

English for Business Studies

A course for Business Studies
and Economics students

Third Edition



Teacher's Book

Ian MacKenzie

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Introduction

English for Business Studies is an upper-intermediate to advanced level reading, listening, speaking and writing course (Common European Framework for Languages levels B2–C2) for learners who need to understand and express the key concepts of business and economics in English. It covers the most important areas of management, production, marketing, finance and macroeconomics.

It consists of a Student's Book, two Audio CDs and this Teacher's Book. The Student's Book contains 28 units, role cards, audio scripts of the listening material, and appendices on presenting and writing. This Teacher's Book contains guidance on using the material, commentaries on the business concepts presented, answers to the exercises, and the audio scripts.

The aims of *English for Business Studies* are:

- to present your students with the language and concepts of business and economics found in books, journals, newspapers and magazines, and on websites
- to build vocabulary through reading, listening and speaking
- to develop reading skills and give practice in the comprehension of business and economics texts
- to develop listening skills, using interviews with business people, economists and other experts
- to improve speaking skills, confidence and fluency, and to provide learners with opportunities to express business concepts themselves, while synthesizing, summarizing, analysing, criticizing and discussing ideas
- to develop writing skills.

Unit structure

Most of the units contain four components:

- 1 An informative reading text giving an overview of a particular topic, introducing key concepts and including a high density of relevant technical vocabulary, plus a variety of comprehension and vocabulary exercises and discussion activities. These texts are designed to spare teachers (and learners) the task of finding for themselves the wide range of articles or texts from other sources that would be necessary to cover all the requisite ground. There are also extracts from newspapers, books about business and economics, and a novel, which use more idiomatic language.
- 2 Listening passages, and comprehension, vocabulary and discussion exercises, largely based on interviews with business people and economists. The interviewees include MBA students at the University of Cambridge, professors of business, economics and science, a banker, a computing consultant, a hotel manager, the manager of a chain of juice bars, an IT director, a journalist and writer, a venture capitalist, and regulators from the Competition Commission and the Financial Services Authority in the UK. There are also authentic US radio commercials and (scripted) radio business news reports. The listening material includes British, American, Australian and South African voices, but also speakers from several European and Asian countries. It is important that learners get used to hearing a variety of native and non-native speakers of English, as this is what international business people encounter in their professional lives.

- 3 Speaking activities including discussions, case studies, role plays and presentations. These are designed to give the learners the opportunity to discuss the ideas in the reading and listening material and to play a role or develop and defend their own points of view.
- 4 Writing activities including summaries, emails, memos and reports.

There are two Appendices at the back of the Student's Book:

- how to give a good presentation
- writing emails, letters and reports.

Approach to the units

The units are grouped thematically in five sections: management, production, marketing, finance and economics. The different groups of units are not graded in terms of difficulty, and so need not necessarily be followed in the printed order, but vocabulary items and concepts included in earlier units are not glossed when recycled in later ones.

The units begin with lead-in questions for discussion. The reading passages are also generally preceded by discussion questions. These preliminary discussion activities can easily be extended, with the teacher eliciting information from the learners, if they are familiar with the topic, and guiding the discussion according to the content of the text, thereby preparing for and greatly simplifying the subsequent reading task. The trick of teaching specialized areas of a language is to use the learners as a resource whenever possible. If there are time constraints, some of the reading passages could also be assigned as homework.

Nearly all the discussion activities are designed to be done by pairs or small groups of learners, according to the teacher's preferences. Although it is not printed on every page, the instruction 'Discuss in pairs or small groups' is implicit. Some of the speaking activities (presentations, role plays and case studies) involve out-of-class preparation and group work.

Each unit is designed to provide two or three hours of work. The book offers enough material for a two-hours-a-week course lasting a single academic year.

The Third Edition

This new edition covers much of the same ground as the previous editions, but has been updated as the world of business and economics does not stand still. Most of the texts in the earlier editions have been revised or replaced. All the listening material is new, as are many of the speaking activities (not to mention the cartoons and artwork). Some of the material that was previously spread over two units has now been combined in a single unit. Conversely, where there was previously one unit on production there are now four. The former Unit 1 now opens the production section.

The unit on IT in the Second Edition has gone as computers are now *everywhere*, from wikinomics (in Unit 3) to automated supply chains and sorting offices (Units 8, 9 and 25) to viral marketing (Unit 13) to online trading (Unit 17). In fact the main difference between writing this edition and the first one 15 years ago is that this time I didn't need to cut out promising articles and put them in a file and go to libraries to find books that often contained out-of-date information, but merely spent a lot of time online. This book (and many others now being written) should really be dedicated to all the people who made the Internet, the worldwide web, archives and search engines possible.

Although coursebooks such as this are designed to save teachers the trouble of finding articles and texts about business subjects, it is now possible to find and download material complementing any subject covered in this book. Given the speed at which things change, this may occasionally be advisable.

I hope you enjoy using this book with your learners. Feedback is welcome, via <http://www.cambridge.org/elt>.

Professional English Online

You may find it useful to visit Professional English Online, a website for teachers and trainers of business English and English for Special Purposes. You'll find more on *English for Business Studies* at the site, along with a range of other free activities, podcasts, blogs and competitions on a range of business English topics.

Visit <http://peo.cambridge.org>.

Map of the book

Unit		Reading	Listening	Speaking	Writing
1	Management	What is management?	MBA students: What makes a good manager?	Case study: Selecting a Chief Operating Officer	Summary; email
2	Work and motivation	Theory X and Theory Y; 'Satisfiers' and 'motivators'	MBA students: Managers and motivation	Case study: A car manufacturer	Summary; email
3	Company structure	Wikinomics and the future of companies; Company structure	MBA students: Big and small companies	Presentation: Presenting a company	Notes for a presentation
4	Managing across cultures	Managing across cultures	MBA students: Managers, authority, and cultural diversity	Role play: Welcoming American colleagues	Autobiographical text
5	Recruitment	Filling a vacancy; Job applications	John Antonakis (management professor): Job interviews	Role play: A job interview	Curriculum vitae or resume
6	Women in business	You're fired! (<i>The Guardian</i>)	Alison Maitland (writer and journalist): Women in business – a strategic issue	Role play: Do we need more women managers?	Memo or email
7	The different sectors of the economy	Another cup of tea (David Lodge: <i>Nice Work</i>); Manufacturing and services	The business news (radio)	Discussion: Your place in the economy	Business news item
8	Production	Capacity and inventory; 'The Dell Theory of Conflict Prevention' (Thomas Friedman: <i>The World Is Flat</i>)	Alan Goodfellow (IT director): Purchasing and low-cost manufacturing	Role play: Choosing suppliers	Email
9	Logistics	Pull and push strategies; Supply-chaining (Thomas Friedman: <i>The World Is Flat</i>); Supply chain work flow	Alan Goodfellow: Inventory, Kanban and MRP; Leica's supply chain	Case study: Risk analysis	Summary; report

Unit		Reading	Listening	Speaking	Writing
10	Quality	Total Quality Management	Denis Frucot (hotel manager): Customer care and quality in a hotel	Role play: A hotel chain in trouble	Email
11	Products	Products and brands	Melissa Glass (juice bar director): Smoothies and a juice bar	Case study: Researching a product concept	Report
12	Marketing	The product life cycle; Marketing is everything (Regis McKenna: <i>Harvard Business Review</i>)	Melissa Glass: Promoting a juice bar	Case study: Promoting a new product	Description of distribution channels
13	Advertising	Advertising and viral marketing	Radio commercials	Scripting a radio commercial	Summaries; radio commercial
14	Banking	Banks and financial institutions; The subprime crisis and the credit crunch	Tony Ramos (HSBC): Commercial banking; Anna-Kim Hyun-Seung (expert on business ethics): Microfinance	Role play: Microfinance	Minutes of a meeting
15	Venture capital	A business plan	Chris Smart (venture capitalist): Investing in start-ups	Role play: Investing in start-ups	Summary
16	Bonds	Bonds; How to profit from bonds (<i>The Guardian</i> and <i>The Independent</i>)	Teresa La Thangue (Financial Services Authority): Bonds and subprime mortgages	Case study: Investing in funds	Report
17	Stocks and shares	Stocks and shares; Hedge funds (Geraint Anderson: <i>Cityboy</i>)	A financial news report (radio)	Role play: Investing a client's money	
18	Derivatives	Spread-betting (<i>Times Online</i>)	Teresa La Thangue: Hedge funds and structured products	Role play: Financial instruments	Training memo
19	Accounting and financial statements	Google Inc.'s financial statements	Richard Barker (senior lecturer in accounting): Valuing assets	Role play: Presenting a company's results	

Unit		Reading	Listening	Speaking	Writing
20	Market structure and competition	Market structure	Charles Cotton (IT consultant): Companies and clusters	Case study: Encouraging clusters	Briefing document
21	Takeovers	Takeovers, mergers and buyouts	Rory Taylor (Competition Commission): Market investigations	Role play: Is this company restricting competition?	Summary
22	Government and taxation	The role of government (Milton and Rose Friedman: <i>Free to Choose</i>)	Michael Kitson (senior lecturer in international macroeconomics): Government intervention	Presentation: Taxation and government spending	Presentation or report
23	The business cycle	What causes the business cycle?; Keynesianism and monetarism	Michael Kitson: Consumption and the business cycle; Keynesianism	Discussion: Government intervention	
24	Corporate social responsibility	Profits and social responsibility	Anna-Kim Hyun-Seung: Socially responsible investment; Stakeholder groups	Role play: Problems at a clothes manufacturer	Report
25	Efficiency and employment	Reorganizing the postal service	Anna-Kim Hyun-Seung: Efficiency, the number of employees, training and productivity	Role play: Reorganizing the postal service	Report
26	Exchange rates	Exchange rates	Michael Kitson: Currency flows and the Tobin Tax; Developing Africa	Case study: A currency transaction tax	Summary
27	International trade	Education and protection (Ha-Joon Chang, economist)	Michael Kitson: Free trade and exceptions	Presentation: For and against free trade	Presentation or report
28	Economics and ecology	The economics of climate change (Christian Gollier, economist)	Martin Beniston (professor of climate science): Climate policy	Role play: Recommending an energy policy	Summary

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Audio scripts

Appendix 1: How to give a good presentation

Appendix 2: Writing emails, letters and reports

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This is the first of six units on management. It includes a listening activity about the qualities required by managers, based on the opinions of two MBA students at the Judge Business School of Cambridge University, a text summarizing the different functions of management as defined by the management theorist Peter Drucker, and a short communicative activity about recruiting the right manager.

Lead-in

These questions, like virtually all the questions, exercises and activities in the course, are to be discussed in pairs or small groups. The learners can then compare their answers with the rest of the class. (Unless you are teaching one-to-one, of course!)

Management is probably a mixture of innate qualities and learnable skills. Business schools clearly believe there are learnable skills and techniques, but they know that these alone do not suffice to make a great manager.

If the learners cannot think of business leaders they admire, you could perhaps suggest that they think of managers in *sport*: sports fans *all* have opinions about the managers of the teams they support.

Managers are figures of fun in many cultures. For example, in Britain, one of the most popular television comedy series in the early 2000s was *The Office*, featuring a disastrous manager acted (and co-written) by Ricky Gervais. The American cartoon strip *Dilbert*, which does nothing but ridicule managers, is also well known. In these countries there seems to be a widespread feeling that many managers have the unfortunate habit of making their subordinates' working lives unnecessarily difficult, by imposing too many procedures, meetings, performance reviews and appraisals, and so on.

The cartoon relates to a worry shared by many people lower down in hierarchies that their bosses unfairly get the credit and rewards for their subordinates' ideas.

Many learners are likely to choose Steve Jobs as the most interesting and impressive of the five managers shown, especially if they are the proud possessors of iPods and iPhones. His career path is certainly atypical. Akio Morita also had a remarkable career, and is an exemplary example of someone who understood intercultural differences. At the time of writing (early 2009), Carlos Ghosn (pronounced *Ghoson*) has had a remarkably successful career, and Meg Whitman's political career has

yet to begin. Jack Welch is celebrated in business circles, but many people find his methods too ruthless: there are probably 10% of inefficient people in every 'un-Welched' organization; but firing 10% *every year*?

Listening: What makes a good manager? ▶1.2 ▶1.3

The Cambridge MBA students feature in the listening exercises in the first four units. Two of them have 'non-native' accents (Italian and Russian), while four of them speak established varieties of English, from India, Singapore and South Africa.

They speak quite quickly, so it will probably be necessary to play the recordings twice to let the learners answer the questions, and a third time to check their answers.

AUDIO SCRIPT

CARLO DE STEFANIS ... so managers should pursue the company goal, maximize value for shareholders, and so on, but on the other hand they should accomplish also the personal goals and objective of the people they manage, for instance helping young professionals to develop, and understanding the expectation of everybody in their team, and trying to match goals of the company and even helping people to develop in their team.

OLGA BABAKINA I believe that good managers actually don't manage anybody, and good managers basically they are good executors of strategies, because the companies today, those ones who are successful, are not those who have lots of business plans and strategies somewhere in the reports and files, but those companies who have managers, executors of plans, so basically in order to be a good manager you have to know how to lead people, how to motivate people, and how to make sure that you are meeting your targets ...

ANSWERS

	Carlo	Olga
A good manager should:		
1 follow the company's goals	✓	
2 help subordinates to accomplish their own goals and objectives	✓	
3 help young colleagues to develop	✓	
4 know how to lead people	✓	✓
5 know how to motivate people		✓
6 make a maximum profit for the owners (the shareholders)	✓	
7 meet the targets they have been set		✓
8 successfully execute plans and strategies		✓

Discussion: What makes a good manager?

Other qualities that the learners may suggest include having good ideas, having integrity, being prepared to take risks and take responsibility for them, being hard-working, decisive, persuasive, honest, intelligent, educated, etc.

Reading: What is management?

A possible warm-up activity with the books closed, before reading the text: discuss in pairs for two minutes what exactly it is that managers *do*, hoping to elicit vague notions (though perhaps without the correct vocabulary) concerning organizing, setting objectives, allocating tasks and resources, communicating, motivating, budgeting, and so on.

Peter Drucker (1909–2005), the (Austrian-born) American management professor and consultant, was the author of many books about business. The text paraphrases the extended definition of management he gives in one of his management textbooks, *An Introductory View of Management* (1977).

ANSWERS

Among the qualities mentioned in the Listening, Drucker's first point (setting objectives and developing strategies) certainly involves following the company's goals. The second point (organizing) requires knowing how to lead people and knowing how to successfully execute plans and strategies.

The third point (motivation and communication) again involves leading and developing people. The fourth point (measuring performance) involves meeting goals and targets. The fifth point (developing people) involves helping subordinates to accomplish their own goals and objectives and helping young colleagues to develop. But all this is clearly open to discussion.

Writing

The learners' written summaries are likely to be very similar to the sentences in the text.

Vocabulary

ANSWERS

- 1 1 D 2 E 3 B 4 F 5 H 6 G 7 A 8 C
 2 1 set objectives 2 allocate, resources
 3 perform tasks 4 supervise, subordinates
 5 measure, performance 6 deal with crises, make, decisions

* Vocabulary note

The plural of *crisis* is *crises*; cf. *thesis* – *theses*, *hypothesis* – *hypotheses*, and their pronunciation.

Case study: Selecting a Chief Operating Officer

This case study will not take long. (There is a longer exercise involving extracts from letters of application in **Unit 5** on Recruitment.)

SUGGESTED ANSWERS

Candidate 1 would appear to be the most suitable for Company C, which wants to maximize advertising revenue by broadcasting programmes with very large audiences. It wants its staff to execute senior management's strategies, and Candidate 1 has been successful at doing that.

Candidate 2 would be suited to Company B, which has creative, talented and undisciplined people who need to be creative but probably also need to work in teams.

Candidate 4 might be the best for Company A, which needs to implement new systems, and would also benefit from someone skilled at communicating with both employees and the outside world.

Candidate 3 rather seems to see him or herself as a CEO setting objectives rather than a COO managing day-to-day operations, and is probably not best suited to the positions advertised.

Writing

MODEL ANSWER

I would recommend Candidate 4 for the position at Company A, which needs to implement new systems, and could use a skilful communicator. Candidate 2 would be suited to Company B, which needs to make its creative people work in teams. Candidate 1 is the most suitable for Company C, which needs its staff to execute senior management's strategies.

As well as setting and communicating objectives, developing strategies and allocating resources, managers have to motivate the staff who report to them. These will often include people with interesting, responsible and fulfilling jobs, as well as others with less interesting and highly repetitive tasks. This unit contains discussion activities about the different factors that might motivate workers in both types of job, and about whether it can be argued that people in general like or dislike working. There are reading texts based on the work of two very well-known theorists of the psychology of work: Douglas McGregor, who put forward his Theories X and Y, and Frederick Herzberg, who distinguished between 'satisfiers', also referred to as 'hygiene factors', and 'motivators'. There is also (by popular demand, after its absence from the previous editions) a reference to Abraham Maslow's 'hierarchy of needs', with which business students tend to be very familiar. There are listening exercises based on interviews with four students from three different continents from the MBA programme at Cambridge University, talking about what factors can motivate different types of staff, based on their professional experience.

Lead-in

Encourage the learners to discuss these factors in pairs or groups before, during or after putting them in numerical order. You can then see if there is any consensus in a class discussion. Answers will probably depend on the age, maturity and work experience of the learners. Perhaps be prepared for not entirely friendly remarks about holidays (BrE) or vacations (AmE) and the teaching profession!

Other motivating factors could include having an interesting job (which is not the same as a challenging one), one that included a variety of tasks, one that required creativity, one that offered flexibility (of working hours, etc.), one that required all one's skills and experience, one that offered training, etc.

Discussion: Attitudes to work

As always, to be discussed in pairs. There are no 'right' answers, but these statements fall into two groups, reflecting two opposing views of human nature, as will be seen in the text that follows.

Reading: Theory X and Theory Y

ANSWERS

1 X 2 Y 3 X 4 X 5 Y 6 X 7 Y 8 Y

Notes

Douglas McGregor's *The Human Side of Enterprise* was published by McGraw-Hill in 1960. The diagram is adapted from Abraham

Maslow's *Motivation and Personality* (first edition Harper, 1954; second edition Harper, 1970; third edition Addison-Wesley, 1987).

There is also a Theory Z, which was proposed by another American management theorist, William Ouchi, in 1981, based on the dominant Japanese management style at the time. Japanese companies often guaranteed long-term (even lifelong) employment, and were concerned with the employees' well-being; in return, workers could be expected to be loyal to the company, and to participate fully in decision making. Working relationships tended to be cooperative, with managers able to have a lot of trust in their staff, who were offered continuous training, and so became generalists rather than specialists. Ouchi argued that Theory Z management led to stable employment, high productivity, and high staff morale and satisfaction. Given that American companies do *not* usually guarantee long-term employment, however, Theory Z has had a limited impact in the US. The issue of 'labour market efficiency' and job security is the subject of **Unit 25**.

Comprehension

Learners can be asked to complete these sentences either orally (working in pairs), or in writing (alone or working in pairs).

SUGGESTED ANSWERS

- 1 Because they are lazy and try to avoid work and responsibility
- 2 Because a responsible job is necessary to people's psychological well-being
- 3 Because there are people who are unable to take on responsibility and be self-disciplined

Writing

MODEL SUMMARIES

Theory X assumes that people are lazy and will avoid work and responsibility if they can, so workers have to be closely supervised and controlled, and told what to do. They have to be both threatened (e.g. with losing their job) and rewarded with financial incentives.

Theory Y assumes that most people have a psychological need to work, are motivated by the satisfaction of doing a good job, are ambitious, and want to take responsibilities and be creative in their work.

Discussion

Learners who have *not* read the following text summarizing Frederick Herzberg's well-known argument that good working conditions merely *satisfy* but do not *motivate* workers, are likely to suggest improvements to working conditions as an answer to the second question.

Reading: 'Satisfiers' and 'motivators'

Herzberg first set out his ideas in *The Motivation to Work*, co-written with Bernard Mausner and Barbara Bloch Snyderman (Wiley, 1959; new edition Transaction, 1993). He developed them in *Work and the Nature of Man* (World Publishing Company, 1966), and further books in the 1980s.

Comprehension

ANSWERS

- 1 False: he argued that they can only satisfy or dissatisfy, but not motivate

- 2 False: they are motivators
- 3 True
- 4 True
- 5 True
- 6 False: not all companies can be the best in their field

Vocabulary

ANSWERS

- 1 labour relations
- 2 job security
- 3 wages
- 4 benefits
- 5 incentives
- 6 promotion
- 7 unskilled
- 8 job rotation
- 9 corporate culture

Vocabulary notes

Other expressions for non-cash *benefits* are *perks* (short for *perquisites*) and *fringe benefits*.

The term *labour relations* usually applies to industries in which there is a history of conflicts between management or owners and the labour force, often organized in *trade unions* (BrE) or *labor unions* (AmE). People with comfortable professional jobs often talk about the atmosphere or ambience at work.

Wages is commonly used for factory jobs and casual employment; people with regular jobs get *salaries*.

Discussion

Herzberg's theory is not universally accepted. There are many managers who believe that what Herzberg called 'hygiene factors' *do* motivate staff (including the Marks & Spencer manager in the first two editions of this course).

Listening 1: Managers and motivation

▶ 1.4

As mentioned in **Unit 1**, some of the Cambridge MBA students speak rather quickly. They also have distinctive accents, revealing where they come from. You will probably need to play the recordings twice, and if necessary a third time with the learners reading from the audio scripts at the back of the Student's Book. You should discourage them from reading these before you specifically invite them to.

AUDIO SCRIPT

KRISHNA SRINIVASAN I would say that coming from an auditing world where the pays are typically really low, especially when compared to the banking guys, one of the core things that was a driver in retaining our staff was, I would say, problems. The more you give them challenging problems, and the more you make them excited about solving the problem, the monetary aspect just goes out of the picture, and I have seen staff who have been almost telling every day that they want to quit the firm, but have never quit the firm for the last seven years, just because they've had so many challenging problems, that they just enjoyed solving, and you ask them, 'Why didn't you move, given that you would have had such a high pay increase in another place?' They'd say, 'Well, the pay would be great, but I don't think I'll face as many challenging puzzles or whatever problems I solved here over there.' So I think the motivation of the mind or the ultimate passion that you have is still a core driver, no matter how many hygiene factors or whatever that you learn in motivation.

CARLO DE STEFANIS Managers can make the difference from this point of view. I think it is hard to engage people just setting up or devising a set of rules or a set of incentives to motivate people. Statistics in a way say that when people leave a company they leave their boss first. So really, it's about a balance of being a manager and being leader, having a vision, inspiring other people, helping them to develop that can get them engaged, I think.

SAKTIANDI SUPAAT Something just came up about motivation, if I may raise the point ... Talking about managers that can motivate somebody, another additional point that I thought useful to bring up is a manager which is influential, and knows how to be an intermediary between the senior management and his staff, can motivate the staff, because he knows what the organization wants, and he's influential enough to convince the organization to do things that the staff wants. So having a manager that is influential and able to actually influence the organization is I think a great motivator, I mean from my perspective.

Notes

Krishna uses *pays* in the plural, which is less common than the uncountable *pay*, and *telling* where *saying* would be more standard. He twice uses the word *core*, meaning central or very important, once in the expression *core drivers* – the most important things that motivate someone to do something.

ANSWERS

- 1 Krishna says that pay is really low, compared to banking.
- 2 By offering them challenging problems or puzzles to solve
- 3 Because they are not satisfied with their boss
- 4 Carlo says that they are not enough to motivate people ('it is hard to engage people just setting up or devising a set of rules or a set of incentives to motivate people'), but he does not say they are unnecessary.
- 5 He says the manager must also be a leader, have a vision, and inspire people, and help them to develop.
- 6 Saktiandi says that a manager who is influential, and who is a good intermediary between the senior management and his staff, 'can convince the organization to do things that the staff wants.' (In other words, he suggests that the organization should do what the staff want.)
- 7 He says that having a manager who can influence the organization and convince it to do things that the staff want is very motivating for the staff.

Discussion

There are clearly no 'right answers' here. Pre-service learners may not yet be able to say truthfully whether they would stay in a fascinating but low-paid job. Similarly, they may not know whether working for someone influential in an organization would be motivating. I don't know how true it is that dissatisfaction with one's boss is the 'first' reason for leaving a company. Carlo hedges his statement by saying 'Statistics in a way say ...'

Listening 2: Out-of-work activities

▶ 1.5

AUDIO SCRIPT

JANINE GEORGE I had a few team members in my operational team who were working in their jobs for about 40 years. It was a detergent factory, they came in every single day for 12-hour shifts, and can you imagine working in that role for 40 years? I came in and people were really bored, right, and what I did is, we set up small group meetings for each of the shifts, right, to find out what sports they were interested in, right, and what things they were doing outside of work. I found that there were many entrepreneurs, and also other people interested in things like driving HIV/Aids activities – in South Africa that's quite a big problem at the moment. And I just mean outside of work. I mean, if it's reading a book, if it's kicking a soccer ball, perhaps they want to organize a staff soccer team, right, perhaps they want to start a book club inside work, and I'm not just talking about, and I'm talking about things outside of things related to the bottom line, and I feel that those things could make people more passionate, just about coming into work, getting up in the morning and coming to their jobs. People then wanted to be trained, and what we found is they were even willing to come in on the off-shifts, and even not get paid for these types of things. So I think the one thing you need to learn about motivation is how do you ensure that you mobilize people by finding out what they really enjoy doing and you need to be extremely creative about these things. And I think it relates in some ways very much to jobs that secretaries do. People think that they're OK with just sitting behind a desk, and organizing your inbox, and sending out meeting requests. They're *not*, so I think it's really up to these managers and leaders to become creative, understand their people, and really think about things – and I don't want to use this word – outside of the box, to try and motivate their staff.

ANSWERS

- 1 40 years
- 2 A detergent factory
- 3 They do 12-hour shifts.
- 4 Bored
- 5 She set up meetings to find out what they were interested in outside of work.
- 6 She found that some were entrepreneurs and others were involved in helping people with HIV/Aids.
- 7 Reading books, playing football
- 8 You need to find out about your staff and be very creative when coming up with ideas for motivating people.
- 9 The 'bottom line' is usually the last line on a profit and loss account or income statement, showing 'net income'. (See **Unit 17**.) 'Outside of things related to the bottom line' means things that do not directly contribute to making a profit, or which even cost the company money, but which might make the staff more motivated (even 'more passionate') about their jobs.
- 10 'Thinking outside (of) the box' means thinking unconventionally, from a new or different perspective. This expression has become a cliché in business, widely used (or overused) by consultants, which is probably why Janine says she doesn't want to use it.

Note

In fact the bottom line is often not the last line on a profit and loss account or income statement, because accountants have devised various 'below the line items' (such as out-of-the-ordinary or non-recurring revenues or charges). Analysing below the line items might be one of the challenging puzzles or problems that Krishna talks about!

Case study: A car manufacturer

There are no 'right answers', but here are some subjective remarks.

Subsidizing the staff canteen would probably please everybody. It would be relatively inexpensive, and most people enjoy getting something for nothing, or cheaply. The senior management would probably choose to subsidize their company restaurant too!

Similarly, offering cars at discount prices would probably be well received by everybody. If the sales reps don't already have free company cars, giving them one would be another possibility.

Career training would almost certainly be appreciated by designers and secretarial and administrative staff.

Paying higher salaries would probably please everybody too, but this is usually an unrealistic suggestion. Reducing the working week and offering early retirement are also generally prohibitively expensive.

Establishing profit-sharing programmes isn't easy, as profits legally belong to the shareholders. It would involve distributing shares to staff, but the possible gains would be minimal compared to an annual salary, unless everyone was given a huge quantity of stock options, a perk which is usually reserved for very senior managers.

Paying productivity bonuses can be dangerous, as it tends to run counter to a concern with quality (see **Unit 10**).

Setting up a crèche for employees' pre-school-age children might well be popular with all groups of staff, as might building sports facilities, though neither of these options would come cheap. Decorating the organization's premises is clearly what Herzberg would call a hygiene factor, not a motivator.

Giving longer paid holidays to long-term staff would almost certainly be very well received by production-line workers, cleaners and canteen and restaurant staff.

Writing

MODEL ANSWER

The senior management recently met to discuss possible ways of increasing staff motivation.

We would like to suggest the following relatively inexpensive measures:

- Subsidizing the staff canteen, which would probably please all categories of staff.
- Offering a discount on our cars to all categories of staff.
- Offering more career training to the designers and the secretarial and administrative staff.
- Spending more money on office decoration (plants, pictures, etc.).
- Investigating the possibility of setting up a crèche for employees' pre-school-age children.

We will shortly be submitting a full report.

See also the role play 'Extra perks' in *Business Roles 2* by John Crowther-Alwyn (Cambridge University Press).

One of the most important tasks for the management of any organization employing more than a few people is to determine its organizational structure, and to change this when and where necessary. This unit contains a text about 'wikinomics' and another outlining the most common traditional organizational systems, an exercise focusing on the potential conflicts between the different departments of a manufacturing organization, and listening and discussion activities concerning the advantages and disadvantages of working in big and small companies.

Lead-in

Learners who are working or have previously worked will probably have more to say than full-time students, but the latter should at least know what they want to do and why. In-service learners may know more about how easy it is to change departments during the course of a career.

Here is an **additional question**: Would you like to work independently, as a freelance or an expert or a consultant, rather than work for an organization?

Reading: Wikinomics and the future of companies

The answer to the pre-reading question is that more and more work is being outsourced from companies to independent suppliers.

There are no further comprehension or vocabulary questions with this text, as the first paragraph consists largely of definitions, and the rest of the vocabulary is quite straightforward.

Potential disadvantages of wikinomics include the fact that it might not work (!), and that advertising your needs probably alerts competitors to your plans.

Learners could be given a week to come up with 'wikinomic' suggestions.

Vocabulary

ANSWERS

- 1 hierarchy or chain of command 2 function
3 autonomous 4 line authority 5 to report to
6 to delegate

Reading: Company structure

The text summarizes the most common ways in which companies and other organizations are structured, and mentions the more recent development of matrix management, and a well-known objection to it.

If you think the learners may already know about company organization, the text can also be prepared orally by way of questions such as the following (each of which presupposes an answer to the previous one):

- How are most organizations structured?
- Most companies are too large to be organized as a single hierarchy. The hierarchy is usually divided up. In what way?
- What are the obvious disadvantages of functional organization?
- (*Discuss briefly in pairs.*) Give some examples of standard conflicts of interest between departments with different objectives.
- Are there any other ways of organizing companies that might solve these problems?

SUGGESTED ANSWERS

- Hierarchies have a clear chain of command, so everybody knows what decisions they are able to make, and who their superiors and their immediate subordinates are. But people at lower levels are unable to make important decisions, and have to pass on responsibility to their boss.
- Specialized functional departments are generally efficient, but people sometimes feel a responsibility to their department rather than to the company as a whole. People in functional departments are unlikely to think of innovations concerning the whole company.

- Matrix management allows people to report to more than one superior, without passing everything through their line superior. But matrices involving several departments can become quite complex.
- Projects can be carried out by autonomous, temporary teams, but teams are not always very good at decision making, and usually require a strong leader.

Comprehension

ANSWERS

- 1 Everyone knows what decisions they are able to make, and who they can give instructions to.
- 2 Because their activities are too complicated
- 3 People may be more concerned about the success of their department than that of the company.
- 4 The desire to save money and make decision making easier; the use of IT (information technology) systems; and the need to reduce costs during a recession
- 5 The owners of small businesses, because they want to control as much as possible
- 6 They can become quite complex, making decision making difficult.
- 7 If they do not have a strong leader, and need to make a lot of decisions

Vocabulary

ANSWERS

The following word combinations or collocations are in the text:

- delegate decision making
- delegate responsibilities
- give instructions
- give priority
- make decisions
- motivate staff
- take decisions.

Other collocations are also possible, e.g. 'take responsibility' is also common.

Pronunciation note

With advanced classes, it might be worth mentioning that the verb *delegate* is pronounced /'delɪɡeɪt/ with a long vowel in the -ate (like *motivate*), whereas the noun *delegate* (a person chosen or elected by a group to speak or vote for them at a meeting) is pronounced /'delɪɡət/. Cf. the verbs and nouns *advocate*, *associate*, *duplicate*, *estimate*, *graduate*, *moderate*, and the verbs and adjectives *alternate*, *animate*, *appropriate*, *approximate*, *articulate*, *deliberate*, *elaborate*, *intimate*, *legitimate*, *moderate*, *separate*, etc.

Discussion: Incompatible goals

MODEL ANSWER

1, 4 and 11 would logically satisfy production managers, although 11 should also satisfy other departments.

2, 3, 6, 7 and 9 would logically be the demands of marketing managers.

5, 8, 10 and 12 would logically keep finance managers happy.

Note

This exercise might be difficult for less advanced classes as it includes a number of words that are not defined here or practised elsewhere in the unit (but which recur in later units: e.g. *capacity*, *credit facilities*, *features*, *inventory*, *market share*, *retained earnings*, *sales force*).

Listening: Big and small companies

▶ 1.6

AUDIO SCRIPT

KRISHNA SRINIVASAN I guess given the way we are, or the way I am, it actually doesn't matter whether I'm in a big or a small company. What matters is, who am I going to work with? So if I have five people who are probably extremely different, or extremely similar, at the end of the day, as long as I enjoy working with them, and the basic security of supporting your family is assured, it doesn't matter which company I'm in. Problems, nice people – it doesn't matter anything else.

CARLO DE STEFANIS I dare say it's, big company or a small company, it depends at what stage even you are in your career. For instance, should I give an advice I dare say for somebody who has just left university, working for a while in a big company can be a very good opportunity because they will form you, you will learn what are the best practices in the sector. But probably after a few years – I don't know, four or five years – everybody has to find his own way, because they think that they ... in my opinion, big companies and small and medium enterprises are quite different in their mentality. In big companies, probably, politics can be more important, because you are actually a number within, you know, a large pool of people, it's hard to differentiate. In a smaller company maybe it's more a hands-on approach where you have more, it's required more an entrepreneurial style, so I think that everybody has to find his own way according to his liking basically.

OLGA BABAKINA For me the size of the company doesn't really matter. Most important is the culture, so even if you are a small company or a big company, if you don't have the shared values with your colleagues, or if nobody understands what is the company's culture, nobody has a common vision, then it doesn't really matter. So the most important is the culture, and that everyone in the organization understands what the company is trying to achieve over the short term, over the long term, and everyone shares the same corporate values. Of course small companies have more challenges in proving themselves as successful businesses. Big corporations, of course, on the other hand, are not that flexible, so it's more difficult for them to adopt new changes, and maybe to incorporate some creativity and innovation, so a balance in between all those issues, I think, is the key.

SUGGESTED ANSWERS

- 1 Because the important thing is his colleagues ('nice people'), and whether the job is interesting (and gives him problems to solve). He also says 'the basic security of supporting your family' is important.
- 2 Because they will train you (he says 'form you'), and you will learn about the best practices in the sector
- 3 He says that in a big company with a large pool of people, it's hard to differentiate yourself, so you might have to engage in office politics. In a small company, you might have to do more, and have a 'more hands-on approach' and a more 'entrepreneurial style'.
- 4 The company's culture or shared corporate values or common vision
- 5 She says big corporations are less flexible, so it's difficult for them to adopt new changes or be creative and innovative.

Discussion: Big and small companies

Discussion of the second and third questions here might cover some of the ten statements in the Student's Book – especially if the learners are looking at them!

ANSWERS

Advantages of working in a small company: 1, 2, 3, 7, 8

Advantages of working in a big company: 4, 5, 6, 9, 10

Presentation

These short (3–5 minute) presentations can either be prepared in class or as homework. They should be restricted to the points mentioned: what the organization does, where it is located, how it is structured and whether the structure contributes to its success, and if it is not the learner's current employer, what it is about this organization that makes them want to work for it.

In large classes the presentations could be made to groups rather than the whole class.

Despite the growth of global brands, and some degree of convergence of consumer tastes and habits, there remain enormous cultural differences among different countries and continents. This clearly presents a dilemma to multinational corporations: should they attempt to export their management methods to all their subsidiaries, or should they adapt their methods to the local culture in each country or continent? This unit contains listening exercises based on the opinions of MBA students from three continents, a text that describes cultures in different parts of the world (according to the intercultural theorist Richard D. Lewis), and several discussion and writing activities about cultural attitudes.

Here is some background information, summarizing the work of the best-known intercultural theorists.

BACKGROUND INFORMATION

Despite many people's multicultural and bi- or multilingual reality, in these days of increasing migration and mobility, the major intercultural theorists tend to describe 'national cultural characteristics'. They all have their own models of the dimensions or characteristics or determinants of national cultures.

For example, the American theorist Edward T. Hall divides the world into high-context and low-context cultures. High-context cultures – the norm in East Asia – are 'affiliation cultures' in which people tend to have similar experiences and expectations, allowing many things to be left unsaid. In high-context communication people rely more on non-verbal communication (facial expression, gestures, eye movement) and inferences that can be drawn from implicit shared cultural knowledge. People in such cultures are said to have a greater ability to anticipate and understand the feelings of others than in low-context cultures. Low-context cultures often consist of people with a wider variety of backgrounds, so in low-context communication – the norm in Europe and North America – people use more direct or explicit verbal communication, and are said to be less adept at interpreting non-verbal and emotional clues.

Whereas Hall divides the world into two types of cultures, Geert Hofstede distinguishes three levels of 'human mental programming'. Between the universal level (determined by biology and physiology) and the individual level (the realm of psychology) comes a collective level – patterns of thinking, feeling and acting, and values (or mental programmes) that everyone in a particular cultural context acquires in childhood socialization and carries through life, which are resilient to change and often contain strong national components that are passed on from generation to generation.

Hofstede outlines four bi-polar dimensions of national culture, three of which are self-explanatory: 'individualism vs collectivism', 'masculinity vs femininity', and 'uncertainty avoidance'. The fourth is 'power distance' – the extent to which the less powerful members of institutions and organizations expect and accept that power is distributed unequally.

Pons Trompenaars, another influential Dutch theorist, outlines seven aspects of national cultures: 'universalism vs 'particularism' (discussed in the reading text in this unit); 'individualism vs communitarianism'; 'specific vs diffuse' approaches to business relationships – whether people stick to facts and data, or use feelings and goodwill; 'neutrality vs affectivity' – whether people control their emotions in professional contexts, or show their emotions and become involved; 'inner-directed vs outer-directed attitude' – whether or not people believe they can control and direct their environment; 'achieved status vs ascribed status' – whether you are judged on what you have accomplished, or whether status is ascribed to you according to birth, kinship, gender, age, rank or connections; and 'sequential time vs synchronic time'.

Hall, Hofstede and Trompenaars are the most widely cited theorists, but there are many others. Shalom Schwartz proposes an alternative set of dimensions – embeddedness vs intellectual and affective autonomy, hierarchy vs egalitarianism, and mastery vs harmony, while Ronald Inglehart classifies countries according to two dimensions – traditional vs secular-rational values and survival vs self-expression values.

Most of this work is based on questionnaire research, largely concerning the attitudes of businesspeople to workplace issues, and Hofstede's data (admittedly well over 100,000 questionnaires)

comes from a single multinational company, IBM. This leads to the common criticism that such research only shows what a country's culture would be like if everybody in it worked for IBM – imagine questionnaire results based entirely on language teachers! – but the researchers obviously claim that such data is more reliable than simple observation.

See:

Edward T. Hall, *Beyond Culture* (New York: Anchor Press, 1976).

Geert Hofstede, *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations* Second Edition (Thousand Oaks CA: Sage Publications, 2001).

Geert Hofstede, *Cultures and Organization: Software of the Mind* (London: McGraw-Hill, 1991).

Ronald Inglehart, *Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies* (Princeton: Princeton University Press, 1997).

Shalom H. Schwartz, 'Mapping and interpreting cultural differences around the world', in *Comparing Cultures, Dimensions of Culture in a Comparative Perspective*. Eds H. Vinken, J. Soeters, and P. Ester (Leiden: Brill, 2004).

Fons Trompenaars and Charles Hampden-Turner, *Riding the Waves of Culture: Understanding Cultural Diversity in Business*. Second Edition (London: Nicholas Brealey, 1997).

Lead-in

It is generally agreed that it is more efficient for multinational companies to adapt their methods to the local cultures in which their subsidiaries are situated.

Listening 1: Managers and authority

▶ 1.7

AUDIO SCRIPT

KRISHNA SRINIVASAN What I noticed in – I worked in both in Switzerland and in Malaysia – and the context of a manager is very different in these two countries. In Singapore the emphasis on hierarchy and the superiority of the manager is very important. No matter you put a group in a team, once the manager says something it's kind of accepted by everyone else, no one challenges it, whereas in Switzerland and UK what you observe is once the manager says something, people can challenge him. So manager in the western context is more a guider, who encourages people by his persuasion, either his vocal talent or his technical attitude [astute], whereas in the Asian region I still feel that the emphasis on superiority, power, is still very prevalent, so the manager has to have the commanding power.

CARLO DE STEFANIS My theory in Italy we've still got, authority is important, as is seniority, in respect – if I make a comparison especially with the Anglo-Saxon world, in Italy seniority, the years you have spent in a certain position, in a

certain company, give you formal authority, in a way. On the other hand I think that it is accepted, largely accepted in Italy, to make your point with your boss, absolutely, so to discuss about a position and problems in an open way.

ANSWERS

- 1 Hierarchy, the superiority of the manager, and power
- 2 In Europe, people can challenge their managers, who have to guide, encourage and persuade their subordinates.
- 3 Carlo says that in Italy authority, seniority and respect are still important. You can 'make your point with your boss', but not 'challenge' him or her. Italy is more like Singapore than the UK or Switzerland.

Notes

Respect for seniority is more common in Latin and Asian cultures than North American and northern European ones. Similarly, there is more possibility for a dynamic, young manager to rise quickly in the hierarchy in, say, the USA, Canada, Britain and Scandinavia than in Italy, Spain, Argentina, Japan or India.

Reading: Managing across cultures

This text is based on Richard D. Lewis's model of cultural types, as outlined in his book *The Cultural Imperative: Global Trends in the 21st Century* (Yarmouth, MN: Intercultural Press, 2003). The diagram is based on the one on the back cover of this book.

Comprehension

ANSWERS

- 1 Because local cultural habits, beliefs and principles can easily affect the performance of their business in each country
- 2 An individualist is someone who believes that personal goals and desires and interests are more important than those of a group of people; a collectivist is someone who believes in the importance of a group of people rather than separate individuals.
- 3 People in reactive cultures
- 4 Universalists
- 5 Particularists

Vocabulary

ANSWERS

- 1 globalization 2 logic 3 confrontation
- 4 compromise 5 intuition 6 connections
- 7 improvise 8 status 9 collectivist
- 10 lose face 11 interrupt 12 eye contact

Discussion: Managing across cultures

ANSWERS AND NOTES

- 1 There is no 'right answer' to this question. Intercultural trainers clearly believe that you can sum up national characteristics in a few words, and that there is some truth in stereotypes.
- 2-4 See the map on Richard Lewis's website: <http://www.crossculture.com/publications/maps/> (consulted January 2009).
- 5a This is more likely to work in linear-active cultures, in which people tend to be individualistic, rather than collectivist. In *Riding the Waves of Culture*, Trompenaars gives the anecdote of a sales rep in an Italian subsidiary of a US multinational who was given a huge quarterly bonus under a new policy imposed by head office. His sales – which had been high for years – declined dramatically during the following three months.

It was later discovered that he was deliberately not selling more than his colleagues, and was desperate not to earn more than his boss, as this would obviously humiliate him. Trompenaars also reports that Singaporean and Indonesian managers thought that pay-for-performance caused salesmen to pressure customers into buying products they didn't really need, which was not only bad for long-term business relations, but quite simply unfair and ethically wrong.

- b This seems to work for service industry jobs in the US (hotels, fast-food restaurants, etc.). It is often laughed at in northern Europe, and is unlikely to work in collectivist cultures.
- c Matrix management is more efficient in linear-active cultures. In multi-active and reactive cultures, in which status and hierarchy are important, the (task-oriented) logic of matrix management conflicts with the principle of loyalty to one's important line superior, or functional boss.
- d Teamwork is increasingly common even in 'individualist' countries. However, teams are not always very good for decision making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. Even in individualist cultures, teams still require a definite leader, on whom their success probably depends.

Writing: You and your influences

As with various other exercises in the Student's Book, you may feel that too much information is given here. If you would prefer your learners to suggest these possible influences themselves, rather than merely select from a list, you could do a version of this exercise as a discussion, with the students' books closed. They could then do the writing exercise, choosing five factors and putting them in order. There are clearly no 'right answers' here.

MODEL ANSWER

I think my genes or DNA are the most important influence, because these are inherited characteristics that you can't change. I think early family environment is also important, even if its influence is unconscious. I expect that I also have a lot of characteristics that are considered typical of my country, which I cannot change. I think I am consciously influenced by my friends and social life, the things I choose to do in my free time. In fifth place I'd put higher education; I think my university and what I studied there had a big effect on me.

Listening 2: Managers and cultural diversity ▶ 1.8

AUDIO SCRIPT

LAKSHMI JAYA I mean I think here diversity in, say, management schools plays a very important role, because take for example Judge Business School, we have people from forty-six different nationalities, so you're working with these group of people at various points through your programme, and it kind of like gives that diverse experience to you, to be able to like work with cross, people from cross-cultural backgrounds. So I think management education does help a lot, and your ability to be, work with like, cross-cultural people.

JANINE GEORGE I think the difference nowadays is also the fact that there's a lot more awareness about these issues. The fact that there are so many business schools, so many courses running with regards to culture, the differences in aspects regarding the US versus China, and so forth, people are just more aware. And I think with this, an American now going into China, has a completely different attitude, or at least I hope so! That people are now more aware of these situations and sort of aspects of emotional intelligence allow people to use those self-awareness aspects, to be able to be a bit more effective in their management styles ...

CARLO DE STEFANIS I read somewhere that now there are a lot of international corporations that are giving up their passport. This was an article, I mean, about a more general context, but it's true that companies like IBM, or General Electric, that are moving a lot of executives, and even middle management across the countries, contribute to create a mutual understanding of different cultures and to smooth, in a way, to round the corners, I think.

JANINE GEORGE There's a saying that says 'When in Rome, do as the Romans do.' I went on a Japanese course where it said, 'When in Rome, learn what the Romans do, so you can become a better Japanese.' So I think that in a way sums it up perfectly, in that culture will never disappear, right, but I think in a way we're just going to become a lot more profound in what we do, and learn a lot more what everybody else in the rest of the world is doing.

ANSWERS

- 1 The diversity of the students, which gives you experience in working with people from different cultural backgrounds
- 2 Because there are so many business schools and so many courses on culture
- 3 Emotional intelligence (this is the ability to understand and manage your own emotions, and to understand other people's)
- 4 He says they 'are giving up their passport'.
- 5 This helps create a mutual understanding of different cultures, and to make the differences smaller ('to smooth ... to round the corners').
- 6 'When in Rome, do as the Romans do.' This means that when in another country, you should try to adopt local ways of behaving.
- 7 'When in Rome, learn what the Romans do, so you can become a better Japanese.' This means that a good Japanese (or any other business traveller) should learn how to behave appropriately in other countries.

Role play: Welcoming American colleagues

After the groups discuss and present to the class what they think should go in this document, they could also write the document (perhaps collectively, in pairs or groups).

Additional discussion questions

Here are some additional discussion questions about corporate culture and body language. These exercises would probably work better with mixed classes containing learners of different languages, nationalities and cultures. If you have a homogeneous class, you could try to get them to suggest which countries or cultures might have motivated some of these questions (e.g. Japanese culture has very strict conventions about making eye contact; blowing one's nose in public is considered impolite in many east Asian countries, etc.).

In your company, or in your country in general, is it acceptable to:

- show that you are emotionally involved in your work?
- make eye contact with hierarchical superiors?
- wear fairly casual clothes to work?
- make jokes in meetings?
- disagree with superiors in meetings?
- occasionally arrive late for work or meetings?
- socialize with superiors and/or subordinates?

In your country or culture, is it considered acceptable to:

- gesticulate (make hand and arm movements) while you talk?
- move very close to someone as you talk to them?
- touch someone on the arm as you speak to them?
- blow your nose in public?
- look at someone in the eyes for a long time while talking to them?
- look at someone in the eyes for a long time while they are talking to you?
- laugh loudly at work, and in meetings?

See also the role plays 'Flexible working time' in *Business Roles* and 'No Smoking' in *Business Roles 2* by John Crowther-Alwyn, and the simulation 'The barbecue' in *Decisionmaker* by David Evans (Cambridge University Press).

This unit considers the process by which companies and other organizations recruit new members of staff, and discusses what kind of information given on a curriculum vitae or resume might help a job applicant to be selected for an interview. There is a model of a curriculum vitae and a skeleton of a covering letter (or cover letter), and advice about writing job applications (letters and CVs) and doing job interviews. There is a listening activity about job interviews and the psychology of interviewers, and a role play involving a job interview.

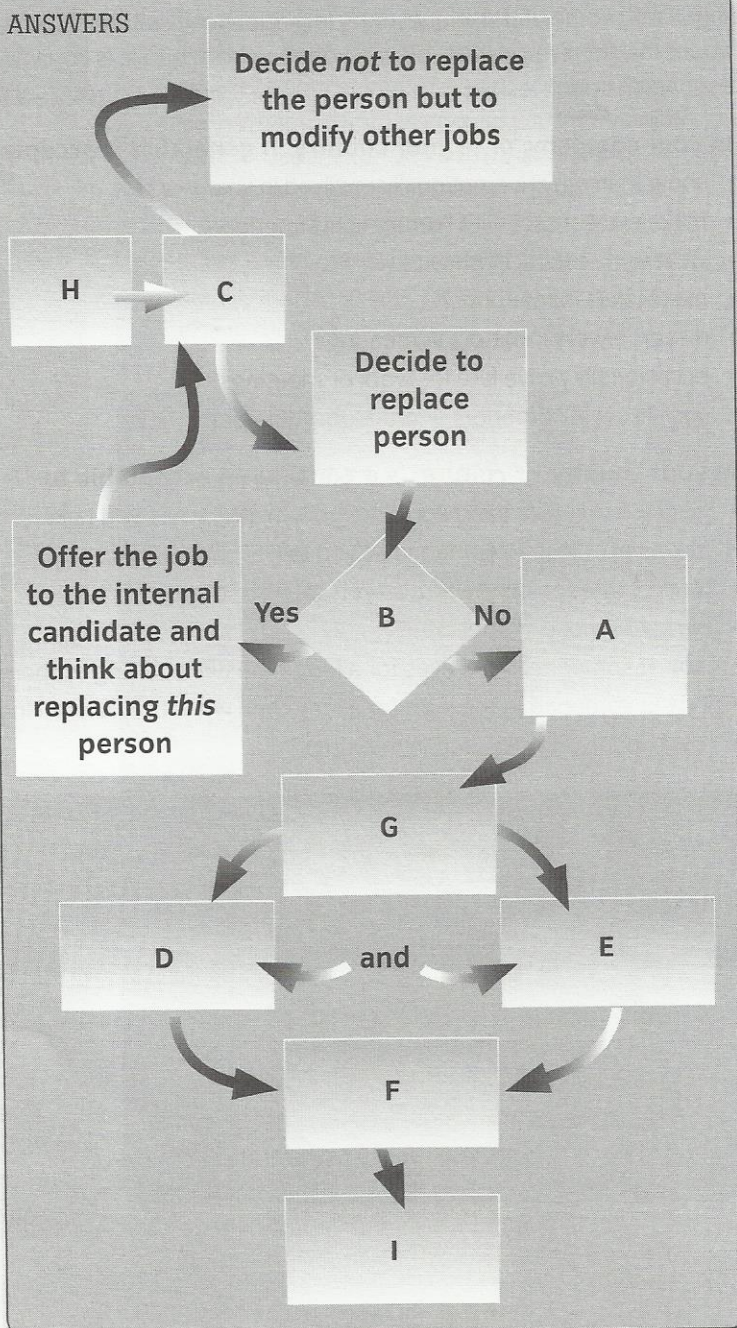
Lead-in

- It depends on who you talk to, but I have heard HR people say that for junior jobs, they spend less than a minute per CV, and sometimes much less.
- Replies to questionnaires I sent to leading employers of business graduates in continental Europe revealed that what they like most is professional experience. Relevant experience is, of course, the most desirable, but not everyone has the possibility to do traineeships or internships. Failing that, work experience of any kind is a definite advantage.
- There's no knowing how many times today's students will change jobs during their career, but the long-term trend is towards more mobility. There is of course no fixed correlation between the number of positions people apply for and the number of times they change jobs.

The **cartoon** is supposed to be amusing rather than dispiriting! But big employers *do* receive large quantities of CVs or resumes. The cartoon dates from the early 1990s; these days *resume* is often spelled without the acute accents.

Reading: Filling a vacancy

ANSWERS



It will be seen from this chart that the order of D and E could easily be reversed (i.e. some companies prefer to interview candidates personally before asking for references about them). If someone has been in a particular job for several years, the only reference that is really useful is his/her current employer's reference, but companies do not usually ask for these for candidates who are unlikely to be given the job.

Obviously, an employer should not reject all the other candidates until the selected candidate has agreed to take the job. (Other non-shortlisted candidates could, of course, have been rejected at an earlier stage, simultaneously with D or E.)

Vocabulary notes

Americans generally use *resume/résumé*, a word of French origin, rather than *curriculum vitae*, but of course the verb to *resume* in English does not mean to summarize, as in French, but to begin again or continue after an interruption.

The plural of *curriculum vitae* is *curricula vitae*.

Reading and discussion: Job applications

POSSIBLE (SUBJECTIVE) ANSWERS

As mentioned above, in the notes to the **Lead-in**, employers' first criterion is generally professional experience. This is, of course, problematic for a first job, but any work experience of any kind is a definite advantage. Even if you have only spent three weeks during a summer holiday filling the shelves in a supermarket it is work experience, and demonstrates that you can get up and go to work every day for three weeks. Consequently extract **5**, which shows someone who has regularly worked at weekends and during college vacations, is good for any application. Some students may object to the way extract **5** is written, and suggest writing 'stock management' instead of 'shelf-filling'; I am unconvinced.

Extract **7** is similar to many models given for American covering letters. It may appear to some to be over-confident ('excellent match', 'experience', 'communication skills', 'increasing your sales volume') but this kind of thing is fairly standard in

American job applications, particularly for sales positions, as is the sentence in extract **2** about 'how I can benefit your company'. Extract **1** also vaunts skills and experience, but job applications need to have a positive tone and content.

Languages are usually an advantage for international business, although it depends on the job and the country. The languages listed in extract **4** would almost certainly be an advantage for a job with international responsibilities (provided that the claims made were true).

For a job that involves working closely with other people, evidence of having been a successful team member, as in extract **3**, is generally an advantage. But being a successful individual performer in sport, music, etc. also shows commitment, determination, self-discipline, and so on. Apart from sports and hobbies, work in student associations, etc., is usually well thought of.

Many companies are suspicious of people who seem only to have studied, and prefer people with a wide range of experience and interests to those with brilliant exam results but nothing else. But it depends on the job: finance and R&D might require more evidence of brains than, say, jobs in selling (though this is a subject for discussion). Many learners are prejudiced against those who get very high exam results, and may scoff at extract **9**. If they do, ask them how they feel about using a doctor, dentist, lawyer, architect or engineer who may have passed his/her degree with a mark of only 60%, i.e. getting 40% wrong! Many employers expect to find a correlation between the amount of time and effort devoted to study and exam results. Hence low marks should be justified by extra-curricular activities.

Travel, we say, broadens the mind, but if you've only ever travelled and never had a holiday job it doesn't look good. Extract **6** is supposed to be a parody, but there seems to be one learner per class who selects it as the best!

American culture seems to require more self-confidence than in much of Europe or Asia, but there remains a distinction between self-confidence and arrogance. 'Your company would have a great deal to gain from employing me' is way over the top.

Extract **8** is even more appalling. The first sentence is empty, and far too generalized. It should be more targeted and specific, mentioning the type

of position and company sought. The list of attributes the candidate is claiming is also empty and fairly meaningless, e.g. no organization will want to employ a person who *isn't* 'results orientated'; no one is going to apply for a job and claim *not* to be 'a team player' or to 'work well in a team'. Someone just graduating from college is unlikely to have much 'project management' and 'people management' experience. General statements such as these should be backed up with facts or examples, so someone who *does* have experience should add details (e.g. 'I used my communication skills to ...', 'I led a team which ...', 'I organized a ...', 'I managed a budget of €100,000', etc.). Although employers probably *are* looking for commitment, creativity, a competitive spirit, ambition, adaptability, flexibility, etc., just listing these qualities without giving any examples, or demonstrations that one possesses these qualities, is a waste of time. Similarly, an applicant should indicate where and how he/she has met deadlines, analysed and solved problems, made decisions, and found solutions and implemented them.

Notes on CVs/resumes and covering letters

For detailed advice and information about CVs, letters, job interviews, following up job interviews, etc., see Colm Downes, *Cambridge English for Job-hunting*.

The notes on CVs/resumes and covering letters do not come with tasks or exercises; they simply present advice for learners. There are Discussion questions with the model CV and covering letter below.

An anecdote to reinforce the point about correct spelling: during my (successful) interview for my first summer teaching job, the Principal of the language school showed me three applications lying unopened on his desk, in envelopes addressed to 'The Principle'.

The example CV in the Student's Book is just one way of writing one. Consequently learners may say that they would present their CV differently in their own language. Many other styles, and actual examples, can be found by doing a web search for 'sample resumes'.

The outline covering letter is the kind of thing that a university student might write. Or at least a modest British student; American letters and resumes are often more direct and even boastful, but I am incapable of even imitating one! There are examples in *Cambridge English for Job-hunting*. Your learners may well insist that their covering letters would be more assertive in outlining their talents.

It should be mentioned that the models given here are only indicative of British and American writing styles; other varieties of English (or other 'World Englishes') in Asia and Africa can have very different writing styles.

An obvious **Writing** task would be to have the learners write a CV – though if they are first-year students without much in the way of qualifications or work experience, they may prefer to wait a couple of years. On the other hand, a CV is requested in the Role play which follows.

Discussion: CVs/resumes and covering letters

SUGGESTED ANSWERS

- The reason not to include a photo with a CV is that employers might be instantly prejudiced against the way applicants look. This could be because they do not match the employer's stereotype of a competent person (see the interview with John Antonakis below), or because of prejudices against ethnic or religious groups, candidates of a certain age, etc. In some countries employers want to know personal details – age, marital status, whether the candidate has children, etc.; in other countries it is not normal to offer this information (although nothing stops interviewers asking about this in an interview).
- Ideally CVs should be totally honest, although most people probably exaggerate, or phrase things in an extremely positive way, where they think they can get away with it. It is *not* a good idea to tell lies that could be uncovered in an interview (such as 'I speak fluent Russian, Arabic, Chinese and Swahili').
- As discussed above, hobbies and interests can reveal candidates' skills and motivations.

- Although most people would presumably prefer not to work for someone who was prejudiced against their origin or religion, not everybody has the luxury of choosing their employer along these lines, especially in situations where employment is scarce.
- Targeting 30 different covering letters clearly takes time, but if untargeted letters are instantly rejected, it is time well spent.

Listening 1: Classifying the interviewee

▶ 1.9

John Antonakis, originally from South Africa, is Professor of Organizational Behaviour at the University of Lausanne. Shortly before the interview was recorded, he co-authored a remarkable article showing that people – both adults and young children – make almost instant judgements about other people's competence, based on their appearance. When shown photographs of rival candidates in past elections (in other countries, so the experimental subjects don't know the politicians in question), and asked which looks the more competent, the majority of people identify the winner. This implies that personal appearance is also likely to be a crucial factor in job interviews, as the interview with Antonakis will show.

See John Antonakis and Olaf Dalgas, 'Predicting Elections: Child's Play!', *Science* 27 February 2009, Vol. 323. no. 5918, p. 1183.

The interview with John Antonakis was not recorded by a professional sound recordist, and the quality is not as good as most of the other Listeners.

We have kept the original recording because it provides practice in authentic listening. Even the most articulate speakers hesitate, make false starts, repeat words, and so on. (These features of spoken language are generally not reproduced in the Audio scripts in the Student's and the Teacher's Books.) Listening to authentic speech is different from listening to actors reading transcripts of interviews.

AUDIO SCRIPT

JOHN ANTONAKIS There is a saying in English that 'One does not get a second chance to make a first impression.' This statement is very important because what it suggests is that when individuals judge a target individual, they make a decision about that target based on, on very small slithers of information. So it is very important that the person who is in an interview setting comes very well prepared, in terms of job knowledge, or knowledge about the post, or what background expertise and competences they have for the post, but also in their appearance, because every little slither of information, every little cue that the observer has on the target individual will influence how they categorize the target, and what is interesting is that research has shown that it only takes a few seconds for an interviewer to classify the target individual as being someone who is appropriate or not for a particular job.

Note

Antonakis seems to say *slither* rather than *sliver* (for a very small piece of information).

ANSWERS

- 1 The saying – 'One does not get a second chance to make a first impression' – means that the first impression you make on other people is important, because it remains in their mind, and it is hard to change it afterwards.
- 2 Interviewees should be very well prepared, know about the post they are applying for, know what background expertise and competences they have for the post, and also be careful about their appearance.
- 3 He cites research that has shown that interviewers judge or classify candidates or interviewees as suitable for a job or not in just a few seconds.