this?	Tell us about it.
2	Am I right in saying that the general opinion is we can go ahead on this?	Do you all agree to go ahead on this?
3	I'd be interested in hearing what you think about this.	Tell us what you think.
4	Can I just check ...?	Can I check ...?
5	We seem to have some sort of consensus.	We all agree.

- 5 ▶ 4.3 Listen to these extracts from the teleconference. Decide what the speaker really means in each case. Follow the example.

- That's interesting, Thomas.
That's not relevant. I don't want to continue talking about this topic.
- Maybe we can let Joana answer that. _____
- With respect Joana ... _____
- Sorry, Khalid ... _____
- I'm not sure this is getting us anywhere. _____

- 6 Work with a partner. Your company is investigating the possibility of introducing performance-related pay in all its offices worldwide. Some staff took part in a short teleconference to compare initial reactions to the idea.

One of the participants is describing the call to a colleague. For each underlined section, discuss what each speaker might have said.

'By five minutes past two we were all online. The moderator ¹nominated the HR Manager to talk about the proposal and our options, because he's championing the suggestion. I wasn't sure if I had properly understood what he said, so I ²asked for clarification to check if I had understood correctly. He gave a much clearer response. After that we all started discussing the main proposal quite usefully. Then the moderator ³invited the representative from Finance to give her opinion, but she started making a long and irrelevant speech about executive bonuses so the moderator ⁴interrupted her and ⁵tried to get the discussion back on topic. We talked for about 25 minutes and then the moderator ⁶ended the meeting by asking us to ⁷summarize the main points that had been made.'

» For more exercises, go to **Practice file 4** on page 108.

- 7 Work in small groups with people in the same company or in a similar field of work. Think of a current issue in your work and follow points 1–3.

- Make notes about the issue under the headings below.
Issue: _____
What needs to be decided: _____
Important factors to consider when making a decision: _____
- Write a short agenda for a teleconference about this issue.
- Now take part in the teleconference to discuss the issue and reach some conclusions.

Alternatively, turn to page 138. Work in small groups, choose a moderator, and have the teleconference.

Culture question

- Are you often interrupted in meetings? If so, how does this make you feel?
- What factors would you consider before making an interruption?
- Do you think people from different cultures might react differently to interruptions?

Language at work | Referencing using pronouns

- 1** Read audio script 4.2. Then look at these extracts. For each one, say what the underlined pronouns *it*, *this* and *that* refer to.

Example: How about now, Greta? Is that any better?

The word 'that' refers to the sound quality of the call.

- 1 That's interesting Thomas ... but I think it's probably best left for another meeting.
- 2 Well, if you remember, we did explore this last year – that was just before you joined us Khalid – and we decided ... it wasn't the route to go down.
- 3 Greta – I'd be interested in hearing what you think about this.
- 4 What do you think of this? We offer customers the option of paying ...
- 5 I think that's where we've got to. Is that right? Joana?
- 6 To me, it sounds a lot more manageable.
- 7 It's been quite hard, but I think we've made the right decision. It would have been too risky to ...

- 2** Look at sentences 2 and 4 in **1** and choose the correct words in *italics*.

- 1 If you want to refer to something that is clearly distant or in the past, use *that* / *it*.
- 2 If you want to refer to something new, important, more relevant, use *this* / *that*.

» For more information, go to Unit 4 **Grammar reference** on page 128.

- 3** Underline the correct words in *italics*.

- 1 A We used to use QuarkXpress for all our desktop publishing.
B *That / This* was a really good design application.
- 2 A We hope to double Central European sales within two years.
B *It / That* is excellent news.
- 3 A Do you think we've made the right choice?
B Yes. *That / It* would have been a mistake to raise our prices now.
- 4 A He left the company five years ago.
B Yes – *this / that* caused big problems for our department.
- 5 A Agnetha – do you have any other suggestions?
B Well, what do you think about *this / that*: we open a new outlet in Medina?
- 6 A Have you seen the new photocopier in the resources room?
B Yes. *This / It* is very impressive, isn't it?

- 4** Add the missing pronouns *it/it's*, *this/this is* or *that/that's* to this conversation.

Jorge According to report, sales of our new PXD tools have gone up 22%.

Cerys Excellent news. Been a long time since we sold so many.

Jorge True, but have you seen? A review of market prospects over the next five years and not encouraging.

Cerys No, not one I've seen. What does say? Is suggesting that the market's slowing?

Jorge About right.

Cerys I've read a number of recent articles saying.

Jorge Quite depressing. Makes me wonder if time to get out of market.

Cerys I think a good idea to call a meeting. Something we need to discuss.

» For more exercises, go to **Practice file 4** on page 109.

- 5** Work with a partner. Choose a topic from the list below or think of your own. Discuss your opinions on the topic using referencing language where possible.

Example: A Have you seen that email about bonuses? What do you think?

B I think it's going to be pretty negative for us. It's going to mean we get less money and this is going to make a lot of people angry.

- a recent presentation
- a recent email giving news about your company
- a news article
- a conference
- a meeting

Key word | matter

Match the use of *matter* in 1–7 to definitions a–g.

- 1 What's the *matter*?
- 2 It's *no laughing matter*.
- 3 We'll do it, *no matter what*.
- 4 That will make *matters* worse.
- 5 As a *matter of fact*, I do smoke.
- 6 This *matters*.
- 7 It's a *matter of urgency*.

- a very serious
- b problem
- c is important
- d the situation
- e even if it's difficult
- f must be dealt with quickly
- g actually

**Practically speaking | Establishing rapport**

- 1 Which of the methods for establishing rapport (a–j) would you use ...?
 - 1 when meeting someone for the first time
 - 2 when meeting a colleague or friend again after a long time
 - 3 when meeting a business contact who could help improve your career prospects
 - a recalling past events in common
 - b paying a compliment
 - c asking a follow-up question
 - d asking about someone's journey
 - e showing that you already know something about a person you have just met
 - f giving a brief summary of your recent history
 - g echoing the other person to encourage them to say more
 - h joking about yourself
 - i being modest about achievements
 - j picking up on a key word in order to extend the conversation
- 2 ▶ 4.4 Listen to five conversation extracts. For each extract decide on the relationship between the speakers, the methods in 1 they use to establish rapport, and the phrases they use to do this. Complete the table.

Extract	Relationship	Methods to establish rapport	Phrases
1			
2			
3			
4			
5			

» For extension and revision, go to **Useful phrases** on page 134.

- 3 Imagine it is five years in the future. You have been invited to a social event to meet up with the other students who were in your English class. You haven't seen any of them for a long time.
 - 1 Take a minute to think where you might be and what you might be doing in five years' time. Make notes below about your future life.

The date today is: _____

I work at/in: _____

My work mainly involves: _____

Now I'm living in: _____

The biggest difference compared with my life five years ago is: _____
 - 2 Talk to your former classmates. Use as many methods for establishing rapport from 1 as you can.

TALKING POINT

Tokyo 2020 Olympics logo scrapped amid plagiarism claim

The logo for the 2020 Tokyo Olympic Games has been scrapped after allegations that it was plagiarised.

The Games Organizing Committee said there were too many doubts over the emblem for it to be used. Its withdrawal is a highly unusual move.

Belgian designer Olivier Debie claimed that the design was similar to his 2013 logo for the Theatre de Liege. He and the theatre had filed a lawsuit to prevent it being used.

Mr Debie expressed surprise at the organizers' decision on Tuesday as they had publicly backed the design only days earlier. He told BBC Radio 5 live: 'I thought the Olympic Committee was a big machine and I didn't dare to take action against them.' But the director of the Theatre de Liege had told him they had to 'do something' and they sought the help of good copyright lawyers. He said the logo, devised in 2011, had been official for two years and would have been available on sites like Pinterest around the world.



Japan was seen as a safe pair of hands to host the Olympics, but Tuesday's developments cap an awkward month for the organizers.

There may also be repercussions for lucrative sponsorship deals as Japan Airlines and other sponsors have already started using the logo.

BBC News, 1 September 2015

Tokyo Olympic stadium gets new, cheaper design

A new, more scaled-down, design has been chosen for the main stadium at the 2020 Summer Olympics in Tokyo.

Spiralling costs had forced the scrapping of renowned architect Zaha Hadid's futuristic original design. The new design, by Japanese architect Kengo Kuma, will cost 149bn yen (\$1.2bn; £825m) to build.

Ms Hadid's plan would have cost 252bn yen, making it the world's most expensive sports venue. Mr Kuma's design will cost an additional 4bn yen to design and maintain.

The scrapping of the design caused a row that eventually led to the resignation of Japan's Education and Sports Minister Hakubun Shimomura in October.

Mr Kuma's design echoes Japanese temple styles, with a low-lying steel and wood structure, surrounded by trees. It

will sit more than 20 metres lower than the previous design and supporters say it fits better with its immediate environment, which includes the greenery around the nearby Meiji Shrine.

It beat a rival proposal by architect Toyo Ito. That too was simpler than Ms Hadid's proposal, which was compared with a gigantic bicycle helmet or an oyster, and which would have taken up a much larger area – 78,100 sq m (840,660 sq ft) against 72,400 sq m for Kengo Kuma's concept.

Construction of the new design will also be quicker. Necessarily so when the International Olympic Committee deadline for completion is January 2020, ahead of the Games' start in July that year.

BBC News, 22 December 2015

Discussion

- 1 Read the two BBC news articles. What went wrong in the two examples of planning the Tokyo 2020 Olympic Games? What could have been done to avoid these issues?
- 2 The 2016 Rio de Janeiro Olympic Games were hit by a number of planning difficulties. Work with a partner. Look at the list of some of these issues below and discuss what could have been done to avoid the risks.

What happened	What could have been done
Athletes complained that the Olympic Village was sub-standard and unfinished. Problems with plumbing, electrics and gas were reported.	
The water changed from blue to green in the Olympic diving pool.	
Rowing events had to be rescheduled due to rough water conditions.	
Security was so much of a concern that some teams recommended that their athletes remain in the Olympic Village when not competing.	
Wide-spread public health concerns, such as the Zika virus, resulted in several athletes not attending the Games.	
Sewage being emptied into the sea meant that swimmers were advised not to open their mouths when swimming.	
Low ticket sales meant a lot of empty seats at Olympic events.	

Task

- 1 Work as a group. Decide on the top five things that can go wrong when planning a big national or global event.
- 2 In your group, hold a meeting to plan a large international event for your company. Decide on the event and then focus on:
 - What is going to happen?
 - What needs to happen to make sure you get the expected results?
 - What could go wrong / what are the risks?
 - What can you do to avoid the risks becoming reality?



5

Teamwork

Starting point

- 1 What problems can occur when working with other people?
- 2 What different types of personality are needed for a successful team?

Working with words | Exploring team relationships

- 1 Dr Meredith Belbin, a British researcher and management theorist, developed nine team roles to show how different individuals behave in teams. Read the text below and compare these team roles with your ideas in *Starting point*.

What kind of team player are you?

Meredith Belbin

1 Plant

Valued in a team for their ability to come up with innovative solutions. Like the absent-minded professor-inventor, they often spend time quietly working alone, which results in solutions to problems, but they may have trouble communicating their ideas effectively.

2 Resource Investigator

This person contributes to the team with boundless enthusiasm at the start of the project. They are excellent networkers who express themselves clearly and they vigorously pursue opportunities outside the team. They tend to lose momentum towards the end of a project.

3 Co-ordinator

The natural chairperson, able to detach themselves from the detail, to see the bigger picture. They are mature, good at delegating and at helping the rest of the team to reach decisions. Their management and delegating powers may mean they don't **pay** enough **attention** to their own duties at work.

4 Shaper

They **spur** their team **into action**. You have to tread carefully with this person; they **thrive on** pressure and challenge, and often get results by pushing others hard to do the same. In their drive to get things done, they may upset other team members by not considering their feelings.

5 Teamworker

Working closely with everyone, they like to **steer clear of** confrontation. They are good listeners and can help to calm situations by talking through problems with colleagues. However, as they don't like taking sides, they may find it difficult to make decisions.

6 Completer Finisher

The team's perfectionist. They take mistakes very seriously – maintaining quality is very important to them, and this can result in missing deadlines. They pay painstaking attention to detail. They can be poor delegators and they tend to worry excessively about minor details.

7 Monitor Evaluator

They are good at judging the situation due to a great ability to analyse logically. They assess periodically and look at all the available options objectively. However, they can lack the enthusiasm needed to inspire others.

8 Implementer

This person is disciplined and can **be relied on** to perform consistently and to **cope with** things practically. They tend not to **deviate from** a set path and can find it difficult to take new ideas on board.

9 Specialist

They are highly skilled and are usually viewed positively for providing specialized knowledge. They tend not to see the bigger picture, **focusing on** technicalities.

- 2 Read the text again and discuss questions 1–2 with a partner.
 - 1 What is the main positive and negative characteristic of each role?
 - 2 Which team role best describes you?

- 3** Underline the adverb in *italics* which collocates with each verb in 1–10. Then check your answers in the text in **1**.

- 1 communicate their ideas *thoroughly* / *effectively*
- 2 *powerfully* / *vigorously* pursue opportunities
- 3 tread *carefully* / *well* with this person
- 4 push others *hard* / *roughly*
- 5 worry *excessively* / *extremely* about minor details
- 6 analyse the situation *logically* / *specifically*
- 7 assess the situation *periodically* / *timely*
- 8 look at (available options) *objectively* / *deliberately*
- 9 perform *consistently* / *regularly* in their role
- 10 be viewed *satisfactorily* / *positively*

- 4** Work with a partner. Use as many of the verb + adverb combinations in **3** as you can and give each other advice for successful working relationships.

- 5** ▶ **5.1** Listen to three people talking about the roles they play in their teams at work. Listen and complete the table with their strengths and weaknesses.

	Strengths	Weaknesses
Speaker 1		
Speaker 2		
Speaker 3		

- 6** Which of the two Belbin roles best fits each of the people you listened to in **5**?

Speaker 1: *Shaper* / *Teamworker*

Speaker 2: *Co-ordinator* / *Completer Finisher*

Speaker 3: *Resource Investigator* / *Implementer*

- 7** Work with a partner. Discuss which of the three people you would choose to work with you / in your team, and why.

- 8** Work with a partner. Replace the underlined words in sentences 1–8 with multi-word verbs in **bold** in the text in **1** with a similar meaning.

- 1 I didn't spend enough time on the sales figures – I think they're wrong. _____
- 2 I'm capable of handling most complications by myself. _____
- 3 Last quarter's poor sales figures motivated the rep team to work harder for this quarter. _____
- 4 I prefer to avoid any last-minute changes. _____
- 5 Our production team enjoy the challenge of tight deadlines – they love the challenge of meeting the dates. _____
- 6 I think we should concentrate on solving the problem, rather than discussing who was to blame. _____
- 7 Our project team have regularly not followed the agreed schedule – many of the stages have been late. _____
- 8 Sarah can be depended on to come up with innovative solutions to any problems which arise. _____

» For more exercises, go to **Practice file 5** on page 110.

- 9** Work with a partner. Think of a colleague / team leader you have worked with. Compare the way they work with how your partner's colleague works, using the vocabulary from **3** and **8**.

- 10** Work with a partner. Ask and answer questions about recent projects you have worked on to find out which Belbin role you think you play in a team. Consider:

- task/project
- colleagues/fellow team members
- schedules/pressure
- issues/problems
- confrontation/fairness

Alternatively, turn to **page 139**, for some project outlines. Discuss the projects, and work together to establish the best mix of Belbin roles for each.

Context

Duverger is a well-established European kitchenware company and it is about to launch an exciting new range of branded kitchenware. The company intends to create a 'big splash' with an extensive promotional campaign across Europe, starting with a product launch at a convention in Vienna next week. The Sales, Marketing and Production Departments in Duverger are working together on the promotional campaign. The first box of brochures for the company's stand in Vienna has just been delivered, but they don't look quite right.

Business communication | Dealing with conflict



- 1 Read the *Context*. What can go wrong when brochures are printed? Why do these things happen?
- 2 ▶ 5.2 A meeting takes place between three managers (Jenny, Riccardo and Paul) to discuss the situation. Listen to Extract 1 from the meeting. Compare your answers in 1 with what actually went wrong.
- 3 ▶ 5.2 The three managers handle the discussion and deal with conflict in different ways. Listen again and decide which speaker (*Jenny, Riccardo or Paul*) does 1–4.
 - 1 Attempts to clarify the situation: _____
 - 2 Encourages others to keep to the facts: _____
 - 3 Expresses concerns diplomatically: _____
 - 4 Expresses concerns more directly: _____
- 4 Match expressions a–i from Extract 1 to categories 1–4 in 3. Can you add any more expressions?
 - a Do you understand what I'm trying to say? ____
 - b Would I be right in thinking ...? ____
 - c I don't know if you are aware, but ... ____
 - d Let's try not to get personal here. ____
 - e Can we try and stay focused on the facts? ____
 - f I'm really not happy with ... ____
 - g Can I just make sure I've understood this correctly? ____
 - h I'm a bit worried about ... ____
 - i The real issue here is ... ____
- 5 Work with a partner. Discuss what you would say in these 'conflict' situations. Then have the conversations.

Situation 1

- **Student A** Tell B about your boss's plans to get rid of the coffee area.
- **Student B** You are surprised. Try to clarify what A has said.
- **Student A** Confirm.
- **Student B** You are very concerned and want to know what staff can do about this decision. Express your concerns directly.
- **Student A** Tell B to focus on the facts – there has been no final decision yet. You are concerned that staff don't have enough informal meeting space. Be diplomatic.

Situation 2

- **Student A** Tell B (the senior manager) you are not happy that a colleague who has been at the company for less time than you has been promoted above you and is now your line manager. Express your concerns directly.
- **Student B** Tell A to focus on the facts – the new line manager is very capable and is qualified for the job. Be diplomatic.

Key expressions

Clarifying the situation

Can I just make sure I've understood this correctly?
Would I be right in thinking ...?
Do you understand what I'm trying to say?

Staying focused on the facts

Let's try not to get personal here.
Can we try and stay focused on the facts?

Expressing concerns diplomatically

I'm a bit worried about ...
I don't know if you are aware, but ...

Expressing concerns directly

I'm really not happy with ...
The real issue here is ...

Chairing the negotiation

How do you propose we deal with this issue?
Look, can we try and avoid any ...?
I need to know ...
Can I leave you to ...?

Expressing points of disagreement

I can't just ...
I just don't understand how ...
I see what you mean, but ...
I just won't be able to ..., if ...

Offering a compromise

I'm prepared to ... if ...
Look, would it help if ...?
I'd be more than happy to ...

Culture question

- How do you deal with conflict in your culture?
- Do you know how it is dealt with in other cultures?
- How can differences in the approach to conflict affect working relationships?

6 ▶ 5.3 Listen to Extract 2 and answer questions 1–2.

- 1 What are the options for Duverger?
- 2 What course of action do the managers successfully negotiate?

7 During the negotiation in Extract 2, who ...?

- a plays the role of chairperson _____
- b expresses points of disagreement _____
- c offers a compromise _____

8 ▶ 5.3 Listen to Extract 2 again. Replace the words in *italics* with expressions from the audio with a similar meaning.

- 1 Well, Riccardo, *what do you think we should do about this?*

- 2 To be frank, *don't expect me to sit around and wait for you to sort this out.*

- 3 And *how can you possibly be contemplating a reprint?*

- 4 OK Paul, *that's fair enough, but* surely we need to get this right now?

- 5 Oh, come on, that's just not practical. *I'm cancelling* the launch in Vienna if ...

- 6 Look, Paul, Riccardo, *I don't want* any serious setbacks ...

- 7 Thinking about this sensibly, the problems with the artwork *I can live with*, if ...

- 8 I mean, *why don't I give* the printer another call?

- 9 Paul, *do we have* your approval on this?

- 10 In which case, Riccardo, *would you be happy to liaise* with the printer ...?

9 Now match the expressions you noted in 8 to a–c in 7.

» For more exercises, go to **Practice file 5** on page 110.

10 Work in groups of three. Student A, read the information below. Student B, turn to page 141 and Student C, turn to page 143. Negotiate the situations, following the steps 1–3 below.

- 1 Establish the point of conflict.
- 2 Discuss any disagreements.
- 3 Try to reach a solution/compromise.

Student A

Situation 1

You are working on a project with very tight deadlines. You are expecting a piece of work from Student B tomorrow. Check with Student B that she/he will deliver on time. (The work is already a week late.)

Situation 2

You share an office with Student B and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 2.30 p.m. tomorrow. Student B will be on annual leave. Talk to Student C and see if she/he can look after the office for you while you are away from your desk.

Situation 3

You work in a team with Student B and Student C. The project you are all working on is seriously delayed because Student C is refusing to accept work from Student B, claiming it is of poor quality. Student B claims she/he followed the brief. Try to help them find a solution so that the project can continue to move forward.

Language at work | Adding emphasis

1 Underline the phrases which add emphasis to sentences 1–8.

- 1 The reason I say this is because if we get it right this time, any future campaigns should run more smoothly.
- 2 Which is why this whole thing is so frustrating.
- 3 How we resolve this is the issue now.
- 4 It's the Vienna convention which really worries me.
- 5 In which case, Riccardo, can I leave you to liaise with the printer?
- 6 What concerns me is the way this has been handled so badly by the printers.
- 7 The problems with the artwork I'm prepared to overlook.
- 8 The thing that bothers me is that we just don't have time.

2 Which techniques for adding emphasis in a–c are used in the sentences in 1? More than one technique may be used in each sentence.

- a Cleft sentence e.g. *it's ... which/that* _____
- b Fixed phrase _____
- c Fronting (putting a topic at the start of a sentence) _____

» For more information, go to Unit 5 **Grammar reference** on page 128.

3 Look at conversations 1–5 below. In each case, add emphasis to B's reply using one of the phrases from the list.

*What we must be clear about is ... It's ... which ... In which case ...
What I'd like to know is ... Which is why ...*

- 1 A I really don't know how to fill in this document.
B Wouldn't it be a good idea to sit down and sort this out properly?
- 2 A Apparently there are hardly any tickets left for the conference.
B I told you to book early.
- 3 A How should I reply to their email?
B It's absolutely essential that the contract is signed by the 5th.
- 4 A I can't believe there's no budget left to complete the project!
B What'll happen to the team if the project is abandoned?
- 5 A The job is challenging enough, without all these extra changes they're asking for.
B The changes make the job interesting.

4 Add emphasis to the following sentences, using the fronting technique.

- 1 We need to think about how we go about this.
- 2 It's absolutely crucial that we get this right.

» For more exercises, go to **Practice file 5** on page 111.

5 Work in groups of three. You are in a team set up to produce the company news page on the intranet. However, poor communication in the team has slowed the project down. You hold a meeting to discuss the problems. **Student A**, turn to page 138. **Student B**, turn to page 141. **Student C** turn to page 140.

- 1 Discuss each problem, following the agenda below. Use techniques for emphasizing the points you make to each other.
- 2 End the meeting by deciding how you are going to resolve these issues.

Agenda

Communication problems in the intranet team

- 1 Unfocused meetings
- 2 Team members with different working styles
- 3 Lack of communication outside team meetings

Key word | only

Match the use of *only* in 1–5 to synonyms a–e.

- 1 I'm sorry, *only* I didn't realize.
- 2 I'm *only too* happy to have some honest feedback.
- 3 I'm *only* trying to help.
- 4 I think my *only* real doubt is the line you've taken on absenteeism.
- 5 Apparently the same issue came up *only* last week.

- a extremely
- b as recently as
- c single
- d just
- e but

Practically speaking | Responding to feedback

- 1 Work with a partner. Discuss the following questions.

- 1 Is feedback necessarily the same as criticism?
- 2 How can negative feedback be made constructive?
- 3 How do you normally react to negative/positive feedback?



- 2 ▶ 5.4 Listen to three conversations. In which conversation does somebody ...?

- 1 respond to positive feedback
- 2 accept negative feedback
- 3 challenge negative feedback

- 3 ▶ 5.4 Match phrases a–k to 1–3 in 2. Then listen again to check your answers.

- a I see what you're saying ..., but ... ____
- b Thanks for your support – it's good to know I'm on the right track. ____
- c I'm sorry, I didn't realize – thanks for pointing that out. ____
- d Oh, I see. Well it seems a pity to ..., but maybe you're right. ____
- e Oh, really? Why do you think that? ____
- f ... to be honest, I just don't have time to ... ____
- g No, I'm sorry. I don't see what you're getting at. ____
- h Thanks. Though I have to admit, I got the idea from ... ____
- i Actually, I'm very happy to have some honest feedback. I'll just keep working on it. ____
- j So how do you think I could improve it? ____
- k Look, you're entitled to your opinion, but ... ____

» For extension and revision, go to **Useful phrases** on page 135.

- 4 Work with a partner. Discuss how you would respond to the feedback in 1–6 below. Use phrases in 3 to help you.

- 1 'I basically liked the way you presented your arguments, but I did feel you need to sound more sure of yourself.'
- 2 'Some of the ideas you came up with in that meeting were really creative. I'm sure Gianluca is going to want to explore some of those further.'
- 3 'Did you read the report through before submitting it? It's just that there were several inconsistencies. It just doesn't seem like your normal standard, that's all.'
- 4 'We've just had some feedback from the client – I know it's a bit late, but basically they're not very happy with the colours we've selected.'
- 5 'I know the team's been under a lot of pressure recently, but I can't help feeling it's compromising the quality of the work.'
- 6 'We've got deadlines to meet, and we all have to do our bit. The delay from your group has meant that the production team are sitting around waiting for us to deliver.'

- 5 Work with a partner. Student A, turn to page 140. Student B, turn to page 141. Take turns to respond to each other's feedback.

TALKING POINT

CONTEXT: MBTI®

The Myers-Briggs Type Indicator (MBTI®) is a questionnaire designed to indicate psychological preferences in how people perceive the world and make decisions. It was designed by Katharine Cook Briggs and her daughter Isabel Briggs Myers. It is based on the typological theory proposed by Carl Jung that there are four principal psychological functions by which humans experience the world – sensation, intuition, feeling and thinking – and that one of these four functions is dominant for a person most of the time. The MBTI is used widely in companies across the world, particularly with the aim of improving the way teams work together.

Problem-solving in a team

Shawn Bakker, a psychologist at Psychometrics Canada, has written a lot about psychometric profiling in the workplace. Read about some of the advice he gives about the practical implications of the MBTI® at work.

The MBTI® assessment can help teams solve problems effectively because it gives each team member a clearer understanding of two key things. First, looking at the Sensing (S) and Intuition (N) preferences will show team members how they take in and present information. Second, focusing on the Thinking (T) and Feeling (F) preferences will clarify how they make decisions with that information.

You probably wouldn't be surprised to hear that research indicates that teams composed of people with similar preferences usually make quicker decisions. This is because everyone gathers information and evaluates it in similar ways – a recipe for agreement. The downside of this speed is that the absence of opposing preferences can result in poor decision-making. The challenge for homogeneous teams is to make sure that the opposing preferences are taken into account.

Teams composed of members with a variety of type preferences have a different challenge – getting people with different ways of taking in information and making decisions to solve problems together without conflict and misunderstanding. This often requires developing an appreciation for what people with opposing preferences do when solving problems.

To help teams with both of these challenges you can use a problem-solving model developed by Isabel Briggs Myers. This model for good problem-solving involves four steps which incorporate both ways for gathering information (S-N) and for making decisions (T-F).

Step One: Gather the Facts With the use of the Sensing (S) preference gather the relevant details of the problem you are facing.

Step Two: Brainstorm Possibilities With the use of the Intuition (N) preference identify possible causes of the problem and develop potential solutions.

Step Three: Analyze Objectively Use the Thinking (T) preference to consider the cause and effect of each potential solution.

Step Four: Weigh the Impact Use the Feeling (F) preference to consider how the people involved will be affected by the proposed solutions.

For each team member this problem-solving approach will utilize two of their preferences and require them to utilize two of their least preferred functions. For some team members, using their least preferred functions will be a manageable challenge. For others, it will be important to work with colleagues who have opposing preferences when making important decisions in order to take advantage of their expertise.

Discussion

- 1 What do you know about the MBTI®? Have you ever taken the test, or do you know your MBTI type?
- 2 How would you describe your personality? Do you think this affects how you solve problems?
- 3 How well does the team you work in solve problems together? Would any of the ideas or advice in the article help you to do this better?

Task

- 1 Shawn Bakker recommends the following practice for problem-solving with teams made up of different preferences. The questions are based on the model developed by Isabel Briggs Myers which was outlined in the article. How well do you think this would work for your team?

No matter what the team's make-up, a helpful way to have a team focus on each of the four steps is to set up four stations. At each station have a piece of paper with the following headings:

What are the facts?

What are the possibilities?

What are the pros and cons of each solution?

What is the impact on our people/organization for each solution?

- 2 Think of a problem you are facing at work. Working on your own, complete the table by answering the questions from the model in 1.

My problem is:	My answers	Comments from the group
What are the facts?		
What are the possibilities?		
What are the pros and cons of each solution?		
What is the impact on our people/organization for each solution?		

- 3 Now present your problem to the rest of the group and ask for advice in solving it. As a group, discuss the problem and solutions. You don't have to mention any of your own solutions, but you can add any ideas you feel you could use in the table above.

6

Progress

Starting point

- 1 What do you think a company needs to do to stay ahead of the competition?
- 2 How can companies ensure continued progress?

Working with words | Discussing factors for success

- 1 Read the quotation below from George Buckley, a former CEO of 3M. What concerns do you think the company might have faced?
'You can't ... say, well, I'm getting behind on invention, so I'm going to schedule myself for three good ideas on Wednesday and two on Friday. That's not how creativity works.'
- 2 Read the text about changes at 3M and answer questions 1–3.
 - 1 What did Jim McNerney do when he became CEO at 3M?
 - 2 How successful was this change?
 - 3 What factors are important for successfully changing corporate culture?

THE CHALLENGE OF CHANGE

Kevin Hurren, Network for Business Sustainability

Despite being a multinational conglomerate, 3M's cultural traits had traditionally revolved around **bouncing around** new ideas, encouraging individual initiative, and **looking beyond** mistakes in an environment which lacked the pressure for short-term results. These cultural traits fostered an atmosphere of entrepreneurialism, where employees would think outside the box in order to **hit on** the next new idea – factors crucial to 3M's success.

In 2001, low profitability prompted a change in senior leadership. 3M brought in Jim McNerney, a former vice president of General Electric (GE), as its new CEO. With McNerney came 'Six Sigma'.

Six Sigma, which focuses on enforced standardization and regulation by identifying and removing causes for error, temporarily got 3M's performance back on track, but when they **ran into** difficulty success waned, and tensions about its implementation surfaced. Employees were frustrated. They were vocal about their concerns over how metrics seemed to matter more than performance. Many believed Six Sigma was getting in the way of real invention.

Leadership at 3M wanted to address employee dissatisfaction and fuse corporate culture and practice. After observing their approach, the researchers Anna Canato, Davide Ravasi and Nelson Phillips, identified some factors that allow an organization's desire for a successful change in corporate culture to come to fruition.

1 Implement with executive enthusiasm.

3M had promoted **trying things out** and making mistakes as a method of discovery and learning. But under Six Sigma, mistakes had to be recorded and were viewed as threats to productivity. By being personally involved in training and showing familiarity and enthusiasm for the system, McNerney stayed ahead of the game and helped employees recognize how new practices were important to the larger vision and purpose.

2 Identify sweet spots in subcultures.

3M management realized that support for Six Sigma varied depending on team structure and team subculture. Engineers and manufacturers at the company

demonstrated less dissonance for the process than their colleagues in sales, marketing and research. As such, the study points to subcultures of corporate culture. These subcultures might better align with – or even welcome – new changes. Any adaptation and implementation plan should take into account possible subcultures, and consider how to leverage these subcultures to get off the ground successfully; and use changes as an opportunity to bring the subcultures into greater harmony with the rest of the organizational culture, as well as recognizing that adaptation never ends.

When McNerney unexpectedly left his position at 3M in 2005, it was up to new-hire George Buckley to **figure out** and handle the cultural tensions. Buckley kept Six Sigma practices, but some of the strict, formal obligations, including the emphasis on extreme precision, fell by the wayside.

His approach was to drop elements employees considered less useful or that interfered with 3M operations. This resulted in a kind of lean Six Sigma where specific or custom elements were still in place. Employees supported this hybrid approach.

- 3 Work with a partner. Match phrases 1–6 from the text in 2 to definitions a–f.
- | | |
|--------------------------|---------------------------------------|
| 1 get back on track | a be realized |
| 2 think outside the box | b be started |
| 3 fall by the wayside | c find the path to success again |
| 4 stay ahead of the game | d come up with creative/unusual ideas |
| 5 come to fruition | e keep in front of the competition |
| 6 get off the ground | f fail to make it |

- 4 Replace the underlined words in these sentences with a verb phrase in **bold** in the text in 2. You might need to change the form of the verb phrase.

- I know that you're not impressed with what John suggested, but why don't you test his ideas and see how they work in practice?
- We might suddenly face some big problems if we don't plan this carefully.
- I'm trying to work out how we can reorganize the team once David has left.
- You must stop concentrating on what's been done before – focus on the future.
- He suddenly came up with an excellent idea.
- You should see what other people think about the ideas – someone might know how to develop them further.

- 5 What nouns collocate with the verb phrases in **bold** in the text in 2? Can you think of any other nouns that collocate with these phrases?

- | | |
|-----------------------|--------------------|
| 1 bounce around _____ | 4 run into _____ |
| 2 look beyond _____ | 5 try out _____ |
| 3 hit on _____ | 6 figure out _____ |

- 6 Use phrases from 3 and 4 to tell your partner about when you or your team came up with an idea at work.

- 7 ▶ 6.1 Listen to Jost Van der Saar, a business analyst, talking about the situation at 3M. Make notes about the situation:

- before McNerney's leadership
- during McNerney's leadership
- during George Buckley's leadership

- 8 Choose the correct noun in *italics* to collocate with the verbs in 1–8.

- | | |
|--|---|
| 1 cut into <i>the success</i> / <i>the bottom line</i> | 5 tolerate <i>mistakes</i> / <i>progress</i> |
| 2 undergo <i>change</i> / <i>progress</i> | 6 cause <i>a stir</i> / <i>precision</i> |
| 3 shift <i>the competition</i> / <i>the emphasis</i> | 7 control <i>profits</i> / <i>costs</i> |
| 4 boost <i>earnings</i> / <i>ideas</i> | 8 outperform <i>earnings</i> / <i>the competition</i> |

- 9 ▶ 6.1 Complete these sentences from the interview with a collocation from 8. Then listen again to check your answers.

- How do you run an efficient company, but also create space for those new, innovative ideas, without _____?
- They _____ some significant _____ when James McNerney took over.
- McNerney set out to _____ from the start.
- He _____. McNerney's approach to raising profitability certainly satisfied the shareholders.
- This is a programme aimed at improving quality, controlling costs and increasing efficiency, and it doesn't _____.
- George Buckley was convinced he could _____ by reigniting top-line growth.

» For more exercises, go to **Practice file 6** on page 112.

- 10 Work in groups. Think of a recent project you were involved in. Think of:

- how you came up with the idea
- how you measured/ensured quality
- changes/problems with the project
- the relative success of the idea

Hold a post-project review meeting to discuss what happened and what you could do differently.



Context

Skion PCs is a small computer hardware store set up by two IT graduates, James Logan and Gareth Newman. Currently it has one shop on the high street, and a website for online sales. It prides itself on the expertise and specialized knowledge of its employees. However, competition from the large, well-known national and international PC chains is threatening business. Skion PCs needs to find an innovative niche market to maintain its position. James and Gareth decide to hold a brainstorming meeting with two key members of staff – Sue Edwards and Jessica Williams.

Business communication | Brainstorming ideas



1 ▶ 6.2–6.4 Listen to three extracts from the meeting at Skion PCs.

- 1 Complete the table below with the four ideas.
- 2 Note down the pros and cons that are mentioned for each idea.

Ideas	Pros	Cons
1		
2		
3		
4		

2 ▶ 6.2 Listen to the first extract again and complete these sentences.

- 1 I mean, _____ ways to develop our image ...?
- 2 Also, _____ 'caring'.
- 3 _____, what about moving into the area of recycling?
- 4 _____ collect a customer's old computer ...
- 5 _____ something charitable, ... and send X per cent off to developing countries, _____?
- 6 _____ set up a programme where staff can choose to ...
- 7 To tell you the truth, _____.
- 8 _____ that would work in practice ...
- 9 ... and _____ it would really be cost-effective.
- 10 Well, no, but _____ that it's profitable, _____.

3 Work with a partner. Match the expressions in 1–10 in 2 to a–e.

- a Putting forward an idea: _____
- b Asking for clarification: _____
- c Clarifying the idea: _____
- d Building on the idea: _____
- e Evaluating the idea: _____

4 Work with a partner. Brainstorm alternative ways of saying sentences 1–9.

Example: That's not such a bad idea. → I actually quite like this idea.

- 1 I can't help wondering whether it would be really cost-effective.
- 2 I'm not sure how this would work in practice, but how about a wider policy on environmental issues?
- 3 What did you have in mind?
- 4 I was thinking along the lines of solar-powered laptops.
- 5 Supposing we were to sell recovered parts ... back to the manufacturers?
- 6 And there's nothing stopping us from setting up as brokers ourselves, is there?
- 7 It's certainly worth thinking about.
- 8 We should at least consider it.
- 9 In terms of marketing, I think it has potential.

» For more exercises, go to **Practice file 6** on page 112.

Key expressions

Putting forward an idea

Couldn't we consider ...?
I would have thought it would be possible to ...
I'm not sure how this would work in practice, but how about ...?
Supposing we were to ...

Asking for clarification

It's not clear to me what you mean by ...
Oh I see, so you're thinking ...
Am I right?
What did you have in mind?

Clarifying the idea

Well, for example, ...
I was thinking along the lines of ...

Building on the idea

Thinking about it, we could even ...
And there's nothing stopping us from ... is there?

Evaluating the idea

I'm concerned about how ...
I can't help wondering ...
I would certainly need to know ... before ...
It's certainly worth thinking about.
We should at least consider it.
In terms of ... I think it has potential.
That's not such a bad idea.

- 5 Work in groups of four. You work for a company that has grown rapidly over the last few years. Growth is now slowing due to high staff turnover. Read the following information from HR about this issue.

- One of the reasons for high staff turnover is the lack of company perks – apparently competitors are offering better conditions.
- Money is available to fund one or two perks within reason. Perks without costs would be preferable.

Prepare to hold a brainstorming meeting about the issue. Students A and B, look at the information below. Students C and D, turn to page 143.

During the meeting:

- put forward all your ideas and note them down
- clarify and then evaluate the ideas
- decide on the best options

Students A and B

Choose two of these ideas to discuss in the meeting.

- Introduce a yearly summer ball for staff, with free food, drink and entertainment.
- Provide in-house gym facilities with showers.
- Offer staff a 'work at home' option.
- Install in-house 'nap machines' to allow staff to power-sleep for 20 minutes when necessary.

Discuss the advantages of the ideas and how they would work. Think of possible disadvantages and prepare a counter-argument.

- 6 In your group, think of a work-related problem you've each had which needed a creative solution. Hold a problem-solving meeting to brainstorm possible solutions.

SOLUTION 1:

SOLUTION 2:

THE PROBLEM:

SOLUTION 3:

SOLUTION 4:

Culture question

Think about the 'company culture' in your organization.

- Are ideas developed hierarchically or can they come from any level?
- How is support generated for these ideas?
- Do you know how this compares to other company cultures?

Alternatively, look at one of the problems below.

- 1 You have just found out that key features of the new product or service you are working on are very similar to those of one that your competitors launched last week at your industry's annual convention.
- 2 You work in a sector where it is extremely difficult to attract and recruit suitable employees with the very specialist knowledge that is required in the job. You are seriously understaffed and demand for the company's services is huge.

Language at work | Using adverbs to qualify attitudes

- 1 ▶ 6.5** Listen to sentences 1–10 and match the adverbs in *italics* to their uses a–d below. There may be more than one possible answer.

- 1 Could I *just* explain in a bit more detail? ____
- 2 You've *obviously* given this some thought. ____
- 3 I'm not *totally* convinced. ____
- 4 It's been a *surprisingly* difficult year. ____
- 5 It's *easily* the best idea I've heard so far. ____
- 6 I'm *just* not convinced. ____
- 7 It was *actually* one of the most rewarding things I've ever done. ____
- 8 Look, I *only* say that because there's big money in energy-saving. ____
- 9 I'm not *so* keen on the idea. ____
- 10 I don't *really* think we could get away with that, do you? ____

- a emphasizing a comment
- b expressing an attitude contrary to expectation
- c persuading others to listen to you
- d softening a negative reaction

- 2 ▶ 6.6** Now listen to these pairs of sentences, where the meaning changes according to the position of the adverb. What is the difference in meaning?

- 1 a Could I explain in just a bit more detail?
b Could I just explain in a bit more detail?
- 2 a Surprisingly, it's been a difficult year.
b It's been a surprisingly difficult year.
- 3 a It was actually one of the most rewarding things I've ever done.
b Actually, it was one of the most rewarding things I've ever done.
- 4 a I really don't think we could get away with that, do you?
b I don't really think we could get away with that, do you?

» For more information, go to Unit 6 **Grammar reference** on page 129.

- 3** Work with a partner. Discuss what B might say in conversations 1–6.

- 1 A I don't have much time – what is it you wanted to talk about?
B (Needs to run through some ideas. Persuades A to listen.)
- 2 A Do you have any thoughts on my idea for a new staff car park?
B (Thinks the money could be used elsewhere. Softens this negative reaction.)
- 3 A The conference wasn't as well attended as last year, was it?
B (Thinks more people there than expected. Responds contrary to expectation.)
- 4 A I hear you're not happy with the way the new project's going.
B (Doesn't understand why it's delayed. Emphasizes this negative reaction.)
- 5 A Are you pleased with the outcome from this morning's meeting?
B (Thinks the best proposal got accepted. Emphasizes this positive reaction.)
- 6 A Are you happy with our choice of candidate?
B (She wouldn't have been the first choice. Responds contrary to expectation.)

- 4** Work with a partner. Take turns to put adverbs from **1** into sentences 1–5. Listen to your partner. What attitudes does she/he express?

- 1 I need to run through those figures with you.
- 2 It's not that complicated.
- 3 I have to say I'm not keen on this idea. It's risky.
- 4 Could I talk you through tomorrow's programme?
- 5 She's the best candidate for the job.

» For more exercises, go to **Practice file 6** on page 113.

- 5** Think of your favourite and least favourite technological innovation. Work with a partner and take turns to explain your choices using adverbs from **1**.

Key word | *still*

Look at sentences 1–5. In which sentence is the word *still* used to ...?

- a emphasize a comparison
 - b say what remains to be done
 - c say you continue to wait for something which is overdue
 - d offer a contrasting viewpoint
 - e refer to a possibility in the future
- 1 That should *still* give you time to revise your draft.
- 2 I *still* need to bring it all together.
- 3 *Still*, there was one place that was quite interesting.
- 4 He *still* hasn't got back to me.
- 5 More worrying *still* is that it's only a month away.

Practically speaking | Using vague language



- 1 ▶ 6.7 Listen to three conversations where people are being asked for information. For each conversation answer questions 1–2.
- 1 How does the person being asked for information sound (e.g. knowledgeable, tentative, vague, encouraging, lazy)?
 - 2 Why isn't the information more precise?
- 2 ▶ 6.7 Look at the phrases used to show that the information is imprecise in the table below. Listen again and add four more phrases for each conversation.

Conversation 1	Conversation 2	Conversation 3
Something about ... I think!	I'd say you're on the right track.	No, not really.
... you've put me on the spot there.	... it's the kind of thing	It's difficult to explain really.

» For extension and revision, go to Useful phrases on page 135.

- 3 Work with a partner. Student A, read the information below. Student B, turn to page 140. Have the conversations.
- Situation 1**
- You have been asked to give a tour and presentation of your company to a group of graduates. You are busy planning the event, and you know Student B organized the same day last year. Speak to Student B and find out what she/he did to prepare for the event.
- Situation 2**
- In order for the MD to authorize a new project, you need to present a written proposal with Student B. Student B has written the first draft. However, it looks long, and you haven't had time to read it in detail. Student B asks you for feedback.
- Student B needs to add the long-term benefits for the company.
 - The basic structure looks OK.
 - The text looks very wordy – you'd prefer to see more bullet points.
- 4 Work with a partner. Ask each other about a topic from the list. Answer your partner's questions, using vague language where necessary.
- a training session you've been to
 - a hotel you have stayed in
 - a business trip you've been on
 - a city you've visited
 - a product from a competitor
 - a presentation you've been to

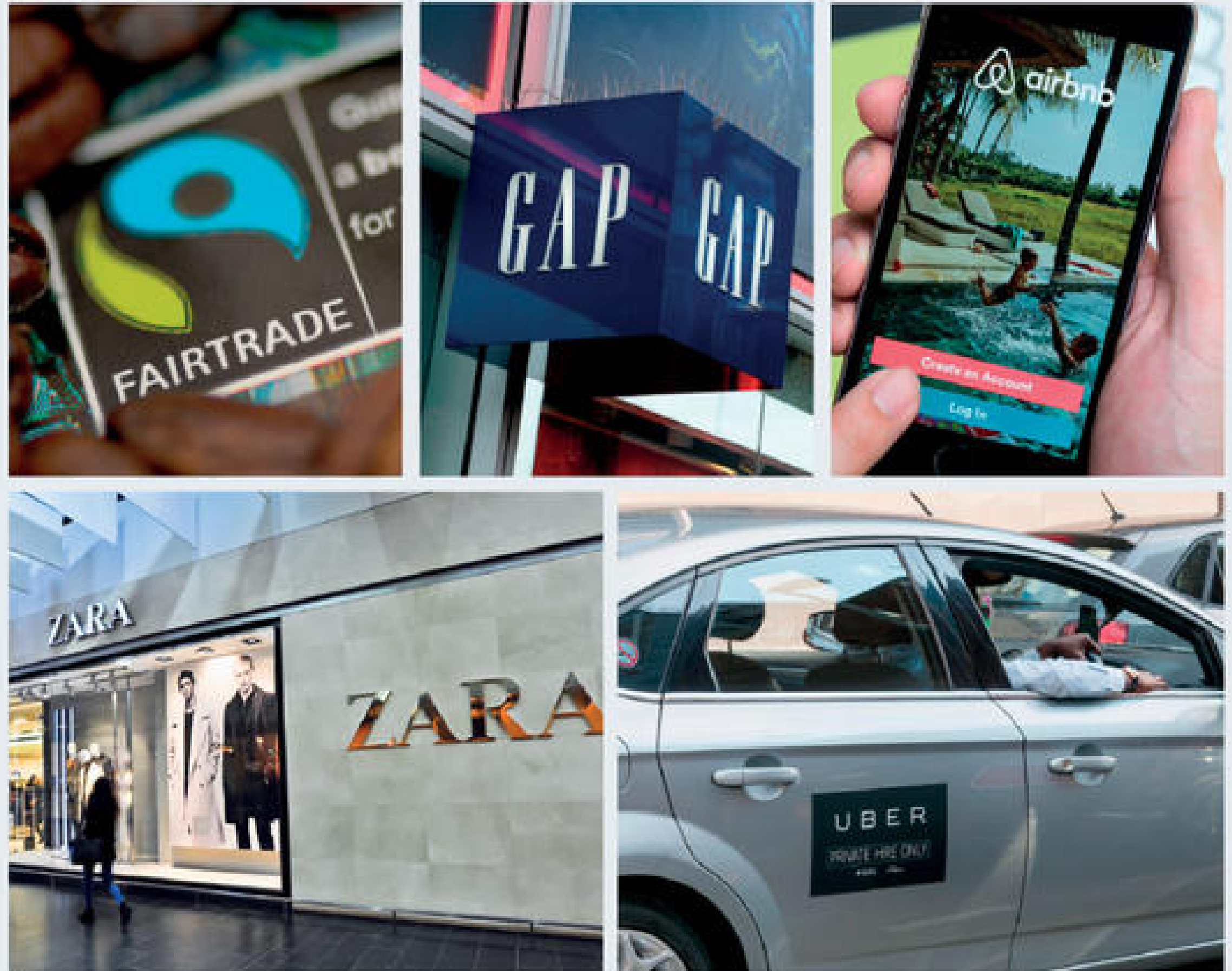
Viewpoint 2 | Ethical consumption

Preview

In this video lesson, you will watch an interview with Professor Hiram Samel on the subject of ethical consumption, also known as conscientious consumerism.

Focus

- 1 Work in groups. In the video, the speaker will refer to these five companies and organizations. Share anything you know about them with the rest of the group (e.g. products, services, brand, ownership, values, business model, etc.).



- 2 The speaker in the video uses the following words and phrases. Match 1–11 to definitions a–k.

1 social justice	a chain reaction where one thing causes another thing to happen
2 floor price	b control the system of business
3 political and market mechanisms	c fairness in relation to wealth and opportunity in society
4 under-utilized assets	d manufacturing a fixed number of items
5 saturation point	e negatively affect how much an investor receives
6 dictate the conditions	f owned items which are not used enough
7 uneven distribution of gains	g systems set up by governments and business
8 hit stockholder returns	h tech companies that have sole control of a market
9 limited production run	i the lowest price a seller will agree to
10 monopoly platforms	j the stage at which no more can be added to something
11 network effect	k when the benefits (e.g. profits) are not shared equally

Profile


Hiram Samel is Associate Professor of International Business at Saïd Business School. He was an entrepreneur for 25 years before receiving his PhD.



Ethical consumption

- 3 In the first part of this interview, Hiram Samel defines the terms 'ethical consumption' and 'conscientious consumerism'. Watch the video and complete this summary. Then compare your answers with a partner and watch the video again to check your summaries.

Ethical consumption or conscientious consumerism is a way of encouraging social ¹ _____ across borders. A good example of this is Fairtrade which is a ² _____ of certification that says the growers of products like coffee or chocolate in certain countries are guaranteed a ³ _____ price. This encourages the producer to reinvest in their ⁴ _____, train their ⁵ _____ and have a higher standard of ⁶ _____. As a result, customers are more willing to pay for it. In principle, it's using ⁷ _____ to bring about social justice in a world where the ⁸ _____ doesn't always provide this.

- 4  02 In the next part of the interview, Hiram Samel describes how systems designed to ensure ethical consumption don't always work effectively. Watch the video and answer these questions.
- 1 Why doesn't a state always fulfil its role in terms of social justice?
 - 2 Why is there sometimes an uneven distribution of gains in local villages and how does this affect consumer perceptions?
 - 3 How can distribution channels make the system less effective for local farmers?
 - 4 Why does Hiram think you need political mechanisms as well as market mechanism to ensure social justice?
- 5 Work in groups and discuss questions 1–3.
- 1 How often is your decision-making in a supermarket affected by whether the product is ethically produced?
 - 2 In general, would you describe yourself as a conscientious consumer?
 - 3 Having learnt from the video that social justice sometimes doesn't work through market mechanisms, does this affect your perception as a consumer?



Comparing two business models

- 6  03 In this video, Hiram Samel talks about the challenges of being ethical in business. He compares the clothing companies Gap and Zara. Make notes about each company in the table below.

	Gap	Zara
Country		
Where clothes are made		
Length of supply chain		
When it reaches the customer		
Types of clothing		
Cost of production		
How the regional capitalist economy affects their business model		

- 7 Work in groups and discuss questions 1–3.
- 1 After listening to Hiram Samel describe each of the companies, do you think one of them is more ethical than the other? Give reasons for your answer.
 - 2 Does your business rely on supply chains? How lengthy are they?
 - 3 How much do the economic systems in your country affect your business and lead to ethical or unethical practices? Can you give any examples?

The sharing economy

- 8 Can you define the term 'The sharing economy' or guess what it refers to?
- 9  04 Watch Hiram Samel talk about the sharing economy. Take notes on:
- his definition of the sharing economy
 - how Uber works
 - how Airbnb works
 - positive and negative impacts
 - different national perspectives on the sharing economy
- 10  04 Work with a partner and compare your notes in 9. Then watch the video again and check your notes and add more details.
- 11 Based on the video and your own ideas, would you describe the sharing economy as ethical? Is there a difference between the theory and the reality?
- 12 Work in groups. Imagine you are setting up a local 'sharing' website based on the idea of local people making food in their own kitchens and delivering it door-to-door. Part of your website is called 'sharing and ethical' in which you list the positive impacts of your business on the community and how it is ethical. In your groups, brainstorm the list and present it to the class.

Glossary

flock to (v) go to something in large numbers (e.g. shoppers flock to the high street sales)

predicated around vertical integration based on the idea of merging two or more stages in a process into one stage to improve communication and efficiency

raise their take of what the driver makes when a company takes more of their drivers' earnings than they did before

7

Learning

Starting point

- 1 'Some people stop learning the moment they leave school. Others go on learning all their lives.' Do you agree?
- 2 What is different about the process of learning in each of these situations?
 - learning about historical events in school
 - learning how to cook
 - learning how to negotiate successfully
 - learning how to balance your work and private life
- 3 Think about any training courses you have done at work. What was good or bad about them? What did you learn?

Working with words | Talking about training and learning

- 1 What do the terms 'learning organization' and 'systems thinking' mean to you? Read the text and find out more about these terms.

Becoming a 'learning organization'

Peter Senge is a senior lecturer at the MIT Sloan School of Management and the founder of the Society for Organizational Learning. He came up with the concept of 'learning organizations' in his best-selling business management book, *The Fifth Discipline: The Art & Practice of The Learning Organisation*. He defined them as companies '... where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where **collective aspiration** is set free, and where people are continually learning to see the whole together.' At the heart of this vision is what he called 'systems thinking' – an ability to see and think about the organization as a whole, not just as a lot of disconnected parts. It emphasizes the need for the whole team to focus, learn and build a **shared vision**.

It sounds great, but does it actually work in practice? Those who maintain that it does, suggest that although it tends to cause upheaval and a real **paradigm shift** within a company, it usually leads to improved results. This is because 'systems thinking' means all levels of staff are actively encouraged to be creative and to take a holistic view of the business. **Performance management** and **personal development plans** play a key role in ensuring this happens and the result is that all staff become far more engaged in the success of the company.

Conversely, there are some who question whether creating a true learning organization is possible in the real world. They argue that in most cases a radical **structural change** to an organization's culture is needed for a company to stop thinking about training individuals and to start focusing on learning at the wider organizational level – and this kind of change is often unrealistic. Additionally there is a suspicion that although the ideal is to have total **employee participation** and engagement in the learning process, in reality management will continue to impose values top-down on a reluctant, but deferential work-force. The argument against the 'learning organization' concept is that in the long-run, what the average employee really needs is to be able to do what they do better – not to spend their time worrying about the bigger picture, and that companies should simply direct training towards addressing any **skills deficit** and encouraging professional development across the board in response to individual training needs.

- 2 Work with a partner and answer questions 1–2 about the text in 1.
 - 1 What advantages does a 'learning organization' have over its competitors?
 - 2 What are the arguments for and against a company becoming a learning organization?

- 3** Match the phrases in **bold** in the text in **1** to definitions 1–8.
- 1 a written record of how an employee would like to progress in their career _____
 - 2 a lack of ability and knowledge amongst a group of people _____
 - 3 a view of the future that everyone is committed to _____
 - 4 facilitation of staff achievement and progression by a company _____
 - 5 personal involvement of a staff member in an activity _____
 - 6 a radical change from one way of thinking to another _____
 - 7 when a company reorganizes itself and introduces new systems _____
 - 8 ambition and a desire for success that is shared by the group _____

- 4** Complete these sentences with the underlined phrases in the text in **1**.

- 1 'I just don't believe in this idea that anyone can become a millionaire if they try hard enough. How often does this actually happen _____?'
- 2 'Yes, of course this project is going to be a nightmare to organize – but stop worrying about all the minor details – you need to focus on _____.'
- 3 'We've increased profitability in every single division of the company. It's been an incredibly successful year _____.'
- 4 'I know that we're spending a lot on training at the moment, but give it a few years – we're going to see huge benefits from this _____.'

- 5** Work with a partner. Discuss what the problems are in 1–5 and what advice you would give. Use vocabulary from **3** and **4** and the phrases from the list.

There's a lack of ... There isn't any ... They should ... There needs to be ...

- 1 'A lot of the staff feel that no one is thinking about their career progression.'
- 2 'Everyone's just concentrating on their own tasks, so there's no team spirit.'
- 3 'There's a rigid hierarchical management structure here, and staff feel that they're never going to get promoted because higher positions rarely become available.'
- 4 'We're having real problems recruiting people with the right kind of expertise.'
- 5 'We set up lots of training courses, but hardly anyone has signed up.'

- 6** ▶ **7.1** Jane Willis is a training manager at a large media company. Listen to the interview and answer questions 1–3.

- 1 Does her company's training approach encourage 'systems thinking'?
- 2 How does Jane categorize the two types of training offered at her company?
- 3 What are the advantages and disadvantages of her company's approach?

- 7** ▶ **7.1** What adjectives were used in the interview to describe the nouns *training* and *approach*. Listen again to check your answers.

- 1 _____ training 2 _____ approach

- 8** Match the adjectives you noted in **7** to these definitions.

- 1 answering a wide range of needs (two adjectives): _____
- 2 coming from key departments / management (two adjectives): _____
- 3 coming from all areas and levels of a company (two adjectives): _____
- 4 answering particular work-related needs (one adjective): _____
- 5 coming from the individual member of staff (one adjective): _____

» For more exercises, go to **Practice file 7** on page 114.

- 9** Work with a partner. Turn to **page 140**. Read the information about training approaches at the two companies and discuss questions 1–2.

- 1 How would you describe each approach?
- 2 What are the advantages and disadvantages of each approach?

- 10** Work in small groups. Think about your own company.

- 1 How would you describe your company's approach to training and learning?
- 2 What are the advantages and disadvantages of that approach?
- 3 What do you think is the best way of establishing individual training needs?
- 4 What changes would you suggest? What would be the results of these changes?



Context

Kirsten Marr is the training manager at Thurn Biotechnology. This morning she had a phone call with her line manager, Tamara Soledo, head of HR, to plan next year's training programme.

Business communication | Communication strategies

- 1 ▶ **7.2–7.3** Listen to Tamara calling Kirsten and a related call received by Kirsten. What is the main problem and what is the eventual solution?
- 2 ▶ **7.2–7.3** Listen again and complete expressions 1–13.
 - 1 Did _____ Friday?
 - 2 I'm not quite _____.
 - 3 Could you _____ again?
 - 4 And, what _____ is, you don't think we have ...
 - 5 No, it's _____ we don't have the trainers. We don't have the expertise.
 - 6 Could you _____ what the problems were?
 - 7 What was _____ again?
 - 8 Consuelo _____ say?
 - 9 Could I ask you _____ some details – how many participants ...
 - 10 What _____ it's annoying for us because ...
 - 11 ... do you _____ you can't do this training for us?
 - 12 Sorry, I'm not _____ I understand.
 - 13 That's not what I mean. _____ is that ...
- 3 Match the expressions in 2 to categories a–f.
 - a Checking a fact: _____
 - b Saying that you haven't heard or fully understood what was said: _____
 - c Asking for repetition of a whole idea: _____
 - d Checking understanding: _____
 - e Requesting more information about something: _____
 - f Clarifying following a misunderstanding: _____
- 4 ▶ **7.4** Look at these extracts and correct the mistakes. Then listen to check your answers.
 - 1 Just a thought. It may not be entirely relative, but ...
 - 2 Actually, no, it doesn't matter – I guess it's a bit outside the topic right now.
 - 3 Oh, that recalls me. Have you heard that Leon's leaving to go and work for another training provider?
 - 4 Anyway, ... sorry. That's a bit of a digress.
 - 5 Let's get back at the main issue.
 - 6 By this way, talking about costs ...
- 5 Which corrected expressions in 4 ...?
 - a move away from the main topic to talk about something else _____
 - b move the conversation back to the main topic _____

» For more exercises, go to **Practice file 7** on page 115.

Key expressions

Checking facts

Did you say ...?

What was ... again?

Checking understanding

What you're saying is that ...

Do you mean that ...?

Asking for clarification

I'm not quite clear about your last suggestion.

I'm not quite sure I understand.

Could you run it by me again?

Could you clarify exactly what the problems were?

Could I ask you to spell out some details?

Dealing with a misunderstanding

No, it's not that we don't ...

We don't ...

What I'm saying is ...

That's not what I mean. What I mean is ...

Digressing

Just a thought. It may not be entirely relevant, but ...

That reminds me. Have you heard ...?

By the way, talking about ...

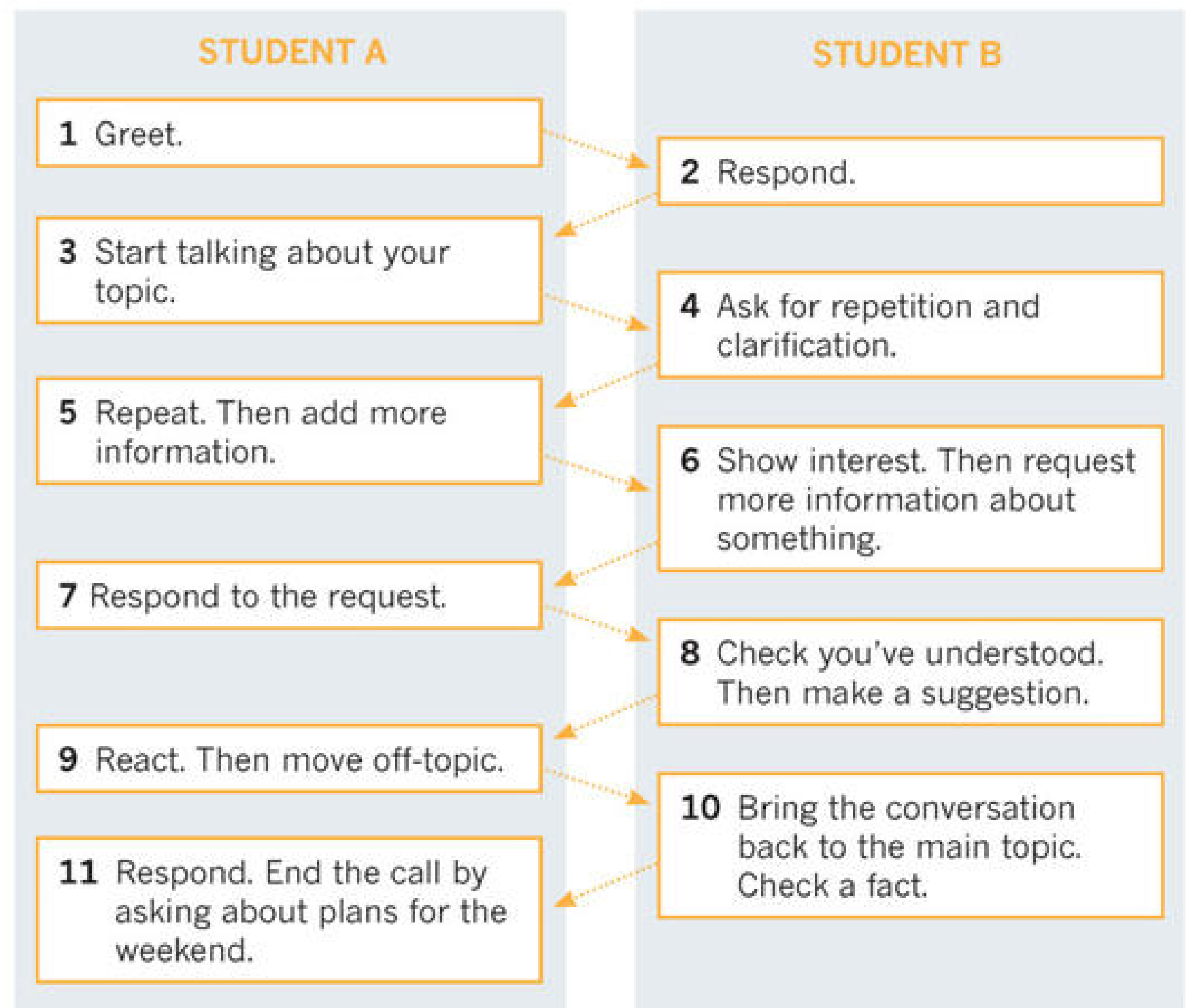
Resuming

Actually, it doesn't matter – it's a bit off-topic right now.

Anyway ... sorry. That's a bit of a digression.

Let's get back to the main issue.

- 6** Look at these topics and choose one that you find interesting. Make notes of some true things you can say about it.
- 1 a new product proposal you are considering making
 - 2 problems with a current project
 - 3 something that was decided at a recent meeting which you disagree with
 - 4 a suggestion you have for improving efficiency in your company
 - 5 something that annoys you at work
- 7** Work with a partner. Make a call to a friend who works in another company. Discuss your topic from **6** and get help and advice from your friend. Use the flow chart to help you structure the conversation. When you have finished, change roles and repeat the task.



Culture question

One reason that communicating by phone can be difficult is because you are unable to use gestures or body language.

- How important are gestures, eye contact and body language in your culture?
- Are there any gestures / body language that are not acceptable?
- Are there any gestures / body language typical of your own culture that may be misinterpreted in international business meetings?



Language at work | The future in the past

1 Look at the conversation and answer questions 1–4.

Tamara ... I haven't seen that report on the e-learning project yet.

Kirsten ... I remembered that yesterday. I **was going to** write it this morning, but ...

- 1 Is Kirsten trying to explain her schedule or make an excuse?
- 2 Has Kirsten written the report or not?
- 3 When did she decide that she would write the report 'this morning'?
- 4 Why do you think the structure in bold is known as 'the future in the past'?

2 Match the examples of 'the future in the past' in a–g to categories 1–7.

- a I **was meeting** Jim at 9.00 a.m. tomorrow, but he's just cancelled.
- b She **assured me it would be** ready by the end of business last Friday.
- c When she became Sales Manager, we thought she **would** increase profits.
- d I **was going to** do it, **but** I forgot. Sorry.
- e I always **knew she would** make CEO.
- f I **was going to** contact her this week, **but** apparently she's on holiday.
- g They **were supposed to** call me before 1.00 p.m., but I haven't heard anything.

- | | |
|-----------------------|------------------------------|
| 1 a prediction ____ | 5 an excuse ____ |
| 2 an arrangement ____ | 6 a personal conviction ____ |
| 3 an obligation ____ | 7 an intention ____ |
| 4 a promise ____ | |

» For more information, go to Unit 7 **Grammar reference** on page 130.

3 Work with a partner. Discuss what the speaker could say in situations 1–5.

Example: I was going to show you a sample of our new product, but unfortunately I haven't brought it with me today.

Past	Present
1 I intend to take a sample of the new product to the meeting.	I'm at the meeting. I have forgotten the sample of the new product.
2 I have to give a presentation at the conference in Moscow next week.	My boss has asked me to cancel all other arrangements and go to New York for a meeting next week.
3 We think we will make a profit this year.	Our products haven't sold as well as expected.
4 We're aiming to get a 10% discount on all orders over €20,000 during the negotiation.	They are telling us that they can't offer more than 8% discount on any order.
5 I'm having lunch with Maria tomorrow.	Maria has cancelled our lunch appointment because she's too busy.

» For more exercises, go to **Practice file 7** on page 115.

4 Work with a partner. For each of the following situations, think of examples from your life or work. Take turns to tell your partner about it using 'the future in the past'. Your partner can ask questions.

- 1 A time when you had to change your plans at the last minute (e.g. a cancelled overseas visit). Explain what your original plan was and what prevented it from happening.
- 2 Something you believed someone else (e.g. a colleague or a competitor) was planning to do – even though you weren't certain (e.g. the predicted launch of a new product). Explain what you thought would happen, why you believed what you did and whether your predictions proved to be correct or not.
- 3 A task that you were personally responsible for (e.g. organizing the resources for a conference). Explain what other people expected you would do – and how much you were able to fulfil these expectations.

Key word | say

Match the use of **say** in 1–6 to definitions a–f.

- 1 Let him *have his say*.
- 2 Let's *say* ... the 24th? Do you think you'll be able to do it by then?
- 3 Say that we go ahead with this – what will happen?
- 4 I *say* let's forget it.
- 5 If you had, *say*, a bad cold, you might not come to work.
- 6 You *can say that again!*

- a for example
- b assuming
- c my opinion is
- d that's a great point, which I agree with
- e give his opinion
- f how about

**Practically speaking | Expressing dissatisfaction****1 ▶ 7.5** Listen to three conversations. In each case decide:

- 1 where the people are _____
- 2 what they don't like _____
- 3 if they both have the same views _____

2 ▶ 7.5 Complete sentences 1–11. Then listen again and check your answers.

- 1 Though I have to admit, I'm not getting _____ it.
- 2 And the pace is so slow! It's _____!
- 3 I know what you mean. It's really _____, too.
- 4 In fact, I think I've _____.
- 5 Well, I agree it hasn't _____ so far ...
- 6 I have to say that I _____ professional.
- 7 Well, the cover for example – _____.
- 8 And to be frank, I'm _____ the wording either.
- 9 I _____ staying.
- 10 To be honest, I'm _____ that I have to be here at all.
- 11 ... I just _____ my time.

3 Now match sentences 1–11 in **2** to categories a–e.

- a The speaker says that something does not reach the right level of quality. _____
- b The speaker says that something is not as good as they hoped beforehand. _____
- c The speaker says that something isn't useful for them. _____
- d The speaker says that something is making them impatient or bored. _____
- e The speaker says that they cannot stand any more of something. _____

4 Sometimes it's important to soften what you say to make it sound less direct. Look at sentences 1–4 and underline the words used to soften what is said.

- 1 To be honest, I think this seminar is a bit of a waste of time.
- 2 I can't really see the point of everyone being here if they're not contributing.
- 3 I have to admit, I'm not really enjoying my new job.
- 4 I'm afraid that this report still needs some work.

5 Work with a partner. Decide how you would soften sentences 1–5.

- 1 Your performance this year has been substandard.
- 2 I hate the project I'm working on at the moment.
- 3 You need to completely rewrite your presentation.
- 4 This meeting is a waste of time.
- 5 Why are we here if there's nothing for us to do?

» For extension and revision, go to **Useful phrases** on page 135.

6 Read situations 1–4 and think of phrases from **2** that could be used in each one. Then work with a partner and practise the conversations.

- 1 You meet your colleague at the coffee machine. Discuss how bad the coffee at work is and how poor the canteen food is.
- 2 You are both attending a long presentation given by a regional manager about last quarter's turnover, but it's very boring. Find out if your partner is feeling the same.
- 3 You have both just seen an announcement about the annual staff bonus. It is surprisingly low. Discuss this with your partner.
- 4 You are both very busy, but have been asked by your boss to attend an informal presentation given by another department about their work. It is not relevant to you or your current tasks. Discuss this with your partner.

TALKING POINT

Context: e-learning

Companies need to find a way of training all levels of employee in a cost-effective manner which results in increased productivity and an improvement in performance. Many rely heavily on e-learning as a way of training their employees. As well as being a cost-effective solution, e-learning has the advantages that companies can ensure that learning content has been covered by everyone and that the training can be completed wherever and whenever the employee wants to do it. But learning in this way is a lonely experience and the lack of engagement with others may not be driving results and employee performance in the way decision-makers are hoping for.

Learning by sharing

Tess Taylor, HR Knows

To design and develop corporate learning modules is one thing; it's another to actively engage a largely diverse population of employees in that learning. Very often, new employees are intimidated by the scope of learning they must undertake in order to become oriented to the new roles. They also often feel alone. This is not surprising given the increase in the use of e-learning modules delivered to employees to learn at their own pace. Sometimes, this learning takes place before the first day on the job.

Getting back to the basics of human learning

In the earliest days of the human learning experience, we take in information at an incredible pace from the world around us. How much we are exposed to, the content of the learning, and the people around us have much to do with our future learning patterns. Interestingly enough, there are leaders in the learning market who believe that the way corporate learning is delivered is only addressing a small portion of the human capacity to take in and recall new information—meaning it would ultimately have little impact on job performance. The missing element in corporate learning is actually other people.

The importance of learning interventions

Marek Hyla, Strategy Senior Principal at Accenture CN and the co-founder of XY Learning Team, challenges corporate learning centres to think about the way that people learn best, and provide a more blended learning process to enhance the experience of employees as they take in new concepts on the job. He said, 'While we will not resign from passive learning delivery options (like lectures, seminars, webinars and self-reading guides), every single learning intervention delivered that way should be supported by engaging forms that will transfer declarative knowledge and skills to new behaviours on the job.'

Where is corporate learning headed?

When asked about the future of corporate learning in terms of shared experience to engage and motivate employees, Hyla noted that the 'most neglected part of the learning process' is a lacking culture of support and demand provided by supervisors.

When developing learning programs, group employees together to work on projects and practice their skills before they are in a real-world situation. Then add in a mix of learning interventions to drive concepts home. This can positively impact the performance of employees and the value of the company.

This article was originally published on HR Dive (www.hrdive.com). HR Dive is a daily news publication that provides busy HR professionals with a bird's-eye-view of the HR industry in 60 seconds. Sign up here: www.hrdive.com/signup

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Discussion

- 1 What does Marek Hyla think is missing in corporate e-learning?
- 2 Which of the different kinds of 'learning interventions' mentioned in the text do you think work best?
- 3 What kind of training do new and existing employees in your company receive? How humanistic is the training provided?

Task

- 1 Work in groups. Look at the list of training methods below and decide which ones to use in a 'blended-learning' program for new employees at your company. You can add any other ideas you have. Think about:
 - what the new employees will do before/during/after each training intervention
 - how you will make your program interactive
 - how your program will help new employees to do their job better
 - how new employees will learn from working together

Training approaches

- Live demo: show employees how to do something and talk them through the process.
- On-the-job training: accompanying experienced colleagues on their everyday work.
- In-company e-learning sessions.
- Videos of recorded presentations.
- Interactive classroom training.
- Specifically designed apps for new employees to use on their mobile devices.
- 'Serious' computer-based games which simulate situations new employees will find themselves in.

- 2 Present your blended training plan to another group. Explain why you have chosen this approach, and what the advantages for the employees and for the company are.

8

Performance

Starting point

- 1 What benefits can employees bring to their companies?
- 2 What can organizations do to recognize and reward employees?

Working with words | Employer–employee expectations

- 1 Make a list of what makes you happy to work for a company.
- 2 Read the text about what employees are looking for at work and compare your ideas in 1.

HAPPINESS AT WORK

Employees **make a difference** to companies, and they are **gaining recognition** for their contribution. More and more employers are realizing that there is a real correlation between happy staff and a strong bottom line. But what makes us happy at work?

According to the HR Consultants Chiumento's 'Happiness at work' index, employees have interests that rank higher than a big pay cheque, which comes in at a lowly tenth place. Instead, it's people first – **feeling part of** a friendly, supportive atmosphere, where you **have a say** in what happens, and where people take care of each other. At Google, for example, they **take pride** in the fact that employees enjoy a 'fun workspace'.

Second in line on the 'Happiness at work' index comes enjoyable work, where employees derive satisfaction from their achievements. It also helps if you can relate to the values of the company where you work. According to a recent newspaper survey, Innocent, a young, fast-growing fruit drinks company, attracts employees who **see a future** for themselves in a company with clear values. Innocent 'innocently' claims they want to 'leave things a little better than we find them'. At Google, where they receive 100,000 job applications a month, their philosophy is to make money 'without doing evil'. Employees are clearly keen to make the most of their opportunities, especially if they feel they are making a worthwhile contribution to their company while helping to improve the world they live in.

- 3 Complete phrases 1–6 with a noun from the text in 2.

- | | |
|-------------------|-------------------|
| 1 make a _____ to | 4 have a _____ in |
| 2 gain _____ for | 5 take _____ in |
| 3 feel _____ of | 6 see a _____ for |

- 4 Match the phrases in 3 to definitions a–f.

- a get public praise or reward for work/actions ____
- b be able to influence a decision by giving your opinion ____
- c get satisfaction from doing something well ____
- d have an effect on something ____
- e know that you are included and involved ____
- f think that something/someone will do well ____

- 5 Work with a partner. Discuss how satisfied you are at work (or in a previous job) using the phrases from 3.

Example: I gain recognition for the extra hours I do. My boss gives me time off in lieu at the end of each month.

- 6 ▶ 8.1–8.2** Listen to two employers being interviewed at a careers fair. Match the conversations with the companies in the pictures and answer the questions.
- 1 What does each company look for in their employees?
 - 2 Do you think you would like to work for these companies? Why/Why not?



- 7 ▶ 8.1–8.2** Complete phrases 1–12 with the correct preposition. Then listen again and check your answers.
- 1 inspire the creation _____ real value
 - 2 unite us _____ a common cause
 - 3 turn dreams _____ reality
 - 4 support the development _____ our people
 - 5 open _____ broader opportunities
 - 6 take pride _____ our track record
 - 7 make a significant contribution _____ maintaining our position
 - 8 provide us _____ a competitive advantage
 - 9 connect us _____ a wider range of customers
 - 10 provide opportunities _____ development
 - 11 build _____ rapport _____ the client
 - 12 strive _____ a healthy work-life balance

» For more exercises, go to **Practice file 8** on page 116.

- 8** Choose some of the phrases from **7** and give examples from your own experience at work.

Example: Our company philosophy of improving our customers' lives unites us in a common cause.

- 9** Work in two groups and prepare for a careers fair.

Group A, you are the employer. Work together to decide on your ideal employee. What would you offer in order to attract/keep this ideal employee? What would you expect in return?

Group B, you are the employees. What do you hope to gain from working for Group A?

Base your ideas on the company you work for, or turn to **page 141** for some alternative company profiles.

- 10** Work with a partner from the other group. You meet at a careers fair. Have an informal discussion about:

- what Student A's company look for in an employee
- Student B's expectations of an employer
- what Student B has to offer as a potential employee

Then decide how well-suited you are to each other.

Context

Ovanta is an international financial services company which has been created from the recent merger of three smaller companies. The company holds regular briefing meetings to update the senior management team on key initiatives following the merger.

The Operations Director, Ian Dungannon, has invited two project team leaders to the latest briefing. Anya is in charge of a project looking at training needs across the organization; Pavla is leading an initiative to improve relations between management and the union. Both Anya and Pavla are knowledgeable about their subjects, but neither has been specifically asked to make a presentation at this meeting.

Business communication | Giving an impromptu presentation



- 1 Work with a partner. Discuss the following questions.
 - 1 How is an impromptu presentation different from a formal presentation?
 - 2 How do you feel about giving impromptu presentations? Do you find them easier or more difficult than formal presentations? Why?
- 2 ▶ 8.3–8.4 Listen to Extracts 1 and 2 from the management briefing at Ovanta. Choose the best answer for questions 1–5.
 - 1 How does Anya begin her impromptu talk?
 - a She explains in detail what she is going to say.
 - b She gives an informal overview of the current situation.
 - 2 How would you describe Anya's way of signalling what she wants to talk about?
 - a informal and conversational
 - b formal and structured
 - 3 How does Anya deal with Ian's questions?
 - a She's negative and defensive.
 - b She's positive and constructive.
 - 4 In her update, Pavla chooses to
 - a emphasize the key points of the discussion.
 - b give a detailed account of the discussion.
 - 5 How do both Anya and Pavla respond to unexpected requests for details?
 - a They just say they don't know/aren't sure.
 - b They say they don't know/aren't sure and promise future action.
- 3 ▶ 8.3 Listen again to Extract 1 and complete these sentences.
 - 1 Well, to be honest, we haven't got as far as I'd hoped. _____
... er, we've just completed the initial consultation stage.
 - 2 However, _____ the initiative will be complete and in place before the annual review.
 - 3 _____ give you a more precise date,
_____ do that at the moment.
 - 4 _____ run the details by Jean-Paul and the team leaders first ...
 - 5 So, now, _____ went through some of the other training programmes we are running.
 - 6 So if it's OK, _____ the core elements of the plans ...
 - 7 I don't know if you've heard of a 'balanced scorecard'?
_____ this approach and how it works in practice ...
 - 8 ... and that's more or less it. _____.
- 4 Match the expressions you noted in 3 to the following categories.
 - a Signalling what you intend to talk about next: _____
 - b Setting a context for the whole talk: _____

Key expressions

Setting the context

Where we are at the moment is ...

What I can tell you is that ...
I'd like to be able to ... but unfortunately I can't ...

You'll appreciate that I still need to ...

Signalling intention

Perhaps it would be a good idea if I just ...

I'd just like to sketch out ...

Let me just touch on ...

I think that's covered everything.

Responding to questions and challenges

I was coming to that.

I have to admit that ...

You're quite right, we need to address this.

That's a good point.

Highlighting key points

So, the first thing is ...

And I think you should be aware that ...

So that's one key point right there.

... and I think this is a really important point ...

So, the main thing to remember is ...

Responding to requests for detail

Let me check ... and I'll get back to you.

I can't remember exactly, but off the top of my head ...

I can double check if you like?

I don't have the exact figures, but what if I ...?

- 5 Work with a partner. Read the information below and decide what you would say in an impromptu presentation to:

a set the context b signal the key points you intend to cover

Context:

You are researching customer reactions to your new product.

You don't have as much quantifiable data as you'd originally planned, but will submit the final report by the agreed deadline.

You are making good progress, but can't give exact figures now – you're still processing the feedback.

You need to wait for more questionnaires to come back before finishing the report.

Key points you intend to cover

- give an overview of responses to the product so far
- explain some of the difficulties involved
- talk about 'effective questionnaires'

- 6 Work with a partner. Brainstorm expressions you could use to highlight your main points in an impromptu presentation (e.g. *So, the first thing is ...*). Then look at audio script 8.4 and compare your ideas with the expressions that Pavla uses.

- 7 ► 8.3–8.4 Listen to both extracts again. Note down what Anya and Pavla say in response to the following questions from Ian.

- 1 Anya, you haven't said anything about management training.
- 2 And you've still got time to do that, have you?
- 3 If it was just one or two individuals, then just how useful are the results?
- 4 It might also be worth touching on the numbers of complaints per business unit.

» For more exercises, go to **Practice file 8** on page 116.

- 8 Work with a partner. Look back at the situation in 5 and decide how you would respond to the following questions from your audience. Then take turns to ask and answer the questions.

- 1 'The process is taking quite a long time, isn't it?'
- 2 'How confident are you that you have time to process all the data?'
- 3 'Could you say something about the kind of questions you asked?'
- 4 'How many people were interviewed in each area?'
- 5 'Isn't there a danger that the data will be out of date before we can process it?'
- 6 'I assume you have further research planned – can you give us details?'

- 9 Work in groups. You are going to take part in a team meeting. Think about your current projects at work. Write an agenda with your names and a list of these projects. Then follow points 1–2.

- 1 Take turns to give an impromptu presentation of the project you are working on to your group.
- 2 When listening to the other presentations, ask questions to get more information or check details.



Language at work | Using questions

- 1** Look at questions 1–10 from two impromptu presentations. The letters in brackets tell you who is asking the question, the presenter (*P*) or the audience (*A*). Match the questions to categories a–d below (more than one match may be possible).

- 1 Now, how can I put this? (*P*)
 - 2 If it was just one or two individuals, then just how useful are the results? (*A*)
 - 3 Anya, can you give us an overview of where we are with this? (*A*)
 - 4 I assume everyone participated in the brainstorming, did they? (*A*)
 - 5 I don't know if you've heard of a 'balanced scorecard'? (*P*)
 - 6 It's probably best if I just highlight some of the ideas we came up with, don't you think? (*P*)
 - 7 And you've still got time to do that, have you? (*A*)
 - 8 Would you like to run through the union complaints briefly? (*A*)
 - 9 OK. How long do I have? (*P*)
 - 10 Anya, you haven't said anything about management training? (*A*)
- a buying time to think __, __
- b challenging the presenter or checking the facts __, __, __
- c prompting or leading the presenter __, __, __
- d previewing the topic __, __

- 2** Match the questions in **1** to a–g below.

- a are *wh-/how* questions _____
- b use a question tag _____
- c are statements used as questions _____
- d include a modal auxiliary verb _____
- e don't expect an answer (rhetorical questions) _____
- f expect a *yes/no* answer _____
- g expect more than a *yes/no* answer _____

» For more information, go to Unit 8 **Grammar reference** on page 130.

- 3** Work with a partner. Ask questions using the prompts and information in 1–8.

- 1 Is it a good idea? (**challenge speaker**)
- 2 Latest figures? (**prompt speaker**)
- 3 Sent a draft to the listener first? (**check facts**)
- 4 Best way to present the information? (**give yourself time to think**)
- 5 Familiar with this new software? (**preview topic**)
- 6 Present findings to the client without showing them to senior management first? (**challenge speaker**)
- 7 The research phase has been completed? (**check facts**)
- 8 Initial impressions from research trip? (**prompt speaker**)

» For more exercises, go to **Practice file 8** on page 117.

- 4** Work in groups of three. Student A and Student B are in an update meeting.

Student A: Student B asks you for an update on your work over the last two weeks. As you start to speak, give yourself time to think. Ask questions to ensure that Student B is interested and is following what you are saying.

Student B: Ask Student A for an update on her/his work over the past two weeks. Interrupt as often as you can with a variety of questions. If necessary, prompt Student A to move on and talk about a new point.

Student C: Listen and make a note of the questions asked and their function.

Now change roles.

Key word | just

Match the use of *just* in 1–5 to definitions a–e.

- 1 It's *just* that everyone is dying to know who ...
- 2 We've only *just* started looking at the figures.
- 3 Could I *just* ask how you got to hear about the problems in the factory?
- 4 You know I *just* might do that.
- 5 *Just* the person I'm looking for!

- a very recently
- b precisely, exactly
- c only
- d take this opportunity to
- e actually, really

Practically speaking | Dealing with difficult questions

- 1 What can you do if someone asks you ...?
 - 1 a question you don't know the answer to
 - 2 a question you don't want to answer



- 2 ▶ 8.5 Listen to six questions and the responses. In each conversation (1–6), tick (✓) the strategies used by the person responding to the question.

Strategies	1	2	3	4	5	6
admit ignorance						
directly refuse to answer						
avoid the question						
distance yourself from the situation						

- 3 ▶ 8.5 Listen again and note down the phrases the speakers use for the strategies in 2.

» For extension and revision, go to Useful phrases on page 135.

- 4 Work with a partner. Student A, read the information below. Student B, turn to page 141. Take turns to ask / respond to two difficult questions, using the information/prompts given.

Student A

- 1 You've just heard that the budget on your project will be cut significantly, and the launch date for your product will be pushed back by a year. Find out from Student B:
 - if this is true
 - what the implications are for you
- 2 You've been involved in a series of secret meetings where the decision has been taken to restructure Student B's department. Student B has just found out. Respond to Student B's difficult questions by:
 - admitting ignorance
 - directly refusing to answer

- 5 Think of two difficult questions for your partner about his/her job. Then take turns to ask / respond to each other's questions.

Culture question

- In your culture, when (if at all) is it acceptable to ask questions about ...?
 - a) someone's salary
 - b) someone's appraisal
 - c) someone's family
- How would you respond if someone from another culture asked you a question that you found unacceptable or inappropriate?

TALKING POINT

Context: Performance reviews

Most companies around the world use a performance management system which includes regular documented performance reviews. Some people love having their performance assessed in this way, while others find them to be far from helpful. Companies invest a lot of time in running the interviews and writing up the reports after the interview. Some companies are starting to wonder whether the performance reviews are actually improving performance, and whether they are worth the investment.

Rethinking annual performance reviews

Lillian Cunningham, Washington Post

In September 2015, one of the largest companies in the world did its employees and managers an enormous favour: it got rid of the annual performance review. Accenture CEO Pierre Nanterme told *The Washington Post* that the professional services firm, which employs hundreds of thousands of workers in cities around the globe, has been quietly preparing for this 'massive revolution' in its internal operations.

The firm will disband rankings and the once-a-year evaluation process starting in fiscal year 2016, which for Accenture begins this September. It will implement a more fluid system, in which employees receive timely feedback from their managers on an ongoing basis following assignments.

Accenture is joining a small, but prominent list of major corporations that have had enough with the forced rankings, the time-consuming paperwork and the frustration engendered among managers and employees alike. Six per cent of Fortune 500 companies have gotten rid of rankings, according to management research firm CEB.

Though many major companies still haven't taken the leap, most are aware that their current systems are flawed. CEB found that 95 per cent of managers are dissatisfied with the way their companies conduct performance reviews, and nearly 90 per cent of HR leaders say the process doesn't even yield accurate information.

'Employees that do best in performance management systems tend to be the employees that are the most narcissistic and self-promoting,' said Brian Kropp, the HR practice leader for CEB. 'Those aren't necessarily the employees you need to be the best organization going forward.'

CEB also found that the average manager spends more than 200 hours a year on activities related to performance reviews – things like sitting in training sessions, filling out forms and delivering evaluations to employees. When you add up those hours, plus the cost of the performance-management technology itself, CEB estimates that a company of about 10,000 employees spends roughly \$35 million a year to conduct reviews.

Interestingly, though, the decision to roll out an updated approach usually has little to do with reining in those numbers. Kropp said companies aren't likely

to save much time or money by transitioning away from their old ratings systems to a new evaluation process. Where they stand to benefit is, instead, the return on those investments. 'The smartest companies are asking, how do we get the best value out of the time and money we are spending?' Kropp said.

That's the question Accenture posed to itself. And its answer was that performance management had to change from trying to measure the value of employees' contribution after the fact. It needed instead to regularly support and position workers to perform better in the future.

'The art of leadership is not to spend your time measuring, evaluating,' Nanterme said. 'It's all about selecting the person. And if you believe you selected the right person, then you give that person the freedom, the authority, the delegation to innovate and to lead with some very simple measure.'



Discussion

- 1 Read the *Context* and article on page 68. How valuable do you find the performance management system at your company? Would your performance improve more with regular and timely feedback?
- 2 What are the pros and cons of not having an annual performance review? Consider the question from the company's, the manager's and the employee's points of view.
- 3 Read the quote from Accenture CEO Pierre Nanterme. How can companies make performance-development processes more 'about you'?
'We're going to evaluate you in your role, not vis à vis someone else who might work in Washington, who might work in Bangalore. It's irrelevant. It should be about you.'

Task

- 1 Work with a partner. Think of three job roles in your company and complete the table with details for each one.

	Role 1	Role 2	Role 3
Responsibilities (e.g. respond to incoming enquiries, process orders)			
Results expected (e.g. customer complaints to be resolved within 24 hours, a 10% increase in sales)			
Behaviour expected (e.g. strong ability to listen actively and respond to customers, show initiative in finding ways of attracting new customers)			

- 2 Performance assessment forms can be complex and include lots of different evaluation criteria. Nanterme advises keeping measures simple. Think of three simple performance measures for each of the roles in 1.

	Measure 1	Measure 2	Measure 3
Role 1			
Role 2			
Role 3			

- 3 Work in small groups. Tell the group about the roles, responsibilities, results, behaviours and measures you discussed in 1 and 2. Discuss how realistic the measures for improvement are, and decide whether performance reviews or a more informal approach would work best in developing people in these roles.

9

Resources

Starting point

- 1 Think of examples of natural resources and company resources.
- 2 What kinds of things put pressure on these resources?

Working with words | Corporate Social Responsibility

- 1 Read about Michelin's 'Green Gold' project. Which of your examples of resources from *Starting point* are mentioned?

Starting a CSR project: Green Gold

Michelin, one of the oldest tyre manufacturers in the world, has a number of projects around the world connected to its **Corporate Social Responsibility (CSR) programme**. As Michelin is involved in what is considered an environmentally damaging industry, Michelin has developed an approach called 'Performance and Responsibility'. This concept allows the company to demonstrate that it is actively taking measures to reduce the industry's negative impact on the environment.

A small rubber project in north-eastern Brazil set up by Michelin has become a flagship for the French tyre giant's Corporate Social Responsibility programme. With five rubber trees needed to produce one truck tyre, Michelin is an obvious target for those who claim that big business has a **track record** in using up **natural resources** too intensively. Although the company can't change the number of trees needed in the manufacturing process, it has initiated a successful project to offset the effects of its activities. The Ouro Verde ('Green Gold') project in Bahia state is a 'marvellous human adventure', the late Edouard Michelin said at its inauguration. Having owned a 9,000 hectare site there for 20 years, the French firm looked at closing the loss-making plantation and laying off the workers. Instead, it took advantage of the local **knowledge base** and passed ownership to twelve local Michelin managers, who set up a cooperative with the backing of loans underwritten by the parent company. This was a **critical success factor**: instead of

laying off workers, 200 have been hired over the past two years.

Michelin has a positive track record in terms of **corporate accountability** and working with local communities. Lionel Barré, the plantation director at Michelin, says that the initiative stands as 'an example of **sustainable development** in a poor region'. The last two years have seen a burst of activity: the cooperative has planted cocoa next to the rubber trees to diversify its output; recycled some of its revenue into providing facilities for its employees; and has replanted parts of the depleted Atlantic rainforest in eastern Brazil, which contains 171 of Brazil's 202 **endangered species**.



- 2 Work with a partner and discuss these questions.
 - 1 How could both Michelin and the local community benefit from this project?
 - 2 What disadvantages could there be for Michelin or the local community?

- 3** Replace the words in *italics* in 1–8 with a phrase in **bold** in the text in **1**. Then work with a partner and ask and answer the questions.
- 1 What examples of *things in the environment that can be used for materials or energy* can you think of?
 - 2 Do you know of any *groups of animals which are dying out*?
 - 3 Why is having a wide *range of skills and expertise* important to companies?
 - 4 What is the main *measure of achievement* in a project you are working on?
 - 5 What does *having to justify actions to stakeholders, customers and societies* mean for how companies behave?
 - 6 What does your company do in terms of *using materials and energy efficiently without harming the environment*?
 - 7 What is your company's *performance over a number of years* on green issues?
 - 8 Does your company have a *project which contributes to the welfare of a community or the environment*?
- 4** ▶ **9.1** Listen to three people talking about CSR and answer questions 1–3.
- 1 What's the first person's argument *against* CSR projects?
 - 2 What's the second person's argument *for* CSR projects?
 - 3 What's required of a CSR partner with the third person's company and why?
- 5** Work with a partner. Complete sentences 1–9 with phrases from the list.
- short-term profit drain on resources return on investment bottom line
assets market value quantifiable data cost-benefit analysis long-term viability*
- 1 To find out if the project's worth doing we need a _____.
 - 2 This project is costing us far too much; it's a real _____.
 - 3 We'll have to do some forward projections to check the project's _____.
 - 4 Before I commit a lot of money to the project I need to be sure of a good _____.
 - 5 We need to be sure that our projected figures are based on _____.
 - 6 Our highly-skilled workforce is one of our key _____.
 - 7 Rather than future stability, the company's strategy is all about _____.
 - 8 Our reputation as a responsible employer has enhanced the company's _____.
 - 9 The shareholders were disappointed because the drop in sales had an impact on our _____.

» For more exercises, go to **Practice file 9** on page 118.

- 6** Work with a partner. Using vocabulary from **3** and **5**, discuss the pros and cons of investing in projects 1–4 for:
- current employees
 - customers
 - shareholders

Projects

- 1 Invest in extensive IT and skills-based training programmes for all members of staff, and include residential team-building weekends for managers.
- 2 Offer work to asylum seekers in the local area: train them and provide them with free language lessons to enable them to work effectively.
- 3 Invest in a project to protect the environment – encourage staff to leave their cars at home and install solar panels on the roof of office buildings.
- 4 Relocate the customer services department to a developing country. Pay the staff in that country a higher salary in comparison with other companies.

- 7** Would your company invest in any of the projects in **6**? Why/Why not?

Context

Floralope is located in Hungary and manufactures seed packets for companies in neighbouring countries. Floralope is part-owned by a Dutch company, so any major decisions have to be discussed with them. Recently, Floralope has found it hard to keep up with its competitors, due to outdated systems and a more demanding customer base. Investing in a new IT system would help keep existing customers and could enable expansion. The question is whether this is a wise investment and if long-term expansion is the right strategy. Zoltan and Judit from the Hungarian company, and Margit from the Dutch parent company, meet to discuss the situation.

Business communication | Discussing options



- 1 Read the *Context*. How might the company's current resources affect the decision to expand and invest in a new IT system?
- 2 ▶ 9.2–9.5 Listen to four extracts from the meeting. Check your ideas in 1 and answer questions 1–4.
 - 1 What type of company resources were discussed?
 - 2 Which resources are problematic?
 - 3 Who takes a positive lead in the meeting? How do you know?
 - 4 Who seems quite negative throughout? How do you know?
- 3 ▶ 9.2–9.5 Listen again and complete expressions a–l.
 - a So, looking at the situation from _____, if the IT system is updated, you'll be more efficient in terms of your customer admin ...
 - b We need to develop _____ to move the business forward.
 - c Well, we have _____.
 - d OK, that's all very positive, but I think we need to look at _____.
 - e I think _____ here.
 - f _____ you took on some younger people?
 - g And we're in a great location, so I think we're in _____ to find new staff.
 - h Basically we _____ for a long-term plan like this – _____ provide training for everyone, which will be a substantial investment, _____ accept that it's totally unfeasible.
 - i We have to bear in mind _____ of a commitment like this.
 - j So _____ that long-term we have the human resources for the strategy.
 - k Are there any other _____?
 - l Right, so _____.
- 4 Look at sentences 1–6 from the meeting and the underlined expressions. Answer the questions a–c.
 - 1 Yes, but we do have some employees who've worked on SAP-type systems in previous jobs.
 - 2 I mean, there's no point in investing in a system upgrade if we don't have the space, personnel or finances to carry it through.
 - 3 Provided we check out the feasibility of these options thoroughly, I'm convinced we can find a system upgrade that will work for us.
 - 4 I'm not sure that would work.
 - 5 Realistically, would we be able to finance this strategy?
 - 6 Assuming we decided to commit to the full amount, we could also look at ways to save money in other areas.
 - a Which sentences focus on positive results?
 - b Which sentences focus on negative results?
 - c In which sentences are the main points dependent on a condition/situation?

» For more exercises, go to **Practice file 9** on page 118.

Key expressions

Setting the context / discussing strategy

Looking at the situation from a long-term perspective ...

We need to develop a clear strategy to ...

I think we need to look at the bigger picture.

We have to bear in mind the long-term viability ...

Stating / discussing options

We have a number of options.

I think our options are quite clear here.

How would it work if you/we ...?

Basically we don't have much choice ...

We can either ... or we ...

We're in a really strong position to ...

Discussing feasibility / evaluating options

There's no point in ...-ing, if we don't/can't ...

Provided we ..., I'm convinced we can ...

I'm not sure that would work.

Realistically, would we be able to finance this strategy?

Assuming we decided to ..., we could also ...

Reaching decisions

So, the general consensus is that ...

Are there any other points to consider?

Right. So we're decided.

- 5** Margit discussed the strategy proposed by Floralope with a senior manager at the Dutch parent company. Some ideas were rejected and alternative suggestions were made. Work in groups of four. **Students A and B**, look at the information below. **Students C and D**, turn to page 139.

Students A and B

You support these alternative suggestions from the Dutch parent company.

- 1 Replacing some of the older staff with more IT-literate staff.
- 2 Raising capital by selling off some unused property and getting a bank loan.
- 3 Delaying the decision for six months until more information has been gathered by:
 - reviewing return on investment for a new IT system
 - analysing the company in comparison to the competition
 - conducting a customer satisfaction survey

Discuss the advantages of these new suggestions. Think about how the company's performance or reputation will be affected.

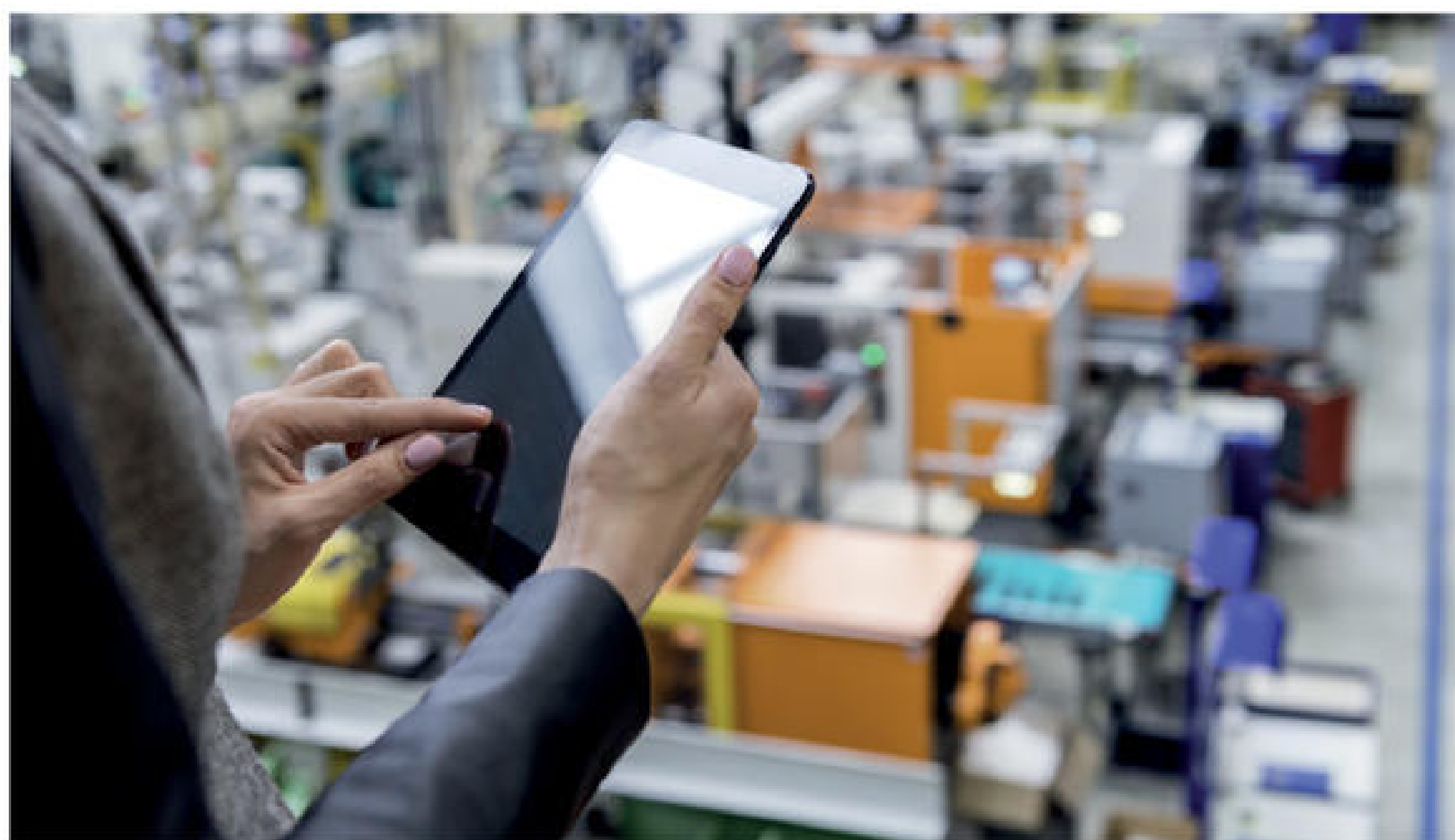
Follow the agenda below and hold a meeting to discuss the alternative suggestions. Try to reach a decision.

Agenda

Impact of new IT system

- 1 Human resources – training and staff issues?
- 2 Financial resources – how will the IT system and training be funded?
- 3 Timescale – when will the new system be introduced?

- 6** Work with a partner. Discuss projects 1–6 in relation to your company and answer questions a–c. During the discussion try to use as many expressions from the *Key expressions* as you can.
- 1 new computer system
 - 2 new building / relocating
 - 3 new product/service
 - 4 refurbished offices
 - 5 increase in staff numbers
 - 6 merger/restructuring
- a Which projects would be appropriate for your company?
 - b What resources would be necessary?
 - c How would the resources be managed?
- 7** Present your ideas to the rest of the group.



Language at work | Using conditionals

1 Look at the meeting extracts 1–9 and underline all the verbs.

- 1 ... if the IT system is updated, you'll be more efficient in terms of your customer admin ...
- 2 Provided we check out the feasibility of these options thoroughly, I'm convinced we can find a system upgrade that will work for us.
- 3 ... there's no point in investing in a system upgrade if we don't have the space, the personnel or the finances ...
- 4 ... if we'd invested in our production facilities five years ago, ... we would have knocked down the old building and had one purpose-built.
- 5 If we made them our key users, we could gradually train up the rest.
- 6 ... if you'd recruited more young employees at the start, they would have had some IT knowledge from school.
- 7 If we only had a couple of people initially who could use the system, how could they cope with the extra work?
- 8 ... if we hadn't invested in the system, we'd be way behind the competition.
- 9 If we work more efficiently with the customers, our reputation can only improve too.

2 Match the sentences in **1** to categories a–f.

- a Predicting the results of a decision in the future: _____
- b Making a suggestion: _____
- c Stating a fact: _____
- d Questioning the results of a future situation: _____
- e Expressing regret for past inaction: _____
- f Talking about the present results of a past action/inaction: _____

3 Work with a partner. Look at the verbs you underlined in **1** and the categories in **2**. Identify the conditional type (zero, 1st, 2nd, 3rd, mixed) for each sentence.

» For more information, go to Unit 9 **Grammar reference** on page 131.

4 Work with a partner. Take turns to discuss these situations. Use conditionals to talk about past, present or future consequences.

Example: Last year, your company outsourced catering. Now the standard of food in the canteen is lower and the number of employees eating there has halved.

→ *If we hadn't outsourced catering, we would still have a good canteen.*

- 1 Your company is making a loss. It needs to cut costs before it goes bankrupt.
- 2 The government is considering raising interest rates, but they are concerned about the effects on consumer spending.
- 3 Your department hired a bad manager. Since his arrival, three people have left.
- 4 You chose the wrong career path. You are bored and frustrated with your job.
- 5 Some staff will be relocated to Berlin (it might be you). You have friends there.
- 6 Your annual pay review is coming up. You want to go on holiday to the Caribbean, but you can't afford it at the moment.

» For more exercises, go to **Practice file 9** on page 119.

5 YP fitness studio is having its yearly review meeting. Work with a partner and turn to page 138. Talk about what happened and the future plans.**6** Think about the past year in your company, department or team. Make notes about what happened and add some suggestions for next year using headings 1–3. Then discuss your notes with a partner.

- 1 Past action/inaction and past results
- 2 Past action/inaction and present results
- 3 Suggestions/predictions for next year and the results



Key word | look

Match the use of *look* in 1–5 to definitions a–e.

- 1 *Look*, you've got this wrong.
- 2 It *looks* as if Nadine's left the office.
- 3 You *look* great in that new outfit!
- 4 I have to *look* for my car keys every morning.
- 5 Could you *take a look* at this email before I send it?

- a it seems / it is apparent
- b to focus on something, think about it, and give a reaction
- c to describe appearance
- d to indicate you're highlighting something
- e to search

**Culture question**

- In your own language do you normally use direct or indirect language when informing someone they have misunderstood?
- How would you feel if someone corrected your English during a meeting?
- Would you be more direct in a meeting with native English speakers or with non-native English speakers? Why?

Practically speaking | Dealing with misunderstandings

- 1 ▶ 9.6 Listen to five conversations and answer these questions. In which conversation(s) does the person react to the misunderstanding ...?

- 1 in a polite way
- 2 in a less polite way

- 2 ▶ 9.6 Listen again. In which conversation (1–5) do you hear phrases a–l?

- a I didn't mean that! ____
- b I don't know what you're talking about. ____
- c Sorry if I didn't make that clear. ____
- d I was thinking more along the lines of ... ____
- e Look, you've got it wrong. ____
- f What do you mean? ____
- g That's not really what I meant. What I actually wanted to say was ... ____
- h What I meant was ... ____
- i ... can I put this straight? ____
- j The amount may seem ..., but actually ... ____
- k No, that's not right. ____
- l No, that's not exactly what I'm saying. ____

- 3 Work with a partner and answer questions 1–3.

- 1 Which phrases in 2 are direct (D) and which are less direct (L)?
- 2 Which words and structures are used to make the message less direct?
- 3 When might you want to be less direct or more direct?

- 4 Change the phrases 1–5 to make them less direct using words from the list.

exactly actually really sure mean quite

- 1 That's not what I mean, I said ... _____
- 2 I didn't mean that. _____
- 3 What do you mean? _____
- 4 I don't know what you're talking about. _____
- 5 No, that's not right. _____

» For extension and revision, go to **Useful phrases** on page 135.

- 5 Look at situations 1 and 2 below. Have short conversations with a partner. Take turns to deal with the misunderstanding using the phrases in 2.

Situation 1: Employee and employer discussing an employment contract

- Employee: understands bonuses are paid each year
- Employer: corrects information – bonuses paid depending on performance

Situation 2: Salesperson and customer discussing prices

- Customer: thinks the 2% discount is fixed
- Salesperson: corrects information – if the customer opens an account with them, 3.5% is offered immediately plus a quantity discount

- 6 Work with a partner. Make the complaints/suggestions below to your partner and deal with any misunderstanding.

Student A:

- make a complaint about a new system at work
- suggest an idea for your partner's next holiday

Student B:

- make a complaint about your partner's work
- suggest a task for your partner to do at work

Viewpoint 3 | Business education

Preview

In this video lesson, you will watch an interview about business education with Kathy Harvey, the Associate Dean of Saïd Business School. Then you will watch a series of interviews with people working for and studying at the Skoll Centre for Social Entrepreneurship, which is part of Saïd Business School.

Focus

- 1 The speakers in the videos use the following words and phrases. Match 1–9 to definitions a–i.

1 time out	a a new business with the aim of helping certain groups of people in some way
2 framework	b a system of ideas or beliefs that is created to help planning and decision-making
3 on the hoof	c help to create or generate
4 multifaceted	d a relatively short period during a busy life to stop and consider what you are going to do next
5 spark off	e able to produce huge changes and/or improvements
6 transformational	f informal expression meaning you do something while doing something else without giving it 100% attention
7 social venture	g to describe when something new (usually a new business or a new project) has started and is now operating
8 up and running	h having many parts
9 social impact	i the effect something has on society and/or a group of people
- 2 Complete these questions with some of the words and phrases in 1.
 - 1 How often do you have to make decisions _____? Why?
 - 2 What new projects do you currently have _____?
 - 3 In what ways do you take _____ from day-to-day work or home life to reflect on your career and your own future?
 - 4 In brainstorming or creative meetings, what are some ways you use to _____ new ideas?
 - 5 Would you say that your business has a _____ and has had a _____ effect on the lives of others?
- 3 Work with a partner and ask each other the questions in 2.

Profile

Kathy Harvey is the Associate Dean at Saïd Business School. She is responsible for graduate programmes and academic partnerships.



Glossary

alumni (n) past students from a particular school, college or university

hard core-learning side of things refers to learning hard skills like subject-based knowledge (e.g. finance) as opposed to soft skills (e.g. communicating effectively)

kick-start (v) get something started very quickly (e.g. a new business idea)

How education can transform business

- 4 01 Watch Kathy Harvey answering three different questions A–C. Number the questions in the order she answers them (1–3).
 - A What's an example of an executive education transforming people's lives? ____
 - B What are some of the best approaches to learning in executive education? ____
 - C What can business people get from a formal executive education? ____
- 5 01 Watch the interview again and answer questions 1–6.
 - 1 When somebody comes to an executive education course, what are they trying to do?
 - 2 What do people need 'time out' to think about?
 - 3 What different methods of learning does Kathy Harvey mention?
 - 4 Who does Kathy Harvey say executives learn from? Why is it 'vital'?
 - 5 Kathy Harvey gives an example of students working in a group. What kind of business did they put together?
 - 6 What was transformed as a result of the project?
- 6 Work in groups and answer these questions.
 - 1 Have you ever done any formal business training or executive education?
 - 2 What methods of learning were used?
 - 3 Was it transformational in any way?

Profile

One key educational resource at the Saïd Business School is the Skoll Centre for Social Entrepreneurship. It specializes in education and research in the field of social ventures and social impact. It runs a range of international events that brings together thought leaders and key players in business and government to enhance social impact.



The Skoll Centre for Social Entrepreneurship

7 02 Read about the Skoll Centre in the *Profile*. Then watch short interviews with four people who work at the Skoll Centre. Listen and note down the answers to the questions. Then compare your notes with a partner.

	Georgia Lewis Marketing and Design Lead	1 What is the Skoll Centre?
	Lydia Darley Events and Administrative Coordinator	2 How does the Skoll Centre support social entrepreneurs?
	Nazia Ali Programme Manager (Developing Talent)	3 What is one of the courses that you run?
	Breanne Svehla Programme Manager	4 What is the Skoll Scholarship?

Studying at the Skoll Centre

8 03 Now watch interviews with four students at the Skoll Centre. Make notes about their answers. Then compare your notes with a partner.

	Ahmed Abu Bakr Bangladesh	1 Why do you use the Skoll Centre?		Ana María Nungo Colombia	3 What two social impact projects are you currently working on?
	Sophie Kin Seong Canada	2 How does the Skoll Centre support social entrepreneurs?		John Walugembe Uganda	4 What social impact project have you set up in Uganda?

A pitch for the Skoll Centre

- 9 Imagine you have to promote the Skoll Centre for Social Entrepreneurship and its Skoll Scholarships to a large audience of potential students. Prepare a short two-minute pitch about the centre, using information from the videos.
- 10 Take turns to give your pitches. When you are listening, make notes for these questions and give feedback to the speaker afterwards.
- What did you like about the pitch? Do you have any suggestions on how the pitch could be improved?
 - Did it include all key information or would you have included other points?



10

Leadership

Starting point

- 1 Think of examples of good leaders in different walks of life (e.g. politics, sport, business, the arts).
- 2 Can you learn good leadership skills, or are they something you are born with?
- 3 What is the difference between a *leader* and a *manager*?

Working with words | Talking about leadership styles

- 1 Work with a partner. Read the first paragraph of an article by leadership coach, John Keyser, and discuss questions 1–2.

Dynamic leaders ask for help

Many senior managers have become isolated and **hands-off**. We spend most of our time together with other senior execs, in endless meetings and, when not in meetings, captured by our smartphones. We are in continual contact with each other – and are way too removed from the core meaning of our work.

- 1 Do you agree with what the writer says?
- 2 What can people in leadership roles do to make sure this doesn't happen?
- 2 Read the rest of the article and compare the writer's suggestions with your own ideas from 1.

How can we break through that isolation, show our **conviction**, and remember our sense of purpose? We can start by putting our smartphones in our pocket and walking out our office door. We should go to the source of our company's productivity and purpose: our people. Simply talking with our people, showing **empathy**, asking how they're doing and what they're working on, will help us to re-energize. A **people-focused** principle I admire is, 'To be a truly great leader, we must stand with our people, not above them.'

People want to feel appreciated and valued – and heard! When we have sincere, **collaborative** conversations

with our people, when we ask for their ideas and listen patiently and intently to understand and learn, we break through the barrier between 'us' and 'them'. We connect with the core energy of our company, and we add fuel – our own **self-aware** resurgence of energy and **passionate** resolve to help our people and our companies be the very best they can. Our people will know how to improve our business. They want to be helpful. Everyone does. They are just waiting to be asked. And they will be thrilled when we do.

When we ask for their ideas and even their feedback about how we are doing as leaders, we show them how

important it is to have an open mind and a **commitment** to continuous improvement. And just like that, by asking for and offering timely and honest feedback, we are creating that culture of continuous improvement, both individually and as a team. It's that simple.

If we show that we are **humble** and **adaptable**, and have the inner confidence to allow ourselves to be vulnerable and ask for feedback, they will want to do the same. If we can listen with our full attention, fully present, focused and positive and with comfortable eye contact, we invite them to consider how they, too can improve, and to offer their ideas for the company. And when we are **decisive** and follow up with questions, they will know their ideas are being heard. That they matter.

This is how we show **integrity** and open the door to trust and solid, productive working relationships.

Oh, and how do we make time for these conversations? Let's reduce our time in those eternal meetings. How? Ask our people. They don't want to spend so much time in meetings either. Ask them how we can have fewer meetings and shorter and more productive discussions.



- 3** Which leadership qualities are these people talking about? Match the adjectives (A) or nouns (N) in **bold** in the texts in **1** and **2** to quotes 1–12.
- 1 'I appreciate the way she isn't at all arrogant, even though she's so successful.' (A)
 - 2 'Someone who isn't afraid to make difficult choices – who can weigh up a situation and commit to a course of action.' (A)
 - 3 'He really understands us. He knows how we operate and what makes us tick.' (N)
 - 4 'He knows his own mind and what he's capable of – I like that.' (A)
 - 5 'My team are focused on the success of this project – they always give 100%.' (N)
 - 6 'I love this business – it's my life and I want everyone to know how great it is!' (A)
 - 7 'You have to believe totally in what you're doing – if you don't, you won't succeed.' (N)
 - 8 'She's not afraid to change direction if the circumstances demand it, but she always thinks through the implications.' (A)
 - 9 'People have to know that you are principled, that you mean what you say, and that they can trust you to do the right thing at the right time.' (N)
 - 10 'I believe in involving everyone in the decision-making process.' (A)
 - 11 'He never interferes unless we ask for his input – he just lets us get on with it.' (A)
 - 12 'She's an excellent communicator – she gets on well with everyone.' (A)
- 4** Work with a partner. Turn to **page 142**. Read the feedback from team members about their team leaders and describe the leadership styles. Then report back on one of the team leaders to the rest of the class.
- 5** Work with a partner and discuss questions 1–2.
- 1 How would you describe the typical leadership style where you work or study? Is the style of leadership different at different levels of the organization?
 - 2 How would you describe your own / a colleague's leadership style?
- 6** ▶ **10.1–10.2** Listen to two people talking about becoming a team leader and answer questions 1–2. Lydia works in a university research department and Bruce works for a major aircraft manufacturer.
- 1 What challenge did each new team leader face, and how did they approach it?
 - 2 What do you think of the approach described by each speaker?
- 7** ▶ **10.1–10.2** Match 1–12 to a–l to make phrases from the audio. Then listen to check your answers. What other combinations are possible?
- | | |
|-----------------|--|
| 1 avoid | a a sense of cohesion |
| 2 be consistent | b my authority |
| 3 build | c influence over |
| 4 develop | d them to work together |
| 5 establish | e individual achievement |
| 6 establish | f the temptation to micromanage |
| 7 exert | g confidence in them |
| 8 generate | h a culture of trust |
| 9 get | i a sense of team spirit and collaboration |
| 10 instil | j in my expectations and feedback |
| 11 recognize | k mutual respect |
| 12 reinforce | l my credibility |

» For more exercises, go to **Practice file 10** on page 120.

Culture question

- What problems could arise at work when bringing teams together with leaders from different national or working cultures?
- Is it acceptable to challenge authority in your national or working culture? Why/Why not?

- 8** Work with a partner. Discuss what advice you would give in these situations.
- 1 A colleague has been offered a challenging team leadership role within their own department. This involves taking over an existing team who all know each other.
 - 2 A team leader has to manage a large team involving people from a number of different professional areas and cultural backgrounds.
- 9** Work in small groups. Discuss how you would react to the challenge of a new leadership role. What would you be good at? What would you need to work on?

Context

Nordica is an American-owned financial services group in the Nordic and Baltic Sea region. It was created by the recent merger of several smaller independent banks in Norway, Sweden, Finland and Denmark.

Currently 80% of its private customers and almost 100% of its business customers use Nordica's e-banking system. However, the technology within the group is not fully integrated, and the company has decided to upgrade its infrastructure with a single system that is fast, innovative, flexible and cost-effective. An initial briefing document has been sent out to all departments. Local briefing meetings are now being held throughout the company to clarify the situation, ensure buy-in from staff and deal with any concerns.

Agenda

Briefing meeting –
E-banking system

Meeting location:
Sweden

Attendees:

Jim Brolin, Group
Corporate Account
Manager, New York.

Anna Kekkonen, Client
Account Manager, Helsinki.

Thomas Lindström,
Client Account Manager,
Gothenburg.

Jessica Nielsen, Client
Account Manager,
Copenhagen.

- 1 Information about project – Jim.
- 2 Question and answer session.
- 3 AOB

Business communication | Giving a briefing



- 1 ▶ **10.3** Read the *Context* and the meeting agenda. Listen to Jim Brolin's briefing in Part 1 of the meeting and answer questions 1–3.
 - 1 What does Jim say are the main benefits of the proposed change?
 - 2 Would you describe Jim's attitude to the proposed change as ...?
 - a mainly positive b mainly negative c neutral
 - 3 Which of the following techniques does Jim use to make the managers feel part of the change process?
 - a says they are all individually important to the success of the change process
 - b promises large bonuses if the process is successful
 - c asks them to work as a team and suggests ways of working together
 - d asks them to show commitment and leadership
 - e warns them not to oppose the change
 - f encourages consultation with their teams
- 2 ▶ **10.3** Listen again to Part 1. Note down the expressions that Jim uses to do 1–3. Add any similar expressions you can think of.
 - 1 Announce decisions and distance himself from them: _____
 - 2 Focus on the benefits of the proposed change: _____
 - 3 Make the other client account managers feel involved: _____
- 3 Work with a partner. You have to brief a group of colleagues on a potentially unpopular or problematic change that is going to take place within your organization. Choose one of the topics below, or use your own idea.
 - a budget cut
 - a reorganization of staff into different groups
 - a change to the reporting lines
 - a change to a key system or working practice

A briefing document has already been sent round. Prepare a short introduction to the briefing meeting. Include steps 1–4.

 - 1 Explain the change, and make it clear that you are not responsible for the decision.
 - 2 Focus on the positive benefits of the proposed change.
 - 3 Make sure everyone in the meeting feels involved.
 - 4 Present your introduction to the class.
- 4 ▶ **10.4** Listen to Part 2 of the meeting and answer questions 1–2.
 - 1 What concerns do the three client account managers have?
 - 2 How does Jim respond to their concerns? Is he dismissive or reassuring?

Key expressions

Giving information from other sources / distancing

A decision was taken ...
It has been agreed that ...
It is proposed that ...
My understanding is ...
Apparently ...
As I understand it ...

Focusing on positive benefits

What this will allow us to do is ...
... is something we couldn't do before.
... it will be well worth ...
In the longer term, the benefits are clear.
Another great thing about this development is ...

Making people feel involved

You are crucial to ...
Each one of you has a key role to play in ...
I'd like to see all of you ... -ing
I would encourage all of you to ...

Expressing concerns

I understand the reasons for ..., but I'm slightly concerned about ...
I like the idea of ..., but I'm not very happy about ...
I have some reservations/concerns about ...

Responding to concerns

That's a valid point, but ...
I really don't see this as a problem.
I understand where you're coming from ...
I understand your concerns, but I think we need to look at the positive side.
... let's give this a chance to work.

Asking for assurances

I wonder if you have any information about this?
Can you assure us / give us an assurance that ...?
What assurances can you give us that ...?
Are there any guarantees that ...?

5 ► 10.4 Listen to Part 2 again and complete these sentences.

Jessica ... it's something all of us are worried about. I understand the reasons for upgrading the system, that's clear, but ¹ _____ the timing and its effect on my team. Will we have enough time to prepare properly? And will there be an increase in workload? ² _____ about this?

Jim Well, ³ _____, but ⁴ _____ the positive side. We've been given a deadline of the 30th of September, which is still more than three months away. ⁵ _____, the switch over ...

Thomas ... You said you wanted us to work together, and I like the idea of regular meetings and sharing ideas, but ⁶ _____ having to schedule and coordinate the training for my team. I don't really feel I have the expertise to do this. ⁷ _____ we'll get the appropriate level of support?

Jim Of course. ⁸ _____, but again ⁹ _____.
¹⁰ _____ that you will receive all the instructions and materials ...

Thomas ... I guess that should be OK. But ¹¹ _____ the impact on customers. I mean, how do we ensure that we continue to provide a proper service? ¹² _____ that it will work?'

Anna That's a good point. And can we address the issue of costs and budgeting? I think the basic idea is good, but ¹³ _____ the cost implications. I mean, whose money are we talking about here? ¹⁴ _____ we won't be asked to contribute ...

Jim Well, ¹⁵ _____, of course. The core investment comes from central funding, obviously. ... I've been told that the costs need to be shared around. ¹⁶ _____ the intention is to make everyone's lives easier and better – including yours. Anyway, the decision has already been made. I know it's not great, but come on, ¹⁷ _____.

6 Match expressions 1–17 in 5 to categories a–d.

- a Expressing concerns: _____
- b Asking for assurances: _____
- c Responding to concerns: _____
- d Distancing speaker from information: _____

» For more exercises, go to **Practice file 10** on page 120.

7 Work with a partner and discuss situations 1–3. Student A should express concern and ask for assurances, and Student B should respond to the concerns and make a positive comment. Then change roles and repeat.

Situation	Positive points
1 The company has announced a one-year freeze on recruitment.	It's only for one year and will keep spending down.
2 Your team's project deadline has been brought forward by one month, but there is no increase in resourcing.	The team is strong and will rise to the challenge. It will also allow the company to get ahead of the competition.
3 Your company plans to increase the number of management layers.	This will create more promotion opportunities.

8 Work with a partner. Follow steps 1–3, then change roles and repeat.

- Student A:** think of a change that has been / might be introduced in your company and explain it to your partner.
- Student B:** listen to the explanation of the change and make a list of concerns you would have about it if it happened in your company/department/industry.
- Discuss B's concerns and A's assurances of the benefits.

Language at work | Using the passive

- 1 Look at sentences 1–8 and underline the passive forms.
 - 1 OK, you're all aware that a decision was taken at last week's strategy meeting that affects all of us.
 - 2 It has been agreed that we are going to combine our e-banking systems into a ...
 - 3 We've been given a deadline of the 30th of September.
 - 4 The switch over to the new system will be coordinated centrally and you'll be briefed about it well in advance.
 - 5 It is proposed that we hold a series of seminars for team leaders ...
 - 6 It's been suggested that the regional centres should contribute a certain amount of the training costs, on the basis that this will be recouped in increased business later on ...
 - 7 I've been told that the costs need to be shared around.
 - 8 Anyway, the decision has already been made.
- 2 Work with a partner. Look at the passive forms in sentences 1–8 in 1 and discuss these questions.
 - 1 In each sentence, what tense is the passive form in?
 - 2 Why does the speaker use a passive form in each sentence? Consider these reasons (more than one may be possible for each sentence).
 - a because the speaker wants to be more formal
 - b because it's not important who is involved in the action
 - c because the speaker doesn't know who is involved in the action
 - d because the speaker wants to distance himself/herself from the action
- 3 Look at sentences a–b in the table and answer questions 1–3.
 - 1 Which active sentence has an indirect object?
 - 2 What happens to this word in the passive sentence?
 - 3 Is the following sentence possible? Why/Why not?
I've been suggested that the costs need to be shared around.

Active	Passive
a My boss suggested that the costs are too high.	It has been suggested that the costs are too high.
b My boss told me that the costs are too high.	I've been told that the costs are too high.

» For more information, go to Unit 10 **Grammar reference** on page 132.

- 4 Work with a partner. Take turns to report the information in sentences 1–6 in the passive, using the correct form of the verbs in *italics*. Look at the verb table below and your answers in 3 to help you.

Verbs with the same pattern as <i>tell</i>	Verbs with the same pattern as <i>suggest</i>
inform, instruct, persuade	agree, decide, propose

- 1 Our new official deadline is the 31st of January. *inform*
- 2 Management think we should cut back on our use of freelance consultants. *agree*
- 3 The department will be restructured next year. *propose*
- 4 Head Office wants us to reduce our spending by 5%. *instruct*
- 5 Bonuses will be paid twice a year from now on. *decide*
- 6 We're going to take part in a new system trial. *persuade*

» For more exercises, go to **Practice file 10** on page 121.

- 5 Work with a partner. Turn to page 140. Read the memo and decide how you would report this to colleagues, depersonalizing where necessary.

Key word | even

Look at the use of *even* in 1–4 and answer questions a–b.

- 1 I don't see how we can agree to something that we haven't *even* been consulted about.
 - 2 *Even* so, it must have been challenging at times?
 - 3 What I'd really like to do is run my own operation – that would be *even* better.
 - 4 *Even* if you aren't a hundred per cent sure, at least give it a try.
- a In which sentence does the speaker use the word *even* to ...?
- emphasize that something has not happened
 - emphasize a comparison
- b In which sentence can the phrase with *even* be replaced by ...?
- *nevertheless*
 - *despite the fact that*

Practically speaking | Expressing personal views**1** Work with a partner and answer questions 1–2.

- 1 How easy do you find it to make people understand what you really think in English?
- 2 Is it easy to get other people to tell you what *they* really think?

**2** ▶ **10.5** Listen to three conversations. For each one, say:

- 1 what the people are discussing
- 2 where/when they might be having the conversation

3 ▶ **10.5** Listen again and complete sentences 1–9.**Conversation 1**

- 1 But _____, I think there are still some things to sort out.
- 2 And _____, I don't see how we can agree to something that we haven't even been consulted about.
- 3 _____ I find that quite difficult to accept.

Conversation 2

- 4 It was challenging, yeah. But _____ I really enjoyed it.
- 5 _____, I'm not particularly good at working in a big team.
- 6 _____? It's fine, the job's good, but ...

Conversation 3

- 7 Yeah, well ... maybe. _____ I think that's down to their attitude.
- 8 _____: you get out of these things what you put into them.
- 9 Look, _____, if you expect something ...

» For extension and revision, go to **Useful phrases** on page 136.

4 Work with a partner and answer questions 1–2.

- 1 Look at your answers in **3**. What follows these phrases? Why might you use them?
- 2 Turn to audio script **10.5**. What questions and phrases does speaker A use to encourage B to express their personal views?

5 Work with a partner and have a conversation about situations 1–2. Take turns to be A and B (A and B are colleagues). **Student A**, encourage B to express personal views. **Student B**, express your personal views.**Situation 1**

You meet in a rest area while you are both getting a coffee. B has been on a leadership training course – the content was useful, but the trainer was quite inexperienced and didn't seem to understand the participants' needs.

Situation 2

You have both been in a briefing meeting, and leave together. Some proposals for new working practices have come down from senior management. The effect will be to increase everyone's workload, without any similar increase in resources.

TALKING POINT

Context: Leading when you're not a leader

Whether or not you are an officially appointed leader, you'll find yourself in situations, both privately and professionally, where you need to lead and influence others. At work, it can be tempting to let the official leaders do the leading. But what about the situations you feel strongly about? What if you really want one of your ideas to be implemented? How do you use your personal leadership style to make your boss listen and get what you want?

Leading your leaders

Guerric de Ternay, entrepreneur and digital & marketing strategist

Implementing new ideas in an organization is challenging for many reasons. From internal politics to lack of time and resources, there are just so many obstacles to face ... Yet, every company needs leaders – like you – to make sure your organization constantly evolves and continues to innovate.

10 easy ways to convince your boss to try some of your new ideas

1 Frame your suggestion to match their goals

Your boss does not really care about making your life easier – well, to a certain degree they do, but there are limits. Instead of presenting an idea as a way to make your life easier, frame it as a way to make yourself *more productive*.

In terms of how it might help them: improving the team's performance, increasing the number of outputs per day and making more sales, are certainly important matters to your boss.

2 Pay extra attention to your boss's problems

Your boss has some metrics, some Key Performance Indicators (KPIs) in mind. As an employee, you are a cost. If you can prove that your suggestion can increase your results for the same cost, you are getting closer to convincing your boss. Instead of considering your problems first, think about the world from the perspective of your boss. What are their goals? What will get them promoted? What do they need to do to succeed?

3 Build the reputation to be a great performer

Decision-makers have more trust in great performers than with average employees. That is natural. Heroes get praise and attention. In an organization, what I call the 'hero effect' is similar to how brands impact consumers. The more you see and hear about it, the more you trust it. Keep in mind that bosses are more likely to consider ideas from those they see as the highest performing people on the team. It not only depends on your efficiency, but also on how your boss sees your results.

4 Take advantage of the FOMO People don't want to risk their reputation and, as a consequence, avoid making bold decisions. One easy way to counterbalance this is to create a sense of urgency. Comparing is a great tool for that. You can make a strong case by establishing that some competitors have implemented a similar idea with success. Nobody wants to stand behind the competition. Mentioning the competition often triggers a fear of missing out (FOMO).

5 Look for ideas in business books Business books are full of new ideas. Reading the relevant books

will help you be better informed. You'll be prepared to answer some tough questions from your boss and have examples to support your suggestions.

6 Get support from a colleague who is well-respected

Build an internal network. If you're not alone to suggest an idea, it will have a larger impact. In some cases, it might even be better if someone other than you makes the pitch. If you have a good relationship with the peers of your boss, especially peers they respect, consider trying to get them involved.

7 Know how to pitch it to your boss Pitching is the key moment when you want to persuade someone to try new things. The format matters. You need to know what your boss likes. Should you discuss it informally during a coffee break? Should you organize a meeting with other stakeholders? Should you first write the idea in your team's project wiki or other collaboration tool?

8 Leverage objective data Data doesn't lie. It is just information. How you interpret it matters more. Use numbers. You can also leverage user research. Using information from customer feedback is compelling most of the time.

9 Do a low-cost experiment Minimize the risks and lower the cost to a minimum. Plan for a trial. You need to find a way to measure the experience. Monitor the difference of using it or not. Define a list of criteria in order to evaluate if the trial was successful.

10 If your boss agrees to give it a try, do everything you can to make it work

Implementing a new idea requires extra effort, especially at the beginning. It takes a lot of time before something becomes habit in an organization. You can't just assume that because your boss said yes, everyone will follow their recommendation, especially if they were sceptical and you had to make an extra-commitment to make it happen. Once your boss has agreed to give it a try, you need to do everything in your power to make sure that it will work. Otherwise, it will be tough to convince your boss the next time. Your future reputation is on the line.

Discussion

- 1 Even if you are not in a leadership position, what leadership skills do you have?
- 2 Compare your answers 1 with the points in the main article. Which points do you agree with? Which ones do you think would have an effect on your boss? Discuss your ideas with a partner and explain your reasons.
- 3 How easily persuaded do you think you are? What methods of persuasion would work best on you?

Task

- 1 Working on your own, think of a change, however big or small, that you really want to make at work. List some reasons why you want this change to happen and the results you expect.

Why I want to make the change	What the results will mean

- 2 Now look at your list and transform the statements you made in 1 to appeal to your board of directors.

I will convince the board of directors by saying ...	The benefits they will see are ...

- 3 Work in groups of four. Take it in turns to persuade the group to implement your idea. Once everyone has had an opportunity to present and persuade, agree on which ideas to implement.



11

Values

Starting point

- 1 How would you define the term 'values'?
- 2 How important is it for a company to have values?
- 3 Would a company's values influence your decision to be an employee or a customer of that company?
- 4 What values are important to you?

Working with words | Talking about values

- 1 Work with a partner. Discuss these questions.
 - 1 What do you know about the TATA group of companies?
 - 2 What values do you associate with TATA? Why?
 - 3 Do you think brand values are dependent on cultural values?
- 2 Look at the 'Our Values' section from the *TATA Code of Conduct* below. Match the core values in the list to the explanations 1–5 in the section.
Pioneering Unity Responsibility Excellence Integrity
- 3 Look at the 'Our Employees' section from the *TATA Code of Conduct* below. Match the words in **bold** in the section to definitions 1–8.
 - 1 helping other people who also help you _____
 - 2 a good feature that someone is judged on _____
 - 3 polite behaviour towards other people _____
 - 4 a range of different types of people _____
 - 5 the ability to do something well _____
 - 6 maintaining a sense of your own value from the respect of others _____
 - 7 the same level of rights as other people _____
 - 8 accepting other people's behaviour and opinions _____

OUR VALUES

TATA has always been values-driven. The five core values that underpin the way we conduct our business activities are:

- 1 _____ We will be fair, honest, transparent and ethical in our conduct; everything we do must stand the test of public scrutiny.
- 2 _____ We will integrate environmental and social principles in our businesses, ensuring that what comes from the people goes back to the people many times over.
- 3 _____ We will be passionate about achieving the highest standards of quality, always promoting meritocracy.
- 4 _____ We will be bold and agile, courageously taking on challenges, using deep customer insight to develop innovative solutions.
- 5 _____ We will invest in our people and partners, enable continuous learning, and build caring and collaborative relationships based on trust and mutual respect.

These universal values serve as the foundation for the Tata Code of Conduct. They find expression within the value system of every Tata company.



OUR EMPLOYEES

Equal opportunity employer

When recruiting, developing and promoting our employees, our decisions will be based solely on performance, **merit**, **competence** and potential.

We shall have fair, transparent and clear employee policies which promote **diversity** and **equality**, in accordance with applicable law and other provisions of this Code. These policies shall provide for clear terms of employment, training, development and performance management.

Dignity and respect

Our leaders shall be responsible for creating a conducive work environment built on **tolerance**, understanding, **mutual cooperation** and respect for individual privacy.

- 4 Work with a partner. Discuss if and how the values in the sections from the *TATA Code of Conduct* in 2 and 3 are represented in your company.
- 5 ► 11.1 Listen to a discussion about a study of global attitudes to American brands and cultural values by the market research company NOP World and answer questions 1–3.

- 1 According to the study, why have global attitudes to America changed?
- 2 What does Carla say has been the effect on certain American brands?
- 3 What arguments does Doug make which challenge the results of the study?

- 6 Match the adverb + adjective combinations in the list from the discussion to the statements 1–8 that are closest in meaning.

potentially disastrous profoundly worrying relatively stable
unexpectedly rapid appreciably more hostile irretrievably damaging
significantly different increasingly difficult

- 1 'It's going to get harder and harder.' _____
- 2 'Compared to earlier, the price hasn't changed much.' _____
- 3 'The variation between them is noticeable.' _____
- 4 'We didn't think it would change that quickly.' _____
- 5 'It could be a major problem and we can't ignore it.' _____
- 6 'I've noticed recently that they seem quite negative towards us.' _____
- 7 'We're really concerned about this problem.' _____
- 8 'We won't be able to reverse the effects of this.' _____

- 7 Which adverbs in 6 could be replaced by *noticeably*, *comparatively*, *considerably* or *surprisingly* without changing the meaning?

» For more exercises, go to **Practice file 11** on page 122.

- 8 Rewrite statements 1–7 using the adverb in brackets and an appropriate adjective, so that the meaning remains the same.

- 1 We are very concerned about the downward trend in our share value.
(profoundly)
 The reduction in _____.
- 2 In comparison with last year, staff turnover hasn't been as high as expected.
(comparatively)
 The number of people _____.
- 3 The company's reputation has been permanently damaged by last year's share-dealing scandal. *(irretrievably)*
 Last year's share-dealing scandal _____.
- 4 It's becoming less and less easy to find well-qualified people to join the team.
(increasingly)
 Recruiting _____.
- 5 I can't believe how quickly market conditions have changed. *(surprisingly)*
 The change in _____.
- 6 It's essential to remember that in many respects our cultures are not at all similar. *(considerably)*
 Don't forget that _____.
- 7 It's obvious that their attitude towards us is not as friendly as it used to be.
(noticeably)
 Their attitude _____.

- 9 Work with a partner. Student A, turn to page 142. Student B, turn to page 137. After reading your information, explain the situation to your partner. Highlight the key problems, and say what it will mean for the company. Use the phrases in the list to help you.

This is ... It has been ... It's going to be ... The situation is ... The customers are ...

- 10 Work with a partner. Prepare a short statement about your company's values for a group of new employees and explain why these values are important.

Context

Alanas Pharma Inc. is a cosmetics firm based near Barcelona, Spain. Its products have had a run of poor reviews in women's magazines, and it received some bad publicity in Germany and the Netherlands over its animal testing policies. It hopes to reverse this negative perception with its new range of skin creams – all organic and hypo-allergenic. The plan is to launch the range at an international cosmetics exhibition in Berlin in two months' time. The company has outsourced production to a factory in South Korea and is expecting the first batch of stock to be shipped to Berlin in time for the launch.

Business communication | Reaching agreement



- 1 Read the email from the production manager, Hyun-Ki, at the factory in South Korea. What is the problem? What issues might this problem cause for the marketing managers, Laura and Andrew?

✉

Dear Laura and Andrew

I am very sorry to say that we are having difficulties meeting your order. Please can we speak to discuss this? May I suggest a conference call with both of you, along with me and my logistics manager, Jin-Ho, at 8.30 a.m. tomorrow (Spanish time)?

Kind regards

Hyun-Ki

Production manager

- 2 ▶ 11.2 Listen to the first part of the conference call. Work with a partner and discuss questions 1–3.
 - 1 What exactly is the problem at the factory?
 - 2 Who is more sympathetic about the problem, Laura or Andrew?
 - 3 What could happen to Alanas Pharma Inc. if the problem is not resolved?
- 3 Put expressions 1–7 from the first part of the conference call into categories a–c.
 - 1 We are in a very difficult situation.
 - 2 Let's try to find a way round this.
 - 3 I'm afraid this is beyond our control now.
 - 4 I'm afraid it is just not possible.
 - 5 Changing the situation is no longer possible.
 - 6 I have to say 'no' to a new arrangement.
 - 7 Having considered all other options ...
 - a Refusing to change plans: _____
 - b Accepting the need to change plans: _____
 - c Describing the current position: _____

Key expressions

Stating the position

We are in a very difficult situation.

This is beyond our control.
Having considered all the options ...

Initiating a negotiation

Could you make do with ...?
What would you say to doing ...?
Would you consider ...?

Showing a willingness to negotiate

Let's try to find a way round this.
That's not out of the question.
I'd be willing to ...

Being unwilling to negotiate

I have to say 'no' to ...
That's out of the question.
I'm afraid it is just not possible.
I refuse to budge on this.
I have to stay firm on this.
That just won't work.
We can't possibly ...

Agreeing on a solution

Are we all agreed?
I'll go along with ...
That sounds feasible.

4 ▶ 11.3 Listen to the second part of the call. Work with a partner and discuss questions 1–3.

- 1 What suggestions are put forward?
- 2 How do the others react to the suggestions?
- 3 Which of the suggested solutions would you have chosen?

5 ▶ 11.3 Listen again and complete expressions 1–10.

- 1 No, no, that's _____ the question.
- 2 No, that _____ work.
- 3 Would you _____ accepting delivery by the final day of the exhibition?
- 4 That's not out of _____.
- 5 I refuse _____ on this.
- 6 I have to _____ on this.
- 7 Could you _____ with some samples of the product?
- 8 We can't _____ that.
- 9 What would you _____ a smaller run for us?
- 10 Yes, I'd _____ to prioritize that.

6 Which expressions in **5** would be used by someone who ...?

- a is trying to reach a compromise
- b is not willing to compromise
- c might be prepared to compromise
- d knows that what he/she is offering is not really satisfactory

7 ▶ 11.4 Listen to the final part of the conference call and answer questions 1–2.

- 1 What solution do they come up with? Compare it with your answer in **4**.
- 2 Do you think they have come to an acceptable agreement for all parties?

8 ▶ 11.4 Listen again and write the three expressions they use to agree on a solution.

- 1 _____
- 2 _____
- 3 _____

9 Work with a partner. **Student A**, turn to page 143. **Student B**, turn to page 137. Then follow steps 1–2.

- 1 Have a discussion and agree on a solution to the problem, using the expressions from the *Key expressions*.
- 2 Compare the solution you came to with other pairs in the class. Did the employee or the line manager benefit most from your solutions?

» For more exercises, go to **Practice file 11** on page 122.

10 Work with a partner. Think of a problem or a change you would like to make at work. Use an idea from the list or one of your own. Then follow steps 1–3.

- a pay rise
- a move to another office
- longer schedules
- more annual leave
- cooking facilities at work
- free parking

- 1 Discuss with your partner how you want to present your proposal for change and think about what the effects will be on you / your colleagues / your work.
- 2 Make brief notes about your proposal and then give them to another pair to analyse.
- 3 Read the notes from another pair and think of some possible objections to their proposal.

11 Now work together with the other pair. Take turns to discuss each other's proposal and negotiate a solution.

Culture question

Think about your negotiation style.

- How competitive are you during negotiations? Do you like to start with potentially unrealistic offers/expectations?
- Do you expect confrontation or do you try to avoid it?
- Do you prefer to base your arguments on logic or on emotions? Why?
- Do you think that negotiation style is connected to culture, to personality or to both? Why? Can you think of some examples?

Language at work | Participle clauses and inversion for emphasis and formality

1 Match the participle phrases in *italics* in 1–6 to the descriptions a–e.

- 1 *Faced with* a few new developments here, we now have some capacity issues.
- 2 *Offering* flexibility on these dates just isn't going to work for us.
- 3 *Given* the unexpected increase in volume, we now have a big backlog of work.
- 4 Well, *knowing* how our production works, I think we need an extra three weeks.
- 5 *As changing* the situation is no longer possible, let's try to find a way round this.
- 6 *Having considered* all other options, we have to ask for an extension to our deadline.

- a present participle verb __, __
- b conjunction + present participle verb __
- c participle phrase, used instead of the present perfect __
- d past participle verb + conjunction, used instead of the passive __
- e past participle verb, used instead of *because of* __

2 Complete sentences 1–6 using the phrases from the list. Sometimes more than one answer is possible.

after meeting faced with given having read knowing offering

- 1 _____ the reports, it's obvious how the scandal started.
- 2 _____ about their involvement in the scandal, I stopped buying the product.
- 3 _____ that I had worked there for 20 years, I was surprised by the news.
- 4 _____ the new CEO, it's easy to see why he's so popular.
- 5 _____ the news about the scandal, he had no alternative but to step down.
- 6 _____ the CEO a huge pay-off was the only way we could get her to resign.

3 Compare the sentences in A and B, and answer questions 1–2.

- 1 What happens to the verb and subject after the phrases in *italics* in B?
- 2 Why might you choose to use the B sentences rather than the A sentences?

A	B
One of our contracts has just trebled their order and another new contract has just come in.	<i>Not only</i> has one of our contracts just trebled their order, but another new contract has just come in.
We have never suggested that we can be flexible on these dates.	<i>At no time</i> have we suggested that we can be flexible on these dates.
Staff will not be paid overtime for working extra hours in any situation.	<i>Under no circumstances</i> will staff be paid overtime for working extra hours.

» For more information, go to Unit 11 **Grammar reference** on page 132.

4 Rewrite these sentences using an inversion to add emphasis or formality.

- 1 We will never be willing to compromise our customer-care policy.
At _____.
- 2 There is no situation in which we will negotiate a new deal.
Under _____.
- 3 You asked us to cut our costs *and* reduce our lead time.
Not _____.

» For more exercises, go to **Practice file 11** on page 123.

5 Some health and safety rules in your company have been ignored recently, resulting in injuries to staff. You need to make an announcement to remind staff of the rules and procedures. Work with a partner and create a formal statement using the phrases in 1–4. Include some of the following issues:

- ignoring fire drill procedures
- driving and cycling on site
- not wearing protective clothing
- carrying heavy loads

Make your announcement to the rest of the class.

Key word | mean

Match the use of *mean* in 1–5 to definitions a–e.

- 1 *I don't mean* to sound rude.
 - 2 *I mean*, ... it's just that ...
 - 3 *You mean* I'm not smart enough?
 - 4 It just seems a bit *mean* ...
 - 5 You haven't told us what these figures actually *mean*.
- a in other words
b signify
c I'm saying
d ungenerous
e it's not my intention

Practically speaking | Raising a difficult point**1 ► 11.5** Listen to five conversations at work and answer questions 1–2.

- 1 In each case, what is the difficult point that is raised?
- 2 How does the person raising the point sound? How does the other person respond?

**2 ► 11.5** Listen again and complete sentences 1–5.

- 1 Look, _____, but could you try to be a bit quieter when ...
- 2 OK, well ... Look, _____. Please _____, but ... do you think it would be possible ...
- 3 Look, _____ ... I know you spent a lot of time on it ... You see _____, it really needs a bit more work.
- 4 I'm not _____, but, well, I'm really delighted about ...
- 5 With _____, Thomas, _____ I don't think it's quite as simple as that ... _____, there is still an enormous number of unanswered questions.

3 Rewrite statements 1–5 using phrases from 2 to make them less direct.

- 1 Your design for the new brochure is rubbish. We're going to ask someone else to do a new version.

- 2 Your laugh is really loud and annoying. It disturbs everyone else in the office.

- 3 The price you have quoted for this job is ridiculously high. There is no way we can afford to pay this amount.

- 4 Your performance over the last year has been really poor. We're not going to increase your pay until you start improving.

- 5 Stop leaving your unwashed mugs around the office. They always go mouldy and they're disgusting!

» For extension and revision, go to **Useful phrases** on page 136.

4 Work with a partner. Have a conversation about one of these situations. Take turns to raise the difficult point using an appropriate phrase.

- 1 You share a small office. One of you constantly has meetings with other colleagues in the office. It's very difficult to work while this is happening.
- 2 You are in a meeting. One of your colleagues presents some facts or figures which you know are completely wrong.
- 3 One of your colleagues is taking a lot of time off work, officially because of stress, and this is increasing the workload and stress for the other team members.
- 4 Your colleague has produced some publicity material which doesn't match the brief they were given – you know they've worked hard on this, but it isn't right.

TALKING POINT

Context: Olympus

In 2011, the Japanese camera and medical equipment company, Olympus, admitted to hiding investment losses dating back to the 1990s. The revelation came after the firm's British president, Michael Woodford, went public with allegations that the company had wasted \$1.4bn (£880m) on buying companies for inflated prices, as a way of covering up old losses. He was subsequently fired. The company's shares plunged in value when Olympus bosses confirmed the attempts to conceal losses and apologized. Which makes Mr Woodford perhaps the most highly placed executive ever to turn into a whistle-blower. So what made him do it?

Blowing the whistle

Michael Woodford was interviewed by the BBC at the time, in 2011.

Michael Woodford: We had bought in 2008 three, I have named them, 'Mickey Mouse' companies. Olympus is a high-tech healthcare and consumer electronics company. We had bought companies with no turnover, which made face cream sold by mail order and microwave dishes, and we paid nearly \$1bn for these companies which were nothing.

Interviewer: So what was this covering up?

Michael Woodford: In Japan the story is becoming more and more generalized: you know, what is going on? How could things like this exist for 20 years? Two of the world's largest accountancy firms have been signing off our account, how could it be hidden? What is the oversight? The western shareholders, the American, European, Hong Kong, they are asking me to go back, but the Japanese shareholders have not said anything. I mean the company has lost 80% of its value since I was dismissed three-and-a-half weeks ago. It has now been put on the watch list by the Tokyo Stock Exchange. It's in a critical position. But the Japanese shareholders haven't said a word.

Interviewer: Is there an argument though that actually the people who were covering this up recently were trying to protect their predecessors, they didn't want anybody to lose face, that it was actually partly a cultural response?

Michael Woodford: To do that, you have lost your whole orientation between right and wrong. And blind loyalty or unconditional loyalty is a dangerous thing.

But it won't be like past scandals in Japan, it can't be brushed under the carpet. And if any good comes out of this, that Japan changes its corporate approach to the way corporations are managed and it will be worthwhile in a more general sense.

Interviewer: Do you want to go back there?

Michael Woodford: I will go back if the shareholders want me, it's their decision. If they say they don't want me because what I have done is inharmonious, then that tells you that Japan isn't changing and it needs to change.



Discussion

- 1 Why do you think Michael Woodford got fired?
- 2 Do you think the reasons are more connected with differences in the company values or cultural values?
- 3 Look at a few examples of cultural values below. Discuss whether you think each value is more British or more Japanese. What impact do you think the differences might have on international business? Complete the table with your ideas.

Value	British	Japanese
Speed		
Deference to hierarchy		
Individual contribution		
Group harmony		
Risk-taking		
Informality		
Saying what you think		
Accountability		
Reaching a consensus		

- 4 With these values in mind (and others you may be aware of), what do you think Michael Woodford could have done differently?

Task

- 1 In order to make it clear to everyone what the expected standards, values, beliefs and ways of behaving are, many companies have a 'Code of Conduct'. As an ongoing measure they also have regular 'Compliance Training' sessions. With a partner, list what you would expect to read in a 'Code of Conduct' or in 'Compliance Training' sessions. What kind of questions would you expect to be asked?
- 2 Work with a partner. You are going to hold a meeting to agree on five values for your company, and write the framework for your company's Code of Conduct. Thinking about your company and cultural values, prepare your main points.
- 3 Work in a group of four and hold the meeting. When you have finished, complete the notes below and then present and justify your decisions to the rest of the class.

Our values are:	
The main points of our Code of Conduct are:	
The way we will check acceptance and understanding is:	



12

Persuasion

Starting point

1 Which of your decisions (both personal and work-related) are influenced by the following, and to what extent?

- family/friends
- colleagues/managers
- media/advertising
- sales people
- politicians
- statistics
- celebrities

2 Are you easily persuaded? Give examples to explain why/why not.

Working with words | Persuasion and influence

1 How does advertising manipulate what we think and the choices we make? Read the text and compare your ideas.

JUST HOW EASILY ARE *YOU* PERSUADED?

How many forms of advertising do you encounter on your journey to work every day? Can you remember any of the advertisements? Probably not, but somehow the images you see will make an impression, whether you are aware of it or not. Are we taken in by these messages? Of course we are, because it's the advertisers' job to generate demand for the product. But how do they do it? On a very simplistic level, advertising can be divided into three broad areas which identify how we are influenced.

1 Need Can you imagine a life without mobile phones? It wasn't actually that long ago (1992) when the Global System for Mobile communications (GSM) started, and less than 1% of people globally used a mobile phone. Clever marketing promoted the consumption of mobile phones by highlighting their usefulness and the 'necessity' of being reachable. Advertisers targeted our busy lifestyles and sold us a tool which made communication possible wherever we were. We didn't actually need mobile phones, but the need was created and the advertising was then tailored towards it. The mobile phone industry had taken off.

2 Belonging The images we are shown by advertisers tap into our fears of becoming an outsider. Two of the most basic human needs are love and a sense of belonging, so to show images of families and groups of people having fun together subconsciously plays on our emotions. This powerfully persuasive tool works especially well on young people. Take the soft drinks industry for example; the advertising tends to reinforce an association between young people and the product, appealing to young people's desire to be 'cool' and be part of the 'in' group. The product itself then becomes an icon for being 'in' and young people are keen to buy into this image.

3 Esteem As we get older, our urge to conform becomes less important and we are subconsciously attracted to things which gain us more respect or elevate our social status. Advertisers put across this message by using images which say 'if you buy this, you'll be more successful, healthier, younger, a leader ...', etc. Therefore, the person who has been holding out for recognition of his or her earning power may buy an expensive car. Often celebrities are selected to endorse a product because the target group aspires to live up to this person's image. Take the L'Oréal advertisements for expensive hair and beauty products; the celebrities may not all be young, but they look young and declare (in most languages), that it's 'because I'm worth it!'

2 Work with a partner. Think of your own examples of advertisements which target the areas of *need*, *belonging* or *esteem* and discuss how they achieve this.



3 Match phrases 1–13 to definitions a–m.

- | | |
|------------------------------------|--|
| 1 reinforce an association between | a encourage people to buy something |
| 2 tailor something towards a need | b promote the connection between two things |
| 3 promote consumption of | c create the need for something |
| 4 generate a demand for | d adapt something to suit a requirement |
| 5 hold out for | e attract or interest someone in something |
| 6 appeal to | f wait until you get what you want |
| 7 live up to | g notice something and react to it |
| 8 play on (emotions) | h use or exploit something for your own benefit |
| 9 be taken in by | i be as good as someone expected |
| 10 buy into | j believe in something |
| 11 pick up on | k be persuaded to believe something that might not be true |
| 12 put across (message/idea) | l take advantage of someone's feelings |
| 13 tap into | m convey/communicate some information |

4 Work with a partner. Look at the three advertisements on the left. Using phrases from 3, discuss what each advertisement is trying to achieve.

5 ▶12.1 Work with a partner. Listen to the interview with Jacob McFarlane, a marketing specialist, and answer questions 1–3.

- What does he say about how advertisers approach selling a product in the US?
- How are Denmark, Russia and China different?
- What might Jacob McFarlane say about advertising in your culture?

6 Complete comments 1–8 using the words from the listening in the list.

materialistic exploitative consumer profile USP
 motivational aspirational status anxiety market penetration

- The way Sam is expected to take leave when he goes to trade conferences is awful. His company just takes advantage of him – it's so _____.
- We need to think again – there's nothing at the moment to distinguish our product from the rest on the market. Can't you come up with an exciting _____?
- Klara has a very _____ lifestyle. She's never satisfied with what she's got – she always wants to feel that she's moving onwards and upwards in her career and her life.
- Jean-Noel is totally obsessed with money and possessions – he always wants to earn more so he can buy the latest designer products. He's incredibly _____.
- We went to an external sales-training course last week. Absolutely fantastic! The trainer's approach was really _____ and I can't wait to try out his ideas.
- How can we advertise this product when it's got such a high price tag? It won't be normal people we're targeting – only those who hate to feel they can't keep up with the neighbours and who have a high level of _____.
- I've just heard the competition is developing a similar product to our X1-11. That means we have to ensure _____ is aggressive or we'll miss out.
- The marketing of the new chocolate bar wasn't very successful. Surveys show the under-20s are buying it, but most potential customers aren't being reached. We'll have to analyse our _____ again.

» For more exercises, go to **Practice file 12** on page 124.

7 Discuss your own company or a company you know well. How does it market itself? Is it effective? Would the marketing be effective in other cultures?

Context

Ranjit Shetty, an entrepreneur based in Edinburgh, has a flourishing advertising company (AA Ads) which has focused on print media up to now. He has the opportunity to break into multimedia advertising after recruiting a colleague with expertise in this field. He has also secured financial backing, but Ranjit now has to sell his diversification concept to his key staff.

Business communication | Selling an idea



- 1 Work with a partner and discuss questions 1–2.
1 What are some of the reasons for a company to diversify?
2 How important is it to gain staff acceptance of new ideas and plans?
- 2 ▶ 12.2–12.5 Listen to four extracts from Ranjit’s presentation and answer questions 1–4.
1 What does Ranjit think will happen if the company doesn’t diversify now?
2 What are the advantages of moving into multimedia advertising?
3 What steps will be taken to help the company achieve this?
4 Why does Ranjit think the company is in a strong position?
- 3 ▶ 12.2–12.5 Listen to the four extracts again and answer questions 1–2.
1 Which of the following attitudes does Ranjit convey during the presentation?
• assertive
• upbeat
• pushy
• enthusiastic
• tentative
• insincere
2 Which of the following techniques does he use to convince the audience of his concept and keep their attention? Tick (✓) the techniques he uses.

invites audience members to speak		uses rhetorical questions	
addresses the audience directly		uses word stress and intonation	
asks the audience to do an activity		shocks the audience	
uses visuals		speaks slowly	
keeps a fast pace		uses tripling (lists of three points)	
uses positive language/ vocabulary		shouts at times	
plays music		speaks with enthusiasm	

Key expressions

Establishing the need for change

I know that, like me, you are concerned about ...
 What comes across from talking to you is ...
 It's become apparent that ...
 We could be missing out on a great opportunity if we don't ...

Building the argument

We not only benefit from ..., we also gain ...
 Not only that. It's also essential that we ...
 OK, that's the first benefit. Now, the second point ...
 In addition to that ...

Acknowledging different points of view

Having said that, it's important to remember ...
 I accept that ... but we have to recognize that ... / put this into perspective ...
 You could argue that ..., but on balance ...

Reinforcing the message

So, as I said before, ...
 ... is achievable. No question. We're in an extremely strong position. Why? Because ...
 We're committed, we're motivated, and we believe in what we do.

Asking for commitment / concluding

I very much hope that ...
 Please give serious consideration to ...
 We can't afford to miss this opportunity ...
 I'm calling on you to ...

4 Match categories 1–5 to explanations a–e.

- | | |
|--|--|
| 1 reinforcing the message | a saying why change is necessary |
| 2 acknowledging different points of view | b making your beliefs absolutely clear |
| 3 establishing the need for a change | c adding more information |
| 4 asking for commitment | d dealing with counter-arguments |
| 5 building the argument | e getting people on board |

5 Match expressions a–j to categories 1–5 in 4.

- a Not only that. It's also essential that we ... ____
 b ... having said that, it's important to remember ... ____
 c We're committed, we're motivated, and we believe in what we do. ____
 d I know that, like me, you are concerned about where we're going. ____
 e We could be missing out on a great opportunity if we don't ... ____
 f OK, that's the first benefit. Now, the second point ... ____
 g You could argue that ..., but on balance ... ____
 h ... is achievable. No question. ____
 i Please give serious consideration to ... ____
 j I'm calling on you to ... ____

6 Work with a partner. Look at the slides for this presentation and discuss which expressions from the *Key expressions* the speaker could use for each point. Then practise giving the presentation to each other.

1

Why change from once-yearly to twice-yearly staff appraisals?

- Many staff want it
- Helps HR focus its goals
- Short-term goals are easier to visualize for staff

2

How do we benefit?

- Avoid losing staff by picking up on employee dissatisfaction quickly
- Will ensure motivated staff
- Will keep us all proactive

3

Possible issues with solutions

- Time-consuming – HR will assist
- Some staff resistance – voluntary basis to begin with
- Costs – more appraisals = more training? (not clear if this is true yet)

4

What next?

- Great staff – make them even better!
- HR will support us
- Help retain our best staff – give them what they want!

» For more exercises, go to **Practice file 12** on page 124.

7 Work with a partner. Think of an idea for your own department or company – it can either be completely new or one that has already been implemented. Prepare a mini-presentation to persuade your colleagues to adopt this. Find out if you have convinced them.

Language at work | Discourse markers

1 ▶ 12.6 Listen to the presentation extracts and complete sentences 1–12.

- 1 I've been doing some research into our position in the market and what opportunities are available to us, and _____, I'm excited.
- 2 I'm excited because what comes across from talking to you is your collective enthusiasm in what we do and your genuine wish for us to succeed. _____, without your support my plans won't be possible.
- 3 _____, things are going well now, but ...
- 4 We could be missing out on a great opportunity if we don't diversify – _____, this won't be cheap and it won't be easy.
- 5 _____, I can't expect you to buy into this plan without some facts.
- 6 _____, studies show that most companies only invest a small percentage of their advertising budget in print media.
- 7 _____, most of our customers want agencies that offer a variety of advertising media – they want options.
- 8 _____, this information should ring alarm bells for us.
- 9 ... we're third in our region for print media. _____, I'm not happy with that.
- 10 Ravi, our key account manager, actually comes from the field of online advertising so he's going to be our guru, _____.
- 11 Now, _____ before, we've secured external investment for our diversification plan and we've employed a consultant.
- 12 ... we have to recognize that this person is an expert, and they may well see things, opportunities, that we might not. _____, he's on our side.

2 Match the discourse markers in 1 to categories a–e. Note that some discourse markers can fit into more than one category.

- a Indicates how open the speaker is going to be: _____
- b Connects information from before with something that will follow: _____
- c Emphasizes how clear/fundamental the following point is: _____
- d Indicates words are used which don't have their normal meaning: _____
- e Indicates change of topic: _____

» For more information, go to Unit 12 Grammar reference on page 133.

3 Complete these extracts from an internal presentation to a sales department with a discourse marker from 1. Use the information in brackets to help you.

Our department has faced a lot of criticism recently. ¹ _____ (*I'm giving you some very frank information*), it's the worst we've had for a long time, so things must change. ...

² _____ (*I know this point weakens my position*), we should have recognized our sales had been consistently low, but we didn't and we've got to face the consequences. ³ _____ (*this point is expected*), management want to know what

we're going to do about things. ⁴ _____ (*this is clear*), I'm not going to blame anyone, ⁵ _____ (*I'm adding some additional, true information*), it's no one's fault. ...

So, moving on, ⁶ _____ (*this is the main idea*), we're suggesting we regroup. This will refresh the team and ⁷ _____ (*I've already mentioned this*), the low sales are no one's fault, so there's no one person who should feel unhappy about moving teams. ⁸ _____ (*here's*

another true piece of information), we are also thinking of redefining our sales strategy too. ⁹ _____ (*I'm contrasting that information with a less strong message*), we don't want to change things too much so the sales staff start to feel alienated. ...

¹⁰ _____ (*I'm changing subject*), on Monday it's going to be a brand new start ¹¹ _____ (*not literally, but figuratively*) and ¹² _____ (*I'm telling you exactly how I feel*) I can't wait to begin!

» For more exercises, go to Practice file 12 on page 125.

4 Work with a partner. Take turns to talk about recent news in some of the categories below. Use as many of the discourse markers from 1 as you can.

- company news
- international news
- celebrity news
- national news
- competitor activity
- personal news

Key word | kill

Match the use of *kill* in 1–6 to definitions a–f.

- 1 I'm going to have to sit down, my feet *are killing me*.
 - 2 I heard he *made a killing* from selling doughnuts at the World Cup!
 - 3 ... but don't tell Sandra – she'd *kill me* if she knew what I'd done!
 - 4 When I heard José wanted to become a singer, I *killed myself laughing* – I mean, he's tone deaf!
 - 5 *It won't kill you* to admit we targeted the wrong market with that advert.
 - 6 John asked Abi about her new job, but she hadn't been asked to second interview – it was a real *conversation killer*!
- a to make a lot of money from something
 - b to laugh a lot about something
 - c to be a lot of effort to do something
 - d to be very angry about something
 - e to hurt
 - f to stop something abruptly

Practically speaking | Giving and responding to compliments

- 1 ▶ **12.7** Listen to six conversation extracts and answer questions a–c.
 - a Which extracts include a compliment on someone's appearance? ____
 - b Which extracts include a compliment on someone's work/achievement? ____
 - c In which extracts does one or both of the speakers seem uncomfortable? ____



- 2 ▶ **12.7** Listen again and decide why the speakers might feel uncomfortable in some of the extracts?
- 3 Look at phrases 1–15 from the extracts in 1. Decide which are used to compliment someone (C) and which are responses to a compliment (R).
 - 1 That was great. ____
 - 2 A very worthwhile meeting. ____
 - 3 Thanks. ____
 - 4 Thank you. I felt it went well. ____
 - 5 You're looking well. ____
 - 6 I like your ... ____
 - 7 I thoroughly enjoyed your talk. ____
 - 8 It was very interesting. ____
 - 9 I don't know how you can say that, but thanks anyway. ____
 - 10 I'm glad you enjoyed it. ____
 - 11 Great design. ____
 - 12 I love ... ____
 - 13 I was hoping it would be well received. ____
 - 14 Well done, you all did a great job. ____
 - 15 You have very nice ... ____

» For extension and revision, go to **Useful phrases** on page 136.

- 4 Work with a partner. Use phrases from 3 and have conversations 1–4. Avoid making your partner feel uncomfortable and respond to compliments appropriately.

Conversation 1

A You've just given a presentation.

B Compliment your partner on his/her presentation.

Conversation 2

B You've brought in a homemade cake for a colleague's birthday.

A Compliment your partner on his/her cake.

Conversation 3

A You've presented a new package design to your company.

B Compliment your partner on his/her design.

Conversation 4

B You have a new haircut.

A Compliment your partner on his/her hair.

Culture question

- How would you feel if someone complimented you on a) your general appearance, b) a specific part of your appearance – eyes, hair etc., c) your belongings?
- Do you know of any cultures where these types of compliments are not appropriate?
- Does it depend how the compliment is made and who is making the compliment?

Viewpoint 4 | Leading the future

Preview

In this video lesson, you will watch two different interviews with Professor Tim Morris and Professor Jonathan Trevor. They look at how our view of leadership has changed in the last century and make predictions about leadership roles in the future.



Profile

Tim Morris is Professor of Management Studies at Saïd Business School. He lectures on the Oxford Advanced Management and Leadership Programme.



Focus

- 1 Read the different descriptions of ways of doing things in business (1–12). Decide if each description refers to business practice in the past, present or future.
 - 1 Short-term and temporary contracts are the norm.
 - 2 All basic routine jobs are automated (e.g. robots assemble cars).
 - 3 Office workers do a nine-to-five day.
 - 4 Leadership skills are only needed at board level.
 - 5 The role of the worker is only to follow orders and not question decisions.
 - 6 Working in teams is the most effective way to reach decisions.
 - 7 Remote working is the norm.
 - 8 Employees need a variety of skills and continuous retraining.
 - 9 A manager's primary purpose is to maintain the current system.
 - 10 Typically, most managers are male.
 - 11 Companies with flat structures are more efficient than those with hierarchies.
 - 12 Everyone must learn how to manage change.
- 2 Work in groups. Compare and discuss the reasons for your answers in 1. Then think of three more descriptions (of the business world and the workplace) that you can categorize in the past, present and future.
- 3 The speakers in the videos use the following words and phrases. Match 1–10 to definitions a–j.

1 humdrum and mundane	a thinking about your past performance
2 contingent	b the ability to imagine the future and plan for it
3 vision	c a powerful type of personality which attracts, impresses or influences other people
4 continuity	d boring and always the same
5 self-reflecting	e maintaining the current situation so nothing changes
6 charisma	f an important characteristic of someone or something
7 intrinsic	g dependent upon
8 set of traits	h increase or grow quickly
9 escalate	i achieve everything you are capable of
10 fulfil potential	j group of characteristics

Leadership from past to present

- 4 01 Watch Tim Morris answering three different questions. Number questions A–C in the order he answers them (1–3).
 - A At what stage in their career do people emerge as leaders in business? ____
 - B How different is being a manager and being a leader? ____
 - C What do we need to learn in order to be a leader? ____
- 5 02 Watch the first part of the interview again. Tim Morris says that in the past we tended to associate leaders or managers with the aspects of business below. Were the aspects associated with leaders (L) or managers (M)?

vision ____	making things work effectively ____
running systems ____	monitoring ____
long-term strategy ____	change ____
continuity ____	managing the organization's environment ____
innovation ____	
- 6 Why does Tim Morris think these past ideas about leadership and management are false?

Glossary

come into your own to be useful and successful in a certain situation

figurehead of political brokering someone who represents the company when negotiating

grasp the nettle force yourself to do something difficult

the cream always rises to the top the best people will naturally succeed

thrown into the deep end given a challenge with little or no preparation or assistance

thrust into the role forced to take on a job you didn't ask for or want

- 7 03 Watch the second part of the interview again and decide if Tim Morris thinks the statements below are true (T) or false (F). Note down any words or phrases he uses that support your answers.
- 1 Most leaders start to emerge in their late-twenties or early-thirties. ____
 - 2 In many companies, leadership development often takes place intensively in people's thirties and forties. ____
 - 3 In the modern entrepreneurial world some people experience their first leadership challenge in their twenties. ____
 - 4 If you haven't become a leader in your forties or fifties then it's probably too late. ____
 - 5 Increasingly, women are coming back to their careers and taking on leadership roles. ____
 - 6 Don't think you are ever too young or too old to be a leader. ____
- 8 04 Watch the third part of the interview again about how to learn leadership. Make notes on what Tim Morris says about these three areas and why they are important.
- Experience
 - Formal learning
 - Self-reflection
- 9 Work with a partner and discuss the questions below. Then report back to the rest of the class.
- 1 In your experience, would you say that the skills of managers and leaders tend to be different or that they often overlap? Can you give examples from your own workplace to support your answer?
 - 2 Did any of Tim Morris's descriptions in the second part of his interview reflect your own experience of taking on leadership roles? What did you think of his views on age and gender in relation to leadership?
 - 3 Based on your own experience, describe how important 'experience, formal learning, and self-reflection' have been in your own career development. Has one aspect been more important than another?

Profile

Jonathan Trevor is Associate Professor of Management Practice at Saïd Business School. He is an expert in organizational theory, human resource management and the future of work.



Leadership in the future

- 10 05 Watch part of an interview with Jonathan Trevor talking about how our view of leadership will need to change in the future. Answer questions 1–7 in as much detail as possible.
- 1 In what way does Jonathan Trevor compare the traditional view of a leader with top-flight athletes?
 - 2 In the traditional view of leadership traits, which one is the most important?
 - 3 What word does Jonathan Trevor use to describe these past ideas on leadership? Why?
 - 4 In what ways will change impact on our working lives in the future?
 - 5 Instead of seeing leadership as a set of traits, how does he think we should see it?
 - 6 In the future, what will all organizations expect us to be capable of doing?
 - 7 How should we all see work in the future, according to Jonathan Trevor?
- 11 05 Work in groups and compare your notes in 10. Then watch the video again and add any further details to your answers.

Managing and leading in the future

- 12 Work in groups. Prepare a one-day course entitled 'Managing and leading the future'. The aim is to prepare people from your own company or people working in your areas of business with the new skills that they are likely to need in the future. The day includes four workshops on different topics. Decide on the name of each session and then list the main aims of each one.
- 13 Present and compare your training schedule with the other groups.

1 | Practice file

Working with words

- 1 Complete these sentences with the verbs from the list. Change the form of the verb if necessary.

*build (x2) process form manage take
read keep (x2) give weigh up work*

- 1 Jens found it difficult to _____ the situation at MMK – he couldn't understand what was going on at all.
- 2 If you want to _____ good relationships with clients from other cultures, you need to inform yourself about their customs and ways of doing things.
- 3 Before relocation, we _____ the pros and cons of staying in our own country or moving to a new location with lower costs.
- 4 I can't give you a final decision until I've _____ all the information you sent me.
- 5 I'll _____ my eyes open when I go to the meeting in Tokyo so I can learn about office etiquette.
- 6 Here in the south, we like to _____ our time to get to know people before we do business with them.
- 7 Some people _____ an opinion of a company based on first impressions, so the attitude and behaviour of reception staff is very important.
- 8 My six-month placement with ACI _____ me an insight into how business is conducted in India.
- 9 Erik will be managing a multicultural team so he'll need to _____ his intercultural skills.
- 10 Sanjit's move to the European office will _____ both ways – he'll learn about our culture and we'll get extra help with the project.
- 11 For me, the hardest part of doing business in a different culture is _____ unknowns – I don't like dealing with unfamiliar situations.
- 12 Petra _____ an open mind while she was investigating the cause of the communication breakdown – she wanted to talk to everyone before she reported to the CEO.

- 2 Replace the words/phrases in *italics* with adjectives from the list. Make any changes that are necessary.

*out-of-the-way outspoken run-of-the-mill
down to earth unexpected low-key
up-and-coming time-consuming easy-going
open-minded tedious self-assured*

- 1 Sam is very *practical and sensible* _____, which helps us keep things in perspective when there are problems in the office.
- 2 DDM's new office building is attractive, but it's *quite difficult to get to* _____ and doesn't have good transport links.
- 3 I was *open and honest* _____ in my criticism of the plan and this offended my hosts.
- 4 I don't like to attract a lot of attention so my retirement party was *simple and not extravagant* _____.

- 5 The position they offered was not particularly interesting – in fact it was rather *ordinary* _____.
- 6 One of the most *surprising* _____ things was the number of times meetings were rescheduled.
- 7 My manager has a *relaxed* _____ attitude towards timekeeping so I don't worry if I'm late for work.
- 8 This project is *taking a lot of time* _____, so hopefully the results will pay off.
- 9 We prefer to do business with companies that are *willing to listen to different ideas* _____ and not afraid to take risks.
- 10 Sometimes the fact that he is so *confident in himself* _____ does come across as arrogance.
- 11 They've just opened a new branch in an area of town that is *growing in popularity* _____.
- 12 Data entry is one of the more *boring and repetitive* _____ aspects of the job.

Business communication

- 1 Sonia and Luis are discussing Luis's visit to a potential site for the company. Choose the best answer from the words in *italics*.

Sonia How did you feel about the beach site?

Luis I've got to say that I'm not 100% ¹*agreed* / *convinced* / *decided*. I mean, it's beautiful. But it's more of a holiday resort than a business centre. There's too much of a holiday feeling – and it's not even especially close to the airport. All in all, it's going to be a bit more complicated than we ²*anticipated* / *considered* / *proposed*.

Sonia I see. What about the potential pitfalls? What's your impression of the local workforce?

Luis Well, I ³*shouldn't* / *wouldn't* / *didn't* go so far as to say that they don't speak English at all, but I did run into a couple of problems. ⁴*I'm saying not* / *I'm not to say* / *I'm not saying* it's a bad thing that their French is better than their English, it's just that English will be a major factor as well, so I'm a bit ⁵*aware* / *careful* / *wary* of that. I'll do more research if you want, but I can't promise ⁶*nothing* / *something* / *anything*. I'm a bit reluctant to recommend the site at this stage.

Sonia What about the city-centre site?

Luis I ⁷*ought to* / *'ve got to* / *shall* say that I've never seen anywhere quite like it. I'm totally convinced by its potential, as it's really got everything you could ask for. I'm sure you'll agree that the local facilities are first class. There's also an old factory which I'm fully ⁸*confident* / *assured* / *insured* we can acquire and refit.

Sonia I'm not sure whether the budget will stretch ...

Luis That's not ⁹*an explanation* / *a reason* / *a rationale* to delay. As you'll see from my projected figures, the price of the disused factory is a bargain! We ¹⁰*can't* / *mustn't* / *don't* go wrong!

Sonia Then that shouldn't be a problem.

2 Correct the mistake in each sentence.

- 1 I'm not just 100% convinced – I mean, theoretically it's a good idea, but ...

- 2 I'm fully sure that you'll agree to the proposal.

- 3 To be just, the whole matter could have been worse.

- 4 I collected from your report that he would not be coming.

- 5 I wouldn't go so much as to say that I think it is fantastic, but it certainly has potential.

- 6 From how I could see, there are already several established retail outlets.

3 Report these statements as indicated in brackets.

- 1 The meeting went much better than expected. (reporting a personal observation)

- 2 The trip did not go as planned and I had a lot of problems. (avoiding being negative)

- 3 The proposed site would be perfect for the company. (being persuasive)

- 4 The project is going fairly well. (reporting from another source)

Language at work**1** Choose the correct words in *italics* to complete these extracts from a company's strategy statement.

- 1 We *are growing* / *grow* our business by adapting what *makes* / *has made* our business a success in the UK in recent years to our other international markets.
- 2 We *have expanded* / *will have expanded* our Dutch operations with a move into retail banking. Initial figures *have been* / *were* very promising.
- 3 The fall in our share price *reflects* / *is reflecting* problems in the markets, and in the last year we *have continued* / *continue* to outperform the stock market overall.
- 4 Ian Opie *takes* / *will have taken* over as CEO next month, when Rita Flagstad *is stepping* / *has stepped* down after eight years in the job.

2 Read Xavier's notes for his conference presentation. Correct his use of tenses where necessary.

- 1 We are completing the second phase by the end of April next year.

- 2 We have originally hoped to commission Meyer for the redesign, but their books are full until next year.

- 3 As the project nears completion, I'd like to thank all those who had been working on it and are here today.

- 4 I take questions at the end of this presentation, if you don't mind waiting till then.

- 5 I wanted to show a short video now, but there's seeming to be some kind of technical fault, so bear with me.

- 6 We will have sent these figures to you by email after the presentation, so don't worry about them now.

- 7 I'll now be handing over to Carla. She worked on this area of the project for the last six months.

- 8 Our sales have levelled off for some years, but now they're growing rapidly again.

- 9 That's a very good question. Actually, I thought about this in the taxi from the airport.

Working with words

1 Match 1–10 to a–j.

- 1 The job involved really long hours and she was burnt ____
- 2 Everyone in my workplace is talented. It's hard to find a way to stand ____
- 3 It's a very competitive environment and you need to find a way of staying ____
- 4 One way to propel ____
- 5 Notice what problems your boss is having, and come ____
- 6 Even if it is not your strength, it helps to play ____
- 7 You may not actually like everyone you work with, but if you're in a team you need to keep ____
- 8 You need to get out ____
- 9 These numbers just don't stand ____
- 10 If you want to push an idea through you will need to convince others and stand ____

- a ahead of the competition.
- b up with solutions to help.
- c up to detailed analysis.
- d out from the crowd.
- e the part of a good listener.
- f up for your plan.
- g out from the late nights and stress.
- h in with all your colleagues.
- i there and ask customers directly.
- j yourself forward is to put in the hours and be incredibly productive.

2 Match the multi-word verbs in 1 to these phrases with a similar meaning.

- 1 drive yourself ahead ____
- 2 show how you are the best ____
- 3 maintain good relations with ____
- 4 defend your ideas and arguments ____
- 5 be exhausted from ____
- 6 act as though you are ____
- 7 maintain an advantage over ____
- 8 defend yourself against ____
- 9 think of ____
- 10 do something actively ____

3 Choose the correct words in *italics*.

- 1 Sometimes it's important to *put* / *take* / *walk* a step backwards before you can move forward.
- 2 I don't want more responsibility so would prefer to *move* / *go* / *change* horizontally within the company.
- 3 It can often be far more interesting to *go along* / *lead* / *follow* less conventional paths than climb the promotional ladder.
- 4 *Broadening* / *Developing* / *Opening* your horizons and trying something new is always healthy.
- 5 Sometimes it takes time to *develop* / *work* / *grow* into your role and do your job well.
- 6 I want to do something that *aims* / *goes* / *takes* beyond the scope of my current position.
- 7 Doing a further training course should *place* / *put* / *post* you in a better position for promotion.
- 8 Inevitably, you will *come across* / *reach* / *find* a stage in life when you will welcome change and new challenges.

Business communication

1 Complete the expressions with the words from the list.

*come in like get on to come back understand
get suppose think mention keen on talk*

- 1 So, let's _____ started. First, can we discuss ...?
- 2 Perhaps you'd like to _____ us through some of the issues, John.
- 3 You probably won't _____ this idea, but I think we should do some more research before ...
- 4 Would this be the right moment to _____ the contract details?
- 5 I'm sure you'll _____ the need to find the best possible candidate.
- 6 Can I suggest we _____ to this point about overtime later in the meeting?
- 7 I _____ so. But do you really _____ that will attract a better candidate?
- 8 I know you're not _____ Ana's suggestion, Matt, but we do need to consider it.
- 9 If I could just _____ here for a moment, Jan? How should we ensure ...?
- 10 I'll _____ the subject of pay scales in a moment.

2 Match each expression in 1 to categories a–f.

- a Involving people: _____
- b Disagreeing/Expressing reservation: _____
- c Managing the discussion: _____
- d Putting forward unpopular ideas: _____
- e Putting forward ideas you're confident about: _____
- f Asking permission to speak: _____

3 Correct the one mistake in each of these sentences.

- 1 Would you want to talk about that now, Sophie?
- 2 The obvious solution to this problem can be to advertise the position more widely.
- 3 The target of today's meeting is to draw up a short list of candidates.
- 4 It's interesting you had said that, because actually the opposite is true.
- 5 Could I only say something?
- 6 I'm not sure how your feelings are about this, but I think we need to review our recruitment policy.
- 7 But what makes you so true our company will benefit?
- 8 Given that Arturo does have much experience, wouldn't it be better to take on a contract worker?

4 Match the expressions in **3** to the categories in **2**.**Language at work****1** Match 1–10 to a–j.

- 1 If the interview had gone better, ____
 - 2 Even if the interview had gone better, ____
 - 3 If you hadn't had four years' experience, ____
 - 4 You needn't have sent a CV. ____
 - 5 My first boss could have given me more support. ____
 - 6 If I'd been born into a very rich family, ____
 - 7 Whether I'd gone to Harvard or Yale, ____
 - 8 It would have been good ____
 - 9 It's just as well ____
 - 10 I still don't think that ____
- a my opportunities would have been similar.
 b Your application form had all the relevant information.
 c I might have got the job.
 d if you'd told us about their offer.
 e we wouldn't have given you the senior post.
 f promotions at this level should be automatic.
 g That's my biggest criticism of him.
 h I probably wouldn't have got the job.
 i we were able to match their offer.
 j I don't think I would have had such drive.

2 Rewrite these sentences using conditionals, starting with the words given.

- 1 I didn't ask for a pay rise. I didn't get one.
Even if _____
- 2 The company didn't renew our season ticket. I couldn't go to the football game.
If _____
- 3 They got rid of the air conditioning. The office is unbearably hot.
If only _____
- 4 The airport staff called off their strike yesterday. I'm in Spain now.
If _____

3 Complete these sentences with words from the list.*would might should had have*

- 1 Marketing _____ have let us see the promotional material before releasing it – it's terrible!
- 2 Perhaps you're right – I _____ have been a bit too direct.
- 3 I _____ have booked a taxi if I were you.
- 4 Jim might _____ finished earlier if the printer _____ been working.
- 5 I didn't realize you were so busy. You _____ have asked for my help.
- 6 I could _____ taken on some of your work – I had some free time last week.
- 7 If she _____ had the information last week she would have been able to include it in her presentation.
- 8 I can't find the receipts anywhere. I suppose it's possible that Rachel _____ have taken them from my desk so that she could process my expenses.
- 9 It _____ have been better if we had known about the delay to delivery sooner – we could have changed our plans, but it's too late now.
- 10 We _____ have bought that company when we had the chance. If we had, we'd be market leaders by now.

Working with words

1 Choose the best answer from the words in *italics*.

- The new secretary is very *effective / efficient* – she works incredibly quickly and to an admirable degree of accuracy.
- We're *accessing / entering* the final stage of the appraisal so all participants will need to *access / enter* key documents as quickly as possible.
- She was given no *option / opportunity* but to accept the pay-off and leave at the end of the week.
- The new CEO has completely *transformed / transferred* the working ethos in the company – employees are no longer apathetic and unmotivated.
- Tests were *implemented / carried out* to confirm the seriousness of the diagnosis.
- The change *procedure / process* is naturally a long one, which can be aided by having a set of *procedures / processes* in place.
- A large, flexible team of staff provides the *means / ability* to offer a 24-hour service.
- The group's main *purpose / meaning* is to oversee the implementation of the new management structure.
- You don't necessarily have to jump around and be *energetic / dynamic* to make a good impression on an audience – but you really have to be *energetic / dynamic* if you want to keep their attention.
- The security department has *put in place / installed* cameras everywhere – I even noticed one above the mirrors in the bathroom the other day.

2 Delete the noun in *italics* which does **not** collocate with each verb 1–8.

- assess
progress / performance / confirmation / a situation
- measure
progress / objections / success / performance
- achieve
results / ideas / targets / success
- generate
performance / ideas / enthusiasm / interest
- anticipate
problems / objections / requests / productivity
- facilitate
productivity / progress / change / objections
- accommodate
needs / development / requirements / requests
- exchange
information / difficulties / ideas / knowledge

3 Complete 1–8 with the phrases from the list.

*achieve good results facilitate productivity
assess the situation exchange ideas
accommodate the needs anticipate objections
generate enthusiasm measure the performance*

- It can be difficult to _____ of individual staff, but there are a lot of useful tools that use a rating scale of 1–10.
- The marketing team met to _____ for a slogan for the new advertising campaign.
- If you _____ to organizational change, you can prepare convincing arguments in response.
- The investment in new machinery to streamline the production process should _____.
- Staff morale has been low so the company has brought in a consultant to _____ and find out why.
- We've introduced a new system of flexible hours to _____ of working parents.
- Having a pleasant and comfortable working environment helps to _____ for the job.
- He hopes to _____ in his accounting exam.

Business communication

- 1** Complete this presentation about flexible working with the phrases from the list.

*I said earlier and this brings me this is where
turning to moving on for example I mean
just to fill you I'd like to start just to digress
something to think about put it another way*

... I'm going to talk about flexible working, and in particular e-teams. ¹ _____ in on some of the background, research has shown that flexible working exists in 48% of companies with ten or more employees, and 61% of managers said that flexible working results in job satisfaction. It's ² _____ and I'll return to this later ...

³ _____ by saying that a good communications policy is vital. The e-team operates on a 'dispersed' basis. To ⁴ _____, team members work in different locations and at different times. This means that synchronous communications need to be improved to take account of reduced face-to-face contact. By 'synchronous' ⁵ _____ meetings, phone calls, video-conferencing. Asynchronous communications – briefing notes, circulars, email, voicemail – need to be managed more carefully ...

... OK, ⁶ _____ to look at the customer dimension. Whatever the working arrangements, it's vital that the customer gets a quick response. So,

⁷ _____, making the customer wait until a part-time member of staff is on duty, possibly several days later, is not acceptable. The vital information needs to be constantly available ...

Now, ⁸ _____ the issue of contacting staff members. As ⁹ _____, the team is likely to be dispersed. The ideal is to have a 'seamless' phone system. ¹⁰ _____ people are integrated into the phone network wherever they are.

¹¹ _____ for a second – use of the phone should be encouraged. Regular voice contact is important to avoid isolation.

¹² _____ to the last point – there's no substitute for getting everyone together on a regular basis. Make it fun, too ...

- 2** Put the words in the correct order.

1 talk / divided / I've / into ... / my / up

2 I'll ... / all / after / of / that / first / I'll ...

3 in / about / more / I'll / that / moment / say / a

4 on / background ... / to / fill / just / in / you / of / the / some

5 are / now / know / with ... / I / if / you / familiar / don't

6 point / this / and / key / my / is

7 now / I'll / any / happy / be / take / to / questions

Language at work

- 1** Complete these sentences with the most appropriate future form of the verbs in brackets.

1 Sorry, Ali, I'm in a meeting right now.

I _____ (call) you back in 20 minutes.

2 We _____ (roll) out the changes in our management structure over the next year.

3 The video link's down. Never mind, I _____ (give) the presentation on my own.

4 You _____ (listen) to me for over an hour by then, so at that point I _____ (take) any questions.

5 You _____ (learn) about your annual bonuses on 5 April, all being well.

6 Henry _____ (speak) to everyone in the room by the end of the evening, I think. He's such a networker.

7 Their shares _____ (yield) a decent dividend, given past form.

8 It _____ (be worth) finding out why they turned down the offer.

- 2** Rewrite sentences 1–8 using the words in brackets.

1 It's likely that the consultants will suggest merging the departments. (probably)

2 I'm sure they'll deliver the stock in time. (almost certainly)

3 The management will ask our opinion before making the changes. (bound)

4 The tax changes might well turn investors away. (probable)

5 I've got to go now, but I'll probably see you at the launch party later. (good chance)

6 The training course probably won't be useful. (unlikely)

7 We think the CEO will make an announcement at the dinner. (expected)

8 They may need more identification than a credit card. (perhaps)

4 | Practice file

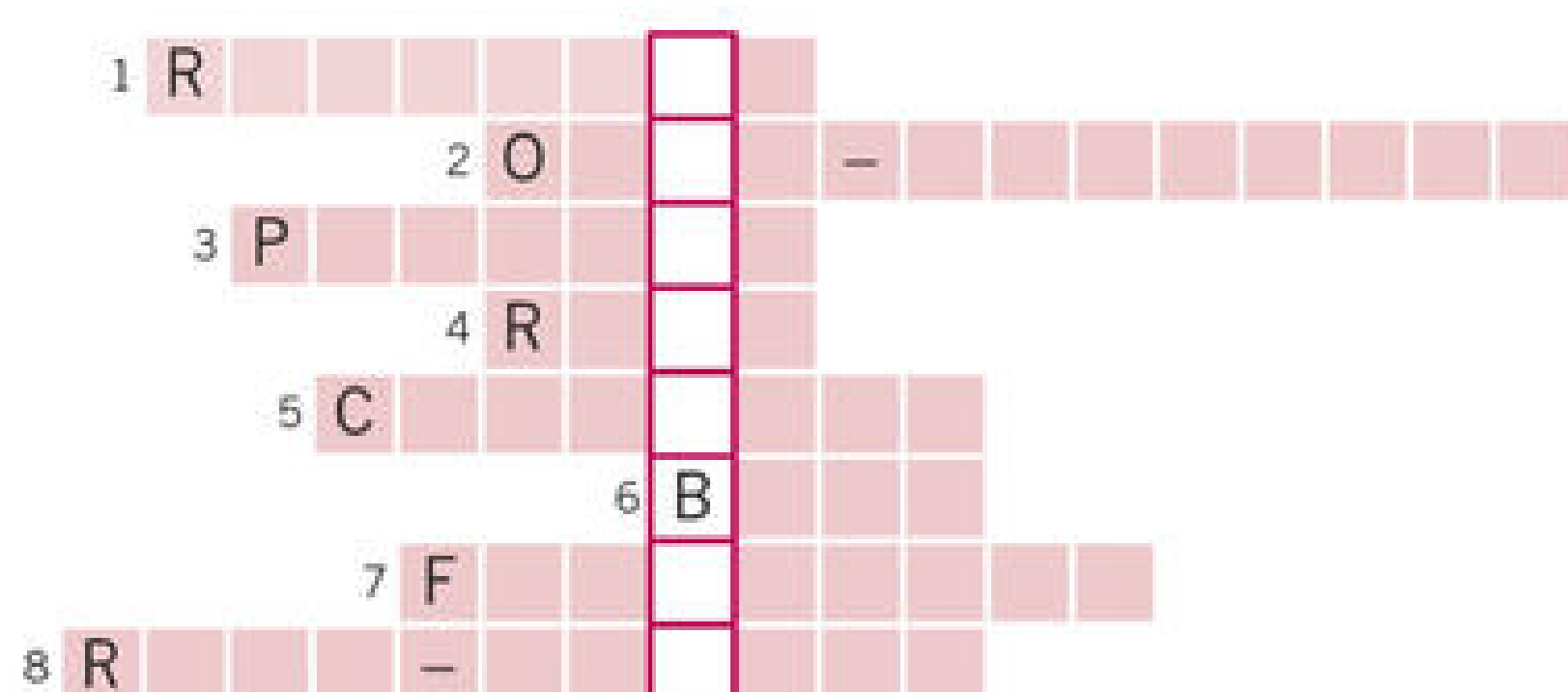
Working with words

1 Match 1–10 to a–j.

- 1 In order to test the product we had to run
 - 2 We make progress by learning from
 - 3 Our risk management strategy means that we
 - 4 In the press conference the CEO
 - 5 We went to visit the community to express
 - 6 Having a good plan in place can mean
 - 7 The company are still struggling to restore
 - 8 We actively encourage our employees to take
 - 9 To prepare for any potential problems
 - 10 Having robust communication plans
- a are resilient to most crises.
 - b ownership for their work.
 - c a swift resolution to most problems.
 - d a series of simulation exercises.
 - e their reputation after the latest crisis.
 - f showed public remorse.
 - g solid contingency plans are a must.
 - h our care for the people affected.
 - i each other's mistakes.
 - j in place avoids misunderstandings during a crisis.

2 Complete sentences 1–8. Use the answers to complete the crossword and the hidden word.

- 1 He's such a _____ driver – he puts everyone else at risk.
- 2 He won't ever support my idea for this new concept – he's just really _____.
- 3 Lending so much money without any guarantee that it would be repaid wasn't exactly a _____ action.
- 4 Firing Piotr for acting without authorization was a pretty _____ decision – I think she regrets it now.
- 5 I tend to be quite _____ with my investments – I don't like anything that's too high risk.
- 6 Expanding into new markets was a _____ step – I wasn't sure we were ready for it, but it seems to have worked.
- 7 It's _____ to think that you can use the company credit card for personal expenses without someone noticing.
- 8 If you want to be innovative, you simply can't be _____ because you have to be prepared to deal with unknowns and take a chance now and then.



Business communication

1 Katja's team are discussing the menu for a formal dinner at a large company event. Complete their conversation with the phrases a–i.

- a could you let Torsten finish, please
- b I'd be really interested to hear what you think about the printer issue
- c I'm not fully convinced as yet
- d we seem to have some sort of consensus
- e could you talk us through this
- f you're saying that
- g bring the conversation back to the agenda
- h can I just check – we are now talking about
- i maybe we're digressing a little

Katja I'd like to start with the menus. Torsten, ¹_____?

Torsten Yes. We've prepared the text for the menu and we've decided to use a company called Theta.

Wolfgang ²_____ the printers we're going to use for the menus?

Torsten Yes, that's right. A couple of printers sent us some sample menus and I think Theta is the best. They've...

Elke ³_____ Theta can offer the same level of quality as Schmidt's? ⁴_____.

Katja Sorry, Elke. ⁵_____?

Torsten Yes, well, as I was saying, I chose Theta because they have the best prices and their design was great.

Wolfgang By the way, has anyone seen the new design of the company magazine – I think it looks terrible.

Katja ⁶_____.

Elke I totally agree with you, Wolfgang. I really don't understand why they changed it.

Katja If I could just ⁷_____. Wolfgang, ⁸_____.

Wolfgang Yes, well I agree with Torsten. Theta is offering the best deal, and although the quality is not quite as good as Schmidt's, it's still good enough.

Katja OK, well, ⁹_____.

2 The team are now discussing entertainment.

Choose the correct words in *italics*.

Wolfgang So, what's happening with the entertainment? We haven't discussed that at all yet.

Katja Maybe we can ¹*let / allow / ask* Elke answer that. She's been working on entertainment.

Elke Have you seen this brochure of party decorations? They look great. I think we should get some balloons and ...

Katja That's interesting, Elke, but I think it's probably best ²*discussed / left / given* for another meeting. We don't have much time, so I'd like to prioritize entertainment.

Elke Sorry. Yes, er ... we were thinking of hiring that Abba tribute band, but I'm having second ³*opinions / ideas / thoughts* about it now. Maybe the Beatles tribute band would be better.

Torsten With ⁴*regret / respect / regards* Elke, do we really believe that those kinds of bands are a good idea at such a sophisticated evening event?

Wolfgang Do we need any live music at all?

Elke Well, I've started to wonder that. Maybe we don't ...

Katja I'm not sure this ⁵*gets / leaves / is getting* us anywhere. The decision has already been made that we'll have live music, so can we try and make a decision on this? Can I just ask everyone ⁶*to conclude / to sum up / to tell* their views on this?

Wolfgang OK, well I still have serious ⁷*reservations / considerations / observations* about having a tribute band. If we must have live music, I would prefer a jazz band or a string quartet.

Torsten I totally agree.

Elke Well, I suppose I could look into that.

Katja So am I right ⁸*about / with / in* saying that the general opinion is we'll go with either jazz or classical?

Elke Yes – I think so.

Katja Good. I'd like to ⁹*draw / say / manage* things to a close now, so could we check that we are all clear on what needs to be done next?

Language at work

1 Rewrite the sentences in italics in 1–6 using *it, this* or *that*.

Example: We've booked you a meeting room.
The meeting room will be ready from 3.00 p.m.
 = *It will be ready from 3.00 p.m.*

- 1 **A** Didn't we meet at the Jakarta conference?
B *Yes, the Jakarta conference was one of the most useful conferences I've been to.*

- 2 Aleph's submitting his evaluation by email.
His evaluation should be very helpful, I think.

- 3 We need to minimize the chances of a downturn.
A downturn would be disastrous.

- 4 We need contingency planning.
Contingency planning is just good business practice.

- 5 The auditors are arriving today.
The auditors arriving today is what's worrying me.

- 6 **A** My problem is understanding all the jargon.
B *Understanding all the jargon is my problem too.*

2 Complete this presentation with *it, this* or *that*. Sometimes more than one answer is possible.

We can't say exactly what will happen next year.

¹_____ would make our jobs much less interesting, anyway! But there are some predictions we can make fairly confidently. ²_____ is why I've called the meeting today. ³_____ will have three parts. Firstly, we'll carry out a review of our performance last year. ⁴_____ will help us identify the current trends in the market, and our strengths and weaknesses. Next will be a 'blue skies' session. ⁵_____ will involve us splitting into groups of six.

3 Look back at your answers in 2 and decide what they refer to. Choose the correct options (a or b).

- 1 **a** next year
b not being able to say exactly what will happen next year
- 2 **a** the fact that there are some predictions
b the fact that we can be fairly confident
- 3 **a** the meeting
b today
- 4 **a** our performance
b the review
- 5 **a** the session
b splitting into groups of six

5 | Practice file

Working with words

1 Complete sentences 1–10 with the best option a–c.

- 1 My skill in languages was viewed _____ by the rest of the team.
a helpfully b clearly c positively
- 2 Growth in our Asian markets has been down to our team there _____ pursuing new sales channels.
a powerfully b vigorously c strongly
- 3 The fall in sales last month is disappointing but I don't think there's any need to worry _____ about it.
a excessively b extremely c exactly
- 4 You have to tread very _____ with Simon as he is easily upset when there is a problem.
a easily b thoroughly c carefully
- 5 If you analyse the problem _____, I'm sure you'll come up with a sensible solution.
a specifically b logically c factually
- 6 When there's a crisis in the office, Clare has the ability to consider the facts and look at things _____.
a objectively b evenly c exactly
- 7 My boss pushes us _____ to meet deadlines and achieve the results he wants.
a heavily b forcefully c hard
- 8 Ideally, we want someone who can come up with good ideas and communicate them _____ to the rest of the team.
a completely b effectively c thoroughly
- 9 We must make sure to assess customer satisfaction _____ in order to pick up on any customer service issues we might have.
a timely b rapidly c periodically
- 10 We always get the same good results from our logistics suppliers – they always perform _____.
a consciously b constantly c consistently

2 Choose the correct verbs in *italics* and the prepositions in **bold**.

- 1 Admittedly, there are certain tasks that I tend to not *spend* / *pay* / *save* attention **in** / **to** because I find them boring.
- 2 Alex *focuses* / *spurs* / *thrives* **into** / **on** the pressure of meeting his performance targets each month. He loves the challenge.
- 3 I like to *follow* / *steer* / *guide* clear **in** / **of** arguments at work as I prefer a calm environment.
- 4 The introduction of performance-related bonuses has *focused* / *spurred* / *thrived* many employees **into** / **in** action!
- 5 Technical people are often able to *point* / *focus* / *aim* **with** / **on** solutions in a systematic way.
- 6 I don't know how to *cope* / *make* / *control* **with** / **at** this situation so I'm going to ask my boss for help.
- 7 Our packager can be *coped* / *thrived* / *relied* **on** / **with** to produce good results every time.
- 8 You mustn't *deviate* / *rely* / *pay attention* **from** / **with** the agreed workflow.

Business communication

1 Put these words in the right order to make expressions.

- 1 you / if / aware ... / don't / are / know / I?

- 2 try / and / we / look / avoid / any ... / can?

- 3 propose / with / you / how / deal / issue / do / we / this?

- 4 try / and / facts / we / on / can / focused / the / stay?

- 5 real / is ... / the / here / issue

- 6 say / you / what / to / do / trying / I'm / understand?

- 7 I / mean / but ... / what / you / see

- 8 get / here / not / to / try / personal / let's

- 9 I've / make / correctly / I / sure / can / just / this / understood?

- 10 how ... / don't / just / understand / I

2 Complete sentences 1–10 with phrases from the list.

we try and avoid you be happy a bit worried
not happy with I be right in thinking prepared to
what you mean just don't understand
if you are aware be more than happy

- 1 I don't know _____, but the reason the situation arose in Sales was that the brochures were late.
- 2 Would _____ that no one bothered to tell the HR Department?
- 3 I _____ how we let the complaint get so far.
- 4 I'm _____ delay the campaign if we can sort out the problem with the printers.
- 5 Would _____ to meet with a mediator?
- 6 I'm _____ about what is going on in the new factory.
- 7 I see _____, but surely we need to do something about this now?
- 8 I'd _____ to look into a compromise.
- 9 Look, can _____ any unpleasantness – we're all adults after all.
- 10 I'm really _____ the way this has been dealt with.

2 Correct the mistakes in sentences 1–10.

- 1 The meaning I say this is because if we miss this date, then we lose the contract.

- 2 What is why you need to fill in this form properly.

- 3 How we explain this to the board the problem is.

- 4 It's last month's sales figures how concern me.

- 5 In the case, Alan, I leave you to email the supplier?

- 6 This concerns me is the cost of the materials.

- 7 The price of labour to accept I'm prepared.

- 8 The thing that confuses me this number is here.

- 9 What I'd like know is when you can send a replacement part.

- 10 What must we be clear about is that this process exists for a reason.

Language at work**1** Rewrite the underlined sections of sentences 1–8 to change the emphasis.

- 1 He didn't contribute to the meeting until the end.
Only at _____
- 2 She didn't even answer my main question.
My _____
- 3 I like her as a person, but I can't stand her lack of professionalism.
It's _____
- 4 Ben isn't very well-qualified, but his boundless enthusiasm is impressive.
What's _____
- 5 Zoe is the best listener in our meetings.
The person _____
- 6 It's matters like that which you need to inform me of.
It's absolutely vital _____
- 7 I value creativity above anything else.
Creativity _____
- 8 I don't like his constant need to make stupid jokes.
It's _____

Working with words

1 Complete this text with the verbs from the list.

get (x2) try hit think look
fall figure bounce run

Six tips for creative thinking

- Creativity often needs peace, so ¹_____ out ways of getting some quiet time for yourself. Or have an 'away day' with colleagues to ²_____ around ideas together.
- To come up with new and unusual ideas, you need to ³_____ outside the box. Be open to new perspectives. ⁴_____ beyond your beliefs and usual ways of doing things.
- Writing down your ideas and thoughts will help the creative process. The more ideas you have, the greater the chance you might ⁵_____ on a few good ones.
- Take risks! Expect that some ideas will fail or ⁶_____ by the wayside. See them as experiments rather than mistakes, then ⁷_____ back on track and come up with new solutions.
- Be curious. Ask a lot of questions. Challenge existing methods and ⁸_____ out different things.
- The end result of a creative idea needs a lot of hard work. So don't give up when you ⁹_____ into problems or when projects fail to ¹⁰_____ off the ground.

2 Match 1–8 to a–h.

- From this point of view, employees are the most important part of a business, an idea which is causing quite ____
 - To serve customers better, the company is shifting ____
 - Good managers know how far to tolerate ____
 - In fact, staff retention is now seen as the key driver to boosting ____
 - Nevertheless, strict measures are needed to control ____
 - ... otherwise they can significantly cut into ____
 - In the end, both innovation and control are needed to successfully outperform ____
 - Companies often have to undergo radical ____
- a costs and prevent overheads from spiralling out of control ...
- b the production emphasis from quantity to quality.
- c the competition and maintain a competitive edge.
- d mistakes and see them as part of the innovation process – they also budget for learning costs.
- e a stir among traditional, number-crunching managers.
- f the bottom line and reduce profits.
- g earnings in service-orientated companies where employees need the freedom to choose how they serve.
- h change in order to meet the challenges of the digital age.

Business communication

1 Put these words in the correct order to make brainstorming expressions.

- 1 work / would / not / how / I'm / sure / how / but / practice / this / in / about ... ?

- 2 I / have / be / possible / would / it / thought / would / to ...

- 3 you / work / think / what / that / makes / would ?

- 4 could / about / we / it / thinking / even ...

- 5 you / would / like / on / expand / to / that ?

- 6 that / just / in / that / I / well / thought / way ...

- 7 certainly / thinking / it's / about / worth

- 8 we / shouldn't / be / more / thinking / about ... ?


- 9 the / lines / thinking / I / was / along / of ...

- 2 Complete this problem-solving brainstorm with appropriate expressions using the words in brackets.
- A So we've got to make significant changes or face receivership.
- B ¹_____ (consider) poaching market share?
- C I don't see how that helps. Increasing market share doesn't necessarily help the bottom line.
- B So, where does that leave us?
- C ²_____ (supposing) ignore market share and our competition ...
- B ³_____ (sorry / saying) that we don't bother selling anything?
- C Not exactly. I mean, let's look at ourselves rather than outside.
- A Oh I see, ⁴_____ (thinking) that we should be trying to reduce our costs rather than increase our revenues. Am I right?
- C Well, for example, we could look at which of our customers actually make us money.
- B Erm ... all of them?
- A Well, that's probably not quite true. But ⁵_____ (bad idea). We could even drop those clients who don't make us enough of a margin!
- B ⁶_____ (concerned) how that would look.
- C I think it would be fine. By focusing on those clients who generate the most profits and selling to similar clients, we can increase revenues and profits without expanding the infrastructure or fixed costs. ⁷_____ (consider).

Language at work

- 1 Complete this email with words from the list. Sometimes more than one answer is possible.

quite rather little all absolutely
just actually even only



Hi Jack

I'm writing from Milan, where I'm at ¹_____ a good conference on technologies in business. It's all been ²_____ interesting so far, although I'm getting a ³_____ tired – I've ⁴_____ been having about four hours' sleep a night, because I keep bumping into old colleagues and going for meals and drinks with them. Talking of meals, the food here is ⁵_____ wonderful. ⁶_____ the most basic things are ⁷_____ spectacular. And the wine's not ⁸_____ that bad either. I've ⁹_____ got back from lunch, ¹⁰_____. Anyway, I needed to ask you ...

- 2 Complete this conversation with a suitable adverb/ adverbial phrase.
- A That was ¹_____ a useful meeting, wasn't it?
- B Yes, although I'm not ²_____ convinced about the brainstorming.
- A To be ³_____, I'm not either. I found that part of the day ⁴_____ tiresome, ⁵_____.
- B Yes. Nick couldn't ⁶_____ keep his eyes open!
- A Well yes, his attention did seem to wander, but ⁷_____ towards the end – for most of the meeting he was concentrating.
- B Of ⁸_____, and even if we didn't get a clear outcome, it was useful ⁹_____ to be thinking about all those issues together.
- A Yes, I don't ¹⁰_____ think it would have been possible to reach any firm decisions today, do you?
- B No, I suppose not. And I have to say, it was ¹¹_____ the most productive meeting of that kind we've had on this project so far.

Working with words

1 Complete sentences 1–7 with phrases from the list.

collective aspiration shared vision
paradigm shift performance management
structural change employee participation
skills deficit personal development plans

- 1 'We left the company and started our own business together. We knew it would work because we had a _____ of what we wanted to achieve.'
- 2 'The company was completely reorganized after those management consultants came in – a radical _____ was implemented.'
- 3 'In the next year, carrying out our business in an ethical way is both a _____ and a mutual responsibility for us all.'
- 4 'I would like to encourage _____ in all departmental decisions.'
- 5 'We need to have more control over staff progression, so we need to start taking _____ more seriously and I think we should introduce formalized _____ for each member of staff.'
- 6 'There was a real _____ in the team when Gareth left and Jens was appointed team leader. Everyone suddenly became far more target-orientated and enthusiastic. Sales went up dramatically.'
- 7 'Where are all the competent IT specialists? There seems to be a real _____ in this area!'

2 Correct the mistakes in this conversation.

Andrew Why haven't they put salaries up by 8% over the board? Why is it just management level that get that?

Tiago That's what always happens. You need to get in the reality world and realize that this is just the way it is.

Andrew I know, but I think this decision is actually counter-productive with the long run. Some staff might leave. It will cost a lot to recruit new staff.

Tiago True, but they'll always defend these types of decisions. They'll argue that management deserve bigger pay rises because they're the ones who have to think about the huge picture and make decisions.

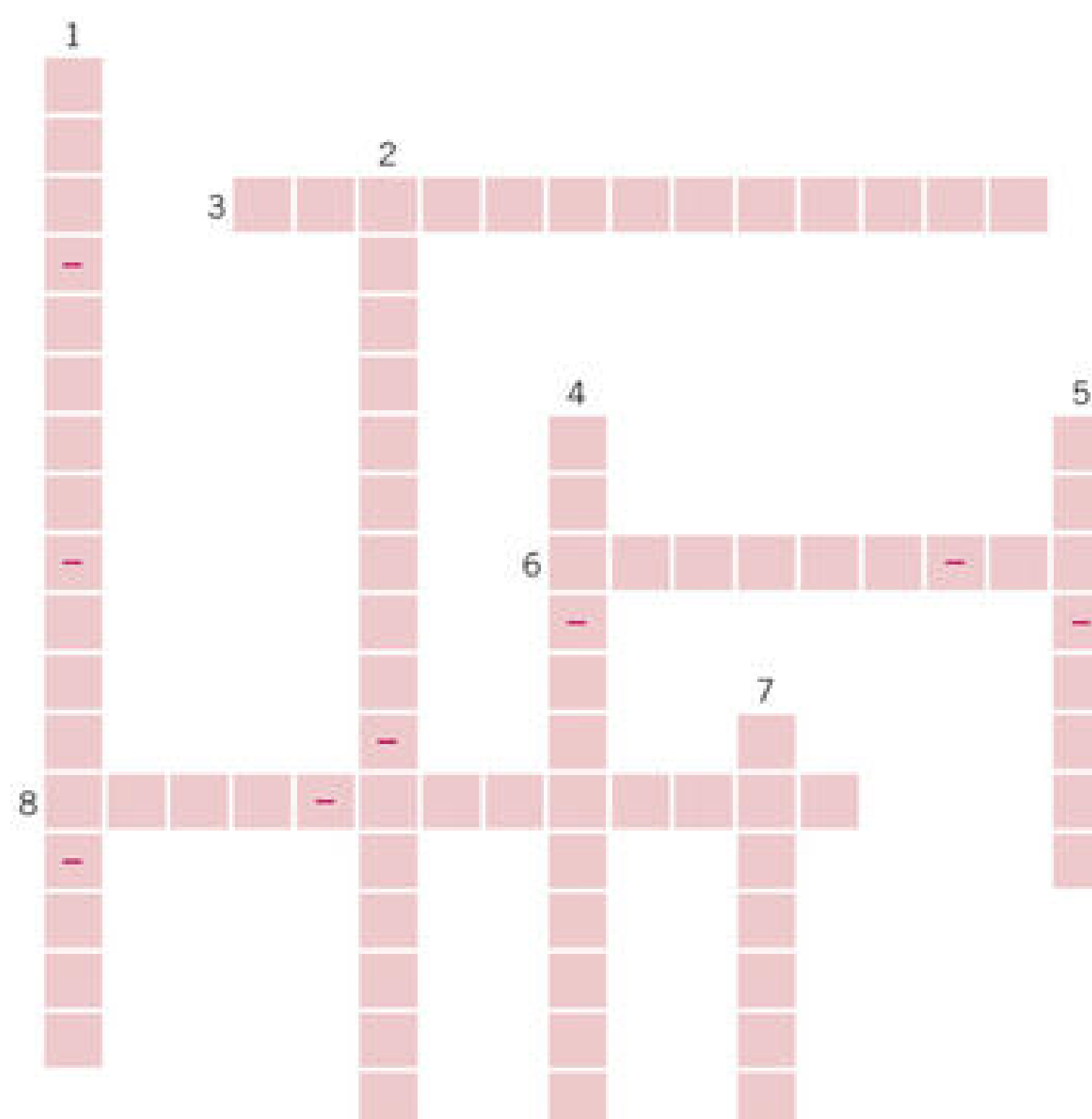
3 Complete sentences 1–8. Then use the answers to complete the crossword.

Across

- 3 We wanted a more _____ structure so we gave a lot of decision-making power to the regional offices.
- 6 I don't think the CEO and the board should continue to alter strategy. Any changes should come from the people who are actually doing the work – it should be a _____ approach.
- 8 I planned and implemented my own learning programme – it was completely _____.

Down

- 1 When looking for a job, you can't just have a _____ cover letter – you should adapt the letter for each job that you apply for.
- 2 Head Office decide which training courses should be made available to staff, so I guess you'd say that training is _____.
- 4 We can offer _____ language training – we'll teach you exactly what you need for your role.
- 5 A few of your team are unhappy about your traditional management style and I think you need to develop a more inclusive and less _____ approach.
- 7 Franchises use a _____ business model that is then adapted to meet local markets.



Business communication

- 1 Put the words in *italics* in the correct order to complete the conversation.

Gerhard Hi, Nicole. I'm calling to discuss the recent delivery problems we've been having.

Nicole Oh, hi, Gerhard. I've heard there have been a few delivery issues recently. ¹ *problems / the / Could / were? / what / you / exactly / clarify*

Gerhard Yeah, sure. Basically it's White Route Logistics, they just don't seem able to deliver on time any more.

Nicole ² *mean / you / Do / that*

the other logistics companies we use aren't causing any of the problems?

Gerhard Well, not exactly. ³ *is / I'm / saying / What* that it's mainly an issue with White Route Logistics, but we have also had a couple of problems with Utome.

Nicole ⁴ *logistics / of / What / name / other / again? / was / the / company / the*

Gerhard Utome.

Nicole Oh, yes. That's right. That reminds me.

⁵ *Have / notice? / Hans / you / handed / that / his / has / in / heard*

He's been headhunted by that web company, Utopia.

Gerhard Really? I knew he wasn't particularly happy. ⁶ *about / way, / By / talking / the*

people leaving, have you heard about Helga?

Nicole No. What's happened?

Gerhard Apparently, she's taking early retirement. Anyway, sorry. ⁷ *That's / of / digression. / a / bit / a /*

Nicole ⁸ *main / back / issue. / to / Let's / get / the*

- 2 Choose the correct words in *italics*.

1 **A** Can I speak to Rachel Warner, please?

B Did you *ask / said / say* Rachel Ward?

2 I'm not quite clear *with / about / at* your last suggestion.

3 Could you run it *by / through / along* me again?

4 Could I ask you to spell it */ with / out* some details?

5 No, it's *bad / not / problem* that we don't have the resources. We don't have the time to do this.

6 Just a *second / little / thought*. It may not be entirely relevant, but have you noticed how tired David's been looking recently?

7 Actually, it *doesn't / won't / isn't* matter – it's a bit off the topic right now.

Language at work

- 1 Use Joanna's 'to do' list to make sentences using 'the future in the past'. Use the past continuous, *would, was to, was supposed to* and *was going to*.

Tuesday: To do

- 1 finish working on Kelner case (too busy)
- 2 meeting: Sue, her office, 10.00 a.m. (she was off sick)
- 3 meeting & lunch, Hungarian rep, 12.30 p.m. (his plane was delayed, didn't arrive till 3.00 p.m.)
- 4 file corporate credit card expenses (couldn't find receipts)
- 5 book flights for Atlanta conference (website kept crashing)
- 6 meet Sarah at Café Carlucci for after-work drink (closed, went to Spangio's instead)
- 7 check bank account – salary will go in today (I was wrong – will have to wait until tomorrow!)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

- 2 Look at other examples of 'the future in the past' in sentences a–g. Which one expresses ...?

- 1 a prediction _____
- 2 an arrangement _____
- 3 an obligation _____
- 4 a promise _____
- 5 an excuse _____
- 6 a personal conviction _____
- 7 an intention _____

- a I was visiting the client tomorrow, but they've just had to postpone the appointment.
- b She assured us that she'd have the figures by the end of November.
- c We brought in a new CEO thinking that she would be able to change the company culture.
- d I was going to send it to you, but I forgot. Sorry.
- e I always knew he would do well in the company.
- f I was going to phone you this week, but I heard you were out of the office.
- g They were supposed to get back to me by Monday, but it's Wednesday and I still haven't heard from them.

Working with words

- 1 Complete the text with the verbs from the list and an appropriate preposition. Change the form of the verbs if necessary.

have make see gain take feel

Name: Allan Reed

Job: Researcher, Biotechnology, GTT

What inspired your interest in biotechnology and working for GTT?

I've always had a passion for science, but what brought me to GTT was knowing that the work I'd do would ¹ _____ a difference _____ people's lives.

What do you like about working for GTT?

The people, the research, the culture, the whole environment! The company has ² _____ recognition, and awards, _____ its overall performance as a company and its workplace culture. It offers an environment that supports both teamwork and Individual Initiative – so I ³ _____ a say _____ the research I want to do. I ⁴ _____ part _____ an incredibly talented team of people who ⁵ _____ pride _____ the products they produce.

People are very supportive of each other, and the benefits that the company offers are so generous that I don't ⁶ _____ a future _____ myself anywhere else.

- 2 Choose the correct verbs in *italics* and the prepositions in **bold**.

- My company *inspires / provides* opportunities **for / into** developing our areas of specific interest in the industry.
- It's an established company which *supports / takes pride in / of* its good track record of developing innovative new products.
- Our research *made / provided* us **to / with** a competitive advantage by allowing us to react quickly to market trends.
- Moving our sales office to Asia *connected / opened* **to / up** more market opportunities for us.
- Getting this job allowed me to *support / turn* my dreams of working with endangered species **into / of** a reality.
- Our team's passion for delivering top-quality products *provides / unites* us **for / in** a common cause.
- Listening is fundamental in *building / making* **on / up** rapport with people.
- The secret to success is to offset the need to work with *striving / reaching* **at / for** a healthy work-life balance.

Business communication

- 1 Complete this impromptu presentation with the phrases from the list.

*just like to outline it would be a good idea if I
have to admit that I think you should be aware
I'll get back to you we are at the moment
the first thing is a good point remember exactly*

Anton Could you run through the opportunities for students at DHN?

Caro OK. Where ¹ _____ is, we've just finished putting together the introductory programmes for students – there are two programmes where students can learn the business from the inside out. I'd ² _____ the main features of these. And perhaps ³ _____ touched on the main opportunities for graduates. So ... ⁴ _____, our Intern Programme gives hands-on experience during the summer vacation. We look for candidates with good leadership and communication skills.

Anton Does it matter what year of their degree they're on?

Caro That's ⁵ _____. They need to have completed their second year of study.

Anton Do they need to be studying a specific degree?

Caro I can't ⁶ _____, but most opportunities are for students in business and technical fields. OK, next point. We also run a Co-op Programme – with alternate school/work semesters – which helps students gain experience and try out ideas from the classroom.

Anton Great ...

Caro And ⁷ _____ that for students whose home is at least 40 miles from the work location, we provide an accommodation allowance at the beginning of each work term.

Anton What about academic grades? Are you only looking for high achievers?

Caro Well, principally we look for people who can work well with others.

I ⁸ _____ grades are important, obviously. Let me check the exact requirements and ⁹ _____.

2 Correct the one mistake in each sentence.

- 1 I like to be able to tell you more, but I'm afraid ...

- 2 You're quite right, we are need to address this question.

- 3 I don't have the exactly figures, but what if I summarize?

- 4 I think really this is an important point.

- 5 I can check double if you like?

- 6 I think that's covering everything.

- 7 You'll appreciate that I still have need to run that by the board.

Language at work**1** Put the words in *italics* in the correct order to form questions.

- 1 A *say / would / many / you / you / weaknesses / have* _____?
B I have some, but I always try to overcome them.
- 2 A *position / like / know / I'd / you / attracted / what / this / to / to* _____?
B Well, the company's reputation is really good and I'd love to have the opportunity to work for you.
- 3 A *you / you / your / 're / are / present / unhappy / job / not / in* _____?
B Not at all, no, but I'm ready for new challenges.
- 4 A *looking / you / what / are / for / salary* _____?
B My current salary is about €40,000 a year, so ...
- 5 A *you / us / questions / have / ask / must / to / some* _____?
B Yes, I do have several questions for you. Firstly, is career progression seen as important here?

2 Choose the most appropriate answer to continue these conversations/presentations.

- 1 Is our employees' happiness important to us?
a (*same speaker*) Yes, it's of absolutely paramount importance.
b (*new speaker*) Yes, it's of absolutely paramount importance.
- 2 Can I check whether you feel valued at work?
a Yes, you can. I don't, really.
b In general, yes I do, mainly because I'm in a supportive team.
- 3 Why do you think the company has such high staff turnover?
a I'm not sure – that's something we're trying to address.
b Not a clue. What do you reckon?
- 4 Will the union be asking for a higher pay settlement this year?
a When have they ever not?
b Probably. And what will we do then?
- 5 And employees' productivity is the best it could be?
a Well, these things can always be improved, but it's not far off.
b No.
- 6 Do you know how many sick days the average employee took off last year?
a Two point three.
b I don't know. I'd imagine somewhere between two and five.
- 7 Are you with me so far?
a (*new speaker*) Of course we are.
b (*same speaker*) Good. Moving on, then. This next slide shows ...
- 8 How can I put this?
a You're fired.
b Basically, as you know, we are having severe problems in terms of resources, and...
- 9 And how about childcare?
a (*same speaker*) Are there any plans to introduce a crèche?
b (*new speaker*) Well, how about it?

3 Find an example from the sentences in **2** for each of the following categories.

- a a rhetorical question ____
- b an embedded question ____
- c a question to check that the listeners are paying attention ____
- d one question used to introduce another question ____
- e a statement used as a question ____

Working with words

1 Complete sentences 1–8 with words from the list.

*corporate accountability track record assets
bottom line knowledge base natural resources
critical success factor sustainable development
endangered species*

- 1 I really believe in the importance of _____ – companies have to show some kind of responsibility for their actions.
- 2 I don't think we can rely on Piet to manage the project successfully. Do you remember the disaster with the last project – he doesn't have a great _____ for this kind of thing.
- 3 We've invested a lot of money in training and we're now seeing the benefits – we've built up an excellent _____ within the company.
- 4 Our company owns a lot of land and this is one of our most secure _____.
- 5 When you work for an insurance company, you know that natural disasters can have a really negative effect on the _____ of the company.
- 6 A _____ for our expansion plan is getting the necessary funds to finance the project – without the money, we just can't do it.
- 7 We're using up more and more _____ and they won't last forever, so we have to start thinking about taking a more _____ approach to our business.
- 8 Trade in ivory is illegal as it threatens _____ such as rhinos and elephants.

2 Complete the email with phrases from the list.

*short-term profit drain on resources market value
return on investment cost-benefit analysis
long-term viability quantifiable data*

Hi Alex

We've discussed the CSR proposal and these are our suggestions and concerns.

Before any scheme is chosen, a detailed

1 _____ has to be carried out to ensure the project won't be a 2 _____ and finances. In order to get the shareholders on our side we have to be able to show immediate results – they'll want to see some 3 _____ from this project. This will be easier if projections show a good 4 _____, say within a three-year period. Our report needs to include 5 _____ – the shareholders will expect to see some facts and figures.

From a PR point of view, the CSR issue is one we must address as it will boost our overall 6 _____.

As this particular project is our first, we must check its 7 _____ carefully, so that we can be sure of a positive effect on our reputation in the future. We're not aware of any similar projects by our competitors, so potentially this could give us a real competitive advantage.

Let me know when you would be available for a follow-up meeting about this.

Regards
Verena

Business communication

1 Tara and Amal are discussing strategy and resources. Choose the correct answer (a or b) to complete 1–8 in their conversation.

- 1 a We have a number of options,
b Looking at it from a long-term perspective,
- 2 a I think we need to look at the bigger picture
b We have to bear in mind the long-term viability
- 3 a I think our options are quite clear here.
b Realistically, would we be able to finance this strategy?
- 4 a we have a number of options
b we're in a really strong position
- 5 a provided we
b there's no point in trying to
- 6 a I'm not sure that would work,
b assuming we decided to renovate the offices,
- 7 a Right. So we're decided
b I'm not sure that would work
- 8 a how would it work if we continued tomorrow?
b are there any other points to consider?

Tara So our aim is to improve our reputation. 1 _____ we need to focus on improving more than just our product.

Amal Exactly – we can't just focus on one area. 2 _____ and this means addressing absolutely everything that affects our image.

Tara Right. We could start with our physical resources – look at the state of our offices, they're old and run-down.

Amal So you think we should find new premises? That could be really expensive.

Tara Good point. 3 _____

Amal No, I don't think we could.

Tara Then maybe it would be best to update and renovate our current buildings.

Amal Possibly, but remember – 4 _____ for this improvement programme – we should think about other issues too. People, for example. We need to retain our best staff and try to attract new people.

Tara Yes, but 5 _____ attract the best people if we can't even offer them a modern office to work in.

Amal Maybe you're right. So 6 _____ our staffing problems could disappear.

Tara Well, I think it could help.

Amal I think so too. 7 _____ – we'll start looking into the costs of modernizing the offices.

Tara That sounds like a good idea. But before we go ahead with that, 8 _____?

Amal Yes – what about our actual processes?

2 Put the words in *italics* in the correct order to complete sentences 1–7.

- Let's be a bit more positive – *we / work / provided / together / all* _____, I'm convinced we can still meet our deadline.
- Well, *hold / we / assuming / decided / to* _____ the next team meeting in Brussels, we could also take the opportunity to look at some office buildings to rent next year.
- OK, it seems manageable, but *we long-term / mind / have / bear / in / viability / to / the* _____ of this project.
- Look, *going / no / we / meeting / don't / with / there's / ahead / point / this / if* _____ have any of the key decision-makers here today.
- What's really clear to us is that *strategy / to / clear / we / develop / a / need* _____ to move the company forward.
- We don't have a lot of money available to us, so basically *choice / we / have / don't / much* _____.
- Well, that was a really interesting discussion – so, *general / the / is / consensus / that* _____ we need to find a new developer if we're going to deliver the product on time.

Language at work

1 Match 1–10 to a–j.

- If we appear to have green credentials, ____
 - If I remembered to copy you in on the email, ____
 - If we raise dividends, ____
 - We'll be able to minimize damage ____
 - In the UK, if you're introduced to someone, ____
 - We may lose market share ____
 - If everyone turned off their computer at night, ____
 - If we don't start providing incentives, ____
 - If I had taken the job at Kurwenal, ____
 - If he's been at work all night, ____
- a you should have got it some time yesterday.
 b you shake hands with them.
 c providing you stick to the measures I've put in place.
 d we would save the equivalent of two directors' salaries.
 e ethically-minded customers are more likely to buy our products.
 f I would never have met my wife.
 g we keep shareholders happy.
 h no one will want to move to the new offices.
 i his concentration probably won't be 100%.
 j if Kirput and Sinderzy merge.

2 Correct sentences 1–10 using the information in brackets.

- If I know Chris's email address, I'd give it to you. (I don't know it.)

- If we disagreed, we say so. (This is how it worked in my last job.)

- If John turns up on time, I am amazed. (It's very unlikely he will turn up on time.)

- If we hadn't changed suppliers, we wouldn't had so many outstanding orders. (There are a lot of outstanding orders now.)

- If the directors have had a pay rise last year when we had our bonuses cancelled, a lot of people would have left the company. (The directors didn't have a pay rise and people didn't leave.)

- If they would offer you the job, would you take it? (It might happen.)

- If we could afford to relocate anywhere in the world, I will vote for Manhattan. (We can't afford to relocate.)

- We could offer BA Thomas the case then LPGJ turn it down. (LPGJ might turn it down.)

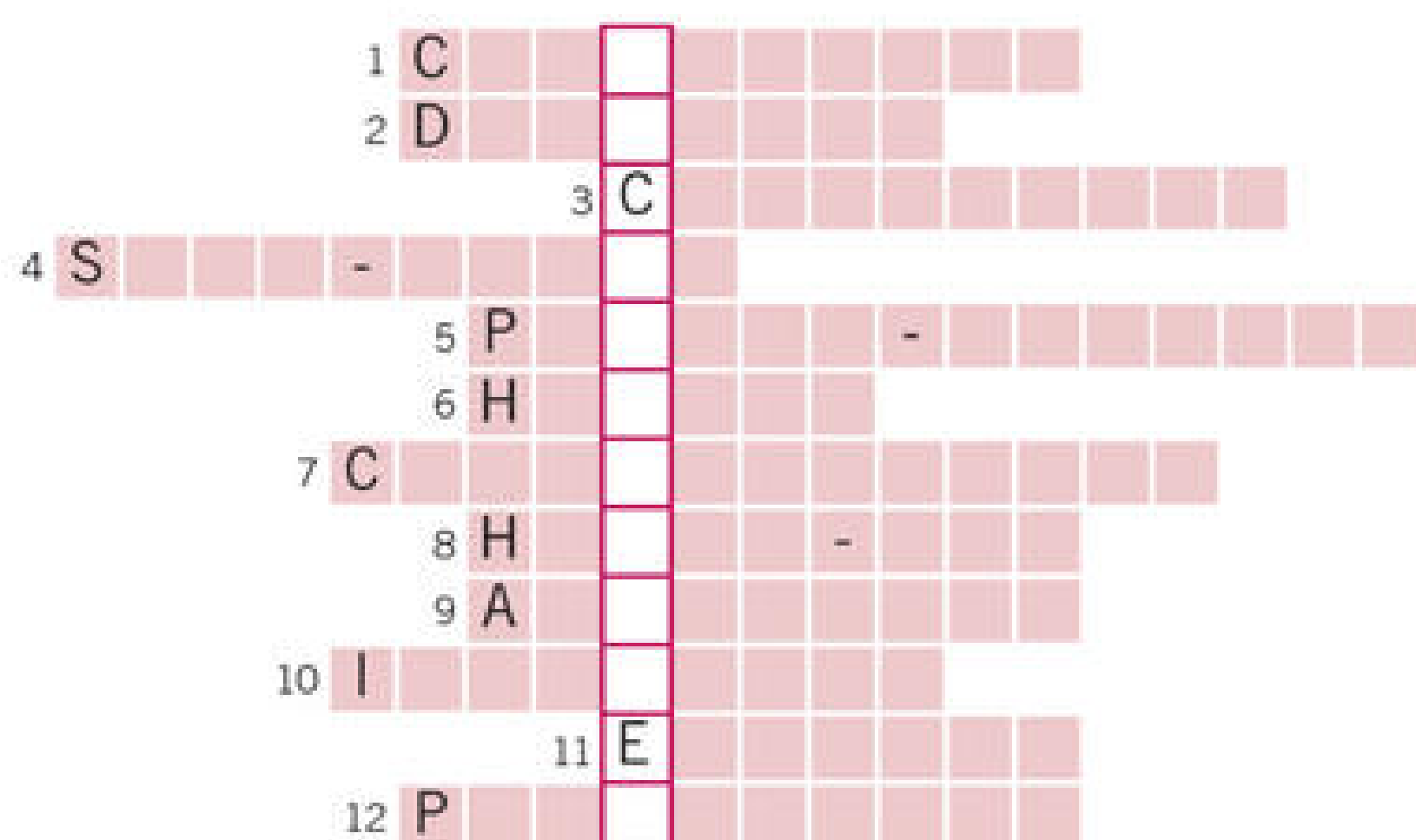
- Provided we offered to cover your relocation expenses, would you take the job? (This is a definite offer and I need your answer now.)

- If I was reappointed, I wouldn't have had to look for a new job. (I wasn't reappointed.)

Working with words

1 Complete the puzzle using clues 1–12 and find the hidden word.

- 1 If you have this, you are totally dedicated to what you are doing.
- 2 Able to make decisions.
- 3 If you have this, you believe completely in what you are doing.
- 4 Knowing your capabilities and your limitations.
- 5 Interested in, and good with, people.
- 6 Modest, not arrogant.
- 7 Working together and involving everyone.
- 8 Letting people do their work without interfering.
- 9 Flexible, willing to adjust to different situations.
- 10 If you have this, people believe you are honest and trustworthy.
- 11 The ability to understand other people's feelings.
- 12 If you are this, you feel very strongly about something.



2 Complete 1–12 in the advice about leadership with the words and phrases from the list.

*culture of trust avoid work together credibility
be consistent in establish generate influence
instil recognize reinforces sense of cohesion*

'Be especially careful at the beginning. You won't 1 _____ your authority as a team leader by being too heavy-handed. Your team need to accept that you have the right to lead them. And you certainly won't 2 _____ confidence in your team by being too hands-on – they may see that as a sign that you don't trust them. So at all costs, 3 _____ the temptation to micromanage.'

'Your team need to know you can do the job, so it's important to establish your 4 _____ right from the start. You're unlikely to be able to exert any 5 _____ over people if they don't believe in you. Show them that you recognize their professionalism, and they're more likely to see you in the same way – in other words, make an effort to 6 _____ mutual respect.'

'You have to get them to 7 _____. If they're suspicious of each other, or too competitive, that has to change, so try and build a

8 _____ between the individual team members. It takes time, but it's worth it.

Getting them to collaborate on projects can work, or sharing responsibility for key tasks – anything to bring individuals closer together and develop a 9 _____ within the team. This enables the team to work "as one".'

'People need to know where they stand. It's important to 10 _____ your expectations and your feedback – so treat everyone the same. Always 11 _____ individual achievement when it's appropriate to do so. But also acknowledge successes that are a team effort – any manager that does this 12 _____ a sense of team spirit.'

Business communication

1 Complete 1–11 in this briefing with phrases from the list.

*the benefits are clear as I understand
another great thing about this change is
you and your teams are crucial to
has a key role to play in it has been agreed that
I would encourage all of you to
it will be well worth the inconvenience
apparently, the decision was taken
what this will allow us to do is my understanding*

'As you may have heard, 1 _____ from 1st January, the activities of all the European offices will now be independently managed from Brussels rather than reporting directly to New York. 2 _____ at yesterday's meeting of the new senior management team, and obviously it affects all of us. 3 _____ it, although the initiative came from head office, it has been welcomed by all the regional offices.

Now, firstly, 4 _____ to offer a faster and more tailored service to all our European customers. 5 _____ that we will have complete independence, and the freedom to develop our own ways of operating that are right for our market.

Now, there is likely to be some restructuring on a local level, but 6 _____ is that there will be no job losses. Even if a few people do have to relocate, 7 _____ to have so much more control over our destiny. And long term, 8 _____: more freedom, more opportunities, more rewards.

Obviously 9 _____ the success of this strategy. It's up to you to seize the opportunity and to make it work. As I see it, each one of you 10 _____ ensuring that the transition is as smooth as possible. It is proposed that we hold an initial planning meeting next week, so 11 _____ consult with your teams and come up with some initial ideas for this.'

2 Complete the spoken extracts from a meeting using the minutes and expressions from the list.

I like the idea of ..., but I'm not very happy about ...
That's a valid point, but ... My understanding is ...
Let's give this a chance to work.
I have some concerns/reservations about ...
Are there any guarantees that ...?
Can you assure us / give us an assurance that ...?
I understand where you're coming from.

Reduction in departmental training budgets

SH has some reservations about the proposed changes. He agrees there's a need to be more cost-effective, and make departments more accountable. However, he's worried that the essential training needs of individuals and small teams will not be met due to increased competition for a limited budget.

CJ recognizes SH's concern, but it will now be the responsibility of individual departments to decide how the money is spent – not the HR Department. At the moment, departments have to spend a certain proportion on job-specific training, IT skills and language training, but in future, they will be free to choose their own priorities.

SH: This is something I wanted to bring up.

CJ: Well, of course, _____

Language at work

1 Rewrite sentences 1–8 with passive forms using the prompts in brackets. The underlined words are not relevant in the passive sentence.

- Shops were selling five of our products every minute in 2017. (past continuous)
- We asked him to email us details, but he didn't get back in touch with us. (perfect -ing form, start the sentence with the -ing form)
- The immigration department will interview you before they allow you to register for work here. (will + present simple)
- Someone might have sent the flowers yesterday. (might + perfect)
- Someone selected me. It was a great honour. (perfect infinitive, start the sentence with to)
- An employee had been processing your order, but then the whole system crashed. (past continuous)
- Someone is going to write a formal reply to address your complaints. (going to)
- We have received 15,000 orders – a staggering number. (present perfect)

2 Choose the correct words in *italics*.

By the end of the year, the third quarter's losses ¹*had more than made up for* / *had been more than made up for* by final quarter gains. This ²*put* / *was put* us back on target for a strong year-end performance, and indeed, when our annual figures ³*published* / *were published*, they ⁴*showed* / *were showed* a year of record profits.

These profits ⁵*divided* / *were divided* as follows: 50% ⁶*reinvested* / *was reinvested* in the business, we ⁷*paid out* / *were paid out* 20% as bonuses to employees, and the remaining 30% ⁸*went* / *was gone* into dividends for shareholders. Our dividend ⁹*raised* / *was raised* to 8%, the highest rate for some years.

¹⁰*Looking* / *Being looked* towards the future, we're delighted ¹¹*to have invited* / *to have been invited* ¹²*to put in* / *to be put in* a proposal for the competition ¹³*to build* / *to be built* a major new skyscraper in London. ¹⁴*Having voted* / *Having been voted* the UK's most innovative architecture firm for the third year in a row, we ¹⁵*anticipate* / *are anticipated* success in this.

11 | Practice file

Working with words

- 1 Complete sentences 1–11 with the words from the list.
*integrity pioneering responsibility unity
excellence merit competence diversity equality
dignity respect tolerance mutual cooperation*

- 1 _____ in the workforce means we have a wide range of skills and experience to draw upon.
- 2 Tim Berners-Lee was the _____ force in the development of the Internet.
- 3 It is our _____ to make sure our production process has minimal impact on the environment.
- 4 In spite of their differences, the board displayed public _____ at their last press conference.
- 5 All staff promotions are based on _____ – it's about an individual's _____ rather than length of service.
- 6 _____ between the two countries has increased trade in recent years.
- 7 Our company has very strong moral principles – _____ is key.
- 8 We have strict regulations against discrimination in order to ensure _____ for all our employees.
- 9 Employees should show _____ and understanding towards colleagues with different points of view.
- 10 Our ultimate goal is to achieve _____. We do our job the best we can possibly do it.
- 11 Our work environment promotes mutual _____ so that all employees can maintain their _____ at work.

- 2 Underline the adverb in *italics* that can't be used in each sentence.

- 1 A rise in interest rates would be *comparatively* / *potentially* / *significantly* disastrous.
- 2 The negative figures for the last quarter are *potentially* / *profoundly* / *surprisingly* worrying.
- 3 Fortunately demand has remained *comparatively* / *irretrievably* / *relatively* stable.
- 4 The growth in demand for new hybrid cars has been *potentially* / *relatively* / *unexpectedly* rapid.
- 5 Since the negative publicity over the recent share issue, media reports have become *appreciably* / *noticeably* / *relatively* more hostile.
- 6 Even if the allegations aren't true, their effect is *comparatively* / *irretrievably* / *potentially* damaging for the company.
- 7 Disposable income across the population as a whole is *irretrievably* / *noticeably* / *significantly* different from even a year ago.
- 8 It's a fact that we are now finding it *potentially* / *increasingly* / *relatively* difficult to find skilled workers prepared to work for these wages.

Business communication

- 1 A company is thinking of relocating its offices. Complete 1–7 in the conversation with the words from the list.

*possibly say to out beyond
stuck firm way round*

Union representative So, we're all extremely worried. I would urge you to consider redeveloping the current site.

Managing director Yes, I can understand your worries, but the decision is
1 _____ our control. We need to assume the move is going ahead and plan accordingly.

Union representative Well, if we really are
2 _____ with this situation, then I want to make sure that the employees get a guarantee that they will be looked after.

Managing director We can guarantee that most members of staff will be invited to move to the new site.

Union representative OK, but we can't
3 _____ expect all staff members to move. They have family ties and partners with jobs here.

Managing director Obviously there will be some severance pay for those who leave us.

Union representative Well, yes, of course there will. But not everyone wants to leave the company.

Managing director So they come to the new location. Simple as that.

Union representative No, it's not as simple as that. I have to stay 4 _____ on this. We need to think about alternatives for the ones who can't move. What would you
5 _____ offering people the option of working from home?

Managing director That's not
6 _____ of the question, but it wouldn't work with every job.

Union representative OK, but I don't think it's good enough to offer people a couple of months' salary and no further job prospects. We need to find a
7 _____ this ...

2 Choose the correct words in *italics*.

- 1 We have *arrived* / *got* / *reached* the point *which* / *where* / *when* we have no other option but to withdraw our custom.
- 2 Would you consider *of employing* / *employing* / *to employ* some extra staff for the project?
- 3 No, I'm afraid it is *not just* / *just not* possible.
- 4 Unfortunately, management is refusing to *change* / *budge* / *adapt* on this.
- 5 I'll go *along* / *willing* / *agree* with that.
- 6 We are *with* / *at* / *in* a very difficult situation right now.
- 7 Could we make *out* / *do* / *have* with a smaller order for now? I don't think we have enough cash to make our usual order.
- 8 I *had* / *can* / *would* be willing to offer a discount of 5%, if you ordered a minimum of 100 units.
- 9 I'm afraid I have *to say* / *to answer* / *to give* 'no' to this contract – the price is just too high.

3 Correct the mistakes in this conversation.

- A I can't understand why you're being so negative about this. We're in a very much difficult situation, and we really need to work together on this.
- B I know, but this idea about job-sharing won't just work. It's not an effective use of time or resources. Would you consider reallocate jobs and redefine roles instead?
- A Well I'd be willing hearing your suggestions, but I have to say no to redefine roles. People do the jobs they are skilled in doing. If we change that we'd need to start retraining, which is a further drain on resources.
- B I agree that that's outside of the question, but what I meant was, reformulating job descriptions so that everybody is clear on where their job starts and ends.
- A I suppose that feasible. Do we all agreed that we need think about more fixed job descriptions?

Language at work**1** Complete sentences 1–9 with the words from the list. Sometimes more than one answer is possible.

*Offering Given Having considered As changing
Knowing Faced with Not only At no time
Under no circumstances*

- 1 _____ all the applications, we have shortlisted the two candidates we think have the most potential.
- 2 _____ that Beth has only been here a month, I'm not sure she's the best person for this project.
- 3 _____ the choice of accepting a job I don't want, or being unemployed, I'd definitely take the job.
- 4 _____ the process would be time-consuming, we'd better stick with what we have.
- 5 _____ to assign him another employee would mean his team would have more capacity.
- 6 _____ that Helen has to pick her kids up in the afternoon, the early shift would be better for her.
- 7 _____ have I said that I will leave the company.
- 8 _____ will food that doesn't have the proper certification be accepted.
- 9 _____ are we committed to providing the best-tasting produce, we're also inspired to source the most ethical food available.

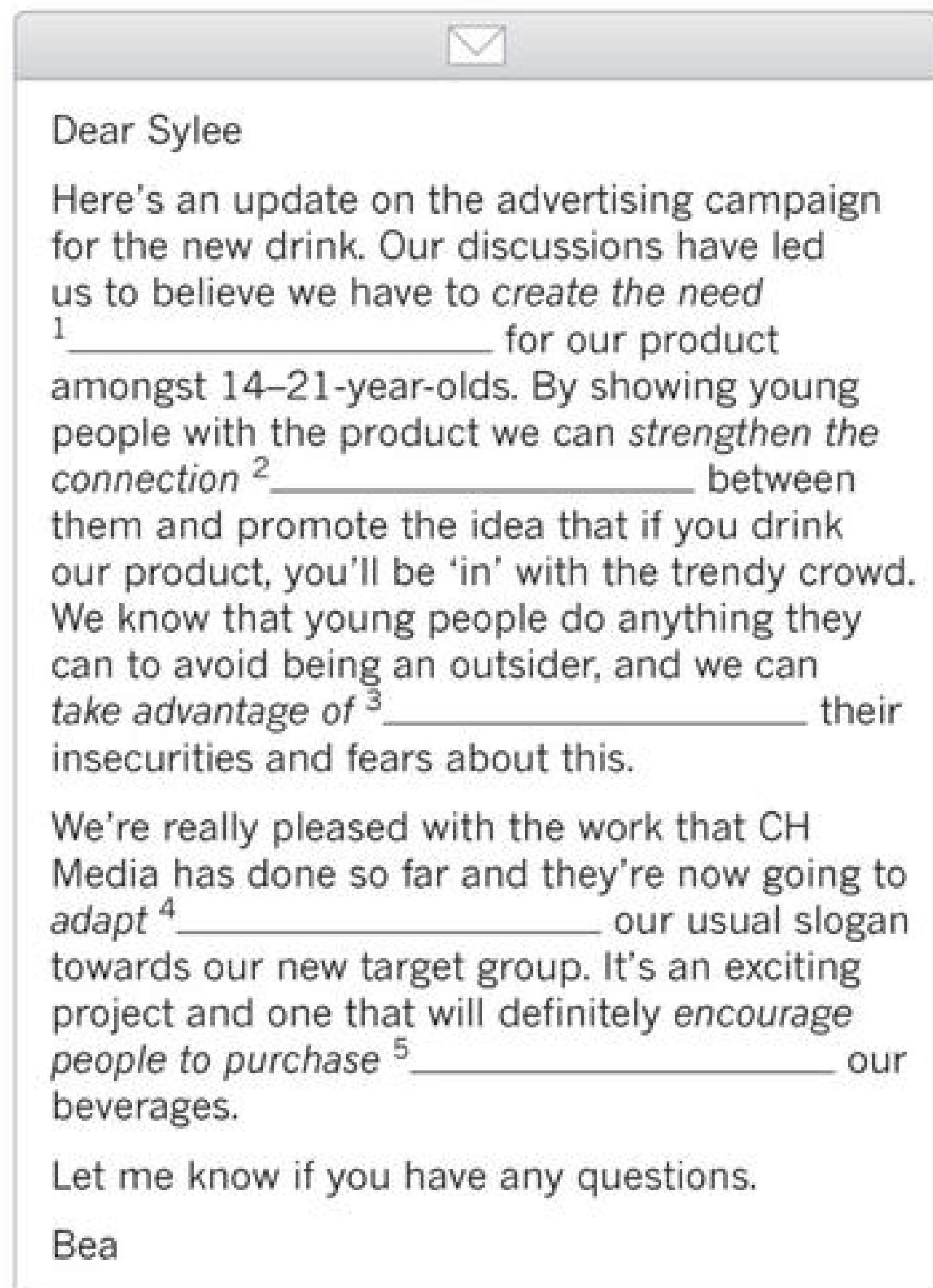
2 Rewrite sentences 1–9 using the words in brackets.

- 1 I heard that the train had been cancelled, so I took the bus instead. (Knowing)
- 2 I was so disappointed in the quality, that I won't buy from them again. (Given / disappointment)
- 3 I thought about the choices available, and decided to go for this one. (Having considered)
- 4 When the news went public, he had no option but to step down. (Faced with / going)
- 5 The only way to keep the client was to offer them a larger discount. (Offering)
- 6 Moving the deadline wasn't feasible, so we decided to reduce the volume instead. (As changing)
- 7 Visitors must never go beyond reception without a pass. (Under no circumstances)
- 8 They offer a very generous pension scheme. And they also offer flexitime. (Not only)
- 9 We've never failed to live up to our core values of decency, innovation and trust. (At no time)

Working with words

- 1 Replace the phrases in *italics* in this email with a phrase from the list.

generate a demand *promote the consumption of*
reinforce an association *play on* *tailor*



- 2 Complete sentences 1–8 with the correct preposition.

- The message we want to put _____ is one of 'belonging'.
- We're hoping to appeal _____ the younger market.
- We want young professionals to buy _____ the lifestyle that we portray.
- Customers were taken _____ by the idea that owning the product would improve their social status.
- The advertising agency have picked _____ on several potential problems with our proposed logo and slogan.
- The first draft of the advert didn't really live _____ to our expectations.
- I think we need to hold _____ for a much improved second draft of the advert – we can wait for another two months, so we should push for what we want.
- The economy is in trouble and people are trying to cut their spending, so I think we should tap _____ this by pushing our low-price 'value' products.

- 3 Choose the correct words in *italics* to complete sentences 1–8.

- We all want to work hard for Suzy, she's a good leader and really *aspirational* / *motivational*.
- Jens has a lot of ambition, and he's very *aspirational* / *materialistic* – he wants our team to win the sales team of the year award!
- With this new product we're hoping for rapid *USP* / *market penetration* ahead of the competition.
- It's well-known that they expect their employees to reach impossible deadlines, even if it means working throughout the night. I think that's really *exploitative* / *materialistic* and they have to change their policies if they want to improve their reputation.
- Helen is very worried about what her neighbours think of her new car. I think she may have a bit of *USP* / *status anxiety*.
- The product is selling extremely well because we created a *USP* / *consumer profile* that no competitor could match.
- Kids these days always want new gadgets and are never satisfied – we were never so *materialistic* / *exploitative* when we were young.
- We've studied purchasing trends and have drawn up some very accurate *consumer profiles* / *market penetration*.

Business communication

- 1 Complete the talk with phrases from the list.

second point *strong position* *having said*
become apparent *very much* *is achievable*
comes across *because we* *first benefit*
serious consideration

'So, we're here today to discuss change. It has ¹ _____ that although you all know change is inevitable, you don't want to face up to it. Also, what ² _____ from talking to you is your reluctance to embrace the changes. I'd like to reassure you that this can only be a positive move. Let's look at the plus points; by changing our internal structure we can optimize our skills and strengths.

OK, that's the ³ _____. Now, the ⁴ _____ - if we become more efficient, it'll be easier to meet customer demand. But ⁵ _____ that, it's important to remember to stay focused and not overreach ourselves. Our goal here is to gain market share. I believe a 5% increase by the end of the year ⁶ _____. No question. Through hard work and determination we'll succeed. In fact, we're in an extremely ⁷ _____. Why? ⁸ _____ have both the knowledge and the resources. I ⁹ _____ hope that you'll support me in this. Please give ¹⁰ _____ to not only the company's future, but your future. Change does make sense.'

2 Match 1–6 to a–f.

- 1 I know that, like me, ____
 - 2 Not only that, it's ____
 - 3 We're committed, we're motivated, ____
 - 4 You could argue that we're taking a risk, ____
 - 5 I'm calling ____
 - 6 We could be missing out on ____
- a and we believe in what we do.
 - b on you to support this change.
 - c you are concerned about the future of the company.
 - d a great opportunity if we don't pursue this.
 - e but on balance it will be worse if we don't act now.
 - f also essential that we put the necessary finances in place to fund this.

Language at work

1 Choose the correct words in *italics* to complete the email.

Jason,

Time's running out for the in-house magazine! ¹*Basically / Mind you*, the editorial team have had enough of waiting for articles and have started writing them themselves. It's ²*obviously / anyway* been forgotten that they have real jobs to do too! ³*Of course / Anyway*, could you send whatever you've collected? ⁴*After all / So to speak*, anything is better than nothing at all.

⁵*Quite honestly / Admittedly*, I don't know why they don't scale it down to publishing it twice a year. We discussed this a few months ago but no one seemed very keen. ⁶*As a matter of fact / Obviously*, when Henri left the meeting he was so upset! ⁷*Quite honestly / Admittedly*, someone said they found the themes he suggested for articles boring!

Have you heard, Ivica's abandoning us, ⁸*mind you / so to speak*. She's taking a year off to travel. She says if she doesn't do it now she never will. ⁹*As I was saying / Mind you*, I don't blame her. Her department's changed so much since the shake-up.

¹⁰*Of course / After all*, she didn't say that was the reason for leaving, but we all think it is.

¹¹*Basically / To tell you the truth*, I'd think of travelling the world if I worked for that boss!

Tanya

2 Complete 1–10 in the conversation with the correct option (a or b) from the list.

- A Look, James – we're really having problems here. ¹____, I think we should cancel our stand at the Mumbai conference.
- B ²____, that seems like a bit of a radical solution – I'm really not sure about it.
- A I know what you mean, but ³____, we're just not going to be ready to put together a decent stand by May.
- B ⁴____, I'm still not convinced. ⁵____, all of our most important customers will be expecting us to have a big presence there.
- A Yes, but our stand is going to look terrible. ⁶____ that's not going to give our company a very good image in the industry. ⁷____, I think we should consider other methods of promotion and avoid the conference – we could print extra copies of our catalogue and advertising posters, for example.
- B OK – those are good ideas, and ⁸____ that would be the easier option, but I really think we should do those in addition to having the stand. If we all work really hard I'm sure we can get it ready in time for Mumbai.
- A I really don't think having the stand will be possible. ⁹____ if we could get more people involved in the preparation it might be possible, I suppose. ¹⁰____ we need to sort this out immediately. Could you find out if we would be able to expand the team?
- | | |
|-------------------------|-------------------------|
| 1 a Of course | b If you ask me |
| 2 a Quite honestly | b Mind you |
| 3 a after all | b as I was saying |
| 4 a As a matter of fact | b To tell you the truth |
| 5 a After all | b So to speak |
| 6 a Obviously | b Anyway |
| 7 a Of course | b Basically |
| 8 a admittedly | b so to speak |
| 9 a Mind you | b As a matter of fact |
| 10 a So to speak | b Anyway |

Grammar reference

Unit 1 | Tenses review

Present simple

Use the present simple

- 1 to talk about general facts, states and situations
*The purpose of business **is** to make a profit.*
- 2 to talk about regular or repeated actions, or permanent situations
*Jack **works** for Nissan.*
- 3 to talk about timetabled future events
*The meeting **starts** at 10.00.*

Present continuous

Use the present continuous

- 1 to talk about an action in progress at the time of speaking/writing
*I'm **trying** to get through to Jon Berks.*
- 2 to talk about a current activity, taking place around the time of speaking
*They **are pushing** the area for development.*
- 3 to talk about fixed plans or arrangements in the future
*I **am meeting** the management committee on Friday.*

Present perfect simple

Use the present perfect simple

- 1 to talk about actions which finished recently and for which there is a present result
*The IT guys **have changed** all the access codes.*
- 2 to talk about actions that started in the past and are still going on
*Silvio **has worked** for us since he left school.*
- 3 to talk about experiences in your life or events in history
*I've **never been** to Bahrain.*

Present perfect continuous

Use the present perfect continuous to talk about a recently completed action. The focus is on the activity, not the result.

*The IT guys **have been changing** all the access codes.*

Past simple

Use the past simple

- 1 to talk about past actions which are over at the time of speaking
*I **heard** from the locals that there were several interesting sites.*
- 2 to talk about past states
*I **lived** in Haringey when I worked in the City.*

Past continuous

Use the past continuous to talk about being in the middle of a past action – there is likely to be an interruption (in the past simple) in the sentence.

*Everything **was going** really smoothly, when Wu **took over** the project.*

Past perfect

Use the past perfect to indicate that an action happened before another action referred to in the past simple.

*I **had heard** from the locals that there were several interesting sites before I **visited** the area.*

Past perfect continuous

Use the past perfect continuous to refer to an action in progress before something else happened.

*He was the one who **had been working** on the project, but his boss was the one who got all the credit.*

Should

- 1 Use *should* + infinitive to recommend something strongly.
*You **should try** that vegetarian restaurant on the river.*
- 2 Use *should* + perfect infinitive to talk about a lost opportunity.
*You **should have gone** this morning – it was quite an interesting meeting.*
- 3 Use *could/should* + infinitive to predict.
*It **could/should turn out** to be quite interesting.*

Future forms

- 1 Use *will* + infinitive to make on-the-spot decisions.
*We'll **have to** explain the options to the client.*
- 2 Use *be going to* + infinitive when we are talking about an action we have already given some thought to.
*We're **going to have to** explain the options to the client.*
- 3 Use the future continuous to talk about something that will be in progress at a particular time in the future.
*I **will be writing** everything up later this week.*
- 4 Use the future perfect to refer to events which finish before a given time in the future.
*I **will have finished** by the end of the year.*
- 5 Use the future perfect continuous to emphasize the continuation of an action, seen from a time in the future.
*Our companies **will have been working** together for ten years in May – we should plan a celebration.*

Unit 2 | Expressing attitudes to the past

Third conditional

- 1 Use the third conditional to talk about past situations that did not happen.
*If you **had chased up** the reference, you **would have known** not to employ him.*
- 2 Only the situation in the clause with *had* (the *if*-clause) must be in the past. The other situation can be past, present, or future: something that did not happen, or is not happening, or will not happen, but which is seen to be linked with the situation in the *if*-clause.
*If I **had got** the job at Chelco, I **would have been made** redundant when the company folded.* (past situation, past result)
*If I **had got** that job, I **would have been able to** afford to buy property by now.* (past situation, present result)
*If I **had got** that job, I **would have been able to** retire in two years' time.* (past situation, future result)
- 3 Instead of *would* in the result clause, we can use *might* for a less likely result, and *could* to express possibility.
*If we **had reduced** prices, more people **might have bought** our products.* (= would perhaps)
*If you'd **told** me before about the operation, I **could have arranged** cover for you.* (= it would have been possible for me to arrange cover for you)

- 4 Informally, we can use *'d* as a short form of *had* in the *if*-clause, and as a short form of *would* in the result clause.
I'd have phoned if I'd known.
- 5 We often use the third conditional to express regret, or to analyse past actions (especially for criticisms).
*If I **had sold** my shares in May, I **would have made** a good profit.*
- 6 When the past situation is negative, the effect is sometimes to congratulate ourselves or others for the actions they took. This can also happen with past situations that are not grammatically negative, but which are seen as undesirable.
*If you **hadn't warned** us about that supplier, we **would have had** serious problems. Thank you so much!*
*If we **had followed** the consultant's advice, we'd have probably **gone** bankrupt. (It's a good thing we didn't!)*

Perfect modals

- 1 The result clause in **bold** in this third conditional sentence uses a perfect modal (modal verb + perfect infinitive).
*If we had invested in Northern Rock, we **would have lost nearly everything**.*
This pattern is especially useful to talk about our likely actions if we were in the situation described.
*I **would have told** my manager straight away, rather than hiding everything.*
- 2 We can also use *could*, *might*, *should*, *ought to* and *needn't* followed by perfect infinitives to talk about things that did not happen in the past. Notice that these perfect modals often express irritation and criticism.
*You **could have told** me you'd be late.*
*I **might have known** the distributors would let us down.*
*They **should have consulted** me about the cancellation.*
*They **ought to have warned** us about the strike.*

Other ways of expressing condition

- 1 There are several other words we can use instead of *if* in the *if*-clause of a third conditional sentence.
If we had invested in that company, we would have lost nearly everything.
***Suppose/Supposing** we had invested in that company ...*
***Imagine (if)** we had invested in that company ...*
- 2 Use *if only* to emphasize regrets and wishes.
***If only** we hadn't relocated, we'd be sitting on €1 million of real estate by now.*
- 3 We can use *even if* to talk about an unreal past situation to say that it would make no difference to the situation in the result clause.
***Even if** we had kept to our schedules, the manufacturers probably wouldn't have kept to theirs.*
- 4 We can use *whether* when we are talking about two or more past situations that would have had the same result.
***Whether** we had given the job to Hogg, Curtis, Xama or Kzenksy, they would have had a difficult task ahead.*

Unit 3 | Speculating about future changes

Will or going to

In many sentences and situations, either *will* or *going to* is possible. However, in general use *will*

- 1 to make predictions based on experience
*We've increased the salary so more people **will** apply.*
- 2 to give or ask for information about the future
*When **will** we need to be ready?*
- 3 to make promises, requests and threats
***Will** you give me a hand?*
- 4 to make spontaneous decisions (at the time of speaking)
You're running late? OK, well, I'll start the presentation without you.

Use *going to*

- 5 to make predictions based on our current feelings and thoughts
*I'm **going to** get angry in a minute.*
- 6 to talk or ask about plans or intentions
*Sue's **going to** attend the Milan conference in June.*
- 7 to talk about decisions that have already been made
*I'm **going to** give Ed a written warning, no matter what he says.*

Certainty and the future

- 1 Several modals can be used to make predictions about change in the future, with different degrees of certainty.
*The recession in Spain **might/could/will** affect sales across Europe.*
- 2 With similar meaning, *will* + adverbial (adverbial + *won't*) is possible.
*The Spanish recession **will perhaps** affect pan-European sales.*
*The euro's strength **probably won't** continue beyond June.*

We can also use a range of adjectives

- 3 with structures like *be ... to ...*
*The Spanish recession **is (un)likely/expected/certain/bound to** affect sales across Europe.*
- 4 with structures like *it's ... that ... will ...*
***It's (un)likely/probable/certain that** the Spanish recession **will** affect sales across Europe.*
We can also use adverbs of degree (*quite*, *very*, *really*, etc.) with most of these structures, to add emphasis or distance.
*The Spanish recession **is quite** likely to affect sales across Europe.*

Unit 4 | Referencing using pronouns

Referring backwards

It, this and that can be used to refer back to something that has just been mentioned. All three words can refer back to a person or thing, a situation or a thought/idea/proposition, etc.

*He said the greater the risk, the greater the potential reward. **This** might well be true.*

*Here's our prototype. **It** gives a pretty good idea of what we hope to make.*

*John was arguing for cuts in the R&D budget. **That's** the last thing we need.*

Emphasis

- 1 *It* is used for neutral reference: as a simple way of continuing the discussion, without giving special emphasis to the information being referred to.
*There's also a subsidized canteen. **It's** OK, but no better than in most companies.*
- 2 *This* and *that* are more often used to add emphasis to the information: they draw our attention to what has just been said.
*And we have a gym exclusively for staff. **That's** one of the best things about working here.*
- 3 *This* in particular is used when there is something new or especially relevant about the information introduced.
*Finally, there's our final salary pension scheme. **This** has been praised throughout the industry.*

Reference

- 1 In sentences where several things are mentioned, *it* is usually used to refer to the main topic, whereas *this/that* more often refer to the last topic mentioned.
*There's a meeting in the Kennedy Suite. **It's** very important and could go on for hours. (it = the meeting)*
*There's a meeting in the Kennedy Suite. **That's** on the third floor, by the lifts. (that = the Kennedy Suite)*
- 2 Generally, *this* refers to things that are near to us (in space, in time or conceptually – thought of as close and relevant); *that* refers to things we think of as more distant.
*Carlos asked about the depreciation of the dollar. **This** will affect us all, he said.*
*Carlos asked about the depreciation of the euro. **That** was unlikely in the foreseeable future, Kate answered.*

He, she, they, these, those

- 1 When we refer to a person mentioned in the previous sentence, *he* or *she* is used in the same way as *it*.
*Heather was the first of the candidates to be interviewed. **She** was very impressive.*
- 2 When the information referred to has a plural form, *they* is used instead of *it*, *these* instead of *this*, and *those* instead of *that*.
*We discussed several options during the brainstorming sessions. **They** were all considered impractical, though.*
*We discussed several options during the brainstorming sessions. **These** were quite good fun, by the way, but hard work.*

New information

This can refer forward to new information. We do not use *that* or *it* in this way.

*Craig isn't a great team player. **This** is his main problem, though – his lack of creativity. (refers forward to the new information about his lack of creativity)*

*Craig isn't a great team player. **That's** his main problem. (refers back to the information about the fact that he is not a great team player)*

Even when *this* is used to refer to old information, there is always a sense that what we are going to say about it is new.

Unit 5 | Adding emphasis

Fronting

- 1 In most active sentences, the subject of the verb comes first. However, we can alter the word order to place the information we want to emphasize at the beginning of the sentence. This is called 'fronting'.
I liked the conference hall, but I thought the accommodation was awful.
***The conference hall** I liked. **The accommodation** I thought was awful.*
- 2 Subject and verb/auxiliary are inverted after negative expressions, after *only*, and after participles.
***Rarely have I** seen such a confident presentation.*
***Only in Japan can you** get fish as fresh as this.*
***Included in the contract was** a job description.*

It-clefts

it + be + emphasized language + relative clause

Use to focus our attention on a noun phrase or adverbial.

***It was the finance director who** suggested freezing recruitment.*

***It was earlier this morning that** she phoned me.*

What-clefts

what + noun phrase/clause + be + emphasized language

Use to move our attention to the end of the sentence.

***What he does is** assess proposals.*

***What I want is** an evening off.*

Other phrases

We can also use phrases such as *the person/people who/that*, *the place where*, *the reason why*, *the thing that* to add emphasis.

*Tom is **the person that** you need to speak to.*

***The place where** our 2025 conference will be held is Brighton.*

***The thing that** annoys me most is that no one contacted us about the problem.*

Unit 6 | Adverbs

Adverbs of degree

- 1 Adverbs of degree can add emphasis to most adjectives and adverbs. These include: *very, really, extremely, so, just so, very ... indeed*.

*It was **just so** short-sighted of them to risk upsetting our Japanese distributors.*

- 2 Some adjectives and adverbs are ungradable: they express extreme qualities such as perfection. With these words we use adverbs such as *completely, absolutely, utterly* (not *very*).

*It's **absolutely** vital that you inform me of things like that.*
(Not: *It's very vital that you inform me of things like that.*)

- 3 Many adverbs of degree are used to qualify the gradable adjective or adverb they precede (e.g. *quite, rather, pretty, fairly, a bit, a little*, and, in American English, *somewhat*).

*The figures were **quite** promising.*

*He suggested, **rather** stupidly, that we forget about the deadlines.*

- 4 We can use most of these words with adjective + noun combinations. Note the word order with *quite*.

*It was **a rather tedious** speech.*

*It was **quite a good** party.* (Not: *It was a quite good party.*)

- 5 We can also use an adverb of degree with *not* (e.g. *not very, not really, not absolutely*). We can also say *not at all*.

*I'm **not very** / **not at all** concerned about the canteen's closure.*

- 6 *Not really* can mean both *not very* and *not, in fact*. The word stress (underlined in the examples) in the sentence helps to convey the different meanings.

*I'm **not really** angry about her resignation, just disappointed.* (not angry, in fact)

*He **wasn't** really angry, but he raised his voice.* (a bit angry)

- 7 When the adverb comes before *not*, the meaning is different.

*I'm **not absolutely** convinced.* (less than 100% convinced)

*I'm **absolutely not** convinced.* (0% convinced)

*It isn't possible to put *very* before *not*.*

*I'm **not very** happy with this situation.*

(Not: *I'm very not happy with this situation.*)

Focus adverbs

- 1 The adverbs *even, just* and *only* focus our attention on one part of a sentence. They usually come before a main verb, but after an auxiliary or *be*.

*Exetica **only** had better results than us in May.* (not in June.)

*I **just** don't understand why team A didn't complete the first away day task.* (I really don't understand.)

*Jo couldn't **even** remember all the details.* (a criticism of Jo)

- 2 If these adverbs refer to a noun phrase, then they come before it, and the meaning is changed.

***Only** Exetica had better results than us in May.* (no other company)

*I don't understand why team A didn't complete **just** the first away day task.* (they managed to complete all the others)

*I don't understand why **just** team A didn't complete the first away day task.* (all the other teams managed to do it)

***Even** Jo couldn't remember all the details.* (Jo is expected to be good at remembering and the fact that she couldn't indicates that there were a lot of details.)

Functional adverbials

Adverbials are often used to refine the message conveyed by the sentence, without altering the meaning of any individual words. For example, they can be used

- 1 to soften negative reactions

***Unfortunately**, I can't agree with you.*

(Also: *regrettably, sadly*)

- 2 to provide a link to what someone else has said

***Of course**, you're right about that, but ...*

(Also: *no doubt, obviously, evidently, certainly*)

- 3 to move the subject of conversation / writing onto a different area

***Frankly**, I'd prefer not to discuss that ...*

(Also: *to be honest, honestly, actually*)

Unit 7 | The future in the past

Was going to

- 1 We can use *was going to* to talk about the future from a point of view in the past regarding things that were planned, or former intentions.
*I **was going to** visit our Alicante office too, but my plane was delayed.*
- 2 It is the intention that is in the past and has changed. The time the intention refers to can be in the future.
*We **were going to** go to the races **tomorrow**, but the course has been flooded.*
- 3 The time the intention refers to can also be in the past.
*I **was going to** have my appraisal **yesterday**, but my boss was ill.*
- 4 This structure is often used to explain why something did not happen, make excuses, explain changes to plans, give background to our current intentions/thoughts.
*Hi, John. I **was going to** call you today, but I totally forgot.*
*We **were going to** have the meeting in the café, but it was too noisy.*
*I **was going to** invite Denis out to dinner tonight. Do you think it's a good idea?*
- 5 We can also use perfect tenses with *going to*, for different perspectives in the past.
*She's **been going to** visit this office for ages – I don't think she ever will.*
*They **had been going to** make me redundant, if I hadn't taken early retirement.*

Other structures

A number of other structures are also possible.

- 1 The past continuous can be used for former arrangements (just as we would use the present continuous for a current arrangement).
*I **was meeting** their sales rep at 3.00 p.m., but he's just cancelled.*
- 2 *Was to / were to* is possible, as the past form of *be to*, particularly to talk in a formal style about past plans and arrangements.
*We **were to** launch the product at the International Spring Convention. Unfortunately, there were delays beyond our control.*

Unit 8 | Using questions

Yes/no questions

Yes/no questions can be answered with *yes* or *no*. They usually begin with an auxiliary verb or *be*, followed by the subject. It is usually impolite to reply with just *yes* or *no*. Extra words are necessary for politeness, and giving extra, more detailed information is often appropriate.

*Is **this** the best solution? ~ Yes, after detailed research we're convinced that it is.*

Wh- questions

Wh- questions ask for specific information about people, places, etc., and begin with *what*, *where*, *when*, *why*, *how*, *which*, *how many*, etc.

*Where **did you** study for your MBA? ~ In Stanford. Why **do you** ask?*

Indirect questions and modals in questions

- 1 In indirect questions, unlike with standard questions, there is no inversion of subject and auxiliary.
*I'd like to know **how many days the factory is closed for**.*
- 2 Modal verbs are also used to make a question less direct.
***Would** you say that you're a team player? (= Are you a team player?)*
***May** I ask if you'd be likely to accept the job?*
***Could** I check whether you've signed in with security?*

Other ways of asking questions

- 1 A statement can sometimes have the function of a question. In writing, this is shown by a question mark. In speaking, there is a rise in intonation.
And you trained as a lawyer before moving into banking ~ Yes, that's right.
- 2 Particularly in speech, we can sometimes use parts of statements to similar effect.
And your other interests ~ I like football and tennis.

Question tags

- 1 We can follow a statement with a question tag (inverted subject and auxiliary), to check or confirm information, or check that the person we are talking to agrees with or understands us. A positive statement has a negative tag, and vice versa.
*They said they'd arrive around 9.00 p.m., **didn't they**?*
*It's probably not a good idea, **is it**?*
- 2 It is possible to have a positive tag after a positive statement, to express a reaction to something you have just heard, for example.
*And you're happy with that decision, **are you**?*

Functions of questions

Beyond asking for information, questions can have a range of functions. We can use them

- 1 to check that the audience is following/understands
It's not, is it, a question of threats, but of opportunities. Do you see?
- 2 to set up / introduce a subject which you then explain
What are our objectives for the coming year? Well, first of all, we hope to ...
- 3 to give yourself time to think, or to give the audience a pause in concentration
And then, erm, how can I put this? Well, we have decided that ...
- 4 to challenge what someone has said
And you really believe that these measures will have an effect, do you?
~ Well, they should certainly help relieve the pressure in the short term.
- 5 to lead someone towards a specific point of view
That may not be a good thing, surely?
Don't you agree that it's better to wait?

Unit 9 | Using conditionals

Form

These are the main conditional forms.

Type	Situation	Result
zero	If + present tense	present tense
	<i>If you hand in work late,</i>	<i>you make a bad impression.</i>
first	If + present tense	will + infinitive
	<i>If we lose the contract,</i>	<i>we'll be in trouble.</i>
second	If + past tense	would + infinitive
	<i>If we lost the contract,</i>	<i>my job would be on the line.</i>
third	If + past perfect	would have + infinitive
	<i>If we'd got the contract,</i>	<i>we would have made a lot of money.</i>

Zero conditionals

- 1 Use zero conditionals when the relationship between the situation and result is always true or always the same; there is no element of chance or doubt.
*If we **hit** our targets, we **get** a bonus.*
- 2 We can also use two past tenses, to talk about something that always used to be true.
*We **got** time off in lieu if we **worked** weekends.*
- 3 Informally, we can use this structure where a first conditional would be more appropriate in a formal situation.
*If we **lose** the contract, we're in trouble.*

First conditional

- 1 Use the first conditional when a situation is very likely to have the result given.
*If you **arrive** late, you'll **miss** the meeting.*
- 2 The present continuous and present perfect are possible in the *if*-clause.
*If Jenny's **working** on this project, she'll learn a lot of useful stuff.*
*If Amit's **broken** his leg, you'll have to give the talk.*
- 3 Other modals such as *can*, *may*, *be going to* are possible in the result clause instead of *will*.
*If we don't gain market share, we **may** be in a sticky situation.*
*I'm **going to** change distributors if Kikibo don't get their act together.*

Second conditional

- 1 Use the second conditional when a situation is hypothetical or imagined.
*If taxes **rose**, we **would consider** relocating.*
- 2 The second conditional is also useful to make suggestions, offers, warnings, etc. more distant and polite.
*If you **arrived** on time, we'd **get** much more done.*
- 3 *Might* and *could* are also possible in the result clause.
*We **could** save time if we adopted the new system.*

Mixed conditionals

- 1 It is possible to use the *if*-clause of a second conditional (*if* + past simple) with the result clause of a third conditional (*would have* + infinitive). This is an example of a mixed conditional.
*If you **cared** more about your work, you **would have been promoted** years ago.*
Here we are talking about a present imagined situation, with an imagined past result.
- 2 More often we use the *if*-clause of a third conditional (*if* + past perfect) with the result clause of a second conditional (*would* + infinitive).
*If I **had got** the job, I **would earn** €100,000 by now. (would + present infinitive)*
*If I **had got** the job, I **would be commuting** for four hours a day. (would + continuous infinitive)*
Here we are talking about a past imagined situation with an imagined present result.

Passives

Passive forms are possible in all types of conditional sentence, in either clause.

*If the contract **is lost**, we'll be in trouble.*
*If we adopted the new system, hundreds of hours **could be saved**.*

Other words instead of *if*

- 1 In many conditional sentences, *when* can replace *if*. This makes a situation sound more likely. The same is true of *every time*.
***When** we hit our targets, we get a bonus.*
***Every time** we hit our targets, we get a bonus.*
- 2 In zero, first and second conditionals, we can use *unless* to mean *except if* or *if not*.
***Unless** we keep our contract with Zimierz, we'll be without a Polish partner company.*
- 3 Participles such as *providing*, *provided*, *assuming* and *supposing*, and phrases such as *on the condition that* and *as long as*, can also replace *if*.
***Providing** the building goes well, our new offices will be ready in May 2025.*
***As long as** the pound stays strong, our projections will be realistic.*

Unit 10 | Using the passive

Forms

- In all tenses we form the passive with *be* in the appropriate tense + past participle.
*Mistakes **were being made**.* (past continuous passive)
*Eight applications **have been received**.* (present perfect passive)
- Passive modals are also possible.
*Forms **may be filled in** with black ink, or typed.*
*The computer network **must be being updated** – I can't access it.*
*Your timesheet **should have been received** by now.*
Modal phrases (e.g. *have to*, *be going to*) follow the same rules.
*You're **going to be offered** a post in the Paris office.*
- A passive infinitive is *to be* + past participle. A passive perfect infinitive is *to have been* + past participle.
*I'm delighted **to be offered** the post, but unfortunately I must decline.*
*I'm delighted **to have been offered** the post, but unfortunately I must decline.*
- A passive -ing form is *being* + past participle. A passive perfect -ing form is *having been* + past participle.
***Being asked** to leave the company wasn't pleasant.*
***Having been offered** three options, Jim chose the cheapest.*
- The object of an active sentence becomes the subject of a passive sentence. If a verb has two objects, either object can become the subject.
Someone at the door gave us a handout.
*We **were given** a handout.*
*A handout **was given** to us.*
Verbs that do not take an object (e.g. *go*, *come*, *fall*) cannot be made passive.
Profits fell last year. (Not: ~~Profits were fallen last year.~~)

Use

- We use the passive to focus attention on the action mentioned, or on the object of the action (the person or thing affected by it). We do not know who does the action, or it isn't important.
*The office **has been redecorated**. It looks so much better than before!*
- Using the passive helps create an impersonal style. This is often appropriate in formal English, for example in business letters and reports, where a personal style would not be appropriate.
*Results for the first quarter **were published** on 6 April.*
- The passive is a useful way of adding distance between an action and those doing it, for example when giving people bad news.
*Regrettably, redundancies **will have to be made**. Some of those sitting here **will be affected**. (Compare: *I'll have to make redundancies. It will affect some of you.*)*
- In discourse, we often choose to use the passive if it provides a better link with the sentence before. In these cases, we can say who does the action using *by*.
*We asked for ways to improve customer relations. Making changes to our complaints procedure **was suggested by** several respondents.*

Passive reporting

- We use the passive with reporting verbs when we don't know, or would prefer not to say, whose words we are reporting – for example, if their identity is confidential or sensitive.
***I've been asked** to write you a reference.*
- In the active sentence below, *Carol* is an indirect object.
*Jim told **Carol** the likely result of the restructuring.*
The indirect object becomes the subject of a passive sentence.
***Carol** was told the likely result of the restructuring.*
Some reporting verbs do not take an indirect object, so cannot form passives in this way. These include: *agree*, *allege*, *announce*, *argue*, *claim*, *decide*, *predict*, *report*, *say*, *state* and *suggest*. Instead, we use them in a structure with an empty subject: *it* + *be* + past participle + *that*.
***It was alleged that** you stole money from the company.*

Unit 11 | Participle clauses and inversion for emphasis and formality

Using participle clauses or inversion can add emphasis to statements and make them sound more formal.

Participle clauses

- An adverbial clause begins with a conjunction (e.g. *because*, *when*, *after*) and gives extra information about the main topic in a sentence.
***When I travel by train**, I prefer to sit by the window.*
Often it is possible to use a clause with a participle instead. This is called a participle clause.
***Travelling by train**, I prefer to sit by the window.*
- We can use most conjunctions before the participle.
***After travelling by train**, I needed some fresh air.*
- Usually, we use the present participle (verb + -ing) for present and recent situations, in place of the present simple/continuous/perfect and past simple/continuous.
***Since living in Dubai**, I've learnt to cope with hot weather. (= since I have lived ...)*
***Learning English**, I often wrote difficult words on Post-it notes. (= when I was learning / learnt ...)*
- Having* + past participle is used in place of the past perfect for a past action before another past action.
***Having decided** to hire Fatima Mattar, we made her a job offer. (= after we had decided)*
- We can use a past participle in place of a passive adverbial structure.
***Offered the job**, I wasn't sure whether to accept it. (= when I was offered the job)*
- Note *given* has a meaning similar to *because of*.
***Given his reluctance to accept criticism**, you'll have to be careful how you word the letter. (= because of his reluctance ...)*

Inversion

- 1 Inverted phrases usually follow negative words or expressions such as *not only*, *at no time/point*, *in no way* and *under no circumstance(s)*.
Not only have we missed the deadline, but we've also overspent on budget!
At no point did he mention the contract hadn't been signed.
Under no circumstances is customer data to be shared with third parties.
- 2 Inversion is also used after the negative words *neither* and *nor*.
In no way do I accept their conclusions. Neither do I think the report should be circulated.
Not without careful thought am I writing this letter. Nor is it without having consulted several of my closest associates.
- 3 We also use inversion after adverbs such as *seldom*, *rarely*, *scarcely*, *hardly (ever)* and *little*. These restrict the meaning/reference of the verb that follows.
Rarely have I been to such a well-organized product launch.
Little did we know that she had accepted a position with our rivals.

Unit 12 | Discourse markers

Truthfulness

- 1 *Honestly* and *frankly* are used to claim that the speaker is telling the truth. Often they introduce criticism or negative remarks. *Quite* adds emphasis to both words.
Frankly, I didn't like the venue.
Quite honestly, I thought your comments were ill-judged.
- 2 *To tell you the truth* and *to be honest* have a similar function.
To tell you the truth, I didn't enjoy the conference.
To be honest, the meeting was a complete waste of time.

Strengthening arguments

All of the following discourse markers stress the importance of the point that follows.

- 1 We can use *in fact*, *as a matter of fact* and *after all* to suggest that an opinion is not personal, but is based on evidence.
As a matter of fact, house prices fell by 2.5% last month.
- 2 We can use *if you ask me* and *I must say* to suggest that it is personal.
If you ask me, the government is to blame for ruining the economy.
- 3 We can use *clearly*, *of course*, *naturally*, *obviously*, *undoubtedly* and *after all* to suggest that what will follow is not controversial or will not be questioned.
Clearly, the next two years will be critical for the future of the economy.

Concession

We can use *admittedly*, *to be sure*, *it's true that*, *to acknowledge* that someone has made a good point before disagreeing with them, or to concede a negative point before making a different point. The sentence that follows often begins with *but* or *however*.

Admittedly, the result could have been better. However, we retained our position as market leader.

Discourse patterns

Some discourse markers draw attention to the discourse itself – the pattern of what is said.

- 1 We can use the following to rephrase or paraphrase an argument: *as I was saying*, *as it were*, *I mean*, *if you like*, *so to speak*, *that's to say*, *to put it another way*, *well*.
Your holiday could cause a real problem for ... well, I mean, we need to amend the schedules, really.
- 2 We can use the following to link to a new topic: *now*, *anyway*, *mind you*, *moving on*, *actually*, *indeed*.
So, that's the plan for the next two months. Anyway, didn't you want to ask me about the sales figures?
- 3 We can use the following to return to a previous topic: *anyway*, *as I was saying*.
The contract was signed yesterday and ... oh, David, you've decided to join us! Anyway, as I was saying, the contract has just been signed and ...
- 4 We can use the following to introduce a conclusion: *so*, *anyway*, *basically*, *in conclusion*, *to sum up*.
That was what my report uncovered, so basically, we have to consolidate our product list over the next year.

Acknowledging non-literal meanings

Some discourse markers show that language is being used in a way that is different from its usual, literal meaning: *so to speak*, *as it were*, *if you will/like*.

A George seems quite volatile.

B Yeah, he's a bomb waiting to go off, so to speak.

Useful phrases

Unit 1 | Introducing yourself to a group

Saying who you are

Hi, my name's X. I'm from the Y office.

As most of you will know, I'm ...

For those of you who don't know me already, I am ...

Talking about your role

I'm accountable for ...

My responsibilities include ...

Lately I've been concentrating on ...

Basically, my role is to coordinate ..., making sure ...

This entails ...

I'm responsible for ...

Giving reasons for being there

What's the point of me being here today?

I hope to share some of my ideas with you.

I'm here today to ...

Updating people on achievements

I'm pleased to say that ...

I've now managed to ...

I'd like to point out that over the years, I have been continually ...

We've had a great few years.

You'll be happy to know that ...

Talking about aspirations

And can see ways of further improving ...

We want to help out ...

I guess I'm ready to take on board ...

I can't wait to share our expertise with you and to help you to ...

Unit 2 | Getting your point across

Reformulating

Yes, sorry let me rephrase that ...

In other words ...

To put it another way ...

Clarifying

What I'm saying is that ...

I was actually referring to ...

What I mean by ... is ...

To clarify, I'm saying that ...

Illustrating a point

Would it help if I gave you an example?

Well, if you look at ... you'll see ...

Summarizing

The fact of the matter is ...

The point I'm trying to make is ...

Basically, ...

To summarize, ...

Unit 3 | Showing understanding

Showing you understand

I know what you mean.

No, it hasn't, has it?

I hear what you're saying ...

I can see where you're coming from.

I totally understand.

Explaining why you understand

It's quite hectic over here, too.

I know this is a tricky time for a lot of you.

I had a similar problem at ...

That happened to me, too.

Offering practical solutions

It might be worth ...

I still think you should ...

You might want to ...

What about ...?

Have you tried ...?

Unit 4 | Establishing rapport

Recalling past events in common

It must be two years – or more – since we last met?

Wasn't it at that conference in ...?

Oh yes, ... – it was really beautiful.

... do you remember that ...?

Paying a compliment

You're looking well.

You look great, have you been on holiday?

Asking a follow-up question

And are you still enjoying it? Really?

And what do you think of it?

Asking about someone's journey

How was the journey?

Was the journey OK?

How was the flight?

Did you get here OK?

Showing knowledge about a person you have just met

It's X, isn't it? I've seen your profile on the website.

You're not the X who ..., are you?

I've heard quite a lot about you, too. You ... didn't you?

Summarizing recent events

Well, I'd been working in ... for five years when ...

So I've been in ... for the last ..., in an apartment overlooking ...

Echoing the other person to encourage them to say more

A I have had a few ups and downs.

B Ups and downs?

A I've just been on a business trip to Budapest.

B Budapest?

Picking up on a key word to extend the conversation

A ... but the job's pretty challenging.

B ... Challenging, in what way?

Joking about yourself

I may be old, but you can't get rid of me that easily!

Being modest about achievements

Well, it wasn't just me. There was a whole team involved.

Oh, it was nothing.

I couldn't have done it without the team.

Unit 5 | Responding to feedback**Responding to positive feedback**

Thanks for your support – it's good to know I'm on the right track.

Thanks, though I have to admit, I got the idea from ...

Thanks. I'm glad you liked it.

Accepting negative feedback

I'm sorry, only I didn't realize – thanks for pointing that out.

Oh, I see. Well it seems a pity to ..., but maybe you're right.

Oh, really? Why do you think that?

So how do you think I could improve it?

OK, I'll see if I can improve it.

OK, I'll keep working on it.

Challenging negative feedback

Look, you're entitled to your opinion, but ...

I see what you're saying, but ...

To be honest, I don't have time to ...

Fair enough, but it's a bit late now.

No, I'm sorry, but I don't see what you're getting at.

I'm not sure I agree with you.

I'd like a second opinion on this, if you don't mind.

Unit 6 | Using vague language

Something about ..., I think!

... you've put me on the spot there.

I'm not quite sure now.

I seem to remember ...

... something like that, in any case.

I'm sure I would have done.

I'm trying to think ...

I'd say you're on the right track.

... it's the kind of thing ...

It just needs a bit more ...

You know ... and so on.

Something along those lines ...

Yes ... something like that.

No, not really.

It's difficult to explain really ...

It almost had a hint of ...

It was kind of ...

... you know, that sort of thing.

... a bit like that, but not quite as ...

It was a bit ... oh, I don't know.

Unit 7 | Expressing dissatisfaction

I have to admit, I'm not getting much out of it.

It's doing my head in!

It's really testing my patience.

I think I've reached my limit.

It hasn't lived up to expectations so far.

I have to say, I was expecting something a bit more ...

It's just not up to scratch.

To be frank, I'm not happy with ...

I can't really see the point of ...

To be honest, I'm finding it a bit frustrating that ...

I just don't think this is the best use of my time.

This is ridiculous!

This is just not good enough.

Unit 8 | Dealing with difficult questions**Admitting ignorance**

I'm afraid I don't know any more than you do.

Sorry, I don't know what you mean.

I'm afraid I'm not up to speed on ...

I'm really not the best person to ask.

Refusing to answer

I'm sorry, I'm really not in a position to talk about that.

I'm afraid I can't disclose that information.

That's confidential, I'm afraid.

Avoiding the question

Well, it's not that straightforward.

It's hard to say at the moment.

I can't really comment.

I'm afraid I'm really not in a position to talk about it.

It's not for me to say.

It's nothing to do with me.

Unit 9 | Dealing with misunderstandings**Saying you haven't understood**

Sorry, I don't know what you're talking about.

What do you mean, sorry?

I'm afraid I don't get it.

Responding to a misunderstanding

No, I didn't mean that.

Sorry if I didn't make that clear.

No, you've got it wrong.

I was thinking more along the lines of ...

That's not really what I meant – what I actually wanted to say was ...

What I meant was ...

Can I put this straight?

It may seem ..., but actually ...

No, that's not right.

No, that's not what I'm saying.

Unit 10 | Expressing personal views

Encouraging someone to express personal views

So what did you think of ...?

Such as?

You're not in favour of ... then?

I was interested in what you said earlier about ...

What did you like about it in particular?

It must have been ...?

How does it feel to ...?

You were saying earlier that ...

I heard ...

What do you mean?

So ...?

What are your thoughts on ...?

I'd like to know what you think about it.

Expressing personal views

To be honest with you ...

Personally speaking ...

I have to say ...

To tell you the truth ...

To be perfectly honest ...

Honestly?

Personally, I think ...

I look at it like this: ...

My attitude is ...

Unit 11 | Raising a difficult point

I don't mean to sound rude, but ...

This is a bit delicate.

Please don't take offence, but ...

Please don't take this the wrong way, but ...

You see, the thing is ...

I'm not quite sure how to put this.

With respect ...

I have to say that ...

The fact is ...

Don't be offended, but ...

I'm sorry to have to say this, but ...

Unit 12 | Giving and responding to compliments

Complimenting

That was great.

A very worthwhile meeting/discussion.

You're looking well.

I like your ...

I thoroughly enjoyed that.

It was very interesting.

Great design.

I love ...

Well done, you did a great job.

You have very nice ...

That was brilliant.

I saw your ... and I thought it was excellent.

Responding

Thanks.

Thank you. I felt it went well.

Thanks for the feedback.

I don't know how you can say that, but thanks anyway.

I was hoping it'd be well received.

Glad you enjoyed it.

I'm glad you liked it.

Communication activities

Unit 11 | Business communication, exercise 9

Student B

Manager

You are Student A's line manager. You have a very close-knit team and you feel that it is important for team spirit and for productivity to have regular chats and face-to-face updates. You also feel it is essential for this team spirit that everyone on the team is treated the same.

Student A has a request. Discuss the possibilities of this request. State your position, try to negotiate some terms with A, and come to an agreement.

Unit 2 | Business communication, exercise 9

Student B

Item 1

- limit employees to one coffee a day
- increase price of coffee
- other ideas?

Item 2

- issue everyone with a company mobile
- hold a daily team meeting first thing in the morning
- other ideas?

Item 3

- set up closely-monitored e-learning programmes
- allocate x number of hours for study in working time
- other ideas?

Item 4

- pay employees a bonus for keeping days absent to a minimum
- allow employees greater flexibility so they can work from home if they choose
- other ideas?

Unit 2 | Practically speaking, exercise 4

Student A

Monthly reports

You would like everybody's report to be handed in one week earlier than originally planned.

Sales figures

Official figures have not yet been released, but you believe your group did particularly well.

Unit 11 | Working with words, exercise 9

Student B

Company Y fact file

- makes laptop and desktop computers for home and business use
- is highly successful, with a reputation for quality and reliability
- advertises its laptops as robust enough to be taken anywhere, using the slogan 'Ready to go whenever you are'

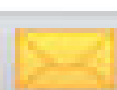
Company Y laptops a health hazard!

A laptop fire on an intercontinental flight caused panic amongst passengers. Fortunately, the cabin crew were able to extinguish the fire, but it's still unclear why this happened. This isn't the first time that a laptop from Company Y has caught fire. There have been several other reports of laptops exploding or bursting into flames without warning. One destroyed a truck in America, while another caused a huge fire in a family home in the UK. As a result of the latest incident, several airlines have now banned passengers from travelling with laptops made by Company Y. According to the company, the fault lies with the batteries, which are made and supplied by another company.

Company Y situation following news article

- Company Y issued a statement publicly blaming their supplier for the problem.
- Despite the statement, sales of their laptops are falling, and an increasing number of corporate customers are cancelling their contracts with them.
- To limit the damage, the directors have agreed to replace any laptops that have been destroyed, and have recalled all recently sold laptops for free battery replacement.

Unit 4 | Business communication, exercise 1



Guidelines for participating in a teleconference

- 1 Before the call starts, familiarize yourself with the agenda.
- 2 During the call itself, enunciate clearly, be concise and try to avoid making long speeches or talking over other people.
- 3 It's often a good idea to identify yourself each time you come back into the conversation – otherwise people can quickly get confused about who's speaking.
- 4 When you want to ask a question, nominate the person you want to respond.
- 5 If no one else is doing it, offer occasional brief recaps. Paraphrase or summarize what has been said – it's a good way to help people focus and you can check if you have really understood.
- 6 Stay on topic, keep to the agenda and encourage everyone else to do the same.

Unit 4 | Business communication, exercise 7

Background

You are regional managers for Farmview, a manufacturer of dairy products. Farmview has recently launched a new, very strongly flavoured blue cheese. Despite a positive reaction to its taste, the cheese hasn't been selling well and it has been agreed that the name 'Old Mouldy' (which was intended to be humorous) has probably been putting customers off. A teleconference has been arranged to decide on a new name and marketing strategy.

Preparation

- 1 Think of a possible new name for the cheese and some reasons why it should be used.
- 2 Prepare to do at least three of the following during the teleconference.
 - digress
 - check your understanding
 - express doubts
 - nominate another person to say something
 - intervene to ensure a speaker doesn't dominate
 - interrupt in order to take over the topic

Agenda

- 1 Introductions
- 2 Each participant to suggest a new name for the cheese, with reasons. Follow-up questions and discussion.
- 3 Reach agreement on new name.
- 4 Discuss whether the product name can simply be changed on the packaging or if a full new product launch is required.
- 5 Agree action points.

Unit 9 | Language at work, exercise 5

YP fitness studio yearly review meeting

Last year

- 1 **Past action/inaction and past results**
 - invest in new equipment → able to increase membership fee
 - failed to develop competitive January special offer → lost potential customers to competition
- 2 **Past action/inaction and present results**
 - failed to address HR crisis and recruit new personal trainers → only three personal trainers – all overworked, several customers on waiting lists
 - developed partnership with local school → overweight teenagers now following fitness programme

Next year

- 3 **Suggestions/predictions for next year plus results**
 - develop new membership packages → increase number of members
 - start more initiatives with teenagers → improve gym reputation and get new young members
 - employ more trainers → more personal programmes for customers and more profit
 - renovate pool area → improve reputation, increase swimming prices

Unit 5 | Language at work, exercise 5

Student A

Agenda

- 1 **Unfocused meetings**
Team members have a tendency to go off track and not to focus on the agenda.
- 2 **Team members with different working styles**
It's a new team, bringing together people from different departments who don't normally work together.
- 3 **Lack of communication outside team meetings**
Instructions often lack clarity.

Unit 5 | Working with words, exercise 10

Project outline 1

1 Task/project

International charity football match organized by two top teams and a charity promoting peace in an area of conflict.

2 Colleagues/team mates

Very varied, from the club president (who expects VIP treatment), to the charity volunteers.

3 Schedules/pressure

Deadline is fixed and non-negotiable because of the match timetable. Player availability is also a factor.

4 Issues/problems

The television scheduling – due to time zone differences, finding a good local kick-off time is problematic.

5 Confrontation/fairness

Differing attitudes to time is causing conflict. The culture of the charity is 'inclusive', so much consideration is given to finding a satisfactory solution for everyone.

Project outline 2

1 Task/project

A fashion show based in a luxury boutique to promote the new collection (especially the top-end jewellery).

2 Colleagues/team mates

Models

Shop staff

Caterers

Lighting/sound crew

Security staff

Head Office staff

3 Schedules/pressure

The date and time of the show are published and invitations sent to the top 1,000 customers in the boutique's database. The new collection must be launched on time.

4 Issues/problems

There are health and safety issues regarding the maximum number of people who can be in the boutique at any time.

5 Confrontation/fairness

It's a challenge to manage a team made up of people from different companies and areas of expertise, who all come to the project with their own personal needs and agendas. The models are notoriously unreliable and temperamental.

Unit 2 | Practically speaking, exercise 4

Student B

The competition

The competition have been very active recently – you saw a number of very good presentations at the conference last week.

Travel budget

This has been greatly reduced this year, so only employees in senior positions are able to travel overseas.

Unit 2 | Business communication, exercise 9

Student C

Item 1

- change opening hours
- close down the cafeteria
- other ideas?

Item 2

- employ more alternative staff
- improve communication by sending staff on a training course
- other ideas?

Item 3

- give employees the choice of which courses they take part in
- make sure certain training courses are completed before employees get promoted
- other ideas?

Item 4

- set up team-based pay so the onus is on the employees to make sure that everyone is there
- give employees greater flexibility in the hours worked
- other ideas?

Unit 9 | Business communication, exercise 5

Students C and D

You support these original proposals from Floralope.

- 1 Investing in training for all staff on the new system is essential.
- 2 Using cash in the bank to invest in the system is necessary.
- 3 Going ahead with the new system as soon as the cost-benefit analysis has been done.

Discuss the advantages of these original proposals. Think about how the company's performance or reputation will be affected.

Unit 5 | Practically speaking, exercise 5

Student A

- 1 Give feedback to Student B on her/his report. The report your colleague wrote was incomplete. You are particularly concerned about the summary. Most of the summary doesn't link with the findings of the report. However, you thought the report was well presented and the findings that are included are very interesting.
- 2 Student B is going to give you some feedback. Your boss wants to talk to you. You think it is about the mistakes you made in the database management.

Unit 5 | Language at work, exercise 5

Student C

Agenda

- 1 Unfocused meetings
Not all team members attend team meetings – without regular updates, it's difficult to work out what stage the project has reached.
- 2 Team members with different working styles
Some team members appear to be competing against each other.
- 3 Lack of communication outside team meetings
It's not clear who is responsible for what.

Unit 10 | Language at work, exercise 5

Memo

3.1 Job shadowing initiative

From: Senior Management Team

To: all group heads – Juan C, Chris T, Anastasia G, Bruno R, Robert C, Suzanna H, Tim J, Andy W

Decision

We have approved a job shadowing scheme within the division.

Objective

To foster cooperation and teamwork by helping staff to better understand what their colleagues do on a daily basis, and the demands of job roles outside their own discipline.

Departments involved: Finance, Operations, Marketing, Sales, Production, Customer Service, Logistics, Research & Development

Requirements

All members of staff at team leader grade and below will have to spend a minimum of four half-days (by the end of next month) shadowing a colleague in an appropriate department.

We want all individuals to

- set up and schedule their own shadowing programme
- report back on and evaluate their experiences
- agree with their line manager what changes to make to their work as a result of their participation in the scheme.

We will not allow extra time for work you don't complete within this period. We expect that staff will cover for absent colleagues.

Unit 6 | Practically speaking, exercise 3

Student B

Situation 1

Student A will ask you for some tips on how to organize a tour and presentation of your company to a group of graduates. You organized the same event last year. You can remember the day in general, but you have trouble recalling the details.

- Started with a tour of the building – lasted all morning?
- Short lunch break – sandwich lunch in meeting room, or fast food in staff canteen?
- Afternoon – talk by representative from each department. Introducing different job types?
- Finished with question and answer session?

Situation 2

In order for the MD to authorize the new project you are working on, you need to present a written proposal with Student A. You have written the first draft. Ask Student A for feedback before writing the second draft. Ask questions if you feel you need more detail from Student A.

Unit 7 | Working with words, exercise 9

Company 1

- no formalized training approach – training needs of each department are extremely varied, so this would be too complicated
- no in-house training – only learning from more experienced employees whilst doing the job
- money for external training available, but only given in response to a direct request from an employee

Company 2

- structured and formalized training approach
- senior management decide what kind of training courses are made available
- employees in first year of employment must complete two courses designed for their particular job – this is decided by the line managers
- employees in the second year of employment must complete two more general courses related to the company (e.g. product presentations, business processes, etc.) – this is decided by the line managers and employees during appraisals
- employees must complete two training courses per year after their second year

Unit 8 | Working with words, exercise 9

Company profiles

Company A

A is a multinational with offices in every major city in EMEA (Europe, Middle East and Africa). A's core business is accountancy and auditing, but they have a small up-and-coming consultancy division which is gaining a lot of recognition. There is a rigid hierarchical structure and clear career path.

Company B

B is a SME (small and medium-sized enterprise) specializing in the provision of office supplies. They operate only within national borders, although some of their suppliers are found abroad. B values flexibility and rewards loyalty above all.

Company C

C is a franchise business which focuses on cleaning (commercial and domestic) and disaster-recovery services. It is a rapidly expanding business, although at the moment it has relatively few full-time employees. The master franchisee holds the licence for many further related brands which have not yet been exploited in your market. The master franchisee's Head Office is also based in your city.

Company D

D is a family business managed and owned by a husband and wife. Their core business is software development and they have made a name for themselves in the industry for their cutting-edge programming. Both the husband and wife also teach IT courses at the local university as well as an online master's degree in programming. There are three other employees.

Unit 5 | Business communication, exercise 10

Student B

Situation 1

You are working on a project with very tight deadlines. You are supposed to hand over a piece of work to Student A tomorrow. You need a few more days. You've been ill and you also think the deadlines weren't very realistic. Student A is going to ask you about progress.

Situation 2

You share an office with Student A and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Student A and Student C both want some time away from the office tomorrow afternoon. Help them to reach an agreement. (You can't man the office for them, as you are on holiday tomorrow.)

Situation 3

You work in a team with Student B and Student C. Student C is refusing to accept work you have carried out. You don't want to do the work again because it would delay the whole project, and anyway, you carried out the work according to Student C's brief.

Unit 8 | Practically speaking, exercise 4

Student B

- 1 You've just come out of a meeting where the suggestion was made to cut the budget on Student A's project and to push back the schedule date, because priorities have changed. Respond to Student A's difficult questions by
 - avoiding the question
 - distancing yourself from the situation.
- 2 You've heard from colleagues that your department is going to be restructured within the next year. Find out from Student A
 - who is ultimately responsible for the plan
 - if it would mean any redundancies.

Unit 5 | Practically speaking, exercise 5

Student B

- 1 Student A is going to give you some feedback on your report. You spent a lot of time preparing the report. With the deadline approaching, you asked a colleague to help you with the summary, but the report is still yours.
- 2 Give feedback to Student B about a recent project. You want to congratulate Student B on the success of a recent database project which she/he was managing. You also want to mention concerns about difficulties one team member had with working long hours on the project.

Unit 5 | Language at work, exercise 5

Student B

Agenda

- 1 Unfocused meetings
Team members get too much information in meetings and forget it as soon as the meeting is over.
- 2 Team members with different working styles
There are 'personality clashes' in the team – some members just don't get on.
- 3 Lack of communication outside team meetings
Team members do not say what they think directly, and think that hints are enough.

Unit 11 | Working with words, exercise 9

Student A

Company X fact file

- produces coffee, chocolate, and related food and drink products
- sources cocoa and coffee beans from a variety of producers in different parts of the world
- has used the Fairtrade label on a small number of its key products, suggesting that it treats its suppliers well and pays a fair price for the goods it buys

Company X in Fairtrade scandal!

Company X has used the Fairtrade labelling in a bid to enhance its reputation, and has seen sales and profits on many of its non-Fairtrade products soar as a result. But is this about to change? An independent report has revealed that Company X does not abide by the terms of the Fairtrade agreement for most of its products, and actually puts pressure on producers to accept lower prices, driving many growers into poverty.

Company X’s situation following the news article:

- Company directors moved quickly to limit the damage – they issued a press statement playing down the situation.
- Despite the press statement, the share price has fallen very quickly, and sales figures for most key products are much lower than expected.
- Customer surveys suggest the company is no longer trusted.

Unit 10 | Working with words, exercise 4

Team leader A					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness			✓		
Ability to make decisions	✓				
Willingness to consult team about decisions					✓
Flexibility in dealing with change				✓	
Communication with team				✓	
Understanding of team's needs and concerns					✓
Allowing team to do their work unsupervised		✓			
Self-awareness					✓

Team leader B					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness	✓				
Ability to make decisions			✓		
Willingness to consult team about decisions	✓				
Flexibility in dealing with change		✓			
Communication with team	✓				
Understanding of team's needs and concerns	✓				
Allowing team to do their work unsupervised		✓			
Self-awareness		✓			

Unit 5 | Business communication, exercise 10

Student C

Situation 1

You are working on a project with very tight deadlines. Student A is expecting a piece of work from Student B tomorrow. Student B is unable to meet the deadline. Help them to discuss the issue, and to reach the best solution for all concerned.

Situation 2

You share an office with Student A and Student B. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 3.00 p.m. tomorrow. Student B will be on annual leave. Talk to Student A and see if she/he can look after the office for you while you are away from your desk.

Situation 3

You work in a team with Student A and Student B. You are very dissatisfied with some work that Student B has just carried out. It's true, she/he followed your instructions, but the quality is very poor and the work seems rushed. You don't want to accept the work, and you would like her/him to do it again.

Unit 11 | Business communication, exercise 9

Student A

Employee

You are extremely busy at work and you have an hour's commute every day. You want to start working from home in order to save commuting time and avoid unnecessary interruptions at work. You have an office space at home and an Internet connection, so you feel that your work would not suffer at all from this change and you might even become more productive.

Student B is your line manager. Explain what you want and discuss the possibilities of this arrangement. State your position, try to negotiate some terms with B, and come to an agreement.

Unit 6 | Business communication, exercise 5

Students C and D

Choose two of these ideas to discuss in the meeting.

- Provide free coffee and biscuits for staff every day.
- Introduce a yearly paid bonus for all staff.
- Offer all staff three extra holiday days.
- Offer staff the option to work their hours in three or four days, rather than five.

Discuss the advantages of the ideas and how they would work. Think of possible disadvantages and prepare a counter argument.

Unit 1 | Business communication, exercise 6

Student B

Contrary to expectations, this country is being surprisingly slow to awaken investors' interest. The cost of production in this country is lower than in a lot of other states, and the number of skilled workers is high and constantly improving. The infrastructure is adequate to deal with the predicted volume of traffic, but if some serious action is not taken soon in terms of offering incentives for investment, then the potential will not be met.

Unit 1

1.1

1

Kimberley So, on my first day here, it was at the afternoon meeting, and I was introduced to my colleagues. They were pleasant enough, but it was kind of annoying at the beginning, because to be honest, I found them a little dull and, well, pompous. I guess I could have been more open-minded. I was too quick to judge – it was just different to what I was used to, but with time I think my impression probably changed. Er, the building itself is in this out-of-the-way, purpose-built, industrial zone, as they call it here. In fact, it's pretty upmarket and I think it has pretty much everything you could ask for. One thing I found very time-consuming was the constant greeting and wishing people farewell. I can appreciate the need for formality, but it got kind of tedious, all that kissing and shaking hands every day.

2

Igor When you're working here, you have to take into account the wide variety of cultural influences. It's quite amazing to me, really. I mean, it's so up-and-coming, investment is pouring in from everywhere. And it really is a melting-pot culture, so business tends to be more formal, which, personally, I think is not a bad thing. People dress smartly, and they are confident, you know, self-assured and outspoken. Where I come from many things are outdated and in some cases quite run-down, but over here it's the opposite. Everything is new and state-of-the-art. I suppose a predictable outcome of this difference in cultures is that communication can sometimes break down, you know, in negotiations and business deals. So what happens is that language and concepts get simplified, which can lead to meetings that are, you know, run-of-the-mill – quite dull, really.

3

Ho Lee Park When you arrive in New Zealand, there are so many new things to take on board. A lot of new information to process. But New Zealanders are very down to earth people, and very easy-going. I was surprised at first, but I like it. Coming from a big city, I guess it's not surprising that New Zealand lifestyle is more low-key. Yes, this helps to make it relaxing, but there are times when it can feel quite a lonely place. One of the most unexpected things for me was how entertaining the people can be. Laughter and joking are very much part of the culture, and it's nice at work sometimes, when people are not so serious. It helps to cheer me up.

1.2

Part 1

Johanna Hi, Peter, how are you? How was your trip?

Peter Not bad at all. I hadn't been before, so definitely interesting, thanks.

Johanna I've had a look through what you've sent me so far, and well, it all sounds very promising.

Peter Good, I was looking forward to hearing what you'd have to say. And the experience was great. I had lots of help, and I'm really pretty excited about what I saw.

Johanna OK, well, before you start, can I just fill you in on what the client has said while you were away?

Peter Sure.

Johanna Well, the thing is, because Krakow is such an up-and-coming place, they've told us that they definitely want the site to be somewhere in that area. So, do you think that's doable?

Peter I don't see why not. Krakow is a fantastic place. In fact, I started off my research trip in the city centre, which I have to say is absolutely beautiful and buzzing with life. There's so much going on there and there's a great vibe. Let's see. According to the local tourist office, they're really investing in developing the area; however, from what I could see, there are already a number of hotels catering for the business market. But I gathered from the locals I met, that there could be several interesting sites worth considering in the mountains outside the city.

Johanna OK, like where?

Peter Well, I can't pronounce them! But they wrote the names down for me and I cut my stay in Krakow short and headed for the hills ...

Johanna ... and what did you find?

1.3

Part 2

Johanna So, how did you feel about the mountain site? What was it called again? Zakopane?

Peter Zakopane, yes, that's right. To be fair, it could have been worse as a location for a business hotel. It really does have absolutely breathtaking scenery, but then that's not everything. No, I've got to say that I have my doubts.

Johanna Oh. Why's that? Just a gut feeling?

Peter Maybe, difficult to say, but I'm just not 100% convinced. I found it to be more of a ski resort than a business centre. Plenty of sport – loads for guests to do – skiing, walking, saunas, plenty of that kind of thing. I'm not saying that's a bad thing, it's just that it's not really an ideal location for this type of hotel – and it's not even especially close to the airport – at least a couple of hours' drive. No, all in all, I can't help feeling that that option would be a bit more complicated than we anticipated.

Johanna Yeah, I take your point. So are we saying this is still a serious contender, or not?

Peter Well, it's hard to say. Like I said, it's got a lot going for it really, but I think we can probably do better. Basically, I'm happy to do a bit more research into the area if you're still interested, but I can't promise anything.

Johanna I see, OK, er ... Well, any other potential pitfalls of locating there? What's your impression of the local workforce, for instance?

Peter Well, I wouldn't go so far as to say that they don't speak English at all, but I did run into a couple of problems with communication which makes me a bit

wary. So that's another reason why I'm a bit reluctant to recommend the site at this stage. But, look, why don't you come out and see for yourself?

1.4

Part 3

Johanna What about the third site? I understand you went back to Krakow at the end of your trip to visit a potential location on the edge of the city?

Peter Yeah, that's right. I've never seen anywhere quite like it. I've got to say that I'm convinced that we can make something out of it – it has just about everything you could ask for.

Johanna That sounds promising.

Peter The major advantage is that the infrastructure is already in place. I'm sure you'll agree that the local facilities are first class – do you want to take a look at the pictures?

Johanna Yeah, sure, but erm, didn't you mention that it's an abandoned factory?

Peter Yes. It's this old brewery which I'm confident our client can acquire and refit. Basically, it's got a lot going for it, and the pros definitely outweigh the cons.

Johanna I'm not sure whether the client's budget will stretch that far ...

Peter No, OK, but surely that's not a reason to delay. Look, I'll send you my projected figures. You'll see that the purchase value of the disused factory definitely makes it worth considering! We can't go wrong, really, not with the way property values are increasing. Anyway, I thought you'd be impressed, so I'd like to set up a meeting with the owner.

Johanna But, we haven't talked the figures through in detail yet.

Peter Yes, but that needn't stop us at least making some further enquiries about the building. It's only a preliminary meeting.

Johanna Well, OK, but by then we need to have pinned down any other potential obstacles for this site, don't we?

Peter I'm pretty sure I've covered everything in my analysis. I'll be writing everything up later this week.

Johanna OK, but to get me fully on board you'll need to show me the figures in more detail. Convince me there, and maybe we can make this work.

1.5

a As you'll see from my projected figures, the purchase value of the disused factory definitely makes it worth considering. I'm sure you'll agree that the local facilities are first class.

b Basically, I'm happy to do a bit more research if you're still interested, but I can't promise anything. I'm a bit reluctant to recommend the site at this stage. But, look, why don't you come out and see for yourself?

c I've never seen anywhere quite like it. I've got to say that I'm totally convinced that we can make something out of it – it has just about everything you could ask for.

d I'm just not 100% convinced. It does have absolutely breathtaking scenery, but then that's not everything.

1.6

1

Hi, my name's Holly Cheng. I'm from the Singapore office, and, well, I'm accountable for everything that goes on in Production Planning. I'm pleased to say that after two years in the job I've now managed to get on top of things and can see ways of further improving our ability to deliver on time. Lately, I've been concentrating on local production, but with the worldwide strategy gathering speed, it's becoming more and more important to look at the global picture. What's the point of me being here today? I guess I'm ready to take on board anything I can about how to improve communication between my team and our counterparts around the world. I do have a tendency to talk too fast so, please slow me down! Or stop me if you can't understand what I'm saying!

2

Hello. For those of you who don't know me already, I am Elke Seifried from Graz in Austria. My responsibilities include optimizing the quality assurance procedures at our plant there to ensure that we only produce parts of the highest standard. I'm empowered to jettison any sub-standard products and have the task of working out what went wrong. I'd like to point out that over the years, I have been continually improving procedures, and I hope to share some of my ideas with you here.

3

Hi, there. As most of you will know, I'm Harvey Benson from Atlanta. What can I say? Well, it might surprise you to know that we've had a few great years and we're just rolling the stuff out. The point is, we're finding it really tough to keep on top of demand, but, well, you gotta give the customer what they want. Basically, my role is to coordinate what happens between departments, making sure that communication is optimal – this entails a lot of talking, mailing, getting on people's cases, and so on – so I might not be everyone's favourite person! You'll be happy to know that we've been selected as a benchmark for best practice, due to the process that I developed. To get to the point, we want to help out all the sites around the world in optimizing their communication processes – I can't wait to share our expertise with you and to help you embrace the changes you'll be facing over the next few months.

Unit 2

2.1

Interviewer ... and today I'm joined by Susan Whittaker, who's a career coach ... Susan, more and more people seem to be exploring less traditional career options. Realistically, what are the alternatives to a traditional career?

Susan Well, yes, people are beginning to realize that if you want to move forward you need to take responsibility for your own career development. And if you want to make a real change, you have to be prepared to take some risks. Talking yourself into that promotion, and climbing another rung on the vertical career ladder may not necessarily be right for you. If that's the case, then you have to take a

serious look at your options, ask around for advice and see what you can do about following less conventional paths.

Interviewer So what kind of options are people looking for when they're contemplating a change?

Susan Well, there are several ways of approaching the issue. For example, you may want to stay in your current field, but with a change of role. Some people opt for a lateral move, I mean moving across or horizontally into a new role at the same level you're currently at – so that you can gain more experience in a similar position. Moving back or down is also possible – to explore a new direction, open up new opportunities or, increasingly often, to reduce stress. Or you might like to consider an exploratory, often temporary move to another location or department, just to give yourself a taste of what else is out there. But of course, something else to remember is that, over time, you will grow into your role. And then you can develop it on your own terms.

Interviewer Does this really work for everyone? I mean, essentially, aren't most people looking for a change – any change – because they're just a bit bored?

Susan Yes, that's right, there are times when we reach a stage in our careers when we feel stuck – we aren't sure which direction we should be moving in. Within a conventional organization, it's really up to managers to look out for the warning signs that people are looking to move on, and to discuss the options with them. They need to focus on the positives of being assigned to other departments or project teams. It needn't mean you're being side-lined – your horizons are simply being broadened. That sort of approach.

Interviewer And what if the changes suggested by your manager don't match your expectations?

Susan Well, then there's the ultimate step of moving on completely. You want to go beyond the scope of your current job, there's nothing suitable where you are, so you start looking around for an interesting position in another organization.

Interviewer And is a manager ever likely to encourage this?

Susan Well, you and your manager can see when you've looked at all the options and the fit just isn't there. Maybe your skills don't match those required for the job, perhaps your career goals are unrealistic within the organization. In such cases, the manager may just have to let you go, and if the move is done well, you can end up being the best ambassador for that organization after you leave.

Interviewer OK, can we just go back to your point about the move downwards or backwards? How is that supposed to be a progressive step? Surely most of us would find that demotivating?

Susan Good question. I know this can seem like some kind of voluntary demotion, but that's not necessarily the case. It's difficult to explain exactly, but sometimes, in order to move forward you need to take a step backwards to put yourself in a better position for the next move.

Interviewer OK, well, I may have to take your word on that.

2.2

Extract 1

Heidi ... Right, everyone's here now, so let's get started, shall we? I'm afraid we don't have that much time. Now, as you know, the purpose of today's meeting is to look at our current recruitment problems. I've asked Arun to analyse the underlying causes of the difficulties we're currently experiencing in recruiting the right people. So, er, perhaps Arun, you'd like to talk us through some of your findings.

Arun Certainly. Well, this is an issue that has been affecting Coben Walsh for some time now. I've been following up on why so many candidates have rejected job offers. And basically, there's no getting away from it – we face serious competition from the larger, better-known accountancy firms. Top graduates know how much they're worth and they're attracted to the most prestigious, higher-paying firms.

Rachel Could I just say something here, Heidi?

Heidi Yes, go ahead.

Rachel You probably won't like this idea, Andy, but I think that the obvious solution to this problem must be to increase the initial salary package we're offering. I really think we should consider doing so.

Andy I'm sorry, but I don't think we're in a position to do that, Rachel. Apart from anything else, it would mean we'd have to increase all salaries by the same amount to retain motivation in our current staff.

Heidi Can I suggest we come back to this point about salaries a bit later on, Rachel? Andy?

Rachel Yeah, OK.

Andy Agreed. Anyway, I'd rather investigate other options before we go down that route. I'd be interested to hear about your suggestion, Heidi, before we make any decisions.

Heidi Yes, of course. I'll get on to that in a moment. Arun, did you want to talk about staff retention issues as well?

Arun Yes, well, as you know, we're also experiencing a high turnover of staff, again, primarily among our younger employees. Based on what they say in their exit interviews, there seems to be a general feeling that we're a bit specialist, and they'll progress faster in their careers by moving companies. They don't seem to feel any particular loyalty to us. And ...

Rachel If I could just come in here for a moment, Arun? What makes you so sure it's an issue that only affects our company? I'd say it's the attitude in all industries these days – people simply don't stay with one company for that long any more.

Andy Of course, you're absolutely right, but we can't just ignore this problem. I know you're not keen on it, Rachel, but I really think we should hear about Heidi's school-leavers plan.

2.3

Extract 2

Heidi OK, given the current situation, I'm sure you'll understand the need to improve our choice of candidates.

Andy Absolutely, yes.

Heidi Now, I'm not sure what your feelings are about this, but we think we need to move our focus away from university graduates. We were wondering if we could consider targeting school-leavers instead – offering them an apprenticeship with Coben Walsh and paying for them to study for their professional qualifications whilst gaining on-the-job experience.

Arun Er, Heidi, would this be the right moment to mention the conditions of employment?

Heidi Oh, yes, thanks, Arun. Well, basically, the new recruits could combine work and study for five years, during which they would receive a moderate salary. After five years they should then get their full professional qualification.

Rachel But surely the best students will want to go on to university? And won't there be bad feeling if we then recruit a graduate at a higher position with a higher salary?

Heidi Now, it's interesting you should say that, because actually I think the trend is changing. A lot of good students are really worried about the cost of going to university, and the prospect of being in debt. It could be that they would be really happy to take a secure employment opportunity instead.

Andy We'd have to demand very high grades from the school-leavers, you know, to make sure we get the best candidates.

Heidi Yes, quite. Now, coming back to the issue of graduates – they have to complete three years of training once they join us in any case. That means that effectively they'll only be two years ahead of the school-leavers, and since we're paying for five years of education I don't think the school-leavers will complain about their comparatively low salary.

Rachel Mm, I suppose so. But do you really think school-leavers will be able to make such big decisions about their career at the age of 18? Given that we need employees who are committed to the profession, wouldn't it be better to focus on ways of improving our graduate intake?

Arun Well, I think a lot of eighteen-year-olds do already have a clear idea of what they want to do. Er ... something else we've been thinking about is the introduction of an entry exam ...

2.4

Conversation 1

Arun I'm so glad I finally had a face-to-face meeting with the partners – I haven't had much contact with them so far, and at least now they know who I am.

Heidi Yes, it's just as well I brought you along, Arun – as you're the one who's really going to have to deal with Andy and Rachel if we do go ahead with the changes. If I'd thought about it, I could have brought one of the recruitment consultants we use as well, but there's always next time. It would

have been good if we'd made a bit more progress today.

Arun Yes, if only I'd known how Rachel would react to the school-leavers proposal.

Heidi Well, we should have anticipated it, really – we already knew she was quite resistant to the idea.

Conversation 2

Rachel All I can say is, I'm still not convinced this is the right move, Andy. I might have been a bit too forthright, but I need to be sure any change is right for the company. We are partners here, after all!

Andy Well, it could have been awful if we'd just gone round in circles. At least we managed to have some kind of discussion.

Rachel True. But suppose I hadn't been there to present the other side of the argument? What would have happened if I hadn't suggested improving our graduate intake? And I still don't think Arun brought much to the discussion – basically, he relied on Heidi.

Andy Yes, but it's a good thing he came to the meeting, though. It sounds like we're going to be working quite closely with him from now on.

2.5

Conversation 1

A So, what would you do if one of your key members of staff was off sick on the day of an important presentation?

B Um, well ... would it help if I gave you an example?

A Mm. Go on.

B I mean, something like this happened to me in my previous job ...

Conversation 2

A Ela, is it OK if we make some changes to those plans you sent through?

B The ones attached with the proposal? I thought they'd all been approved.

A No, I was actually referring to the ones drawn up for internal purposes. Especially the one on page four – it looks a bit odd to me.

B Does it?

A Well, if you look at the scale at the bottom of the page, you'll see what I mean. Surely that can't be right?

Conversation 3

A Sorry, I'm not really sure I've understood. Does everybody need to be informed?

B Sorry?

A Yes, sorry, let me rephrase that. Am I supposed to notify everybody in the department each time I receive one of these proposals?

B No, of course not, you won't have time to do that. What I'm saying is that it's worth sending it to the people responsible for that particular region. I know Alex is looking for new contacts, and so is Thierry. In other words, there's no point in it sitting in your in-tray for the next few weeks.

Conversation 4

A Well, the last year has obviously had its ups and downs for you, but look, the fact of the matter is that I need to see a dramatic improvement in your performance over the next six months.

B But it's been so difficult with all the changes. I'm sure you can appreciate, these are factors which are out of my control.

A Yes, I understand that. It's been difficult for everybody in the group. But the point I'm trying to make is I'd like to see more evidence of how you deal with these challenges.

Conversation 5

A I got some useful feedback from the morning session. Overall it seems they don't feel well informed about the product.

B Really? But don't we keep them informed with our newsletter?

A Yes, but what I mean by 'well informed' is, they'd have liked to be more involved with the product before it came to market. Look ... to put it another way, couldn't we consider letting them trial the products in their own markets first, so that they feel their views count?

Unit 3

3.1

Interviewer OK. Can you tell me a little bit about the company?

Iñaki Yes, well, our consultancy, BICG, was set up in 1999. Principally, we do research in the field of new ways of working, which is a fusion of several different disciplines related to the organizational aspects of a company. So we focus on the infrastructure – the information and communication technologies applied to the workplace. We look at the physical environment, architecture and the use of space, the way an office should be built and laid out. And more generally, we deal with the cultural aspects of a company, like working practices.

Interviewer Why does the professional world need new office and workplace concepts?

Iñaki Well, I think it's more like the end of a process, you know. Basically, we help companies to move with the times. I mean, the business world has been evolving rapidly over the last few decades, due to new technologies. Things have changed and it's time for physical spaces to accommodate the new needs and requirements of the world of work.

Interviewer OK. What kind of advantages are there from a management point of view? Is this purely a money-saving exercise?

Iñaki No, not exclusively. I mean, cost-saving is certainly one of the results you can achieve, but it's not the most important. What is essential is being more productive and having more efficient and effective processes, and teams and working practices. Then, also, having more motivated people.

Interviewer Mm. So, I imagine you make quite a few changes to the working environment. How do the people who are actually working there react to that? What problems do you have to anticipate?

Iñaki Well, actually one of the core focuses of our work is to facilitate cultural change within companies. People react differently. Normally the people at the bottom are quite happy to get something new; a more open and creative environment. Those at the top

of companies, senior management, they are the champions or sponsors of these new concepts. But middle management tends to be very resistant to this kind of change, so we have to explain the benefits for them as well – it's important to generate enthusiasm for these changes.

Interviewer Yeah. How do you see this situation developing in the future? Are there going to be any more major changes? Or is it more of an ongoing process?

Iñaki I think it's been more or less an ongoing process for a couple of decades. We're getting more mobile and technology is getting smaller and smarter, and this is a trend that is making us more flexible, more and more independent of space. So the office won't be the place where you have to go every day and work eight hours. Work will be something that you can do wherever you are and, really, you'll come to the office to meet people and exchange information and knowledge. So that will probably be the trend in the near future.

Interviewer But if people aren't coming into the office, won't there be a problem with communication?

Iñaki Mm! Definitely, definitely! I mean, this is something you have to take account of, to ensure that people will communicate in the right way and will still have this 'we' feeling – being part of a team. You have to distinguish between the work you can do individually wherever you are, and the kind of work where you need to exchange information, ideas with your colleagues, and therefore you go to the office.

Interviewer Mm. And how do you assess your progress? How do you know whether or not the work you've done has been successful?

Iñaki Since we deal very often with so-called 'soft' factors, it's not that easy to measure the success of these kinds of projects. Nevertheless, there are other ways to measure success. Obviously, you can check the motivation of the people in a company. You can also check measurable aspects, like, for example, the time needed to solve a problem. If you reduce the normal time needed for solving a problem, then you are more productive.

3.2

Extract 1

All right, just to fill you in on some of the background; research from Henley Management College in the UK has shown that middle managers are under increasing pressure and it's going to get tougher. Why? Because the flexible working revolution means that management will become more about resourcing and measuring results than about following day-to-day procedures. People are expected to be working more flexibly in the future. In fact, it's estimated that by 2050 most people will have been working flexibly for more than a decade. That's something to think about, and I'll return to this point later ... So, I've divided my talk up into three sections. First of all, I'll consider the current research. After that, I'll go on to talk about the impact on the workforce as a whole, and I'll conclude with some comments about how this will affect employers.

3.3

Extract 2

I'd like to start by saying a few words about some of the changes predicted in a recent report. One significant change will be the rise in 'demuting'. By 'demuting' I mean working remotely from wherever you are, and not needing to travel to an office. So, the opposite of commuting really. It's anticipated that as many as 12 million people in the UK will be working from home by 2025. If the 20th century was about the 47.6-hour week for British workers, the 21st century is going to be about a new generation of 'career nomads'. Now, I don't know if you're familiar with this term? Well, 'career nomads' refers to employees who are changing the rules of time management in ways that suit their new approaches to work and leisure time. To put it another way, employees who no longer think in terms of a job for life, but move around, changing jobs, and even careers. We need to ask ourselves – is this a good thing, and for whom?

3.4

Extract 3

OK, moving on now to look at how this all affects the workforce. One possible consequence of the home becoming the focus of most people's working lives will be a rise in 'binge-time careerism' – this is where employees work non-stop for an agreed period and then take the equivalent amount of time off. Personal development could also benefit as new ways of working give rise to 'shadow careers' – and perhaps here I should just explain what I mean by 'shadow careers' – that's when amateur activities are pursued to professional standards. So for example, ... Turning to the next point, research commissioned by British Telecom points out that 24-7 access to company emails and information via phones and BlackBerries could simply translate into staff working harder and longer, unless organizations devise formal policies to deal with their new working practices. And as I said earlier, it's predicted that there will be tension between employers and employees over some new ways of working. I'll say more about the effects on employers in a moment. Just to digress for a second – the report suggests that the trend towards home working could have other positive social side effects. It points to the fact that three-quarters of people questioned believe that flexible work patterns and the rise of home-based businesses are likely to revive local communities. And six out of ten people believe the shift will make larger communities and cities more personal and people-friendly.

3.5

Extract 4

For employers, however, the flip side to all this will be the sheer number of alternatives available to individuals. And this brings me to the last point. Whenever I hear employers discussing how they are going to compete for talent, the focus always seems to be on competition with other employers. But today's technology-aware workers already have more opportunities than ever before to make a distinct choice between corporate life and

working, in whatever capacity, for themselves – and we anticipate that this trend will only increase. And this is my key point – by the mid-21st century a major cultural change will have taken place. The workforce will have acquired the power to make choices, and employers need to recognize this and start planning for it now. To sum up, forward-thinking employers would be wise to view this element of choice as just as serious a competitor as other employers are considered to be. And solving this dilemma must surely become a key priority. So, that brings me to the end of my talk. Thank you very much for listening. And I'll be happy to take any questions now.

3.6

- 1 Yes, I can't see any alternative. I think it's bound to happen sooner or later.
- 2 It may happen, but it's not very likely.
- 3 I think it's possible that we'll see new innovations in this area, yes.
- 4 It may well be that things change in the next few years. We'll have to wait and see.
- 5 Definitely, yes – there's certain to be a major change at some point in the future.
- 6 I think it's very unlikely that will happen, to be honest.
- 7 Oh, most certainly, yes. And it's highly likely to impact on all our lives.
- 8 It's quite probable that we'll see some big changes in the near future.
- 9 It's certain that there will be significant changes, yes.
- 10 Oh, definitely, and there's a good chance most of us will benefit from these changes.

3.7

- 1
- A Hello?
- B Hi, Sophia. It's Manjit. Have you got a few minutes?
- A Er, actually I'm quite snowed under at the moment, with the exhibition only two days away!
- B I know what you mean. It's quite hectic over here, too. I'll only be a few minutes, though.
- A OK. What can I do for you?
- 2
- A How was the presentation? Did it go according to plan?
- B No, not quite. It wasn't so great, actually.
- A Oh?
- B Well, there just wasn't enough time to cover everything. And there were quite a few technical problems along the way. I don't think the organization here has been particularly good, actually.
- A No, it hasn't, has it?
- B I mean, they should have stuck with the original 45 minutes per presentation.
- A Yeah. It might be worth sending an email to everyone who came, to cover the parts you missed out.

3

A ... It's just that I'm finding it's quite a task to manage my work now that the team has been split up. I spend way too much time passing messages on and not nearly enough time doing my actual job.

B I hear what you're saying. I mean, I know this is a tricky time for a lot of you, but I really think that in the long run, it'll work better as a system.

A I don't know. I feel like I'm just treading water.

B Believe me, I can see where you're coming from. I had a similar problem at my last company, but it did work out in the end.

4

A This is so annoying. Why won't people reply when I ask them to? It's been three days now.

B I know. I still think you should send the request again, though.

A But I don't want it to look like I'm badgering them.

B Quite. Well, you might want to word it so it's not too aggressive, in that case.

Unit 4

4.1

1

Nowadays, of course, there's a lot more consultation and discussion, but in the end someone has to take the final decision – and that's me. Sometimes you feel nervous putting your signature to a multi-million dollar agreement. If I've got it wrong – well, I prefer not to think about that. But, of course, I've only reached the position I'm in because I'm not over-cautious by nature. I have been accused of being reckless – for example, when I took the bold step of cutting all our top-of-the-range prices by 30% last November. I was proved right on that one. To an outsider, my decisions may sometimes look rash, but you can be sure I've only reached them after carefully weighing up all the pros and cons. I have a duty to the shareholders not to behave in an imprudent way with their investment. You have to ask yourself again and again: am I being prudent? Or is this course of action basically foolhardy? And, of course, the other side of the coin is that I wouldn't be doing anyone any favours by completely avoiding justifiable risks that carry the possibility of sizeable returns.

2

I think it's what comes with responsibility. Sometimes it feels like the whole of my daily working life is filled with risk – but that's because I have quite a lot of freedom to make decisions. For example, I can decide exactly what deal I offer potential clients on price or discounts. That means I don't always know for sure that I've got it right. Sometimes I put the phone down and immediately I'm wondering how sensible that was. In many ways, the biggest risk I face in my work is the risk of wasting time. As they say, time is money – it's actually my income. If you think you've got a good potential lead, you can spend days following up, and then the whole thing can just collapse and you end up with nothing. So to some degree you have to be cautious about deciding which leads to follow up.

3

I think most people think mainly of health and safety issues, but it's not only that. My responsibility covers all areas of risk within an organization – financial, legal, environmental, technological. When I discover a potential problem, my job is to assess the severity of the loss that could result from it – maybe in equipment or time or knowledge, or even human life – and put a financial value on that. I also calculate the probability of that risk actually happening. I can then decide which risks need immediate attention, and which ones are manageable. In many cases you can find ways to completely avoid the risk. For example, if you determine that a staircase is potentially dangerous – you close it down and repair it. But, outside of safety issues, avoidance isn't always the most prudent course of action. If you went to the CEO and advised him to avoid every risk, you're probably gonna get a deeply sceptical response. A totally risk-averse company is never going to make much progress.

4.2

Extract 1

Jean-Luc ... How about now, Greta? Is that any better? [Yeah.] Good. Any more technical hitches? No? OK. So, if the document-share programme is now working, you should all be able to see page seven of the proposal on screen ... Joana, could you talk us through this?

Joana Yes, sure. Well, if you could look at the bottom of page seven, where it says 'Risk summary', you'll see that I've summarized some of the risks involved in this proposal.

Extract 2

Thomas ... OK, so that's one problem. And as a result, the price of minibus hire in the locality has increased dramatically over the last year.

Jean-Luc That's interesting, Thomas, thank you, but I think it's probably best left for another meeting. Maybe we're digressing a little. If I could just bring the conversation back to the agenda ...

Joana Am I right in saying that the general opinion is we can go ahead on this?

Khalid Khalid here. Er, I still have serious reservations. Are we really prepared to lose three of our best-selling products, including the Nile Cruise, just to chase this pipe dream of green tourism? I suggest that we keep all the current tours, but include the opportunity for clients to pay a voluntary charge for carbon offsetting. Now, by doing this ...

Jean-Luc OK, thanks, Khalid, maybe we can let Joana answer that.

Joana Well, if you remember, we did explore this last year – that was just before you joined us, Khalid – and we decided at the time that it wasn't the route to go down.

Jean-Luc You're saying that it's not worth reconsidering?

Joana I really don't think so.

Khalid With respect Joana, do luxury travel and green tourism really go together? And do we really believe that our customers will pay thousands of dollars to stay in a mud hut without running water, next to a termite mound? That's what I'm asking.

Jean-Luc OK, Khalid, you've made your point. Greta – I'd be interested in hearing what you think about this.

Greta Well, at first I was very much in favour of Joana's proposal, but I admit that I'm having some second thoughts about it. Which is why I put forward an alternative proposal that we're going to discuss later on. I think we have to take the long view. There is huge growth in this sector and we ...

Khalid What do you think of this? We offer customers the option of paying the carbon offsetting as an extra ...

Jean-Luc Sorry, Khalid. Could you let Greta finish, please?

Khalid OK, sorry.

Greta I was just saying that I think if we're going to stay competitive in this market ...

Extract 3

Jean-Luc ... so that all seems OK. Thomas – I have a question for you here. How likely is it that our current partners along the Mombasa coast would buy into this proposal?

Thomas Can I just check – we are now talking about the alternative smaller-scale proposal suggested by Greta, rather than Joana's full scale original idea?

Jean-Luc Yes. I think that's where we've got to. Is that right? Joana?

Joana Reluctantly, yes. I'm not fully convinced as yet.

Thomas To me, it sounds a lot more manageable. Our partners can make a transition over a period of years rather than overnight – and depending on customer uptake, we can go faster or slower as appropriate. I think that makes more sense than trying to do everything at once, and possibly falling flat on our faces.

Jean-Luc OK, well, we seem to have some sort of consensus – although we still have to convince Joana that this is the right course of action ...

Extract 4

Jean-Luc OK, I'm not sure this is getting us anywhere! Well, I'd like to draw things to a close, so can I just ask everyone to sum up their views in two or three sentences? I'll mention any of your remaining doubts or questions to the board when I report our discussion. Greta, can you start, please?

Greta It's been quite hard, but I think we've made the right decision. It would have been too risky to commit ourselves to ...

4.3

1

Thomas ... and as a result, the price of minibus hire in the locality has increased dramatically over the last year.

Jean-Luc That's interesting, Thomas, thank you, but I think it's probably best left for another meeting.

2

Khalid I suggest that we keep all the current tours, but include the opportunity for clients to pay a voluntary charge for carbon offsetting. Now, by doing this ...

Jean-Luc OK, thanks, Khalid, maybe we can let Joana answer that.

Joana Well, if you remember, we did explore this last year – that was just before you joined us, Khalid – and we decided at the time that it wasn't the route to go down.

3
Khalid With respect Joana, do luxury travel and green tourism really go together? And do we really believe that our customers will pay thousands of dollars to stay in a mud hut without running water, next to a termite mound? That's what I'm asking.

Jean-Luc OK, Khalid, you've made your point. Greta – I'd be interested in hearing what you think about this.

4
Greta ... I think we have to take the long view. There is huge growth in this sector and we ...

Khalid What do you think of this? We offer customers the option of paying the carbon offsetting as an extra ...

Jean-Luc Sorry, Khalid. Could you let Greta finish, please?

5
Jean-Luc OK, I'm not sure this is getting us anywhere! Well, I'd like to draw things to a close, so can I just ask everyone to sum up their views in two or three sentences?

4.4

1
Steve Hi. You must be Reza.

Ali Reza Yes. Ali Reza, actually.

Steve Sorry. Ali Reza.

Ali Reza It's quite all right. It's Steve, isn't it? I've seen your picture on the website.

Steve Right. So, you've come over for this meeting?

Ali Reza Yes. I just arrived this morning.

Steve How was the journey?

Ali Reza Not too bad. I managed to sleep a little on the plane.

2
Sophia I thought I recognized that voice. Hello, Harry. How are you?

Harry Sophia. Nice to see you. You're looking well.

Sophia Thank you. It's really nice to see you. I wondered if you'd be coming.

Harry Yeah, well, I may be old, but you can't get rid of me that easily.

Sophia So, they're keeping you busy then?

Harry Absolutely.

Sophia And are you still enjoying it? Really?

Harry Ah. Well ...

3
David Kornelia! I had no idea you were coming over for this event.

Kornelia David – hello! Good to see you. It must be two years or more since we last met.

David Wasn't it at that conference in Egypt?

Kornelia Oh yes, on the Red Sea – it was really beautiful.

David Yeah, but do you remember that taxi ride back to the airport?

Kornelia Yeah – I thought we weren't going to make it.

David And then to make matters worse, the airline lost all our bags!

Kornelia Yes – that was no laughing matter!

David So anyway, how are you doing?

Kornelia Fine, thanks.

David Someone said you'd had a difficult year.

Kornelia Well. Yes. I have had a few ups and downs.

David Ups and downs?

4
Pietro Hello. May I join you?

Janos Yes, of course. Have a seat.

Pietro I'm Pietro Agnelli from the Turin office.

Janos Janos Rezmúves. From Szeged in Hungary.

Pietro Good to meet you. Wait a minute ... You're not the Janos who pulled off that big Integra deal, are you?

Janos Well, it wasn't just me. There was a whole team involved. And anyway, Pietro, I've heard quite a lot about you, too. You got the gold award last month, didn't you?

5
Marc Well, I'd been working in the Paris office for five years when senior management decided I needed to see more of the world. So I've been in Manhattan for the last ... oh, six or seven months, I guess. In a luxury apartment overlooking Central Park.

Maria Lucky you!

Marc Yeah ... it sounds good, I know, but the job's pretty challenging. But I'm enjoying it.

Maria Challenging in what way?

Marc Well, it's a well-established team and they had their own way of doing things, so as far as they're concerned I'm still the new guy ...

Unit 5

5.1

1
 I'd say I'm very sales-focused, very much so. As I've already outlined, I sell more than anyone else in my current job. I just love the challenge of the sale. Of course, I need to drive the other members of my team as well – yes, they might find me a bit demanding at times, but I think it's important to work together as a team to get results. Otherwise we just wouldn't achieve our sales targets, would we?

2
 What do I bring to the team? Let's see ... Well, given my current position, I obviously know the products inside-out. I think I'm also quite good on detail – I'm generally able to pinpoint the cause of a problem as soon as it arises, and deal with it, of course. I think I'm capable of handling most complications by myself. That's why I prefer not to delegate. I mean, I certainly wouldn't want to neglect my responsibilities.

3
 It doesn't matter what project I'm working on, my priorities are always to deliver what's been asked of me, and on time. That's why I prefer to avoid any last-minute changes, although obviously I need to discuss these suggestions with the other team members before deciding how to proceed. Generally though, I'd say it's best to stick to the initial brief, especially where there are particularly tight deadlines to meet.

5.2

Extract 1

Jenny Right, guys, can I just make sure I've understood this correctly? Paul. Would I be right in thinking we agreed not to use the logo with the knife?

Paul Yes, precisely! Which is why this whole thing is just so frustrating. What really concerns me is the way this has been

handled so badly by the printers. I said from the very beginning that I had my doubts about using this contact instead of our usual printer. But Riccardo must have had his reasons.

Jenny OK, OK. Let's try not to get personal here. We've got a problem to sort out. Can we try and stay focused on the facts?

Riccardo And it's worth bearing in mind, the error isn't necessarily on the printer's side. To be honest, I'm a bit worried about some of the other artwork as well. The quality isn't as good as it could be. I mean, the printer may not have received all the latest versions of the files – do you understand what I'm trying to say?

Paul Look, Riccardo, not only do we have a major error on our hands, but we're also not sure how this happened. As I said earlier, I'm really not happy with the way this has been handled, and it's the Vienna convention which really worries me. I'd just like to point out that we are flying out to Vienna in less than a week, and we don't even have a decent set of brochures to hand out. The real issue here is that we're just not prepared. The printing should have been done months ago!

Riccardo You're quite right, Paul. I don't know if you are aware, but the reason the printing didn't go ahead earlier was that we were waiting for your department's approval on the prices.

5.3

Extract 2

Jenny Well, Riccardo, how do you propose we deal with this issue?

Riccardo OK – firstly, before going back to the printer, I really just wanted to try and establish how the errors happened. Did somebody on our side hand over the wrong files? I mean, it's a possibility.

Paul Look, Riccardo, the thing that bothers me is that we just don't have time. To be frank, I'm sorry, but I can't just sit around and wait for you to sort this out. And I just don't understand how you could even be contemplating a reprint with only a few days to go, not to mention the extra cost. I say, send the brochures out to Vienna as they are – we can get the errors corrected in the next batch. For now, we'll just have to tolerate them as they are.

Riccardo OK, Paul, I see what you mean, but surely we need to get this right now? The reason why I say this is because if we get it right this time, any future campaigns should run more smoothly.

Paul Oh, come on, that's just not practical. I just won't be able to go ahead with the launch in Vienna if I don't have the brochures by Wednesday. This is what I've been afraid of from the beginning of this project. Think of the repercussions – our key clients have been waiting for months for this new range.

Jenny Look, Paul, Riccardo, can we try to avoid any serious setbacks here? How we resolve this is the issue now.

Riccardo I agree with Jenny. I was really hoping that we could find a solution that suits all of us here. Thinking about this sensibly, the problems with the artwork I'm prepared to overlook, if we could just sort out the problems with that logo. I mean, look, would it help if I gave the printer another call? See if it could be changed in time and get some costs?

Jenny That sounds sensible. Paul, I need to know we've got your approval on this.

Paul OK, fair enough. I'm prepared to wait and see what you and the printer come up with.

Jenny In which case, Riccardo, can I leave you to liaise with the printer, if we do do a reprint?

Riccardo Yes, of course. If you both agree to this solution, I'd be more than happy to oversee everything personally. I promise you, nothing will go wrong this time!

Jenny Thanks.

5.4

Conversation 1

A Tomasz, I'm glad I bumped into you. I've had a chance to run through that document you asked me to look at. So ... whenever you want to discuss it ...

B Great. Have you got time now?

A Yes, I have a few minutes before my next meeting.

B It shouldn't take too long. And look, I really appreciate this, I know how busy you are. So what were your thoughts?

A Mm, I think my only real doubt is the line you've taken on absenteeism.

B OK ...

A I don't think they'll accept this approach.

B Oh, really? Why do you think that?

A Basically, ... it ... it's not strong enough.

B So how do you think I could improve it?

A I'm not sure about including all those transcripts of interviews with staff. Couldn't you just summarize the key issues that came up?

B Oh, I see. Well, it seems a pity to have to cut them, but maybe you're right. Was there anything else?

A Mm. Yes, a slight problem – I think some of your data is confidential.

B Oh, really? I'm sorry, I didn't realize – thanks for pointing that out.

A Sorry, I hope this doesn't sound too negative.

B No, that's fine. Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

Conversation 2

A David, look, I've been meaning to say something ...

B Yes?

A It's just ... I'm kind of worried about that proposal you're circulating at the moment.

B OK. What's the problem?

A Well, essentially I like the idea, but you know how controversial it might be, don't you?

B No, I'm sorry, I don't see what you're getting at.

A I feel you could be making life difficult for yourself. You know, this may even go to the workers' council.

B Look, you're entitled to your opinion, but at this stage, you know, it might not be a bad

thing if it did. And to be honest, I just don't have time to rework it at the moment.

A Look, David, I'm just trying to help. And I'm not expecting you to start again. I've said there's nothing wrong with the idea – you just need to approach it in a slightly different way.

B I see what you're saying, Roberta, but the reason I'm taking this approach is because I think this plan will work in the long run.

A No one's denying that, but I really think you're going to cause yourself a lot of trouble in the short term.

B Fair enough, but it's a bit late now. Maybe you should have said something earlier.

Conversation 3

A Phew. That was hard work!

B Yes. And it's good thing you brought an extra copy of the proposal.

A Yeah, that was lucky. So, how do you think it went?

B Pretty good, I think – they signed, anyway. And that last question – you handled that really well.

A Thanks. Though I have to admit, I got the idea from Jenna – apparently the same issue came up last week and she got caught out. So what about that new guy?

B The one we hadn't met before? Hassan? Yeah, he was really tough.

A Definitely. By the way, thanks for backing me up with the figures.

B Hey, no problem. I could see you were getting kind of lost.

A I know, I'm afraid that was down to nerves.

B Don't worry, you did well. You just have to build on that experience now.

A Thanks for your support – it's good to know I'm on the right track.

Unit 6

6.1

Interviewer Today we're continuing our theme of innovation, and I'm joined by our business analyst, Jost Van der Saar, to talk about a dilemma faced by many large companies. How do you run an efficient company, but also create space for those new, innovative ideas, without cutting into the bottom line? Jost, it's not always that easy to get the balance right, is it?

Jost No, that's right. If you take a company like 3M, for example. They tend to be associated with creativity – as you know, they invented the Post-it note among other things. Now, they underwent some significant changes when James McNerney took over as Chief Executive Officer – he was the first outsider to lead the company in its 100-year history. The company certainly needed knocking into shape at that time, and McNerney set out to boost earnings from the start. One of the first things he did was to cut the workforce by 11%.

Interviewer What kind of a reaction did he get to these changes?

Jost Well, he caused quite a stir. McNerney's approach to raising profitability certainly satisfied the shareholders. He was clearly attempting to shift the emphasis from innovation to quality control. And from his days at General Electric, he introduced Six

Sigma. Now this is a programme aimed at improving quality, controlling costs and increasing efficiency, and it doesn't tolerate mistakes easily. It demands precision, and the main idea is to eliminate production defects.

Interviewer Well, McNerney left the company some years ago, of course. What's the situation at 3M since then?

Jost Well, people are asking whether McNerney's efficiency drive hasn't in fact stifled creativity. As you can imagine, that's quite a serious concern for a company whose very identity is built on innovation.

Interviewer Is there any hard evidence to support these fears?

Jost Well, it's interesting. In the past, one third of sales came from products released in the five previous years – today this figure has slipped to one quarter only. The next CEO, George Buckley, was convinced he could outperform the competition by reigniting top-line growth. He pulled back from Six Sigma just enough to get the creative juices flowing again ...

6.2

Extract 1

James So, even though it's been a surprisingly difficult year for Skion PCs, hopefully today will help generate some ideas for improving our position in the market. Would anyone like to start?

Sue Well, yes ... I mean, couldn't we consider ways to develop our image, to show that we're a genuinely caring business?

James Sorry, I should also say, I don't think we need to do anything that's radically different. Also, it's not clear to me what you mean by 'caring'.

Sue Well, for example, what about moving into the area of recycling? Most people have no idea what to do with old computers and components – they either keep them or end up throwing them out. I would have thought it would be possible to collect a customer's old computer when we sell them a new one and implement a policy of recycling.

Jessica Oh, I see, so you're thinking of something charitable, like maybe, we collect in used parts and send X per cent off to developing countries, am I right?

Sue Well, not necessarily that ... I haven't really had a chance to think it through properly, but that's not such a bad idea. But thinking about it, we could even set up a programme where staff can choose to spend some of their holiday time working on a project in a developing country, but we'd pay to make sure it's well-run and responsible. I've done something similar myself. It was actually one of the most rewarding things I've ever done.

James Gareth, what do you think?

Gareth To tell you the truth, I'm not totally convinced. I'm concerned about how that would work in practice, and I can't help wondering whether it would really be cost-effective.

James So is that a definite 'no'?

Gareth Well, no, but I would certainly need to know that it's profitable, before taking it any further.

Sue It's not about cost-effectiveness, it's about acting responsibly ...

Jessica Well, can we try and take this just a little bit further after this meeting? I mean, obviously we'd need to do a lot more research before reaching any final decisions.

6.3

Extract 2

Jessica It's an interesting idea. In terms of marketing I think it has potential. It's certainly worth thinking about. In fact ... well, I'm not sure how this would work in practice, but how about a wider policy on environmental issues, you know, similar to the idea about being 'the company that cares', but more focused on energy-saving as well as recycling?

James OK, would you like to expand on that?

Jessica Well, I was thinking along the lines of solar-powered laptops, for instance.

Sue Solar-powered?

Jessica Look, I only say that because there's big money in energy-saving and if we became well known as specialists in this area we wouldn't just sell to domestic customers.

Sue Sorry, are you saying that we could open up market share with this idea?

Jessica Er ... well, yes ... look, could I just explain in a bit more detail? I think this is where our website could play a major role, I mean, we could target small businesses, educational institutions, and public sector organizations around the world. Places where electricity supplies are sporadic. Does that make sense?

James Well, yes, but I don't really think we could get away with that – do you? It's such a departure from what we're doing at the moment. I mean, it's potentially quite high-risk. If I've understood correctly, you're saying that we should become energy-saving specialists.

Jessica Well, I just thought that in a way maybe we'd gain competitive advantage, you know, something innovative ... after all, the technology's there. People are already doing it. Why not us?

Gareth I'm sorry, I'm just not convinced. Look, shouldn't we be thinking more about straightforward, commercial developments? I think we should get back to discussing what we can do realistically, now, with the capacity that we have at the moment, and focusing on the bottom line.

6.4

Extract 3

James Maybe you're right. What did you have in mind?

Gareth Well, something similar to Sue and Jessica's ideas earlier, about recycling. Supposing we were to sell recovered parts through brokers back to the manufacturers or clients who needed 'obsolete' parts?

Sue Obsolete parts? Right, erm ... What makes you think that would work?

Gareth Actually, it's not nearly as complicated as it seems; we might even be able to set up links on our own website ...

James Mm, you've obviously given this some thought ...

Gareth And there's nothing stopping us from setting up as brokers ourselves, is there? We could buy up unwanted parts and sell them on ourselves, to our regular customers.

James Yes, that's true. You may have something there. Well, it's easily the best idea I've heard so far. And we could probably be more competitive on service than some of those larger brokers.

Jessica Mmm, I don't know, I'm not so keen on the idea.

James We should at least consider it, though.

Jessica Yes, OK. But wouldn't we be doing exactly the same as Green PCs? I've been looking at their website and it's pretty much the same idea ...

6.5

- 1 Could I just explain in a bit more detail?
- 2 You've obviously given this some thought.
- 3 I'm not totally convinced.
- 4 It's been a surprisingly difficult year.
- 5 It's easily the best idea I've heard so far.
- 6 I'm just not convinced.
- 7 It was actually one of the most rewarding things I've ever done.
- 8 Look, I only say that because there's big money in energy-saving.
- 9 I'm not so keen on the idea.
- 10 I don't really think we could get away with that, do you?

6.6

- 1 a Could I explain in just a bit more detail?
b Could I just explain in a bit more detail?
- 2 a Surprisingly, it's been a difficult year.
b It's been a surprisingly difficult year.
- 3 a It was actually one of the most rewarding things I've ever done.
b Actually, it was one of the most rewarding things I've ever done.
- 4 a I really don't think we could get away with that, do you?
b I don't really think we could get away with that, do you?

6.7

Conversation 1

Anna Tom, I'm in the middle of preparing for the sales conference.

Tom Oh, yes?

Anna Yes ... and I have to do a short presentation.

Tom Ah. Lucky you!

Anna I know! More worrying still is that it's only a month away!

Tom Yeah, it does seem to come round pretty quickly ...

Anna Yes. Anyway, I've got a few ideas, but I still need to bring it all together. I was wondering if you remember what you said last year?

Tom Oh, erm, let's see ... Something about how well we were doing, I think! Er, hmm ... you've put me on the spot here. I'm not quite sure now, it seems like a long time ago. I seem to remember talking about defending our strategic position – something like that, in any case.

Anna OK. And did you talk about the local markets? Erm. Any kind of analysis?

Tom Yes, I'm sure I would have done. Erm. And I remember starting off with a short quiz to break the ice ... I'm trying to think what I would have done with that. I could certainly find it, though, and email it to you if that's any help?

Conversation 2

Eva So what do you think of my draft proposal? I'd be grateful for your feedback.

Dan Yes, it's not bad. I'd say you're on the right track. In any case, it's the kind of thing we're looking for. It just needs a bit more development.

Eva More development ...?

Dan You know, explaining the rationale behind the proposal, why now, and so on.

Eva OK ... what about the opening paragraph? Is it strong enough?

Dan Something along those lines ... Yeah, you certainly need something like that, to help set the right tone, don't you? Again, I'd say it just needs a bit more work, really.

Eva More work? Could you be more specific?

Dan Well, I could give you a few general pointers, but I'm afraid I haven't really got time to get involved in the detail. Anyway, I thought Rob was supposed to be helping you with this?

Eva Well, yes, I did email him last week, but he still hasn't got back to me.

Dan Well, he'll probably get back to you before the end of this week – that should still give you time to revise your draft.

Conversation 3

Federico Dominique! I thought you were in Germany?

Dominique No, I got back last night.

Federico How did the research go? Did you see any interesting interiors?

Dominique Actually, overall it was quite disappointing.

Federico Oh, really?

Dominique Yes. Still, there was one place that was quite interesting ... I haven't got my laptop with me now, otherwise I could show you some photos.

Federico Was it typically German? The style, I mean.

Dominique No, not really. It's difficult to explain, really. It almost had a hint of something oriental – oh, and lots of black and white ... it was kind of minimalist.

Federico A lot of lacquer?

Dominique Yes, panelling, partitions, you know, that sort of thing ... In fact, you remember that Japanese restaurant we went to in London?

Federico Yes, of course.

Dominique Well the partitions were a bit like that, but not quite as decorative.

Unit 7

7.1

Interviewer Would you say that staff in your organization are encouraged to take a 'systems thinking' approach?

Jane Well, we don't explicitly encourage staff to take a systems thinking approach. But if you look at the content of some of the training programmes, a lot of it is geared towards them thinking about the implications of what they do outside their immediate area of responsibility. So, for example, our finance training is very much about getting people to think about how their decisions impact on the bottom line, the profit and loss account, and the implications for other departments. We also have one particular course that all staff in one of our divisions are expected to attend, and it's designed to put people's jobs into the wider business context, so that they can see the bigger picture. So, from that point of view, yes, to some extent we do try to get people thinking more broadly than their immediate remit, but it's not a specific or an explicit aim.

Interviewer So, how would you describe the approach to learning and training across your organization?

Jane The approach that we take is that we divide training into job-specific training, and then more generic training, and we approach the two areas in slightly different ways. The majority of our training is job-specific and we get information on what this should be from what we call a bottom-up approach, where we look at individual training needs. This is normally triggered by the appraisal process, and the delivery of the training then tends to be driven by line managers. They'll often provide that training on the job. So if people need to learn specific skills like design or marketing, that happens locally. Departments often find their own training providers and they have their own budgets to do that, so we take quite a decentralized approach in that way. The generic training would be related to skills that are relevant right across the business, like management skills, communication skills or IT training. It's also training in response to any current themes that relate to particular business challenges. So, for example, at the moment there's quite a big push on project management training because of the need to manage projects more effectively. This kind of training is often generated by senior management, so it's more of a top-down approach, and the training itself is more centrally-driven.

Interviewer What are the advantages and disadvantages of doing things the way you do them?

Jane Well, I think one of the advantages is that because, primarily, we have a very decentralized approach to training it means that each division gets what it needs from the central training department. So we're quite responsive to their needs and that's a real advantage. Also, we provide a range of learning opportunities, not just courses. We have reading materials, DVDs, books, and also online links that people can use.

We're trying to make training more self-directed. Line managers don't always have time to spend with staff, talking in detail and planning their training, so the more we can encourage people to take responsibility for their own development, the better. It's also an advantage because it means staff take ownership of their own learning and, therefore, they're much more likely to put more effort into what they're learning – and that learning is more likely to stick and be transferred into their jobs. Disadvantages? Well, from our central point of view, one drawback is that we get stretched very thinly, because rather than being able to take a one-size-fits-all approach right across the organization, we end up customizing a lot of what we do for each division, which is great for the divisions, but it's not always an effective use of central resources.

7.2

Conversation 1

Tamara Hello, Kirsten. Er, we didn't finish our discussion about next year's training programme.

Kirsten No, you're right. We didn't. Do you want to carry on now?

Tamara Well, we need to have a concrete proposal for the meeting on Friday.

Kirsten Did you say Friday? I thought it had been brought forward to Thursday afternoon?

Tamara Well, er, that makes it even more urgent, then. Anyway, I'm not quite clear about your last suggestion. Could you run it by me again?

Kirsten Yes ... OK, well, faced with the need to be fully compliant with the new legislation by early next year, I think we have at least 70 staff who need to be up to speed by the end of this year.

Tamara How many did you say?

Kirsten Seventy ... seven-oh. But instead of training them all, I suggest we buy in training sessions and offer these to a few key managers. Working on the principle that they can all pass the content on to their own staff, we should have everyone trained up by January.

Tamara How many were you planning to offer it to?

Kirsten Just the eight heads of department. Make a single group.

Tamara And, er, what you're saying is, you don't think we have enough of our own trainers to provide this internally?

Kirsten No, it's not that we don't have the trainers. We don't have the expertise.

Tamara OK, well, on that point, it may not be entirely relevant, but I've heard some negative feedback recently on other internal training sessions.

Kirsten That's interesting. Could you clarify exactly what the problems were? Oh ... Actually, no, it doesn't matter – I guess it's a bit off-topic right now.

Tamara OK. I think you suggested a provider. What was their name again? Consuelo, did you say?

Kirsten That's right. Given the limited number of companies offering this training, we don't actually have much choice.

Tamara No, that's right. Oh, that reminds me. Have you heard that Leon's leaving to go and work for another training provider?

Kirsten Yes, I heard. Knowing how demotivated he's been about his job recently, I'm not too surprised!

Tamara Yes. Anyway ... sorry. That's a bit of a digression. Let's get back to the main issue. Are there any other loose ends? Er, what haven't we dealt with yet? Shall we talk about the proposal for distance learning?

Kirsten Yes. We need to do that. And we haven't looked at the question of timing yet. Or dealt with the cost!

Tamara I know. By the way, talking about costs, I haven't seen that report on the e-learning project yet.

Kirsten Ah, yes, I remembered that yesterday. I was going to write it this morning, but ...

Tamara OK, OK, I know you're busy ...

7.3

Conversation 2

Kirsten Hello, Kirsten Marr.

John Hello, this is John Powell from Consuelo. You left a message for me?

Kirsten Ah, yes, hello. Thanks for getting back to me so quickly.

John No problem. So, I was wondering, could you clarify exactly what sort of training programme you were hoping to run?

Kirsten Yes, of course. We need to ensure that our company is fully compliant with the new legislation and procedures regarding the transport and handling of hazardous biological materials. We had intended to do this ourselves, but having discussed it with the relevant people we now think we need to ask an external training provider to do this.

John Could I ask you to spell out some details – how many participants, when you wanted this to happen, and so on?

Kirsten We were thinking of having eight managers for a one-day workshop, ideally some time around the middle of next month.

John OK, a day should be OK. But, look, I'm very sorry, but you do know that we only run tailor-made workshops for a minimum of twenty participants?

Kirsten Oh, really? No, I didn't know. That's a bit annoying.

John Well, it's to do with cost, I'm afraid. Inevitably.

Kirsten No, I understand that. What I'm saying is, it's annoying for us because we just don't have that many people. So, do you mean that you can't do this training for us?

John Well, we could do it, but we'd have to charge for twenty people, even if only eight came.

Kirsten Mmm. I see. OK, well, maybe we have no choice.

John Sorry, I'm not quite sure I understand. Are you saying that you'd like to proceed with the booking anyway?

Kirsten Er ... No. That's not what I mean. What I mean is that we'll have to run this internally after all.

John Look ... Just a thought. It may not be entirely relevant, but we do have some spaces available on our open training day on the 3rd. Would you be interested in registering any participants for that?

Kirsten The 3rd, did you say?

John Yes.

Kirsten I think we'd probably be interested in that. But I need to confer with my line manager. Can I get back to you on that?

John Yes, of course.

7.4

- 1 Just a thought. It may not be entirely relevant, but ...
- 2 Actually, no, it doesn't matter – I guess it's a bit off-topic right now.
- 3 Oh, that reminds me. Have you heard that Leon's leaving to go and work for another training provider?
- 4 Anyway ... sorry. That's a bit of a digression.
- 5 Let's get back to the main issue.
- 6 By the way, talking about costs ...

7.5

Conversation 1

- A** So, what do you think of it so far?
- B** It's not very interesting, is it?
- A** That's the understatement of the year. I haven't learned anything I didn't know before.
- B** It's not that bad. Though I have to admit, I'm not getting much out of it.
- A** And the pace is so slow! It's doing my head in!
- B** I know what you mean. It's really testing my patience, too.
- A** In fact, I think I've reached my limit. I'm going to slip out after this coffee break.
- B** Won't you need to show you've attended?
- A** No problem. They've taken our names already! Are you staying?
- B** Well, I agree it hasn't lived up to expectations so far – but I need to learn something about the topic. Maybe it'll get better.
- A** OK. I'll see you later.

Conversation 2

- A** Was there something, Sue?
- B** Well, yes. I've been looking at Lou's new brochure design. I have to say that I was expecting something a bit more professional.
- A** What do you mean exactly?
- B** Well, the cover, for example – it's just not up to scratch. I don't find the choice of image appealing. And to be frank, I'm not very happy with the wording, either.
- A** I see what you mean, but it was a rush job. Maybe we should get Lou in and talk over some of the alternative design ideas.

Conversation 3

- A** Right. It's four o'clock. Let's move on to the next item.
- B** I'm sorry. I'm going to have to leave at this point.
- A** Oh. Is there a problem, Jacques?
- B** Well, if you're moving on to health and safety issues, I'm not sure how much I can contribute. I can't really see the point of staying.
- A** Well, I'm sorry you feel that way. It's a very important issue and I think it would be useful to have your views.
- B** To be honest, I'm finding it a bit frustrating that I have to be here at all. I've got a lot on at the moment and I just don't think this is the best use of my time.

Unit 8

8.1

1

Interviewer What does De Beers look for in its prospective employees?

Interviewee Well, ours is an ever-changing organization with a culture that inspires the creation of real value for all our stakeholders. It is a culture of quality leadership, accountability, collaboration and passion, uniting us in a common cause. Working here is unlike working for other companies. Our people have a single vision: to turn diamond dreams into lasting reality.

Interviewer And once you've found the right people, how do you help them develop?

Interviewee Well, our approach to supporting the development of our people is flexible, combining challenging role rotations and assignments with formal training, on-the-job learning, mentoring, coaching and leadership development programmes. And being part of the Anglo American group opens up even broader opportunities in other countries and business areas. We operate in 28 countries and actively encourage talent mobility where business requirements and individual career aspirations align. Equally, we take pride in our track record of transferring and building sustainable local capability in all the areas in which we operate.

Interviewer What opportunities are there for employees at De Beers?

Interviewee Well, we offer the opportunity to take on challenging roles and make a significant contribution to maintaining our position as the world's leading diamond company. The opportunities for excellence, growth and career development at De Beers are as diverse as the people who work here. Diversity provides us with a competitive advantage through new ways of thinking, connecting us to a wider range of customers and helping to grow our business. Underpinning our focus on providing opportunities for development is a reward philosophy that recognises both individual achievement and business performance. Our people are well rewarded within a performance-based remuneration approach – individual excellence is encouraged, though we acknowledge that our performance across the full diamond pipeline is what sets us apart.

8.2

2

Interviewer So, what does Credit Suisse expect from future employees?

Interviewee Well, we like people who can offer a combination of specialist know-how and personality. They need to be committed to individual achievement, and to the success of the team. We expect all of our employees to support the bank's strategic goals ... Erm, basically, you've got to be able to build up rapport and personal credibility with the client as well as your colleagues.

Interviewer And can you sum up, what's in it for the employee?

Interviewee Well, we offer a welcoming, collaborative work environment, and a flat organizational structure that allows all of our employees to make an impact.

Interviewer And what's life like for employees at Credit Suisse?

Interviewee Our employees are encouraged to strive for a healthy work-life balance. That doesn't mean you'll never be under pressure, so obviously you've got to be able to cope with challenging situations. But, of course, we'll provide training and on-the-job support to help you do this.

8.3

Extract 1

Ian ... And that brings us to training. Since Anya's here, perhaps we can look at the new training initiative requested by the various team leaders? Anya, can you give us an overview of where we are with this?

Anya OK, yes. Well, to be honest, we haven't got as far as I'd hoped. Erm, where we are at the moment is ... er, we've just completed the initial consultation stage. However, what I can tell you is that the initiative will be complete and in place before the annual review. I'd like to be able to give you a more precise date, but unfortunately I can't do that at the moment. You'll appreciate that I still need to run the details by Jean-Paul and the team leaders first ...

... So, now, perhaps it would be a good idea if I just went through some of the other training programmes we are running.

Ian Yes, OK.

Anya Good. Now, how can I put this? We have a quite 'flexible' approach to our training programme this year – we're trying to tailor it more to individual and team needs. So if it's OK, I'd just like to sketch out the core elements of the plans ... Just feel free to interrupt me with any questions. Now, I don't know if you've heard of a 'balanced scorecard'? Let me just touch on this approach and how it works in practice ... and that's more or less it. I think that's covered everything. Er, and it's just occurred to me that ...

Ian Anya, you haven't said anything about management training?

Anya I was coming to that. Erm, it's obviously a key area, and I have to admit that we haven't got as far as planning the specifics yet – we just haven't had the time. But yeah, you're quite right, we need to address this ... it might not be a bad idea to send out a questionnaire to the senior staff for their recommendations.

Ian And you've still got time to do that, have you?

Anya That's a good point. I think so. Let me check, and I'll get back to you. And how about if I send you a draft, too? I'm pretty sure that I could do that before the end of the week.

8.4

Extract 2

Ian ... Pavla, I'm sorry to put you on the spot, but would you like to run through the union complaints briefly? We've really got to do something about job descriptions and pay scales. What ideas has your team come up with so far?

Pavla OK. How long do I have?

Ian As long as you need.

Pavla Right. Well, it's probably best if I just highlight some of the ideas we came up with, don't you think? Erm, it was basically a brainstorming session. So, the first thing is, we feel that people are simply time-serving and spending too long here. I don't know if you agree, but I'm pretty sure that this isn't great for productivity in the long run. And I think you should be aware that it's not limited to one department ... it's crucial in the current climate. So that's one key point right there – we need to look at attitudes across the organization. Er, OK, next point, and I think this is a really important point: we need to start looking carefully at the current pay-scales ... and, er, I don't think there's anything I've forgotten, erm ... so, the main thing to remember is to listen. OK, I think that's about it.

Ian Good, thank you for that. I assume everyone participated in the brainstorming, did they? If it was just one or two individuals, then just how useful are the results?

Pavla I can't remember exactly, but ... off the top of my head, I think everyone had something to say. That's quite a significant factor, though ... I can double check if you like?

Ian Yes, email me later.

Pavla I was wondering if there was anything else you'd like to know about the origins of the ideas?

Ian No, that's fine, but it might also be worth touching on the numbers of complaints per business unit.

Pavla Well, I don't have the exact figures, but what if I run through the rough numbers we've come up with so far?

8.5

1

A Ah! Thierry! Just the person I was looking for! Is it true you're considering reducing the amount of staff car-parking?

B Ah ... Look, Rachel, I'm afraid I'm really not in a position to talk about that.

A So is it true, then?

B No, I'm sorry, but I can't answer that.

2

A These demonstrations are quite serious, aren't they? You must be worried about the political situation at home?

B I'm sorry, I don't know what you mean.

A Oh, come on. It's all over the news. Your government is taking a very hard line – I just want to know what you think.

B I'm sorry, Karl. I would prefer not to talk about it.

3

A Can you tell us a little more about the proposed office move?

B I'm afraid I'm not up to speed on the most recent developments.

A Oh, I can't believe that. Someone with your connections?

B It's not for me to say. Sorry. This is HR's responsibility.

4

A Look, I just need to know. Have they agreed to work with us or not?

B Well, it's not that straightforward. There are still things to consider.

A Oh, come on. It's a simple question. Yes or no?

B Honestly, Kris. I'm afraid I don't know any more than you do.

5

A So, is our budget likely to increase in the next financial year?

B It's hard to say at the moment.

A But the decision must have been made, surely? If I find out that you knew something ...

B Look, it's nothing to do with me, OK?

6

A That was a surprise, wasn't it, Enzo leaving so suddenly?

B Mm ... I can't really comment.

A I heard that he didn't resign – he was fired.

B I'm afraid I can't disclose that information – it's confidential.

Unit 9

9.1

1

Personally, I'm actually against this trend for CSR policies. I mean, why should I – a shareholder – allow the equity that I've built up to be spent on so-called social responsibility? I feel a lot of these projects are set up purely for short-term gain, and in the long run they can become a huge drain on resources. I mean, how do we know if the money to be invested in, say, a school project in a developing country, is actually going to the right people? We don't. If I want to donate my money to something like this, then that's my business. What I want is a good return on investment – for me it's all about the bottom line.

2

In my experience, having a sound CSR policy actually increases the market value of a company. By that, I mean a company's reputation is one of its key assets – it can have a significant impact on the success of the brand. Take Coca-Cola, for example: 96% of their value is made up of intangibles – the brand itself is worth a fortune, obviously. But if they made a major error, socially or environmentally, the reputation of the company would suffer and it could take a very long time to recover. To dismiss CSR policies on the basis of short-term profit doesn't make much business sense to me.

3

We're in the textile industry and we run a number of CSR projects with our suppliers, who are mostly from Asia. These range from helping to improve the working conditions in factories to helping the local community to look after native species. Before our suppliers become CSR partners we require a cost-benefit

analysis from them to make sure that the costs can be covered or offset, and to ensure the long-term viability of the project. Once we've checked the project's feasibility, we draw up guidelines outlining the scope of work for the partners, and we agree goals and objectives. We then require regular access to the site, er, plus monthly reports and reviews with quantifiable data.

9.2

Extract 1

Margit So, looking at the situation from a long-term perspective, if the IT system is updated, you'll be more efficient in terms of your customer admin, and you'll be able to continue your expansion plan. Is that right?

Judit Exactly. We need to develop a clear strategy to move the business forward. At the moment our systems are old, they're outdated, and we don't have a clear overview of our customers' transactions.

Margit Zoltan ...

Zoltan Well, we have a number of options. We've already commissioned three proposals from reputable IT companies. Provided we check out the feasibility of these options thoroughly, I'm convinced we can find a system upgrade that will work for us.

Margit OK, that's all very positive, but I think we need to look at the bigger picture. Do we actually have the resources for this? I mean, there's no point in investing in a system upgrade if we don't have the space, the personnel or the finances to carry it through.

Zoltan Yes, but ...

Margit Let's take a look at our physical resources. Will the new system be linked to production? I mean, you have a lot of real estate here, but the facilities are pretty run-down. Is it practical to set up a hi-tech system in such an old place?

Judit Well, if we'd invested in our production facilities five years ago, like we wanted to, we would have knocked down the old building and had one purpose-built. It's useless to speculate about that now, of course ...

9.3

Extract 2

Margit ... OK, so you already have the infrastructure you need to support the new system, even if it's not directly connected to the production facility.

Zoltan, Judit Yes, sure.

Margit Now, what's the situation regarding personnel?

Judit Well, they'd need training. I think our options are quite clear here. It doesn't really matter which system we choose – if training isn't on the agenda, we should forget the whole idea. I mean, you can't expect us to ...

Zoltan Yes, but we do have some employees who've worked on SAP-type systems in previous jobs. If we made them our key users, we could gradually train up the rest.

Margit I'm not sure that would work. Do you really have a sufficient skills base to meet the needs of this strategy? You can't just rely on one or two people and you can't run two systems in parallel. How would it work if you took on some younger people?

I mean, if you'd recruited more young employees at the start, they would have had some IT knowledge from school.

Zoltan Well, but we do have some well-qualified workers. And we're in a great location, so I think we're in a really strong position to find new staff. I don't have any worries about the human resources aspect.

Judit No, Margit's right. If we only had a couple of people initially who could use the system, how could they cope with the extra work? It would be terrible! Basically we don't have much choice for a long-term plan like this – we can either provide training for everyone, which will be a substantial investment, or we accept that it's totally unfeasible.

Margit OK, I accept that point. What about if we just look at a basic programme of ...?

9.4

Extract 3

Margit ... OK, so the HR options are looking quite positive. Now, what about financial resources? We have to bear in mind the long-term viability of a commitment like this. I can see that you have the capital to purchase the system, but how does the return on investment look? Realistically, would we be able to finance this strategy? Obviously, I'm not just talking about the initial outlay and set-up costs.

Zoltan OK, well, let me show you a couple of projections we've made. Look at this, this is a graph showing us in five years' time. This is a worst-case scenario – it shows that if we hadn't invested in the system, we'd be way behind the competition. We just couldn't compete with them using the system we have at the moment.

Judit Zoltan's right. We can't afford not to invest. Assuming we decided to commit to the full amount, we could also look at ways to save money in other areas.

Margit Such as?

Judit Well, for example, we could think about reducing expenditure on ...

9.5

Extract 4

Margit OK. So the general consensus is that long-term we have the human resources for the strategy. The question that needs addressing is how to implement the system in the short term. Is everyone OK with that?

Zoltan, Judit Yeah, fine.

Margit OK. And finances are in place for the immediate purchase. The long-term strategy is that with the system in place you can cope with more customers and in turn increase your turnover, and hopefully your profit. Are there any other points to consider?

Zoltan Well, only that I think we should also look at this investment in terms of our intangibles. If we work more efficiently with our customers, our reputation can only improve too.

Judit Yes, I agree.

Margit Right, so we're decided. There are still some issues to be resolved and a more detailed cost-benefit analysis will need to be done, but basically we can go ahead.

9.6

1

A So you want Mr Khan to be picked up from the airport?

B Well, I thought it would be nice for someone to meet him.

A But he arrives in the middle of the night! I've got to work the next day.

B Oh, I was thinking more along the lines of sending Sami, and then giving him the following morning off.

A Oh, I see. That's a good idea.

2

A According to those figures you gave me, that particular product hasn't done as well as we predicted.

B The amount may seem low, but actually this is the net profit and our earlier calculations were based on gross. Sorry if I didn't make that clear.

A Ah, that explains it.

3

A A team-building day sounds great – canoeing and rock climbing!

B I didn't mean that! It would be indoors, much more business-like. More of a team meeting.

A But how would that motivate people?

B What do you mean?

A I thought we were doing something related to staff motivation?

B I don't know what you're talking about. We spoke about this two days ago – it's a team meeting in a neutral location. Read your emails!

4

A So we're changing from our normal working day to 24/7?

B That's right. Should be up and running for us by March.

A So everyone will be expected to do all the shifts in March?

B That's not really what I meant. What I actually wanted to say was, we'll phase it in. First night shift, then weekends too.

A What – one week night shift, then weekend shifts?

B No, what I meant was we'll have a few months of nights, to get people used to it, then move on to ...

5

A Hello. I'm calling to chase up an order for a delivery of mineral water. The order number is 811992.

B OK, let me just check for you. Er, right, we received your order for four cases and it's being delivered to your head office in Soho.

A No, that's not right. We wanted 14 cases delivered to our studio in Chelsea.

B OK, I'm sorry about that. But it definitely says Soho on our system.

A Yes, that's because ... Look, you've got it wrong. We definitely asked for it to be sent to Chelsea. Are you suggesting that this is our fault?

B No, that's not exactly what I'm saying, erm, but ... er ... I'm afraid the delivery address came through as Dean Street in Soho.

A Look, can I put this straight? We want 14 cases to be delivered to Lots Road in Chelsea as soon as possible, otherwise ...

Unit 10

10.1

Lydia I've been asked to take over a failing team that has been without a leader for several months. They're quite demotivated, and they've got used to operating as a self-managing team. They're a very disparate group of people, very different in their ways of working, although very good at what they do. The problem is, they're currently functioning as individuals, not as a team. I can already see there's massive duplication of effort and they're not being productive. Erm, in that sense they're quite dysfunctional. They're used to a very specific leadership style and they're extremely loyal to their previous team leader who was a big personality, hands-on, very charismatic. She was extremely supportive of them, individually, and they were quite dependent on her. She left suddenly and they miss her. So, I'm starting from a pretty challenging position. So how am I going to approach this? ... OK, I know I can't just walk in and take over and expect everything to be fine. There will be issues. It won't be confrontational – that's not my style. But there are two things I need to do, and they're going to take time. The first is to establish my authority with them as team leader. But I need to get them to accept my authority, not force it on them, so they in a sense give me permission to lead them. I need to get to know them individually, find out what motivates them, and consult them on key decisions. I'll have to be consistent in my expectations and feedback, and just generally make them feel valued. Unless I can instil confidence in them that I'm up to the job, and that I have the interests of the whole team at heart, it won't work. Secondly, I have to get them to work as a team again. It won't be easy. Essentially, I have to try to build a culture of trust between the individual team members. I sense that at the moment they don't have this, that they're all competing with each other. I need to find a way to get them to work together. I don't know exactly how this will happen, not yet, but it's essential for me to develop a sense of cohesion within the team. Otherwise nothing will change and the team will continue to fail.

10.2

Bruce I'd spent fifteen years as a manufacturing engineer, eight of them as a manager. And suddenly here I was, co-leading the team that would design a new fuselage for our latest passenger plane. The technical demands were awesome: stretch the plane by eight metres, add lots of functionality, do it in less than two years. The human demands were just as challenging – my job was to coordinate the work of 300 team members. Most of them didn't report directly to me, almost none of them knew me very well – and vice versa. It's a kind of daunting prospect! The first thing was, I had to establish my credibility. I had lots of credibility as an engineer, but now I was responsible for all kinds of areas that weren't in my background. 95% of my people get their pay-checks from other departments, so all I can do is influence them. I realized pretty quickly that what the experts say is true. Team leaders don't lead teams: they lead a collection of individuals with different strengths and weaknesses, different workstyle preferences ... There's no way you can get a team to work together unless you learn how to work with each person on a one-on-one basis. You have to deal with people based on how they want you to deal with them – that's how you get them to follow you. It's about generating mutual respect. Look, if you want to exert influence over hundreds of different people, few of whom work for you directly, the only way is to work with them on an informal basis – walk around, ask how it's going. But do it subtly, in a noninterventionist kind of way. Avoid the temptation to micromanage. It's easy to criticize people if you don't understand their roles and their constraints. Take a step back. Most people want to do a good job. You have to let them know that you're there to help, not just to tell them what to do. I basically have one message to everyone on the team – it's designed to reinforce a sense of team spirit and collaboration: 'We're all here to build airplanes. If the plane could talk, what would it tell us to do? And what can we do to make that happen?' But I also make sure that I recognize individual achievement within the group. Let me give you an example. Recently, one of my engineers was taking his time authorizing a decision. I said I'd get him a dozen doughnuts if he'd deliver the signed form that day. At 4.00 p.m. it was on my desk. He got his doughnuts the next morning. It was neat to see the look in his eyes, like, 'You really did that?'

10.3

Part 1

Jim OK, you're all aware that a decision was taken at last week's strategy meeting that affects all of us. I hope you've read the briefing document ... Yes? Good, so you know what's involved. I understand you may feel it doesn't address your particular situation, and that's part of the reason I'm here. I'm sure you have quite a few questions and concerns, and I'll do my best to answer them. But first off, let me bring you up to speed on some of the key points.

As you know, it has been agreed that we are going to combine our e-banking systems into a single integrated network – this involves the creation of what is called a 'middle layer' to the network, enabling us to bring all our

applications together. What this will allow us to do is offer our clients a more personalized and customized service – something we couldn't do before. Another great thing about this development is that it will allow us to grow our business in our core markets more rapidly. We can get our applications and new products into the market more quickly and more cost-effectively – which is obviously good for the business as a whole. There may be some short-term inconvenience during the implementation and the switchover phase, but it will be well worth the investment. In the longer term, the benefits are clear. We all know that this is a competitive sector – our customers want a fast, efficient service, and this is going to allow us to provide this and to stay ahead of the competition. So, you and your teams are crucial to the success of this strategy. That's why I want to involve you now in planning the implementation process at a local level. It is proposed that we hold a series of seminars for team leaders at the regional training centres well in advance, to ensure that everyone is familiar with the system and the procedures. If we're going to succeed, we need to realize that we're all in this together. Each one of you has a key role to play in making the new system work. What I need you to do, first of all, is to commit to making this project a success. If you are committed, your teams will realize that and they'll get behind it. I'd like to see all of you being proactive and taking a lead in this. Set up regular meetings or teleconferences, to share ideas and coordinate your plans. I'd also like you to work together to develop a schedule for training – familiarizing your teams with the new applications and how they work. Another way you can help is by keeping your team informed, and asking them for their ideas and opinions. I would encourage all of you to do this. Make them feel involved, make them feel that their views count – which they do. Well, now, I'm sure you have some concerns, so let's just talk about ...

10.4

Part 2

Jessica Jim, I'd like to raise an issue – I imagine it's something all of us are worried about. I understand the reasons for upgrading the system, that's clear, but I'm slightly concerned about the timing and its effect on my team. Will we have enough time to prepare properly? And will there be an increase in workload? I wonder if you have any information about this?

Jim Well, I understand your concerns, but I think we need to look at the positive side. We've been given a deadline of the 30th of September, which is still more than three months away. As I understand it, the switch over to the new system will be coordinated centrally and you'll be briefed about it well in advance – so it shouldn't have an impact on the way you work. As long as your team have had the training in time, I don't think you need to worry.

Thomas Well, that's something I wanted to mention. You said you wanted us to work together, and I like the idea of regular meetings and sharing ideas, but I'm not very happy about having to schedule and coordinate the training for my team. I don't really feel I have the expertise to do this.

Can you give us an assurance that we'll get the appropriate level of support?

Jim Of course. That's a valid point, but again I really don't see this as a problem. My understanding is that you will receive all the instructions and materials you need to help you implement this.

Thomas Yeah, well ... I guess that should be OK. But I also have some concerns about the impact on customers. I mean, how do we ensure that we continue to provide a proper service? What assurances can you give us that it will work?

Anna That's a good point. And can we address the issue of costs and budgeting? I think the basic idea is good, but I have some reservations about the cost implications. I mean, whose money are we talking about here? Are there any guarantees that we won't be asked to contribute to this out of our operational budgets?

Jim Well, I understand where you're coming from, of course. The core investment comes from central funding, obviously. It's been suggested that the regional centres should contribute a certain amount of the training costs, on the basis that this will be recouped in increased business later on ...

Anna What?

Jim Yes. I've been told that the costs need to be shared around. Apparently the intention is to make everyone's lives easier and better – including yours. Anyway, the decision has already been made. I know it's not great, but come on, let's give this a chance to work.

10.5

Conversation 1

A So what did you think of the meeting?

B I thought it was quite productive. But to be honest with you, I think there are still some things to sort out.

A Oh? Such as?

B Well, for example, we still don't really know how the new assessment system will work in practice. And personally speaking, I don't see how we can agree to something that we haven't even been consulted about.

A You're not in favour of the changes then?

B It's not that. I'm actually quite enthusiastic about them. But it's the lack of proper consultation, the lack of any real discussion. I have to say I find that quite difficult to accept.

A Yes, I can understand that ...

Conversation 2

A I was interested in what you said earlier about working in Kenya.

B Yes, it was a good experience for me, especially so early in my career. I learned a lot.

A What did you like about it in particular?

B Well, the people were fantastic – positive, friendly, incredibly hard-working. But what I really liked was the independence. It was just me and a team of locals in the field office – I was accountable to Head Office, of course, but I was pretty much free to make my own decisions.

A Even so, it must have been challenging at times?

B It was challenging, yeah. But to tell you the truth, I really enjoyed it. To be perfectly honest, I'm not particularly good at

working in a big team. I much prefer to be my own boss.

A I can see that that would have been quite attractive. So ... how does it feel to be back at the centre of things?

B Honestly? It's fine, the job's good, but what I'd really like to do is run my own operation, my own projects, with no ... well, interference. That would be even better.

A Yes, I know what you mean ...

Conversation 3

A You were saying earlier that you'd been on a team-building course.

B Yes, the whole weekend.

A I heard some people thought it was a waste of time.

B Yeah, well ... maybe. Personally, I think that's down to their attitude.

A What do you mean?

B Well, I look at it like this: you get out of these things what you put into them.

A You mean, if you approach it positively, you'll get something positive back?

B Exactly. And vice versa. Even if you aren't 100% sure, at least give it a try.

A So ...?

B Look, my attitude is, if you expect something to be a bad experience, you go in expecting it to be pointless, chances are it will be – for you. Don't get me wrong, I know when something's not working. But I do think I have the ability to make the most of my opportunities. It's one of my strengths.

A Well, good for you.

B Yeah ... look, anyway, how was your weekend?

Unit 11

11.1

Host ... So, Carla, just outline the issue for us, if you would.

Carla OK. A recently-published study of consumer attitudes worldwide clearly shows a marked decline in respect for American values globally. This study was carried out by the market research company NOP World. And the implications for the American economy cannot be ignored – this view of America is having a potentially disastrous effect on the image of major US brands such as McDonald's, Coca-Cola, Nike and Microsoft.

Host It's really that serious?

Carla It could be. NOP World interviewed 30,000 people in markets around the world. According to their findings, there are a number of factors that have all had a profoundly worrying effect on their perception of American culture and, as a consequence, on many of its major brands. Just for the record, these include recent American foreign policy, which many people see as controversial, corporate financial scandals, and a comparatively poor environmental record. There's a real sense that America has lost its moral authority in recent years.

Host Doug, any thoughts on this?

Doug Well, I just don't buy this direct link that's being made. Yes, it may be true that America's image has suffered, but so have

those of many other countries, for all kinds of reasons. I'd like some better evidence, frankly. OK, there may be a downturn in uptake of certain US products – but that could be due to any number of economic factors. It doesn't have to be because people don't like America.

Carla Well, there's evidence that the number of people worldwide who like and use US-branded products has fallen significantly, and at the same time brands perceived to be non-American have remained relatively stable. It's ... it's not a disaster – yet – but it is clearly a warning sign. And in the long term, if attitudes to America become appreciably more hostile, they are saying, the effect on American business could be irretrievably damaging.

Doug Yes, but, come on ...

Carla OK, right, well, wait, let's look at some figures. Until 2002, NOP found that brands such as McDonald's and Coca-Cola were achieving healthy growth, year on year, in terms of their popularity in international markets. But by the middle of the decade the growth in popularity of all major consumer brands – including those from Europe and Asia – had stalled. And recently, this previously positive trend has gone into reverse, with US products the hardest hit.

Doug But you just said yourself it's not only American brands that are taking a hit. Why are you saying that ...

Host ...OK right, well, let's try and move this on. Carla, you said that the NOP study found that this unexpectedly rapid decline in interest in and respect for American products was reflected in consumers' views of American cultural values. What values are we talking about here?

Carla I'm talking about core values like honesty, freedom of expression and tolerance. Internationalism, if you will. Increasingly, consumers around the world are questioning whether these values still hold true, and whether they want to be associated with them. And this is reflected in the choices they make about the brands they choose to buy. It's kind of complicated.

Doug I'm not sure it is complicated. We're at a time of economic and political change, the balance of economic power in the world is shifting. We already know that there are certain countries in the Middle East and Latin America, for example, where consumers with increasing buying power are – and, incidentally, always have been – unlikely to share American cultural values.

Carla But the study also found that people in a number of major European markets felt that their own values were significantly different to American ones. For example, only 65% of British consumers say that they identify with American cultural values. In Italy and France it's 63%, and in Germany it's only 55%. This is a downward trend we're looking at.

Host Well, whether or not this image of America is right, it's clearly the way we are being perceived. And presumably it will become increasingly difficult to reverse the trend the longer it goes on. So the question is, what if anything are we able to do about it ...?

11.2

Part 1

Hyun-Ki Hello?

Laura Hello. Is that Hyun-Ki?

Hyun-Ki Yes. Hello, Laura. How are you?

Laura Very well, thanks. Are you both there?

Jin-Ho Yes, I'm here too. Hello, Laura.

Laura Hi, Jin-Ho. Andrew is with me, too.

Andrew Hello.

Hyun-Ki, Jin-Ho Good morning, Andrew. Are you well?

Andrew Pretty good, thanks. And you two?

Hyun-Ki We're well, thank you.

Laura Good. So shall we talk about this email? Can you clarify the situation for us, please, Hyun-Ki?

Hyun-Ki Yes, of course. Faced with a few new developments here, we now have some capacity issues. Not only has one of our contracts just trebled their order, but another new contract has just come in. Given the unexpected increase in volume, we now have a big backlog of work and are in a very difficult situation. Having considered all other options, we have to ask for an extension on our deadline.

Laura I see. Well, that's not going to be easy for us. We have a fixed date to meet, which I think we made clear at the start.

Hyun-Ki Yes, that's quite true and I can only apologize. But I'm afraid this is beyond our control now. I was hoping we could discuss a new arrangement.

Andrew Hyun-Ki, this is not good news for us. As Laura says, we need stock in Berlin in seven weeks. So I think I have to say 'no' to a new arrangement. If we have no product there'll be no product launch, which means serious problems for the company. Do you understand that?

Hyun-Ki Yes, yes. I understand how important this is for you. But please understand also I could not have foreseen this extra work. I wish I could meet your order, but I'm afraid it is just not possible for us now.

Andrew No, no, look ... this is not good enough. At no time have we suggested that we can be flexible on these dates. Offering flexibility on these dates just isn't going to work for us. We have our company reputation at stake and without wishing to sound pushy, you are under contract to ...

Laura Yes, yes. OK, Andrew, please. As changing the situation is no longer possible, let's try to find a way round this. OK? So, Hyun-Ki, if I understand you correctly, you can't meet the full order in time for the Berlin exhibition ...

11.3

Part 2

Laura ... OK, we really need to sort this out. Tell us what you were hoping to get from this discussion.

Hyun-Ki Well, knowing how our production works, I think we need an extra three weeks to get the stock to you.

Andrew Three weeks? No, no, that's out of the question. Even two weeks late and we'll miss the exhibition completely.

Hyun-Ki How about publicizing the product at the exhibition and promising to supply customers at a later date?

Andrew No, that just won't work. It'll damage our reputation even more. If this launch is going to be a success, we need our clients to see how good the product is.

Jin-Ho Well, streamlining the transport process by a few days should be possible. Would you consider accepting delivery by the final day of the exhibition?

Laura That's not out of the question. We could even hold a launch party on the last day.

Andrew No, I'm sorry, Laura, but I refuse to budge on this. Not everyone will be there on the last day – we need the product from day one. Can you really not get it to us on time?

Hyun-Ki I'm afraid not. The earliest possible date for us to have all stock ready would be five weeks from now.

Andrew Which doesn't leave enough time for shipping. You see, Laura, this really isn't acceptable. If we can't launch the new range we risk going under. I have to stay firm on this – I think if we can't get the product in time, we'll have to use a different supplier – a local one so the shipping is quicker.

Hyun-Ki No, no, you don't need to do that. I'm sure we can come to a solution between us. Could you make do with some samples of the product?

Laura Erm, well, it depends what kind of samples you're talking about.

Hyun-Ki I was thinking of the first samples we produced a few months ago. We still have a few stored away.

Andrew We can't possibly do that. That was a trial run, the packaging wasn't finalized, and on top of that, they're six months old.

Laura OK, look, we're not getting anywhere here. Erm, let's have a rethink ...
... No, no, no, I agree. Listen, let's go back to this suggestion of doing some samples. What would you say to doing a smaller run for us to meet the Berlin deadline? Say 500 samples of each cream? That would be a tenth of the original order.

Hyun-Ki Yes, I'd be willing to prioritize that.
Jin-Ho – wouldn't you agree that we could do that?

Jin-Ho I think so, yes ...

11.4

Part 3

Jin-Ho ... OK, but I will need to check the dates and confirm.

Laura Fine – we can follow this up by email. But let's just go over what we agreed.
Hyun-Ki, you'll produce 500 samples of each cream on the first run and send them direct to Berlin.

Hyun-Ki Yes, that sounds feasible.

Laura Good. And having sent us the samples, you will ship the rest of the order three weeks later. Are we all agreed?

Hyun-Ki, Jin-Ho Yes.

Andrew Yes, I'll go along with that.

Laura Great. Thank you, everyone.

Hyun-Ki And thank you too for making these allowances. Had I been given more notice on these other jobs, this wouldn't have happened. I'll make sure it doesn't happen again.

11.5

Extract 1

A Tania, can I have a word with you?

B Sure, of course. What's up?

A Look, I don't mean to sound rude, but could you try to be a bit quieter when you're on the phone?

B Oh ... yes, sorry. I didn't realize there was a problem. I'm really sorry.

Extract 2

A Carlos? About this presentation you're giving ...

B Yes?

A Er ... What are you planning to wear?

B What I usually wear, of course. Why?

A OK, well ... Look, this is a bit delicate. Please don't take offence, but ... do you think it would be possible for you to wear something a bit more appropriate? I mean, ... it's just that it's quite a formal situation and I think a suit, or at least a jacket and tie, would be, well, smarter than what you normally ...

B You mean I'm not smart enough? Are you telling me I look scruffy?

A Er, well, yes, I'm afraid so. A bit. Most of the time it's fine, but on this occasion ...

Extract 3

A Ah, Fiametta, I'm glad I've caught you.

B I was just going. So, what did you think of the report I sent you?

A Ah, yes, the report ... Look, please don't take this the wrong way ... I know you spent a lot of time on it.

B Yes, I did. All weekend, in fact.

A Did you? Right ... You see, the thing is, it really needs a bit more work.

B Does it? I see. How much more?

Extract 4

A Maria, come in.

B Thanks. Have you got a minute?

A Yes, of course. Is something wrong?

B Well, sort of. I'm not quite sure how to put this, but, well, I'm really delighted about my promotion, but I wanted to mention the overall package. It just seems a bit mean considering the increased responsibility I'll have. Could we talk about it, do you think?

Extract 5

A ... and that's the reason why this is such a great opportunity for us.

B With respect, Thomas, I have to say that I don't think it's quite as simple as that.

A What? What do you mean? I just explained to you exactly why we should invest in this project.

B Well, actually, I don't think you've explained very much at all. You haven't told us what these figures actually mean, or what the long-term implications are. The fact is, there is still an enormous number of unanswered questions.

Unit 12

12.1

Jacob It's possible to identify differences in approach with regard to advertising around the world, simply because of the diverse consumer profiles. Erm, if you take the United States as an example ... erm, life is generally pretty competitive in the US, and so you tend to find that a larger percentage of consumers are quite aspirational. There's a strong imperative to get on and improve yourself in material terms, and that's the message advertisers are feeding the public on a daily basis. This in turn encourages people to consume more, obviously. As there's very little to distinguish between most competing products ... cars, washing machines, whatever ... advertisers have to find ways of persuading the public to buy them. This is increasingly done by focusing on what we might call the consumer's status anxiety. It's not enough to put forward the facts about the product, they have to use motivational language in order to persuade the consumer how much they'll benefit from having it. This could be in terms of social status, health, youthfulness, and so on. Erm, for many people, it's become really important to be able to keep up with their neighbours in terms of what they have, what they own and are seen to own – whether it's a car, the latest kitchen gadget, whatever. It's all about relative social status. Now, in contrast, if you take a country like Denmark, there are clear differences. Denmark ... and, OK, I'm generalizing here, but still ... overall, Denmark is a much less competitive society than, say, the US or Britain. There's more emphasis on cooperation, on social relationships, and the gap between rich and poor is far smaller. This comparative economic equality and lack of competitiveness is reflected in the low level of conspicuous consumption. Market penetration of luxury items is relatively slow, because most Danes aren't showy people, they're just not so materialistic. Consumption is based more on need than on want, so there's no imperative to own a particular product until it's reached an affordable price. And then at the other end of the spectrum are the relatively new consumer economies like Russia and China. And here the whole concept of advertising and persuasion is completely different because most high-end consumer products are relatively new to them. This means advertisers don't need to use those more, shall we say, exploitative strategies to hook consumers, nor do they need to focus too much on the product's USP. The majority of new consumers won't already own the particular product being sold, so advertisers tend to focus on facts about the product and its usefulness, rather than drawing comparisons with another similar product on the market. Now, being aware of these differences between more and less mature markets is essential for advertisers. Getting the approach right – or not – can make or break a product entering a new market ...

12.2

Extract 1

Ranjit Hi, everyone. Thank you for finding the time to join me today. I know it's a busy period for us at the moment. We're here today to seriously consider our future. I know that, like me, you're concerned about where we're going. I've been doing some research into our position in the market and what opportunities are available to us, and to tell you the truth, I'm excited. Why? I'm excited because what comes across from talking to you is your collective enthusiasm in what we do and your genuine wish for us to succeed. After all, without your support, my plans won't be possible. So what are my plans? Well, it's become apparent that without moving on from the successful field we're in, work is going to dry up. Admittedly, things are going well now, but I'm thinking five years down the line. We could be missing out on a great opportunity if we don't diversify – mind you, this won't be cheap and it won't be easy. I'm talking about multimedia advertising. Let me explain ...

12.3

Extract 2

Ranjit So that's my idea. Of course, I can't expect you to buy into this plan without some facts. Why should we go into multimedia? Basically, studies show that most companies only invest a small percentage of their advertising budget in print media. As a matter of fact, most of our customers want agencies that offer a variety of advertising media – they want options. Obviously, this information should ring alarm bells for us. If we move into multimedia advertising we not only benefit from keeping our existing customers happy, we also gain from potentially attracting new customers. OK, that's the first benefit. Now, the second point is where we stand in the market. At the moment, we're third in our region for print media. Quite honestly, I'm not happy with that. Compare us to numbers one and two in the market and, to put it brutally, our service falls short. We must offer something more or different to ensure our survival. Not only that. It's also essential that we increase our customer base. We can't rely solely on the cash cows. I think multimedia advertising is the answer. In addition to that, I'm convinced our team will enjoy the challenge. So, here are some facts and some projected figures ...

12.4

Extract 3

Ranjit Right, OK. That's a lot to take in, but having said that, it's important to remember we won't be doing it single-handedly. Ravi, our key account manager, actually comes from the field of online advertising so he's going to be our guru, so to speak. This means we have an in-house specialist. You could argue that we'll be short-staffed if he's moved off the key accounts, but on balance this won't be the case if we appoint Sumitra – his assistant – to take on his clients. Now, as I was saying before, we've secured external investment for our diversification plan and we've employed a consultant. I accept that you may not like an outsider telling you what is the right thing

to do, but we have to recognize that this person is an expert, and they may well see things, opportunities, that we might not. Anyway, he's on our side. OK, any other points you want to raise?

Audience Yes, I was just wondering about ...

12.5

Extract 4

Ranjit So, I think we're in an extremely strong position. Why? Because we're reacting now, rather than waiting until it's too late. Diversifying into multimedia advertising is achievable. No question. Our team will make it work! We're committed, we're motivated, and we believe in what we do. You can't get better than that! So, as I said before, investment is in place and I'm very clear that this is the right thing for us to be doing, so I very much hope that you'll support these changes. Please give serious consideration to how we move forward together. We can't afford to miss this opportunity, which is why I'm calling on you to work with me to draw up the schedule and ...

12.6

- 1 I've been doing some research into our position in the market and what opportunities are available to us, and to tell you the truth, I'm excited.
- 2 I'm excited because what comes across from talking to you is your collective enthusiasm in what we do and your genuine wish for us to succeed. After all, without your support my plans won't be possible.
- 3 Admittedly, things are going well now, but I'm thinking five years down the line.
- 4 We could be missing out on a great opportunity if we don't diversify – mind you, this won't be cheap and it won't be easy.
- 5 Of course, I can't expect you to buy into this plan without some facts.
- 6 Basically, studies show that most companies only invest a small percentage of their advertising budget in print media.
- 7 As a matter of fact, most of our customers want agencies that offer a variety of advertising media – they want options.
- 8 Obviously, this information should ring alarm bells for us.
- 9 At the moment, we're third in our region for print media. Quite honestly, I'm not happy with that.
- 10 Ravi, our key account manager, actually comes from the field of online advertising so he's going to be our guru, so to speak.
- 11 Now, as I was saying before, we've secured external investment for our diversification plan and we've employed a consultant.
- 12 I accept that you may not like an outsider telling you what is the right thing to do, but we have to recognize that this person is an expert, and they may well see things, opportunities, that we might not. Anyway, he's on our side.

12.7

- 1
 - A Thanks for chairing the discussion. That was great. A very worthwhile meeting.
 - B Thank you. I felt it went well. We were actually able to make some progress today.
 - A Yes, it makes a real difference when an outsider ...
- 2
 - A Good morning, Paola. You're back again?
 - B Hi. Yes, we've got another regional meeting.
 - A You're looking well.
 - B Thanks. I was on a skiing holiday last week.
- 3
 - A Are you ready for the meeting?
 - B Yes, I've got the handouts here.
 - A Oh, I like your shoes! I've been looking for some like that.
 - B Thanks – they're Jimmy Choos. They cost me a fortune!
 - A Ah ... So, anyway, let me show you the handouts ...
- 4
 - A I was hoping I'd have the honour of meeting you. I thoroughly enjoyed your talk – it was very interesting. In fact, it was the best talk of the conference!
 - B Oh, well, considering it's only day one, I don't know how you can say that, but erm, thanks anyway. I'm glad you enjoyed it.
- 5
 - A Gina, I've been looking for you everywhere. I just wanted to tell you how much I like that new logo. Great design. I love the colours.
 - B Oh, thanks, I was hoping it would be well received. It took my team ages!
 - A I can imagine! Well done, you all did a great job.
- 6
 - A That was a long meeting last night, wasn't it, Magnus? Where's the coffee?
 - B Oh, hi, Marcie, yeah – coffee's over there ... I didn't know you wore glasses.
 - A I don't, normally. I have contact lenses, but my eyes are killing me today – late nights, you know.
 - B Mm. But you have very nice eyes, you know.
 - A Oh, thanks ... Right, OK, has anyone seen the sugar?

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