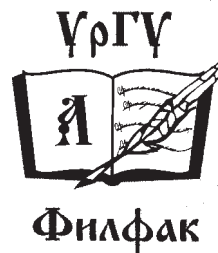


ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
им. А. М. ГОРЬКОГО

ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК

Практикум для студентов
V курса филологического факультета

Специальность 031001 «Филология»
Специализация «Романо-германская
филология (английский язык)»



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Составитель Н. В. Кардапольцева

Практикум предназначен для студентов пятого курса отделения романо-германской филологии. Главной целью пособия является оказание практической помощи студентам при изучении курса «Деловая коммуникация» и овладении языком делового общения.

Это практическое пособие содержит материал по очень актуальной тематике – лексике делового общения, овладение которой поможет студентам в будущей профессиональной деятельности – подготовке презентаций, написании резюме, прохождении собеседования, ведении переговоров и т. п.

В пособие по курсу включены разнообразные штампы и фразеологические выражения, а также модели для подготовки к собеседованию, составлению резюме, презентации материала и пр.

Различные виды практических заданий и упражнений практикума направлены на закрепление коммуникативных навыков студентов и развитие навыков аудирования. В пособии использованы материалы из курсов «New International Business English», «English for Business Studies», «Insight into Business» и видеокурса «Effective Presentations».

Практикум построен на сочетании элементов интенсивной и традиционной методик, что поможет в проведении групповых занятий под руководством преподавателя.

1. COMPANIES

Vocabulary

(un)limited liability	be liable for	personal assets
go bankrupt	premises	stock exchange

1.1. Read the following text and answer the questions.

Companies are a very important part of a country's economy. Businesses produce goods and services, and they come in every shape and size. Although a vast majority of the world's companies are small, in many countries the economy is dominated by large firms. Large businesses differ from small ones in a wide variety of ways. In many countries there are nationalized companies belonging to the state, as well as private companies. A private company might be a small firm with just one owner or a very large firm with thousands of shareholders "owning" the firm.

Sole trader (sole proprietor) is the oldest form of business. One person sets up and runs the company. The person provides all the capital and has unlimited liability for business debts, even if this means selling personal assets. This is the easiest way of setting up a business. It is therefore well suited to small-sized operations such as shops.

When two or more people want to start a business together they can set up a **Partnership**. They provide the capital, set up the company and manage it together. With this form of business it is almost always necessary to draw up a formal partnership agreement in which the procedures for running the business and the precise role of each partner is defined. There two types of partnership:

1. Partners in an *unlimited partnership* are like sole traders – if the business fails they are fully liable for all debts, and may even have to sell their personal assets.

2. In a *limited partnership* there can be sleeping partners who do not participate in the management of the company. Sleeping partners have limited liability – in the event of bankruptcy, they only lose their investment, not their personal assets.

Individuals, and groups of people doing business as a partnership, have unlimited liability for debts, unless they form a limited company. If the business goes badly and cannot pay its debts, any creditor can have it declared bankrupt. The unsuccessful business people may have to sell nearly all their possessions in order to pay debts. This is why most people doing business form limited companies. A limited company is a legal entity separate from its owners, and is only liable for the amount of capital that has been invested in it. If a limited company goes bankrupt, it is wound up and its assets are liquidated (i.e. sold) to pay the debts. If the assets don't cover the liabilities or the debts, they remain unpaid. The creditors simply do not get all their money back.

In a **limited company** (AmE corporation), the capital is divided into shares, which are held by shareholder. Shareholders have limited liability, but they can vote at the Annual General Meeting to elect the Board of Directors. There are two types of limited company.

Most companies begin as **private limited companies**. Their owners have to put up the capital themselves, or borrow from friends or a bank, perhaps a bank specializing in venture capital. The founders have to write a *Memorandum of Association* (GB) or a *Certificate of Incorporation* (US), which states the company's name, its purpose, its registered office or premises, and the amount of authorized share capital. They also write *Articles of Association* (GB) or *Bylaws* (US), which set out the duties of directors and the rights of shareholders or stockholders (US). They send these documents to the registrar of companies.

A successful, growing company can apply to a stock exchange to become a **public limited company** (GB) or a *listed* company (US). While both public limited and private limited companies have a capital structure, that is based on shareholding, only shares of the former can be traded on the stock market. Many of the formalities for registering both types of company are the same, but the minimum share capital for a public company is much larger. Newer and smaller companies usually join 'over-the-counter' markets, such as the Unlisted Securities Market in London or Nasdaq in New York. Very successful businesses can apply to be quoted or listed (i.e. to have their shares traded) on major stock exchanges. Publicly quoted companies have to fulfil a number of requirements, including sending their shareholders an independently-audited report every year, containing the year's trading results and a statement of their

financial position. Shareholders have very little to do with the day-to-day running of the company. This left to the management.

Questions

1. What are most people's main personal assets?
2. What kind of people generally work in partnerships, and why?
3. What are the advantages and disadvantages of being a sleeping partner?
4. What is the difference between a sleeping partner and a shareholder?
5. Why do people form limited companies?
6. If a private limited company goes bankrupt, do the shareholders lose their personal assets? Why?
7. What are the advantages of a public limited company? Think of three.
8. What are the obligations of companies whose shares are traded on stock exchanges?
9. What is an over-the-counter market?
10. What rights do shareholders have?

2. COMPANY STRUCTURE

- 2.1. Read the text, study the organization chart and describe the main responsibilities of people working for a company.

Most companies are made up of three groups of people:

shareholders – people who provide the capital;

management – a group of people who control the business;

workforce – all the employees of the company.

Large companies may be organized into several departments, sometimes even divisions. The organizational structure of some companies is very hierarchical. At the top of the company is the Board of Directors, headed by the Chairperson (or President). The Board is responsible for making policy decisions and determining the company's strategy. It will appoint a Managing Director (MD) or a Chief Executive Officer (CEO) who has an overall responsibility for the running of the business (who carries out what has been planned or decided). The CEO and his deputy work closely with senior managers who head various divisions or departments within the company. Immediately below them are middle managers who are in charge of a number of supervisors or foremen. Together they run the detailed parts of the organization.

Note. The name CEO is gradually replacing the words Managing Director.

Within a company you can find various divisions, departments or functions, which may include the following: Marketing, Finance, Public Relations (PR), Production, Personnel (or Human Resources), Research and Development (R&D), etc.

Marketing – activities intended to make and attract a profitable demand for a product by means such as advertising, sales promotion, pricing, carrying out market research, and developing and testing new products.

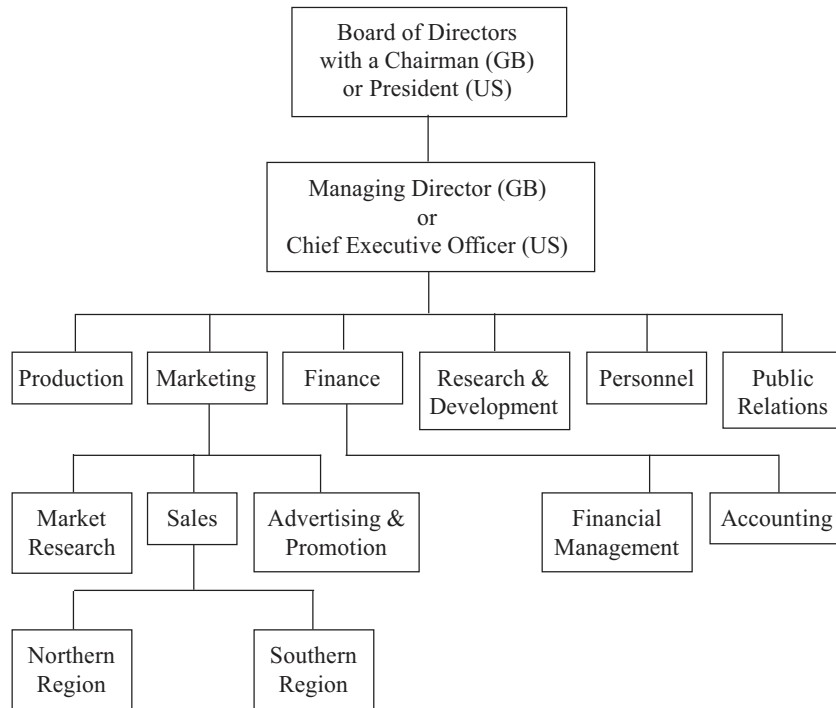
Finance – management of money.

Public Relations – the business of forming and preserving in the eyes of public an attractive image and a favourable opinion of an organization.

Human Resource Management (HRM) deals with people (the staff), their salary and training.

Research and Development – two closely related activities in modern industry, which new products and processes are being continually developed, especially by engineers, designers and applied scientists, from the results of research by scientists, such as physicians, chemists, biologists, etc.

This is an example of part of a company organization chart:



2.2. Listening

You will hear six people talking about their work. Listen and decide which of the following six departments they work for.

Marketing, Public Relations, Finance, Production, Research and Development, Personnel (or Human Resources).

What are the responsibilities that the employees have within these departments?

How are companies organized?

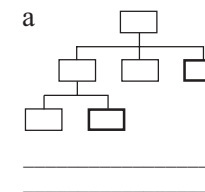
Vocabulary

2.3. Match up the words on the left with the definitions on the right.

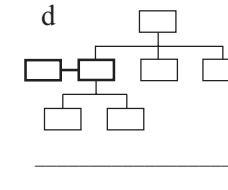
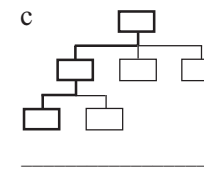
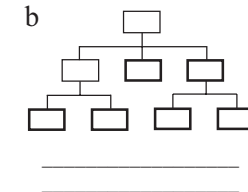
- | | |
|---------------------|--|
| 1) autonomous | a) a system of authority with different levels, one above the other |
| 2) decentralization | b) a specific activity in a company, e.g. production, marketing, finance |
| 3) function | c) independent, able to take decisions without consulting a higher authority |
| 4) hierarchy | d) people working under someone else in a hierarchy |
| 5) line authority | e) dividing an organization into decision-making units that are not centrally controlled |
| 6) report to | f) the power to give instructions to people at the level below in the chain of command |
| 7) subordinates | g) to be responsible to someone and to take instructions from him or her |

2.4. Read the text below, about different ways of organizing companies, and then label the diagrams, according to which of these they illustrate:

line structure
functional structure



matrix structure
staff structure



Most organizations have a hierarchical or pyramidal structure, with one person or a group of people at the top, and an increasing number of people below them at each successive level. There is a clear line or chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give instructions).

Some people in an organization have colleagues who help them: for example, there might be an Assistant to the Marketing Manager. This is known as a staff position: its holder has no line authority, and is not integrated into the chain of command, unlike, for example, the Assistant Marketing Manager, who is number two in the marketing department.

Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization. Today, most large manufacturing organizations have a functional structure, including (among others) production, finance, marketing, sales, and personnel or staff departments. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department.

Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.

Yet for a large organization manufacturing a range of products, having a single production department is generally inefficient. Consequently, most large companies are decentralized, following the model of Alfred Sloan, who divided General Motors into separate operating divisions in 1920. Each division had its own engineering, production and sales departments, made a different category of car (but with some overlap, to encourage internal competition), and was expected to make a profit.

Businesses that cannot be divided into autonomous divisions with their own markets can *simulate* decentralization, setting up divisions

that deal with each other using internally determined transfer prices. Many banks, for example, have established commercial, corporate, private banking, international and investment divisions.

An inherent problem of hierarchies is that people at lower levels are unable to make important decisions, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as the managers responsible for the traditional functions of finance, sales and production. This is one way of keeping authority at lower levels, but it is not necessarily a very efficient one. Thomas Peters and Robert Waterman, in their well-known book *In Search of Excellence*, insist on the necessity of pushing authority and autonomy down the line, but they argue that one element – probably the product – must have priority; four-dimensional matrices are far too complex.

A further possibility is to have wholly autonomous, temporary groups or teams that are responsible for an entire project, and are split up as soon as it is successfully completed. Teams are often not very good for decision-making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. In fact they still require a definite leader, on whom their success probably depends.

2.5. Comprehension

Which of the following three paragraphs most accurately summarizes the text, and why?

First, summary

Although most organizations are hierarchical, with a number of levels, and a line of command running from the top to the bottom, hierarchies should be avoided because they make decision-making slow and difficult. A solution to this problem is matrix management, which allows people from the traditional functional departments of production, finance, marketing, sales, etc. to work together in teams. Another solution is decentralization: the separation of the organization into competing autonomous divisions.

Second summary

Most business organizations have a hierarchy consisting of several levels and a clear line of command. There may also be staff positions that are not integrated into the hierarchy. The organization might also be divided into functional departments, such as production, finance, marketing, sales and personnel. Larger organizations are often further divided into autonomous divisions, each with its own functional sections. More recent organizational systems include matrix management and teams, both of which combine people from different functions and keep decision-making at lower levels.

Third summary

Most businesses are organized as hierarchies, with a clear chain of command: a boss who has subordinates, who in turn have their own subordinates, and so on. The hierarchy might be internally divided into functional departments. A company offering a large number of products or services might also be subdivided into autonomous divisions. Communication among divisions can be improved by the introduction of matrix management or teams.

2.6. Discussion

The text mentions the often incompatible goals of the finance, marketing and production (or operations) departments. Classify the following strategies according to which departments would probably favour them.

- 1) a factory working at full capacity;
- 2) a large advertising budget;
- 3) a large sales force earning high commission;
- 4) a standard product without optional features;
- 5) a strong cash balance;
- 6) a strong market share for new products;
- 7) generous credit facilities for customers;
- 8) high profit margins;
- 9) large inventories to make sure that products are available;
- 10) low research and development spending;
- 11) machines that give the possibility of making various different products;
- 12) self-financing (using retained earnings rather than borrowing).

2.7. Read the text below and describe the organisational structures mentioned in it.

The need for a solid structure within all business entities is ‘absolutely fundamental’ according to Ms Angela Tripoli, a lecturer in Business Administration at University College Dublin. ‘Organisational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology’.

Depending on their size and needs there are several organisational structures companies can choose from. Increasingly though, in the constantly evolving business environment, ‘many firms are opting for a kind of hybrid of all of them’.

The most recognisable set up is called the *functional* structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organising themselves along *product* lines where companies have separate divisions according to the product that is being worked on. ‘In this case the focus is always on the product and how it can be improved’.

The importance for multinational companies of a good *geographic* structure, said Ms Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice – according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.

The *matrix* structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organises a business into project teams, led by project leaders, to carry out certain objectives.

Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was driven by new technology and by the need to reduce costs. The overall result was organisations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organises itself is the move towards centralisation and outsourcing. Restructuring has evolved along with a more ‘customercentric’ approach that can be seen to good effect in the banks. They now categorise their customers and their complex borrowing needs into groups instead of along rigid product lines.

Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge.

Ms Julia MacLauchlan, Director of Microsoft’s European Product Development Centre in Dublin, said the leading software company had a very flat organisational structure. ‘There would not be more than around seven levels between the average software tester and Bill Gates’, she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1,000 employees work on localisation of the software for all Microsoft’s markets, the company is split up into seven business units. Each unit controls the localisation of their specific products while working closely with the designers in Microsoft’s Seattle Headquarters.

It works, said Ms Maclauchlan, because everyone who works in the unit is ‘incredibly empowered’.

‘Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company’s objectives’.

From *The Irish Times*

2.8. Answer the following questions.

What makes these management structures efficient?

What are the disadvantages of them?

What are the processes that influence the organisation of a company?

2.9. Read the description of *The Shamrock Organisation*.

The Irish management thinker, Charles Handy, believes that the traditional company is dying. In his book, *The Age of Unreason*, he says that today more and more people are working in a ‘shamrock organization’.

The first leaf of the shamrock represents the organization’s core workers. These employees are usually qualified professionals and managers. They work very long hours and, in return, receive high salaries and generous benefits.

Work that is not essential to the organisation goes to people in the second leaf of the shamrock. These people are normally self-employed and are specialists in certain kinds of work. They often sell their services to more than one organisation.

The third leaf of the shamrock is the flexible labour force – temporary and part-time workers. The organisation saves money because it only employs these people when it needs them.

2.10. Compare the shamrock organization with a traditional company. What are the advantages and disadvantages of a shamrock organization for

1) the company; 2) the core workers; 3) the self-employed people; 4) the flexible labour force.

2.11. Write a description of a company you know.

3. RECRUITMENT

Vocabulary

When a company needs to *recruit* or employ new people, it may decide to advertise the job or *position* in the *appointments page* of a newspaper. People who are interested can then *apply* for the job by sending in a *letter of application* and *curriculum vitae* containing details of their education and experience. The company will then draw up a *shortlist of candidates*, who are invited to attend an *interview*.

3.1. Insert the following words in the gaps in the text below:

applicant, application, application form, apply, candidate, curriculum vitae or CV (GB) or resume (US), employment agencies, interview, job description, job vacancies, references, short-listed.

Many people looking for work read the (1) advertised in newspapers by companies and (2) To reply an advertisement is to (3) for a job. (You become a (4) or an (5)) You write an (6), or fill in the company's (7), and send it, along with your (8) and a covering letter. You often have to give the names of two people who are prepared to write (9) for you. If your qualifications and abilities match the (10), you might be (11), i.e. selected to attend an (12)

Job ads

3.2. Read the following text which explains how job advertisements differ in three European countries.

JOB ADS:

READING BETWEEN THE LINES

Checking out job advertisements is popular with executives worldwide. But though the activity is universal, is the same true of the advertisements? Are executive positions in different countries advertised in the

same way? A comparison of the jobs pages of *The Times* of London, *Le Monde* of Paris and Germany's *Frankfurter Allgemeine Zeitung* suggests not.

First, what UK job seekers consider an essential piece of information – what the post pays – is absent from French and German adverts. It is often left to applicants to raise this themselves. In contrast, most British advertisements mention not only salary, but also other material incentives including a car and fringe benefits. French or German advertisements rarely refer to these.

The attention given to rewards in the UK indicates the importance of the job and its responsibility. In Germany and France, that information is given by the level of experience and qualifications demanded. Salary can be assumed to correspond with this.

If French and German adverts are vague about material rewards, they are precise about qualifications. They usually demand 'a degree in...', not simply 'a degree'. In Germany, for example, a technical director for a machine tool company will be expected to have a *Dipl.-Ing* degree in Mechanical Engineering.

French advertisements go further. They may specify not just the type of *grande école* degree, but sometimes a particular set of institutions (*Formation supérieure X. Centrale, Mines. HEC, ESSEC*), these being the most famous *grandes écoles*.

All this contrasts with the vague call for 'graduates' (or 'graduate preferred') which is found in the UK. British companies often give the impression that they have a particular type of applicant in mind, but are not sure about the supply and will consider others. Their wording suggests hope and uncertainty, as in this advertisement from *The Times*: 'Whilst educational standards are obviously important, a large measure of personal oomph* is likely to secure the success of your application'.

In the UK qualifications beyond degree level make employers nervous, but in France or Germany it is difficult to be 'overqualified'. Many people on German executive boards have doctorates and the French regard five or six years of intensive post-*baccalauréat* study at a *grande école* as ideal training. British managers are not selected primarily for their intelligence, as managers are in France, or for their expert know-

* *oomph* = enthusiasm.

ledge, as in Germany. Instead, the British give importance to social, political and leadership skills.

This difference also shows in the personal qualities mentioned. British advertisements stress energy, ability to communicate and motivate. German advertisements like achievement, but it tends to be less personality-driven. German companies want candidates with sound knowledge, experience and competence in their field. They rarely recruit novices as do British employers. French advertisements refer more to intellectual qualities like analytical aptitude and independence.

Even the tone of the job advertisements is different in the three countries. By French and German standards, British advertisements are very racy^{**}: They attract young executives with challenges such as: ‘Are you reaching your potential?’, whereas French and German advertisements are boringly direct, aiming to give information about the job rather than to sell it.

All this points to three different conceptions of management. The French regard it as intellectually complex, the Germans as technically complex, and the British as interpersonally complex. But they agree on one thing: it is complex.

Jean-Louis Barsoux

3.3. Now complete the chart with the information each country provides in its advertisement.

	<i>UK</i>	<i>France</i>	<i>Germany</i>
Salary	Essential piece of information	Not mentioned: applicant expected to give details of anticipated salary	Same as France
Material incentives			
Degrees/qualifications			
School attended			
Personal qualities			
Tone of job advertisement			
Conceptions of management			

^{**} *racy* = bold, audacious.

3.4. Look at the five job advertisements (1–5) below and the extract from five letters of application (a – e). Match each letter with the corresponding advertisement.

1

We are a leading firm of Chartered Accountants and are presently seeking a

HUMAN RESOURCES MANAGER

The successful candidate will be educated to degree level with IPM qualifications and a minimum of 3 years’ experience. Responsibilities will include:

- developing policies and procedures
- advising on aspects of employment law
- co-ordinating training programmes
- recruitment selection

In return we offer a competitive salary and generous benefits including a non-contributory pension, 25 days’ holiday, private health insurance, and relocation assistance where appropriate.

Apply with CV and covering letter to
Sally Fraser, Director of Human Resources,
Brooks Thornton & Co., Norfolk House,
153 Aldwych, London WC2B 4JY

2

OPERATIONS OFFICER

International children’s charity with headquarters in New York and offices throughout the world has an opening for an operations officer to fill a position in March. The successful candidate will be responsible for all aspects of the management of this office. He or she should possess an advanced university degree in business administration or a related qualification and should have at least five years’ experience in office management at international level. Fluency in English and French is essential. Willingness to travel and live and work under difficult conditions. Benefits include a competitive international salary and overseas allowances.

Please write with your CV and stating current salary to:
Box number RL 147, The Guardian, 164 Deansgate.
Manchester M60 2RR

3

SENIOR PRODUCTION MANAGER

Electronic and Optical Equipment

You are a qualified engineer with several years' experience of computer assisted technology and design. Your proven managerial skills and commitment to quality will enable this expanding company to reach its full potential. Excellent salary plus sales-related bonus and company car.

Please write with full CV to: John Hart, Redwood Marshall, Thorpe Industrial Estate, Crabtree Rd, Feltham TW14.

4

**MEDICAL
DESK EDITOR**

Science graduate required to work on medical journal. Editorial experience desirable but not essential as full training given.

Excellent prospects. Subsidised staff canteen.

Apply in writing to Jonathan Shepherd, Editorial Director, Williams & Faulkner Ltd., 18 Marryat Rd, London SW19.

5

**CUSTOMER
SERVICES ASSISTANT**

Are you highly efficient with good communication and inter-personal skills? We are a leading manufacturer of video and audio equipment, and are looking for someone special with good administrative and secretarial abilities to join very busy Customer Services Department. Salary dependent on age and experience.

Apply to: Brenda Howarth, Spectro (UK) Ltd., 12 Rothesay Terrace, Edinburgh EH3 7SE.

a) The management experience that I acquired during my six years with the Council for Economic Affairs has equipped me to deal with the various demands of an international organisation. During my time with

the Council I was in charge of the finance, accounts and administration of our Asian operations.

b) During my time at Manchester, I worked on a number of university magazines and this has made me keen to pursue a career in publishing.

c) I have good office and word-processing skills which I would like to put to use in a more interesting and challenging role. I enjoy working in a team and dealing with the public as well.

d) My current position involves me in all aspects of personnel with particular emphasis on interviewing, instruction and organizing training courses.

e) As you will see from the attached CV, I am responsible for managing a sophisticated manufacturing site with a staff of thirty.

3.5. Read through the advertisements again and make a list of all words and expressions used to describe a) the job requirements, and b) the benefits offered by the job.

Requirements	Benefits
<i>educated to degree level</i>	<i>competitive salary</i>

Case study: Job applications

One day, you will apply for a job. Unfortunately, lots of people you don't know will probably also apply for the same job. Your experience and qualifications will probably be quite similar to those of most of the other candidates. You will submit a copy of your curriculum vitae (GB) or resume (US). But how do you get on to the preliminary short list? What kind of things do you think impress companies hiring graduates?

3.6. Which of the following extracts from different CVs (resumes) or application letters do you think would help the candidate to get an interview, and why?

1) Since coming to university I have played in the women's hockey team. We have twice won the national university championship, and are also well-placed this year, with one month of the season still to go.

2) My mother is French, and because my father works for a multinational company, I grew up in four different countries. I did all my schooling in French, but I also speak (and write) fluent Spanish and Portuguese. I can also understand (North African) Arabic, but speak it less well.

3) I realize that my background (qualifications and experience) is probably no better than that of many other applicants, but I am particularly interested in a marketing position in a telecommunications company, because I have collected telephone cards ever since they were first introduced. I have an extensive collection, including cards from 17 different countries.

4) Employment

Saturdays, 2000–03, and full-time July 2004, Right Price food store, West End Avenue (shelf-filling).

July 2005, Port Authority Bus Terminal, Eighth Avenue (bus cleaner).

August – September 2005, grape-picking. Napa Valley. California.

November 2005-now, tourist guide at St Patrick’s Cathedral.

5th Avenue (Saturdays).

5) I have travelled extensively during my last three summer vacations. In 2004, I travelled around the Mediterranean (Spain, France, Italy, Greece) for ten weeks. In 2005, I went to Florida for a month, and I spent six weeks in Bali in 2006. I have consequently met a great many people from many different cultures, and I am absolutely convinced that this makes me suitable for a position in international marketing, and that your company would have a great deal to gain from employing me.

6) As you will see from my CV, I scored an average of 91 % in my university examinations (94 % at the end of the first year, 87 % in my second year, and 92 % in my final year exams). I stayed on to do a post-graduate degree in finance and banking, and was encouraged to extend my Master’s dissertation into a doctorate, which I have done in the past ten months. I expect to be awarded my PhD in six weeks’ time.

7) I have played the piano since the age of five. I won scholarships to summer schools in New York and Switzerland, but at the age of 19 decided to study economics rather than attempt to become a professional musician (since the world is full of good pianists).

CVs and letters of application

In different countries, different conventions apply to the process of job application and interviews. There are no international norms. In most parts of the world, it is common to submit a typed or laser-printed CV (BE) or resume (AE). This contains all the unchanging information about you: your education, background and work experience. This usually accompanies a letter of application, which in some countries is expected to be hand-written, not word-processed. A supplementary information sheet containing information relevant to this particular job may also be required, though this is not used in some countries.

Many companies expect all your personal information to be entered on a standard application form. Unfortunately, no two application forms are alike, and filling in each one may present unexpected difficulties. Some personnel departments believe that the CV and application form give a better impression of a candidate than a form.

It is important to realize that different countries have different conventions when it comes to CVs/ resumes, application forms and supplementary information sheets. They differ in both lay-out and content.

3.7. Look at the job advertisement and answer the questions.

“PREFER A CAMPING TRIP TO A COCKTAIL PARTY?”
PATAGONIA has a new position open:
PUBLIC AFFAIR ASSOCIATE

Job is based in Munich. Candidates must have substantial PR/Press experience and strong writing skills. They must have serious proficiency in technical sports (skiing, kayaking, climbing ...) and outdoor experience, German mother tongue, Environmental background a plus. No glamor ... it’s a gritty job! Patagonia is a Californian company which designs and distributes functional outdoor clothing. Send CV with picture to:

Nathalie Baudoin
PATAGONIA GMBH
Reitmorstrasse 50
8000 Munich 22 – Germany

The interviews will be in Munich during the last week of February.

patagonia

Who placed the job advertisement in the newspaper?
 What job is being offered?
 In what sector of business?
 What is required for the job?
 Where will the successful candidate work?
 Where are the company's headquarters?

The curriculum vitae

3.8. Fiona Scott is one of the applicants for the job at Patagonia. Study her CV carefully to see how the information is presented and decide where each of the following should be placed:

REFERENCES	INTERESTS	PERSONAL DETAILS
PROFESSIONAL EXPERIENCE	EDUCATION	ADDITIONAL SKILLS

CURRICULUM VITAE

1 _____	
Name	Fiona Scott
Date of Birth	7 August 1979
Nationality	British
Address:	52 Hanover Street Edinburgh EH2 5LM Scotland
Telephone:	031 449 0237
2 _____	
2001–2002	London Chamber of Commerce and Industry Diploma in Public Relations
1998–2001	University of London BA (Honours) In Journalism and Media Studies (Class II)
1991–1998	Fettes College, Edinburgh A level in German (A), English (B), History (B) and Geography (C)
3 _____	
2002 to present	Scottish Wildlife Trust Department of Public Relations

Responsible for writing articles on all aspects of the Trust's activities and ensuring their distribution to the press. Editor of the trust's monthly journal. In charge of relations with European environmental agencies.

Summers of
 2000 and 2001: Three-month training period with the Glasgow Herald. Assistant to the sport editor.

Summer of 1999 Sales assistant in the record department of Harris Stores LTD., Edinburgh

4 _____
 Sports: Cross-country skiing, rock-climbing and swimming.
 Secretary of the local branch of "Action", an association organising summer camps for disabled children.

5 _____
 Camp counselling certificate
 Grade 3 ski instructor
 Driver's licence (car and motorcycle)
 IBM PC user
 Fluent German and good working knowledge of French

6 _____	
Geoffrey Williams,	Bill Denholm,
Professor of Journalism,	Sport Editor,
University of London	Glasgow Herald

3.9. Look back at section 2 and 3. What do you notice about the order of dates?

The letter of application

The letter of application (also called the covering letter) can be as important as the CV in that it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains three or more paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job

- say why you are interested in the position and relate your interests to those of the company
- show what you can contribute to the job by highlighting your most relevant skills and experience
- indicate your willingness to attend an interview (and possibly state when you would be free to attend)

3.10. Complete Fiona Scott's letter of application using the following verbs:

contact	discuss	employed	welcome	involved
apply	enjoy	notice	advertised	matches

Fiona Scott
 52 Hanover Street
 Edinburgh EH2 5LM
 Scotland
 UK
 8th January

Nathalie Baudoin
 Patagonia GMBH
 Reitmorstrasse 50
 8000 Munich 22
 Germany

Dear Ms Baudoin,

I am writing to (1) for the position of Public Affairs Associate which was (2) last week in the International Herald Tribune.

Although I am presently (3) by a non-profit making organisation, it has always been my intention to work in a commercial environment. I would particularly (4) the chance to work for your company and as you will (5) on my enclosed curriculum vitae, the job you are offering (6) both my personal and professional interests.

My work experience has familiarised me with many of the challenges (7) in public relations today. I am sure that this, together with my understanding of the needs and expectations of sport and nature enthusiasts, would be extremely relevant to the position. Moreover, as

my mother is German, I am fluent in this language and would definitely (8) working in a German-speaking environment.

I would be pleased to (9) my curriculum vitae with you in more detail at an interview. In the meantime, please do not hesitate to (10) me if you require further information. I look forward to hearing from you.

Yours sincerely,
 Fiona Scott

3.11. Refer back to the job advertisement, CV and letter of application. What do you think are Fiona Scott's chances of getting the job? What are her strengths and weaknesses?

3.12. Here are some of the fragments from letters of application. Classify them according to the following headings.

- highlighting main skills, training and experience;
- reference to the vacancy;
- wish to meet the advertiser in person.

1) I noted with interest your advertisement for position ...

2) I enjoy difficult work and this makes the advertised opening extremely attractive for me.

3) I have also acquired field work experience while accompanying ...

4) If you think that my experience and qualifications are suitable, I will be available for an interview from 1 July to 1 August...

5) I am writing to see if you have any vacancies for ...

6) I feel working as an interpreter abroad would provide me the opportunity of using my skills ...

7) I would like to apply for the position of ... as advertised on January 22nd in ...

8) I am answering your advertisement of 7 April in the Free World..!

9) I have been a sales executive since my graduation. That is why I would really welcome the change brought about by this position

10) Should you wish to discuss matters further, I would welcome the opportunity to meet you ...

11) My career objectives coincide with the more demanding position advertised, as...

3.13. Rearrange the following paragraphs in the correct order to make up a letter of application. Check your version with your partner.

– I graduated from the University of Sussex last year and since then I have had a successful year working as an independent agent for British importers of Chinese textiles and chemical products. I find the relevant Chinese factories for the buyers, negotiate for them and translate their contracts into Chinese, or English.

– I would appreciate the opportunity of an interview to discuss the possibility of my working for your company.

– I am writing to apply for the position of Manager Assistant that you advertised in the Guardian on 8 May 2006 as I believe it offers the career challenge which I am seeking.

– Please find enclosed my CV containing further details of my educational background experience.

– I am particularly interested in finding a position that would offer me management training and would involve my knowledge of chemical processes and my foreign language skills.

– I look forward to hearing from you. Yours sincerely.

– The liaison work I have been doing has been challenging. I have learnt a great deal about the cultural differences in conducting business with Asian clients.

– I see my strong points as my ability to lead teams and manage tasks and groups, take the initiative, solve problems, make decisions and maintain friendly relationships with people.

– I would like to highlight the following skills which I believe would add value to your organisation.

Applying for a job

3.14. Discuss these questions:

What impression do you try to give in an application letter?

Should an application letter be handwritten, typed, or laser-printed?

How important is a well-presented CV or resume?

Do people always tell the absolute truth in application letters?

3.15. Look at this job ad: what would be its attractions – what might be its drawbacks?

WORK IN BERMUDA!

ACME Atlantic are a well-known and respected trading company. We handle imports directly from manufacturers in 35 different countries, often to our own specifications, and currently export to 46 different countries worldwide.

We are looking for enthusiastic people to work in our office in Bermuda on temporary 3-, 6- and 9-month contracts. Applicants must be able to speak and write at least one foreign language fluently and can be nationals of any country.

Experience in import/export will be an advantage, but as special training will be available this is not essential. The main requirements are a willingness to work as a member of a team, to cope with pressure, to use the telephone in a foreign language and in English and to be prepared occasionally to work long hours when necessary.

There are several posts available and long-term prospects are good, though initially all successful applicants will be contracted for a maximum of 9 months.

The salary we will offer is excellent. We will pay for your return air fare and provide adequate accommodation at a nominal rent.

Please apply in your own handwriting, enclosing your resume, to Charles Kox, European Sales Office, ACME Atlantic Ltd, 45 Pentonville Road, London EC2 4AC.

3.16. Imagine that you are interested in applying for this job. You have heard of ACME Atlantic and your own firm has done business with them. You know that you can get leave of absence from your own company for up to 9 months – or you are not currently employed. Write a letter applying for the job, which you will send to support your application with your CV/resume.

4. INTERVIEWS

There are different kinds of interviews: traditional *one-to-one* interviews, *panel* interviews where one or more candidates are interviewed by a panel of interviewers and even “*deep-end*” interviews where applicants have to demonstrate how they can cope in actual business situations. The atmosphere of an interview may vary from the informal to the formal and interviewers may take a friendly, neutral or even hostile approach. Different interviewers use different techniques and the only rules that the applicants should be aware of may be “Expect the unexpected” and “Be yourself”.

4.1. Listen to extracts from two interviews and answer the following questions.

Which of the interviewees performs better?
Which interviewer seems more successful?
What questions do you think are difficult to answer?

4.2. Read through the questions and say what types of questions are not easy to answer.

- 1) What do you know about our company?
- 2) Do you think the prestige of the company is of crucial importance for you?
- 3) Do you find it difficult to communicate with people?
- 4) Why are you applying for this job?
- 5) Does the opportunity to supervise other people attract you?
- 6) Are promotional questions important to you?
- 7) Could you describe your previous job, your responsibilities and duties? Why did you leave?
- 8) What is your attitude to autocratic and democratic styles of management?
- 9) How many languages do you speak?
- 10) When was the last time you lost your temper? Tell us about it.
- 11) What do you think are your strengths and weaknesses?

- 12) How did you get to know about this job opportunity?
- 13) Did you have any opportunity for promotion in your previous job?
- 14) You consider this new job you are applying for challenging. Why?
- 15) What are the reasons for your decision to leave your previous job?
- 16) Have you ever had a top management position?
- 17) Do you think you feel ready to take on the responsibility for crucial decisions?
- 18) What do you think about our system (e. g. flexible hours, etc.)?
- 19) Did you expect to get promotion at your former company?
- 20) How many people were you responsible for?
- 21) Would you prefer to work with men or women?
- 22) Do you think it is important to have a friendly atmosphere in the workplace?
- 23) Do you want to continue your education?
- 24) Is the name of the company you work for important to you? Why?
- 25) Are you prepared to make difficult decisions and take big responsibilities?
- 26) Do you think your work will make the world a better place to live in? (In what respects)?
- 27) What was the most difficult problem you faced in your previous job?
- 28) Do you smoke?
- 29) Do you drive?
- 30) What exactly do you expect to gain from working for our company?
- 31) Do you consider yourself a team player? Can you give an illustration of this?
- 32) Are you ready to continue your education?
- 33) What's your attitude towards business trips?
- 34) What management decision you have made has given you the greatest satisfaction?
- 35) Do you enjoy team games? What is your favourite sport?
- 36) Would you prefer to work in a team or individually?

- 37) Do you expect to receive further training? In what areas do you feel you need it?
- 38) For how long are you prepared to be away from your family?
- 39) Would you prefer to work flexi-time shifts?
- 40) What exactly can you offer in terms of benefits to your company?
- 41) What do you know about our company and where did you get the information from?
- 42) How can you convince us that you are able to work under pressure?
- 43) What is your idea of the ideal job?
- 44) What kind of benefits do you expect to have if you are offered the job?
- 45) How ambitious are you?
- 46) Do you like to work on your own initiative or under someone's supervision?
- 47) Tell us about the most pleasurable aspects of your previous job?
- 48) What would you like to be in terms of your career in ten year's time?
- 49) Do you think you can do this job? Why?
- 50) Does your present employer know you have applied for this job?
- 51) If you were me, what other questions would you ask?!
- 52) How would you describe the ideal person for this job?
- 53) What has been your most valuable experience?
- 54) When did you last lose your temper? Describe what happened.
- 55) What was the worst problem you have had in your previous job and how did you solve it?
- 56) Describe your present job. What do you find rewarding about it?
- 57) What do you do in your spare time?
- 58) Describe your ideal boss.
- 59) What makes you think you'd enjoy working for us?
- 60) How would you describe your own personality?
- 61) What worries you about the job you are doing?
- 62) What is the best idea you've had in the past month?

4.3. Think of advice you would give to a novice interviewee.

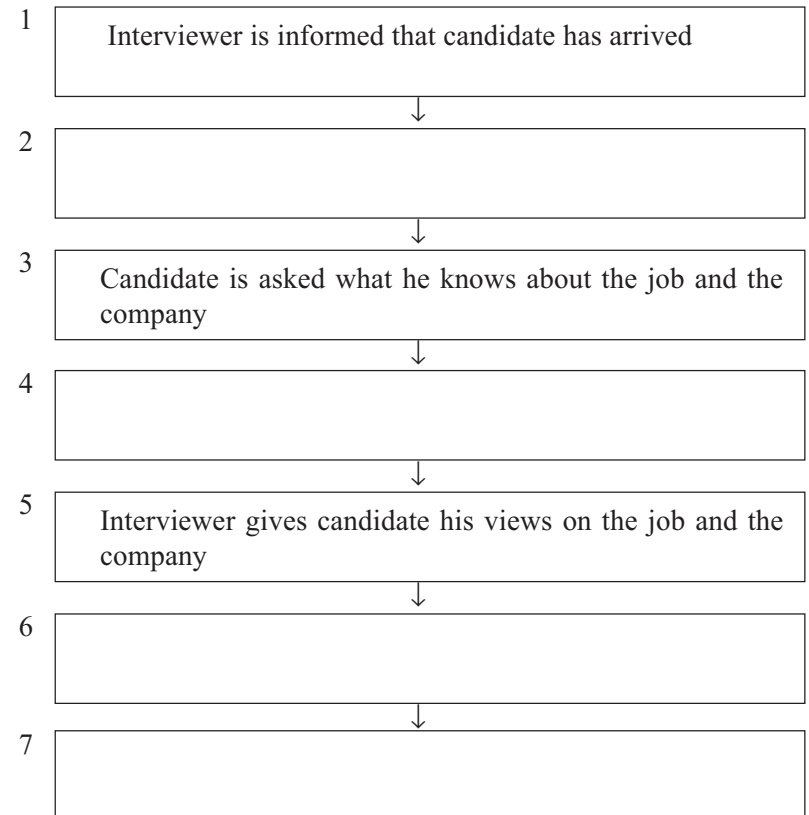
4.4. Listen to David Smyth, the Personnel Manager of a major European insurance company, answering questions about the way he interviews and selects candidates.

A. In the first extract he talks about the four points listed below. Listen and put them in the order which he talks about them.

- a) the mistakes a candidate can make in an interview
- b) the qualities a candidate must have
- c) his advice to interviewees
- d) the kind of things a candidate is expected to know

Listen again and take notes on each of these points.

B. In the second extract, David Smyth talks about the stages of an interview. Listen to what he says and complete the flow chart:



4.5. Now read about the elevator test.

A. How difficult do you think it is?

You have been called to the final interview for the job of your dreams. For years you have planned and prepared yourself for this moment. You are about to talk to the Managing Director who will make the final decision, when suddenly the phone rings. There is a crisis and she has to leave immediately but she asks you to take the lift with her. As the doors close she says, “OK, I’m listening. Tell me why I should hire you.” The journey down takes just sixty seconds.

B. In groups, take it in turns to listen or to say why you should be hired. Who would get the job in your group?

5. PRESENTATIONS

UNIT 1

What makes a good presentation?

List all the things you think make a good presentation.

Watch the video from 00.00 to 03.18. As you watch, note down what Joanna does *badly*.

Use this checklist to help you.

Checklist

Overall

Does she consider the audience?

Does she have clear objectives (to inform, to amuse, to persuade, to train)?

System

Is her presentation well prepared?

Is there a clear structure (beginning, middle, end)?

Does she link the parts together?

Is the content relevant and interesting?

Has she considered the timing?

Delivery

Does she speak clearly?

Does she speak at the right speed?

Does she use appropriate language?

Body language

Does she use her body to emphasize meaning?

Does she maintain eye contact with the audience?

Does she appear confident and positive?

Visual aids

Are the visual aids clear?

Do they support her message?

Does she use the equipment professionally?

Other comments

Watch Version 2 of the video from 04.30 to 06.00. Which items in the checklist does Geoff include this time? Note down anything you particularly like about his introduction.

Language focus *Introducing yourself and you talk*

Greetings, name, position

- Good morning. My name's (...). I'm the new Finance Manager.
- Ladies and gentlemen. It's an honour to have the opportunity to address such a distinguished audience.
- Good morning. Let me start by saying just a few words about my own background. I started out in...
- Welcome to Standard Electronics. I know I've met some of you, but just for the benefit of those I haven't, my name's (...).

Title/Subject

- I'd like to talk (to you) today about ...
- I'm going to present the recent ...
 - ... explain our position on ...
 - ... brief you on ...
 - ... inform you about ...
 - ... describe ...
- The subject of my talk
 - ... focus ... presentation
 - ... topic ... paper (academic)
 - ... speech (usually to public audience)

Purpose/Objective

- We are here today to decide ...
 - ... agree ...
 - ... learn about
- The purpose of this talk is to update you on ...
 - ... put you in the picture about ...
 - ... give you the background to ...
- This talk is designed to act as a springboard for discussion.
 - ... start the ball rolling

Length

- I'll only take (...) minutes of your time.
- I plan to be brief.
- This should only last (...) minutes.

Outline/Main parts

- I've divided my presentation into four parts/sections. They are ...
- The subject can be looked at under the following headings: ...
- We can break this area down into the following fields:
 - Firstly/first of all ...
 - Secondly/then/next ...
 - Thirdly/ and then we come to ...
 - Finally/lastly/last of all ...

Questions

- I'd be glad to answer any questions at the end of my talk.
- If you have any questions, please feel free to interrupt.
- Please interrupt me if there's something which needs clarifying. Otherwise, there'll be time for discussion at the end.

Reference to the audience

- I can see many of you are ...
- I know you've all travelled a long way.
- You all look as though you've heard this before.

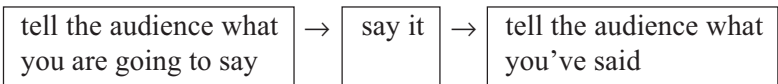
UNIT 3
Linking the parts

Watch Version 1 of the video from 06.12 to 07.23. As you watch, make notes on the content and organization of Geoff's talk.

Watch Version 2 of the video from 07.24 to 09.40. As you watch, complete Geoff's presentation notes.

- Point 1:
- Point 2: *Main markets (and Manton new story)*
- Point 3:

In Version 2 of his presentation, Geoff follows this approach:



This technique has two advantages: it's easier for the audience to follow the presentation, and it's easier for the speaker to follow the plan.

Language focus. Linking ideas

Sequencing/Ordering

- firstly ... secondly ...thirdly ...
- then ... next ... finally/lastly ...
- let's start with ...
- let's move/go on to ...
- now we come to ...
- that brings us to ...
- let's leave that ...
- that covers ...
- let's get back to ...

Giving reasons/causes

- therefore
- so
- as a result
- that's why

Digressing

- by the way
- in passing

Contrasting

- but
- however

Comparing

- similarly
- in the same way

Contradicting

- in fact
- actually

Summarizing

- to sum up
- in brief
- in short

Concluding

- in conclusion
- to conclude

Highlighting

- in particular
- especially

Giving examples

- for example
- for instance
- such as

Generalizing

- usually
- generally
- as a rule

UNIT 4

The right kind of language

What's wrong with reading a presentation? List the advantages and disadvantages of reading presentations.

Watch Versions 1 and 2 of the video from 09.49 to 15.25. As you watch, make notes on Dr. Linden's presentation. Use this checklist to help you.

Checklist

	Version1	Version 2
<i>Eye contact</i>		
<i>Language</i> complexity? sentence length? use of pauses? (im) personal?		
<i>Manner</i> open or closed? (un)interested?		

Which version of Dr. Linden's presentation is easier to understand? Why?

UNIT 5

Visual aids

This checklist contains some of the 'rules' for designing and using visual aids.

Checklist

Design

- Don't use visuals to repeat what you can say with words.
- Don't overcrowd visuals with too much information.
- Use visuals to support or summarize what you say.
- Only use key words, not lines of text.
- Think about which kind of visual is right for you (graph / table / picture / words, etc.).
- Use colour (but not too much).

Use

- Don't use too many visuals.
- Don't read from the visual.
- Make sure the audience understands the visual.

Use a pointer and/or masking techniques where appropriate.
 Face the audience as much as possible.
 Don't block the audience's view.

Remember that your visuals should help you communicate your message.

They should NOT distract your audience's attention from what you say.

Watch Versions 1 and 2 of the video from 15.35 to 20.30. As you watch, compare the design of Joanna's visuals. Note anything you particularly like or dislike.

Watch Versions 1 and 2 again and compare the way Joanna uses her visuals.

UNIT 6 Body language

Eye contact

Maintain good eye contact with different people in the audience.
 Don't just look at one person.

Facial expression

Use facial expressions (e.g. smiles) to emphasize your feelings.

Hands

Use your hands to emphasize what you say.
 Keep your hands out of pockets.

Hold a pen or a pointer if you feel more comfortable – but don't play with it.

Movements

Don't stand completely still – a little movement between the table and the board, or between the notes and the audience, is more interesting.

Don't move around too much, or the audience may watch you instead of listening to you!

Posture

Try to keep your posture upright but relaxed.
 Look straight ahead, not down at the floor or up at the ceiling.

Watch Versions 1 and 2 of the video from 20.40 to 23.18 **WITH NO SOUND**. As you watch, make notes on Dr. Linden's body language. Use this checklist to help you.

Checklist

	Version 1	Version 2
General appearance		
Stance and posture		
Hands-position		
Hands-gestures		
Eye contact		
Facial expression		
Movement		

Watch Version 2 of the video from 22.14 to 23.18 again, this time listening to the sound. What helps Dr. Linden to emphasize or minimize his message?

Language focus. Emphasizing and minimizing

Emphasizing

Strong adverbs intensify adjectives:
We've had an extremely good year.
 Adverbs can be total, very strong, or moderate.

TOTAL
absolutely (fantastic)
completely (awful)
entirely (depressing)

VERY STRONG
extremely (good)
very (bad)

MODERATE
fairly (safe)
reasonably (expensive)
quite (cheap)

Minimizing

Look at the way the following expressions of degree and uncertainty modify, or minimize, the message:

It seems we will have to delay the delivery.

*The Chief Executive Officer **appears** to have left the country.*

*It's **just** a little bit further.*

*We're going to reduce our staff **a bit**.*

***Perhaps** we should consider resigning.*

*There **might** be another way.*

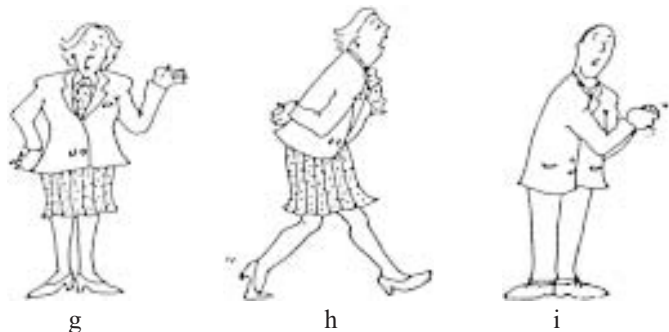
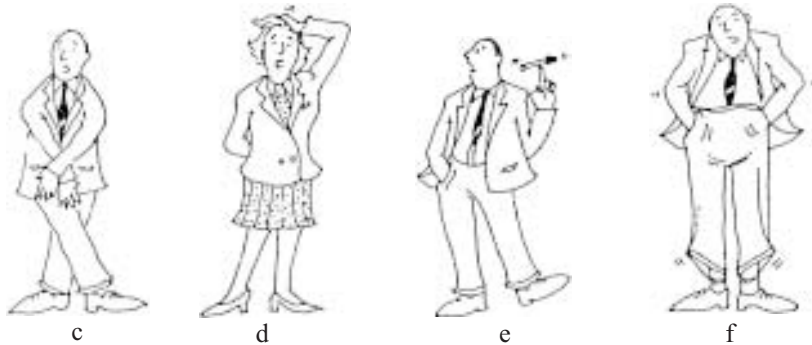
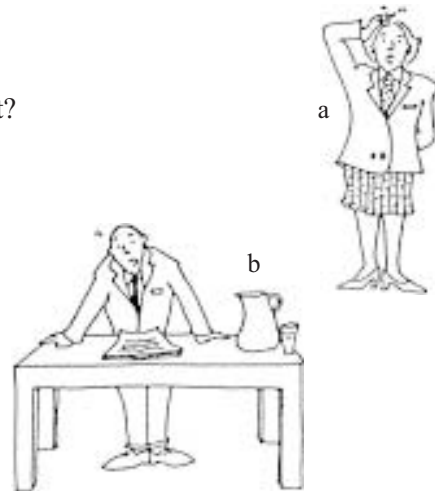
*I **tend to** think we should stop now.*

***To some extent**, the company has failed to realize its potential.*

Intonation is also very important in giving more or less emphasis to what we say.

A speaker's body language can be important when you are wanting a presentation. Have you ever seen speakers like these? Match these titles to the appropriate picture.

- 1) the table-crawler
- 2) the scratcher
3. When is he going to drop it?
- 4) the teapot
- 5) the hand-washer
- 6) the reluctant nudist
- 7) the hair pusher
- 8) Must keep my trousers up
- 9) the walker

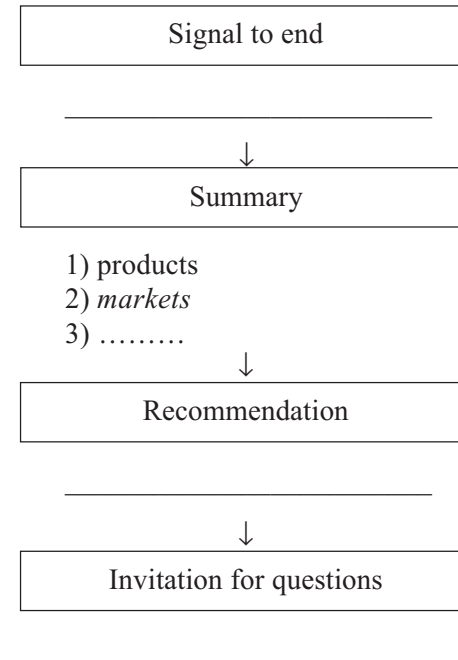


UNIT 7 Finishing off

The final part of a presentation should include:
 a clear signal that you are about to end
 a brief, clear summary of what you have said
 a conclusion or recommendation (if appropriate)
 an invitation for questions, to make comments, or start a discussion.

Watch Versions 1 and 2 of the video from 23.28 to 25.23. As you watch, note what Joanna includes in her ending each time.

Watch Version 2 from 24.24 to 25.23 again and complete Joanna's presentation notes.



Language focus. Endings

Signalling the end That brings me to the end of my presentation. That completes my presentation. Before I stop/finish, let me just say... That covers all I wanted to say today.	Recommending So, I would suggest that we... I'd like to propose... (more formal) In my opinion, the only way forward is...
Summarizing Let me just run over the key points again. I'll briefly summarize the main issues. To sum up... Briefly...	Closing Thank you for your attention. Thank you for listening. I hope you will have gained an insight into...
Concluding As you can see, there are some very good reasons... In conclusion... I'd like to leave you with the following thought/idea.	Inviting questions I'd be glad to try and answer any questions. So, let's throw it open to questions. Any questions?

**UNIT 8
Question time**

What is the best way to handle difficult questions?

Welcome the question.

Listen carefully to the question – don't interrupt.

Take time to think before you answer.

Check you have understood the question – rephrase or clarify if necessary.

Reply positively – be brief and clear.

Accept criticism positively.

After you answer, check that the questioner is satisfied.

Watch Versions 1 and 2 of the video from 25.34 to 28.53, **WITH NO SOUND**. As you watch, note the differences in body language in the two versions.

Watch Versions 1 and 2 from 25.34 to 28.53 again, listening to the sound. As you watch, note the differences in the way Dr. Linden handles the questions. Mark whether he does (✓) or does not (×) carry out each stage in the checklist below. The first one has been done for you.

Checklist

Version 1 questions			Version 2 questions			
<i>welcomes the question</i>						
1 ×	2 ×	3 ×		1 ✓	2 ✓	3 ×
<i>takes time to think before answering</i>						
1	2	3		1	2	3
<i>clarifies the question</i>						
1	2	3		1	2	3
<i>accepts criticism positively</i>						
1	2	3		1	2	3
<i>replies positively</i>						
1	2	3		1	2	3
<i>checks the questioner is satisfied</i>						
1	2	3		1	2	3

Language focus. Asking and answering questions

Clarifying a question

If I understand you correctly, you are saying/asking...

I didn't quite catch that.

Could you go over that again?

I'm not sure what you're getting at.

Avoiding giving an answer

Perhaps we could deal with that later.

Can we talk about that on another occasion?

I'm afraid that's not my field.

I don't have the figures with me.

I'm sure Mr (...) could answer that question.

That's interesting, but I'd prefer not to answer that today.

Checking the questioner is satisfied

Does that answer your question?

Is that clear?

May we go on?

UNIT 9

Evaluating a presentaton

Evaluate the different elements of the presentation using this form.

	Evaluation 0-5	Comments
Structure and content		
Delivery		
Language		
Body language		
Voice		
Interest		
Visual Aids		
Overall Impression		

6. NEGOTIATIONS

6.1. Read the following texts and sum up the views expressed in them; think of possible headings and answer the questions.

I

A basic fact about negotiation, easy to forget in corporate and international transactions, is that you are dealing not with abstract representatives of the "other side," but with human beings. They have emotions, deeply held values, and different backgrounds and viewpoints, and they are unpredictable. So are you.

This human aspect of negotiation can be either helpful or disastrous. The process of working out an agreement may produce a psychological commitment to a mutually satisfactory outcome. A working relationship where trust, understanding, respect, and friendship are built up over time can make each new negotiation smoother and more efficient. And people's desire to feel good about themselves, and their concern for what others will think of them, can often make them more sensitive to another negotiator's interests.

On the other hand, people get angry, depressed, fearful, hostile, frustrated, and offended. They have egos that are easily threatened. They see the world from their own personal vantage point, and they frequently confuse their perceptions with reality. Routinely, they fail to interpret what you say in the way you intend and do not mean what you understand them to say. Misunderstanding can reinforce prejudice and lead to reactions that produce counter-reactions in a vicious circle; rational exploration of possible solutions becomes impossible and a negotiation fails. The purpose of the game becomes scoring points, confirming negative impressions, and apportioning blame at the expense of the substantive interests of both parties.

Failing to deal with others sensitively as human beings prone to human reactions can be disastrous for a negotiation. Whatever else you are doing at any point during a negotiation, from preparation to follow-up,

it is worth asking yourself, “Am I paying enough attention to the people’s problem?”

(from *Getting to Yes*, Fisher and Ury, Penguin Books)

Do you agree with the above?

Could this be said of negotiating in your country?

II

There are three big problems with communication. First, negotiators may not be talking to each other, or at least not in such a way as to be understood. Frequently each side has given up on the other and is no longer attempting any serious communication with it. Instead they talk merely to impress third parties or their own constituency. Rather than trying to dance with their negotiating partner toward a mutually agreeable outcome, they try to trip him up. Rather than trying to talk their partner into a more constructive step, they try to talk the spectators into taking sides. Effective communication between the parties is all but impossible if each plays to the gallery.

Even if you are talking directly and clearly to them, they may not be hearing you. This constitutes the second problem in communication. Note how often people don’t seem to pay enough attention to what you say. Probably equally often, you would be unable to repeat what they said. In a negotiation, you may be so busy thinking about what you are going to say next, how you are going to respond to that last point or how you are going to frame your next argument, that you forget to listen to what the other side is saying now. Or you may be listening more attentively to your constituency than to the other side. Your constituents, after all, are the ones to whom you will have to account for the results of the negotiation. They are the ones you are trying to satisfy. It is not surprising that you should want to pay close attention to them. But if you are not hearing what the other side is saying, there is no communication.

The third communication problem is misunderstanding. What one says, the other may misinterpret. Even when negotiators are in the same room, communication from one to the other can seem like sending smoke signals in a high wind. Where the parties speak different languages the chance for misinterpretation is compounded. For example, in Persian,

the word “compromise” apparently lacks the positive meaning it has in English of “a midway solution both sides can live with”, but only has a negative meaning as in “her virtue was compromised” or “our integrity was compromised.” Similarly, the word “mediator” in Persian suggest “meddler”, someone who is barging in uninvited. In early 1980 U. N. Secretary General Waldheim flew to Iran to deal with the hostage question. His efforts were seriously set back when Iranian national radio and television broadcast in Persian a remark he reportedly made on his arrival in Tehran: “I have come as a *mediator* to work out a *compromise*.” Within an hour of the broadcast, his car was being stoned by angry Iranians.

(from *Getting to Yes*, Fisher and Ury, Penguin Books)

How far do you agree with the above?

Can you think of any misinterpretations between English and your language?

III

Like it or not, you are a negotiator. Negotiation is a fact of life. You discuss a raise with your boss. You try to agree with a stranger on a price for his house. Two lawyers try to settle a lawsuit arising from a car accident. A group of oil companies plan a joint venture exploring for offshore oil. A city official meets with union leaders to avert a transit strike. All these are negotiations.

Everyone negotiates something every day. Like Molière’s Monsieur Jourdain, who was delighted to learn that he had been speaking prose all his life, people negotiate even when they don’t think of themselves as doing so. A person negotiates with his spouse about where to go for dinner and with his child about when the lights go out. Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.

More and more occasions require negotiation; conflict is a growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ, and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most de-

cisions through negotiation. Even when they go to court, they almost always negotiate a settlement before trial.

(from *Getting to Yes*, Fisher and Ury, Penguin Books)

What everyday examples of negotiations can you think of?

IV

Although negotiation takes place every day, it is not easy to do well. Standard strategies for negotiation often leave people dissatisfied, worn out, or alienated – and frequently all three.

People find themselves in a dilemma. They see two ways to negotiate: soft or hard. The soft negotiator wants to avoid personal conflict and so makes concessions readily in order to reach agreement. He wants an amicable resolution; yet he often ends up exploited and feeling bitter. The hard negotiator sees any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better. He wants to win; yet he often ends up producing an equally hard response which exhausts him and his resources and harms his relationship with the other side. Other standard negotiating strategies fall between hard and soft, but each involves an attempted trade-off between getting what you want and getting along with people.

There is a third way to negotiate, a way neither hard nor soft, but rather both hard *and* soft. The method of *principled negotiation* developed at the Harvard Negotiation Project is to decide issues on their merits rather than through a haggling process focused on what each side says it will and won't do. It suggests that you look for mutual gains wherever possible, and that where your interests conflict, you should insist that the result be based on some fair standards independent of the will of either side. The method of principled negotiation is hard on the merits, soft on the people. It employs no tricks and no posturing. Principled negotiation shows you how to obtain what you are entitled to and still be decent. It enables you to be fair while protecting you against those who would take advantage of your fairness.

(from *Getting to Yes*, Fisher and Ury, Penguin Books)

Do you think negotiator styles are or should be different among men and women? Explain your answer.

6.2. Discussion

The table below shows three ways of negotiating: *soft*, *hard* and *principled*.

Which of the three do you think is the most common in your country?

Which of the three do you think is the most effective?

PROBLEM Positional Bargaining: Which Game Should You Play?		SOLUTION Change the Game – Negotiate on the Merits
SOFT	HARD	PRINCIPLED
Participants are friends.	Participants are adversaries.	Participants are problem-solvers.
The goal is agreement.	The goal is victory.	The goal is a wise outcome reached efficiently and amicably.
Make concessions to cultivate the relationship.	Demand concessions as a condition of the relationship.	Separate the people from the problem.
Be soft on the people and the problem.	Be hard on the problem and the people.	Be soft on the people, hard on the problem.
Trust others.	Distrust others.	Proceed independent of trust.
Change your position easily.	Dig in to your position.	Focus on interests, not positions.
Make offers.	Make threats.	Explore interests.
Disclose your bottom line.	Mislead as to your bottom line.	Avoid having a bottom line.
Accept one-sided losses to reach agreement.	Demand one-sided gains as the price of agreement.	Invent options for mutual gain.
Search for the single answer: the one <i>they</i> will accept.	Search for the single answer: the one <i>you</i> will accept.	Develop multiple options to choose from; decide later.
Insist on agreement.	Insist on your position.	Insist on using objective criteria.

PROBLEM Positional Bargaining: Which Game Should You Play?		SOLUTION Change the Game – Negotiate on the Merits
SOFT	HARD	PRINCIPLED
Try to avoid a contest of will.	Try to win a contest of will.	Try to reach a result based on standards independent of will.
Yield to pressure.	Apply pressure.	Reason and be open to reasons; yield to principle, not pressure.

(From *Getting to Yes*, Fisher and Ury, Penguin Book)

6.3. Language practice

Study these phrases and choose the most appropriate heading for each group from the list below.

- asking for clarification
- rejecting
- interrupting
- bargaining/trading
- making a suggestion
- stating your position
- agreeing
- asking for a reaction

1 We just can't agree to is out of the question. No, I don't really think so. I'd rather not...	5 I've got to stop you ...
2 How's that then? It depends what you mean when you say ... What do you have in mind? Could you run through that again?	6 What we're looking for ... We think ... We'd like to ... There's no way ... We wouldn't want to ... I guarantee ... I was hoping for ...

3 We'll ..., if you ... We might be able to make an exception, if you ... We're prepared to ..., providing ... If you ..., I could ... I was going to ... but what if I were to say ... ?	7 How does that sound ... ? How do you feel about ... ? What do you say ... ?
4 Why not? Yes, of course. I agree to ... That's a deal.	8 Let's agree ..., shall we? How about ... ? We could ... Do you want me to ... ? ..., say, ... I'd like to suggest ...

6.4. Role play

A. Form a group of four. Two of you should look at File 1, the others at File 2. You'll be taking part in a role play about the purchase of equipment.

File 1. You want to buy the Prima Nova. It is a good product and ideal for you needs.

2-year warranty	Ask for full warranty with free parts and labour.
Shipping	Ask for delivery within 24 hours.
Special labelling	Ask for King logo on each unit at no extra charge.
Price for unit	Offer to pay \$90.
Size of offer and discount	Offer to place initial order for 40 units now, another 60 in 6 months. (Normal discount: 20 % for order over 100 units, 10 % for orders over 50 units)
Future orders	Offer to place a regular order every 6 months for two years.

File 2. You want to sell the Prima Nova to King and Co. You want them to a regular order.

2-year warranty	Offer full warranty with parts and labour at \$5 per unit. Offer warranty with free parts (but not labour)
Shipping	Offer delivery in 3 working days
Special labelling	Offer to print King Logo on each unit for an extra \$2.
Price per unit	Ask for \$110.
Size of order	If they order 40 units now + another 60 in 6 months, offer and discount 10% discount for both orders.
	(Normal discount: 20% for order over 100 units, 10% for orders over 50 units)
Future orders	Offer 20% discount if they place a regular order once a month for two years.

B. Discuss these questions.

What happened in you negotiations? What concessions did you make?

Did both sides leave the negotiations satisfied? If not, why not?

What are some of the differences between a real-life negotiation and a role play?

7. WORK AND MOTIVATION

Vocabulary

7.1. Which words do the following sentences define?

1) To inspire, to induce, to give a reason or incentive to someone to do something.

- a) motivate b) promote c) provoke

2) A person employed by someone else, working for money.

- a) earner b) employee c) employer

3) Relations between employers and employees, managers and workers, management and unions.

- a) human relations b) labour relations c) labour unions

4) Having control of something as part of your job.

- a) command b) power c) responsibility

5) Money paid (per hour or day or week) to manual workers.

- a) earnings b) salary c) wages

6) A fixed regular payment made by employers, usually monthly, for professional or office work.

- a) earnings b) salary c) wages

7) Advantages that come with a job, apart from wages or salary.

- a) benefits b) profits c) supplements

8) To be raised to a higher rank or better job.

- a) motivation b) promotion c) sales promotion

9) Knowing that there is little risk of losing one's job.

- a) bureaucracy b) job safety c) job security

10) Having particular abilities, acquired by training.

- a) educated b) skilled c) talented

7.2. Discussion

Which of the following statements seem to you to be generally true?

- 1) People dislike work and avoid it if they can.

- 2) Work is necessary to people's psychological well-being.
- 3) People avoid responsibility and would rather be told what to do.
- 4) People are motivated mainly by money.
- 5) Most people are far more creative and ingenious than their employers realize.
- 6) People are motivated by anxiety about their security.
- 7) People want to be interested in their work and, given the right conditions, they will enjoy it.
- 8) Under the right conditions, most people will accept responsibility and want to realize their own potential.

7.3. Reading

You may have noticed that the statements above can be separated into two groups reflecting two very different ways in which employers can treat their employees. These two approaches were summarized by a well-known American theorist of the psychology of work, Douglas McGregor, who named them Theory X and Theory Y. Read the following text and then classify the statements above according to which theory they support.

Statement	1	2	3	4	5	6	7	8
Theory								

THEORY X AND THEORY Y

In *The Human Side of Enterprise*, Douglas McGregor outlined two opposing theories of work and motivation. What he calls Theory X is the traditional approach to workers and working which assumes that people are lazy and dislike work, and that they have to be both threatened (for example, with losing their job) and rewarded. It assumes that most people are incapable of taking responsibility for themselves and have to be looked after. Theory Y, on the contrary, assumes that people have a psychological need to work and want achievement and responsibility.

Later theorists argued that Theory Y makes much greater demands on both workers and managers than McGregor realized. Abraham Maslow, for example, spent a year studying a Californian company that

used Theory Y, and concluded that its demands for responsibility and achievement are excessive for many people. He pointed out that there are always weak and vulnerable people, with little self-discipline, who need protection against the burden of responsibility. Even strong and healthy people need the security of order and direction. Managers cannot simply substitute Theory Y for Theory X. They have to replace the security provided by Theory X with a different structure of security and certainty.

7.4. Summarizing

Read the text again and complete the following sentences, using your own words as much as possible.

- 1) According to Theory X, employers have to threaten workers because ...
- 2) According to Theory Y, employers should give their workers responsibilities because ...
- 3) Maslow criticized Theory Y because ...
- 4) Maslow argued that even though they might want to be given responsibilities at work ...

7.5. Discussion

One of the most important functions of a manager is to motivate the employees under his or her authority. But *how*?

What kind of things motivate *you*?

Which of the following factors have been or will be important for you in your choice of a job?

Classify them in order of importance.

- good administration and good labour relations
- good working conditions: enough space, light, heat and time, not too much noise, and so on
- an adequate wage or salary, and benefits such as paid holidays, sick pay, a pension, and so on
- job security
- a challenging, interesting and creative job
- responsibility
- contact with people
- opportunities to travel
- holidays

Are there any other important factors that are not listed here?

7.6. Writing

Write a short account (about 200 words) of the factors that have been or will be important for you in your choice of a job.

7.7. Reading

Another well-known theorist of the psychology of work, Frederick Herzberg, has argued that many of the features listed above do not in fact motivate people. Read the following text and find out why.

“SATISFIERS” AND “MOTIVATORS”

It is logical to suppose that things like good labour relations, good working conditions, good wages and benefits, and job security motivate workers. But in *Work and the Nature of Man*, Frederick Herzberg argued that such conditions do not *motivate* workers. They are merely “satisfiers” or, more importantly, “dissatisfiers” where they do not exist. “Motivators”, on the contrary, include things such as having a challenging and interesting job, recognition and responsibility, promotion, and so on.

However, even with the development of computers and robotics, there are and always will be plenty of boring, mindless, repetitive and mechanical jobs in all three sectors of the economy, and lots of unskilled people who have to do them.

So how do managers motivate people in such jobs? One solution is to give them some responsibilities, not as individuals but as part of a team. For example, some supermarkets combine office staff, the people who fill the shelves, and the people who work on the checkout tills into a team and let them decide what product lines to stock, how to display them, and so on. Other employers ensure that people in repetitive jobs change them every couple of hours, as doing four different repetitive jobs a day is better than doing only one. Many people now talk about the importance of a company’s shared values or corporate culture, with which all the staff can identify: for example, being the best hotel chain, or hamburger restaurant chain, or airline, or making the best, the safest, the most user-friendly, the most ecological or the most reliable products in a particular field. Such values are more likely to motivate workers than financial targets, which ultimately only concern a few people. Unfortunately, there is only a limited number of such goals to go round,

and by definition, not all the competing companies in an industry can seriously claim to be the best.

7.8. Summarizing

Read the text again and complete the following sentences, using your own words as much as possible.

- 1) Herzberg suggested that good labour relations and working conditions ...
- 2) According to Herzberg, the kind of things that motivate ...
- 3) The problem with saying that only challenging, interesting and responsible jobs are motivating is that ...
- 4) Ways of motivating people in unskilled jobs include . . .
- 5) The problem with trying to motivate workers by the belief that their company is the best is that ...

Motivating staff

You will hear Steve Moody, the manager of the Marks & Spencer store in Cambridge, talking about how he and the company try to motivate staff.

7.9. Listening

Listen to Part One of the interview and answer the following questions.

- 1) Which of the following things does Steve Moody say? If the statements do not match what Moody says, what does he actually say?
 - a) People require an acceptable salary.
 - b) People need a nice working environment.
 - c) People must understand what they are supposed to do.
 - d) People must appreciate their boss and their colleagues.
 - e) People must not be expected to do the same thing lots of times.
- 2) What is the reason he gives why some of his staff prefer working on the till or cash register to other tasks?
- 3) What is the advantage of this for the store?
- 4) What are the other two tasks he mentions that are equally important in any store?

8. MANAGEMENT

5) Steve Moody says that the work of management involves “tailoring individuals” needs and abilities to the operational needs of the store’. Give another word for *tailoring*.

6) Why does M&S also need staff who like to perform all sorts of different tasks?

7.10. Listening

Listen to Part Two of the interview.

1) Make a list of five or six factors that Steve Moody says motivate M&S staff.

2) What does he say is the effect of giving staff an annual bonus shortly before Christmas?

Management – an art or a science?

8.1. Discussion

1) What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught?

2) What do you think makes a good manager? Which *four* of the following qualities do you think are the most important?

a) being decisive: able to make quick decisions

b) being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on

c) being friendly and sociable

d) being able to communicate with people

e) being logical, rational and analytical

f) being able to motivate and inspire and lead people

g) being authoritative: able to give orders

h) being competent: knowing one’s job perfectly, as well as the work of one’s subordinates

i) being persuasive: able to convince people to do things

j) having good ideas

Are there any qualities that you think should be added to this list?

3) Which of these qualities can be acquired? Which must you be born with?

8.2. Reading

This text summarizes some of Peter Drucker’s views on management. As you read about his description of the work of a manager, decide whether the five different functions he mentions require the four qualities you selected in your discussion, or others you did not choose.

WHAT IS MANAGEMENT?

Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into

planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.

- First of all, managers (especially senior managers such as company chairmen – and women – and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money.

- Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual jobs. They select people to manage these units and perform the jobs.

- Thirdly, managers practise the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.

- Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved.

- Lastly, managers develop people – both their subordinates and themselves.

Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised and advised (and dismissed) by a company's board of directors.

Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and "instinct" are not enough; there are management skills that have to be learnt. Drucker, for example, wrote over 20 years ago that "Altogether this entire book is

based on the proposition that the days of the 'intuitive' manager are numbered,"¹ meaning that they were coming to an end. But some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.

Cross-cultural management

Managing a truly global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences often make this impossible. The conflict between globalization and localization has led to the invention of the word "glocalization". Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done.

A fairly obvious cultural divide that has been much studied is the one between, on the one hand, the countries of North America and north-west Europe, where management is largely based on analysis, rationality, logic and systems, and, on the other, the Latin cultures of southern Europe and South America, where personal relations, intuition, emotion and sensitivity are of much greater importance.

The largely Protestant cultures on both sides of the North Atlantic (Canada, the USA, Britain, the Netherlands, Germany, Scandinavia) are essentially individualist. In such cultures, status has to be achieved. You don't automatically respect people just because they've been in a company for 30 years. A young, dynamic, aggressive manager with an MBA (a Master in Business Administration degree) can quickly rise in the hierarchy. In most Latin and Asian cultures, on the contrary, status is automatically accorded to the boss, who is more likely to be in his fifties or sixties than in his thirties. This is particularly true in Japan, where companies traditionally have a policy of promotion by seniority. A 50-year-old Japanese manager, or a Greek or Italian or Chilean one, would quite simply be offended by having to negotiate with an aggressive, well-

¹ Peter Drucker: An Introductory View of Management.

educated, but inexperienced American or German 20 years his junior. A Japanese would also want to take the time to get to know the person with whom he was negotiating, and would not appreciate an assertive American who wanted to sign a deal immediately and take the next plane home.

In northern cultures, the principle of pay-for-performance often successfully motivates sales people. The more you sell, the more you get paid. But the principle might well be resisted in more collectivist cultures, and in countries where rewards and promotion are expected to come with age and experience. Trompenaars gives the example of a sales rep in an Italian subsidiary of a US multinational company 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 trying not to sell more than any of his colleagues, so as not to reveal their inadequacies. He was also desperate not to earn more than his boss, which he thought would be an unthinkable humiliation that would force the boss to resign immediately.

Trompenaars also reports that Singaporean and Indonesian managers objected 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.

Another example of an American idea that doesn't work well in Latin countries is matrix management. The task-oriented logic of matrix management conflicts with the principle of loyalty to the all-important line superior, the functional boss. You can't have two bosses any more than you can have two fathers. Andre Laurent, a French researcher, has said that in his experience, French managers would rather see an organization die than tolerate a system in which a few subordinates have to report to two bosses.

In discussing people's relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules are extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that the other is corrupt. Universalists say that particularists "cannot be trusted because they will always help their friends", while the second group says of the first "you

cannot trust them; they would not even help a friend". According to Trompenaars' data, there are many more particularists in Latin and Asian countries than in Australia, the USA, Canada, or northwest Europe.

8.3. Comprehension

- 1) How would you explain the concept of "glocalization"?
- 2) Why might a 50-year-old Japanese manager be offended if he had to negotiate with or report to a well-educated but inexperienced 30-year-old American?
- 3) Why was the American concept of pay-for-performance unpopular in Italy, and in Asia, in Trompenaars' example?
- 4) Why do universalists disapprove of particularists, and vice versa?

9. MARKETING

9.1. Here is a modern definition of marketing (as opposed to selling):

There will always, one can assume, be a need for some selling. But the aim of marketing is to make selling superfluous. The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself. Ideally, marketing should result in a customer who is ready to buy.

Peter Drucker: Management: Tasks, Responsibilities, Practices

9.2. Here is another, more poetic definition. (A *crop* is an agricultural product, especially cereals and fruit.)

Marketing is the creation of long-term demand, while sales is the execution of marketing strategies. Marketing is buying the land, choosing what crop to grow, planting the crop, fertilizing it, and then deciding when to harvest. Sales is harvesting the crop. Salespeople in general don't think strategically about the business.

Robert X. Cringely: Accidental Empires

9.3. Now complete the following definition of marketing, by inserting these verbs in the gaps below:

design develop identify influence modify persuade

Marketers have to: (1) or anticipate a consumer need; (2) a product or service that meets that need better than any competing products or services; (3) target customers to try the product or service; and, in the long term, (4) it to satisfy changes in consumer needs or market conditions. Marketers can (5) particular features, attractive packaging, and effective advertising, that will (6) consumers' wants. Marketing thus combines market research, new product development, distribution, advertising, promotion, product improvement, and so on.

Which of the activities listed in the last sentence of the third definition would you say most closely correspond to Cringely's metaphorical concepts of the following?

- | | |
|-------------------------------|-----------------------------|
| 1) choosing what crop to grow | 3) fertilizing it |
| 2) planting the crop | 4) deciding when to harvest |

9.4. Vocabulary

Match up the words or expressions on the left with the definitions on the right.

- | | |
|--------------------------|---|
| 1) distribution channel | a) all the companies or individuals involved in moving a particular good or service from the producer to the consumer |
| 2) to launch a product | b) an idea for a new product, which is tested with target consumers before the actual product is developed |
| 3) market opportunities | c) attributes or characteristics of a product: quality, price, reliability, etc. |
| 4) market research | d) dividing a market into distinct groups of buyers who have different requirements or buying habits |
| 5) market segmentation | e) places where goods are sold to the public – shops, stores, kiosks, market stalls, etc. |
| 6) packaging | f) possibilities of filling unsatisfied needs in sectors in which a company can profitably produce goods or services |
| 7) points of sale | g) someone who contacts existing and potential customers, and tries to persuade them to buy goods or services |
| 8) product concept | h) collecting, analysing and reporting data relevant to a specific marketing situation (such as a proposed new product) |
| 9) product features | i) to introduce a new product onto the market |
| 10) sales representative | j) wrappers and containers in which products are sold |

9.5. Reading

Look quickly through the following text and decide which paragraphs are about these subjects:

- – company-to-company marketing
- – identifying market opportunities
- – the marketing mix
- – the selling and marketing concepts
- – the importance of market research

THE CENTRALITY OF MARKETING

- 1 Most management and marketing writers now distinguish between selling and marketing*. The ‘selling concept’ assumes that resisting consumers have to be persuaded by vigorous hard-selling techniques to buy non-essential goods or services. Products are sold rather than bought. The ‘marketing concept’, on the contrary, assumes that the producer’s task is to find wants and fill them. In other words, you don’t sell what you make, you make what will be bought. As well as satisfying existing needs, marketers can also anticipate and create new ones. The markets for the Walkman, video games, personal computers, and genetic engineering, to choose some recent examples, were largely created rather than identified.
- 2 Marketers are consequently always looking for market opportunities – profitable possibilities of filling unsatisfied needs or creating new ones in areas in which the company is likely to enjoy a differential advantage, due to its distinctive competencies (the things it does particularly well). Market opportunities are generally isolated by market segmentation. Once a target market has been identified, a company has to decide what goods or service to offer. This means that much of the work of marketing has been done before the final product or service comes into existence. It also means that the marketing concept has to be understood throughout the company, e.g. in the production department of a manufacturing company as much as in the marketing department itself. The company must also take account of the existence of competitors, who always have to be identified, monitored and defeated in the search for loyal customers.

* See *Philip Kotler*. *Marketing Management*. 7th edition, chapter 2.

- 3 Rather than risk launching a product or service solely on the basis of intuition or guesswork, most companies undertake market research (GB) or marketing research (US). They collect and analyse information about the size of a potential market, about consumers’ reactions to particular product or service features, and so on. Sales representatives, who also talk to customers, are another important source of information.
- 4 Once the basic offer, e.g. a product concept, has been established, the company has to think about the marketing mix, i.e. all the various elements of a marketing programme, their integration, and the amount of effort that a company can expend on them in order to influence the target market. The best-known classification of these elements is the ‘4 Ps’: product, place, promotion and price**. Aspects to be considered in marketing products include quality, features (standard and optional), style, brand name, size, packaging, services and guarantee. Place in a marketing mix includes such factors as distribution channels, locations of points of sale, transport, inventory size, etc. Promotion groups together advertising, publicity, sales promotion, and personal selling, while price includes the basic list price, discounts, the length of the payment period, possible credit terms, and so on. It is the job of a product manager or a brand manager to look for ways to increase sales by changing the marketing mix.
- 5 It must be remembered that quite apart from consumer markets (in which people buy products for direct consumption) there exists an enormous producer or industrial or business market, consisting of all the individuals and organizations that acquire goods and services that are used in the production of other goods, or in the supply of services to others. Few consumers realize that the producer market is actually larger than the consumer market, since it contains all the raw materials, manufactured parts and components that go into consumer goods, plus capital equipment such as buildings and machines, supplies such as energy and pens and paper, and services ranging from cleaning to management consulting, all of which have to be marketed. There is consequently more industrial than consumer marketing, even though ordinary consumers are seldom exposed to it.

** See *E. Jerome McCarthy*. *Basic Marketing: A Managerial Approach*, and virtually all marketing textbooks since.

Comprehension

9.6. Which of the following three paragraphs most accurately summarizes the text in 1c, and why?

First summary:

Marketing means that you don't have to worry about selling your product, because you know it satisfies a need. Companies have to identify market opportunities by market segmentation: doing market research, finding a target market, and producing the right product. Once a product concept has been established, marketers regularly have to change the marketing mix – the product's features, its distribution, the way it is promoted, and its price – in order to increase sales. Industrial goods – components and equipment for producers of other goods – have to be marketed as well as consumer goods.

Second summary:

The marketing concept has now completely replaced the old-fashioned selling concept. Companies have to identify and satisfy the needs of particular market segments. A product's features are often changed, as are its price, the places in which it is sold, and the way in which it is promoted. More important than the marketing of consumer goods is the marketing of industrial or producer goods.

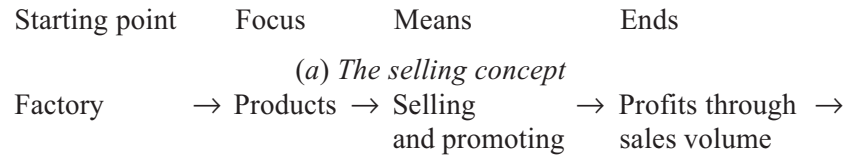
Third summary:

The marketing concept is that a company's choice of what goods and services to offer should be based on the goal of satisfying consumers' needs. Many companies limit themselves to attempting to satisfy the needs of particular market segments. Their choice of action is often the result of market research. A product's features, the methods of distributing and promoting it, and its price, can all be changed during the course of its life, if necessary. Quite apart from the marketing of consumer products, with which everybody is familiar, there is a great deal of marketing of industrial goods.

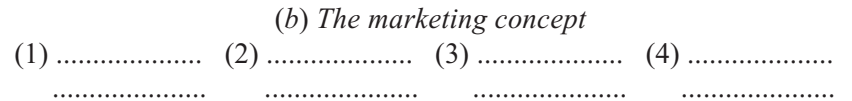
9.7. Look at the following diagrams from Marketing Management by Philip Kotler.

A. The first diagram contrasts the selling and the marketing concepts. Fill in the four spaces with the following words or expressions:

- Coordinated marketing
- Customer needs
- Market
- Profits through customer satisfaction

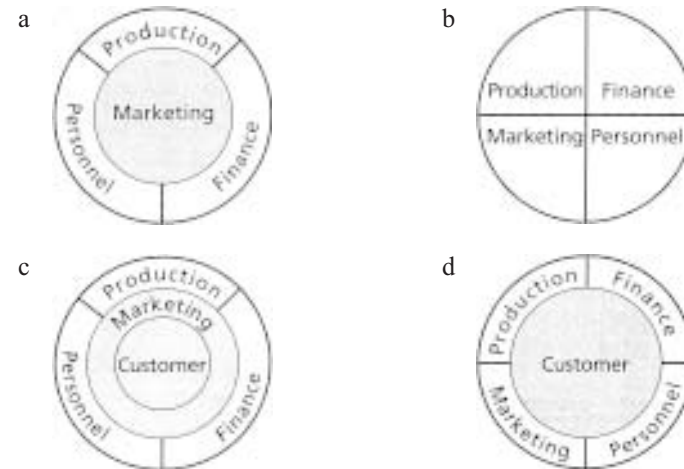


(a) *The selling concept*



(b) *The marketing concept*

B. According to, the text in 1c, which of these diagrams best illustrates a company that has adopted the marketing concept?



9.8. Listening. The importance of market research
Listen to Steve Moody, the manager of the Marks & Spencer store in Cambridge, giving a hypothetical example of a marketing failure – a product that reaches the shops but fails to sell.

- 1) What does Steve Moody say is the role of Marks & Spencer's head office?
- 2) What is the example of a product that fails to sell?

3) In these circumstances, whose fault would it be that the product failed? What had not been done properly, before the product was delivered to the stores?

4) Who would be the only people in the company that would be able to find out what is wrong?

5) What action could Marks & Spencer take?

6) How does Steve Moody describe the relationship between head office and the individual stores?

10. ADVERTISING

Ways of advertising

10.1. Reading

Read the text and answer the following questions.

- 1) What is the best kind of advertising?
- 2) Why do most companies use advertising agencies?
- 3) When a company hires an advertising agency, what are the roles of both parties?
- 4) What is a media plan?
- 5) Why does advertising become ineffective after a certain point?

HOW COMPANIES ADVERTISE

Advertising informs consumers about the existence and benefits of products and services, and attempts to persuade them to buy them. The best form of advertising is probably word-of-mouth advertising, which occurs when people tell their friends about the benefits of products or services that they have purchased. Yet virtually no providers of goods or services rely on this alone, but use paid advertising instead. Indeed, many organizations also use institutional or prestige advertising, which is designed to build up their reputation rather than to sell particular products.

Although large companies could easily set up their own advertising departments, write their own advertisements, and buy media space themselves, they tend to use the services of large advertising agencies. These are likely to have more resources, and more knowledge about all aspects of advertising and advertising media than a single company. The most talented advertising people generally prefer to work for agencies rather than individual companies as this gives them the chance to work on a variety of advertising accounts (contracts to advertise products or services). It is also easier for a dissatisfied company to give its account to another agency than it would be to fire its own advertising staff.

The client company generally gives the advertising agency an agreed budget; a statement of the objectives of the advertising campaign, known

as a brief; and an overall advertising strategy concerning the message to be communicated to the target customers. The agency creates advertisements (the word is often abbreviated to adverts or ads), and develops a media plan specifying which media – newspapers, magazines, radio, television, cinema, posters, mail, etc. – will be used and in which proportions. (On television and radio, ads are often known as commercials.) Agencies often produce alternative ads or commercials that are pre-tested in newspapers, television stations, etc. in different parts of a country before a final choice is made prior to a national campaign.

The agency's media planners have to decide what percentage of the target market they want to reach (how many people will be exposed to the ads) and the number of times they are likely to see them. Advertising people talk about frequency or "OTS" (opportunities to see) and the threshold effect – the point at which advertising becomes effective. The choice of advertising media is generally strongly influenced by the comparative cost of reaching 1,000 members of the target audience, the cost per thousand (often abbreviated to CPM, using the Roman numeral for 1,000). The timing of advertising campaigns depends on factors such as purchasing frequency and buyer turnover (new buyers entering the market).

How much to spend on advertising is always problematic. Some companies use the comparative-parity method – they simply match their competitors' spending, thereby avoiding advertising wars. Others set their ad budget at a certain percentage of current sales revenue. But both these methods disregard the fact that increased ad spending or counter-cyclical advertising can increase current sales. On the other hand, excessive advertising is counter-productive because after too many exposures people tend to stop noticing ads, or begin to find them irritating. And once the most promising prospective customers have been reached, there are diminishing returns, i. e. an ever-smaller increase in sales in relation to increased advertising.

Radio commercials

10.2. Listening

A. Listen once to the three radio commercials, which come from music-based radio stations in London.

What are the products and services being advertised?

B. Now listen again to each of the commercials in turn and answer the questions which follow.

Commercial 1

- 1) Which three aspects of the service are emphasized?
- 2) What, according to the ad, will be the effect of the first two of them on the customer?
- 3) Why do you think these three aspects were chosen, and why does the ad use these particular verbs?
- 4) What is the short, last sentence of the ad?
- 5) What else does the ad use apart from words?

Commercial 2

- 1) What is the horror story here, and why?
- 2) Unusually, the listener is not expected to understand everything that is said in this ad. Why not?
- 3) The ad mentions *home entertainment systems*. What other terms does it use instead of the more common *stereo*, *radio*, *television* and *video recorder*?
- 4) Do you find this ad amusing?

Commercial 3

- 1) How does the ad give an Italian 'flavour'? Can you think of any other way in which this could have been done?
- 2) Which of these three ads do you prefer, and why?

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