

Discussion

- 1 What leadership skills did Eva Štěpánková display?
- 2 How did these skills help her overcome the problems the company faced?
- 3 The article doesn't mention Štěpánková's people management skills. Do you think it is possible to be so successful without having good people management skills?

Task

- 1 Read about Maximum Cocoa and its current situation.

Maximum Cocoa is a small chocolate manufacturer based in the south of England. The chocolate is made using a simple, traditional process that avoids over-refining and captures the unique flavours of the world's best cocoa beans. The company has had moderate success, but is now in crisis. They have a serious cash-flow problem and are in danger of going bankrupt. Immediate action is needed and the following issues must be addressed:

- costs of raw materials are escalating
- profits are down due to stiff competition
- rent for production facilities is expensive
- salary demands in the south of England are high
- staff are complaining that the production facilities are old and inadequate.

- 2 You need to make a difficult decision to help save the company. Work in groups of four. Students A and B, turn to File 43 on page 146 and read about issue 1. Students C and D, turn to File 05 on page 136 and read about issue 2. Each pair should follow steps 1–3.

- 1 Discuss the issue and make a decision.
- 2 Prepare a briefing to inform the staff of the decision you have made.
- 3 Ensure that the briefing includes language to distance you and your partner from the decision.

- 3 Work in your groups of four and have two briefing meetings.

Meeting 1

Issue 1: The cost of cocoa beans

Students C and D are product and marketing managers who have invested a lot of time, energy, and creativity in building up the company's brand image based on the quality of the products.

- 1 A and B, give the briefing and respond to any concerns.
- 2 C and D, express concerns and ask for assurances.

Meeting 2

Issue 2: The cost of production facilities and salaries

Students A and B represent production staff who are unhappy about the facilities, but do not want to move and are concerned about losing their jobs.

- 1 C and D, give the briefing and respond to any concerns.
- 2 A and B, express concerns and ask for assurances.

The Expert View

'It's lonely at the top,' is a comment often made about being a leader. However, that statement ignores potential sources that would help a leader achieve effectiveness: the connections that can be made with subordinates, external advisors, and even competitors. These connections can give leaders access to views and ideas about the best way forward. History shows that the best leaders always sound out their decisions with trusted 'others', and even seek out adversaries who can indicate flaws in their ideas before they are put forward. Often when it appears that a leader has single-handedly taken some very tough decisions, the reality is that they were only taken after careful consultation with trusted 'others'.

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Case study

Company profile

Ryor

Ryor is an international cosmetics company based in Prague in the Czech Republic. It was founded in 1991 by Eva Štěpánková. Originally the company focused on manufacturing natural cosmetics for the professional industry (e.g. beauty salons). However, it soon started supplying the retail market too. Currently Ryor produces 63 products for the professional market and over 90 for the individual user. Recently it has diversified into the food market, selling speciality teas and natural nutrients. Ryor now has its own manufacturing facilities outside Prague which are equipped with an in-house laboratory and state-of-the-art technology. It has an annual turnover of an estimated six and a half million US dollars.

Dealing with the challenges of leadership

Background

Eva Štěpánková wins 2006 Prague Leaders Magazine Woman of the Year award for Business

More than 500 guests attended the Women of the Year gala, an event where prominent Czech women are celebrated. Honours for 2006 were announced in five categories. Eva Štěpánková, owner of cosmetics company Ryor, was the recipient of the Business award in recognition of her life long achievements in the field of cosmetics.

Now a well-known brand, Ryor has come a long way since Štěpánková started it in 1991. She initially manufactured the products in her own flat, but since then she has built up a successful, multinational company. Ryor products are now being used by women in more than fifteen countries.



How a strong leader can steer a company to success

Eva Štěpánková is the founder of the successful international cosmetics company, Ryor. She is famous for her passionate leadership, and it is this approach that has driven her through hard times and made her company one of the most respected cosmetic firms in Europe. Here we look at how Štěpánková dealt with four situations the company faced.

1 Political change

Almost from the start Ryor was faced with a potentially make-or-break situation. The early bottles and labels were made in Slovakia, which at the time was part of a unified Czechoslovakia, but in 1992 Czechoslovakia was divided into two countries – Slovakia and the Czech Republic. This meant that the goods were suddenly subject to an import duty of 22%. Štěpánková had to be decisive. She realized she needed to be adaptable, so she moved the production of packaging back to Czech companies.

2 Finding the perfect design

One of Štěpánková's strengths is said to be her total commitment to achieving perfection. This was demonstrated during the process of creating the right 'look' for Ryor's products and packaging. A number of design companies put forward literally hundreds of potential designs, and all were rejected. Eventually a decision was reached and a contract signed. But even then, Štěpánková was not happy. Instead of going ahead, she had the courage to withdraw from the agreement and resume her search for the perfect design.

3 Room to grow

In 1996 another key decision had to be made. Štěpánková realized that the company had

outgrown its production facilities in Prague. Ideally a purpose-built factory was needed, but the costs were prohibitive and interest rates at the time were unfavourable. Despite this, Štěpánková borrowed money and went ahead with the investment. She knew that the repayments would be high, but was also convinced that without the new facilities the company couldn't move forward.

4 Cash-flow crisis

Almost immediately, Ryor was faced with probably its most serious challenge. Major hypermarket chains were moving into the Czech Republic and were changing the way products were distributed, as well as driving down prices. Ryor's two major distributors folded, owing Ryor large amounts of money. Difficult decisions had to be made. 'They knew they were going to take a hit,' explains Jiří Kadlec, a Czech economist. 'They had a choice – they could either follow their distributors into liquidation or tough it out, go into debt, and try to turn it round.' Štěpánková had the conviction to keep going. She made changes to the cash-flow and distribution management, and although it took time, Ryor managed not only to survive, but to flourish in the new economic environment.

Practically speaking | Expressing personal views

1 Work with a partner and answer questions 1–2.

- 1 How easy do you find it to make people understand what you really think in English?
- 2 Is it easy to get other people to tell you what *they* really think?



2 63▶ Listen to three conversations. For each one, say

- 1 what the people are discussing
- 2 where / when they might be having the conversation.

3 63▶ Listen again and complete sentences 1–9.

Conversation 1

- 1 But _____, I think there are still some things to sort out.
- 2 And _____, I don't see how we can agree to something that we haven't even been consulted about.
- 3 _____ I find that quite difficult to accept.

Conversation 2

- 4 It was challenging, yeah. But _____ I really enjoyed it.
- 5 _____, I'm not particularly good at working in a big team.
- 6 _____? It's fine, the job's good, but ...

Conversation 3

- 7 Yeah, well ... maybe. _____ I think that's down to their attitude.
- 8 _____: you get out of these things what you put into them.
- 9 Look, _____, if you expect something ...

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

4 Work with a partner and answer questions 1–2.

- 1 Look at your answers in **3**. What follows these phrases? Why might you use them?
- 2 Turn to audio script **63▶** on page 164. What questions and phrases does speaker A use to encourage B to express their personal views?

5 Work with a partner and have a conversation about situations 1–3. Take turns to be A and B (A and B are colleagues). Student A, encourage B to express their personal views. Student B, express your personal views.

- 1 You meet in a rest area while you are both getting a coffee. B has been on a leadership training course – the content was useful, but the trainer was quite inexperienced and didn't seem to understand the participants' needs.
- 2 You have both been in a briefing meeting, and leave together. Some proposals for new working practices have come down from senior management. The effect will be to increase everyone's workload, without any similar increase in resources.
- 3 You meet over lunch in the staff restaurant. B has just sent his / her son on an adventure holiday with his school. It's the first time he's been away from home.

Key word | *even*

Look at phrases 1–4 with *even* and answer questions a–b.

- 1 I don't see how we can agree to something that we haven't even been consulted about.
 - 2 *Even* so, it must have been challenging at times?
 - 3 What I'd really like to do is run my own operation – that would be *even* better.
 - 4 *Even if* you aren't 100% sure, at least give it a try.
- a In which sentence does the speaker use the word *even* to
- emphasize that something has not happened?
 - emphasize a comparison?
- b In which sentence can the phrase with *even* be replaced by
- *nevertheless*?
 - *despite the fact that*?

Language at work | Distancing and depersonalizing using the passive

1 Look at sentences 1–8 from the meeting and underline the passive forms.

- 1 OK, you're all aware that a decision was taken at last week's strategy meeting that affects all of us.
- 2 It has been agreed that we are going to combine our e-banking systems into a ...
- 3 We've been given a deadline of the 30th of September.
- 4 The switch over to the new system will be coordinated centrally and you'll be briefed about it well in advance.
- 5 It is proposed that we hold a series of seminars for team leaders ...
- 6 It's been suggested that the regional centres should contribute a certain amount of the training costs, on the basis that this will be recouped in increased business later on ...
- 7 I've been told that the costs need to be shared around.
- 8 Anyway, the decision has already been made.

2 Work with a partner. Look at the passive forms in sentences 1–8 in 1 and discuss these questions.

- 1 In each sentence, what tense is the passive form in?
- 2 Why does the speaker use a passive form in each sentence? Consider these reasons (more than one may be possible for each sentence).
 - a because the speaker wants to be more formal
 - b because it's not important who is involved in the action
 - c because the speaker doesn't know who is involved in the action
 - d because the speaker wants to distance himself / herself from the action

3 Look at sentences a–b in the table and answer these questions.

- 1 Which active sentence has one extra word (an indirect object)?
- 2 What happens to this word in the passive sentence?
- 3 Is the following sentence possible? Why? Why not?

I've been suggested that the costs need to be shared around.

Active	Passive
a My boss suggested that the costs need to be shared around.	It has been suggested that the costs need to be shared around.
b My boss told me that the costs need to be shared around.	I've been told that the costs need to be shared around.

» For more information, go to **Language reference Unit 10** on page 132.

4 Work with a partner. Look at the verb table and take turns to report the information in sentences 1–6 in the passive. Use the correct form of the verbs in *italics* and refer to your answers in 3 to help you if necessary.

Verbs with the same pattern as <i>tell</i>	Verbs with the same pattern as <i>suggest</i>
<i>inform, instruct, persuade</i>	<i>agree, decide, propose</i>

- 1 Our new official deadline is the 31st of January. *inform*
- 2 Management think we should cut back on our use of freelance consultants. *agree*
- 3 The department will be restructured next year. *propose*
- 4 Head Office wants us to reduce our spending by 5%. *instruct*
- 5 Bonuses will be paid twice a year from now on. *decide*
- 6 We're going to take part in a new system trial. *persuade*

» For more exercises, go to **Practice file 10** on page 121.

5 Work with a partner. Turn to File 29 on page 142. Read the memo and decide how you would report this to colleagues, depersonalizing where necessary.

5 62▷ Listen to part 2 again and complete these sentences.

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

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

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

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

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

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

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

6 Match phrases 1–17 in 5 to these categories.

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

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

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

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

8 Work with a partner. Follow steps 1–2, then change roles and repeat.

- Student A, think of a change that has been / might be introduced in your company and explain it to your partner.
- Student B, listen to the explanation of the change and make a list of concerns you would have if it happened in your company / department / industry.

9 Use your lists from 8 and take turns to talk about your concerns and ask for assurances. Your partner should respond and should focus on any benefits.

» Interactive Workbook » Email

Key expressions

Giving information from other sources / distancing

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

Focusing on positive benefits

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

Making people feel involved

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

Expressing concerns

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

Responding to concerns

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

Asking for assurances

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

» Interactive Workbook
» Phrasebank

Context

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

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

Agenda

Briefing meeting – E-banking system

Meeting location: southern Sweden

Attendees:

Jim Brolin, Group Corporate Account Manager, New York
Anna Kekkonen, Client Account Manager, Helsinki
Thomas Lindström, Client Account Manager, Gothenberg
Jessica Nielsen, Client Account Manager, Copenhagen

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

Meetings | Giving a briefing on change



1 61▶ Listen to extracts from part 1 of the meeting and answer questions 1–3.

- 1 What does Jim say are the main benefits of the proposed change?
- 2 Would you describe Jim's attitude to the proposed change as
a mainly positive? b mainly negative? c neutral?
- 3 Which of the following techniques does Jim use to make the managers feel part of the change process?
a says they are all individually important to the success of the change process
b promises large bonuses if the process is successful
c asks them to work as a team and suggests ways of working together
d asks them to show commitment and leadership
e warns them not to oppose the change
f encourages consultation with their teams

2 61▶ Listen again to part 1. Note down the phrases that Jim uses to do 1–3. Add any similar phrases you can think of.

- 1 Announce decisions and distance himself from them:

- 2 Focus on the benefits of the proposed change:

- 3 Make the other client account managers feel involved:

3 Work with a partner. You have to brief a group of colleagues on a potentially unpopular or problematic change that is going to take place within your organization. Choose one of the topics below, or use your own idea.

- a budget cut
- a reorganization of staff into different groups
- a change to the reporting lines
- a change to a key system or working practice

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

- 1 Explain the change, and make it clear you are not responsible for the decision.
- 2 Focus on the positive benefits of the proposed change.
- 3 Make sure everyone in the meeting feels involved.
- 4 Present your introduction to the class.

4 62▶ Listen to part 2 of the meeting and answer questions 1–2.

- 1 What concerns do the three client account managers have?
- 2 How does Jim respond to their concerns? Is he dismissive or reassuring?



3 Which leadership qualities are these people talking about? Match the adjectives (A) or nouns (N) in bold in the text to quotes 1–12.

- 1 'I appreciate the way she isn't at all arrogant, even though she's so successful.' (A)
- 2 'Someone who isn't afraid to make difficult choices – who can weigh up a situation and commit to a course of action.' (A)
- 3 'He really understands us – he knows how we operate and what makes us tick.' (N)
- 4 'He knows his own mind and what he's capable of – I like that.' (A)
- 5 'My team are focused on the success of this project – they always give 100%.' (N)
- 6 'I love this business – it's my life and I want everyone to know how great it is!' (A)
- 7 'You have to believe totally in what you're doing – if you don't, you won't succeed.' (N)
- 8 'She's not afraid to change direction if the circumstances demand it, but she always thinks through the implications.' (A)
- 9 'People have to know that you are principled, that you mean what you say, and that they can trust you to do the right thing at the right time.' (N)
- 10 'I believe in involving everyone in the decision-making process.' (A)
- 11 'He never interferes unless we ask for his input – he just lets us get on with it.' (A)
- 12 'She's an excellent communicator – she gets on well with everyone.' (A)

4 Work with a partner. Turn to File 42 on page 146. Read the feedback from team members about their team leaders and describe the leadership styles. Then prepare a short verbal report on one of the team leaders to present to the class.

5 Work with a partner and discuss questions 1–2.

- 1 How would you describe the typical leadership style where you work or study? Is the style of leadership different at different levels of the organization?
- 2 How would you describe your own / a colleague's leadership style?

6 59, 60> Listen to two people talking about becoming a team leader and answer questions 1–2. Lydia works in a university research department, Bruce works for a major aircraft manufacturer.

- 1 What challenge did each new team leader face, and how did they approach it?
- 2 What do you think of the approach described by each speaker?

7 59, 60> Match 1–12 to a–l to make phrases from the audio, then listen to check which combinations were used. What other combinations are possible?

- | | |
|-----------------|--|
| 1 avoid | a a sense of cohesion |
| 2 be consistent | b my authority |
| 3 build | c influence over |
| 4 develop | d them to work together |
| 5 establish | e individual achievement |
| 6 establish | f the temptation to micromanage |
| 7 exert | g confidence in them |
| 8 generate | h a culture of trust |
| 9 get | i a sense of team spirit and collaboration |
| 10 instil | j in my expectations and feedback |
| 11 recognize | k mutual respect |
| 12 reinforce | l my credibility |

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

8 Work with a partner. Discuss what advice you would give in these situations.

- 1 A colleague has been offered a challenging team leadership role within their own department. This involves taking over an existing team who all know each other.
- 2 A team leader has to manage a large team involving people from a number of different professional areas and cultural backgrounds.

9 Work in small groups. Discuss how you would react to the challenge of a new leadership role. What would you be good at? What would you need to work on?



Culture question

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



10

Leadership

Learning objectives in this unit

- Talking about leadership styles
- Giving a briefing on change
- Distancing and depersonalizing using the passive
- Expressing personal views

Case study

- Dealing with the challenges of leadership

Starting point

- 1 Think of examples of good leaders in different walks of life, e.g. politics, sport, business, the arts.
- 2 Can you learn good leadership skills, or are they something you are born with?
- 3 What is the difference between a *leader* and a *manager*?
- 4 In your view, what different qualities are needed to successfully lead
 - a small team?
 - a large organization?

Working with words | Talking about leadership styles

1 Work with a partner and discuss questions 1–2.

- 1 What are the key characteristics of an effective leader?
- 2 What differences might there be between leadership styles in established economies like those in Western Europe, Japan, and America, and emerging economies in Asia?

2 Read the text and compare your answers in 1.

What makes an effective leader?

Professor D Quinn Mills
Harvard Business School

Whether you are leading a team at work, captaining your local sports team, or in charge of a major company, your style of leadership is a critical factor in the success of your team. So what makes an effective leader? According to Professor D Quinn Mills of the Harvard Business School, research shows that there are certain preferred leadership qualities that are common to all cultures.

In general, people appreciate leaders who appear honest and trustworthy. However, **integrity** is a complex idea, often determined by national culture, and what is considered honest in one society is not necessarily so in another.

Conviction – a strong belief in what you are doing – is a characteristic of leaders in all cultures, but how it is displayed can vary widely. Demonstrating a whole-hearted **commitment** to the success of your team or project is possibly more overt in America than elsewhere. However, a **passionate** leader with energy and enthusiasm – someone who can energize and inspire their team to succeed – is an asset almost everywhere. Similarly, in most cultures it helps to be a good communicator, to be **people-focused** and have well-developed interpersonal skills.

The ability to make good decisions quickly is something most cultures see as important. However, being **decisive** means different things to different people. European and Japanese leaders are the most **collaborative** decision-makers, taking time to consult with colleagues and consider the options. This is typical of a more participative style of leadership. In contrast, Chinese leaders, for whom the typical role model is often the head of the family, are more likely to make decisions personally. This more autocratic approach tends to be typical of task-oriented, top-down leaders, where what counts is results – it is also frequent in American leaders.

Being **adaptable** is also an important quality; team leaders often need to be flexible in their response to changing circumstances. Similarly, the ability to delegate and to know when to be **hands-off** is also necessary.

There's evidence that being able to show **empathy** – to understand the feelings, needs, and motivation of others – is increasingly seen as a key trait of effective leadership in the United States and Europe, and will become more important in Asia as companies have to compete for managerial talent in a global market. Related to this, certain Asian cultures value leaders who are **self-aware** and **humble** – the ability to know yourself and accept your limitations is often a trait of the most effective leaders.

- 2 In zero, first, and second conditionals, we can use *unless* to mean 'except if' or 'if not'.

Unless we keep our contract with Zimierz, we'll be without a Polish partner company.

- 3 Participles such as *providing*, *provided*, *assuming*, and *supposing*, and phrases such as *on the condition that* and *as long as*, can also replace *if*.

Providing the building goes well, our new offices will be ready in May 2012.

As long as the pound stays strong, our projections will be realistic.

Unit 10 | The passive

Forms

- 1 In all tenses (simple, continuous, or perfect) we form the passive with *be* in the appropriate tense + past participle.

Mistakes were being made. (past continuous)

Eight applications have been received. (present perfect)

- 2 Passive modals are also possible in simple, continuous, or perfect forms.

Forms may be filled in with black ink, or typed.

The computer network must be being updated – I can't access it.

Your timesheet should have been received by now.

Semi-modals (e.g. *have to*, *be going to*) follow the same rules.

You're going to be offered a position in the Frankfurt office.

- 3 A passive infinitive is *to be* + past participle. A passive perfect infinitive is *to have been* + past participle.

I'm delighted to be offered the post, but unfortunately I must decline.

I'm delighted to have been offered the post, but unfortunately I must decline.

- 4 A passive *-ing* form is *being* + past participle. A passive perfect *-ing* form is *having been* + past participle.

Being asked to leave the company wasn't pleasant.

Having been offered three options, Jim chose the cheapest.

- 5 The object of an active sentence becomes the subject of a passive sentence. If a verb has two objects, either object can become the subject.

Someone at the door gave us a handout.

We were given a handout.

A handout was given to us.

Verbs that do not take an object (e.g. *go*, *come*, *fall*) cannot be made passive.

Profits fell last year. (Not: Profits were fallen last year.)

Use

- 1 We use the passive to focus attention on the action mentioned, or on the object of the action (the person or thing affected by it). We do not know who does the action, or it isn't important.

The office has been redecorated. It looks so much better than before!

- 2 Using the passive helps create an impersonal style. This is often appropriate in formal English, for example in business letters and reports, where a personal style would not be appropriate.

Results for the first quarter were published on 6 April, and were strong.

- 3 The passive is a useful way of adding distance between an action and those doing it, for example, when giving people bad news.

Regrettably, redundancies will have to be made. Some of those sitting here will be affected. (Compare: I'll have to make redundancies. It will affect some of you.)

- 4 In discourse, we often choose to use the passive if it provides a better link with the sentence before. In these cases, we can say who does the action using *by*.

We asked for ways to improve customer relations. Making changes to our complaints procedure was suggested by several respondents.

Passive reporting

- 1 We use the passive with reporting verbs when we don't know, or would prefer not to say, whose words we are reporting – for example, if their identity is confidential or sensitive.

I've been asked to write you a reference.

- 2 In the active sentence below, *Carol* is an indirect object.

Jim told Carol the likely result of the restructuring.

The indirect object becomes the subject of a passive sentence.

Carol was told the likely result of the restructuring.

Some reporting verbs do not take an indirect object, so cannot form passives in this way. These include: *agree*, *allege*, *announce*, *argue*, *claim*, *decide*, *predict*, *report*, *say*, *state*, and *suggest*. Instead, we use them in a structure with an empty subject: *it + be + past participle + that*.

It was alleged that you stole money from the company.

Unit 11 | Inversion

Questions

The most common uses of inversion word order are in questions and short answers.

- 1 In inversion word order, the auxiliary comes before the subject.

Have you got any paperclips? ~ No. ~ Neither have I.

- 2 *Do / does* is used as an auxiliary with simple-tense verbs.

Does Chris like the new receptionist?

- 3 Ordinary verbs *be* and *have* and modal auxiliaries do not require *do*.

Was I the best candidate?

Can you help us?

As well as in questions, inversion is used in a variety of structures, often rather formally.

Negative expressions

- 1 Inversion is used after the negative words *neither* and *nor*, and after phrases with *not* and *no*.

In no way do I accept their conclusions. Neither do I think the report should be circulated.

Not without careful thought am I writing this letter. Nor is it without having consulted several of my closest associates.

- 2 We also use inversion after adverbs such as *seldom*, *rarely*, *scarcely*, *hardly* (*ever*), *little* that restrict the meaning / reference of the verb that follows.

Rarely have I been to such a well-organized product launch.

Little did we know that she had accepted a position with our rivals.

Only

When *only* is used with time expressions or prepositional phrases, the verb that follows is inverted.

No, I'm sorry. I don't see what you're getting at.
I'm not sure I agree with you.
I'd like a second opinion on this, if you don't mind.

6 | Using vague language

Something about ..., I think!
... you've put me on the spot there.
I'm not quite sure now.
I seem to remember ...
... something like that, in any case.
I'm sure I would have done.
I'm trying to think ...
I'd say you're on the right track.
... it's the kind of thing ...
It just needs a bit more ...
You know, ... and so on.
Something along those lines ...
Yes, ... something like that.
No, not really.
It's difficult to explain, really ...
It almost had a hint of ...
It was kind of ...
... you know, that sort of thing.
... a bit like that, but not quite as ...
It was a bit ... oh, I don't know.

7 | Expressing dissatisfaction

I have to admit, I'm not getting much out of it.
It's doing my head in!
It's really testing my patience.
I think I've reached my limit.
It hasn't lived up to expectations so far.
I have to say, I was expecting something a bit more ...
It's just not up to scratch.
To be frank, I'm not very happy with ...
I can't really see the the point of ... -ing.
To be honest, I'm finding it a bit frustrating that ...
I just don't think this is the best use of my time.
This is ridiculous.
This is just not good enough.

8 | Dealing with difficult questions

Admitting ignorance

I'm afraid I don't know any more than you do.
Sorry, I don't know what you mean.
I'm afraid I'm not up to speed on ...

Refusing to answer

I'm sorry, but I can't answer that.
I would prefer not to talk about it.
I'm afraid I can't disclose that information – it's confidential.

Avoiding the question

Well, it's not that straightforward.
It's hard to say at the moment.
I can't really comment.

Distancing yourself from the question

I'm afraid I'm really not in a position to talk about that.
It's not for me to say.
It's nothing to do with me.

9 | Dealing with misunderstandings

Saying you haven't understood

I don't know what you're talking about.
What do you mean?
I don't get it.

Responding to a misunderstanding

I didn't mean that.
Sorry if I didn't make that clear.
No, you've got it wrong.
I was thinking more along the lines of ...
That's not really what I meant – what I actually wanted to say was ...
What I meant was ...
Can I put this straight?
It may seem ..., but actually ...
No, that's not right.
No, that's not exactly what I'm saying.

10 | Expressing personal views

Encouraging someone to express personal views

So what did you think of ...?
Such as?
You're not in favour of ..., then?
I was interested in what you said earlier about ...
What did you like about it in particular?
It must have been ...?
How does it feel to ...?
You were saying earlier that ...
I heard ...
What do you mean?
So ...?
What are your thoughts on ...?
I'd like to know what you think about it.

Expressing personal views

To be honest with you, ...
Personally speaking, ...
I have to say ...
To tell you the truth, ...
To be perfectly honest, ...
Honestly?
Personally, I think ...
I look at it like this: ...
My attitude is ...

11 | Raising a difficult point

I don't mean to sound rude, but ...
This is a bit delicate.
Please don't take offence.
Please don't take this the wrong way.
You see, the thing is, ...
I'm not quite sure how to put this.
With respect, ...
I have to say that ...
The fact is, ...
Don't be offended, but ...
I'm sorry to have to say this, but ...

12 | Giving and responding to compliments

Complimenting

That was great.
A very worthwhile meeting / discussion.
You're looking well.
I like your ...
I thoroughly enjoyed that.
It was very interesting.
Great design.
I love ...
Well done, you did a great job.
You have very nice ...
That was brilliant.
I saw your ... and I thought it was excellent.

Responding

Thanks.
Thank you. I felt it went well.
Thanks for the feedback.
I don't know how you can say that, but thanks anyway.
I was hoping it'd be well received.
Glad you enjoyed it.
I'm glad you liked it.

File 01 | Unit 1

Business communication skills, Exercise 4, page 9

Student B

Contrary to expectations, this country is being surprisingly slow to awaken investors' interest. The cost of production in this country is lower than in a lot of other European states, and the number of skilled workers is high and constantly improving. The infrastructure is adequate to deal with the predicted volume of traffic, but if some serious action is not taken soon in terms of offering incentives for investment, then the potential will not be met.

File 02 | Unit 1

Business communication skills, Exercise 9, page 9

- 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.
- 3 You work for a football club. You have just been to a press conference where it was announced that the coach is resigning. Report back to the team on
 - his motives
 - his plans for the future
 - his experience of working at the club
 - some negative comments about some of the players
 - where the football club goes from here (what you intend to do about finding a new coach).

File 03 | Unit 11

Business communication skills, Exercise 9, page 89

Student B
Manager

You are Student A's line manager. You have a very close-knit team and you feel that it is important for team spirit and for productivity to have regular chats and face-to-face updates. You also feel it is essential for this team spirit that everyone on the team is treated the same.

Student A has a request. Discuss the possibilities of this request. State your position, try to negotiate some terms with A, and come to an agreement.

File 04 | Unit 1

Case study, Task, Exercise 2, page 13

Group B

Edinburgh, UK

- 'Buzzing' cultural city attracting a large number of tourists all year round, and particularly in August for the Edinburgh festival.
- Wide variety of food-related venues / styles, e.g. fabulous seafood, cafés, tea rooms, quality restaurants, pubs.
- Clients are usually well entertained by their Edinburgh hosts, taken out for lunch in a restaurant or pub, or to a restaurant in the evening.
- Language: English is the first language spoken by most Scottish people.
- Economy is focused on the service sector, especially tourism, financial services, and banking.
- Very compact city, making it easy to get around on foot.
- Some established competition, e.g. historic taverns or ghost walking tours and visits to the farmers' market, but most Scottish food-related tours seemed to be focused on castles in the Highlands.

File 05 | Unit 10

Case study, Task, Exercise 2, page 85

Students C and D

Issue 2: The cost of production facilities and salaries

The rent for the production facilities is much more expensive than in other parts of the country. The facilities are also ageing and run down, and staff are not happy about their working conditions. Salaries are also relatively high.

You have to cut costs and you have two options with approximately the same cost-saving benefits. Decide which option to take.

- move to more modern production facilities in Wales – the rent will be cheaper and the cost of living is lower, so salary expectations of staff will also be lower
- modernize the current facilities and cut the number of employees by making some people redundant

When preparing your briefing, be aware that this decision will not be popular with the staff because they will either have to move and take a pay cut, or face the possibility of losing their job.

File 26 | Unit 5

Case study, Task, Exercise 2, page 45

Student C

Server

You've been at the company for two years. You've been chosen to represent all servers at this meeting. The main objective for servers is to re-establish a good relationship with management and make the job fun again.

Your suggestions

- Outlet managers should help out with serving again to re-establish a good team atmosphere.
- More time should be allowed for servers to go on training courses to improve their skills.
- Have meetings where servers can discuss their ideas for new sandwiches and improved processes.

Ideas that you do not support

- You have heard rumours that team-building events like the food-tasting days and the parties might be cancelled. You do not support this, as these events are fun and help to improve teamwork. They're one of the reasons that people enjoy working for the company.
- You do not support any ideas that may result in job losses or pay cuts.

File 27 | Unit 5

Language at work, Exercise 5, page 42

Student C

Agenda

- 1 Unfocused meetings
Not all team members attend team meetings – without regular updates, it's difficult to work out what stage the project has reached.
- 2 Team members with different working styles
Some team members appear to be competing against each other.
- 3 Lack of communication outside team meetings
It's not clear who is responsible for what.

File 28 | Unit 1

Case study, Task, Exercise 2, page 13

Group A

Beijing, China

- International city undergoing rapid change, with new office blocks, hotels, and commercial plazas springing up.
- Wide variety of food-related venues / styles, e.g. street markets offering local snacks, tea houses, 'Red Mansion' banquets, and imperial food. The city's restaurant scene still not as vibrant as Shanghai's, though.
- The city is spread out, which means you may have to catch a taxi home, rather than taking a walk after eating out.
- Language: Mandarin. There was a huge drive for people in the service industries to improve their English for the 2008 Olympics.
- A lot of well-established competition – most hotels offer tours. Caters for domestic and international tourism. Walking tours available with English-speaking guides.

File 29 | Unit 10

Language at work, Exercise 5, page 82

Memo

3.1 Job shadowing initiative

From: Senior Management Team

To: all group heads – Juan C, Chris T, Anastasia G, Bruno R, Robert C, Suzanna H, Tim J, Andy W

Decision

We have approved a job-shadowing scheme within the division.

Objective

To foster cooperation and teamwork by helping staff to better understand what their colleagues do on a daily basis, and the demands of job roles outside their own discipline.

Departments involved: Finance, Operations, Marketing, Sales, Production, Customer Service, Logistics, Research & Development

Requirements

All members of staff at team leader grade and below will have to spend a minimum of four half-days (by the end of next month) shadowing a colleague in an appropriate department.

We want all individuals to

- set up and schedule their own shadowing programme
- report back on and evaluate their experiences
- agree with their line manager what changes to make to their work as a result of their participation in the scheme.

We will not allow extra time for work you don't complete within this period. We expect that staff will cover for absent colleagues.

File 42 | Unit 10

Working with words, Exercise 4, page 79

Team leader A					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness			✓		
Ability to make decisions	✓				
Willingness to consult team about decisions					✓
Flexibility in dealing with change				✓	
Communication with team				✓	
Understanding of team's needs and concerns					✓
Allowing team to do their work unsupervised		✓			
Self-awareness					✓

Team leader B					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness	✓				
Ability to make decisions			✓		
Willingness to consult team about decisions	✓				
Flexibility in dealing with change		✓			
Communication with team	✓				
Understanding of team's needs and concerns	✓				
Allowing team to do their work unsupervised		✓			
Self-awareness		✓			

File 43 | Unit 10

Case study, Task, Exercise 2, page 85

Students A and B

Issue 1: The cost of cocoa beans

The company currently uses Criollo cocoa beans because they are known to be the best quality bean. However, they are also the most expensive bean.

The chocolate made by the company always has a high percentage of cocoa solids in it, at least 70%; some items have 85%.

You have to cut costs and you have two options with approximately the same cost-saving benefits. Decide which option to take.

- choose to use a cheaper, lower-quality bean
- reduce the cocoa content in the chocolate

When preparing your briefing, be aware that this decision will not be popular with the product managers and marketing managers because they have invested a lot of hard work in building up the company's brand image based on the quality of the products.

File 44 | Unit 5

Case study, Task, Exercise 2, page 45

Student B

Outlet manager

You've been at the company since it began. You started work as a server and moved up to a management position. You've been chosen to represent all outlet managers at this meeting. The main objective for outlet managers is to improve team spirit and prevent more staff from leaving.

Your suggestions

- Re-establish the 'all-for-one' principle – reduce the amount of paperwork that outlet managers are expected to do so that there is more time to work alongside staff.
- Give servers the opportunity to take part in training courses to improve their skills and allow them to move up in the company.

Ideas that you do not support

- You do not support any change in the company's organizational structure. You see the original structure as one of the company's strengths.
- You do not think that servers should have influence over what sandwiches should be sold. These decisions should be based on customer feedback and sales figures.

File 45 | Unit 11

Working with words, Exercise 2, page 86

Statement 1 = Microsoft

Statement 2 = Tata

File 46 | Unit 11

Working with words, Exercise 9, page 87

Student A

Company X fact file

- produces coffee, chocolate, and related food and drink products
- sources cocoa and coffee beans from a variety of producers in different parts of the world
- has used the Fairtrade label on a small number of its key products, suggesting that it treats its suppliers well and pays a fair price for the goods it buys