



2

Careers

Learning objectives in this unit

- Comparing career paths and choices
- Managing the discussion and sharing ideas
- Expressing attitudes to the past
- Getting your point across

Case study

- Establishing a career review process

Starting point

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

Working with words | Comparing career paths and choices

- 1 On a global recruitment website, Professor Ben Fletcher of the University of Hertfordshire, UK, compares careers to the children's game of 'Snakes and Ladders'. Brainstorm what you think the snakes and the ladders might be.
- 2 Which of the lists below do you think are the typical 'snakes', and which are the typical 'ladders'? Why?

1

- Being determined to succeed.
- Keeping in with key people.
- Being ruthless.
- Taking more risks than others.
- Appearing active and fast-moving.
- Staying ahead of the game.
- Managing 'others' in pursuit of your cause.
- Holding on to successes and blaming failures on others.
- Standing out from the crowd – getting noticed by the 'right' people.

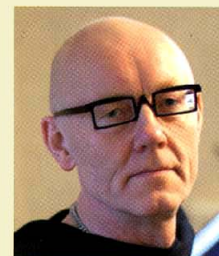
2

- Standing up for what you believe in.
- Taking the initiative – coming up with your own list of priorities for job success.
- Taking account of the ethical and moral dimension in business decisions.
- Taking a minority position if you believe it is right.
- Sticking up for your team blindly – taking the blame for mistakes they make.
- Doing a good job quietly, without taking the credit.
- Looking out for problems others have not seen in a decision, and highlighting them.
- Getting on with your life outside work.
- Looking out for your colleagues / team.

- 3 Read the rest of the text and see if you chose the correct list in 2. Do you find any of the real snakes and ladders surprising? Why / Why not?

Making the right move

To many aspiring corporate climbers, the first list appears to be the ladders to success, and the second list, the snakes of failure. Of course, this strategy doesn't stand up to scrutiny in a good company with good management, and in the end it is those companies that you will want to be in. If you really want to move on to the next rung of the corporate ladder you need to play by different rules. Yes, you guessed it; those things that look like the ladders are really the snakes. Of course, some people do get up the so-called snakes, but they are not what I call the True Super Achievers and they struggle to cling on to what they achieve.





4 Match the verbs in A to the preposition combinations in B, to form multiword verbs from the texts in 2 and 3. Then read the texts again and check your answers.

- A
- | | | | |
|-------------|-------------|------------|-------------|
| stand _____ | stick _____ | stay _____ | get _____ |
| stand _____ | cling _____ | come _____ | keep _____ |
| hold _____ | look _____ | move _____ | stand _____ |

- B
- | | | | | |
|------------|---------|---------|-------------|----------|
| on to (x3) | out for | up to | up for (x2) | ahead of |
| on with | up with | in with | out from | |

5 Work with a partner. Think of definitions for the multiword verbs in 4, using the context in the texts in 2 and 3 to help you.

6 Choose six of the multiword verbs in 4, and write questions about careers or work. Join another pair. Take turns to ask each other your questions.

Example: Is it important to stand out from the crowd in your company?

7 08▶ Listen to the interview with career coach Susan Whittaker. Are the following statements true (T) or false (F)?

- The interviewer becomes more convinced by Susan's views as the interview goes on. ___
- Susan believes that career progress is the responsibility of the individual. ___
- She thinks it is counterproductive for managers to allow staff to leave. ___

8 08▶ Match the verbs in A to the phrases in B to form fixed phrases from the interview. Then listen to the interview again and check your answers.

- | | |
|--------------------|---------------------------|
| A | B |
| 1 follow ___ | a your horizons |
| 2 move ___ | b backwards |
| 3 grow into ___ | c a stage where ... |
| 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 your job |
| 8 put yourself ___ | h less conventional paths |

9 Work with a partner. Match the phrases you formed in 8 to the definitions a–h below. Can you use any of these phrases to talk about examples from your own career?

- do something original or unusual ___
- change jobs for a similar salary and responsibilities ___
- improve your situation ___
- increase your experience / knowledge ___
- get to a point where ... ___
- develop to a point where you can do your job well ___
- develop further than current limitations allow ___
- cancel the effects of any progress you had made ___

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

10 Work with a partner. Prepare to give a short talk for new employees about career development opportunities at your company. Consider some of the following aspects.

- training opportunities
- appraisals
- mentoring schemes
- job shadowing
- promotion prospects
- corporate culture
- sabbaticals
- teamwork

- Discuss what you are going to talk about. Decide on six important points, and come up with an outline for the talk.
- Take turns to practise the talk. Use as many of the new items of vocabulary from 4 and 8 as you can.

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.

Meetings | Managing the discussion | Sharing ideas



- 1 Can you predict what kind of issues may be discussed during this meeting?
- 2 09► Listen to Extract 1 from the meeting while referring to the agenda. 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 phrases Heidi uses to express 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 10► 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 phrases a–d to categories 1–4.
 - 1 Putting forward ideas: _____
 - 2 Expressing reservations / disagreeing: _____
 - 3 Interrupting: _____
 - 4 Dealing with interruptions / digression: _____
 - 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?
- 5 09, 10► Listen to Extracts 1 and 2 again and make a note of other phrases you hear for the categories in 4.



6 Which phrases 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?

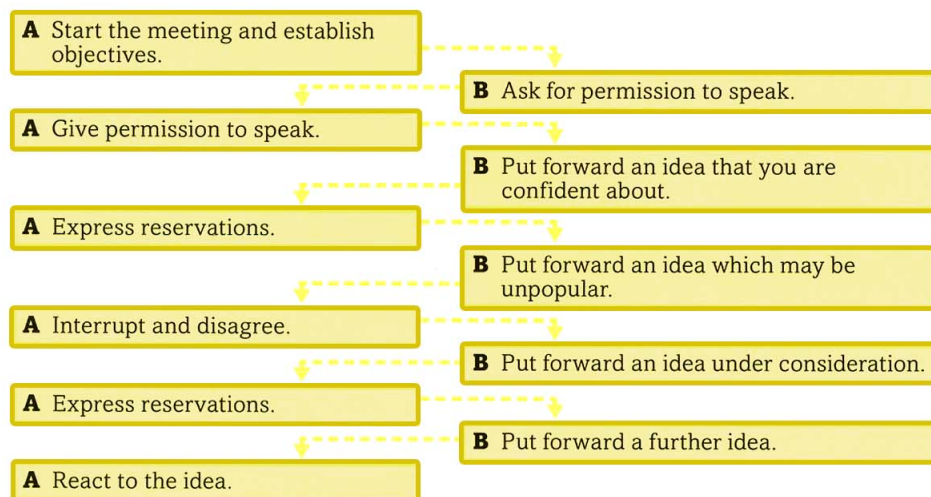
» For more exercises, go to Practice file 2 on page 104.

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

Ideas for improving graduate intake / retention

- Greater presence at national graduate recruitment fairs. *Will this really help?*
- Increase the starting 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?*

8 Have a meeting using the ideas from 7 and the flow chart below.



9 Work in groups of three. Hold a meeting to discuss ways of improving staff efficiency. Use the agenda below or create one for your company.

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

Student B, turn to File 06 on page 137. Student C, turn to File 18 on page 140.

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

i » Interactive Workbook » Email

Key expressions

Managing the discussion

So let's get started.
 The purpose of today's meeting is ...
 Can I suggest we come back to ...?
 Coming back to ...
 I'll get on to that in a moment.

Involving people

Perhaps you'd like to talk us through ...
 Did you want to talk about ...?

Asking / giving permission to speak

Would this be the right moment to mention ...?
 Could I just say something?
 If I could just come in there ...
 Go ahead.

Putting forward unpopular ideas

I know you're not keen on it, but ...
 You probably won't like this idea ...
 I'm not sure what your feelings are about this, but ...

Putting forward ideas under consideration

We were wondering if ...
 Something else we've been thinking about is ...

Putting forward ideas you are confident about

I'm sure you'll understand the need to ...
 The obvious solution to this problem must be to ...

Disagreeing / expressing reservation

It's interesting you should say that, because actually ...
 You're absolutely right, but ...

i » Interactive Workbook » Phrasebank

Culture question

- Do you openly criticize ideas that you don't like? Why? / Why not?
- Do you think that different cultures have different attitudes to open criticism?

Language at work | Expressing attitudes to the past

- 1** 11▶ Listen to two debriefing conversations where the participants from the meeting gave their impressions after the event. Complete sentences 1–12.

Conversation 1

- 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 ...

Conversation 2

- 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? _____

Sometimes more than one answer is possible.

- 3** Match the sentences in 1 to structures a–d below.

- a third conditional _____ c fixed phrase + past simple _____
b modal + perfect infinitive _____ d fixed phrase + past perfect _____

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

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

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

1 Graduate from university (business studies).

a Study for a postgraduate degree (e.g. MBA).

b Look for a first job to get some experience.

3 Employer abroad goes bankrupt.

a Stay abroad and study for a postgraduate degree.

b Return to home country and change career path.

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

a Accept the offer from the multinational.

b Refuse the offer and keep going.

2 Offered first job abroad.

a Accept and move to that country.

b Refuse and eventually find a job at home.

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.

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

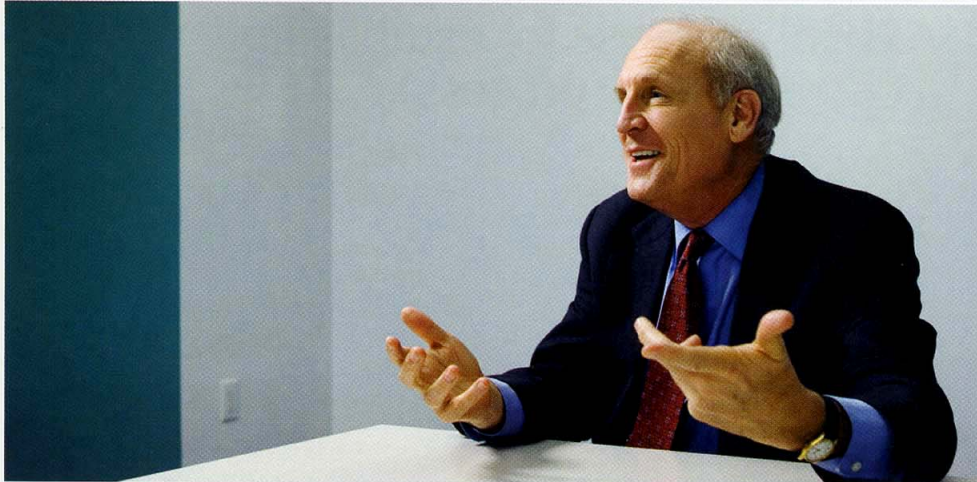
- 5** Think of your own 'nearly' CV. Talk to your partner about some of the decisions you made. Consider

- how you feel about these decisions with hindsight
- possible alternative decisions and their consequences.

Example: It's just as well I went to work overseas – or I would never have met my wife.

Practically speaking | Getting your point across

1 What can you do to get your point across / make yourself understood?



2 12▶ Listen to five conversations and complete sentences 1–10.

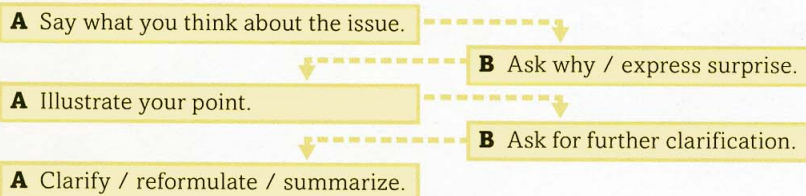
- 1 Um, well ... _____?
- 2 No, _____ the ones drawn up for internal purposes.
- 3 _____ the scale at the bottom of the page, _____ what I mean.
- 4 Yes, _____. Am I supposed to notify everybody ...
- 5 _____ it's worth sending it to the people responsible for ...
- 6 _____, there's no point in it sitting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

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

- a Reformulating: ____ c Illustrating or offering to illustrate a point: ____
 b Clarifying what is meant: ____ d Summarizing: ____

4 Work with a partner. You are both in an update meeting and you are discussing the points on the agenda. Student A, turn to File 08 on page 137. Student B, turn to File 16 on page 139.

Have the meeting using the flow chart below. Student A, you have two minutes to get your point across. Student B, ask questions for further clarification. Then change roles, and continue with the next point on the agenda.



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

5 Work with a partner. Take turns to ask each other questions on the topics in the list. Ask for clarification where necessary. Respond using phrases from 2.

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

Key word | so

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

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

Agenda: Update meeting

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

Company profile

Axtrin

Axtrin Pharmaceuticals is a world leader in the development and marketing of medicines for patients and medical professionals. With its HQ in Berlin, Germany, the company employs over 75,000 people worldwide. In 2002 the company implemented a career review system in order to help staff plan their long-term careers with the company.

Establishing a career review process

Background

Axtrin: The case for establishing a career review process

- The organization was growing rapidly. It had plans to launch 22 new drugs on to the market in the next five years, and a further 15 in the following two years. Its share of the primary care sector – i.e. drugs prescribed by family doctors – had grown by 60% in one year.
- Axtrin found itself having to look outside the company to recruit new sales and marketing teams, rather than being able to find the necessary talent internally. For the longer term, it was essential that people in the organization were aware of the emerging career possibilities at Axtrin.
- As an innovation-focused company, Axtrin's success depends on the creativity, performance, and achievements of its staff at all levels. They have to anticipate and respond quickly to a fast-moving commercial environment.
- The company already had performance review procedures in place, helping individuals to develop in their role. A longer-term view, enabling staff to plan their careers and to be aware of the real possibilities in the company, was also needed.
- Without a formal career review process in place, there was a danger that talented people, painstakingly and expensively recruited, would leave. The costs to individuals and to the company were potentially enormous, and avoidable.
- Axtrin became a client of tpmg, the performance management consultancy, with expertise in HR-related services and software.

tpmg The Performance Management Group

At tpmg we fully understand the high-value areas of HR systems in terms of building and enhancing the capability of people, and we can help you to find ways of managing the performance and development of your people.

We provide leading companies with an innovative blend of HR-related services and software. We are the market leader in customer-focused web tools designed specifically to support top performance, and we focus on quality conversations between an individual and their colleagues, an individual and their line manager, or individuals collectively and their organization.

The software we have developed enables us to work with you on

- collecting 360-degree feedback via electronic questionnaires from managers, peers, and even external contacts and customers
- conducting employee surveys using an email-supported web tool for flexible, fast, powerful, and cost-effective results
- developing effective career review and performance management processes.

Our customers are in many sectors, such as financial and professional services, media, publishing, retailing, pharmaceuticals, transport, universities, and government. We are particularly proud of the fact that our relationships with these leading organizations are usually long-term.

13▶ Listen to a manager from Training and Development at Axtrin explaining how they set up the career review process with tpmg's help.



Discussion

- 1 How did the establishment of a career review process at Axtrin differ from the performance review process that was already in place?
- 2 In what ways do you think the establishment of a career review process helped Axtrin / its staff?
- 3 How do you think the input from tpmg helped with setting up the process?

Task

- 1 Zylapharm is a young, medium-sized pharmaceutical company which is undergoing rapid expansion. It has taken on a lot of new staff recently and the HR department is in the process of setting up a formal career structure. Having heard of the successful Axtrin case, they have now decided to work with tpmg to find ways of encouraging new talent to stay in the company.

Work in two groups. Each group should read the information and discuss initial ideas.

Group A, you are HR managers. Turn to File 21 on page 141 for details about the current career structure in your company and decide what you would like tpmg to do for you.

Group B, you are consultants for tpmg, and you are about to start working with Group A. Turn to File 35 on page 144 for some possibilities for the client.

- 2 Hold an initial meeting to put forward ideas for what could be done when you work together. Follow the agenda below. One person from Group B will chair the meeting. Make sure some decisions are reached.

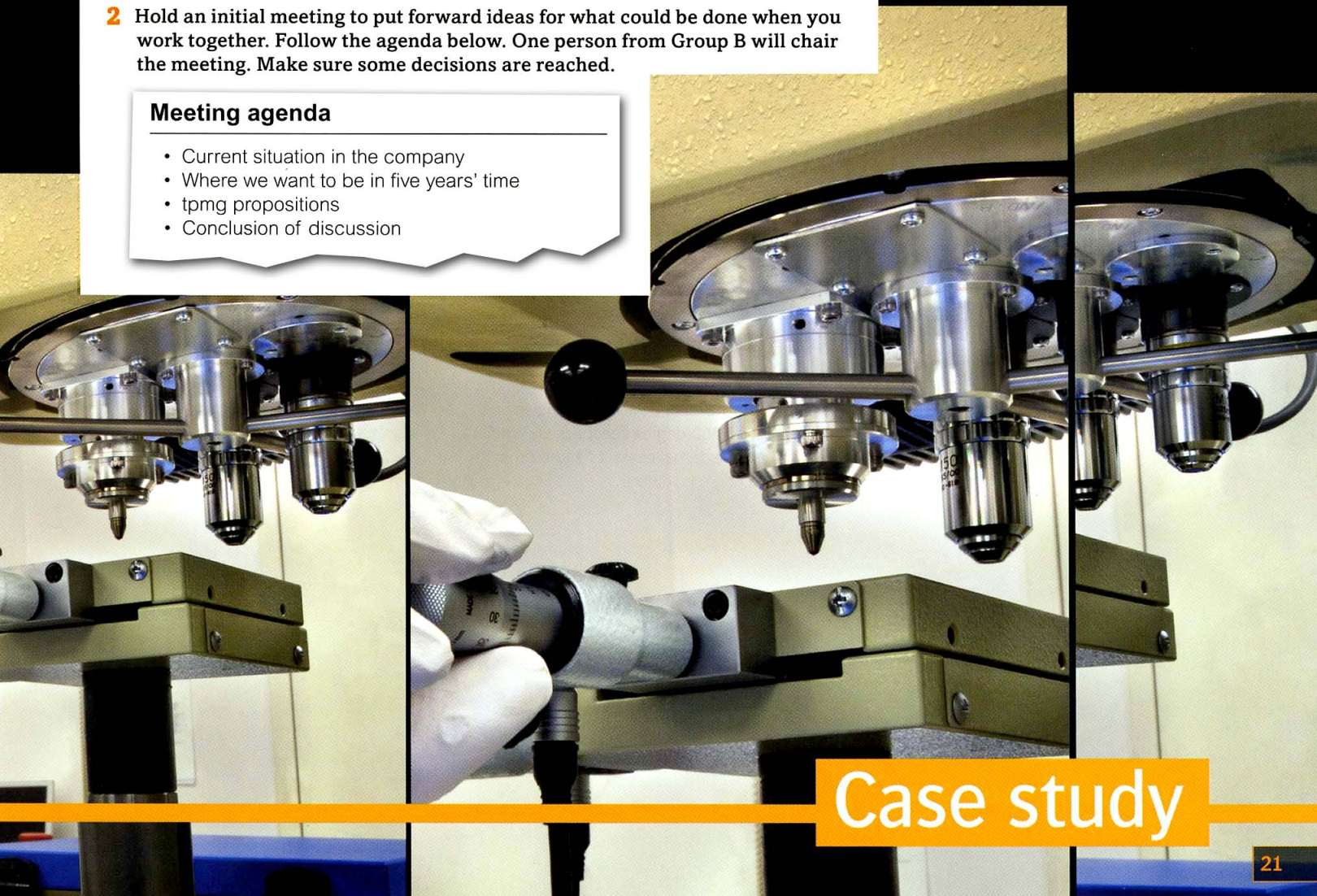
Meeting agenda

- Current situation in the company
- Where we want to be in five years' time
- tpmg propositions
- Conclusion of discussion

The Expert View

The essence of good career management is firstly to clarify your career goals. It is also important to clarify why these goals have meaning to you as well as the organization, since this will ensure motivation from both you and your company. You then need to take time to consider how you can achieve these goals and who can help you access the information that will enable you to do so. It is also essential that you have regular conversations to receive feedback and discuss your progress in achieving these goals.

Peter Fennah, MSc MA Hons,
Chartered Occupational Psychologist,
Director, Career Development Service
Cranfield School of Management



Language reference

Unit 1 | Tenses

Present simple

Use the present simple

- 1 to talk about general facts, states, and situations
The purpose of business is to make a profit.
- 2 to talk about regular or repeated actions, or permanent situations
Jack works for Nissan.
- 3 to talk about timetabled future events
The meeting starts at 10.00.

Present continuous

Use the present continuous

- 1 to talk about an action in progress at the time of speaking / writing
I'm trying to get through to Jon Berks.
- 2 to talk about a very current activity, taking place around the time of speaking
They are pushing the area for development.
- 3 to talk about fixed plans or arrangements in the future
I am meeting the management committee on Friday.

Watch out! Don't forget that stative verbs are not commonly used in the continuous form. Here are some examples: *like, love, hate, want, need, know, suppose, understand, remember, seem.*

Present perfect simple

Use the present perfect simple

- 1 to talk about actions which finished recently and for which there is a present result
Recent action: *The IT guys have changed all the PCs and access codes.*
Result: New PCs and access codes.
- 2 to talk about actions that started in the past and are still going on
Silvio has worked for us since he left school.
- 3 to talk about experiences in your life or events in history
I've never been to Bahrain.

Present perfect continuous

Use the present perfect continuous to talk about a recently completed action. The focus is on the activity, not the result.

The IT guys have been changing all the PCs and access codes.
(Implication: There are still wires and tools lying around showing that they have only just finished.)

Past simple

Use the past simple

- 1 to talk about past actions which are over at the time of speaking
I heard from the locals that there were several interesting sites.
- 2 to talk about past states
I lived in Haringey when I worked in the City.

Past continuous

Use the past continuous to talk about being in the middle of a past action – there is likely to be an interruption (in the past simple) in the sentence.

Everything was going really smoothly, when Wu took over the project.

Past perfect

Use the past perfect to put events in the past in sequence. The past perfect indicates that the action it refers to happened before a reference to the past simple.

I had heard from the locals that there were several interesting sites.

Past perfect continuous

Use the past perfect continuous to refer to an action in progress before something else happened.

He was the one who had been working on the project, but his boss was the one who got all the credit.

Should

- 1 Use *should* + infinitive to recommend something strongly.
You should try that vegetarian restaurant on the river.
- 2 Use *should* + perfect infinitive to talk about a lost opportunity.
You should have gone this morning – it was quite an interesting meeting.
- 3 Use *could* / *should* + infinitive to predict.
It could / should turn out to be quite an interesting conference.

Future forms

- 1 Use *will* + infinitive to make on-the-spot decisions.
We'll have to point out the training need to the client.
- 2 Use *be going to* + infinitive when we are talking about an action we have already given some thought to.
We're going to have to point out the training need to the client.
- 3 Use the future continuous to talk about something that will be in progress at a particular time in the future.
I will be writing everything up later this week.
- 4 Use the future perfect to refer to events which finish before a given time.
I will have finished by the end of the next financial year.

➤ For more on the future, see **Language reference Unit 3** on page 127.

Unit 2 | Expressing attitudes to the past

Third conditional

- 1 Use the third conditional to talk about past situations that did not happen.
If you had chased up the reference, you would have known not to employ him.
- 2 Note that only the situation in the clause with *had* (the *if*-clause) must be in the past. The other situation can be past, present, or future: something that did not happen, or is not happening, or will not happen, but which is seen to be linked with the situation in the *if*-clause.
If I had got the job at Chelco, I would have been made redundant when the company folded. (past situation, past result)
If I had got that job, I would have been able to afford to buy property by now. (past situation, present result)
If I had got that job, I would have been able to retire in two years' time. (past situation, future result)

1 | Introducing yourself to a group

Saying who you are

Hi, my name's X. I'm from the Y office.
As most of you will know, I'm ...
For those of you who don't know me already, I am ...

Talking about your role

I'm accountable for ...
My responsibilities include ...
I'm empowered to ... and have the task of ...
Lately I've been concentrating on ...
Basically, my role is to coordinate ..., making sure ...
This entails ...
I'm responsible for ...

Giving your reasons for being there

What's the point of me being here today?
I hope to share some of my ideas with you.
I'm here today to ...

Updating people on achievements / activities

I'm pleased to say that ...
I've now managed to ...
I'd like to point out that over the years, I have been continually ...
We've had a great few years.
You'll be happy to know that ...

Talking about your aspirations

And I can see ways of further improving ...
We want to help out ...
I guess I'm ready to take on board ...
I can't wait to share our expertise with you and to help you ...

2 | Getting your point across

Reformulating

Yes, sorry, let me rephrase that ...
In other words, ...
To put it another way, ...

Clarifying what is meant

What I'm saying is that ...
I was actually referring to ...
What I mean by ... is ...
To clarify, I'm saying that ...

Illustrating or offering to illustrate a point

Would it help if I gave you an example?
Well, if you look at ... you'll see ...

Summarizing

The fact of the matter is ...
But the point I'm trying to make is ...
Basically, ...
To summarize, ...

3 | Showing understanding

Showing you understand the problem

I know what you mean.
No, it hasn't, has it?
I hear what you're saying ...
I can see where you're coming from.
I totally understand.

Explaining why you understand

It's quite hectic over here, too.
I know this is a tricky time for a lot of you.
I had a similar problem at ...
That happened to me, too.

Offering practical solutions

It might be worth ... -ing ...
I still think you should ...
You might want to ...
What about ... -ing?
Have you tried ... -ing?

4 | Establishing rapport

Recalling past events in common

It must be two years or more since we last met?
Wasn't it at that conference in ...?
Oh, yes, ... – it was really beautiful.
Do you remember that ...?

Paying a compliment

You're looking well.
You look great – have you been on holiday?

Asking a follow-up question

And are you still enjoying it? Really?
And what do you think of it?

Asking about someone's journey

How was the journey?
Was the journey OK?
How was the flight?
Did you get here OK?

Showing knowledge about a person you have just met

It's X, isn't it? I've seen your picture on the website.
You're not the X who ..., are you?
And anyway, X, I've heard quite a lot about you, too. You ..., didn't you?

Giving a brief summary of your recent history

Well, I'd been working in ... for five years when ...
So I've been in ... for the last ..., in a luxury apartment overlooking ...

Echoing the other person to encourage them to say more

A I have had a few ups and downs.
B Ups and downs?
A I've just been on a business trip to Budapest.
B Budapest?

Picking up on a key word to extend the conversation

A ... but the job's pretty challenging.
B ... Challenging in what way?
A I'm not sure about Jack. I find him a bit distant.
B Distant in what way?

Joking about yourself

I may be old, but you can't get rid of me that easily.

Being modest about achievements

Well, it wasn't just me. There was a whole team involved.
Oh, it was nothing.
I couldn't have done it without the team.

5 | Responding to feedback

Responding to positive feedback

Thanks for your support – it's good to know I'm on the right track.
Thanks, though I have to admit, I got the idea from ...
Thanks. I'm glad you liked it.

Taking on board negative feedback

I'm sorry, I didn't realize – thanks for pointing that out.
Oh, I see. Well it seems a pity to ..., but maybe you're right.
Oh, really? Why do you think that?
So how do you think I could improve it?
OK, I'll see if I can improve it.
Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

Challenging negative feedback

Look, you're entitled to your opinion, but ...
I see what you're saying, but ...
To be honest, I just don't have time to ...
Fair enough, but it's a bit late now.

File 06 | Unit 2

Business communication skills, Exercise 9, page 17

Student B

Item 1

- limit employees to one coffee a day
- increase price of coffee
- other ideas?

Item 2

- issue everyone with a company mobile
- hold a daily team meeting first thing in the morning
- other ideas?

Item 3

- set up closely-monitored e-learning programmes
- allocate x number of hours for study in working time
- other ideas?

Item 4

- pay employees a bonus for keeping days absent to a minimum
- allow employees greater flexibility so they can work from home if they choose
- other ideas?

File 07 | Unit 8

Business communication skills, Exercise 6, page 65

Context: You are researching customer reactions to your new product.

- You don't have as much quantifiable data as you'd originally planned, but will submit the final report by the agreed deadline.
- You are making good progress, but can't give exact figures now – still processing the feedback.
- You need to wait for more questionnaires to come back before finishing the report.

Key points you intend to cover

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

File 08 | Unit 2

Practically speaking, Exercise 4, page 19

Student A

Monthly reports

You would like everybody's report to be handed in one week earlier than originally planned.

Sales figures

Official figures have not yet been released, but you believe your group did particularly well.

File 09 | Unit 11

Working with words, Exercise 9, page 87

Student B

Company Y fact file

- makes laptop and desktop computers for home and business use
- is highly successful, with a reputation for quality and reliability
- advertises its laptops as robust enough to be taken anywhere, using the slogan 'Ready to go whenever you are'

Company Y laptops a health hazard!

A laptop fire on an intercontinental flight caused panic amongst passengers. Fortunately, the cabin crew were able to extinguish the fire, but it's still unclear why this happened. This isn't the first time that a laptop from Company Y has caught fire. There have been several other reports of laptops exploding or bursting into flames without warning. One destroyed a truck in America, while another caused a huge fire in a family home in Britain. As a result of the latest incident, several airlines have now banned passengers from travelling with laptops made by Company Y. According to the company, the fault lies with the batteries, which are made and supplied by another company.

Company Y's situation following the news article

- Company Y issued a statement publicly blaming their supplier for the problem.
- Despite the statement, sales of their laptops are falling, and an increasing number of corporate customers are cancelling their contracts.
- To limit the damage, the directors have agreed to replace any laptops that have been destroyed, and have recalled all recently sold laptops for free battery replacement.

File 13 | Unit 9

Language at work, Exercise 5, page 74

YP fitness studio yearly review meeting

Last year

1 Past action / inaction and past results

- invest in new equipment → able to increase membership fee
- failed to develop competitive January special offer → lost potential customers to competition

2 Past action / inaction and present results

- failed to address HR crisis and recruit new personal trainers → only three personal trainers – all overworked, several customers on waiting lists
- developed partnership with local school → overweight teenagers now following fitness programme

Next year

3 Suggestions / predictions for next year plus results

- develop new membership packages → increase number of members
- start more initiatives with teenagers → improve gym reputation and get new young members
- employ more trainers → more personal programmes for customers and more profit
- renovate pool area → improve reputation, increase swimming prices

File 14 | Unit 1

Case study, Task, Exercise 2, page 13

Group C

Vancouver, Canada

- The commercial and cultural heart of Canada's West Coast, and a major convention and tourist destination.
- Attracts national and international tourists (particularly from the Far East).
- A major port. One of the most vibrant economies in Canada, particularly in the areas of technology, tourism, financial services, film production, education, and natural resources.
- Diverse ethnic communities have a strong influence on the restaurants which cater for every taste and budget, and there is also a varied programme of cultural events.
- Lots of pathways along the shoreline connecting up Vancouver's distinctive neighbourhoods. Spectacular coastal and mountain scenery.
- Lots of organized tours to Vancouver's surrounding outdoor attractions, including gourmet barbecue lunches on a remote beach, or seaside restaurant meals. Also combined tours, flexibility, and personalization offered.

File 15 | Unit 5

Working with words, Exercise 10, page 39

Project outline 1

1 Task / project

International charity football match organized by two top teams and a charity promoting peace in an area of conflict.

2 Colleagues / team mates

Very varied, from the club president (who expects VIP treatment), to the charity volunteers.

3 Schedules / pressure

Deadline is fixed and non-negotiable because of the match timetable. Player availability is also a factor.

4 Issues / problems

The television scheduling – due to time zone differences, finding a good local kick-off time is problematic.

5 Confrontation / fairness

Differing attitudes to time is causing conflict. The culture of the charity is 'inclusive', so much consideration is given to finding a satisfactory solution for everyone.

Project outline 2

1 Task / project

A fashion show based in a luxury boutique to promote the new collection (especially the top-end jewellery).

2 Colleagues / team mates

Models
Shop staff
Caterers
Lighting / sound crew
Security staff
Head Office staff

3 Schedules / pressure

The date and time of the show are published and invitations sent to the top 1,000 customers in the boutique's database. The new collection must be launched on time.

4 Issues / problems

There are health and safety issues regarding the maximum number of people who can be in the boutique at any time.

5 Confrontation / fairness

It's a challenge to manage a team made up of people from different companies and areas of expertise, who all come to the project with their own personal needs and agendas. The models are notoriously unreliable and temperamental.

File 16 | Unit 2

Practically speaking, Exercise 4, page 19

Student B

The competition

The competition have been very active recently – you saw a number of very good presentations at the conference last week.

Travel budget

This has been greatly reduced this year, so only employees in senior positions are able to travel overseas.

File 17 | Unit 5

Business communication skills, Exercise 10, page 41

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.

File 18 | Unit 2

Business communication skills, Exercise 9, page 17

Student C

Item 1

- change opening hours
- close down the cafeteria
- other ideas?

Item 2

- employ more administrative staff
- improve communication by sending staff on a training course
- other ideas?

Item 3

- give employees the choice of which courses they take part in
- make sure certain training courses are completed before employees get promoted
- other ideas?

Item 4

- set up team-based pay so the onus is on the employees to make sure that everyone is there
- give employees greater flexibility in the hours worked
- other ideas?

File 19 | Unit 9

Business communication skills, Exercise 6, page 73

Students C and D

You support these original proposals from Floralope.

- 1 Investing in training for all staff on the new system is essential.
- 2 Using cash in the bank to invest in the system is necessary.
- 3 Going ahead with the new system as soon as the cost-benefit analysis has been done.

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

File 20 | Unit 5

Language at work, Exercise 5, page 42

Student A

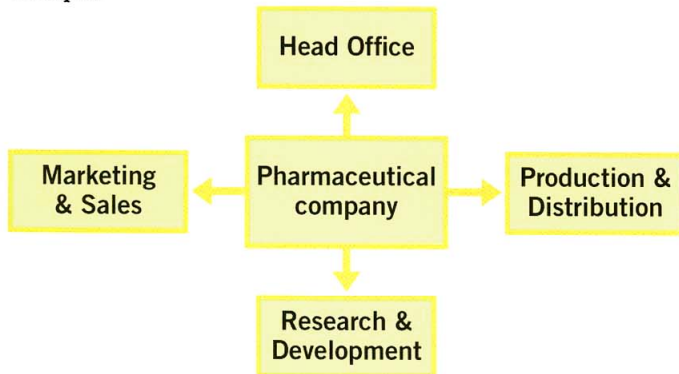
Agenda

- 1 Unfocused meetings
Team members have a tendency to go off track and not to focus on the agenda.
- 2 Team members with different working styles
It's a new team, bringing together people from different departments who don't normally work together.
- 3 Lack of communication outside team meetings
Instructions often lack clarity.

File 21 | Unit 2

Case study, Task, Exercise 1, page 21

Group A



Due to the rapid expansion HR have employed staff on a short-term needs basis. They have had to give particular attention to

- R&D roles (e.g. research scientists)
- Head Office roles (e.g. legal, financial, HR, secretarial, IT).

Commercial roles (e.g. medical reps) and production / distribution roles (e.g. production operatives, supervisors) will become more important once the company has developed more commercially-viable products. This means that the Marketing, Sales, and Production departments are not yet fully resourced.

File 22 | Unit 5

Practically speaking, Exercise 5, page 43

Student A

- 1 Give feedback to Student B on her / his report.

The report your colleague wrote was incomplete. You are particularly concerned about the summary. Most of the summary doesn't link with the findings of the report. However, you thought the report was well presented and the findings that are included are very interesting.

- 2 Student B is going to give you some feedback.

Your boss wants to talk to you. You think it is about the mistakes you made in the database management.

File 23 | Unit 6

Business communication skills, Exercise 5, page 49

Students A and B

Choose two of these ideas to discuss in the meeting.

- Introduce a yearly summer ball for staff, with free food, wine, 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.

File 24 | Unit 5

Case study, Task, Exercise 2, page 45

Student A

Head of Finance

You've just joined the company and your main objective is to increase profitability.

Your suggestions

- Lose the 'all-for-one' principle – the company is too big now for this to work.
- Create more of a hierarchical structure – several competitors are succeeding with this kind of structure and it may allow you to cut back on staff and save money.
- Servers should just get on with their jobs – they should serve customers as quickly and efficiently as possible and leave the 'ideas' to management.

Ideas that you do not support

- You do not support a continued lack of clarity in roles. Managers should manage and servers should serve.
- You do not want to spend more company profits on expensive Christmas parties or food-tasting days.

File 25 | Unit 12

Case study, Task, Exercise 1, page 101

Student B

Fact file: Brazil

Country size: 8.5 million square kilometres, fifth largest country in world

Population: 180 million

Economic factors

- Property price returns of 20% per annum in some locations.
- Good currency exchange rates, making it cheap for foreign investors.
- President's progressive policies have brought many improvements to Brazil, including a decrease in inflation to an all-time low of 5.7%.
- Active encouragement of and incentives for foreign investment – you can own 100% of land and property.
- Cost of living at only 20% of that in the UK / Europe, while property maintenance costs are extremely low.
- Increase in manufacturing industries relocating to Brazil and boosting the economy.
- Expected to be self-sufficient in oil reserves within the next year.
- Brazil believed by some economists to be amongst the leading economies of the future, along with Russia, India, and China.

File 34 | Unit 8

Working with words, Exercise 10, page 63

Company profiles

Company A

A is a multinational with offices in every major city in EMEA (Europe, Middle East, and Africa). A's core business is accountancy and auditing, but they have a small up-and-coming consultancy division which is gaining a lot of recognition. There is a rigid hierarchical structure and clear career path.

Company B

B is an SME (small and medium-sized enterprise) specializing in the provision of office supplies. They operate only within national borders, although some of their suppliers are found abroad. B values flexibility and rewards loyalty above all.

Company C

C is a franchise business which focuses on cleaning (commercial and domestic) and disaster-recovery services. It is a rapidly expanding business, although at the moment it has relatively few full-time employees. The master franchisee holds the licence for many further related brands which have not yet been exploited in your market. The master franchisee's Head Office is also based in your city.

Company D

D is a family business managed and owned by a husband and wife. Their core business is software development and they have made a name for themselves in the industry for their cutting-edge programming. Both the husband and wife also teach IT courses at the local university as well as an online master's degree in programming. There are three other employees.

File 35 | Unit 2

Case study, Task, Exercise 1, page 21

Group B

- Establish a system to find the right people to develop in order to fill existing and emerging roles in the company.
- Invest in training – e.g. how to conduct career development interviews.
- Invest in an IT programme for monitoring employees' career progression and to help managers to select the right 'internal' candidate.
- Establish a process to ensure that career development is a shared process between employee and employer.
- Establish a set list of questions that all managers ask in performance / career review interviews.
- Write role profiles for existing and emerging positions.
- Write achievement-orientated career plans and make them clear to employees from the outset.
- Other ideas?

File 36 | Unit 5

Business communication skills, Exercise 10, page 41

Student B

Situation 1

You are working on a project with very tight deadlines. You are supposed to hand over a piece of work to Student A tomorrow. You need a few more days. You've been ill and you also think the deadlines weren't very realistic. Student A is going to ask you about progress.

Situation 2

You share an office with Student A and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Student A and Student C both want some time away from the office tomorrow afternoon. Help them to reach an agreement. (You can't man the office for them, as you are on holiday tomorrow.)

Situation 3

You work in a team with Student B and Student C. Student C is refusing to accept work you have carried out. You don't want to do the work again because it would delay the whole project, and anyway, you carried out the work according to Student C's brief.

File 37 | Unit 8

Practically speaking, Exercise 4, page 67

Student B

- 1 You've just come out of a meeting where the suggestion was made to cut the budget on Student A's project and to push back the schedule date, because priorities have changed. Respond to Student A's difficult questions by
 - avoiding the question
 - distancing yourself from the situation.
- 2 You've heard from colleagues that your department is going to be restructured within the next year. Find out from Student A
 - who is ultimately responsible for the plan
 - if it would mean any redundancies.