OXFORD

Business Result

SECOND EDITION

Advanced *Student's Book*

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

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Contents

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

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

a don't rush ___
b stay alert ___
c don't judge people/things too quickly ___
d develop connections with people ___
e understand what is going on ___
f can have both positive and negative effects ___
g consider the advantages and disadvantages ___
h make a judgement ___
i develop your ability in a certain area ___
j think about and understand things that you find out ___
k provide you with useful information to help you understand something ___
l 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
1 open-minded ___
2 out-of-the-way ___
3 time-consuming ___
4 tedious ___

Speaker 2
5 up-and-coming ___
6 self-assured ___
7 outspoken ___
8 run-of-the-mill ___

Speaker 3
9 down to earth ___
10 easy-going ___
11 low-key ___
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
b saying exactly what you think
c ordinary
d sensible/practical
e not intended to attract attention
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 with a new colleague
• worked in another country/city
• started a new job in a new company

Talk about your experiences with your partner and answer questions 1–4.
1 How did you feel to begin with?
2 Where did your first impressions come from?
3 Did your impressions change with time?
4 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
   • be persuasive
   • avoid commitment
   • 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.

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.

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
• a major change
• your responsibilities
• your regrets and hopes
• your predictions
• your career history

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
- job shadowing
- sabbaticals
- appraisals
- promotion prospects
- teamwork
- networking events
- mentoring schemes
- 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.

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.

STUDENT A	STUDENT B
A Start the meeting and establish objectives.	
	B Ask for permission to speak.
A Give permission to speak.	
	B Put forward an idea that you are confident about.
A Express reservations.	
	B Put forward an idea which may be unpopular.
A Interrupt and disagree.	
	B Put forward an idea under consideration.
A Express reservations.	
	B Put forward a further idea.
A React to the idea.	

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.

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 _____

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!

1 Graduate from university (law).

a Study for a postgraduate degree (e.g. MBA).
b Look for a first job to get some experience.

2 Offered first job abroad.

a **Accept and move to that country.**
b Refuse and eventually find a job at home.

3 Employer abroad goes bankrupt.

a Stay abroad and study for a postgraduate degree.
b Return to home country and change career path.

4 Back in home country, offered a new job which is really a sideways move.

a Accept the job.
b Reject and start your own business.

5 Shortly after you start your own business, a multinational offers to acquire the company.

a **Accept the offer from the multinational.**
b Refuse the offer and keep going.

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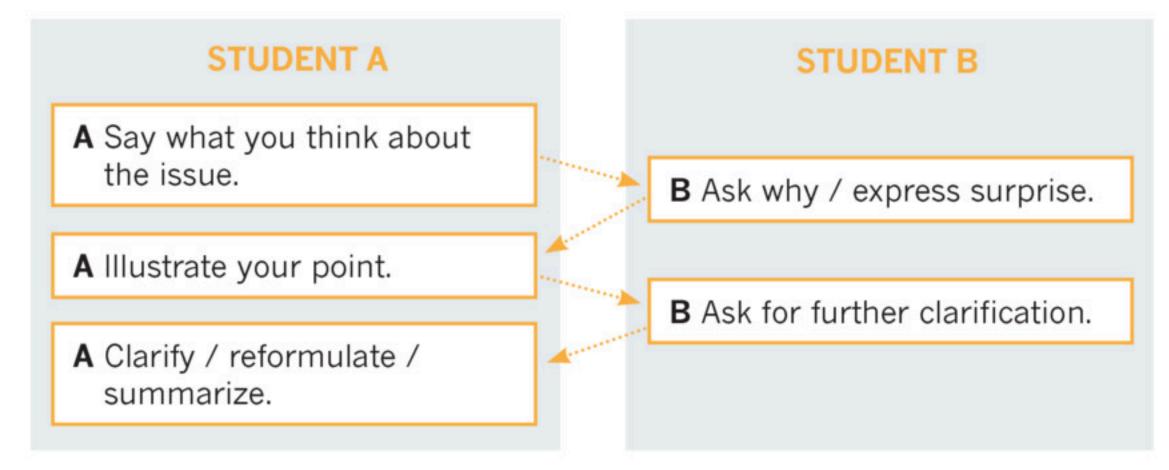• possible alternative decisions and their consequences

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: ___
   b Clarifying: ___
   c Illustrating a point: ___
   d Summarizing: ___

Agenda:
Update meeting

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

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.

STUDENT A	STUDENT B
A Say what you think about the issue.	
	B Ask why / express surprise.
A Illustrate your point.	
	B Ask for further clarification.
A Clarify / reformulate / summarize.	

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
   • how you deal with stressful situations
   • your current work/project
   • your team's strengths and weaknesses

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.

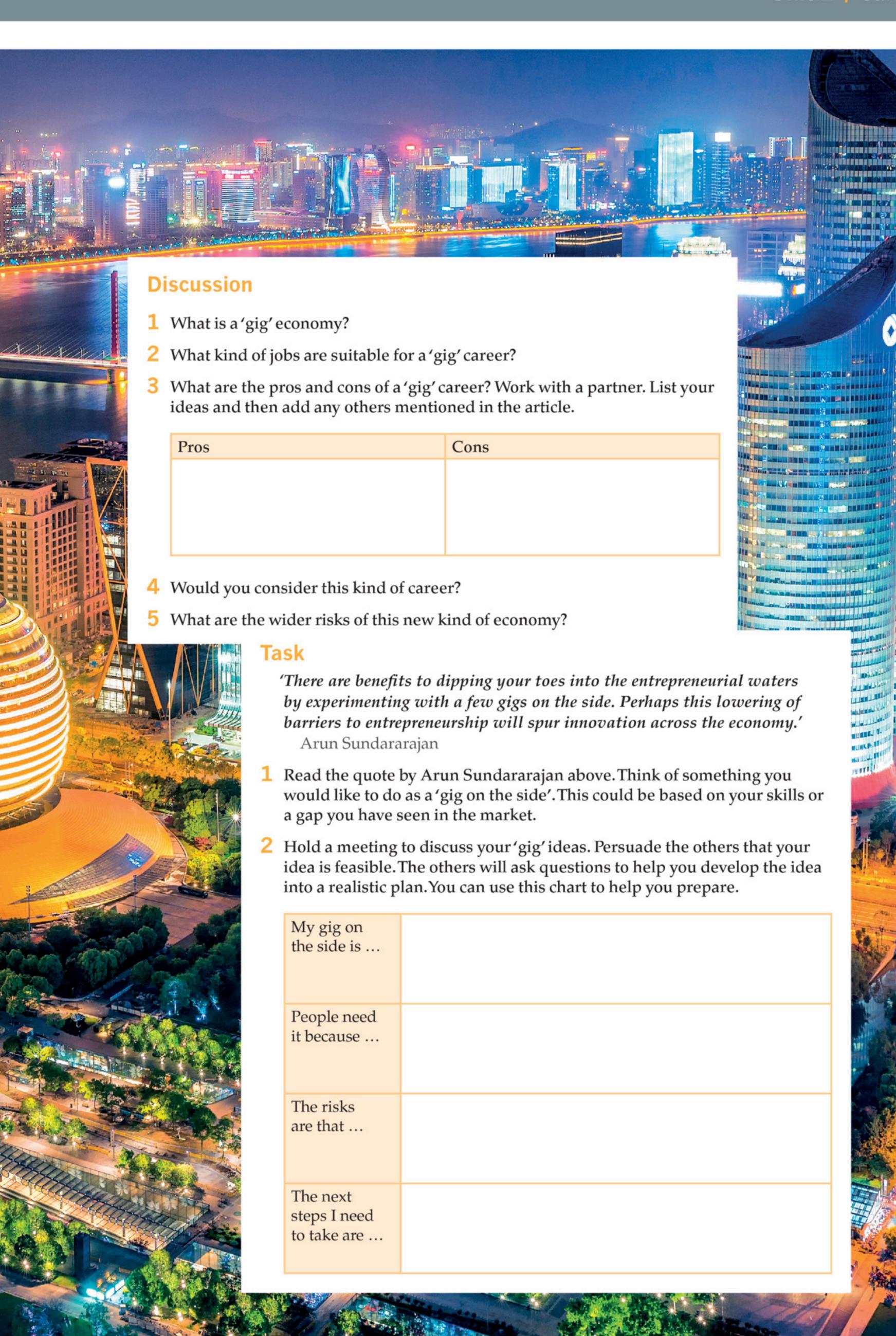Does this suggest a shift towards a textbook market economy? Granted, Uber, Airbnb, Etsy and TaskRabbit are quite different from organizations such as Apple, BP or Sainsbury's. Because you aren't actually renting a space from Airbnb, taking a ride in a car owned by Uber or buying a product made by Etsy. 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.

2 Staff are judged by the hours they work, not what they achieve.

3 Staff need to have excellent IT skills.

4 In order to be able to work here you need to **access** paper files.

5 Staff can work wherever and whenever is most **effective** for the job in hand.

6 Meetings have a sense of **purpose**, and result in decisions.

7 The demands of working at the company put pressure on people's home lives.

8 Seamless technology across all our sites enables us to perform competitively.

9 Most staff aren't given the **option** to work flexible hours.

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

23

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:
_____
_____
_____

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.
1 Decide who will present which parts of your presentation, and what expressions from **3** you will use to structure and signal the different parts.
2 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**.

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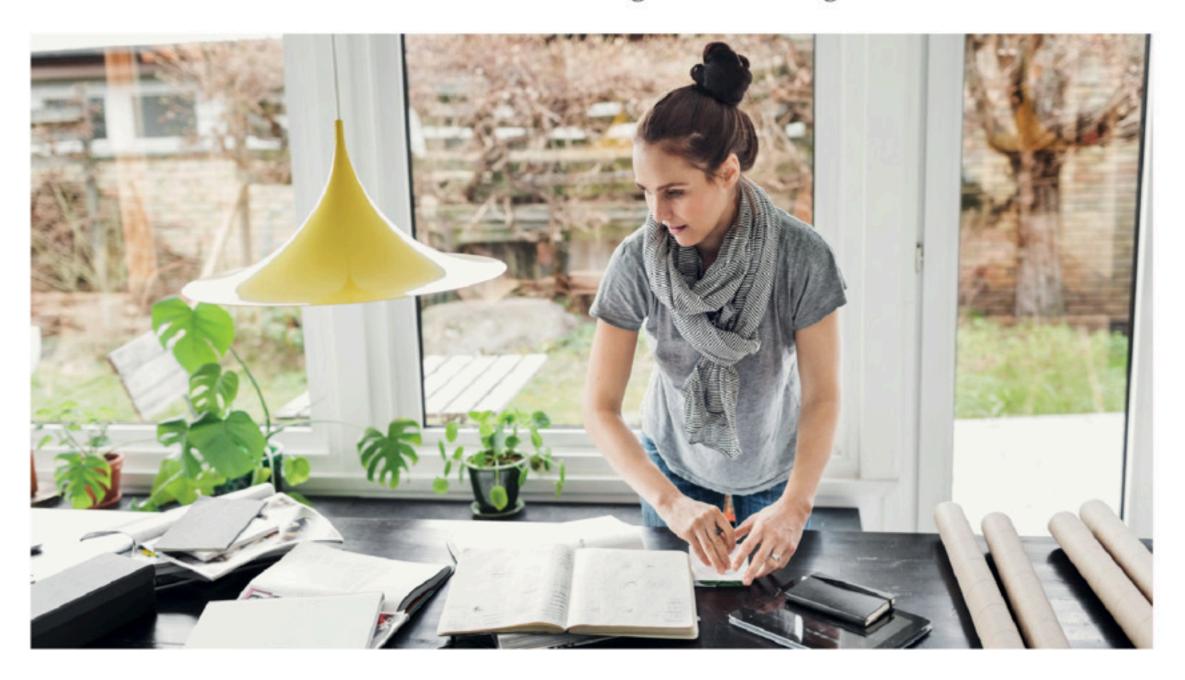- What difficulties can be caused when humour is used?

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.

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
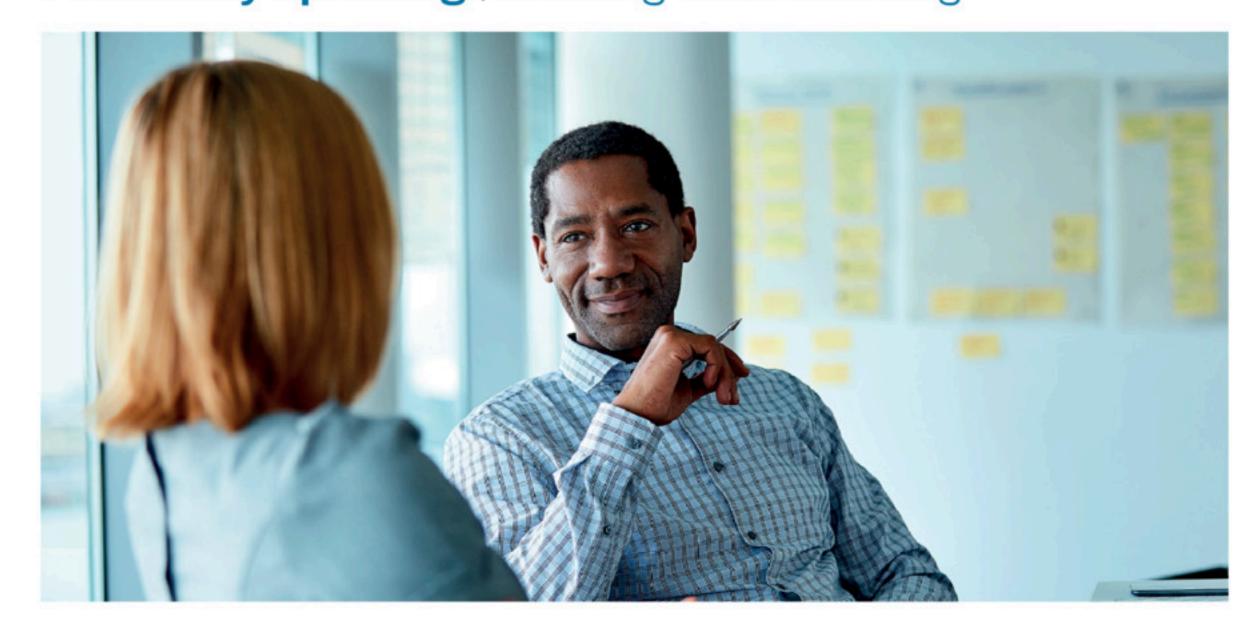- budgets
- the competition
- technologies
- your working day
- relationships with colleagues/boss
- you/your colleagues' role/prospects
- your own ideas

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.'

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?

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	delayering	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 ___

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.
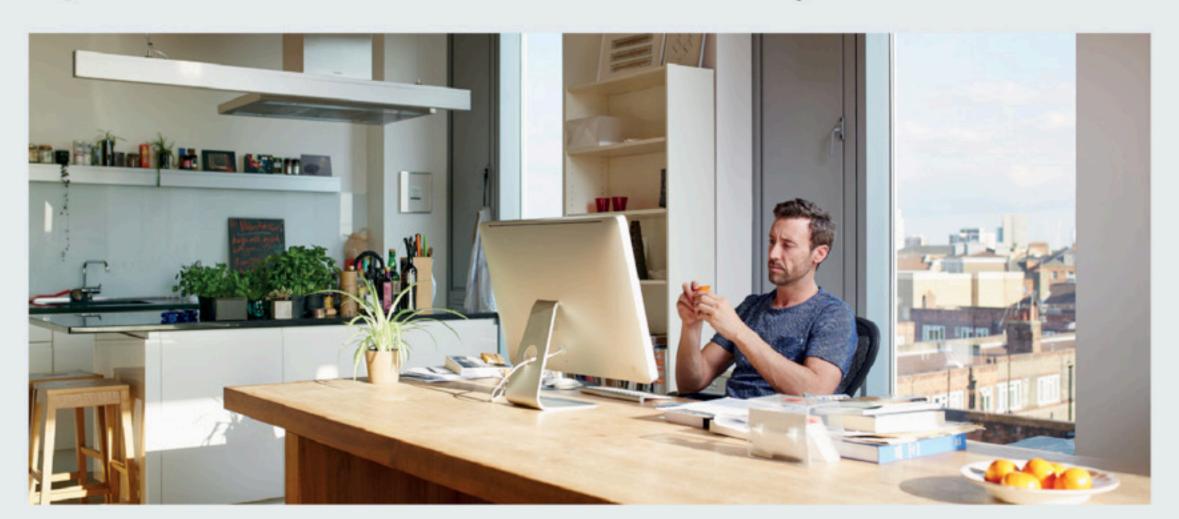
7 ▶02 Watch the second part of the interview again and write down further details about each item in **6**. Then compare your notes in groups and add any missing details.

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.
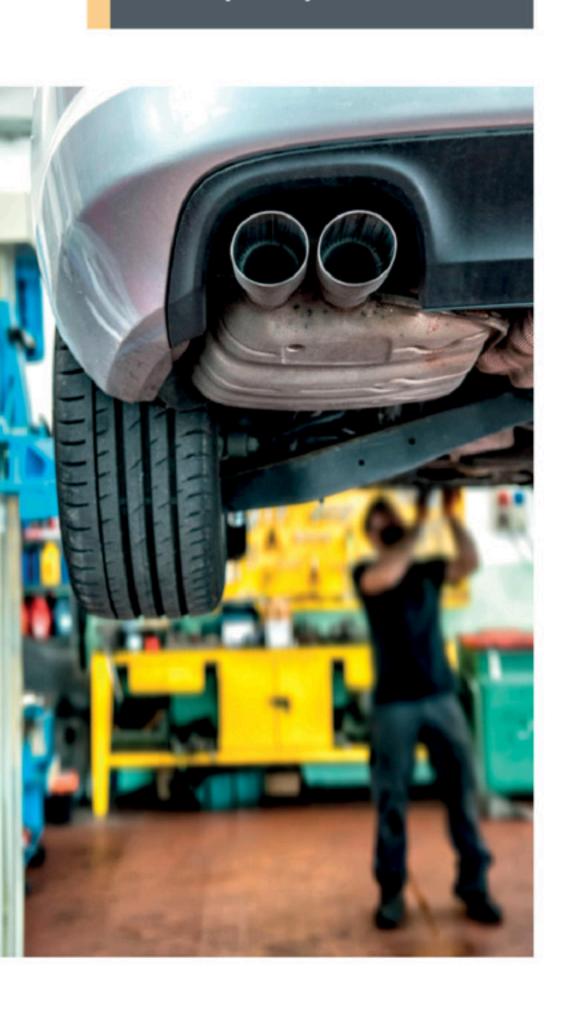
4 Risk

'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.

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?

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?

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.

1 That's interesting, Thomas.
That's not relevant. I don't want to continue talking about this topic.
2 Maybe we can let Joana answer that. _____
3 With respect Joana … _____
4 Sorry, Khalid … _____
5 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 [1]nominated 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 [2]asked 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 [3]invited the representative from Finance to give her opinion, but she started making a long and irrelevant speech about executive bonuses so the moderator [4]interrupted her and [5]tried to get the discussion back on topic. We talked for about 25 minutes and then the moderator [6]ended the meeting by asking us to [7]summarize the main points that had been made.'

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.
1 Make notes about the issue under the headings below.
Issue: _____
What needs to be decided: _____
Important factors to consider when making a decision:
_____

2 Write a short agenda for a teleconference about this issue.
3 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.

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 <u>that</u> any better?
> The word 'that' refers to the sound quality of the call.

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

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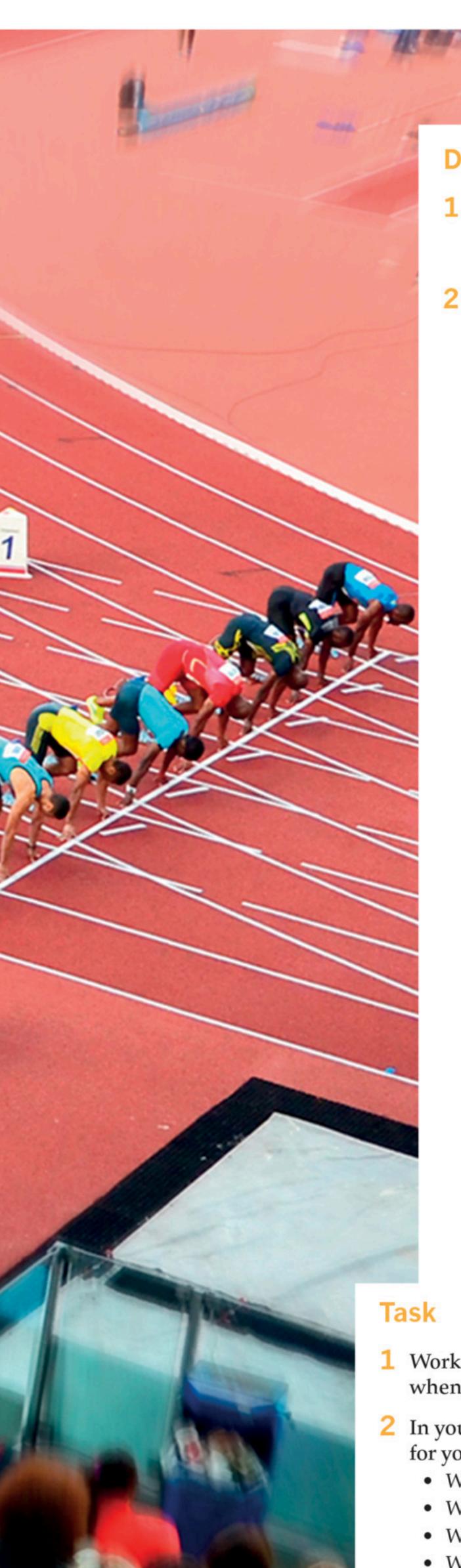
Ms Hadid's plan would have cost 252bn yen, making it the world's most expensive sports venue. Mr Kuma's design will cost an additional 4bn yen to design and maintain.

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 or 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

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 <u>Underline</u> 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 <u>underlined</u> words in sentences 1–8 with multi-word verbs in **bold** in the text in **1** with a similar meaning.

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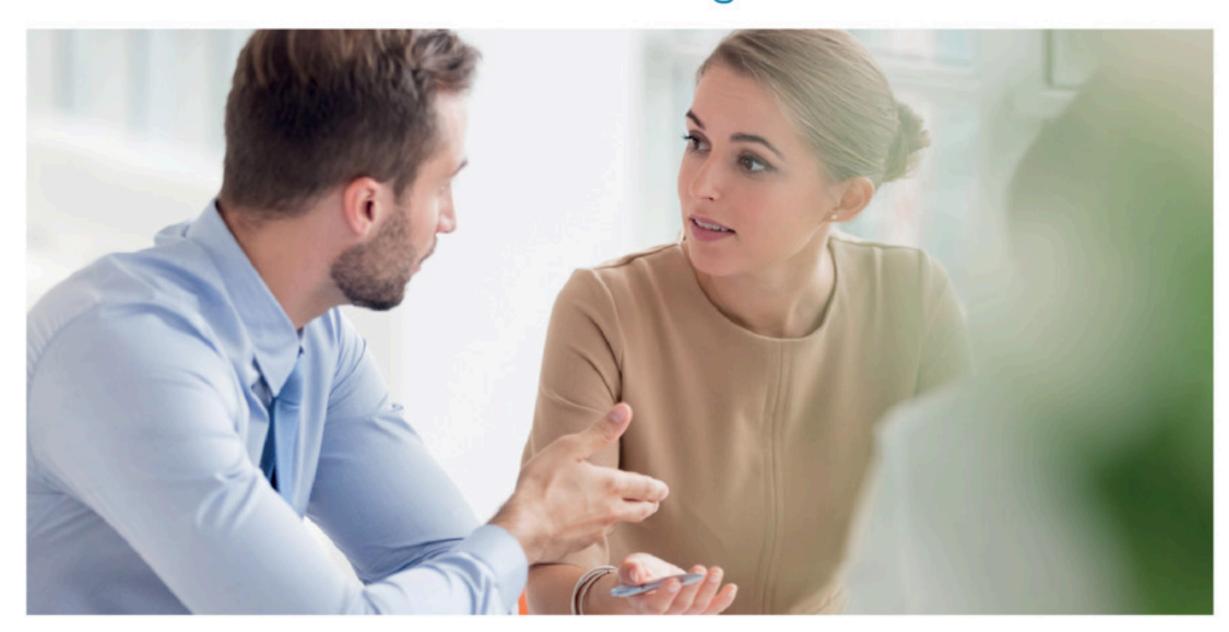- colleagues/fellow team members
- confrontation/fairness
- schedules/pressure

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.

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.

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

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 … ___

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.

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

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
2 think outside the box
3 fall by the wayside
4 stay ahead of the game
5 come to fruition
6 get off the ground

a be realized
b be started
c find the path to success again
d come up with creative/unusual ideas
e keep in front of the competition
f fail to make it

4 Replace the <u>underlined</u> 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.

1 I know that you're not impressed with what John suggested, but why don't you <u>test</u> his ideas and see how they work in practice?
2 We might suddenly <u>face</u> some big problems if we don't plan this carefully.
3 I'm trying to <u>work out</u> how we can reorganize the team once David has left.
4 You must <u>stop concentrating on</u> what's been done before – focus on the future.
5 He suddenly <u>came up with</u> an excellent idea.
6 You should <u>see what other people think about</u> 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 _____
2 look beyond _____
3 hit on _____
4 run into _____
5 try out _____
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 *the success / the bottom line*
2 undergo *change / progress*
3 shift *the competition / the emphasis*
4 boost *earnings / ideas*
5 tolerate *mistakes / progress*
6 cause *a stir / precision*
7 control *profits / costs*
8 outperform *earnings / the competition*

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

1 How do you run an efficient company, but also create space for those new, innovative ideas, without _____?
2 They _____ some significant _____ when James McNerney took over.
3 McNerney set out to _____ from the start.
4 He _____. McNerney's approach to raising profitability certainly satisfied the shareholders.
5 This is a programme aimed at improving quality, controlling costs and increasing efficiency, and it doesn't _____.
6 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
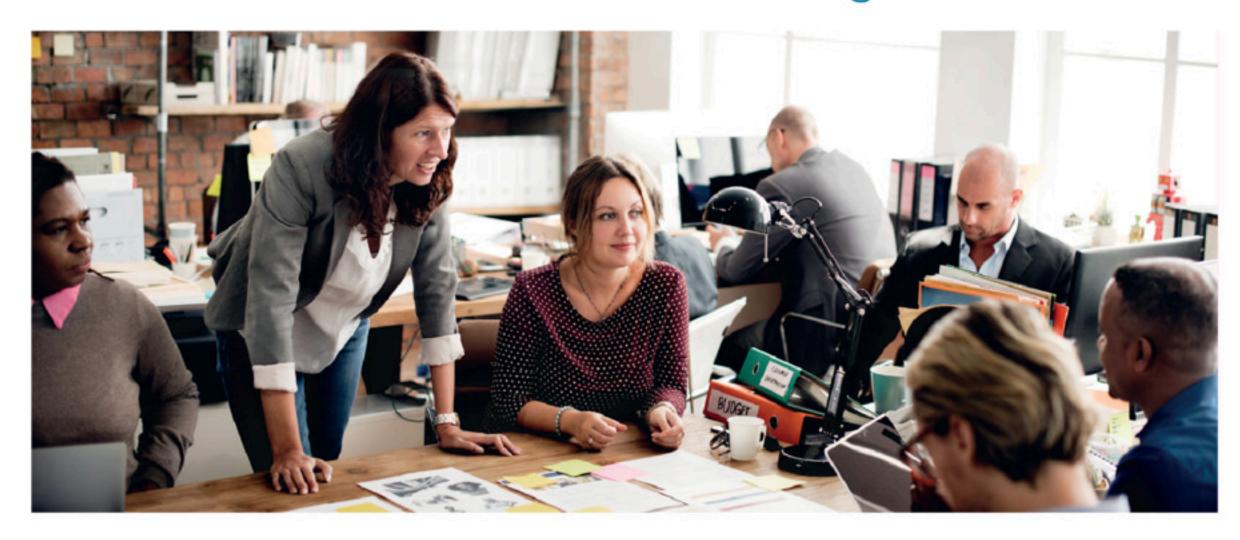• the relative success of the idea

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.

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:

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.