Coursebook and Interactive eBook

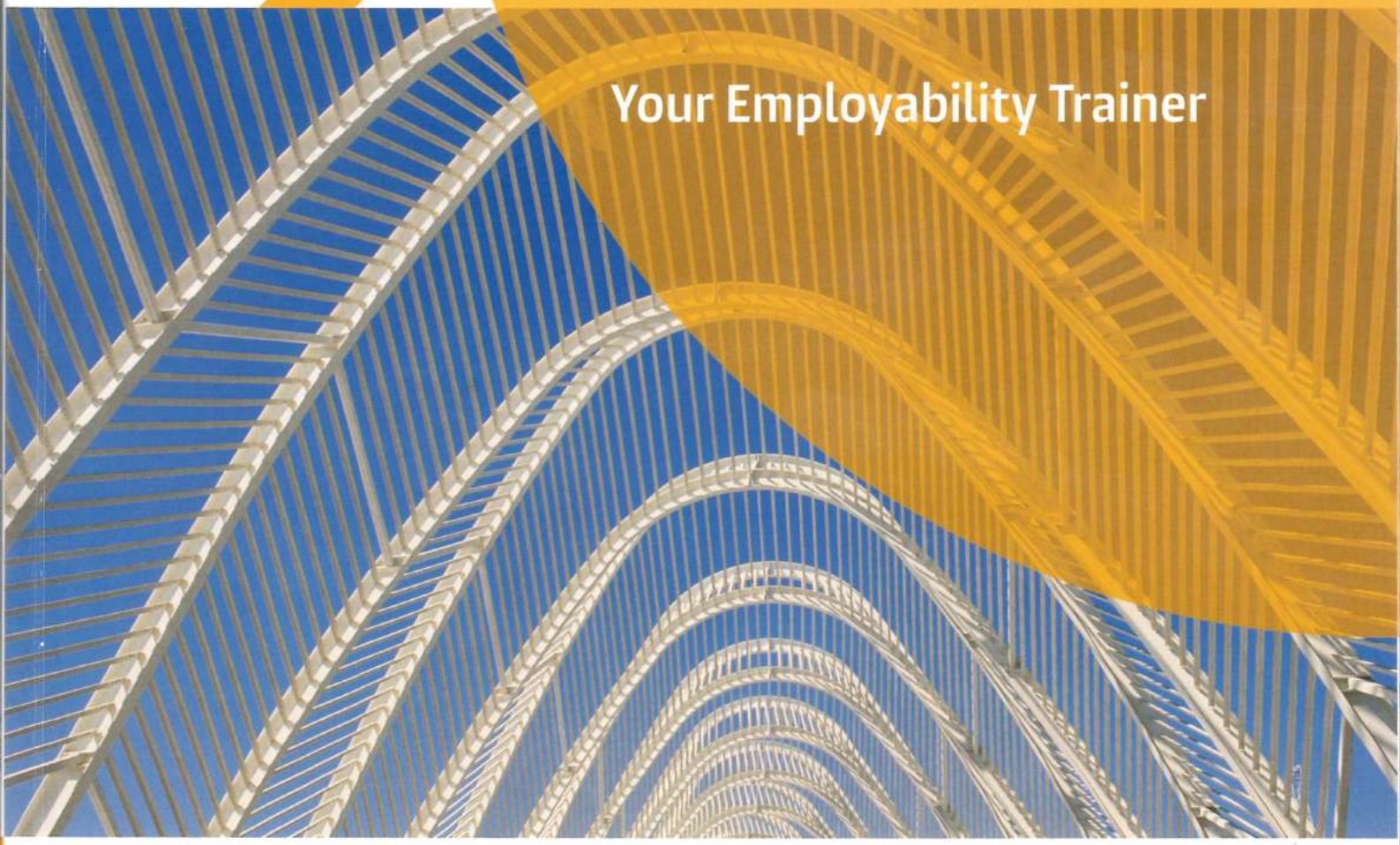
with Online Practice:
Workbook and Resources

Iwonna Dubicka
Marjorie Rosenberg
Margaret O'Keeffe
Bob Dignen
Mike Hogan

Business Partner

C1

Your Employability Trainer



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FINANCIAL TIMES

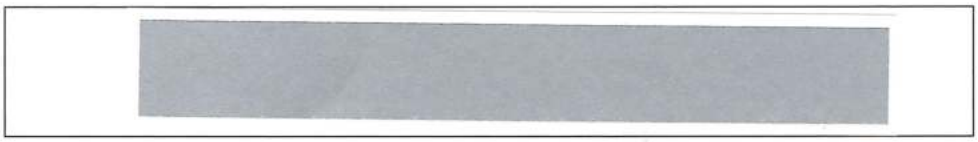
GSE
Global Scale of English

Your course comes with an **Interactive eBook**, **digital resources** and **Online Practice** on MyEnglishLab, accessed on the Pearson English Portal.

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Coursebook

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Introduction for learners

Why... Business Partner?

Our research talking to teachers and learners proved a few very obvious points.

1 People study business English in order to communicate more effectively in their workplace or to find a job in an international environment.
2 To achieve these goals, you need to improve your knowledge of English language as it is used in the workplace, but also develop key skills for the international workplace.
3 People studying business English have different priorities and amounts of study time. You therefore need a flexible course which you can adapt to suit your needs.

Business Partner has been developed to meet these needs by offering a flexible course, focused on delivering a balance of language and skills training that you can immediately use to improve your performance in your workplace, studies or job search.

Why... skills training?

Language is only one aspect of successful communication. Effective communication also requires an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

In *Business Partner* we refer to 'Communication skills' and 'Business skills'. Every unit has a lesson on these two areas.

- 'Communication skills' (Lesson 3) means the soft skills you need to work effectively with people whose personality and culture may be different from your own. These include reformulating and clarifying, challenging facts politely and giving support and guidance.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for engaging presentations and effective meetings.

Why... authentic content?

In order to reflect the real world as closely as possible, *Business Partner* content is based on authentic videos and articles from leading media organisations such as the BBC and the Financial Times. These offer a wealth of international business information as well as real examples of British, U.S. and non-native speaker English.

Why... video content?

We all use video more and more to communicate and to find out about the world. This is reflected in *Business Partner*, which has two videos in every unit:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your level of English.
- a dramatised communication skills video in Lesson 3 (see p.6 for more information).

Why... flexible content?

This course has been developed so that you can adapt it to your own needs. Each unit and lesson works independently, so you can focus on the topics, lessons or skills which are most relevant to you and skip those which don't feel relevant to your needs right now.

You can then use the extra activities and additional materials in MyEnglishLab to work in more depth on the aspects that are important to you.

What's in the units?

Lesson outcome and self-assessment

Each lesson starts with a lesson outcome and ends with a short self-assessment section. The aim is to encourage you to think about the progress that you have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Vocabulary

The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. You will get lots of opportunities to use the vocabulary in discussions and group tasks.

Useful language

Useful language (such as techniques for engaging an audience or language for reflecting on change) gives you the capability to operate in real workplace situations in English. Two useful language sets are presented and practised in every unit: in Lessons 4 and 5. You will practise the language in group speaking and writing tasks.

L In MyEnglishLab you will also find a Useful language bank you can quickly refer to when preparing for a business situation, such as a meeting or a presentation.

Grammar

The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to.

- There is one main grammar point in each unit, presented and practised in Lesson 2.
- L There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice.

Both grammar points are supported by the Grammar reference section at the back of the coursebook (p.116). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Listening and video

The course offers a wide variety of listening activities (based on both video and audio recordings) to help you develop your comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with significant audio recordings in Lesson 4 and the Business workshop.

Reading

You will read authentic texts and articles from a variety of sources, particularly the Financial Times. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop.

L In MyEnglishLab, you will also find a Reading bank which offers a longer reading text for every unit with comprehension activities.

Speaking

Collaborative speaking tasks appear at the end of Lessons 1, 4 and the Business workshop in every unit. These tasks encourage you to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own situation. The main focus of Lessons 3 is speaking. In these lessons you will be able to practise speaking in real-life work scenarios.

Writing

- Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, minutes of a meeting and emails, and for different purposes, including internal and external company communications, writing research or budget reports, advertising copies or self-assessment.
- There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar.

L In MyEnglishLab, you will find a Writing bank which provides models of different types of business writing and useful phrases appropriate to your level of English.

Spoken English

In each unit, there is one extra audio recording on a topic drawn from one of the lessons. You will be asked to do a listening comprehension activity first and then to focus on one aspect of the spoken English heard in the recording, for example discourse markers. The activities are at the back of the coursebook (p.112), with signposts from the relevant lessons.

Reviews

There is a one-page review for each unit at the back of the coursebook (p.104). The review recycles and revises the key vocabulary, grammar and useful language presented in the unit.

Signposts, cross-references and MyEnglishLab

T **Signposts for teachers** in each lesson indicate that there are extra activities in MyEnglishLab which can be printed or displayed on-screen. These activities can be used to extend a lesson or to focus in more depth on a particular section.

L **Signposts for learners** indicate that there are additional interactive activities in MyEnglishLab.

→ page 000

Cross-references refer to the Spoken English and Grammar reference pages.

MyEnglishLab

Access to *MyEnglishLab* is given through a code printed on the inside front cover of this book. This will give you access to:

Digital Resources powered by MyEnglishLab including: downloadable coursebook resources, all video clips, all audio recordings, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional language bank, Writing bank and My Self-assessment.

Online Practice - a self-study interactive workbook with automatic gradebook. Teachers can assign workbook activities as homework.

The **Global Scale of English (GSE)** is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.



Learn more about the Global Scale of English at english.com/gse

COMMUNICATION SKILLS
Video introduction

Introduction

The Communication skills videos (in Lesson 3 of each unit) introduce you to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality.

In each Communication skills lesson, you will:

1 roleplay a situation such as a meeting based on some background information;
2 watch a video in which the characters deal with the same issue;
3 compare and reflect on the two approaches: your own in the roleplay and the one adopted in the video.

All the videos show employees of the same company appearing in different situations. Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

Lifestyle is an online magazine. This small company was set up by James Campbell, who is also the Editor-in-chief. The purpose of *Lifestyle* is to inform and entertain the readers about contemporary issues of general interest, such as travel, technology, sports and fitness, arts and entertainment, style and design as well as trends in society. It's informative and entertaining and of interest to lay people. The magazine includes a mix of shorter items, interviews, product reviews and issue-oriented features.

Characters

James Campbell (Scottish) Editor-in-chief (units: 1, 4, 5)
Donna Johnson (American) Assistant Editor (units 1, 2, 4, 5, 7, 8)
Yvonne Williams (British) Journalist (units 1, 3)
Susan Lam (British and Chinese) Journalist (units 2, 6, 8)
Charlie Watkins (British) Journalist (units 3, 7)
Teo Doğan (Turkish) Sales and Marketing Manager (units 4, 5)
Martin Klein (German) owner of Klein Boating Holidays (unit 6)

Video context by unit

1 **Pitching your ideas**
Video synopsis: *Yvonne is giving a pitch at an editorial meeting.*

2 **Reformulating and clarifying**
Video synopsis: *There has been a misunderstanding about an assignment brief and Donna and Susan are now clarifying what needs to be done.*

3 **Challenging facts and data politely**
Video synopsis: *Charlie and Yvonne are sharing their research for a joint assignment.*

4 **Finding solutions**
Video synopsis: *Management team at the magazine meet to brainstorm ideas and then discuss them to come up with a solution.*

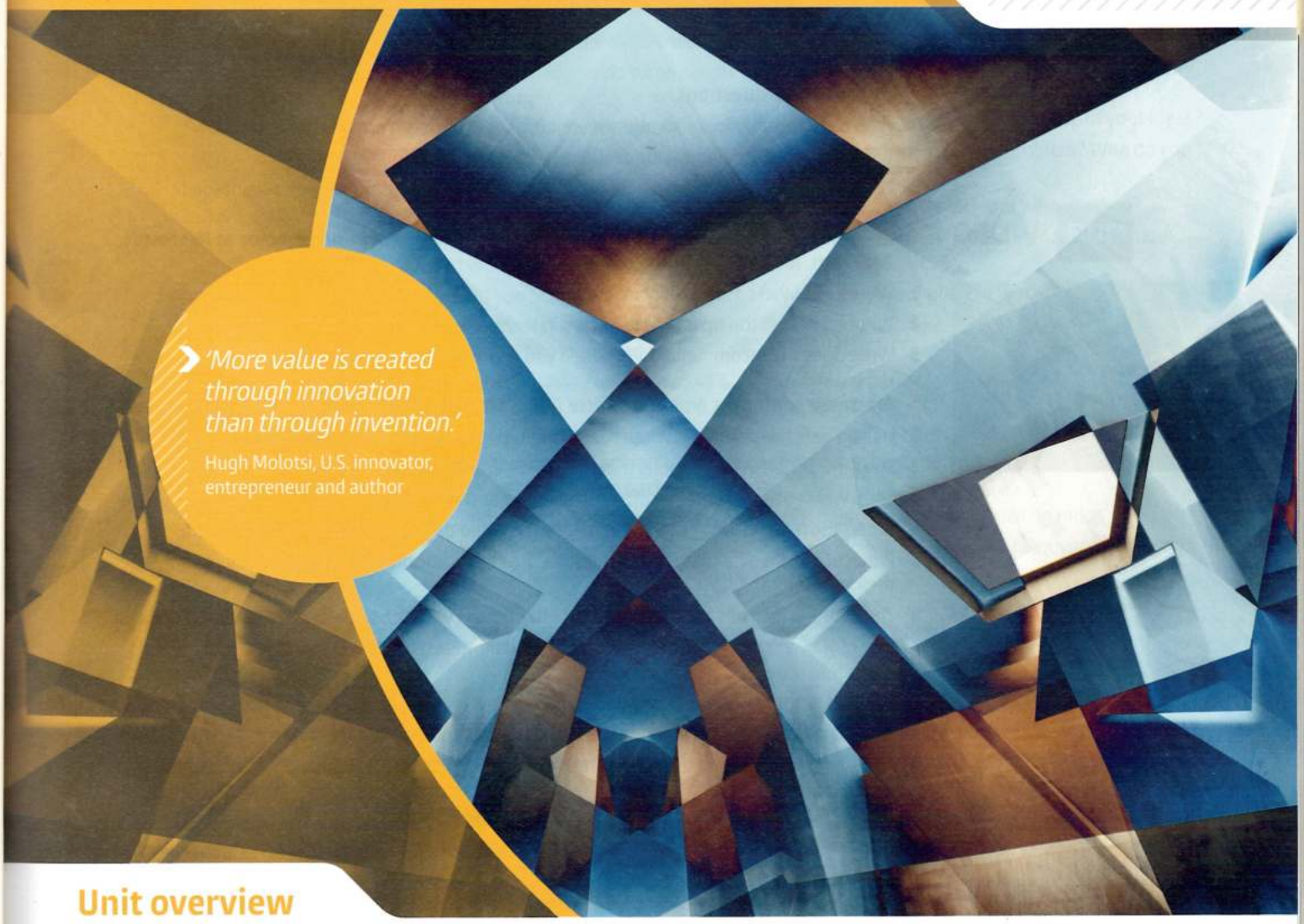
5 **Presenting research data**
Video synopsis: *Teo presents analytics looking at reader engagement.*

6 **Business networking**
Video synopsis: *Susan is covering a travel trade fair. She needs to network with Martin Klein, get a good interview and drum up some advertising business for the magazine.*

7 **Giving support and guidance**
Video synopsis: *Donna is advising Charlie how to deal with a personality clash with one of his colleagues.*

8 **Handling a performance review**
Video synopsis: *Donna is giving Susan a formal performance review.*

1 Innovation



'More value is created through innovation than through invention.'

Hugh Molotsi, U.S. innovator, entrepreneur and author

Unit overview

1.1	**An innovative approach** **Lesson outcome:** Learners can use vocabulary related to innovation.	**Video:** Innovation Director, Haiyan Zhang **Vocabulary:** Innovation **Project:** The impact of technology
1.2	**How innovators think** **Lesson outcome:** Learners can correctly use or omit articles where necessary.	**Reading:** Understanding what makes inventors tick **Grammar:** Articles: *a/an, the*, no article **Writing:** An intranet post on creativity
1.3	**Communication skills:** Pitching your ideas **Lesson outcome:** Learners can use persuasive techniques to effectively pitch their ideas.	**Preparation:** Pitching an idea for a magazine section **Roleplay:** A pitch **Video:** Pitching your ideas
1.4	**Business skills:** Engaging presentations **Lesson outcome:** Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.	**Listening:** Presentation by a senior sales director **Useful language:** Phrases for presenting **Task:** Opening and closing a presentation
1.5	**Writing:** Investment research **Lesson outcome:** Learners can write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.	**Model text:** Research report **Useful language:** Topic sentences and cohesion **Grammar:** Substitution of nouns and noun phrases **Task:** Write a research report based on a SWOT analysis

Business workshop 1: p.88 | **Review 1:** p.104 | **Spoken English 1.2:** p.112 | **Grammar reference:** p.116

1.1 An innovative approach

Lesson outcome Learners can use vocabulary related to innovation.

Lead-in

1 Discuss these questions.

1 Who is responsible for innovation in your organisation or an organisation you know?
2 What kind of technological innovations have you heard about recently?
3 What innovations could help people who are elderly, sick, disabled or disadvantaged?

BBC VIDEO



2 1.1.1 **Watch the video featuring Haiyan Zhang, Innovation Director at Microsoft Research, and answer the questions.**

1 Where is Haiyan based in her current job?
2 What is her first top tip for getting a job in technology?
3 What does she recommend doing when you are faced with a new challenge?

3 Are these sentences *true* (T) or *false* (F)? Watch the video again to check your answers.

1 Haiyan gets her best ideas when she's hanging out with her work colleagues.
2 She's interested in innovations that make a difference in people's lives.
3 She's worked as a teacher, a software engineer and a consultant.
4 When she refers to her 'old XT', she means the video game she used to play as a child.
5 Project Fizzyo is a gadget that enables people with cystic fibrosis to control a TV using their breathing.
6 The Emma Watch has been designed to help a person with the symptoms of Parkinson's disease.
7 One of Haiyan's tips is to find people with similar interests who you can talk to and come up with ideas together.
8 Haiyan's ambition is for her and her team to help a million people in the world.
9 As a woman, Haiyan found it difficult to get into technology, but met people who helped her.
10 Her advice to women is, even if you're unsure what to say in a meeting, it's best to speak up.

T Teacher's resources: extra activities

T Teacher's resources: alternative video and extra activities

4 Work in pairs or small groups. Discuss these questions.

1 How did Haiyan overcome the problem of being one of only a few women studying computer science and breaking the glass ceiling?
2 How easy is it for women to get into technology in your country/region?

Vocabulary Innovation

5A Match the words and phrases in the box with the definitions.

code	gadget
high-tech	innovator
insight	prototype
researcher	unorthodox
well thought out	

1 someone who introduces changes and new ideas
2 write computer programs
3 planned and organised carefully
4 a sudden, clear understanding of something or part of something, especially a complicated situation or idea
5 the first form of a new design, or a model used to test the design before production
6 a small, useful and cleverly designed machine or tool
7 different from what is usual or accepted by most people
8 someone who studies a subject in detail in order to discover new facts or test new ideas
9 using the most modern machines and methods in industry or business

B Look at the verbs and adjectives. Which one(s) collocate(s) with: *problem*, *solution*, both *problem* and *solution*?

address	digital	face	out of date	overcome	tackle	unorthodox	well thought out

C What word, derived from *innovation* collocates with all the words in the box?

approach	idea	product	solution	technology	thinking

6 **Match 1–9 with a–i to complete the phrasal and prepositional verbs related to innovation. Then answer the questions with a partner.**

1 Can you think of a time when you **got**
2 When was the last time you **tried**
3 What kind of gadgets do some people like **tinkering**
4 What do you do when you're not sure how to **go**
5 What kind of software do you need to **read**
6 If you didn't copyright a great idea, what would happen once it **caught**
7 How did you first **get**
8 Can you think of a brilliant idea that you wouldn't have **dreamt**
9 What's the best way for innovators to **come**

a **up with** practical solutions to real life problems?
b **into** computers or computer games when you were a child?
c **on**? Has anyone ever copied one of your ideas?
d **about** trying to solve a problem? Who do you ask first for help?
e **up** in a million years, but wish you had?
f **with**? Electrical goods, phones, domestic appliances, etc.?
g **up on** at your place of work or study?
h **out** a prototype to see if an idea actually worked?
i **round** a tricky problem? How did you or your team solve it?

7 **Choose the correct option in italics to complete the statements. Then discuss the statements with your partner.**

1 If I *come up with / read up on* something challenging, I *get into it / catch on* more.
2 If senior management lead by example, it's more likely that *innovator / innovative* thinking will be present at every level of a company.
3 There's always a gap between an innovative *prototype / approach* and everyday business. People get frustrated if they can't deliver tangible results every day.
4 Their manufacturing methods are hopelessly *unorthodox / out of date*.
5 *Researchers / Innovations* are only as good as the problem they *tinker with / overcome*.

T Teacher's resources: extra activities

PROJECT: The impact of technology



8A **Work in pairs. How could you make an impact on these people's lives using innovative technology?**

a child with a medical condition
people with mobility issues the homeless
someone you know with a disability
an elderly person living alone

B **Choose one of your ideas from Exercise 8A and discuss the questions to check if it is a genuine innovation.**

- How is it innovative? Is it faster or better than existing products/services?
- Is it cheaper than existing products/services? Is it accessible to everyone?

C **Share your innovation idea with the class, and explain how it will benefit your local community. As you listen to others, ask the questions.**

- How will the innovation help a specific person or group in the community?
- Will other people be able to benefit from the innovation? How easy will it be to produce?

D **As a class, rate the different innovations that you heard about.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.3 COMMUNICATION SKILLS
Pitching your ideas

Lesson outcome

Learners can use persuasive techniques to effectively pitch their ideas.



Lead-in

1A Read the definition and look at the photo. What is the person standing doing?

pitch try to persuade someone to do business with you, buy something, etc.

B Do you ever have to pitch ideas to people where you work or study? Who to? What about?

C Read some persuasive techniques for pitching. In what other ways can a speaker be persuasive?

- use confident body language (e.g. posture, eye contact with audience, hand gestures, facial expressions)
- have a good speaking voice (e.g. sound enthusiastic, vary your pace)
- demonstrate knowledge/expertise

Preparation

Pitching an idea for a magazine section

2 *Lifestyle* is an online magazine. Look at the profile of its readership. Would you fit the target audience?

THE *LIFESTYLE* READER

Gender ratio



Demographic profile

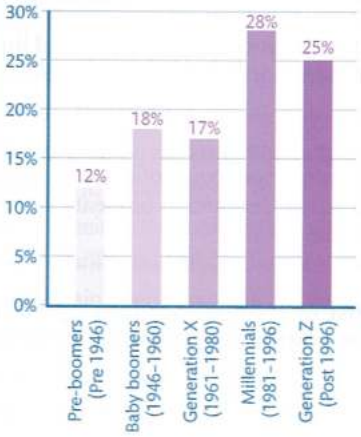
78% ABC1*



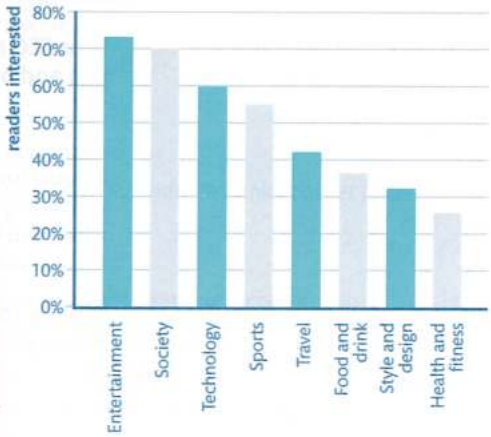
Age range

15–24	25–34	35–44	45–54	55–64	65+
10%	48%	26%	12%	3%	1%

Readers by generation



Readers' survey into areas of interest



*ABC1 is a UK demographic classification referring to the middle classes

Read the email from James Campbell, *Lifestyle*'s Editor-in-Chief, and one journalist's idea. Would it make a good section for the magazine? Why / Why not?

From: James Campbell
Subject: Ideas wanted

Can you all come to our next editorial meeting with ideas for a new section? Keep it brief! I'd like each pitch to be no more than two minutes. Please come with a short description of the concept. Say why this section should be in the magazine and why it will appeal to our target audience.

Idea for a regular section

- short, snappy product reviews of the latest cool gadgets and personal technology
- visually attractive, high-quality images of products
- vary the theme of the section, e.g. top gadgets for under £50, top gadgets for travel, etc.
- include a 'buy it' button and make a commission on sales.

Roleplay

4A Imagine you need to pitch the idea in Exercise 3 to James Campbell. Prepare a two-minute pitch. Include the points mentioned in James's email. Think of a title for your section.

B Work in pairs or small groups and take turns to make your pitch.

C In your pairs or groups, discuss these questions.

1 What did you struggle with most when making your pitch? 2 What did you do best?

VIDEO



5A 1.3.1 Watch Yvonne Williams, a *Lifestyle* magazine journalist, making her pitch at an editorial meeting. Answer the questions.

1 How effective was Yvonne's pitch?
2 Was Yvonne's body language confident? See the examples in Exercise 1C.
3 Did she have a good speaking voice? See the examples in Exercise 1C.
4 How did she make the editors feel part of the process?
5 What techniques would you use from this pitch? Why?

B How appropriate would Yvonne's approach be where you work or study?

6 Match the words and phrases in bold from the video (1–7) with the definitions (a–g).

1 Short, snappy product reviews written in a fun, **upbeat** style ...
2 ... with an image or video of each product, all very visually **appealing**.
3 ... or best **gizmos** for the home ...
4 You know, something to win over the less **tech-savvy**.
5 We can ditch the **jargon** for straightforward, easy-to-understand language.
6 ... the really great thing about this section is we can **monetise** it.
7 ... these are **unbiased**, trustworthy reviews.

a attractive or interesting
b words and phrases used by people in the same profession that are difficult for other people to understand
c cheerful and making you feel that good things will happen
d make money from people who visit a website, for example by encouraging them to buy things
e fair, independent and not influenced by others
f having practical knowledge and ability about technology
g small pieces of equipment (synonym *gadgets*)

T Teacher's resources: extra activities

Reflection

7A Write your conclusions from this lesson in the table. Look again at Exercise 1C to help you if necessary.

	Pros	Cons
My approach to the pitch		
Approach used in the video		

B Compare your reflections in pairs or small groups.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.4 BUSINESS SKILLS
Engaging presentations

Lesson outcome

Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.

Lead-in

1A **What types of presentations have you delivered in the past? How easy did you find it to engage your audiences? Why was that?**

B **What can presenters do to make the information they communicate as engaging and memorable as possible?**

2A **Read the short article on the psychology of learning on page 124 and answer the questions.**

1 What is the Primacy and Recency effect?
2 How can it be applied to different work environments?
3 How can understanding the effect help us to present in a more engaging way?

B **The article suggests that presenters can learn a range of techniques to open and close presentations engagingly. Based on your experience, which techniques do you think are effective?**

Listening

3 1.01 **Listen to the opening of a presentation by a senior sales director of a multinational electronics retailer. He is presenting to his store directors at a management meeting.**

1 What is unusual about the way the director begins his presentation?
2 What did customer feedback suggest the in-store staff should do? Why?
3 What is the purpose of the rest of the presentation?

4 1.02 **Listen to the close of the presentation.**

1 What action plan has been agreed? 2 What is the main measure of success?

5 **With a partner, discuss what you personally liked and did not like about the opening and close of the presentation, and why. Overall, how effective do you think the presentation was?**

Useful language

6A **Complete the gaps in the table (1–10) with the recording extracts (a–j).**

a Before I show you, what do you think it will be?
b So how will we build a new culture?
c Today, I want to do something a little bit different and begin my presentation with some feedback.
d I'm convinced that you can succeed in delivering store success.
e The issue is not about trying harder but more about thinking differently.
f It's really amazing feedback.
g We all want to build an amazing culture.
h We really have to transition the culture more to our customers' needs.
i Let me read out this customer feedback for you; it's great.
j Have a quick chat to the person next to you. I give you thirty seconds.



General techniques for engaging an audience	
Departing from convention	1 _____ Let me close by asking an unusual question. What was the main topic today?
Challenging assumptions	The problem is not the customer. The problem is us. 2 _____
Creating a sense of urgency	If we don't act quickly, we won't have any customers. 3 _____
Building rapport	I believe we share a common ambition. 4 _____
Awakening curiosity with questions	What's the most common customer complaint in business today? 5 _____
Getting the audience to talk to one another	Can you discuss these two questions with your neighbour for three minutes? 6 _____
Communicating optimism and confidence	There's little doubt in my mind that we will succeed. 7 _____
Quoting interesting data	Have a look at these statistics published last month in a leading magazine. 8 _____
Using rhetorical questions	So how do we find out what they need? 9 _____
Using powerful vocabulary	In fact, that's totally wrong. It's an incredible achievement. 10 _____

B In pairs, discuss these questions about the Useful language table.

1 Which general techniques do you think are effective and easy to use? Why?
2 What are the advantages and disadvantages of getting audience members to talk to one another during a presentation?
3 When can rhetorical questions be particularly effective?
4 In which contexts might more neutral language engage an audience more effectively than powerful vocabulary?

T Teacher's resources: extra activities

TASK

7A Read the professional context on page 124.

B Work in pairs. Plan the opening (3 mins) and close (2 mins) of your presentation using the techniques and language in this lesson. Include the following information:

Opening
Your name and position in the company
The objective of the presentation
The content of the main presentation
The timing of the presentation

Close
A summary of the main objective
Opportunities for further information
Your contact details
Thanks



C When you are ready, practise your opening and close with your partner until you feel confident. Then form groups and present to others. When you have finished, give feedback on: the overall clarity and impact of the presentation, which techniques studied in the lesson were used and how effective the techniques were in engaging the audience with the key messages.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.5 WRITING Investment research

Lesson outcome

Learners can write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.

Lead-in

1 Read the research report on page 136. Decide if these statements are *true* (T) or *false* (F).

1 The writer is a researcher for a venture capital company. The reader will be a senior manager who makes the investment decisions.
2 In the main part of the report, the structure is:
paragraph 4 – strengths;
paragraph 5 – weaknesses;
paragraph 6 – opportunities and threats.
3 The SWOT analysis is like a summary of the whole report.

2 Work in small groups. Write two follow-up questions you want to ask the academics or the web development company about the project discussed in the report.

Useful language

3 Discuss these questions, referring to the report on page 136 and the Useful language box.

1 **Vocabulary** Do you know the meaning of the items in the Vocabulary box?
2 **Topic sentences** Look at the first sentence in each of the seven paragraphs in the report. Is it always a topic sentence as defined in the box?
3 **Cohesion: linking words** In paragraphs 4–6 of the report, find:
   a linking words used to make a list
   b a linking phrase for contrast
   c a conjunction that is a synonym for *although*
4 **Cohesion: avoiding and using repetition** In the report:
   a Find repetition of nouns used earlier, because using the pronoun *they* could be confusing. (para 1)
   b Find a synonym that avoids repeating a word already used twice. (para 1)
   c What does the word *this* refer to? (para 2)
   d What does the word *this* refer to? (para 3)
   e What does the word *ones* refer to? (para 4)
   f Find a noun used right at the beginning of the paragraph that is repeated later, just for clarity. It is not needed grammatically the second time. (para 4)
   g Find a place where a verb is changed into a noun to avoid repetition. (para 5)
   h What does the word *here* refer to? (para 6)

Vocabulary
barrier to entry have a track record hook somebody leverage something risk/reward scalable showcase a concept UX (= user experience)
Topic sentences
Most paragraphs begin with a topic sentence that introduces and summarises one main idea. Other sentences provide more detail. However, some paragraphs have a different internal structure, for example a contrast between two ideas.
Cohesion: linking words
giving a supporting point: *in addition, furthermore*; cause: *because, due to*; result: *so, therefore*; contrast: *whereas, while, on the other hand*; concession: *but, however*; purpose: *so, so that, to, in order to*; time: *when, before, after, during*
Cohesion: avoiding repetition
Use a synonym: *figure/percentage, problem/issue, global/worldwide* Use a pronoun to refer back: *it, they, this, these* Use a determiner to avoid repeating a word or to omit words: *many, some, none, each, both, either, one* Change a verb into a noun (or vice versa): *we discussed ... / the discussion was ...*
Cohesion: using repetition
Use the same noun again if it helps clarity. A pronoun like *it* that refers back is potentially confusing if it can refer to two different things.

4 Read the report on page 136 again. Underline any vocabulary or phrases that you would find useful in writing a research report on a start-up company.

T Teacher's resources: extra activities

L The report contains examples of substitution of nouns and noun phrases. Go to MyEnglishLab for optional grammar work.

→ page 116 See Grammar reference: Substitution of nouns and noun phrases

TASK

5A Work in pairs. Turn to page 136 and study the SWOT analysis and notes. Check that you understand everything. Can you add a few details of your own?

B You are the person in the venture capital company who prepared the SWOT analysis and notes. Write the full report in around 400 words.

C Exchange reports with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3? Did your partner add any extra information?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Life cycle

2



'In the global marketplace of the future, the price of every product will tell the ecological truth.'

Kalle Lasn, Canadian-Estonian film maker

Unit overview

2.1 A circular economy

Lesson outcome: Learners can use vocabulary related to products, their life cycles and circular economies.

Video: Take, make, dispose?
Vocabulary: Circular economies
Project: Replacing electronic devices

2.2 Product life cycles

Lesson outcome: Learners can use a variety of passive forms, including complex verbs, infinitives, *-ing* forms and *have something done*.

Listening: Podcast – Manufacturing and the environment
Grammar: Additional passive structures
Speaking and writing: Discussing and writing about a plan for waste management

2.3 Communication skills: Reformulating and clarifying

Lesson outcome: Learners can reformulate what they want to say and clarify points they are trying to make in a polite, professional way.

Preparation: Meeting to discuss an article
Roleplay: Discussion meeting about an article
Video: Reformulating and clarifying

2.4 Business skills: Effective meetings

Lesson outcome: Learners can use a range of strategies and expressions for getting their message across more effectively in meetings.

Listening: Conference call to announce details of a new business partnership
Useful language: Communication principles
Task: Putting forward problems and proposals in a meeting

2.5 Writing: Minutes of a meeting

Lesson outcome: Learners can write the minutes of a meeting, using short notes taken at the meeting.

Model text: Notes and full minutes of a meeting
Useful language: Language for writing minutes
Grammar: Ellipsis
Task: Use notes to write full minutes of a meeting

Business workshop 2: p.90 | **Review 2:** p.105 | **Spoken English 2.4:** p.112 | **Grammar reference:** p.116

2.1 A circular economy

Lesson outcome

Learners can use vocabulary related to products, their life cycles and circular economies.

Lead-in

1 Discuss these questions.

1 What are some things you own that have lasted a long time?
2 What are some household objects that need to be replaced fairly often?
3 What are the reasons you decide to buy something new?
4 What do you do with electrical products that no longer work?
5 What is the oldest gadget you own?

BBC VIDEO



2A Discuss what you think is meant by the term 'a circular economy'. Then choose the most appropriate definition.

a an economy which produces more and more advanced products
b an economy which allows materials and products to feed back into the system
c an economy which drives innovation

B 2.1.1 **Watch the video about circular economies. Which of the factors in the box is not discussed?**

disposing of products	innovation	planned obsolescence
price of resources	recycling	using a landfill

3 Watch the video again and answer the questions in your own words.

1 What happens to electronics in the UK when they are no longer needed by consumers?
2 What are mentioned as the pros and cons of our throwaway culture?
3 How is the linear economy described?
4 What happens in a circular economy?
5 How do most manufacturers make a profit?
6 What has changed regarding the prices of resources since 2000?
7 What do recycling centres like the one in Kent do?
8 What suggestion is made to help create a circular economy?

4 Work in pairs or small groups. Which of your personal possessions do you feel should be redesigned as part of a circular economy? Why?

T Teacher's resources: extra activities

T Teacher's resources: alternative video and extra activities

Vocabulary

Circular economies

5 Match the words and phrases from the video with the definitions.

1 upgrade
2 forward-thinking
3 salvage
4 feed back into
5 modular
6 from the outset
7 commodity
8 waste stream

a supply or put something back into a process or situation where it was used before
b the flow of waste materials from use by consumers or industry to their final disposal
c planning for and thinking about the future in a positive way, especially by being willing to use modern methods or ideas
d consisting of separate parts or units which can be put together to form something, often in different combinations
e make a computer, machine or piece of software better and able to do more things, or to replace it with a newer model
f a product that can be sold to make a profit, especially one in its basic form before it has been used or changed in an industrial process
g save goods from a situation in which they have already been damaged or partially destroyed
h at or from the beginning of an event or process

6 **Based on the information in the video, choose the correct option in italics to complete the sentences.**

1 A **throwaway culture** is good for the economy because people want *new products / better products that last longer.*
2 When we **dispose of** something, we *reuse / get rid of* it.
3 In a **circular economy**, manufacturers *'take, make and dispose' of products / 'take, make and feed back' into the system.*
4 When someone **embraces** a new idea, it means that they *eagerly accept / have many questions about* it.
5 **Recycling plants** save *plastics / valuable contents* used in electronic goods.
6 One example of how a **self-healing plastic** is used is *as an electronic brain / to repair a circuit which is not working.*
7 An economy that **drives innovation** will encourage companies to *find ways to recycle old products / produce state-of-the-art products.*
8 **Precious metals** are too valuable *not to be reused / to be used in electronic goods.*

7 **Complete the text using the words and phrases in the box. Some are not used.**

commodities	forward-thinking	modular	outset	precious metals
recycling plants	salvage	throwaway	upgrade	waste stream

When we begin to move away from a linear economy, we can begin to address the problem of the [1]_____ of goods causing our landfills to overflow. If we rethink business models, we could create items which will be recycled from the [2]_____ and then fed back into the system. Taking ideas such as LED light bulbs and [3]_____ smartphones means increasing the life of our everyday products. The [4]_____ used in many electronic goods can be recycled rather than be lost forever. Although it is more profitable to continuously produce new goods, the increasing costs of [5]_____ may convince companies to reconsider the desire to drive innovation and to instead look into ways to help customers [6]_____ their gadgets rather than buy new ones. It will certainly help our planet if we can [7]_____ as much as possible from goods that have been produced. A circular economy can help the environment by making [8]_____ an integral part of the life cycle of products.

T Teacher's resources: extra activities

8 **Work in pairs. Discuss the importance of a circular economy as compared with a linear one. Why is it important to develop new products such as self-healing plastics or easily replaceable LEDs?**

PROJECT: Replacing electronic devices

9A **Work in small groups. Discuss which electronic device you replace most often. Think about what you could do to avoid replacing it. Decide who will discuss each of the ideas in a brief panel discussion.**

circular economy	commodities	innovation
precious metals	recycling plants	self-healing plastic
throwaway culture	waste stream	

B **Work with another group. Each panel should present their ideas to the other group, giving each person 1–2 minutes to explain their ideas. Run a short Q&A session at the end.**

C **Choose a spokesperson to give a 1-minute summary of the discussion to the class.**



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.2 Product life cycles

Lesson outcome

Learners can use a variety of passive forms, including complex verbs, infinitives, *-ing* forms and *have something done*.

Lead-in

1 Work in pairs and look at the four stages of the product life cycle below. Put them in the correct order and discuss briefly what you think happens in each stage.

- the growth phase
- the decline phase
- the introduction phase
- the maturity phase

Listening



2 2.01 **Sarah Bartlett moderates a podcast on business topics. She has invited Klaus Schneider, a German manufacturer, and Maja Olsson, a Swedish activist, to speak about products and their effect on the environment. Listen to the first part of the podcast and check your answers to Exercise 1.**

3A 2.02 **Listen to the rest of the podcast.**

1 What does Maja say about the market for recyclable goods?
2 What is Maja's feeling about the product life cycle?

B Listen again and choose the correct option.

1 Maja says her organisation does not like being told that
   a there is no market for recyclable goods.
   b goods must stop being sold in a market.
   c companies cannot look after the planet.
2 Klaus says that
   a he and his company are satisfied with their performance regarding the environment.
   b winning awards for work-life balance and equality makes his company special.
   c using fairly sourced materials is the only solution to saving the planet.
3 Maja claims that the product life cycle can be sustainable when
   a raw materials are reused.
   b packaging does not hurt the environment.
   c manufacturers need to buy new machines for their production processes.
4 Maja mentions the concept of planned obsolescence and says that it
   a is good for industry.
   b is common practice in most companies.
   c encourages customers to buy new products more often.
5 Maja says that the environment must come first so that
   a there will still be consumers.
   b people will want to buy products.
   c manufacturers consult customers about the lives of products.
6 Klaus feels that change
   a will be very expensive.
   b is something he can apply in his business.
   c has begun in some industries.

T Teacher's resources: extra activities

Grammar Additional passive structures

The **passive voice** is used when who or what is responsible for an action is not known, not relevant or obvious. The passive voice can be used:

a with phrasal or multi-word verbs (e.g. verb + preposition)
b with *-ing* forms
c with infinitives used with different tenses
d as infinitives or *-ing* forms following the verb *need*
e with the causative *have*

4A Look at these extracts from the podcast. Match the underlined examples of the passive voice with the ways (a–e) they are used.

1 Car manufacturers of hybrid cars are among the first <u>to have been considered</u> successful by making a major change in their vehicles.
2 <u>Have you had the process looked at</u> by an expert in sustainability?
3 Our organisation <u>doesn't like being told</u> by a company that products ...
4 However, this type of thinking <u>needs to be implemented</u> sooner rather than later.
5 Items which <u>are regarded as</u> essential by consumers can continue to grow for several years.

B Look at the other underlined phrases in the audioscripts for tracks 2.01 and 2.02 (page 151) and match them with the uses of the passive voice (a–e).

C Look at the sentences in Exercise 4A. What do all of them have in common regarding their usage? What do all but one have in common regarding their structure?

→ page 116 See Grammar reference: Additional passive structures

5 **Choose the correct option (a, b or c) to complete the sentences.**

1 Recycling and More was hoping _____ for an innovation award.
a to choose **b** to be chosen **c** to have chosen

2 It is clear that the product needs _____ as it is near the end of its life cycle.
a update **b** updated **c** updating

3 Last week we _____ the entire production process evaluated by an expert.
a were having **b** had **c** have had

4 Their start-up _____ out by a larger company.
a was bought **b** was being bought **c** had bought

5 He doesn't like _____ how to run his department.
a having been told **b** having to tell **c** to be told

6 I _____ all the information put together at the moment.
a am having **b** had **c** will have

7 No one enjoys _____ that they are wrong.
a to be told **b** being told **c** to have been told

8 This structure can _____ to a number of different manufacturing processes.
a to be applied **b** applied **c** be applied

9 The assembly line was one of the greatest innovations _____ by industry.
a be implemented **b** to implement **c** to have been implemented

10 The decline phase of products needs _____ carefully to prevent too much waste.
a looked at **b** to be looked at **c** to look at

6 **Change the sentences to the passive voice.**

1 The company aimed their marketing campaign at a young demographic.
The marketing campaign _____.

2 We don't like people criticising us for no reason.
We _____.

3 It was the first recycling initiative our city tried.
It was the first recycling initiative _____.

4 We need to promote the campaign at universities.
The campaign _____.

5 The garage tested my car for emissions.
I _____.

6 It was the last idea they tested.
It was the last idea _____.

T Teacher's resources: extra activities

Speaking and writing

7A **You have just taken up a position at your company/university to tackle waste in your department. Using some of the ideas in the box and your own ideas, make a list of what needs to be done.**

not printing all documents not using plastic in the kitchen
replacing all non-energy efficient light bulbs reusing old office supplies
separation of waste materials use of artificial light only when necessary

B **Work in pairs and compare your lists. Prioritise the actions and discuss the steps that need to be taken.**

C **Write a memo to other staff/students outlining the key action points you discussed in Exercise 7B. Write 120–140 words.**

Tips for memo writing
- Decide on the target audience
- Make your purpose clear
- Use appropriate language
- Check what you have written

The use of the passive voice helps you to express that the action is more important than the person who does it.

Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.3 COMMUNICATION SKILLS
Reformulating and clarifying

Lesson outcome

Learners can reformulate what they want to say and clarify points they are trying to make in a polite, professional way.



Lead-in

1A Communication difficulties and misunderstandings can be common when you work as part of a team. Brainstorm some reasons for this in two minutes.

The speaker	The listener
uses unfamiliar jargon, acronyms or technical terms	*is distracted and not paying attention*

B In groups, compare your lists. What are some possible ways to overcome these communication difficulties and clear up misunderstandings?

Preparation

Meeting to discuss an article

2A Donna Johnson, Assistant Editor of *Lifestyle* magazine, wants to meet Susan Lam, a journalist, to discuss Susan's feature article. Read the magazine's editorial guidelines and an extract from Susan's pitch. In your opinion, is the article likely to interest the target audience? Why / Why not?

Editorial guidelines

This editorial and style policy provides editors and journalists with guidance on how to develop content for *Lifestyle* magazine.

Our goals

Lifestyle is a digital magazine. The magazine includes a mix of shorter items, interviews, product reviews and issue-orientated features. Our purpose is to inform the reader about and entertain the reader with contemporary issues of general interest, as well as trends in society. Content should address the interests or concerns of our target readers. It should be informative and entertaining, provide insights on subjects, be broad or unspecialised and of interest to lay people.

Write for our readers

- Our target audience are both male and female Millennials (born 1981 to 1996) and Generation Z (born mid- to late-1990s).
- The demographic profile of the readership is young professionals.
- Our readership is international. People around the world have access to the magazine online.

Write for the web

- Content should be written in a style that will engage our target audience.
- It should be visually attractive with two to four images per article.
- It could include additional embedded content, e.g. a graphic, a video or links of interest.
- Navigation to related texts within the magazine should be quick and simple.
- It should attract user-generated content (UGC) through forums and reader comments.

My working title is *Plastic Panic*. The topic of my proposed feature article is the impact plastic and plastic packaging is having on our lives. The angle I want to take is to include some key data about the current situation. Then briefly mention efforts to deal with the issue of plastic pollution at different levels: consumers, business and government. This information can be presented as 'quick facts' boxes in the article. I'll ask the question, 'What would it mean to go without plastic on a daily basis?' by trying to do it myself for a month.

Read Donna's follow-up email. What has she misunderstood about Susan's proposed article? What should Susan do?

Hi Susan,

Just to follow up on your pitch for a feature. I particularly liked what you said about finding out about how someone manages to live without plastic. Have you got a good source to interview yet? Remember we don't pay our sources for content. Can we meet tomorrow around 10 a.m. for a chat? Just want to discuss how things are developing.

Roleplay

3A Work in pairs. You are going to roleplay the discussion meeting about the feature article. Choose one of the roles, read your information and prepare for the discussion.

Assistant Editor: Look at page 125.

Journalist: Look at page 127.

B Roleplay your meeting.

C In your pairs, discuss these questions.

1 What misunderstandings occurred and how were you able to clear them up?
2 How politely did you deal with the misunderstandings?

VIDEO



4A 2.3.1 **Watch Assistant Editor Donna Johnson and journalist Susan Lam discuss the article. Answer the questions.**

1 How successfully did both women clear up misunderstandings?
2 What might have happened if they had not done this?
3 Look at the videoscript on page 146. What examples of language did they use to reformulate and clarify misunderstandings?

B How appropriate would their approach be in situations where you work or study? Were they both sufficiently polite in your view?

5 Choose the correct option in italics to complete the definitions of the words and phrases in bold from the video.

1 When you're giving someone your **undivided attention**, you *are / aren't* listening closely to what they are saying.
2 When something has **a hook**, it *gets / doesn't get* people's interest and attention.
3 When you **get (hold of) the wrong end of the stick**, you *slightly / completely* misunderstand a situation.
4 When you explain something **in layman's terms**, you use very *complex / simple* language.
5 When you **chuck something out**, you *keep it in a safe place / throw it away*.
6 When you **dumb something down**, you explain it in terms that are too *difficult / simple* for the target audience.
7 When people **are on the same page**, they *agree / disagree* with each other.

T Teacher's resources: extra activities

Reflection

6A Write your reflections on this lesson under each heading. Write one or two sentences for each.

- What I've learnt about my performance when reformulating and clarifying misunderstandings in a discussion.
- What I will remember about reformulating and clarifying from the video.
- What lesson(s) I will take away from the video.
- Where I can apply this knowledge in future.

B Compare your reflections in pairs or small groups.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.4 BUSINESS SKILLS
Effective meetings

Lesson outcome

Learners can use a range of strategies and expressions for getting their message across more effectively in meetings.

Lead-in

1A Work in pairs and look at this quiz based on recent research into the effectiveness of communication in business meetings today. Guess the correct answers.

10 very ugly truths about meetings

Recent studies into meetings produced some interesting statistics.

a There are approximately *5m / 25m / 100m* meetings per day in the USA.
b *1% / 5% / 15%* of an organisation's time is spent on meetings.
c We spend up to *4 / 8 / 12* hours per week preparing for status update meetings.
d Upper management spends *25% / 50% / 75%* of its time in meetings.
e *43% / 67% / 89%* of all meetings were seen as failures by executives.
f Unproductive meetings cost the global economy *$1bn / $13bn / $37bn* per year.
g *27% / 56% / 92%* of those surveyed confessed to multitasking in meetings.
h *10% / 25% / 69%* admitted to checking emails during meetings.
i *45% / 65% / 80%* of communication is body language, impossible to see on the phone.
j People are less likely to multitask on video calls compared to voice calls – *true* or *false?*

B 2.03 **Listen to the podcast and check your answers to Exercise 1A. Then discuss the following questions.**

1 Which statistics do you think are most surprising and/or worrying?
2 To what extent do you agree with the idea that virtual meetings are more difficult than face-to-face meetings? Why?
3 What can you do *before*, *during* and *after* a virtual meeting to make people engage with your messages as effectively as possible, particularly with people you do not know very well?

→ page 112 See Spoken English

Listening

2A 2.04 **Paula Jenkins is the Product Development Manager of WinGreen, a manufacturer of high-security windows and doors. She has organised a conference call with Head of International Sales, Tammy Hass, based in Chicago, and Head of European Sales, Frank Beils, based near Paris. Listen to the first meeting and answer the questions.**

1 What news does Paula formally announce to the sales team?
2 According to Paula, what is one advantage of this new situation?
3 What concerns does Tammy raise?
4 How does Paula decide to deal with these concerns?

B 2.05 **Listen to the second meeting, which takes place the next day.**

1 How has Paula prepared for this meeting?
2 Early in the meeting, Paula says to Tammy that 'This is important, yes?' What is Paula referring to?
3 Paula explains a new product development process in which BioGrad provides consultancy at two key milestones. What are these two milestones? What does she say is very important about these milestones?
4 What does Frank request at the end of the meeting and why?

C Listen again and note the ways Paula handles the meeting more effectively the second time.

Useful language

3A Read the tips (1–10) for the four communication principles to create effective meetings. Match the extracts from the recording (a–j) with each of the ten tips.

a Does this make sense, Tammy?
b Can we just go through the main parts of the document?
c Thank you very much for joining the meeting today. I really appreciate it.
d I understand and respect your concerns about the situation.
e This is not a revolution.
f In fact, we discussed this in detail with BioGrad over a few months to address such concerns.
g If you look at page 15, you'll see that there's a lot of information about the new partnership.
h We simply want to provide transparency for auditing purposes.
i I clearly need to slow down and talk this through carefully.
j What this means, which is very relevant for you, because of the concerns you have expressed, is that we still control things.

Four communication principles & ten tips –
How to conduct an effective meeting

Principle 1: Engaging positively with other participants
1 Create an open and engaged climate with a warm welcome.
2 Confirm your intention to communicate carefully.
3 Express respect for others' perspectives to keep people open to your ideas.

Principle 2: Establishing process and context
4 Negotiate the agenda and meeting process so people stay involved.
5 Provide background information to help people understand your message.
6 Direct people clearly to important information provided in a text or on a slide.

Principle 3: Focusing on others' concerns and understanding
7 Engage people to listen by saying how the topic is relevant for them.
8 Invite comments or offer clarification to participants to support understanding.

Principle 4: Ensuring clarity
9 Say what you are not saying in order to prevent misinterpretation.
10 Use short and focused messages which don't overwhelm listeners with too much detail.

B In pairs, discuss the four communication principles and answer these questions.

1 What other tips could you add for each of the four principles?
2 What other principles might help to create effective meetings? Can you suggest any tips and useful language for these principles?
3 What do you think can make it challenging to apply these principles in meetings? How could you overcome these challenges?

T Teacher's resources: extra activities

TASK

4A Work in small groups and read the professional context.

B You are going to hold a meeting at which each participant introduces a problem, leads a short discussion, and agrees a proposal to recommend to the CEO for implementation.

Student A: Read the role card on page 125.
Student B: Read the role card on page 127.
Student C: Read the role card on page 134.
Student D: Read the role card on page 129.

C Hold your meeting. If you wish to simulate a virtual meeting, you can sit back to back so you cannot see the other participants. Try to follow the four-principle model in your meeting and use expressions from Exercise 3A.

D When you have finished, discuss what went well and what could have been improved.

Professional context

You are part of the management team of an engineering company that produces high-quality home audio systems. It has approximately 300 staff and is based 30 miles north of Milan in an industrial zone. You meet regularly to discuss different challenges and solutions that you can propose to your CEO for implemention.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

2.5 WRITING Minutes of a meeting

Lesson outcome Learners can write the minutes of a meeting, using short notes taken at the meeting.

Lead-in

1 A formal meeting will have various sections. Work in pairs to put these sections into a likely order.

Agenda items (numbered)
AOB (Any other business)
Apologies for absence
Approval of previous minutes
Date and time of next meeting
Matters arising (from previous minutes)
Review of agenda
Summary of decisions and action points
Welcome

2 When someone 'takes the minutes' of a meeting, they write notes during the meeting and afterwards use these to write a short, clear summary which is circulated to attendees and other interested parties. Discuss:

1 Which sections of the meeting in Exercise 1 will not appear in the minutes?
2 What factual information might also appear at the start of the full circulated minutes?
3 Many minutes have action points. What three elements are needed in an action point?

3 Look at the meeting notes (left) and the full minutes (right) on page 137. The meeting was about project management in the construction sector.

1 Underline any factual information in the full minutes that is not included in the notes.
2 Discuss whether you think the notes/minutes are effective, e.g. if they contain too much or too little information.

Useful language

4 Discuss these questions, referring to the notes/minutes on page 137 and the Useful language box.

1 **Vocabulary** In the Vocabulary box there are three terms specific to project management. What are they? Explain their meanings.
2 **Writing notes during meetings** Find all the examples of abbreviations and short forms in the meeting notes on page 137. What other words could be shortened?
3 **Ellipsis** Find all the examples of ellipses in the meeting notes on page 137. What other words could be left out?
4 **Writing full minutes** Look at the full minutes on page 137. What can you say about how to write minutes (e.g. sentence length, formality, overall style)?
5 **Reporting verbs** Look at the examples in the Reporting verbs box. What is the effect of the passive forms?

Vocabulary
agenda items AOB apologies attendees be in the chair circulate the minutes cost overrun matters arising milestone scope take the minutes
Writing notes during meetings
abbreviations (CEO, info, tech, qual, mtg, doc); short forms (re = regarding, w/ = with, wd = would, hv = have); symbols (% percent, > greater than)
Ellipsis
Omit short words with no content: *The time of the next meeting is 9 a.m.* → *Time of next mtg 9am* *It was agreed that Brad Miller should ...* → *Agreed BM shd ...*
Writing full minutes
1 Style is simple and direct with short sentences. Vocabulary and grammar structures are reasonably formal (more formal than the notes). 2 Fewer examples of ellipses than the notes. 3 Action points: name (often initials) + *to* + infinitive (e.g. *LD to investigate this and write a short report ...*).
From notes to full minutes
Client worried about ... → *The client is concerned about ...* *Main reason extra lab costs* → *The main reason for this is the extra labour costs.* *But have to monitor closely* → *However the situation will have to be monitored closely.*
Reporting verbs (passive form in brackets)
The chair suggested that (It was suggested that) the small cost overrun can be absorbed within the profit margin. *Mr Nakamura argued that (It was argued that) we should look for another supplier, given the quality issues.*

5 Read the meeting notes/minutes on page 137 again. Underline any language that you would find difficult to write yourself.

T Teacher's resources: extra activities

L The notes/minutes contain examples of ellipses. Go to MyEnglishLab for optional grammar work.

→ page 117 See Grammar reference: Ellipsis

TASK

6A Work in pairs. Turn to page 138 and study the meeting notes. Check that you understand all the abbreviations, short forms and ellipses.

B Expand the notes to write full minutes of around 300 words.

C Exchange minutes with your partner. Did you expand the notes in a similar way? Did you both use short, simple, clear sentences?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Finance and investment 3



'An investment in knowledge pays the best interest.'

Benjamin Franklin, scientist and one of the Founding Fathers of the United States

Unit overview

3.1 How traders work
Lesson outcome: Learners can use vocabulary related to finance and investment.

Video: Trader Piers Curran
Vocabulary: Finance and investment
Project: Presentation on types of investments

3.2 Financial investments
Lesson outcome: Learners can use a range of expressions and verbs with future meaning for expressing attitudes to the future.

Listening: Talks offering investment advice
Grammar: Expressing attitudes to the future
Writing: An email to discuss personal financial investment options

3.3 Communication skills: Challenging facts politely
Lesson outcome: Learners can effectively and appropriately challenge facts and deal with challenges in a professional discussion.

Preparation: Discussing research for an article
Roleplay: Sharing research for a joint assignment
Video: Challenging facts politely

3.4 Business skills: Exploring options
Lesson outcome: Learners can use questions to help them to negotiate successfully.

Listening: Negotiation of an office lease
Useful language: Questions in negotiations
Task: Negotiating time involvement on a project

3.5 Writing: Budget report
Lesson outcome: Learners can write an executive summary that discusses budgeted figures, actual figures and the variance between them by referring to a simple income statement.

Model text: Budget report
Useful language: Expressions for writing financial reports
Grammar: Modal verbs: possibility
Task: Write an executive summary of a budget report

Business workshop 3: p.92 | **Review 3:** p.106 | **Spoken English 3.2:** p.113 | **Grammar reference:** p.117

3.1 How traders work

Lesson outcome Learners can use vocabulary related to finance and investment.

Lead-in

1 Discuss these questions.

1 Do you agree with the saying 'money makes the world go around'?
2 Where are some of the world's biggest financial centres?
3 What do you think financial traders do?
4 What has been the reputation of bankers and traders in your region/country since 2008?

BBC VIDEO



2 3.1.1 **Watch the video about financial traders in London.**

1 How is trading nowadays different from how it used to be?
2 What is the European Central Bank's announcement about?
3 According to Piers, what can be inferred from the announcement made?
4 How much money does Piers make following his hunch?

3 Read the summary and watch the first part of the video again (0:00–1:54). Find six more content errors in the summary and then discuss the corrections with a partner.

Traders these days work from computers rather than a trading floor, or 'pit'. Piers Curran has been a trader since the early ~~nineties~~ *noughties*. He says he wouldn't do the job if he didn't have physical presence. Markets are more competitive than before. Piers works for Will De Lucy. They trade the European Central Bank, trying to make money from the change in value of currencies. A global event today might affect the British pound and it's a wasted opportunity for traders to make money. The main issue is whether the Central Bank will lower lending rates or not in order to help the Eurozone.

4 Watch the second part of the video again (from 1:54) and complete what the narrator and Piers say. Use two to four words in each gap. Contractions count as one word.

N: It may seem little has changed, but a smart trader will be [1]_____.
P: ... and so traders and investors are analysing [2]_____ to compare his statement this time to what he said last month, and this is [3]_____.
N: Piers has spotted something that he thinks will cause [4]_____.
P: He didn't say that last month. That's him telling us [5]_____ but we've moved closer towards cutting rates.
N: More than [6]_____ moves around in the foreign exchange every day through trades like this, more money [7]_____ in the world.
N: Piers sold the euro and [8]_____ at a cheaper price just two minutes later.
P: So I'm $8,000 in profit. I wouldn't normally make that kind of return in such a [9]_____. It would normally take several hours, but it was a high-risk trade and so, you know, that's always the trade-off, [10]_____.

T Teacher's resources: extra activities
T Teacher's resources: alternative video and extra activities

5 Work in pairs or small groups. Discuss these questions.

1 Would you like to work as a financial trader or in finance? Why / Why not?
2 What significant news events have moved markets or affected trading in recent years?
3 In what other business situations do you have to 'read between the lines'?

Vocabulary

Finance and investment

6 Which noun that is repeated in the video collocates with all the words in box a? Which verb from the video collocates with all the words in box b?

a a high-risk ... a ...-off put a ... on

b ... a good trade ... a return ... five trillion

Example: Turn dial anti-clockwise once.

How do you need to move each dial to make collocations using all the words?



backer ballpark figure
level playing field
ROI (= return on investment)
yield

8 Complete the sentences using the words and phrases in the box.

1 Someone who supports a plan, person or company, usually by giving money and in order to make a profit is a _____.
2 The amount of money that you get from an investment is the _____.
3 The profits on an investment in relation to the amount invested is the _____.
4 A number or amount that is approximately correct, though not exact, is a _____.
5 A situation in which different companies, countries, etc. can all compete fairly with each other is a _____.

9 Choose the correct option in italics to complete the sentences.

1 They said they'd never consider investing in a country notorious for insider trading – it would have to offer all investors a *level playing field / ballpark figure*.
2 Remember – those who take risks often *make investments / reap the rewards*.
3 Examples of *yields / financial instruments* are currencies, futures and shares.
4 Could I open an account that has a higher *interest rate / return on investment*, please?
5 You always have to *make a trade-off / put a trade on* in some way. Good? Cheap? Fast? Pick two, because you can't have all three!
6 He found a job at an investment bank after spending many years *making trade-offs / on the trading floor at the New York Stock Exchange*.

10 Work in pairs. Discuss these questions.

1 Do high-risk investments usually have higher yields? Why / Why not?
2 Would you be willing to buy dedicated software to trade the foreign exchange market automatically for you? Why / Why not?
3 How ethical is it for traders to make trillions on a few words or a global event in a matter of minutes?

T Teacher's resources: extra activities

PROJECT: Presentation on types of investments

11A Work in pairs or small groups. Prepare a presentation on the best kind of investment for €100 million. Follow these steps.

1 Choose three types of investment from the chart that you are interested in and research them as necessary.
2 Decide on the amount of money you will invest for your three investments, giving ballpark figures and estimated ROI over ten years.
3 Say why your chosen investment portfolio is the best, either in terms of making the best possible return, or because it's a low-risk investment.

B Present your plans to the class. Listen to the other presentations and try to read between the lines. Listen carefully to (a) how presenters use financial language, and (b) which investments sound like safe investments and which are high-risk.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

3.2 Financial investments

Lesson outcome

Learners can use a range of expressions and verbs with future meaning for expressing attitudes to the future.

Lead-in



1A Match the financial terms in the box with the definitions.

assets	bonds	equities	liquidity	volatility

1 a situation in which conditions can change suddenly and without warning
2 the things that a company owns, e.g. property
3 a situation in which a business or a person has money or goods that can be sold to pay debts
4 shares in a company from which the owner of the shares receives some of the company's profits, rather than a fixed regular payment
5 official documents promising that a government or company will pay back money that it has borrowed, often with interest

B Discuss these questions.

1 What kind(s) of personal investments do you or people you know have? For example, property, savings, stocks or bonds?
2 Why do many investors try to diversify their investment portfolio?
3 Which business sectors do you think are the most popular with investors? Why?

→ page 113 See Spoken English

Listening

2 3.01, 3.02, 3.03 **Listen to three people giving advice about investments and match the speakers (1–3) with the topics (a–c).**

1 Piet Muhren	a avoiding common financial errors
2 Irene Montoya	b spreading your money across different assets
3 Leo McKinney	c having enough cash in case of emergencies

3 3.01 **Listen to Piet again and answer the questions.**

1 Does Piet think investors can predict which asset types or sectors will perform best?
2 What is his main recommendation for investors?
3 What has happened to the bond market in recent years?
4 What is Piet's suggestion for making the most of your money?

4 3.02 **Listen to Irene again and make notes about what she says under these headings.**

1 Having a cash buffer:	2 Cash savings:	3 Inflation and what happens to €10k over 25 years:	4 Retirement:

5 3.03 **Listen to Leo again and decide if these sentences are *true* (T) or *false* (F).**

1 Putting money in low-interest accounts carries the risk of inflation.
2 The second error is being overconfident and focusing on high-risk investments.
3 Leo plans to have a varied investment portfolio, based on his current salary.
4 The third error when managing your money is being bad at arithmetic.
5 We regard money in relation to where it comes from and how we want to invest it or spend it.
6 Spending 'house money' involves spending money on household items, instead of gambling or investing it unwisely.
7 One tip is to calculate how much you spend daily on unnecessary items and what that costs per month.

T Teacher's resources: extra activities

6 **Discuss these questions with a partner.**

I don't have much experience in financial planning.

1 Which advice from the experts do you agree with most? Why?
2 What kind of mental accounting do/could you do to manage your monthly budget?
3 Has someone you know ever made a good/bad investment? What happened?

I have some experience in financial planning.

1 Do you ever think about your retirement? How do you plan to save for it? What are you planning on doing when you retire?
2 Are you guilty of any of the three errors Leo mentions when managing money? Which one(s)?
3 Have you ever made a good/bad investment? What happened?

Grammar

Expressing attitudes to the future

7A **Read the extracts from the interviews (1–8) referring to the future. Match the words and expressions in bold with the structures (a–e). You need to match some structures with more than one word or expression.**

a prepositional phrase for a near future event
b adjective + preposition
c expression with noun
d verb with future meaning
e the future in the past

1 Investors tend to think they understand what the market **is likely to do** next.
2 Investors **expected** to do well in bonds when equity markets were falling.
3 **The likelihood is** that you will lose money less slowly with bonds in a downturn.
4 We can't **anticipate** what's going to happen tomorrow.
5 I **envisage** that I'll continue investing regular premiums.
6 Now I'**m about to interview** investment manager Irene Montoya.
7 I **plan** on having a diversified portfolio based on my retirement age.
8 If you'**re on the point of spending** your retirement money, stop and think about it. You **are bound to lose** money in the long run.

B **Look at the audioscript on page 152 and 153. Can you find other examples of expressions with future meaning?**

→ page 117 See Grammar reference: Expressing attitudes to the future

8 **Choose the correct option in italics to complete the sentences.**

1 Investors cannot *predict / bound to* what the market is going to do next.
2 There's a *slightly / strong* possibility my mother will retire next year.
3 Energy and healthcare stocks are *about to / on the point of* rising.
4 They weren't *planning / envisaging* on paying higher interest rates next year.
5 She doesn't *expect to / envisage that* inflation will have a negative impact on her portfolio.
6 It was a time of prosperity and we weren't *expecting / planning* stock markets to fall.
7 They are *unlikelihood / unlikely* to invest in shares because they're now seen as a volatile asset.
8 There's a *likelihood / likely* the cost of diversification will be higher charges.
9 We *'re planning on / hope to* invest in property as our nest egg for the future.
10 As a self-employed person, I *envisaged / 'm expected* to take care of my own retirement plan.

9 **Work in pairs. Discuss these questions.**

1 What do you envisage is likely to happen to the economy in your region over the coming months?
2 What things do you expect will happen in your life in the next three years?

T Teacher's resources: extra activities

Writing and speaking

10A **Imagine you recently inherited €1 million. Think about how you could invest your money in equities, property, savings accounts, etc. Write an email of 220–260 words to a friend who knows about financial planning, explaining the situation and what you intend to do with the money.**

B **Work in pairs. Exchange emails with your partner. What do you think of each other's suggested investments? Think about the advice in this lesson and decide whether your partner has chosen wise or risky investments.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

3.3 COMMUNICATION SKILLS
Challenging facts politely

Lesson outcome

Learners can effectively and appropriately challenge facts and deal with challenges in a professional discussion.



Lead-in

1 **In pairs, discuss these questions.**

1 What is the difference between a *fact* and a *claim*?
2 What are some typical situations in which you have to check facts and data? Why is it important to do this?
3 When are the internet and social media a good source of information? When are they not?
4 Some might say that facts do not change minds. Do you agree?

Preparation

Discussing research for an article

2 **Read *Lifestyle* magazine's fact-checking guidelines. Why is fact-checking important for a media organisation?**

Type of facts	Sources
Names of people and organisations	• Check spelling of names and check titles, e.g. Mr, Dr, etc. Call the person and ask. • Don't rely on social media websites as these can be wrong. • Similarly, make sure a photo of someone is, in fact, that person. • Check names of organisations on their official website.
Figures and statistics	• Use primary sources and publicly available documents, e.g. peer-reviewed studies, academic journals, official reports, census data, government websites. • Don't rely on third-party sources, such as other news sites. • Double- and triple-check all numbers and dates.
Quotes from interviews	• Call your source and check that interviewees agree to be quoted or paraphrased. • Keep all notes from interviews and preferably record all interviews to check back on content. • If a source denies a quote, check you have it in the notes or transcript.
Figures mentioned in interviews	• Trust the experts, but if necessary ask the interviewee for the source of their data and corroborate.
Financial facts about companies	• Don't call the company – go to publicly available official documents.
Polls, surveys and research	• Watch out for unreliable research and made-up data. • Find out who commissioned the research, how it was conducted and whether sample sizes (if mentioned) seem representative. • Use logic and ask yourself the question, 'does this make sense?'

Roleplay

3A **Work in pairs. You are journalists working for *Lifestyle* magazine. Read your information and prepare to share your research for a joint assignment on money with your colleague.**

Student A: Look at page 126. **Student B:** Look at page 129.



B **Work with your colleague and discuss the facts and data for your article.**

C **In your pairs, discuss these questions.**

1 How effectively do you think you challenged and responded to being challenged about the facts and data?
2 How did you feel about being challenged?
3 Did you feel having statistics or quantitative data gave you more confidence?

VIDEO



4 3.3.1 **Watch Charlie and Yvonne, two journalists at *Lifestyle* magazine, sharing their research for a joint assignment. Answer the questions.**

1 How would you describe Yvonne's and Charlie's attitudes to being challenged?
2 How confident did they appear to be about challenging each other and being challenged?
3 Was it important for them to challenge each other? Why / Why not?
4 What material do you think they should and should not use for their article?

5 **Complete the extracts from the video using the words and phrases in the box.**

conflicting	delve into	dug up	fallacy	fine-tooth comb	oversight
reputable	stand up to scrutiny	stickler for detail	verify		

1 So, I _____ some stats on credit card debt ...
2 Really? I have some _____ data.
3 It's a statistical _____ .
4 Sorry, that was a(n) _____ on my part.
5 Can we _____ that?
6 True, but he's a(n) _____ source.
7 Let's _____ this a bit more, ...
8 You can be a real _____ !
9 Well, you know Donna will go over everything with a(n) _____ .
10 Every fact we use will have to _____ .

T Teacher's resources: extra activities

Reflection

6A **Read the questions and make notes about your reflections.**

1 What similarities and differences were there between how you challenged facts and data in your roleplay and the approach used in the video?
2 What understanding did you gain from these differences?
3 How confident did you feel about (a) challenging the facts and data, and (b) responding to being challenged? Why?
4 How could you use the language for challenging facts and data and dealing with challenges in future?

B **Compare your reflections in pairs or small groups.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

3.4 BUSINESS SKILLS
Exploring options

Lesson outcome Learners can use questions to help them to negotiate successfully.

Lead-in

1 **In which situations in your life do you negotiate? In general, how successful are you at negotiating? Why?**

2A **Work in pairs. Read the texts about negotiating and discuss the questions.**

1 Which strategy does the author of the first text believe is most important?
2 How far do you agree with the first author's ideas?
3 In your opinion, how useful are the areas of questioning described in the second text? Why?

1

In a negotiation, as in any act of communication, you ultimately have three strategies for interacting with your counterpart. Firstly, you can talk at people and tell them things. You can inform them; you can tell them what you need, and why your needs are more important than theirs. Secondly, you can sit in silence and stare at people. You can let them wonder what might be in your mind, and create ambiguity and uncertainty. Thirdly, you can ask questions and discover what is in the minds of others. You can explore their needs and motivations in order to understand how to find a solution. For some reason which I have yet to understand, human beings love to talk at people, and are happy to sit in silence. Most people radically underuse questions. I think that's a fundamental mistake when negotiating. Actually, it's a fundamental mistake in life. Ask, ask and ask again, and you can win the world.

2

When to ask questions in a negotiation

Questions can be used strategically to:

- **Check understanding.** It's important to ask questions to clarify if you have understood correctly what has been said, and to explore any underlying assumptions not explicitly expressed.
- **Assess negotiator style.** Use questions to explore the background of your counterpart, how much experience they have, what they think about negotiations, and whether they seem, for example, to be a direct or indirect communicator.

B **What other reasons are there for asking questions in a negotiation? In which situations can questions be the wrong communication strategy?**

Listening

3A 3.04 **Diana Sinek is the Head of Purchasing in a medium-sized company based in Toronto. She is meeting Ron Scott, owner of their two-storey office building, and Lina Jonson, a senior lawyer in his contract department. Listen to the first part of the negotiation and answer the questions.**

1 Diana knows Ron but is meeting Lina for the first time. How does Diana build rapport with Lina at the beginning of the conversation?
2 What changes does Diana want to the terms of the existing five-year lease?
3 Why does Diana want to renegotiate the lease?
4 What is Ron's first response to the renegotiation, and why?
5 Why does Ron say, 'Look, I'm fully aware of what's going on in the market'?

B **Listen again and note how Diana uses questions to help her negotiate successfully. How successful do you think her questions are?**

C 3.05 **Listen to the second part of the negotiation and answer the questions.**

1 How does Diana restart the discussion on a more positive footing?
2 Diana comes up with a 'creative idea'. What does she suggest?
3 Ron asks Diana to clarify. What is her more specific suggestion?
4 Ron still says he has an 'income problem'. What exactly is his problem?
5 What agreement is reached at the end of the discussion? Why is this called a 'win-win' by Diana?

D **How effectively do you feel Diana negotiated to reach her goals? Why?**

Useful language

4A Look at the audioscript on page 153 and underline all the questions which are used by the participants. Then decide the purpose of each question and match them with the correct reason in the list below.

Eight great reasons to ask questions when negotiating

1 to clarify understanding
2 to build relationships
3 to challenge and provide alternative views/information
4 to elicit opinions and ideas from your counterpart
5 to focus attention on the most important topic
6 to reduce tension and conflict by trying to understand others' needs
7 to propose solutions
8 to highlight and celebrate agreement

B Choose some of the reasons to ask questions which you think are important when negotiating, and write some other questions you could ask. Compare your ideas with a partner.

C With your partner, brainstorm other question strategies and example questions which could be useful when negotiating. Then compare your ideas in small groups.

T Teacher's resources: extra activities

TASK



5A Work in pairs and read the information.

Professional context

Beautifies is an international cosmetics company that produces a range of products for men and women. At the moment, the company is running an important research project, Next Gen, looking to develop a future range of environmentally friendly sunblock creams. Sam Birreg, the project lead, is struggling to meet project deadlines. Jean Piaget, who is Head of Sales, has allowed Pierre Garnaid, a high-performing member of the sales team, to support the project because it is ultimately good for sales. The agreement between Sam and Jean was for Pierre to spend 25% of his time on the project away from his usual job. However, Sam now realises that Pierre is needed for more time on the project and has to renegotiate this with Jean. Jean understands the importance of the project, but also needs Pierre for important and urgent sales activities. A meeting has been set up between Sam and Jean to negotiate a way forward.

B Student A: read the briefing for Sam Birreg on page 126. Student B: read the briefing for Jean Piaget on page 130. When you are ready, meet and negotiate a solution to the project resourcing problem. Think about the questions you can use to help the progress of the negotiation.

C After the negotiation, discuss what went well and what could be improved. In particular, discuss how effectively you asked questions, and how they helped the negotiation to progress.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

3.5 WRITING Budget report

Lesson outcome

Learners can write an executive summary that discusses budgeted figures, actual figures and the variance between them by referring to a simple income statement.

Lead-in

1 **Read the basic calculations used in an income statement. What are the main elements of *cost of sales*? What are the main elements of *operating expenses*?**

Revenues – Cost of sales = Gross profit

Gross profit – Operating expenses = Operating profit

Operating profit – (Interest, Tax, Depreciation) = Net profit

2 **Read the budget report on page 138. Decide if these sentences are *true* (T) or *false* (F).**

1 The table at the top shows how the real figures are different to the expected ones.
2 The company had two pieces of bad news: revenues were less than forecast and the cost of raw materials was more than forecast.
3 The writer thinks that things will get worse by the end of the year.

Useful language

3 **Discuss these questions, referring to the report on page 138 and the Useful language box.**

1 **Report structure** In the report on page 138, can you identify the sections that deal with future investment plans and the budget forecast (i.e. sections b and c in the Report structure box)? Check the figures for variance – are they correct?
2 **Vocabulary** First, can you explain the difference between *CapEx* and *OpEx*? Second, if X is *offset* by Y, does it mean (a) that X and Y have an opposite effect and so the final situation remains more or less the same, or (b) that Y has a greater effect?
3 **Comparing figures** Which words from the Useful language box have a similar meaning to *be down*? Which words have a similar meaning to *be up*?
4 **Vague language** Most of the examples in the box come from the report. Imagine that the vague expressions were replaced with exact figures. What would be the impact on the reader?
5 **Reasons** When do we use *because*, and when do we use *because of*? Think about what kind of grammar structures follow the two phrases. Can you give examples?
6 **Predictions** Compare the phrase *revenue may be flat* with *revenue is likely to be flat* and *it is likely that revenue will be flat*. The meanings are the same, so what are the differences? Should you stick to one form in a report or use a variety of structures?

Report structure
[1] Table of figures; [2] Executive summary that: (a) reviews the table line by line, giving reasons for the figures; (b) discusses impact on future investment plans; (c) gives a provisional budget forecast
Vocabulary
variance = difference budgeted = forecast = expected revenues = turnover = income expenses = costs gross and net CapEx (capital expenditure) OpEx (operating expenditure) sth is offset by sth else sth outweighs sth else
Comparing figures
be down/up (by) go down/up (from ... to ...) be lower/higher fall/rise reduce/raise sth decline drop be flat be unchanged be in line with
Vague language
a little lower a small drop around 130 considerably lower increase slightly less than half significantly higher slightly more substantially less
Reasons
as a result of because of due to result in
Predictions
It might/may/could happen. It is likely/expected/forecast to happen. It is likely/probable that it will happen. I expect ... I am optimistic that ...

4 **Read the report on page 138 again. Underline any vocabulary or phrases that you would find useful in writing a budget report.**

T Teacher's resources: extra activities

L The report contains examples of modal verbs for possibility. Go to MyEnglishLab for optional grammar work.

→ page 118 See Grammar reference: Modal verbs: possibility

5A **Work in pairs. Turn to page 139 and study the table and notes. Check that you understand the figures. Can you add a few details of your own?**

TASK

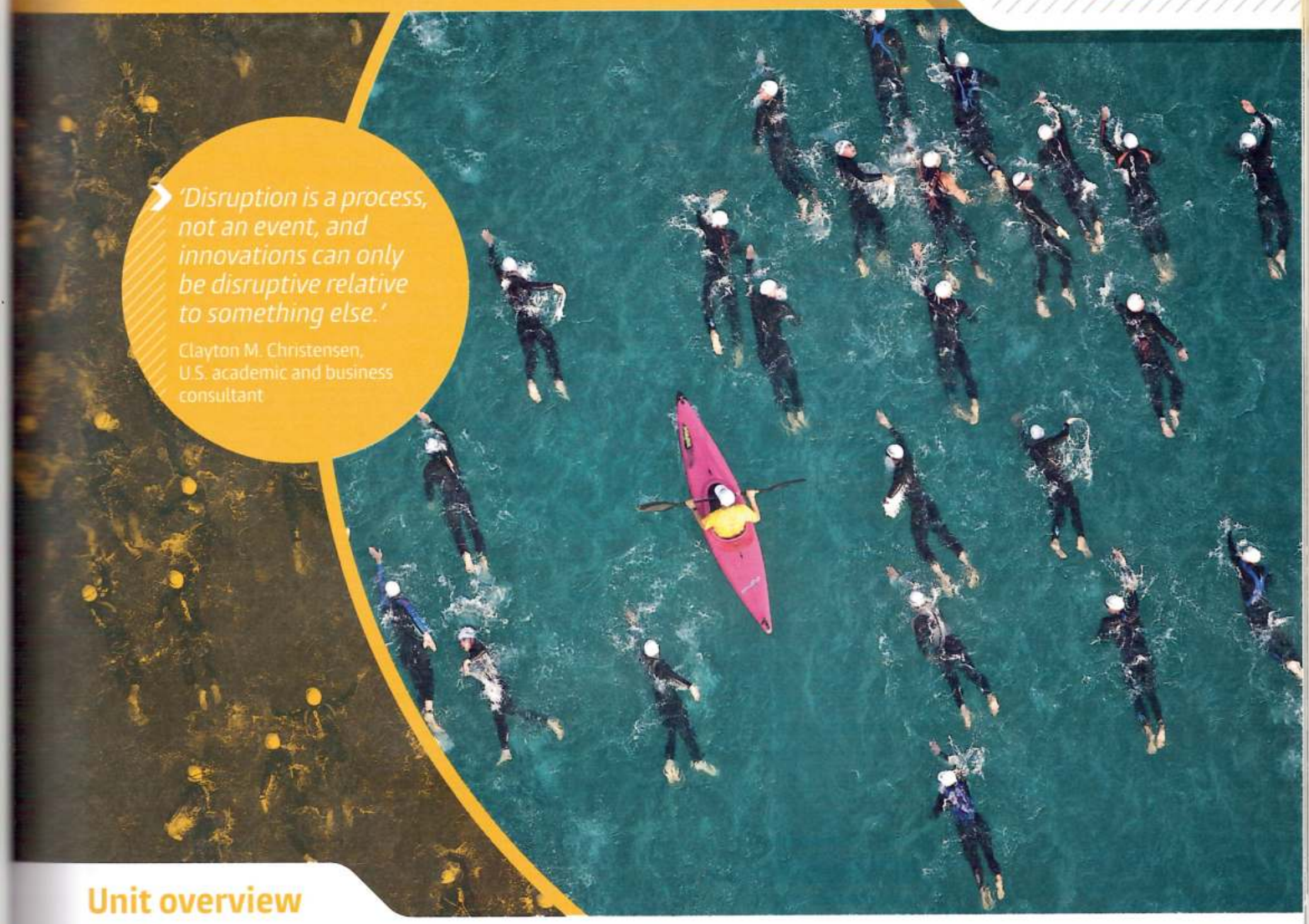
B **You are the Finance Director who prepared the income statement. Write the executive summary in around 400 words.**

C **Exchange executive summaries with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3? Did your partner add any extra information?**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

4 Disruptors



'Disruption is a process, not an event, and innovations can only be disruptive relative to something else.'

Clayton M. Christensen, U.S. academic and business consultant

Unit overview

4.1	**Disruptors in business** **Lesson outcome:** Learners can use vocabulary related to disruptors and disruption in the business world.	Video: Game-changers **Vocabulary:** Disruptors and disruption; Collocations **Project:** Products we rely on
4.2	**Disruptive innovation** **Lesson outcome:** Learners can use a variety of forms to express a hypothesis.	**Reading:** On the difficulty of defining disruption **Grammar:** Hypothesising **Speaking and writing:** Discussing and writing about the next big disruptor
4.3	**Communication skills:** Finding solutions **Lesson outcome:** Learners can use brainstorming techniques to come up with ideas and discuss solutions.	**Preparation:** Finding ways to increase the magazine's revenue **Roleplay:** Brainstorming Video: Finding solutions
4.4	**Business skills:** Reporting and planning **Lesson outcome:** Learners can report changes effectively, justify and challenge decisions, and report future plans.	**Listening:** Meeting about change management **Useful language:** Expressions for discussing change **Task:** Interviewing for a change management consultancy role
4.5	**Writing:** Supply chain choices **Lesson outcome:** Learners can write a report that makes a recommendation to change a supplier, using linking words and phrases to build an argument.	**Model text:** Report **Useful language:** Phrases for a report **Grammar:** Emphasis using inversion and fronting **Task:** Write a report about company supply chains

Business workshop 4: p.94 | **Review 4:** p.107 | **Spoken English 4.1:** p.113 | **Grammar reference:** p.118

4.1 Disruptors in business

Lesson outcome

Learners can use vocabulary related to disruptors and disruption in the business world.

Lead-in

1 Discuss these questions.

1 What changes did cars bring to society when they began to be mass produced?
2 What effect did commercial airlines have on society and the workplace?
3 How did personal computers affect the way people communicate and work?
4 What impact has the internet had on the way we do business today?

→ page 113 See Spoken English

VIDEO



2A Read the definitions (a–d). Which do you think is the most appropriate definition of *disruption* in a business context?

a an innovation that causes traditional companies to go out of business
b a new idea that people adopt because it is useful for them
c a product or service that creates a new marketplace
d new digital technologies that replace a human workforce

B 4.1.1 **Watch the first part of the video (0:00–0:33) and discuss with a partner which definition in Exercise 2A is correct, and why.**

3 Watch the whole video and answer the questions.

1 What happens in the business landscape when new technologies and ideas are introduced?
2 What is different today about the speed of disruption and what effect does this have?
3 Why are smartphones considered to be a major disruptor?
4 How has one camera producer been able to deal with the disruption to their industry?
5 How have companies adapted to changes in the music business over the past decade?
6 How is the car industry changing and how are some traditional companies reacting?
7 What changes have low-cost airlines caused in both the tourism and business travel markets?
8 What can companies do to compete with disruptors?

4 Work in pairs. What do you think has changed the way you study, work or get things done today compared to 5–10 years ago? Think about how you get your timetable, communicate with colleagues, etc. Give reasons for your answers.

T Teacher's resources: extra activities

Vocabulary

Disruptors and disruption

5 Match the words from the video with the definitions.

1 fragmented
2 displace
3 inject
4 abandon
5 reposition
6 consume
7 mainstay
8 lifespan
9 agile
10 dedicated

a buy and use goods, services, energy or natural materials
b add excitement or interest to something and so enable a company to be in a stronger position
c able to change quickly and do things differently when necessary because of customer demands and changes in the market
d having many companies involved in an industry or business activity
e made for or used for only one particular purpose
f stop doing something because there are too many problems and it is impossible to continue
g an important part of something that makes it possible for it to work properly or continue to exist
h change a company's image through rebranding so that people think about it differently
i take the place or position of something or someone
j the period of time during which something like a company will survive and be viable

Collocations

6 **Complete the sentences with the collocations in the box.**

business landscape
digital transformation
disruptive innovation
established companies
game changers
novel approach
venture fund

1 Because they have so many different functions, smartphones are considered to be _____ _____ in the field of communication.
2 When companies move from physical methods to online platforms to modify their business processes, they make use of _____ _____.
3 A(n) _____ _____ is a particular form of putting money aside to make investments in innovative products.
4 The _____ _____ describes the general situation in which money-earning activities take place.
5 Organisations that have been in business for many years can be regarded as _____ _____.
6 Using a(n) _____ _____ means doing something in a new way that perhaps has never been tried before.
7 The term _____ _____ is used when new technologies or ideas are introduced into markets to replace traditional solutions used by businesses.

7 **Choose the best option to complete the explanations of the underlined words and phrases.**

1 Companies that choose to reposition themselves need to work on *presenting themselves differently to customers / completely changing their product lines.*
2 Agile companies are able to quickly *launch new products / respond to changes in the market.*
3 A business landscape is the *physical space / market situation* in which companies operate.
4 Established companies are those that *have been in business for many years / were recently set up by a well-known business person.*
5 Companies that keep a venture fund use the money to invest in *other companies / R&D.*
6 A dedicated product or service *can have many uses / is used for one particular purpose.*
7 The mainstay of a company is *the product or service that keeps them in business / a new product that they hope will be successful.*
8 A game changer usually refers to a product or service that *is completely new and becomes popular very quickly / puts other companies out of business.*

T Teacher's resources: extra activities

8 **Work in groups. Think about your parents and grandparents. What do you think were the biggest disruptors in business in their lifetimes?**

PROJECT: Products we rely on



9A **Work in small groups. Each person in the group chooses a different device or service that is essential to them.**

B **Individually, set out an argument as to why your device or service is the most necessary. Think about the following points:**

- What does it do to make your life easier?
- What is its cost/benefit ratio (i.e. is it worth what you pay for it)?
- What would you have to do if you didn't own this device or have this service?

C **In your group, hold a panel discussion. Nominate one student to act as moderator. Each student has one minute to explain and defend their argument and two minutes to answer questions.**

D **After the discussion, vote on who gave the best defence of their product or service and say why.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

4.2 Disruptive innovation

Lesson outcome Learners can use a variety of forms to express a hypothesis.

Lead-in

1 Work in pairs or small groups.

1 Look at the dictionary definition of *disrupt*. What difficulties can be caused in a marketplace when it is disrupted by a new product or service?

> **disrupt** /dɪsˈrʌpt/ *v.* [T] to prevent a situation, event, system, etc. from working in the normal way

2 Why do you think the buzzword 'disruption' has become so popular in the world of business?

Reading

2 Read the article. Are any of the ideas you discussed in Exercise 1 mentioned?

FT

On the difficulty of defining disruption

Is this term anything more than a handy marketing slogan?



A small business in possession of a good idea needs a fundraising strategy. More often than not, an easy option is to brand oneself as 'disruptive', a business buzzword that resonates everywhere.

The concept has become so entrenched that the University of Southern California introduced a degree in disruption in 2013; yet even management consultants at the heart of the cult of disruption struggle to define it.

The term 'disruptive innovation' was popularised by Harvard Business School professor Clayton Christensen in 1997. He used the phrase narrowly — to refer to a product or service that starts as a simple application at the bottom of a market, and then eventually moves upmarket to displace an established competitor. His prime example was the hard disc drive, which in the early 1970s ushered in the era of the personal computer.

Yet while the disc drive survived, many businesses that have been labelled as disruptors over the years enjoyed only fleeting success. If only Wikipedia hadn't come along, Encarta might have replaced market leader Britannica with a CD-ROM encyclopedia.

Netflix clearly profited from mistakes made by Blockbuster, a video rental shop chain, which failed to spot the opportunity, as Netflix had, of mailing DVDs to customers. That allowed Netflix to build a bank of DVD customers who paid a subscription for their films. Eventually, Netflix was able to convert those subscribers into customers of its online movie-on-demand product.

But early on it would have been impossible to predict that Netflix would be more successful than Blockbuster. In his book *The Disruption Dilemma*, the University of Toronto's Professor Joshua Gans asks: 'Had Netflix not succeeded, would Blockbuster's case have been that different?'

The once so-called disruptor is now struggling to grow its subscriber base while spending billions on new content as it battles competitors such as Amazon's Prime Video service. Professor Christensen pointed out, however, that only the right kind of innovation spending makes sense. Just imagine that investors encouraged companies to plough funds into a business model that customers were turning away from. What would happen then?

Evidence suggests that industry disruption is dependent on whether the larger operators that start-ups compete with are nimble in response — or complacent. What is viewed as disruption is often plain old luck. And no self-styled 'disruption consultant' can engineer or predict that.

3 Decide if these sentences are *true* (T) or *false* (F). Find evidence in the text for the ones that are true and correct the ones that are false.

1 Companies which make use of fundraising strategies are always disruptive.
2 Although disruption is difficult to define, it is possible to study the subject at university.
3 The original definition of disruption included a number of possible ways to disrupt a particular market.
4 The article says that companies considered disruptors normally survive in the market.
5 When investing in new ideas, you must make sure they are popular with customers.
6 Being able to disrupt an industry often depends on how good the competitors are.
7 With all the studies done on disruption, it is possible to predict with some certainty which disruptors will be successful.

T Teacher's resources: extra activities

Grammar Hypothesising

4 **Match the sentences (1–3) from the article with the notes about form (a–c).**

1 If only Wikipedia hadn't come along, Encarta might have replaced market leader Britannica with a CD-ROM encyclopedia.
2 'Had Netflix not succeeded, would Blockbuster's case have been that different?'
3 Just imagine that investors encouraged companies to plough funds into a business model that customers were turning away from. What would happen then?

a Using inversion rather than *if* to talk about a hypothetical past situation.
b Using a fixed expression to introduce a clause hypothesising about a situation in the present.
c Hypothesising about how something in the past could have turned out differently.

→ page 118 See Grammar reference: Hypothesising

5A **Correct the sentences. Look carefully at the tenses and prepositions. There may be more than one possible answer.**

1 If only I have more time to spend on the creative part of my job.
2 Given that he lives in Japan for many years, we would expect him to be fluent in Japanese.
3 We had gone to see him last week, we would have found out about the plans for the new factory.
4 Let us to imagine that this product takes off immediately. What will that mean for us?
5 Suppose you are presenting the latest figures, what would you say?
6 Were we open that new factory, we might be able to produce more quickly.
7 If only they listened to their customers, they might have grown the company.
8 What if I have spoken to her instead of writing an email?

B **In Exercise 5A, which words are used in addition to, or instead of, *if* to form hypothetical sentences? Which sentences do not use an additional word?**

6 **Complete the sentences with the words and phrases in the box.**

Had I wish I wonder if
If only Let us
Speculating for a moment
Supposing Were

1 _____ consider the fact that the market is saturated. Should we delay our new product until next year?
2 _____ the company had considered the competition in the market, they could have prevented the disastrous product roll-out.
3 _____ you were offered a better job in another city, would you take it?
4 _____ he has completed the report already.
5 _____ they to develop a new concept for the product, would the company invest the money to develop it?
6 _____ we had come up with the idea before our competition did.
7 _____ that you had spoken to him personally about your idea, do you think it would have been approved?
8 _____ I known he was flying to China, I would have asked him to visit our client there.

T Teacher's resources: extra activities

Speaking and writing

7A **Work with a partner and brainstorm some innovative products and/or services that you think have the potential to disrupt an industry. Complete these sentences about the products/services.**

1 I wonder if _____.
2 Suppose _____.
3 What if _____?
4 Let's imagine _____.
5 Given that _____.
6 Were we _____.

B **Discuss which of the ideas could be the next big disruptor. Write up your ideas as a blog post for your class or the intranet at work. Write 110–130 words.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

4.4 BUSINESS SKILLS
Reporting and planning

Lesson outcome

Learners can report changes effectively, justify and challenge decisions, and report future plans.

Lead-in

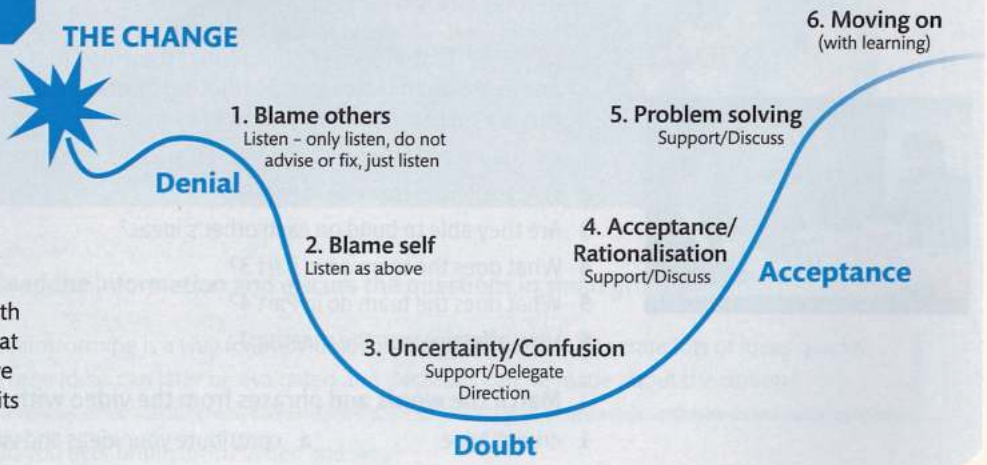
1A **What changes have you experienced in the last year? How did you react to the changes when they occurred? How do you feel about the changes now? If your feelings have changed, why is that?**

B **Read the information about the change curve concept. With a partner, discuss to what extent you agree with the idea. Do you think humans are naturally resistant to change and need support to move from denial to acceptance? Why / Why not?**

The change curve concept

How human beings usually respond to change – from resistance to acceptance

The change curve concept helps us understand the different stages of emotions we might feel following, for example, an announcement of some kind of change at work – beginning with more negative feelings as we resist what is new, and finishing with more positive emotions as we understand the benefits of the new situation.



C **The change curve concept suggests that support and discussion is required to help people make the transition to a more positive approach to a new situation. In an organisation, how can management provide this support and discussion?**

2 **Work in pairs. Briefly discuss one significant change you have experienced in your professional or personal life. Did you experience any of the emotions shown in the diagram? What helped you to transition positively to the acceptance phase? Did you experience any other emotions that are not in the diagram?**

Listening

3A 4.01 **Jon Einarsson owns and manages a number of boutique hotels across Scandinavia and Poland. He is meeting Maria Lindberg, Group HR Director, and Paweł Polański, Head of IT and Operations, to discuss recent operational and strategic changes which the company made. Listen to the first part of the meeting and answer the questions.**

1 What does Jon explain as the motivation for change?
2 What specific things does Maria suggest could have been done to explain the changes better?
3 Why does Paweł see the recent expansion into Poland as 'part of the problem'?
4 What does Paweł say is a major issue which is now impacting on their hotel guests?

B **Jon says at one point about his staff, 'How can they not understand?' Given that he explained the management decision to them in a large meeting, how would you answer his question in this context?**

4A 4.02 **Listen to the second part of the meeting and answer the questions.**

1 What does Paweł suggest in order to improve the situation?
2 What does Maria refer to as likely to be 'very helpful to settle feelings'?
3 What does Maria introduce as good news?
4 What will have been completed by the end of next month?

B **At the end, Jon says 'it's a typical management failure to overlook emotions'. To what extent do you agree with this statement about managers? Why?**

Useful language

5A **Use the six extracts from the recording (a–f) to complete the gaps in the table (1–6).**

a We should have taken more time.
b Strategically, it was the right thing to do. But communicatively, it was a disaster.
c If we hadn't cut costs in the Nordics, we wouldn't be sitting here now talking about expansion into Poland.
d The biggest insight for me is not to underestimate the importance of feelings.
e We've triggered a bit of a rebellion.
f We'll have taken over around four hotels by the middle of the year.

General language for reflecting on change	
Specifying the negative impact of change	These changes have resulted in quite a lot of anger. 1 _____
Exploring current and past possibilities	I think if we'd done that, explained the big picture, we wouldn't be having these problems. 2 _____
Analysing past actions critically	I just think we could have communicated things better. 3 _____
Looking ahead to future developments	We're hoping to have things finished by the end of this month. By the end of the month, we'll have signed everything and be operating out of smaller offices? 4 _____
Expressing learning points from changes	My main takeaway from all of this is to slow down. 5 _____
Contrasting and exploring views on change	Did we invest enough time in communicating and explaining what we were doing, or did we underestimate the need? 6 _____

T Teacher's resources: extra activities

B **Look at the audioscript on page 153. Find more expressions you could use for discussing change. Compare your ideas with a partner.**

TASK



6A **Work in small groups. Read the job advertisement for an opportunity to join a change management consultancy. Imagine you are an interview candidate and think about how you would answer the questions.**

CONSULTING FOR THE FUTURE

Want to change your life? Come and work with us at Changing Places! We specialise in change – helping our clients to develop new skills and talents to meet the demands of a changing world. If you thrive on change, we want you to change places and work with us.

If you are interested, come for an interview and let us ask you the following questions about two important decisions you've made in your life which led to important changes for you and others.

- What were the decisions?
- What changed as a result?
- What was the impact of the change (positive or negative)?
- With hindsight, what else could you have done, and what else might have happened?
- What might have happened if you hadn't made these decisions?
- What is the current and future impact of the decisions?
- What did you learn from these experiences?

We look forward to meeting you soon and learning from you about your experiences of change, and how you can enrich our work with clients.

B **Take turns to be the interviewer, the candidate and an observer, and hold a face-to-face interview. The observer should take notes of the answers during the interview. After each interview, the group should discuss the candidate's answers and decide if he/she should join the consultancy.**

C **As a group, discuss what you have learnt about managing change.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

4.5 WRITING Supply chain choices

Lesson outcome

Learners can write a report that makes a recommendation to change a supplier, using linking words and phrases to build an argument.

Lead-in

1 What do you know about supply chain management (SCM)? Share your ideas with the class. Why might a manufacturing company want to change a key supplier whose quality is good?

2 Read the report on page 139. Which statement best summarises the report?

1 The relationship with Retico has been good up to now. It will probably continue to be good, but Retico needs to make its production methods more modern.

2 The relationship with Retico has been mixed up to now. Retico is probably unsuitable as a future supplier and a new one is needed.

3 The relationship with Retico has been poor up to now and is getting worse. It is urgent that a new supplier is found.

Useful language

3 Discuss these questions, referring to the report on page 139 and the Useful language box.

1 **Report structure** Look again at the report on page 139. Why are there two recommendation sections (paragraphs 2 and 6)?

2 **Vocabulary** What is the difference between a *suggestion*, a *proposal* and a *recommendation*?

3 **Linking expressions** Underline examples of linking expressions in the report on page 139. Can you translate all the items in the Linking expressions box into your language? Are these expressions always at the beginning of a sentence? Look at paragraphs 3, 5 and 6.

4 **Building an argument** Which phrases in the Useful language box are used to:

- **a** show advantages and disadvantages?
- **b** admit one point is true but then explain how it isn't the whole story?
- **c** generalise about a situation, but then say this case is different?
- **d** list a series of points?
- **e** refer to next steps?

5 **Measured language** Look at the underlined words in these extracts from the report: *has largely been positive, they generally respond well, we are sometimes unable to spot, quite traditional and conservative, significant negatives, relatively soon*. Why is measured language used in business reports?

Report structure
1 Background, including initial statement of recommendation 2 Business case with more detailed reasons, benefits, costs, risks, staffing needs and timescale 3 Summary 4 Restatement of recommendation
Vocabulary
achieve consistent cost savings assign sb to do sth be faced with a challenge bottleneck components/parts customer requirements future-proof sth recommendation (compare: *proposal, suggestion*) SCM
Linking expressions
However / Nevertheless Therefore / As a result In addition / Furthermore In general / On the whole For example / For instance In fact / In reality In relation to / As regards In particular / Above all Clearly / Obviously In summary On balance In conclusion
Building an argument
Firstly, ..., and secondly, ... Of course, / It's true that ...; however, ... On the one hand, ..., but on the other hand ... On the plus side, ..., but on the downside ... In general, ..., although ... On the whole, ... but in this case ... The main issue going forward is ... I therefore recommend that ...
Measured language
largely generally mostly sometimes typically usually quite somewhat to some extent considerable/considerably significant/significantly relative/relatively slight/slightly

4 Read the report on page 139 again. Underline any language that you would find useful in writing an internal recommendation report.

T Teacher's resources: extra activities

L The report contains examples of inversion for emphasis. Go to MyEnglishLab for optional grammar work.

→ page 119 See Grammar reference: Emphasis using inversion and fronting

TASK

5A Work in pairs. Turn to page 140 and study the notes. Check that you understand all the information. Can you add a few details of your own?

B Write the full report in around 400 words.

C Exchange reports with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Customer engagement 5



'Don't find customers for your products, find products for your customers.'

Seth Godin, U.S. businessman and author

Unit overview

5.1 Marketing strategies
Lesson outcome: Learners can use vocabulary related to customer engagement.

Video: The psychology of shopping
Vocabulary: Influencing customer behaviour
Project: Planning a marketing campaign

5.2 Persuasion
Lesson outcome: Learners can use a variety of participle clauses and reduced relative clauses.

Reading: Advice for time-pressed executives
Grammar: Participle clauses
Speaking: Priorities in financial decision-making

5.3 Communication skills: Presenting research data
Lesson outcome: Learners can effectively discuss the meaning and implications of research data.

Preparation: Presenting and discussing research findings
Roleplay: A presentation
Video: Presenting research data

5.4 Business skills: Building relationships on trust
Lesson outcome: Learners can use a range of strategies and expressions to build trust in professional relationships with clients.

Listening: Establishing a plan to diagnose problems among senior management
Useful language: Expressions for trust-building
Task: Using trust-building strategies to negotiate a good deal

5.5 Writing: Advertising copy
Lesson outcome: Learners can write descriptive text for a consumer product sold online, using a range of persuasive techniques to influence a buying decision.

Model text: Advertising copy – introducing the Slanket
Useful language: Language in advertising
Grammar: Groups of adjectives and gradable adjectives
Task: Write advertising copy for microwavable slippers

Business workshop 5: p.96 | **Review 5:** p.108 | **Spoken English 5.2:** p.114 | **Grammar reference:** p.119

5.1 Marketing strategies

Lesson outcome Learners can use vocabulary related to customer engagement.

Lead-in

1 Discuss these questions.

1 Do you think that the layout of supermarkets and other stores influences customers when it comes to buying items? Why / Why not?
2 How influenced are you by product packaging and the language on it to describe a product?
3 How important is it for companies to have an online presence?
4 Can use of social media help businesses sell their products? Why / Why not?

VIDEO



2A You are going to watch a video about influencing customers' decisions when it comes to buying food. Before you watch, discuss with a partner the strategies a supermarket might use. Think about position, presentation, pricing, etc.

B 5.1.1 **Watch the video and compare what is said with your ideas in Exercise 2A.**

3 Watch the video again. Which <u>two</u> options are correct according to the video?

1 Fruit and vegetables are often found at the entrance to the supermarket because
   a they look fresh and healthy.
   b people may buy some less healthy items if they already have healthy ones in their trolley.
   c people think fruit and vegetables are the most important items.
2 Using healthy sounding buzzwords to describe products
   a helps the items to be recognisable to customers.
   b can help to persuade customers to buy them.
   c makes the products seem beneficial to the customer.
3 Pricing is important because
   a everyone loves what they perceive as a bargain.
   b customers usually buy the least expensive items.
   c customers like to feel they have an advantage over the seller.
4 Marketing tactics mentioned in the video include
   a creating multibuys so that customers always pay less per item.
   b adding a third product at a higher price, making the second most expensive seem reasonable.
   c using packaging for the store's own brands that makes the products look like well-known brands.

T Teacher's resources: extra activities

4 Work in pairs or small groups. Which of the techniques mentioned in the video are you most aware of? Which of them have an influence on your purchasing decisions?

Vocabulary

Influencing customer behaviour

5 Work in pairs. Match definitions 1–9 with the words from the video in the 'magic table'. Write the correct number in each box. If your answers are correct, the columns and rows will all add up to 15.

☐ mislead	☐ paradox	☐ well-being	= 15
☐ be positioned	☐ be inclined	☐ persuasive	= 15
☐ tactic	☐ inviting	☐ reasonable	= 15
= 15	= 15	= 15	

1 be put in a particular place for a reason
2 the state of feeling comfortable, healthy and happy
3 offering an experience that is enjoyable and makes you want to be near it, try it, taste it, etc.
4 fair and sensible
5 be likely to do something or behave in a particular way
6 make someone believe something that is not true by giving them information that is false or not complete
7 a situation that is difficult to understand because it has facts that contradict or are opposite to each other
8 a method that you use to achieve something
9 able to make other people believe something or do what you ask

6 Match the sentence halves.

1 When we **get one over**	a **into** an idea, they are convinced by it.
2 If someone **buys**	b **the eye**, it means that there is more information than we can see at first.
3 When one thing we do **cancels**	c **standing**, it means that it cannot be used in a court of law.
4 Marketers make use of the **decoy**	d **on someone**, we outsmart them.
5 If someone has a **trick up**	e **effect** when they add a more expensive item to a group of two less expensive ones.
6 When we **tap**	f **into** something, we use it to give us the results we want.
7 If something has no **legal**	g **versed in** a field knows a great deal about it.
8 Someone who is **well-**	h **their sleeve**, it means that they have a plan they have not yet announced.
9 When we say that there is **more than meets**	i **out** another, it can correct the first action or make it neutral.

7 Complete the text with suitable words and phrases from Exercises 5 and 6.

As a marketer, my job is to make sure that customers [1]_____ the ideas, products and services being sold. By understanding something about human psychology and behaviour, it is easier to be [2]_____ and convince customers that we are selling what they need. Products that promote the [3]_____ of customers by using buzzwords and listing the benefits of a product make it easier to [4]_____ the shoppers' need to convince themselves that they have a balanced diet.

It is clear to us, and probably to the customer, that a healthy snack will not [5]_____ the unhealthy effects of sweet treats, for example, but it is still a [6]_____ we can use to our advantage. Customers may be [7]_____ to buy an item we have called a 'superfood', but they are not forced to buy it. Some may feel that it was our intention to [8]_____ the customer deliberately through the description, but everyone is free to choose for themselves.

8 Work in pairs. What might influence your purchasing decisions?

- apps with suggestions of products or services
- point-of-sale (POS) displays in shops
- in-store product demonstrators and/or samples
- other

T Teacher's resources: extra activities

PROJECT: Planning a marketing campaign



9A Work in pairs. Decide on a new food product or ready-made meal you would like to sell. You might research new 'superfoods' or feature food from another country that is not well-known internationally. As part of your preparation, discuss these questions.

- What buzzwords would you use to describe it?
- Where would you want it positioned in a store?
- How would you price it compared with similar items?
- What kind of packaging would you use?
- Would you advertise it on social media?
- What kind of POS display would you want in the shop?
- Would you give samples to customers so they can try the product?
- Is there anything else you would do?

B Prepare a short presentation explaining what you have chosen and the strategies you will use to sell it. Use your smartphone to video your presentation.

C Show the class your presentations and respond to any questions about it.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

5.2 Persuasion

Lesson outcome Learners can use a variety of participle clauses and reduced relative clauses.

Lead-in

1 Work in pairs. What persuades you to do or buy something? Use the ideas in the diagram or your own ideas. Explain why each factor does or does not influence your decisions.



→ page 114 See Spoken English

Reading

2 Read the article quickly and choose the best summary.

1 The article points out that small changes that are linked to personal motivating factors are the best way to convince people to do something.
2 The article describes the importance of persuasion and gives reasons why a company needs to concentrate on it.
3 The article stresses the fact that the amount and type of information can influence people to change their minds.

FT

Advice for time-pressed executives

Robert Cialdini, Professor of Psychology and Marketing at Arizona State University, wants businesses to create a new role of Chief Persuasion Officer (CPO).

[1]Drawing on psychology, neuroscience and behavioural economics, 'persuasion science' should be deployed in a systematic way. So, rather than leaving decisions on influencing customers and employees solely to marketers or HR executives, Professor Cialdini believes they should collaborate with expert CPOs.

In his latest book, *The Small Big: Small Changes That Spark Big Influence*, Cialdini, with co-authors Steve Martin and Noah Goldstein, suggests it is often the little things business, policy-makers and individuals can do which make a significant difference – a type of change the authors name a 'small big'. [2]Targeting the business audience, it follows the success of other behavioural economics books. Clearly, time-pressed executives want to cut through the noise and learn by example. Part of the appeal, Cialdini concedes, is also because doing something small is cheap.

The book's mission is to debunk assumptions that we can change behaviour or inform decisions by providing customers and employees with all the information available: 'Successful influence is increasingly governed by context rather than cognition and by the psychological environment in which such information is presented.' [3]Linking their message to human motivations, readers are able to increase their ability to persuade others by making tiny shifts in their approach.

In an earlier book, Cialdini came up with what he claimed were six universal principles of persuasion:

i reciprocity – [4]having favours performed for them, people feel obliged to return them
ii authority – people look to experts to show them the way
iii scarcity – the less available the resource, the more people want it
iv liking – the more people like others, the more they want to say yes to them
v consistency – people want to act in a way that is consistent with their values
vi social proof – people look to what others do in order to guide their own behaviour

Other experts feel Cialdini's work is important because it shows that persuasion means changing the way 'people see the facts'. As he says, 'You cannot underestimate the importance of small things in influencing people. Details matter.'

3 Read the article again and answer the questions in your own words.

1 According to Professor Cialdini, how are decisions regarding the best ways to influence customers and employees typically made?
2 What is the idea behind the 'small big'?
3 What is meant by the claim that executives with little time 'want to cut through the noise and learn by example'?
4 What does Cialdini say about influencing people's behaviour by giving them a lot of facts?
5 When is it possible to persuade others by making very small changes in one's approach?
6 What do experts feel that Cialdini's method does to persuade people?

T Teacher's resources: extra activities

Grammar Participle clauses

Participle clauses are clauses using participles with *-ing* or *-ed* which condense details and give information about the subject of the sentence. These can be active or passive and do not usually have a subject of their own.

4 **Read the information about participle clauses. Then look at the underlined clauses (1–4) in the article. What word or idea does each clause refer to?**

1 *Drawing on psychology, neuroscience and behavioural economics, 'persuasion science' should be deployed in a systematic way.*

→ page 119 See Grammar reference: Participle clauses

5 **Match the sentence halves.**

1 Our sales were not as good as we had hoped,
2 The sales campaign, begun last week,
3 Having passed his law exam,
4 Having an office in Chicago,
5 Serviced regularly,
6 They left the office late,

a he was therefore able to give advice on legal matters in the company.
b your car should run well for many years.
c leaving many shops with too much inventory.
d we are able to process orders in the USA.
e having finally finished the report for the client meeting the next day.
f has been very successful.

6 **Choose the correct option in italics to complete the sentences.**

1 The man *sitting / sit* next to her in the office is her colleague.
2 *Launching / Having launched* a new campaign last week, the Marketing department had a meeting with the sales people.
3 Sales dropped dramatically, *having decreased / decreasing* profits for the company.
4 *Repairing / Having been repaired* by an expert, the computer was as good as new again.
5 The mission statement *put out / being put out* last week explains our goals and values.
6 *Living / Having lived* in London, George is able to take advantage of many exciting events.

7 **Rewrite the sentences, replacing the underlined phrases with participle clauses.**

1 The method that was created to help influence customers has been successful.
The method created to help influence customers has been successful.
2 After she had suggested an idea for the campaign, she got a promotion.
3 As he travelled to work by train, he was able to spend time working on his presentation.
4 Because I am fluent in Italian, I had no problem taking part in the meeting in Rome.
5 The economy did not do well last quarter, with the result that several companies were forced to go out of business.
6 As we have offices all over the world, we have employees who speak many languages.
7 If you handle it carefully, it will work well for years.
8 The product, which goes on sale tomorrow, should be a real cash cow.

T Teacher's resources: extra activities

Speaking



8A **Complete these sentences about your priorities when you make financial decisions.**

1 Being _____.
2 Having read _____.
3 Not having known _____.
4 The product (+ passive participle) _____.
5 Not having used _____.
6 After (*-ing*) _____.

B **Work in pairs or small groups and compare your sentences. To what extent do you agree with each other's priorities?**

A: *Being quite conservative with my money, I don't invest much in stocks and shares and prefer to keep plenty of cash.*

B: *Really? I'm no financial expert, but doesn't that mean you lose a lot of money to inflation over time?*

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

5.3 COMMUNICATION SKILLS
Presenting research data

Lesson outcome Learners can effectively discuss the meaning and implications of research data.

Lead-in

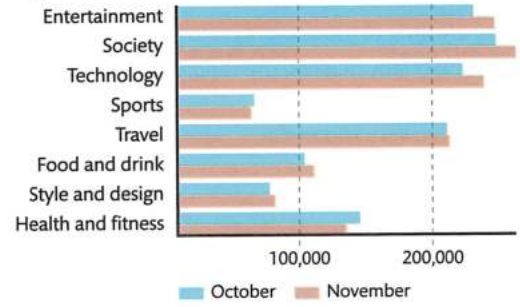
1 In pairs, discuss these questions.

1 Look at the analytics dashboard. What types of graphs and charts can you see there?

2 Do you ever have to present and discuss data where you work or study?

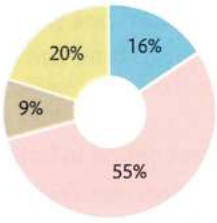
Lifestyle magazine analytics

Unique visitors* by magazine section

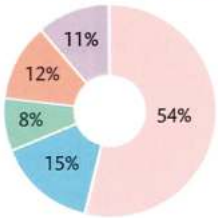


*A unique visitor is determined by the IP address of the device that the user is browsing from. If a visitor revisits content on the same device and same browser, only one unique visitor is counted.

Reading habits: How users read *Lifestyle*



Where we are being read



Attention time*

Section	Article average word count	Average attention time on article
Entertainment	932	1 min 32 sec
Society	1615	4 min 05 sec
Technology	1427	3 min 26 sec
Sports	1011	1 min 03 sec
Travel	998	2 min 57 sec
Food and drink	815	1 min 02 sec
Style and design	1205	1 min 05 sec
Health and fitness	930	2 min 10 sec

*how much time a user spends reading an article on average – this metric tracks mouse movement, keyboard and scroll behaviour

Reader poll

Total number of respondents **1,230**

1 Do you think *Lifestyle* offers high quality content?

Yes — 1121 votes (91.14%)

No — 109 votes (8.86%)

2 Would you recommend *Lifestyle* to another person?

Yes — 994 votes (80.81%)

No — 236 votes (19.19%)

3 How could we improve the magazine? Most voted:

More video — 728 votes (59.19%)

More photos — 658 votes (53.49%)

More in-depth articles — 643 votes (52.28%)

Fewer adverts — 543 votes (44.14%)

4 Would you be willing to pay for quality online magazine content?

Yes — 324 votes (26.34%)

No — 906 votes (73.66%)

Preparation

Presenting and discussing research findings

2 Teo Doğan is *Lifestyle* magazine's Sales and Marketing Manager. He has been researching the online magazine's reader engagement. Read his email. If you were going to present and discuss the data in the analytics dashboard, what would you highlight as the most important findings?

From: Teo Doğan
To: James Campbell, Donna Johnson
Subject: Reader engagement data

Hi James and Donna,

Here's the link to the data I've put together on reader engagement. It's based on various metrics and an online reader survey that was carried out recently. I'll present my key findings, interpretations and recommendations at our meeting on Wednesday. There's plenty of food for thought here. It could well inform our content strategy at the magazine and help us decide whether we should introduce a membership subscription service.

Best wishes,

Teo

Roleplay

3A **Work in pairs. Look at the analytics dashboard in Exercise 1 again. You are going to present the data for the following parts of the dashboard. Make notes and prepare to present your information.**

Student A: 'Unique visitors' and 'Where we are being read'

Student B: 'Reading habits' and 'Attention time'

B **Present your data to your partner and discuss the implications.**

C **Look at the 'Reader poll' together. What conclusions would you draw from it?**

D **In your pairs, discuss these questions.**

1 How effectively do you think you presented the research data?
2 What were the main implications of the research findings?

VIDEO



4 5.3.1 **Watch Teo Doğan, Sales and Marketing Manager at *Lifestyle* magazine, presenting his research data to James Campbell (Editor-in-Chief) and Donna Johnson (Assistant Editor). Answer the questions.**

1 Why did Teo highlight the most important points rather than go into detail?
2 Which key findings did he report in a favourable or unfavourable light?
3 How did he make his slides clear?
4 Do you think he went into sufficient depth in his presentation? Why / Why not?
5 What is the difference between *data-driven* and *data-informed* decision-making?
6 What recommendation does Teo make at the end? Do you agree?
7 Do you think the magazine should charge a subscription fee at this stage? Why / Why not?

5 **Match the words and phrases in bold from the video (1–10) with the definitions (a–j).**

1 We urgently need to **boost** reader engagement.
2 So, what stuff really **resonates**?
3 And sports and style **fare badly in** both 'unique visitors' and 'attention time'.
4 It's **tempting** to get carried away.
5 ... we need to make sure our magazine **caters to** a global audience.
6 ... it will drastically **improve the odds** that they'll come back to the site.
7 They **rate** our magazine very highly ...
8 We're not just **churning out** the stuff our rivals do ...
9 ... like the same old **bland** content ...
10 **The bottom line** is that readers love us ...

a making you want to have or do something
b provides a particular group of people with the things they need or want
c substantially increase or improve something
d lacking any excitement, strong opinions or special qualities
e seems important or appealing to people
f are unsuccessful
g make it more likely that something will happen
h the most important thing to consider
i producing large quantities of something, especially without caring about quality
j think that something is good, bad, etc.

T Teacher's resources: extra activities

Reflection

6A **Complete the sentences with your reflections on presenting and discussing research data.**

1 One similarity between my approach in the roleplay and the approach in the video was ...
2 One difference was ...
3 What I will remember most from the video is ...
4 The part of the lesson I found most rewarding was ...
5 The thing I had most difficulty with was ...
6 One thing I learnt from the lesson that I would like to try in future is ...

B **Compare your reflections in pairs or small groups.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

5.4 BUSINESS SKILLS
Building relationships on trust

Lesson outcome

Learners can use a range of strategies and expressions to build trust in professional relationships with clients.

Lead-in

1A Work in pairs. Read the quotation about trust and discuss the questions.

'You must trust and believe in people, or life becomes impossible.'

Anton Chekhov, Russian writer (1860–1904)

1 What is 'trust' in your opinion?
2 To what extent do you agree with Chekhov that trust is essential in life?
3 How do you build trust with different people in *your* life – personal and professional?

B Read the extract from an article about trust and answer the questions.

1 Are any of the trust-building strategies you discussed in Exercise 1A question 3 mentioned in the article?
2 Which of the strategies in the article could you use more in your life, and with whom?
3 With which people could it be challenging to use these strategies? Why?

Trust – and why you can't ignore it

Research indicates that trust is essential for human beings to cooperate and collaborate in their professional and personal relationships. So, what are the strategies you can use to build trust quickly with your colleagues and customers? Here are a few ideas, tested and verified by scientific research.

1 **Trust first** We tend to trust people who trust us. We are slow to trust those who do not trust us.
2 **Show empathy** We often trust people who care about us. That's why trust and empathy are often high in families.
3 **Be reliable** We tend to trust people who are consistent and keep their word.
4 **Demonstrate integrity** We tend to trust people who operate with strong ethical principles and who do not lie, who work collaboratively and who negotiate on a fair basis.
5 **Prove competence** We tend to trust people with tasks if we know they are competent for the task.
6 **Establish similarity** We tend to trust people who are familiar or similar to us. We build trust by finding things in common, looking for agreement and having similar perspectives.
7 **Share information** We usually trust people who share information openly with us and do not hide things.
8 **Be open** We tend to trust people who tell us how they really feel about things, and don't pretend.

Listening

2A 5.01 **Ellie and Simone work for Konnect, an international management training company. They are meeting Frank, head of Business Development at DeutschTek, a Berlin-based IT company, to discuss training for DeutschTek management in their new Budapest and Warsaw offices. Frank is accompanied by his colleague, Dieter. Listen to their initial conversation and answer the questions.**

1 How does Ellie greet Frank? How does this help to begin the meeting in a positive way?
2 Which trust-building strategy does Ellie use to begin to build the relationship with Dieter?
3 How does Simone quickly establish a degree of trust in the relationship with Dieter?
4 At the end of the conversation, Frank says, 'Very good to hear that'. Why does he say this and why is it important?

B How effectively do you think Ellie and Simone handled the first situation? Why?

3A 5.02 **Listen to more of their conversation and answer the questions.**

1 Which skills does Frank believe his staff in Warsaw and Budapest lack?
2 Why did Ellie not send Frank a proposal as requested?
3 What other factors does Simone suggest may be causing management problems?
4 Why does Simone say that expectations may be too high?
5 What does Ellie suggest as a solution?

B How do Ellie and Simone continue to build the relationship with their new potential client?

Useful language

4A Look at the strategies and the extracts from the recordings in the table. Then use the eight additional expressions (a–h) to complete the gaps (1–8).

a I would be able to commit to delivery by the end of the month.
b I feel a little nervous, but also excited.
c It's important that the solution is fair.
d I think we've both seen this situation before.
e *I'm happy to just go with your idea on this; let's try it and see.*
f *I'm very happy to provide more documentation.*
g *I think this solution meets all your needs and expectations.*
h My experience of similar projects tells me to wait a little longer.

General strategies for building trust	
Trust first	I'm happy for you to take decisions without consulting me, for the sake of speed. 1 _____
Show empathy	Great to see you again. Hope you're well and getting over that flu. 2 _____
Be reliable	As I promised when we spoke, I've cancelled meetings so we could be here. 3 _____
Demonstrate integrity	I want to be fair about this, so let's agree to that. 4 _____
Prove competence	As you have most expertise in this, it's best if you proceed as you see fit. 5 _____
Establish similarity	I think we all share the view that this is a win-win situation. 6 _____
Share information	To be perfectly honest, I don't have an answer to that question. 7 _____
Be open	To be honest with you, I'm feeling concerned that the issue may lie in Berlin. 8 _____

T Teacher's resources: extra activities

B Look at the audioscript on page 154. Find more useful language to build trust, and note the strategy each example represents.

TASK

5A Work in pairs and read the professional context. Prepare for the negotiation with the aim of getting the best deal for your company. You should also try to build trust because you want to develop a long-term relationship.

Professional context

You are going to negotiate the sale/purchase of high-fashion men's shirts. The negotiation has been organised at the London offices of Park Lane Trends. You have met your negotiating counterpart before, at a trade fair in Rome, and have had some contact by email and telephone since then.

Student A: You work as a Buying Manager for Park Lane Trends, an exclusive clothing retailer based in London. Turn to page 126 and read the information.

Student B: You work as a Sales Manager for Stylo, a Milan-based Italian fashion house. Turn to page 130 and read the information.

B Roleplay your meeting. When you have finished, discuss what went well and what could be improved. In particular, discuss which trust-building strategies you each used, and how effective they were.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

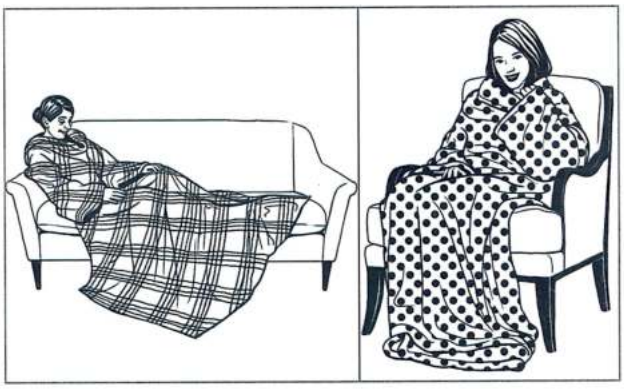
5.5 WRITING Advertising copy

Lesson outcome

Learners can write descriptive text for a consumer product sold online, using a range of persuasive techniques to influence a buying decision.

Lead-in

1 **This is the Slanket – a blanket with sleeves. Its manufacturers have to write copy to go with these images on websites. How would you persuade readers to buy a Slanket? Think of features (factual statements that describe the product) and benefits (how the features provide value to the consumer).**



2 **Look at the four alternative versions of website copy on page 140. Do any of the versions contain ideas similar to your ideas in Exercise 1? How does the style and language differ in the various versions? Which version do you find the most persuasive, and why?**

Useful language

3 **Discuss these questions, referring to the four versions of website copy on page 140 and the Useful language box.**

1 **Structure** Is the structure in the box used in versions 1–4 on page 140?
2 **Vocabulary** The words *Seriously* in version 3, and *bestie* (= *best friend*) in version 4 reflect very informal use of language. Why did the writer include them?
3 **Rhetorical questions** What are rhetorical questions? Why do people use them? Find all the examples in versions 1–4.
4 **Repetition, contrast and threes** Look carefully at the text in versions 1–4 and find all the examples of repetition, contrast and points grouped in threes.
5 **Feelings and emotions** Aristotle said that to persuade people you need to use *logos* (logic, reason and facts), *pathos* (feelings and emotion) and *ethos* (your credibility as a speaker based on your character and expertise). Are these three elements relevant for advertising copy?
6 **Customer viewpoint** People who write advertising copy have to find a balance between *features* (product design viewpoint) and *benefits* (customer viewpoint). Can you identify phrases in versions 1–4 that take the customer's viewpoint?

Structure
1 Opening hook to get attention 2 Product info, both features and benefits 3 Persuasive techniques 4 Call to action
Vocabulary
copy (= text of an advertisement or article) cosy features vs benefits fleece gsm (grams per square metre) persuade–persuasion–persuasive
Rhetorical questions
Why buy only one? Who wouldn't love a Slanket? Wouldn't it be great if there was a solution?
Contrast
thick and warm but lightweight and practical bright and bold or calm and classic
Three points
watching TV, relaxing on the sofa or reading a book
Feelings and emotions
a bit annoying a loved one chat with your bestie deluxe/luxury snuggle down super-cosy all evening warm and cosy
Customer viewpoint
As soon as you feel the softness ..., you'll know what we mean. Imagine yourself on the sofa one evening ...

4 **Read the four versions of website copy on page 140 again. Underline any language that makes you personally interested in buying a Slanket.**

T Teacher's resources: extra activities

L The website copy contains examples of groups of adjectives and gradable adjectives. Go to MyEnglishLab for optional grammar work.

→ page 120 See Grammar reference: Groups of adjectives and gradable adjectives

TASK

5A **Work in pairs. Turn to page 141 and study the product details. Divide up any words you don't know, look up the meaning and then tell each other about the words you checked.**

B **Write copy to go with an image of the product on websites.**

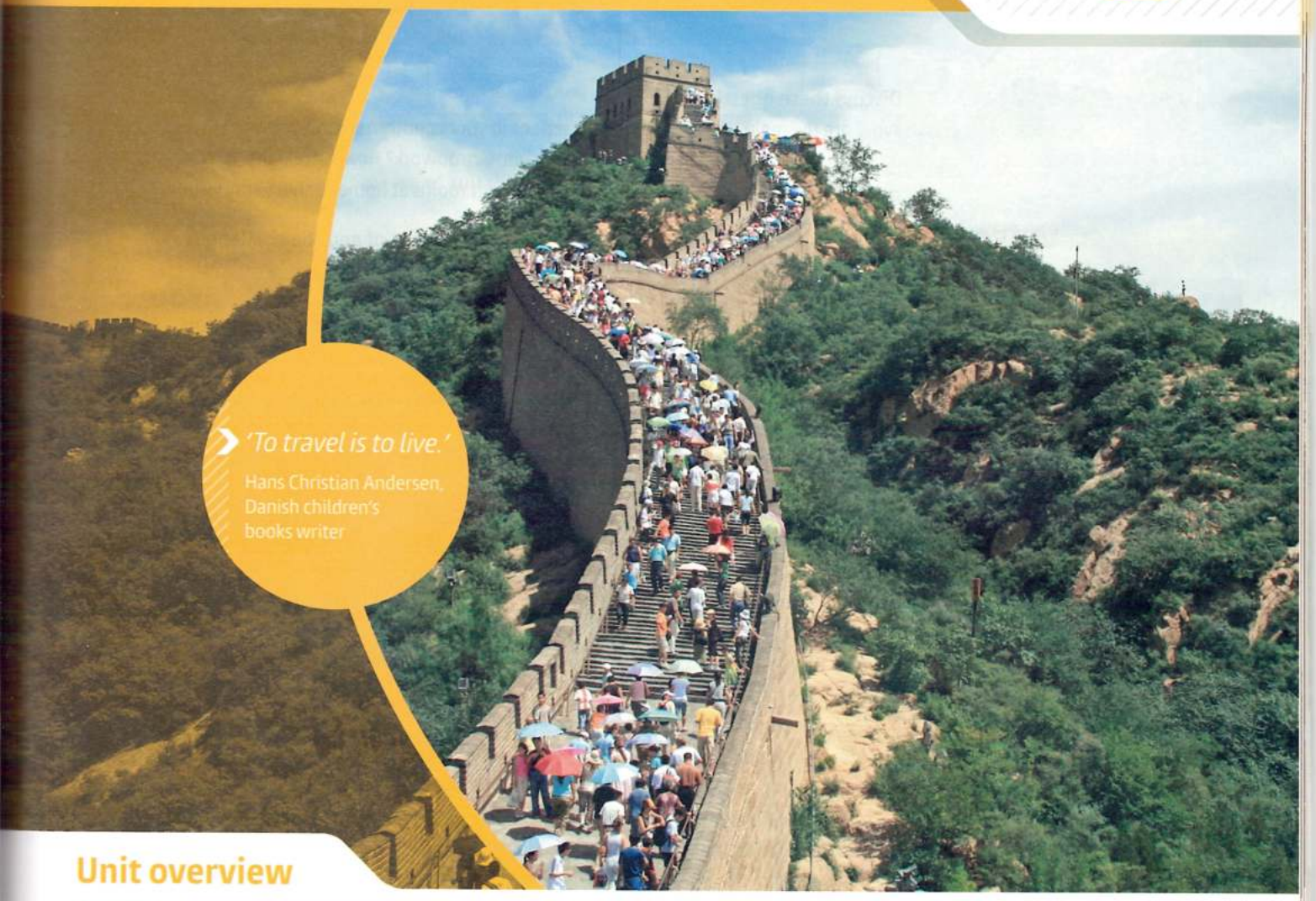
C **Exchange copy with your partner. Explain how your copy will persuade readers to make a purchase. Did you both use a range of techniques from Exercise 3? Can you make any suggestions that would improve your partner's copy?**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

The business of tourism

6



'To travel is to live.'

Hans Christian Andersen, Danish children's books writer

Unit overview

6.1 The impact of tourism

Lesson outcome: Learners can use vocabulary related to tourism and hospitality.

Video: Iceland's tourism boom
Vocabulary: Tourism and hospitality
Project: The tourist accommodation debate

6.2 Evolving tourism

Lesson outcome: Learners can use a range of past tenses and discourse markers to accurately explain past situations and events.

Reading: Spanish tourism's journey from mass market to luxury
Grammar: Review of past tenses and discourse markers
Writing: An article about the development of tourism in your country

6.3 Communication skills: Business networking

Lesson outcome: Learners can use professional networking techniques effectively.

Preparation: Networking at a trade fair
Roleplay: Networking
Video: Business networking

6.4 Business skills: Storytelling in presentations

Lesson outcome: Learners can use a range of expressions to tell a story to add impact when presenting ideas.

Listening: Conference presentation about environmental responsibility
Useful language: Storytelling
Task: Telling a story about a life lesson

6.5 Writing: Email to a business partner

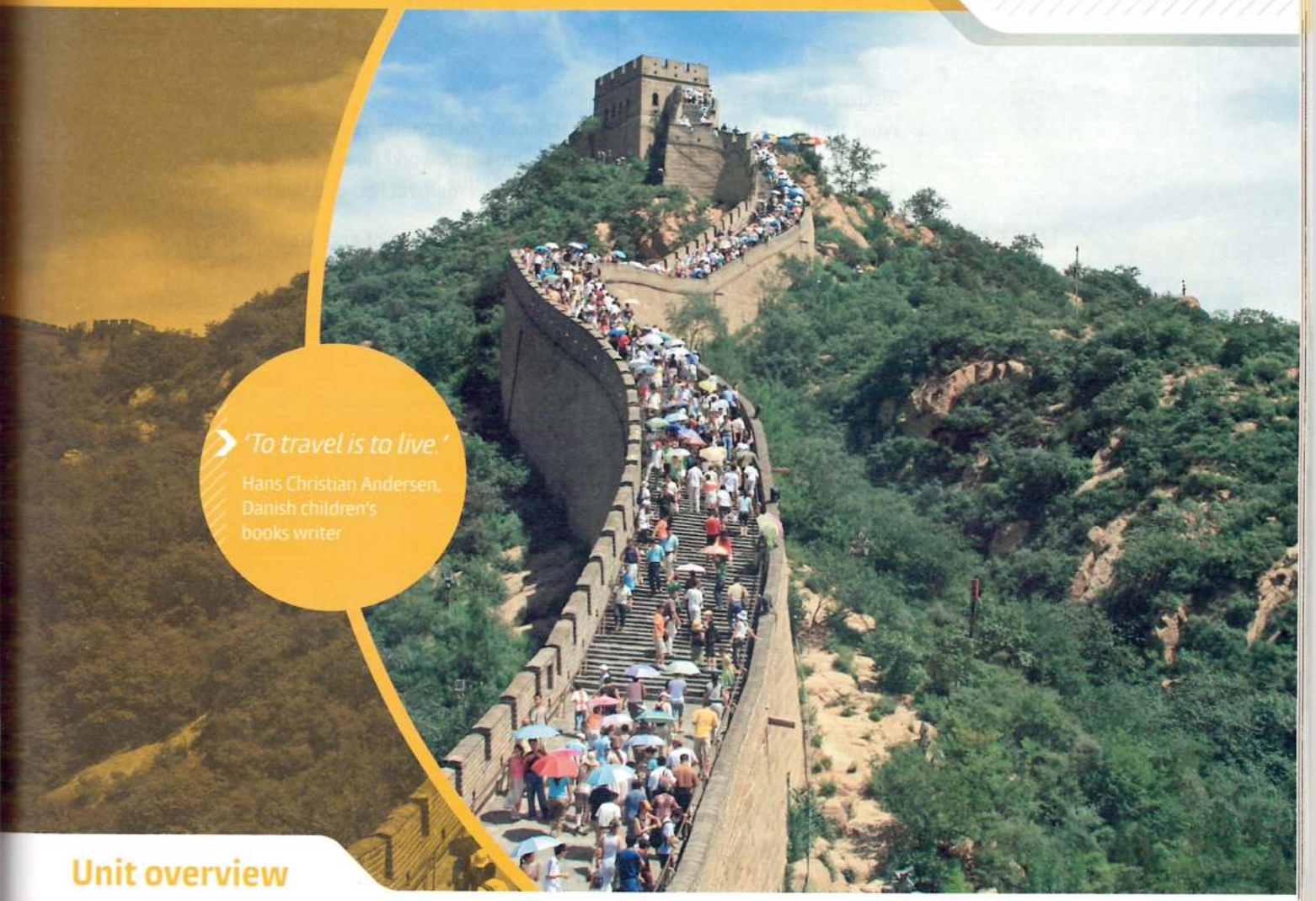
Lesson outcome: Learners can write an email explaining and responding to requirements, asking questions, and keeping a positive tone that builds the relationship.

Model text: Emails discussing trip arrangements
Useful language: Enquiring about and confirming travel arrangements
Grammar: *If* and alternatives
Task: Write an email and a reply as part of the planning of an international sales conference

Business workshop 6: p.98 | **Review 6:** p.109 | **Spoken English 6.4:** p.114 | **Grammar reference:** p.120

The business of tourism

6



'To travel is to live.'

Hans Christian Andersen, Danish children's books writer

Unit overview

6.1 The impact of tourism

Lesson outcome: Learners can use vocabulary related to tourism and hospitality.

Video: Iceland's tourism boom
Vocabulary: Tourism and hospitality
Project: The tourist accommodation debate

6.2 Evolving tourism

Lesson outcome: Learners can use a range of past tenses and discourse markers to accurately explain past situations and events.

Reading: Spanish tourism's journey from mass market to luxury
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Model text: Emails discussing trip arrangements
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Task: Write an email and a reply as part of the planning of an international sales conference

Business workshop 6: p.98 | **Review 6:** p.109 | **Spoken English 6.4:** p.114 | **Grammar reference:** p.120

6.1 The impact of tourism

Lesson outcome Learners can use vocabulary related to tourism and hospitality.

Lead-in

1 Discuss these questions.

1 What are the main sights or tourist attractions in your country/region?
2 How important is tourism in the area where you live or work? How sustainable is it?
3 Have you, or has anyone you know, ever rented out rooms at home to short-stay visitors?

VIDEO



2 6.1.1 **Watch the video about the economic benefits of and the challenges posed by tourism in Iceland and answer the questions.**

1 How does Iceland promote itself as a tourist destination?
2 Why are some Icelandic residents and tourism experts unhappy with the way tourism has developed?

3 Read these sentences and choose the correct option to express each person's opinions. Then watch the video again and check.

Ólöf Ýrr Atladóttir, Director General of the Icelandic Tourist Board, doesn't believe in [1]*raising the / putting a* ceiling on the number of visitors.

Mark Heasman, British visitor, is disappointed to see Thingvellir National Park [2]*overrun / abandoned* by visitors.

Ian Sykes, former tourism lecturer, thinks that:

- the tourism board should put a cap on the number of [3]*tourists / tenants*.
- the number of tourists will [4]*decline / rise* in the near future.

Gunnar Thór Jóhannesson, professor in geography and tourism, thinks that:

- Iceland needs to develop its [5]*interior / infrastructure*.
- Airbnb shouldn't be [6]*banned / promoted*.

Halldór Már, Icelandic student:

- doesn't think stricter rules for Airbnb will help [7]*citizens / landlords*.
- is critical of Airbnb [8]*rentals / prices* in Iceland.

Áshildur Bragadóttir, Director of Visit Reykjavik, says that:

- the rise in [9]*private enterprise / tourism* has been very dramatic.
- [10]*Airbnb rentals / Whale watching tours* are now very popular.

4 Work in pairs or small groups. Read these opinions and discuss why some people might hold these views and whether they are similar or different to your own.

1 Tourism in my country is overdeveloped. I don't understand why some Icelanders complain.
2 My city/region is experiencing similar problems to those in Iceland with regard to holiday rentals.
3 It would be beneficial to have a tourism policy to attract more visitors in our area and boost the local economy.

T Teacher's resources: extra activities

T Teacher's resources: alternative video and extra activities

Vocabulary Tourism and hospitality

destination development
guesthouse hotspot
infrastructure
national importance
photobombing
record season
World Heritage Site

5 Complete the sentences with the words and phrases from the video.

1 _____ is the activity of getting into someone else's photograph as a joke.
2 A(n) _____ is a landmark or area of _____, which has also been selected by UNESCO as having cultural, historical, scientific or other significance, and is legally protected internationally.
3 A(n) _____ refers to a period of time in a year when there were the highest number of people visiting a destination, or tourists staying in a particular hotel or resort.
4 A private house where people can pay to stay and have meals is called a(n) _____.
5 _____ is the activity of creating successful and sustainable places for visitors and often involves creating a brand image for a particular country or area.
6 _____ includes the basic systems and services that a country needs in order to work properly, for example, roads, railways, etc.
7 A place that is a popular attraction, or is popular for entertainment or a particular activity, is known as a(n) _____.

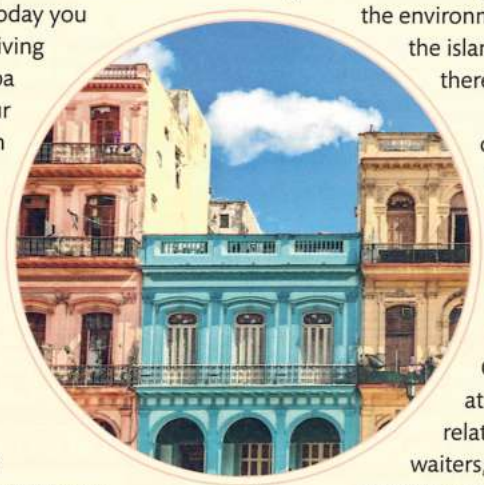
6 **Make words and collocations related to tourism and hospitality using a word or phrase from each box.**

bed eco- hotel main marine mass national over package tour tourist whale- white-sand	and breakfast beach chain develop guide land life park resort tour tourism trap watching

7 **Complete the extract from a travel guide about Cuba with the correct form of suitable words and phrases from Exercises 5 and 6.**

CUBA offers a variety of landscapes with its islands, mountains, [1]_____ and lush valleys. Most visitors are attracted to its spectacular beaches and today you can find sustainable [2]_____ and diving activities that protect [3]_____. Cuba also has several historic towns. After a tour of the capital, Havana, it's definitely worth going to Baracoa, Cuba's oldest city, which is surrounded by coconut palms, and chocolate and coffee plantations. Another [4]_____ you mustn't miss is Santiago de Cuba, well-known for its musical traditions.

If what you are looking for is [5]_____ beaches, then relax and enjoy the crystal-clear waters in Guardalavaca. [6]_____ has certainly improved in recent years and roads connect remote islands to the [7]_____, bringing with them more organised tours. The government, however, has been protecting the environment since the 1990s. Yet, in other ways, the island is still somewhat underdeveloped – there are few recycling facilities, for example.



When it comes to accommodation, you can book a [8]_____ tour and choose from a wide range of luxurious international hotels. For those who want to get to know the locals, we recommend staying in private [9]_____ ('casas particulares') and eating at traditional restaurants ('paladares'). When visiting Cuba, bear in mind that employees, even at international [10]_____, are still paid relatively low wages, so it's a good idea to tip waiters, housekeepers and [11]_____. Visit Cuba before it becomes [12]_____.

8 **Complete the questions with the correct form of suitable words and phrases from Exercises 5 and 6. There may be more than one possible answer. Then discuss the questions with a partner.**

1 Would you offer rooms in your home or set up a _____ for visitors? Why / Why not?
2 What challenges do unspoilt regions face regarding popular attractions or _____?
3 What are the benefits of sustainable _____ development for the local economy? What are the downsides?
4 Which aspects of your country's _____ would you develop to make it easier for locals and visitors to travel and enjoy the countryside?
5 When you travel, do you prefer to stay in boutique hotels or larger hotel _____? Why?

T Teacher's resources: extra activities

PROJECT: The tourist accommodation debate



9A **Work in groups. You live in an unspoilt area where unemployment is high and the local economy needs a boost. An international hotel chain is planning on building a major hotel complex in the area. Group A should look at the role card on page 125. Group B should look at the role card on page 134.**

B **Debate the proposal in groups or as a class. Then vote individually for or against the proposal.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

6.2 Evolving tourism

Lesson outcome Learners can use a range of past tenses and discourse markers to accurately explain past situations and events.

Lead-in **1** **Work in pairs. What kind of visitors does your region/country typically attract – tourists on low-cost package holidays or high-end visitors?**

Reading **2** **What kind of visitors does Spain attract? Scan the article to check your answer.**

FT

Spanish tourism's journey from mass market to luxury

In the upmarket Salamanca neighbourhood of Madrid, Ms García Castelo runs the new Heritage Madrid Hotel, where rooms cost from €250 to €1,200 a night. The guests at the hotel, where 1920s-style luxury is blended with 18th-century royal portraits, are wealthy Europeans and Latin Americans [1]____ .

'My family's idea with this hotel was to do a sort of homage to the Madrid of art and culture. [2]____ for high-end cultural tourism,' Ms García Castelo says.

[3]____ . It more or less invented mass tourism in the 1960s, [4]____ for Europe's working classes. [5]____ and spent €48.9 bn, while 2017 saw 81.9 m visitors who spent €87 bn, making it the world's second most visited country, behind France. Directly and indirectly, tourism accounts for almost 15 percent of Spain's gross domestic product (GDP).

However, there is a drive to upgrade Spain's image. But the country is still far from catching up with luxury hotspots France and Italy. '[6]____ , and our main exports were oranges, shoes and sunshine,' says Francisco Rabena, Director at Marca España, the government's marketing entity. '[7]____ of tourism.'

This in part explains the success of places such as Ms García Castelo's Madrid hotel and Aubocassa, an olive farm in Mallorca that offers a luxury oil tourism experience. 'We opened a sector [8]____ ' says Agustín Santolaya, managing director of Aubocassa. Ventures such as Aubocassa, as well as a boom in top restaurants in the Basque country and Catalonia, explain Spain's growing cachet as a luxury destination.

The shift toward luxury comes at a good time for Spain. [9]____ ; in August 2018 10.2 m people visited Spain, down 1.9 percent from the previous year, total tourist spending was up by 1.8 percent to €11.5 bn.

[10]____ calls for limits on short-term rentals, prompting what is known as turismofobia. Nonetheless, there is room to expand. 'It has begun,' says Ms García Castelo. 'But if we compare Madrid as a city to Paris or Rome or London, we are still in our infancy.'



Madrid skyline

3 **Read the article again and complete it with extracts a–j.**

a Although tourist numbers in Spain **have been falling**
b looking *first* for a mix of gastronomy and also for high-end shopping
c *In 2010,* 52.7 m foreign tourists **had visited** Spain
d *In recent years,* rowdy tourist behaviour **has led** to
e that always **existed** but **hadn't been growing**
f *Now* Spain is fully developed and Spaniards are concerned about the sustainability
g *In the 1960s,* we **had** an authoritarian regime and our tourist industry **wasn't** well-developed
h Spain **has** *long* **been** a low-cost destination
i *when* Spain **was booming** as a destination
j It **seemed** to us that Madrid **had** what **was needed**

T Teacher's resources: extra activities

4 **Work in pairs. What are the differences between mass tourism and luxury tourism in your region/country?**

Grammar Review of past tenses and discourse markers

5A **Look at the verbs in bold in Exercise 3. Match them with the correct verb tense.**

Verb tense and use	Example(s)
Past Simple: to talk about a finished or completed past action/event	
Past Continuous: to refer to a situation that existed at the time of another past action	
Past Perfect Simple: to talk about a finished or completed past action/event that happened before another action/event and before a point of time in the past	
Past Perfect Continuous: to show that a situation or a continuous action was happening before another past action	
Present Perfect Simple: to talk about an indefinite time in the past and past actions/states that are relevant now or still continuing now	
Present Perfect Continuous: to show that a continuous action that started in the past is still continuing or is still true now; to emphasise the duration of an action or the activity itself	

B **Look at the discourse markers in italics in Exercise 3. Do they refer to *points in time*, *duration* or *sequence*?**

→ page 120 See Grammar reference: Review of past tenses and discourse markers

6A **Complete the sentences using the most suitable past tense form of the verbs in brackets. In some cases, more than one option is possible.**

1 Ms García Castelo's family history echoes that of the Spanish tourism industry. In the 1960s, they _____ (run) a three-star hotel in Madrid which her grandfather _____ (found). Then, in the 1990s, the family _____ (take over) a failing hotel project not far from the city's Prado museum and _____ (launch) the five-star hotel we see today.

2 More recently, technology and easy air travel _____ (shrink) distances. This means high-end travellers _____ (demand) authentic local experiences.

3 The luxury market _____ (bring) in €9.2 bn the previous year. That is a third of the size of the market in Italy and France.

4 The revenue per room for five-star hotels in Barcelona _____ (be) down 11.3 percent in 2018. This _____ (be) primarily because of the sensitivity of luxury clients and how they _____ (feel) regarding instability and insecurity during their trips.

B **Find time expressions in the sentences in Exercise 6A that can be added to the left-hand column. What other words and phrases can you think of to express sequence?**

Time expressions that refer to a point in time, duration or sequence	Pronouns that can be substituted for nouns and noun phrases
Point in time: e.g. *in the 1960s*, [1]_____, [2]_____, [3]_____ Duration: [4]_____, [5]_____ Sequence: [6]_____	e.g. *that, her, which, this, their,* etc.

7A **Look at the underlined pronouns in this sentence from the text. What do they refer to?**

It more or less invented mass tourism in the 1960s, when Spain was booming as a destination for Europe's working classes.

T Teacher's resources: extra activities

B **Look at the right-hand column of the table in Exercise 6B. Then look at the underlined pronouns in Exercise 6A. What do they refer to?**

Writing

8 **Research the development of tourism in your country. Write an article of 220–260 words for an in-flight magazine. Give your article a suitable title.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

6.3 COMMUNICATION SKILLS
Business networking

Lesson outcome Learners can use professional networking techniques effectively.



Lead-in

1A **What do you understand by this quotation? Do you agree?**

'Networking is more about farming than it is about hunting.'
(Ivan Misner, American business consultant)

networking the practice of meeting other professionals to share information, make useful contacts, support each other, etc.

small talk polite friendly conversation about unimportant subjects

B **Tick (✓) the statements you agree with and compare your answers with a partner.**

1 Extroverts are best at networking.
2 Networking doesn't come naturally to introverts.
3 Making small talk with people you don't know is unusual in my culture.
4 Striking up a personal conversation with a complete stranger is common in my country.
5 Networking is the key to business and professional success.

C **What advice would you give to someone who is shy and needs to network in a business setting?**

Preparation

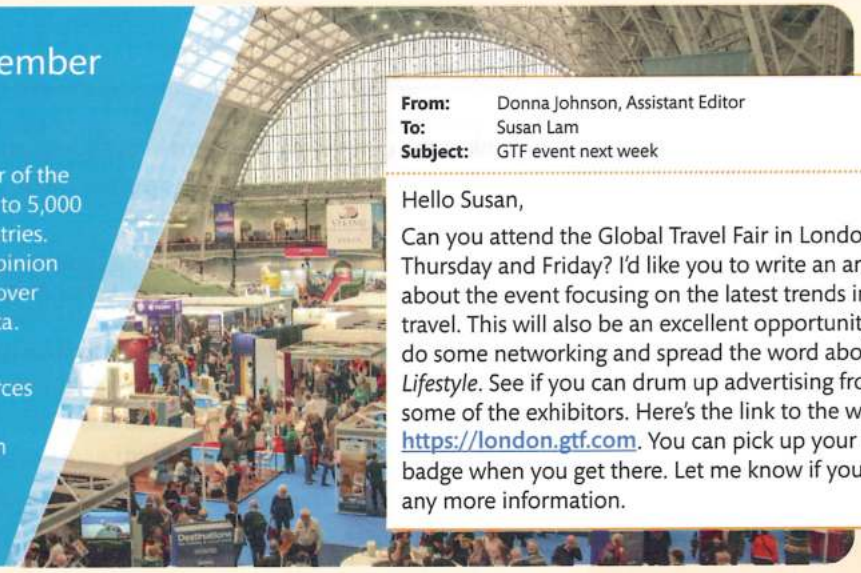
Networking at a trade fair

2A **Susan Lam is a journalist for *Lifestyle*, an online magazine. Read the information and the email. What does her manager, Donna, want her to do at the trade fair?**

Why attend GTF as a member of the press?

Attend Global Travel Fair as a member of the media to get the best stories from up to 5,000 exhibitors from 182 regions and countries. Hear the latest industry insight and opinion from more than 300 experts and discover the most up-to-date research and data.

Our international media centre is an exclusive area providing all the resources you need to cover the best stories. Key press events provide insights from travel industry leaders.



From: Donna Johnson, Assistant Editor
To: Susan Lam
Subject: GTF event next week

Hello Susan,

Can you attend the Global Travel Fair in London next Thursday and Friday? I'd like you to write an article about the event focusing on the latest trends in travel. This will also be an excellent opportunity to do some networking and spread the word about *Lifestyle*. See if you can drum up advertising from some of the exhibitors. Here's the link to the website: https://london.gtf.com. You can pick up your media badge when you get there. Let me know if you need any more information.

Read the conversation. How does Susan feel about the trade fair? Do you agree with her colleague, Charlie?

Susan: Been assigned to cover the GTF next week. Donna wants me to network and get some advertisers. Really doesn't come naturally to me!!! Feeling anxious about this one already. What shall I do Chaz?

Charlie: You'll be fine! Just don't say sorry for the imposition and don't show them you're shy or feeling awkward. You don't want to come across as lacking in confidence or professionalism. Remember everyone else is networking, too. Stay cool Sue and fake it till you make it.

Roleplay

3A Work in pairs. You are going to meet each other at the Global Travel Fair and exchange information about the work you do. Choose one of the roles, read your information and prepare to network.

Journalist: Look at page 129. **Business owner:** Look at page 133.

B Roleplay your networking conversation.

C In your pairs, discuss these questions.

1 What did you talk about when you were networking?
2 Did you manage to find any common ground during the conversation?
3 How did you feel about networking?
4 How successfully did you both network?

VIDEO



4 6.3.1 **Watch Susan Lam (journalist at *Lifestyle* magazine) and Martin Klein (owner of a holiday boat rental company) networking at the Global Trade Fair. Answer the questions.**

1 What does Susan do to transmit confidence at the start of the conversation?
2 How successfully did she promote the magazine?
3 How did Susan suggest a connection between Martin and herself?
4 How successfully did Susan steer the conversation?
5 How would you describe Susan's approach to selling advertising?
6 How effectively did Susan use networking techniques overall?

5 Match the words and phrases from the video with the definitions.

1 off the beaten track	a the way in which you see the information from a computer program on the screen
2 well-kept secret	b make someone feel interested in something or someone
3 interface	c someone who has just begun learning a skill or activity
4 pique someone's interest	d something or somewhere known only to a few people
5 novice	e (a place that is) not well-known and is far away from the places that people usually visit
6 get the hang of something	f learn how to do something or use something
7 homesick	g sad, because you are away from home
8 picturesque	h relaxed and not seeming to worry about anything
9 laid-back	i (a place that is) pretty in an old-fashioned way
10 That's neat!	j an expression used to say something is simple and effective

T Teacher's resources: extra activities

Reflection

6A Complete the sentences with your reflections on business networking.

1 What I liked most about my performance during the networking roleplay was ...
2 What I liked most about the networking conversation in the video was ...
3 What I had most difficulty with when networking was ...
4 One technique from the video I would like to try in future is ...
5 What I would do differently if I have the chance to network in future is ...

B Compare your reflections in pairs or small groups.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

6.4 BUSINESS SKILLS
Storytelling in presentations

Lesson outcome

Learners can use a range of expressions to tell a story to add impact when presenting ideas.

Lead-in

1A Work in pairs and read the quote on storytelling. To what extent do you agree with it? Why?

'Stories constitute the single most powerful weapon in a leader's arsenal.'

Dr Howard Gardner, Professor of Cognition and Education, Harvard University

B Discuss the questions.

1 Think about the stories you have heard others tell, or have read in books or watched in films. What are the ingredients of great stories?
2 In which situations at work do you think storytelling would be useful?
3 What are the skills of good storytellers?

→ page 114 See Spoken English

Listening



2 6.01 **Ángel Navarro works for ProCoast, an environmental lobby organisation based in southern Spain. He is speaking at a conference of construction industry leaders about challenges faced by the coastal environment of the Mediterranean. Listen to Ángel's introduction.**

1 What does Ángel say is the purpose of his presentation?
2 Who is Tom? What decision did he make recently and why?
3 How did Ángel react to this news?
4 What lesson did this experience teach Ángel about leading people?
5 What is the 'bigger lesson' that Ángel sees in his story?
6 What 'most important relationship' does Ángel suggest we need to focus on more? Why?

3 Listen again and choose the correct option.

1 Ángel explains that the story he tells will be about his leadership. Which technique does he use to engage his audience after saying this?
   a He makes a joke at himself. **b** He stresses the importance of his story.
2 Ángel describes Tom as a 'great guy.' Which technique does he use after this sentence to emphasise Tom's qualities and add impact to the story?
   a He uses a series of short sentences. **b** He involves emotions.
3 Which technique does Ángel use to dramatise his story after expressing the emotions of 'shock and disappointment'?
   a He uses a series of rhetorical questions. **b** He describes in more detail the emotions he was feeling.
4 When Ángel realised he had made a 'big mistake', what did he do?
   a He tried to convince Tom to stay. **b** He acknowledged his mistake.
5 At the end of the introduction to his presentation, which method does Ángel use to make an appeal to his audience to think more about the environment?
   a He uses very direct language to make demands. **b** He uses rhetorical questions to make his audience reflect.
6 Overall, what would you describe as the main purpose of Ángel's story in the context of this presentation?
   a To highlight the importance of how we care about people. **b** To highlight the need to care about important things such as the environment.

4 Ángel's story is based on a lesson learnt after a challenging experience he had. How effective do you feel this kind of story is? Why?

Useful language

5 **Match the extracts from Ángel's presentation (a–j) with the correct part of the storytelling structure (1–10).**

1 Make clear your intention to tell a story.
2 Begin the story by introducing key people.
3 Give detail about what happened, explaining why events happened as they did.
4 Introduce a powerful 'turning point' when things did *not* turn out as expected.
5 Focus on your emotions during the challenging times.
6 Describe how/why the 'failure' happened.
7 Use irony when reflecting on what happened.
8 Highlight the moral of the story.
9 Link from the story to the current context of your audience.
10 Introduce the main subject of your presentation at the end of the story.

a In the end, after a lot of thinking, we decided to go to a little Italian restaurant nearby.
b To begin, however, I'd like to tell you about something that happened to me.
c I have to tell you, I was really shocked and disappointed.
d So that's what I want to talk about today: how, as an industry, you can show more care for our environment.
e And then all of a sudden, Tom stops eating and looks at me, and says, 'Ángel, I've made a decision. I'm leaving the company.'
f The problem with all of this, Tom told me during dinner, was that I was never around. At the end of the day, for him, I didn't care.
g And I think we can all learn from this because we all forget from time to time what is really important in life.
h And you know what the funny thing is, I realised my mistake only when he resigned ... when it was too late.
i So, the story starts with Tom.
j So, ... this has taught me an important lesson about leading people and about life – the need for us to care more about important relationships.

T Teacher's resources: extra activities

B **Look at the audioscript on page 154. Find more examples of language and strategies for storytelling. Compare your ideas with a partner.**

6A **Prepare to retell the story Ángel told in Exercise 2. Use the first person, as if you were Ángel, and add or change details if you wish. Remember to use techniques and expressions from this lesson.**

B **In pairs, take turns to tell your partner what happened to you with Tom. After presenting, ask your partner for feedback on how well you told the story, and which techniques and expressions they heard you use.**

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

6.5 WRITING
Email to a business partner

Lesson outcome

Learners can write an email explaining and responding to requirements, asking questions, and keeping a positive tone that builds the relationship.

Lead-in

1 Wei Yongli is a travel agent based in Wuhan, China. James Robertson works for a small tour operator in the Scottish city of Edinburgh. Read their email exchange on page 141 and answer the questions.

1 Look at Yongli's email to James. If she had a third question to ask, about a completely different subject, what do you think it might be?

2 Look at James's reply. He doesn't have any questions of his own to ask Yongli. If he did have a question, what do you think it might be?

Useful language

2 Discuss these questions, referring to the emails on page 141 and the Useful language boxes.

1 **Opening paragraphs** Look at the short opening paragraphs in both emails. Would it be better to be more direct and go straight into the main part of the email?

2 **Questions** Read the questions in Yongli's email again. Does James answer them appropriately in terms of language and the amount of detail? For example, is his answer to the question about price too short and direct?

3 **Negatives** In her email, Yongli mentions a couple of problems. Does she do this in an appropriate way (simple, direct and polite)? Do you think James responds appropriately to this?

4 **Closing paragraphs** Look at the short closing paragraphs in both emails. Like the opening paragraphs, they are unnecessary to the meaning. Does it really help the business relationship to include a few sentences like this?

Initial email: customer → supplier	
Positive opening	I would like to thank you for ...
Reason for writing	We have opened bookings for another group to visit Edinburgh. I have a few questions.
Requirements	We would like you to organise everything else, including ...
Questions	Can you confirm your prices will remain the same?
Negative points	Apparently there was some confusion over ...
Next steps	I would appreciate an early reply. Please (feel free to) email or call me directly if you have any questions.
Positive ending	I look forward to working with you again. I hope that we will have a successful, long-term business relationship.

Reply: supplier → customer	
Friendly opening	Great to hear from you again.
Positive start	The dates of your next trip Feb 4–10 work well for us.
Help and alternatives	Let me know if there is anything I can do this end re ... If you wish, we could ...
Answer questions	Yes, our prices will remain the same for your next visit.
Dealing with negative points	Thank you for the feedback on the ... Unfortunately, ... There was a (double-booking) ... they assure(d) me it will not happen again.
Friendly closing	We look forward to welcoming you here in Edinburgh.

3 Read the emails on page 141 again. Underline any vocabulary or phrases that you would find useful in writing an email to make travel arrangements.

T Teacher's resources: extra activities

L The emails contain examples of *If* and alternatives. Go to MyEnglishLab for optional grammar work.

→ page 121 Grammar reference: *If* and alternatives.

TASK

4A Work in pairs. A global agrochemicals company, Greenleaves, wants to organise an international sales conference in Singapore and will use the services of a local event management company, City Events. Turn to page 142 and study the background information and notes. Check that you understand what information should go in each email.

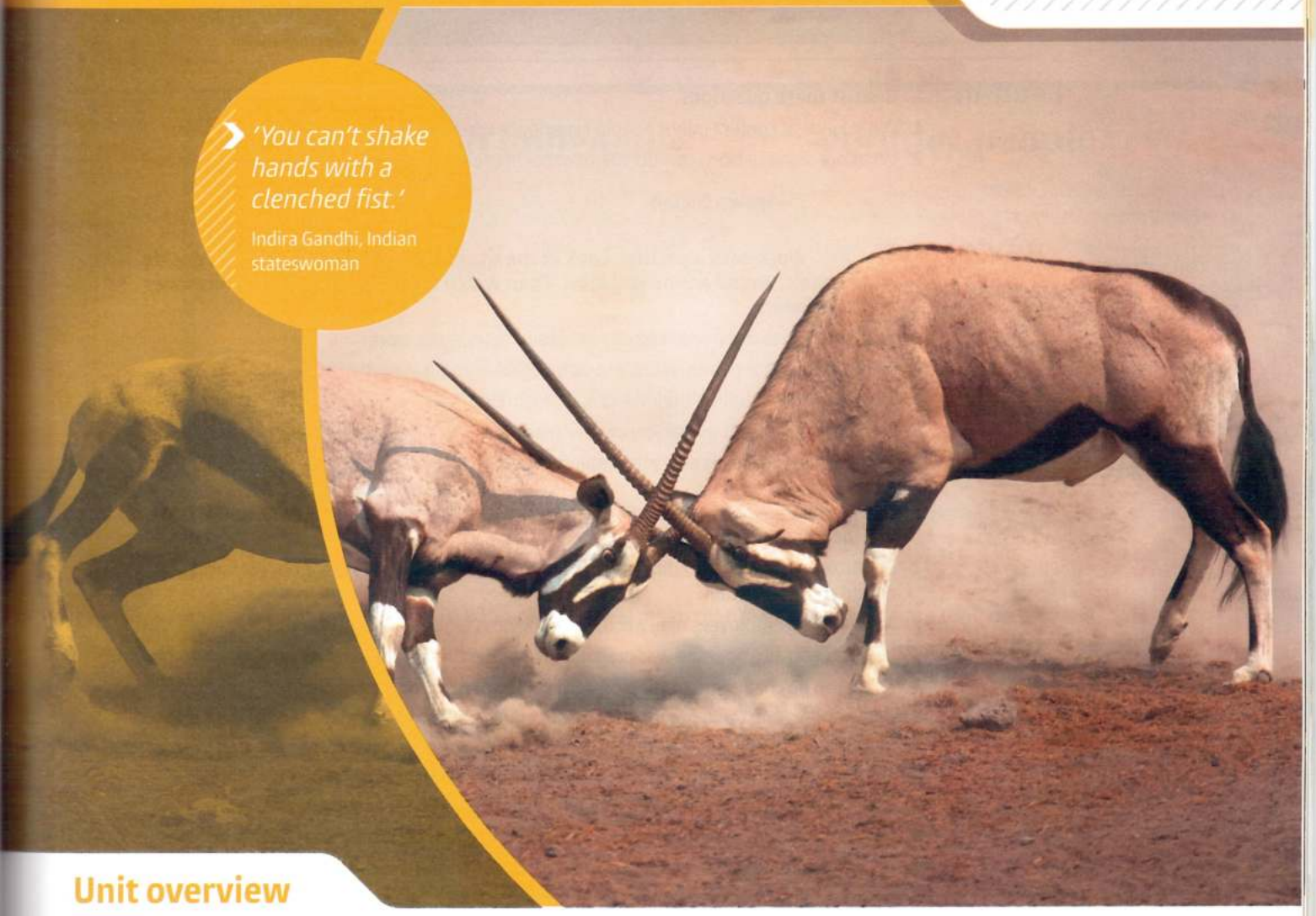
B Write the email from Anna Meier at Greenleaves to Jia Yumei at City Events. Then exchange your email with a partner and write the reply from Yumei to Anna to your partners email.

C In pairs, review your emails. Did you both include content based on Exercise 2? Are your emails well-structured, with appropriate use of paragraphs, numbering, etc.? Can you make any suggestions that would improve your emails?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Managing conflict 7



'You can't shake hands with a clenched fist.'

Indira Gandhi, Indian stateswoman

Unit overview

7.1 Workplace clashes

Lesson outcome: Learners can use vocabulary related to talking about and managing conflict.

Video: Issues at work
Vocabulary: Conflict in the workplace
Project: HR survey for managing conflict

7.2 The road to reconciliation

Lesson outcome: Learners can use a range of structures for hedging and tentative language to express doubt.

Listening: Meeting to resolve staff conflict
Grammar: Hedging and tentative language
Speaking: Defusing a workplace conflict

7.3 Communication skills: Giving support and guidance

Lesson outcome: Learners can intervene supportively in order to give a colleague advice and guidance about a difficult situation at work.

Preparation: Giving guidance to a team member
Roleplay: An informal discussion about a colleague's behaviour
Video: Giving support and guidance

7.4 Business skills: Mediating conflict

Lesson outcome: Learners can use a mediation model and a range of expressions to mediate conflict between others.

Listening: Conversations that deal with a conflict at work
Useful language: Phrases for workplace mediation
Task: Mediating between colleagues

7.5 Writing: Report on workplace conflict

Lesson outcome: Learners can write an HR report that deals with conflict in the workplace using appropriate language.

Model text: HR report on a conflict in a sales department
Useful language: Phrases for writing a report about a workplace conflict
Grammar: Prepositions and prepositional phrases
Task: Write a report to tactfully explain a workplace decision

Business workshop 7: p.100 | **Review 7:** p.110 | **Spoken English 7.1:** p.115 | **Grammar reference:** p.121

7.1 Workplace clashes

Lesson outcome

Learners can use vocabulary related to talking about and managing conflict.

Lead-in

1 **Discuss these questions.**

1 What kinds of conflict might people experience when working in an office or in a team?
2 What are some reasons conflict might occur in the workplace or when working in a team?

→ page 115 See Spoken English

VIDEO



2 7.1.1 **Work with a partner. Look at the situations in the workplace and decide which one(s) would annoy you most. Then watch the video and check which ones are mentioned.**

a your colleagues often speak loudly while you're trying to work
b a team member is demotivated and very negative about everything
c a colleague isn't pulling their weight, or is working fewer hours than you
d management do not praise you or your team after you've done a job well
e your manager controls every little thing you do

3 **Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.**

1 Conflicts arise because of differences in personalities, working styles, poor performance or bad communication.
2 Rowena says employees may get upset if the boss is not working as hard as them.
3 Luvena describes how she was working on a project with a negative colleague.
4 There can be challenges getting on with very experienced co-workers.
5 Rowena says one thing newcomers to work find challenging is balancing personal and professional commitments.
6 James has never had problems working in an open-plan environment.
7 James admits to being a micromanager, managing every detail of his team's work.
8 With micromanagement, Rowena suggests finding ways of trusting each other again.
9 It's best to implement a new policy such as hot-desking without asking staff for their opinion.
10 In a case of conflict, Rowena's advice is to speak to your board of managers, who are always willing to talk.

4 **Work in pairs or small groups. Discuss these questions.**

1 Can you think of any other conflict situations similar to the ones mentioned in the video?
2 What measures can companies take to resolve everyday conflict so that things do not get out of hand?

T Teacher's resources: extra activities

Vocabulary

Conflict in the workplace

5 **Complete the sentences with the words and phrases from the video.**

line manager
micromanaging morale
on top of your game
raise the issue with

1 Staff _____ is very high – we've just won a public contract and everyone's excited.
2 This sales position is highly competitive, so you need to be _____ to earn commission.
3 Here's our trainee manual. If you have any questions, you should _____ HR.
4 As your _____, I'll be supervising your performance and giving you support.
5 I'd like to change departments because my boss is always _____ me; checking every single detail of my work.

6 **The same word is missing in all of these sentences. What is it?**

1 There's **a fine** _____ between being guided and someone looking over your shoulder all the time.
2 She's always criticising me. She's way **out of** _____.
3 I believe in teamwork and he doesn't **toe the** _____ – he's always doing his own thing.
4 He **crossed the** _____ with that personal comment. I'm going to make a complaint!

7 Complete the article using the words in the box.

blame	clashes	confrontational	criticism	empathy	escalate
irrational	mediator	provocation	resolution	struggle	

FT

Clashes with colleagues: high-conflict people

Bill Eddy is a therapist, [1]_____ and lawyer who established the High Conflict Institute in San Diego, California. He employs the term 'high-conflict people' to describe those who are incapable of personal insight. Such people can be identified by their extreme behaviour which often leads to conflict and [2]_____ with co-workers.

'They do things that normal people would never do, even under pressure,' he says, such as spreading rumours, breaking objects or lying. When they lose control of their emotions, they can be [3]_____, so what starts as a personality clash may quickly [4]_____ and will make any conciliation or [5]_____ unlikely. People with extreme personalities often pin the [6]_____ on someone or attack others to feel better about themselves and disrupt office life.

Tips from the High Conflict Institute for resolving conflicts:

- Do not attempt to persuade the person to feel, think or act differently, it will only create a power [7]_____.
- Do not offer them insight about themselves – they are unable to see how their behaviour affects others.
- Do not dwell on the past; they are often preoccupied with blame.
- Do not show anger and try not to be antagonistic or [8]_____. That is only a(n) [9]_____ for someone who has difficulty controlling their emotions.
- Avoid [10]_____ – this leaves them feeling devastated. They are also more likely to become defensive.
- *Do* give them attention, [11]_____ and praise.

8 Match the sentence halves so that the words in bold are used correctly.

1 If she doesn't **toe**
2 I wouldn't **pin**
3 Let's **raise**
4 I don't know how he does it – always **on top of**
5 Instead of mutually benefiting both companies, the alliance **created**

a **the** resourcing **issue with** the CEO at the Friday meeting.
b **his game** and brimming with enthusiasm!
c **the line** like everybody else, she may as well resign from the job.
d **the blame** for the lay-offs on our manager.
e **a** devastating **power struggle** among its leaders.

T Teacher's resources: extra activities

9 Work in pairs. Discuss a time when you experienced conflict at work or in your place of study. What happened and how was it resolved?

PROJECT: HR survey for managing conflict



10A Work in groups. The HR department where you work/study would like to prevent conflicts from arising and escalating. Think of 6–8 survey questions relating to these topics:

- the most common causes or sources of conflict
- how conflict is handled in the organisation
- suggestions for dealing with conflict situations more effectively

B Conduct the survey with your class, asking for their ideas and suggestions.

11A Present your findings to the rest of the class. Make recommendations for dealing with conflict in your place of work/study based on people's responses.

B As you listen to the other groups, note down points you have in common.

C As a class, agree on a five-point plan for dealing with conflict.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

7.2 The road to reconciliation

Lesson outcome

Learners can use a range of structures for hedging and tentative language to express doubt.

Lead-in



1 Work in pairs or small groups. If an influential team member in your organisation falsely accused you of not pulling your weight, what would you do? What are the pros and cons of each option (a–d)?

a Argue with them, probably only to find yourself making matters worse.

b Ignore the issue at first, then become frustrated and start blaming others.

c Talk to them, although you didn't get off to a good start, and try to get to the root of the problem.

d Ask HR to mediate – you think talking to the other party will only exacerbate tensions.

Listening

2A 7.01 **Listen to a conversation between Ruth, an HR manager, and Claire, an employee, about a conflict with Claire's line manager, Zoe.**

1 What seems to be the problem?

2 What is Claire's point of view? What has she tried to do about the problem?

3 How do you think Claire would like the issue to be resolved?

B If you were the HR manager, what would you say to Claire's line manager? How difficult might that conversation be?

3 7.02 **Ruth is holding a discussion with three managers, Zoe, Will and Carla, on management styles and resolving conflict. Listen to the first part of the meeting and choose the correct option.**

1 Several employees feel line managers are micromanaging them, and this
a has had a negative impact on them. **b** is a waste of company time.

2 Zoe thinks, as a manager, it's advisable not to micromanage
a as it may lead to poor performance. **b** unless someone is under-performing.

3 According to Ruth, leadership is about being able to see the big picture
a as well as worrying about smaller things. **b** and not worrying about smaller stuff.

4 Will believes a good manager should be
a someone with a sense of humour. **b** a positive role model for staff.

5 Certain managers are good at delegating, whereas others are
a better at motivating teams. **b** more involved in the details.

6 Ruth doesn't recommend comparing work colleagues
a because everyone is different. **b** because they have different strengths.

7 Carla says managers can feel under pressure to demonstrate they are
a more talented than other managers. **b** in complete control.

8 Carla suggests having frequent informal chats with your team members
a in order to gain their trust. **b** to know more about their personal lives.

4A 7.03 **Listen to the final part of the meeting in which Ruth talks about an approach to help stop conflicts from escalating. Take notes on the six principles.**

Interest-Based Relational Approach

1 Make good relationships a priority
2 Separate people from problems
3 Listen carefully to different interests
4 Listen first, talk second
5 Set out the facts
6 Explore options together

T Teacher's resources: extra activities

B Compare your notes in pairs or small groups. Discuss the advice given. Which principles would you find most difficult to follow?

Grammar Hedging and tentative language

5A **Look at this sentence from the recording in Exercise 2A. Underline the words and phrases Ruth uses to sound more tentative.**

But perhaps if you explained your family situation to her a little, you might find she would be more understanding.

B **Look at the words and phrases in bold in the extracts (1–10) from the recordings and classify them according to the structures used (a–e).**

1 I've been leaving **a bit earlier** to look after my younger brother, who hasn't been well, actually.
2 The three of us **should be able to** reach **some kind of** reconciliation.
3 **It's conceivable** that Zoe **might** be more flexible than you give her credit for.
4 There have been **a few minor** conflicts between managers and **certain** members of staff.
5 **I thought it would** be a good opportunity to hear what you have to say.
6 **It appears quite a few** employees think their line managers are 'on top of them', and that they are being micromanaged **to a certain extent**.
7 I **was wondering**, actually, whether micromanaging is always effective.
8 **Could** there **possibly** be mitigating circumstances?
9 **It is possible** they've already made up the time.
10 What **seems** fair to you **might seem quite** unfair to a colleague.

Sounding tentative

Use:
- **a** modal verbs
- **b** quantifiers and adverbs of degree
- **c** certain verbs
- **d** adverbial phrases of degree
- **e** adjective + clause

→ page 121 See Grammar reference: Hedging and tentative language

6 **Use the words in brackets to make the sentences sound more tentative.**

1 Try not to take a long holiday in August because we're going to be busy then. (probably / pretty)

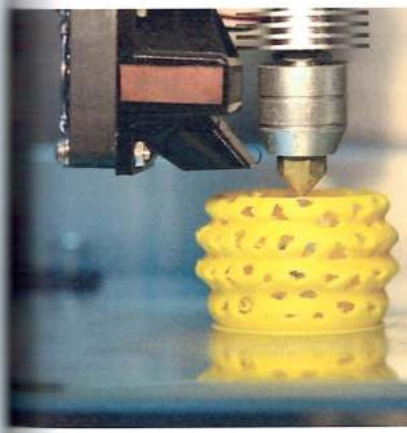
Try not to take a long holiday in August because we're probably going to be pretty busy then.

2 Francine is under a lot of pressure to meet her production targets. (seem / quite / some)
3 Luigi was being unfair when he told the department to cut costs. (it / possible / slightly)
4 Don never thinks about how his goals affect others. (sometimes / not think / may)
5 Jan's team isn't working together effectively. (not appear / very)
6 If we buy new equipment, we'll definitely improve output. (possibly / to a certain extent)
7 It isn't a good idea to buy new equipment because we can't afford it now. (might / not have a lot of money)
8 Let's have a face-to-face meeting to identify the problems and resolve these issues. (wonder if / could / certain)

T Teacher's resources: extra activities

Speaking

7 **Work in small groups. Read the scenario. How would you address the problem? What would you consider while trying to find an outcome which suits both sides?**



Increasing production costs

You work in HR at a manufacturing company, working closely with two managers, Stefan and Eva. Stefan heads Production, and wants to buy a 3D printer that will increase output. Eva is the Purchasing Manager, and is keen to reduce costs. She understands Stefan's motivation, but has written to him informing him the organisation can't make any new purchases. This has created conflict and tension that is spreading throughout your organisation.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

7.3 COMMUNICATION SKILLS
Giving support and guidance

Lesson outcome

Learners can intervene supportively in order to give a colleague advice and guidance about a difficult situation at work.





Lead-in

1A Tick (✓) the statements that best describe your behaviour and preferred working style.

1. I prefer to work on my own, but I'm occasionally willing to work in a team.
2. Some people say I'm a pessimist, but I say I'm a realist.
3. I must admit I'm fairly direct and tend to say exactly what I think.
4. Generally speaking, I see deadlines and timelines as moveable.
5. Getting on and cooperating with colleagues at work is important to me.
6. I structure my working day in detail and prioritise tasks.

B Work in pairs. Compare your answers to Exercise 1A. Are there any aspects of your behaviour and working style that you think might cause friction if you were working together? Which ones? Why?

Preparation

Giving guidance to a team member

2 Look at the action items from a recent editorial meeting at *Lifestyle* magazine and read the emails sent after the meeting. What task assigned to Charlie does Yvonne do in the end? How do you think Charlie might be feeling about working on the joint assignment with Yvonne? Why?

Editorial meeting

Action item	Assigned to	Due date
Feature article on Artificial Intelligence in the workplace.	Charlie Watkins & Yvonne Williams	22 July
Interview professor at Cambridge Department of Computer Science and Technology	Charlie Watkins	16 July

From: Charles Watkins
To: Yvonne Williams
Subject: Artificial Intelligence feature
Date: 15 July
Attachments: AI_summary_CW.odt; Qs_ProfCU_CW.odt

Hi Yvonne,

I think we've come up with some great ideas for this AI feature. Here's a summary of what we agreed we'll do and the list of questions I've prepared for my interview with the Cambridge professor. Is there anything else you'd like to add?

Kind regards,

Charlie

Charles Watkins, Staff Writer
***Lifestyle* magazine**

From: Yvonne Williams
To: Donna Johnson
Subject: Article – Will AI take your job?
Date: 20 July
Attachment: AI_draft_YW.odt

Hello Donna,

Here's the draft article on AI. I did the video interview with that Cambridge professor in Computer Science in the end. Got some good clips we can use from that with the article. Here's the link. Let me know when you'd like to meet to discuss it.

Regards,

Yvonne

Yvonne Williams, Staff Writer
***Lifestyle* magazine**

From: Donna Johnson
To: Yvonne Williams
C.c. Charles Watkins
Subject: Re: Article – Will AI take your job?
Date: 21 July

Hi Yvonne,

Thanks for this. Good work both of you. Nice interview questions! I'll get back to you and Charlie as soon as I can to arrange a quick meeting.

Best wishes,

Donna

Donna Johnson, Assistant Editor
***Lifestyle* magazine**

Roleplay

3A **Work in pairs. You are going to have an informal discussion about another colleague's behaviour. Choose one of the roles, read your information and prepare for the discussion.**

Journalist: Look at page 129.

Assistant Editor: Look at page 133.

B **Roleplay your discussion.**

C **In your pairs, discuss these questions.**

1 How did the employee bring up the subject of Yvonne's behaviour?
2 How did the manager respond?
3 How did the manager reassure the employee?
4 Did the manager take sides at any point?
5 Did the manager suggest any solutions?
6 Did the manager encourage the employee to come up with his/her own solutions?

VIDEO



4 7.3.1 **Watch Donna Johnson, Assistant Editor at *Lifestyle* magazine, giving some guidance to Charlie Watkins, a journalist on her team. Answer the questions.**

1 How does Charlie bring up the subject of Yvonne's behaviour?
2 Why does Charlie say, 'I'm part of the problem'? Do you agree with him?
3 How does Donna try to reassure Charlie?
4 At what point does Donna give Charlie her advice? Why do you think that is?
5 Why do you think Donna avoids taking sides?
6 How does Donna positively reframe the differences in working styles? What effect does this have on the conversation?
7 When is it a good idea for a manager to encourage staff to come up with their own solutions?

5 **Match the words and phrases in bold from the video (1–10) with the definitions (a–j).**

1 I know you **have a lot on your plate**.
2 ... with **hindsight**, don't you think you should have stood your ground here?
3 ... it's like when she talks over me at meetings. I sometimes can't **get a word in edgeways**.
4 ... like it was all her own work. I was **outraged**.
5 I just worry she'll take it as a personal attack, no matter how I **word** it.
6 I don't know, these could just be minor **gripes**.
7 Honestly, I'd be completely **upfront** with her.
8 I just don't want our working relationship to **sour**.
9 I do enjoy working with her, even if some things **niggle** me.
10 Feels a bit **daunting** ...

a get a chance to say something (informal)
b frightening or worrying
c things that someone complains about
d have a large amount of work to do (informal)
e the ability to understand a situation only after it has happened
f annoy or worry someone slightly
g become unfriendly or unpleasant
h behaving or talking in an honest and open way about something
i choose the words you use
j very angry and shocked

T Teacher's resources: extra activities

Reflection

6A **Read the questions and make notes about your reflections.**

1 What did you find most rewarding about the roleplay?
2 What did you find most challenging?
3 In what ways was the approach you used in the roleplay similar to or different from the approach in the video?
4 What ideas from the video do you think you could or should put into practice?
5 What's the most important point for you from this lesson?

B **Compare your reflections in pairs or small groups.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

7.4 BUSINESS SKILLS Mediating conflict

Lesson outcome

Learners can use a mediation model and a range of expressions to mediate conflict between others.

Lead-in

1A Work in pairs. Read the blog post and answer the questions.

1 What are some common causes of conflict between people in the workplace today according to the blog post?
2 What are the four key roles of a mediator?
3 What skills are important for mediators?

MEDIATION SKILLS
AN ESSENTIAL SOFT SKILLS COMPETENCE

Mediation is becoming more popular as people search for help to resolve conflicts. But why is this and how can mediation skills help?

Working life is increasingly stressful. Workloads have increased. Companies are undergoing constant change. Cross-cultural differences create challenges. No wonder that research indicates conflict at work is increasing.

Mediation, as an alternative to formal legal processes, is a collaborative process in which individuals meet to talk about conflict and find agreement. Individuals are often asked to attend both separate *and* joint meetings with a mediator who ensures participants can express their views and feelings in safety. In the 1:1 meeting, the mediator seeks to understand the issue and to challenge negative assumptions held by individuals about each other. In later joint meetings, the mediator enables individuals to understand each other and find solutions. Excellent listening and summarising skills are vital for mediators to inspire people to communicate constructively.

B Do you think you would make a good mediator? Why / Why not?

Listening

2A 7.04 **Susan Wright is Global Head of Sales for AIV, a furniture retailer based in Toronto. Two of her team members, Carmen González, Head of Europe, and Paul Aristy, Head of Asia-Pacific are in conflict. Susan has asked Barry Roche, Head of Marketing, to step in and informally mediate. Barry knows both Carmen and Paul. Listen to a telephone conversation between Barry and Carmen and answer the questions.**

1 What is Paul asking for that is causing Carmen to feel frustrated?
2 Why is this request from Paul problematic for Carmen?
3 Carmen feels that Paul's way of communicating is also 'a problem'. In what way?

B How effectively do you feel Barry handles the conversation? Why?

C Based on the conversation, what do you feel the problem might be between Carmen and Paul? Why?

3A 7.05 **Listen to the call that Barry makes to Paul and answer the questions.**

1 What is Paul's reason for sending the recent emails to Carmen?
2 How does Paul interpret Carmen's responses to his emails?
3 What does Barry suggest to Paul may be a problem?

B How effectively do you think Barry handles the call? Why?

4A 7.06 **Listen to the meeting between Barry, Carmen and Paul and answer the questions.**

1 What does Barry say is the key objective of the meeting?
2 What does Barry identify as the reason for Paul's frustration?
3 What does Carmen say is her biggest frustration?
4 What does Barry have to remind Carmen about at one point?
5 Carmen finally understands Paul's motivation when she says, 'Yes, I understand. I see better now'. How does Barry help her to understand?
6 What solution to build better collaboration do they agree on at the end?

B At one point, Barry tells Carmen, 'It's not about truth but feelings'. How useful do you think such a statement is? Why?

Useful language

5A Complete the gaps in the mediation model structure with steps a–e.

A MEDIATION MODEL

10 Key Steps

1 .....
2 Stressing common objectives
3 Identifying and sticking to ground rules
4 .....
5 Forcing people to listen to each other
6 Challenging perceptions
7 .....
8 .....
9 Proposing a way forward
10 .....

a Confirming the perceived point of conflict
b Exploring solutions
c Discovering individual views
d Summarising the final agreement
e Clarifying the mediator role

B Match the extracts from the recording (a–j) with the correct part of the model in Exercise 5A.

a It's important that our meeting remains constructive and focused on a solution.
b What do you suggest as a solution to this?
c I'm not sure this communication is intended to be disrespectful or create problems.
d Can you respond to what Barry said? You hear what he says about his motivations?
e What's your perspective on what's happening?
f So, for you, is the issue mainly about this asking for client analytics which you just don't have?
g I think everyone is motivated to move away from the current situation.
h So, to recap, as a way forward, we agree that a learning visit would be useful.
i My role today is simply to help you both understand each other.
j Would it be acceptable for you to take an hour to talk this through together in Paris?

T Teacher's resources: extra activities

C Look at the audioscript on page 156. Find more useful mediation expressions, and identify the step each example corresponds to.

TASK

6A Work in groups of three. Roleplay a mediation between colleagues. There are three scenarios. Each person will take the role of mediator once.

Student A: Look at your three role cards on page 135.
Student B: Look at your three role cards on page 131.
Student C: Look at your three role cards on page 128.

B Take a few minutes to prepare, then roleplay your mediations. When you have finished each mediation, discuss what went well and what could be improved. In particular, confirm if you used all the steps from the mediation model and discuss how effective they were.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

7.5 WRITING
Report on workplace conflict

Lesson outcome

Learners can write an HR report that deals with conflict in the workplace using appropriate language.

Lead-in

1 Imagine a situation in a sales department in which a high-performing sales rep is promoted to the position of team leader with a managerial role. Other internal candidates applied for the position, but were unsuccessful. What problems might arise?

2 Read the HR report on page 143 about conflict in a sales department and answer the questions.

1 How many people left the company as a result of John's management style? How many people have met the HR Director to say they are unhappy with John's style?
2 Does the HR Director want to speak to John directly about his personal management style?
3 What two practical suggestions does the HR Director make to deal with the problem?
4 Imagine that the problems continue after John has received training. What should the SMT (Senior Management Team) do?

Useful language

3 Discuss these questions, referring to the report on page 143 and the Useful language box.

1 **Structure** Look in detail at the structure of the report.
- Given that the readers (the SMT) know nothing about the situation, is this the best structure to explain things?
- Do you agree with having the Introduction and the Background in separate sections?
- Do you agree with having the Conclusion and the Recommendations in separate sections?
- In general, what is the difference between the Conclusion to a report and its Recommendations?

2 **HR vocabulary** What is the difference between *coaching* and *mentoring*?
3 **Conflict vocabulary** What is the opposite of *micromanaging*?
4 **Other vocabulary** What are *soft skills*? Give at least five different examples.
5 **Careful, formal language** Business reports are not as formal as they used to be, but the language is still different to informal speech. What exactly is formal language in the context of modern business writing? Can you give some examples of informal speech vs formal writing where the meaning is the same in both?

4 Read the report on page 143 again. Underline any words, phrases or grammar structures that you think would be useful for a report on workplace conflict.

Structure
Introduction → Background → Action taken so far → Conclusion → Recommendations
HR vocabulary
a position becomes vacant coaching vs mentoring exit interview internal candidate set expectations for others soft skills staff morale
Conflict vocabulary
ask for a confidential meeting become defensive micromanaging not trusting sb to do sth rather than we need to be frank and honest we need to focus on
Other vocabulary
concrete evidence high-performing meet your targets offer/accept advice / refuse to accept advice reps (= representatives) SMT (senior management team)
Transitioning to careful, more formal language
The SMT requested this report. → This report was requested by the SMT. The SMT know about problems. → The SMT are aware of issues. a bad atmosphere in the office → a drop in staff morale She left because she didn't like ... → She gave ... as the main reason for leaving. He was making the job difficult. → The job was being made difficult by him. I think → From an HR perspective slowly going up → gradual increase change → transition present → in attendance

T Teacher's resources: extra activities

L The report contains examples of prepositions and prepositional phrases. Go to MyEnglishLab for optional grammar work.

→ page 122 See Grammar reference: Prepositions and prepositional phrases

TASK

5A Work in pairs. Turn to page 143 and study the HR Director's notes about problems between two colleagues in Accounts. Construct an oral summary of the notes from memory.

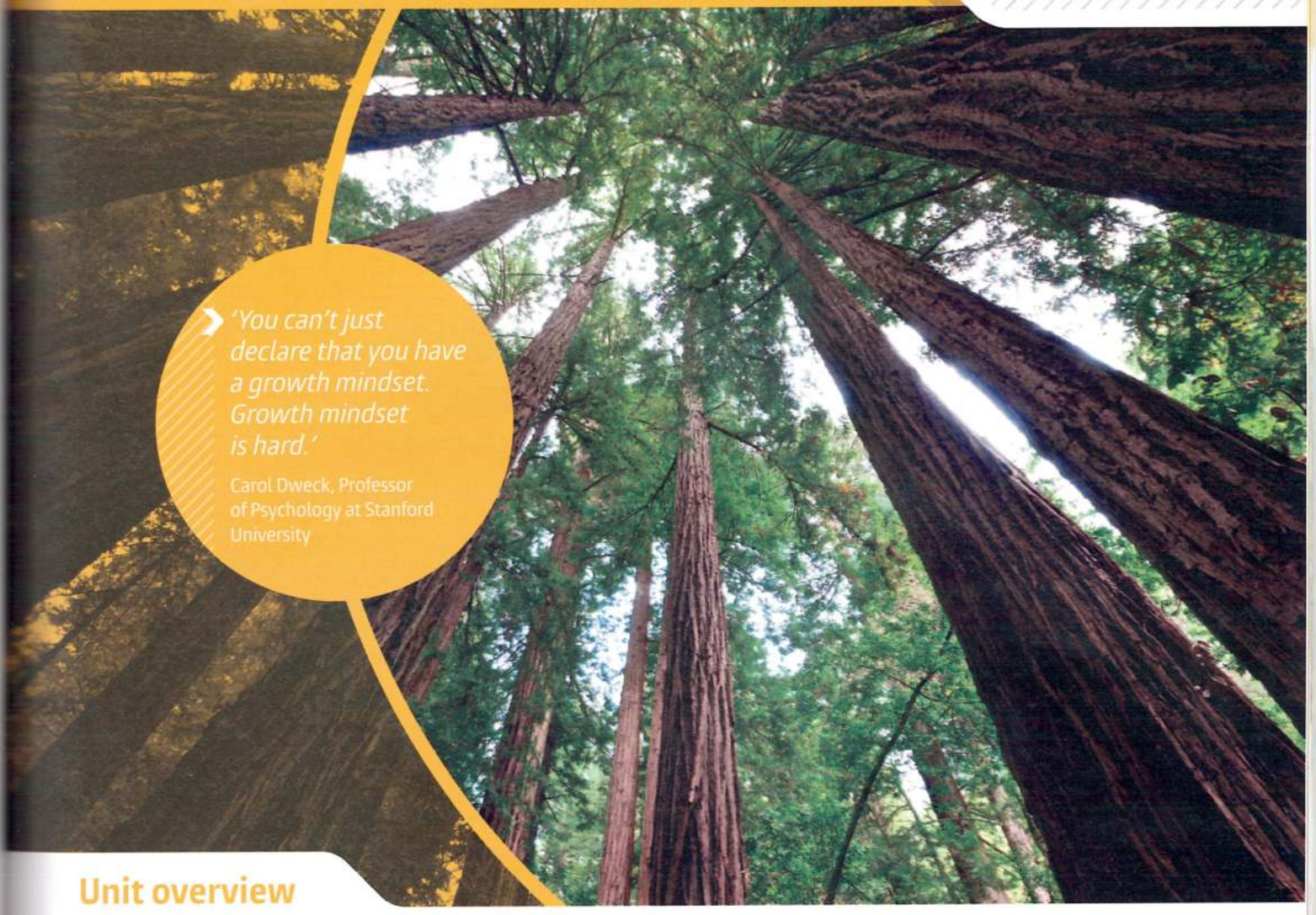
B You are the HR Director. Write a report in around 400 words for the SMT, explaining why you want to move Peter to another team. Remember the SMT know nothing of these issues.

C Exchange reports with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3? Can you make any suggestions that would improve your partner's report?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Mindset 8



'You can't just declare that you have a growth mindset. Growth mindset is hard.'

Carol Dweck, Professor of Psychology at Stanford University

Unit overview

8.1 The entrepreneurial mindset
Lesson outcome: Learners can use vocabulary related to mindsets and being an entrepreneur.

Video: Julie Deane and The Cambridge Satchel Company
Vocabulary: The growth mindset
Project: Setting a goal

8.2 Mindsets
Lesson outcome: Learners can understand and use a variety of verb patterns.

Listening: Interview with a professor of psychology
Grammar: Verb patterns
Speaking and writing: Discussing and writing about moving towards a growth mindset

8.3 Communication skills: Handling a performance review
Lesson outcome: Learners can participate in a linguistically complex discussion about performance.

Preparation: Holding a performance review
Roleplay: A performance review meeting
Video: Handling a performance review

8.4 Business skills: Action learning
Lesson outcome: Learners can use a range of strategies and expressions to help people develop professionally using an action learning process.

Listening: Action learning meeting
Useful language: Expressions for effective action learning
Task: Solving a problem through action learning

8.5 Writing: Self-assessment
Lesson outcome: Learners can write a self-assessment as part of a performance review, using powerful language and giving specific examples.

Model text: Self-assessment
Useful language: Language for a self-assessment
Grammar: Verb patterns
Task: Write a self-assessment

Business workshop 8: p.102 | **Review 8:** p.111 | **Spoken English 8.1:** p.115 | **Grammar reference:** p.122

8.1 The entrepreneurial mindset

Lesson outcome Learners can use vocabulary related to mindsets and being an entrepreneur.

Lead-in

1 Discuss these statements. Give examples to help explain your ideas.

1 Anyone can have an entrepreneurial mindset and the ability to start a company using an idea they have.
2 Characteristics such as being flexible and open to new challenges can lead to success.
3 It is possible to learn from mistakes.

→ page 115 See Spoken English

VIDEO



2 8.1.1 **Watch the video and choose the best summary of Julie Deane's attitude towards being a successful entrepreneur.**

a Taking a gap year to learn about different cultures, seeing how people do things differently and discovering what people want is useful for a future entrepreneur.
b The main factor for success is having outside motivation which will make you work harder and maintain your focus.
c To succeed means being open to admitting mistakes, trusting your intuition, embracing challenges and remaining flexible.

3 Answer the questions. Then watch the video again and check your answers.

1 What aspect of Julie's studies did she find useful for her business?
2 What characteristics are found in a growth mindset and how do they relate to being a successful entrepreneur?
3 What was it about working as a waitress in Greece that helped prepare Julie for starting her own business?
4 Why does she feel it is necessary to have an outside force which pushes you to succeed? What influence does it have on an individual?
5 What did Julie recognise about the direction her business was going in and what did this mean for her?
6 Why was the success of her business a problem? What did she have to do in response?
7 What problems arose when she received money from investors?
8 Why does Julie feel she made the right choice to be an entrepreneur?

4 Work in pairs or small groups. What do you think about the concept of the growth mindset helping entrepreneurs? What type of mindset do you feel you have, and why? How could your mindset help or hinder you if you wanted to start your own business?

T Teacher's resources: extra activities

Vocabulary

The growth mindset

5 Complete the sentences with the correct form of the words from the video.

entrepreneurial	passion	persistence	setback	skyrocket	vision

1 Julie Deane's _____ career began with a kitchen table operation.
2 One of the challenges Julie experienced was when the number of orders _____ and she had to find a way to produce more handbags.
3 One of the things Julie enjoys about running her own business is that she likes to have both a purpose and a(n) _____ which helps her to feel she is always moving forward.
4 It is clear that Julie has both the determination and the _____ to deal with any _____ that could have prevented progress while the company was growing.
5 Combining hard work with strong feelings or _____ for something can help those who want to run their own companies.

6 **Match the sentence halves.**

1 Sometimes a business has to start something **from**
2 To be successful, it is necessary to **maintain**
3 It is amazing to grow a company that is **valued**
4 With a growth mindset people feel that they can **pick**
5 Entrepreneurs who are **in tune**
6 It can be a problem to **doubt**
7 In difficult situations it's important not to **admit**
8 When we **second**

a **at** millions of pounds a few years after starting it.
b **yourself** as this can prevent you trying new things.
c **guess** something, we may anticipate a problem that does not actually exist.
d **scratch** in order to create a resource they need but do not have.
e **with** their own intuition often use their feelings to make business decisions.
f **up** something valuable from a variety of experiences.
g **focus** and not give up at the first setback.
h **defeat** so that you can overcome problems and move ahead.

7 **Read about one person's experience of starting a business. Complete it using words and phrases from Exercises 5 and 6.**

I'd always wanted to start my own business and felt that I had a(n) [1]_____ mindset. A mentor of mine told me I also needed to have vision and use my strong emotions, which she called [2]_____, to put my ideas into practice. She also said it was important to be [3]_____ _____ with my own instincts to achieve my goals. One thing she stressed was the necessity to [4]_____ _____ and not let myself be distracted by all the things that could go wrong. She also told me that when things don't work out the best thing is to start again [5]_____ _____.

I'd no idea how much knowledge I'd been able to [6]_____ _____ while working at a start-up several years earlier. When I got started on my plans, I discovered I could apply many of the things I'd learnt. Even when there were obstacles I refused to [7]_____ _____ and just give up, but instead kept moving forward. However, I think the most important thing I learnt is that there will always be [8]_____, and they can be overcome as long as you don't [9]_____ _____ and start to question your own decisions. Starting my own business turned out to be the best thing I have ever done!

8 **Work in pairs or small groups. Imagine you have an idea for a start-up. What aspects of the growth mindset would be most important for you?**

A: *I think having a clear vision of what you want is key.*
B: *Yes, but it's hard to maintain focus, so it's important to ...*

T Teacher's resources: extra activities

PROJECT: Setting a goal



9A **Work in pairs. Think of a personal goal you would like to achieve related to your studies or the world of work. Use the questionnaire to interview your partner and help them clarify their goal. Take notes on your partner's answers.**

1 What exactly is your vision? Can you make a picture of it? What will it look like?
2 Is this something you can achieve on your own? What resources do you need?
3 How will reaching this goal affect you and other people? Are there any risks?
4 When and where would you like to reach this goal? What is the time frame for it?
5 How is this goal connected to the values you have and the things you believe in?
6 When will you take the first step?

B **Use your partner's answers to write a plan for them to take forward. Share the plan with your partner and see how they respond.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

8.2 Mindsets

Lesson outcome Learners can understand and use a variety of verb patterns.

Lead-in

1 **Work in pairs. Discuss these questions.**

1 How do you respond when faced with challenges? Do you look for creative solutions or do you opt for a safe tried and tested method? Can you give examples?
2 What do you feel you are talented at? Can you describe a time when you did something really well?
3 Do you think people with special talents are glorified or even worshipped by others? Why / Why not?

2 **Discuss the characteristics you think belong to a growth mindset and a fixed mindset. Consider attitude to failure, learning, facing difficulties or challenges, information sharing, etc. Make notes about your ideas in the boxes.**





Listening

3 8.01 **Listen to a BBC radio interview with Carol Dweck, Professor of Psychology at Stanford University. Are the characteristics in the box typical of a growth mindset or a fixed mindset? Compare them with your ideas in Exercise 2.**

be able to develop abilities believe talents and abilities are unchanging
do less well at school hide information from others learn from mistakes
thrive in the face of difficulty try hard when facing challenges wilt in the face of failures

4 **Listen again and answer the questions.**

1 What does Carol Dweck say she is interested in finding out?
2 What effect is her research having on both education and motivation on a global scale?
3 What do very successful people have in common?
4 What do those with a growth mindset believe about talents and abilities?
5 How do people with a fixed mindset feel about mistakes?
6 How do organisations behave when fixed talents are considered to be the top priority?
7 What happens to children whose parents tell them how smart they are?
8 What motivates children more effectively than saying they did well because they are intelligent?
9 Which kind of student does Carol Dweck feel could use encouragement in order to reach their potential?

5 **Work in pairs. Think about the characteristics of the growth mindset and the fixed mindset and discuss these questions.**

1 Which of the characteristics fit you best?
2 Is there anything you would like to change about your mindset? Why / Why not?
3 What initial steps would you have to take to make such a change?

T Teacher's resources: extra activities

Grammar Verb patterns

6 **Match the underlined verbs and verb patterns (1–5) with the descriptions (a–e).**

1 The growth mindset doesn't say that we all come with the same talent.
2 People with growth mindset insist on constantly developing their abilities.
3 Those with a fixed mindset believe that talent and abilities are permanent and unchanging.
4 Carol Dweck's research suggests that those with a fixed mindset tend to do less well at school.
5 Successful business people avoid making the same mistakes again.
6 Launching the product involves the board giving their consent.

a verb + *to* + infinitive
b verb + gerund (an *-ing* form used as a noun)
c verb + *that* clause
d verb + complement (an adjective or noun phrase, but no object)
e verb + prepostion + noun/ gerund
f verb + object + *-ing* form

page 122 See Grammar reference: Verb patterns

7 **Complete the sentences with the correct form of the words in brackets. Add prepositions or *that* where necessary.**

1 The new product range seems _____ (*be*) very successful.
2 We can't prevent _____ (*they / find out*) about our future plans.
3 I appreciate _____ (*he / tell*) me about the problem.
4 The competition claim _____ (*they / know*) nothing about our plans.
5 I forgot _____ (*tell*) them about the meeting later today. I'll call them now.
6 We have to postpone _____ (*launch*) the product.

8 **Correct the errors in these sentences.**

1 Because he works so hard, his boss has recommended to give him a promotion.
2 They gave to the department an award for excellence.
3 They managed changing the image of the company.
4 My boss asked how we losing the account.
5 Did they really choose them run their marketing campaign?
6 We appreciated them to tell us about their ideas.

T Teacher's resources: extra activities

Speaking and writing

9A **You have decided to set up a profile on a professional social media site. Use these verbs to make sentences about yourself and how you approach your work/studies.**

1 appear: _____
2 consider: _____
3 show: _____
4 postpone: _____
5 avoid: _____
6 manage: _____
7 expect: _____
8 admit: _____

B **Work in pairs and discuss your sentences. Where is your mindset on the spectrum below?**



C **Write a text explaining where you are now in your life and what you think you need to do in the future to move towards a growth mindset. Write 140–160 words.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

8.3 COMMUNICATION SKILLS
Handling a performance review

Lesson outcome

Learners can participate in a linguistically complex discussion about performance.



Lead-in

1A Read the information below. Which topic is not covered in a performance review?

a assessing employee's performance
b reviewing goals
c identifying areas of improvement

A **performance review** or **performance appraisal** often consists of two parts. The employee writes a self-assessment and the manager writes a review report evaluating the employee's achievements and identifying areas for improvement. Both parties then meet to discuss what they have written.

In some companies the appraisal is carried out once a year (**annual review**) and at the end of it employees and their managers set goals for the coming year. Other companies may have more frequent reviews throughout the year.

B Do you think holding a formal performance review once a year is enough or would you prefer more frequent mini-review meetings with your manager? Why?

Preparation

Holding a performance review

2A Donna Johnson is Assistant Editor at *Lifestyle* magazine. Look at some extracts from her quarterly review report about Susan Lam, one of the magazine's journalists. What positives and negatives are mentioned?

Quarterly review report: Susan Lam	
Job knowledge	• demonstrates an excellent knowledge of the job
Quality of work	• produces well-researched, thorough and insightful reports • failed to work to brief on one occasion
Time management	• has a tendency to miss deadlines – asked for extensions on three assignments in recent months
Collaboration	• demonstrates 'team player' behaviour • has excellent working relationships with whole team • contributes lots of good ideas
Communication	• tends to rely heavily on email communication • seems reluctant to have face-to-face and phone conversations • sometimes lacking in confidence when sent out of the office on assignments

B In your opinion, is the language used to convey some of Donna's negative observations too direct, too indirect or just right? How would you feel if your weak points were conveyed using similar language?

Roleplay

3A **Work in pairs. You are going to have a performance review meeting. Choose one of the roles, read your information and prepare for the meeting.**

Assistant Editor: Look at the report in Exercise 2A again.

Journalist: Look at page 133.

B **Roleplay your performance review meeting.**

C **In your pairs, discuss these questions.**

1 How successful or unsuccessful was your performance review? Give reasons.
2 Were there any disagreements during your meeting?
3 How easy was it to talk about weak points of performance?
4 What areas for improvement did you identify?
5 What goals did you set? Who set the goals?

VIDEO



4 8.3.1 **Watch Donna Johnson, Assistant Editor at *Lifestyle* magazine, conducting a performance review with Susan Lam, a journalist on her team. Answer the questions.**

1 How would you describe Donna's approach to the performance review?
2 Why was Donna prepared to change her mind?
3 How does Susan respond to the performance review?
4 What does Donna say about the goal Susan sets for herself?

5A **Complete the extracts from the video using the verbs in the box.**

bitten	dreading	have	procrastinate	set	take (x2)	think

1 ... you asked me to do something different later on. So, that _____ me **back** a few days.
2 I asked you to _____ **a different angle**.
3 I can _____ when I really should be writing.
4 If you ever feel you've _____ **off more than you can chew**, let me know ...
5 The tourism fair last month was a real challenge. I was _____ it.
6 Good, but you also need to _____ **on your feet** sometimes.
7 I _____ **on board** what you're saying.
8 The more interviews you _____ **under your belt**, the better you'll be.

B **Match the words and phrases you completed in Exercise 5A with the definitions.**

a listen to and accept a suggestion, idea, etc.
b approach something differently
c delayed someone in doing something
d delay doing something that you ought to do
e think of ideas and make decisions very quickly
f have achieved something useful or important
g feeling anxious about something that is going to happen
h tried to do more than you are able to do

T Teacher's resources: extra activities

Reflection

6A **Complete the sentences with your reflections on handling performance reviews.**

1 My approach in the roleplay was similar to the video in that ...
2 My approach in the roleplay was different from the video in that ...
3 What was most memorable about the performance review in the video was ...
4 Some key elements of a good performance review are ...
5 If I were being appraised by my manager, I would prepare by ...
6 If I were a manager appraising an employee, I would prepare by ...

B **Compare your reflections in pairs or small groups.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

8.4 BUSINESS SKILLS Action learning

Lesson outcome

Learners can use a range of strategies and expressions to help people develop professionally using an action learning process.

Lead-in

1A **Work in pairs. Read the information about action learning as a development strategy for people and organisations. Discuss what you feel are its main advantages as a learning methodology. Then compare your ideas with other pairs.**

ACTION LEARNING – the learning revolution sweeping organisations

What is action learning?

Action learning is a revolution sweeping across organisations. It works by organising small groups of employees (usually 6–8) from different departments to meet regularly in short meetings (maximum 45 minutes) to solve real work problems faced by individuals. The meeting is facilitated by an action learning coach, who may be internal to the company or an external learning expert.

How does an action learning meeting work?

In action learning meetings, everyone arrives with a problem to pitch. However, with only 45 minutes available, the group has to choose the most relevant problem to discuss. The person with this problem usually leads the meeting as the Problem Owner, and uses the group to generate ideas for his/her problem.

When is action learning used?

The methodology is very effective for dealing with complex or novel problems with impact across an organisation. It promotes company-wide collaboration and creativity, breaking down the silos between departments, and helps people to develop networks with individuals in other parts of their organisation – building visibility which can help drive careers. As individuals learn to support others and develop a broader understanding of problems in different parts of their organisation, they also grow their capacity to become future leaders.

B **What challenges might make action learning difficult to organise and implement in an organisation? How could those challenges be overcome?**

Listening

2A 8.02 **Lisa Zaninelli, a freelance Action Learning Coach from Canada, has been invited by a retailer of electronic products in Italy to introduce a small group of staff from their head office to action learning. Listen to the first part of the action learning meeting and make notes about the problems pitched for discussion.**

Problem pitch	Type of problem	Importance to organisation	Desired outcome
Harry			
Marco			
Miriam			

B **How effectively do you think Lisa, the Action Learning Coach, facilitates the introduction? Why?**

3A 8.03 **Listen to the group discussing the selected problem and note down all the ideas generated.**

B **Marco works hard to energise the group in order to generate ideas. Tick (✓) the techniques he uses.**

1 He asks a lot of questions. ☐
2 He invites individuals to speak by name. ☐
3 He spends a lot of time talking. ☐
4 He gives positive feedback. ☐
5 He interrupts frequently. ☐
6 He avoids long discussions by interrupting. ☐
7 He focuses on generating ideas rather than full discussions of them. ☐
8 He demands that people be open and creative. ☐

4 8.04 **Listen as Lisa closes the meeting and note down the learning points identified by each participant.**

Useful language

5A Read the action learning process guidelines (1–10). Match the extracts from the recording (a–j) with each of the ten guidelines.

Three simple steps to effective action learning meetings

Step 1 [max. 10 mins.]

Introduction

1 The action learning coach welcomes and explains the meeting process.
2 Participants briefly summarise a problem they want to discuss.
3 The action learning coach asks questions to make individuals provide more details about their problem.
4 The action learning coach makes the group select the most interesting problem to discuss.

Step 2 [max. 20 mins.]

Ideas generation

5 The Problem Owner encourages the group to suggest ideas to solve the problem.
6 The Problem Owner responds positively to *all* ideas, clarifying where necessary.
7 The group is energised and proactively comes up with lots of possible solutions.

Step 3 [max. 15 mins.]

Solution statement and learning summary

8 The Problem Owner stops the discussion and summarises the main ideas briefly, and says which solutions he/she intends to use, and why.
9 The Problem Owner thanks the group for its support, and promises an update on progress with the problem in the future.
10 The action learning coach leads a short reflection with key questions to establish what people learnt from participating in the action learning process.

a It's an interesting idea to think big like this.
b The problem I want to discuss today is about service.
c What do you see as the main learning points from the discussion today?
d Many thanks for all your great ideas, particularly around the Disney idea. ... I'll let you know how things go.
e Miriam, from your perspective, what could be a creative solution to deal with this?
f Now, the way to select the most interesting topic for discussion is simply to vote by pointing at the relevant person after I count to three.
g Could you give us a little more background about this and say why it's important?
h As I told you in my email, we'll start the meeting with each of you pitching the problem you would like to discuss.
i We're running out of time, so let me summarise very briefly. In terms of a plan, I'm going to be having a lot of meetings in the next few weeks.
j In my view, you need to involve corporate audit and corporate health and safety in this.

T Teacher's resources: extra activities

B Look at the audioscript on page 157. Find more expressions you think can support the action learning process. Compare your ideas with a partner.

TASK

6A Work in small groups. You are going to hold an action learning meeting. Choose one person to be the action learning coach. The others in the group are the participants.



Action learning coach:

- You will start and close the meeting. Review the process in Exercise 5A and the language in the lesson to prepare yourself to lead an effective meeting.
- Remember you will need to manage the time according to the schedule and hand over to and take over from the Problem Owner during the meeting.

Participants:

- Prepare to bring a real issue or topic you find challenging to the meeting. The topic can be either from your professional or your personal life, but must be something that is meaningful for you, that you are comfortable discussing and that you believe others can support you with.
- Remember, if your problem is chosen, you become the Problem Owner. You will need to take control of the middle of the meeting (5–9 in Exercise 5A). Remember you will need to manage the time for this part of the meeting according to the schedule and hand back to the action learning coach at the end of the meeting.

B Hold the action learning meeting. When you have finished, discuss what went well, what could be improved, and how creative and useful the ideas you generated were.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

8.5 WRITING Self-assessment

Lesson outcome

Learners can write a self-assessment as part of a performance review, using powerful language and giving specific examples.

Lead-in

A **performance review** is a formal assessment, usually carried out once a year, to evaluate an employee's individual contribution to their role and their organisation. Many performance reviews include **self-assessment**.

1 **Read the definition of a performance review above. Which areas in the box below would you expect to include in a self-assessment? Which areas would you find it most difficult to write about?**

achievements	challenges	colleagues
future goals	specific examples	

2 **Work in pairs. Discuss what advice you would give to someone writing a self-assessment. Then read the tips on page 144. Do they contain any of your ideas?**

3 **Read Mateus's self-assessment on page 000. Did he follow all of the tips in Exercise 2 satisfactorily?**

Useful language

4 **Discuss these questions, referring to the self-assessment on page 144 and the Useful language box.**

1 **Action verbs** Look at the Action verbs box. What is the verb pattern for each verb?
achieve + object , adapt + to

2 **Powerful language** Look again at the self-assessment on page 144. Which of the powerful adverbs and adjectives did Mateus use? What additional collocations can you find for these in his self-assessment? How many other collocations for these adverbs and adjectives can you think of?

3 **Giving examples** Look at the phrases in the Giving examples box. What does each one introduce? A cause? An effect? An example? Something else?

4 **What didn't go well** In a self-assessment, wherever possible, the writer should find a positive outcome from a negative point. Think of situations from your life and try to complete the five phrases in the last box with personal examples. Aim to show how a positive comes from the negative, however small that positive point or learning point might appear.

5 **Read the self-assessment on page 144 again. Underline any language that you would find useful in writing your own self-assessment.**

Accomplishments
Action verbs
achieve adapt collaborate communicate complete exceed execute dedicate demonstrate design gain implement improve increase initiate lead mentor reduce supervise train
Powerful adverbs
(work, etc.) collaboratively consistently (demonstrate, etc.) effectively (communicate, etc.) efficiently (handle, etc.) quickly (adapt, etc.)
Powerful adjectives
adaptable (mindset, etc.) cooperative (team player, etc.) excellent (feedback, etc.) flexible (approach, etc.) innovative (system, etc.) keen (focus, etc.) outstanding (achievement, etc.) proactive (attitude, etc.) resounding (success, etc.)
Giving examples
as a consequence, ... as a result, ... due to ... examples include ... resulting in ... such as ... verified by ...
What didn't go well
Although ... didn't go to plan, on the other hand, ... gave me an opportunity to ...
Despite the fact that ..., any delay was minimal as I ...
I gained (some) valuable insights (into) ... and now ...
I learnt from the experience ... and now ensure that ...
This challenge provided an invaluable lesson ... and moving forward ...

T Teacher's resources: extra activities

L The tips contain examples of verb patterns. Go to MyEnglishLab for optional grammar work.

page 122 See Grammar reference: Verb patterns

TASK

6A **Work individually. Make notes for your own annual self-assessment, either for work or studies. Remember to keep the focus on yourself, not others, to highlight your achievements and to show how you dealt effectively with problematic situations.**

B **Write your self-assessment in around 400 words.**

C **Exchange self-assessments with your partner. Refer to the final tip in Exercise 2 to give and get feedback on your self-assessment. Did you both include a good range of language from Exercise 4? Can you make any suggestions that would improve your partner's self-assessment?**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Business Workshops

1 Innovative thinking p.88

Lesson outcome: Learners can understand the importance of innovation, the consequences of failing to innovate and critically analyse different types of innovation.

Listening: A presentation about innovation
Speaking: Types of innovation
Task: Create a set of recommendations
Writing: An email explaining a choice

2 Achieving a circular economy p.90

Lesson outcome: Learners can understand the goals of a circular economy and what industry, citizens and government can do to reach them.

Listening: A symposium talk about implementing a circular economy
Reading: Reports on environmental initiatives
Task: Make an action plan

3 Financial strategy p.92

Lesson outcome: Learners can understand the importance of cashflow in business and various options for managing both growth and finance simultaneously.

Reading: Options for making an opportunity feasible
Listening: A discussion evaluating financing options
Task: Pitch an idea
Writing: A request for financial support

4 Disruption – planning ahead p.94

Lesson outcome: Learners can understand the impact of a major disruption on various areas of the economy and everyday life and look at ways to predict and mitigate it.

Listening: A radio programme about the development and use of autonomous vehicles
Speaking: Changes in transportation
Task: Present a choice
Writing: A handout for a presentation

5 The art of persuasion p.96

Lesson outcome: Learners can put together a course on persuasion, including the elements needed to learn this skill.

Listening: A discussion about soft skills in the workplace
Reading: Skills needed in different companies
Task: Create a course

6 Sustainable business travel p.98

Lesson outcome: Learners can understand sustainability issues associated with business travel and formulate a sustainable business travel policy for an organisation.

Listening: A response to corporate image damage
Reading: An outline of preliminary findings
Task: Create a travel policy
Writing: An email summarising recommendations

7 International team conflict p.100

Lesson outcome: Learners can develop strategies to reduce potential conflicts in international teams and ensure diversity is a positive force within teams.

Reading and listening: Survey results on team collaboration
Reading: A blog post about culture and conflict
Task: Introduce a training programme
Writing: A blog post summarising a presentation

8 Encouraging personal growth p.102

Lesson outcome: Learners can appreciate the difficulty companies have retaining young talent and choose a training programme to address the issue.

Listening: A discussion about employee retention
Speaking: Job satisfaction
Task: Choose a course
Writing: A proposal for management

BUSINESS WORKSHOP 1 Innovative thinking

Lesson outcome

Learners can understand the importance of innovation, the consequences of failing to innovate and critically analyse different types of innovation.

Background

1 Read the background and answer the questions with a partner.

1 What type of business is Attollus?
2 What reputation does the company have?
3 What problems are the company facing?
4 What are they doing to solve the problems?

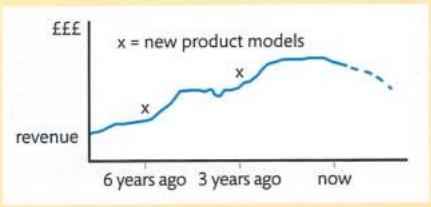


BACKGROUND

Attollus has been producing passenger lifts for the past forty years and has been successfully challenging its big-player global competitors in niche markets, such as hospitals and airports. The company is known for its safety record, precision engineering and high quality of service and support.

The company launched a new lift model three years ago, and it has been doing very well. The company has been heavily focused on sales and increasing market share. However, this has led to a lack of focus on innovation. Company growth has slowed down this year, and both revenue and profits are falling.

In order to address these problems, the Head of Strategy is sending some of the team to an innovation conference so they can learn some techniques on how to approach innovation within the business and come back with some new ideas on how to take a more innovative approach to product design.



Product innovation

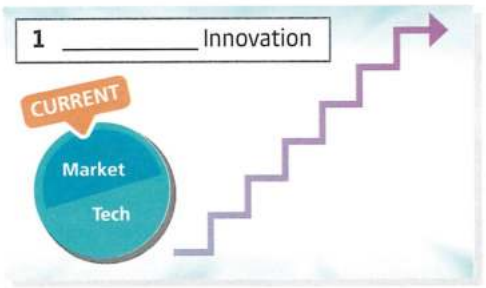
2 BW 1.01 **Work in pairs. Think of some successful examples of innovation. What are the implications or consequences for businesses that don't innovate? Listen to the first part of a conference presentation and compare your ideas with what the speaker, Daniela Alegre, says.**

3 BW 1.02 **Listen to the next part of the presentation and answer the questions.**

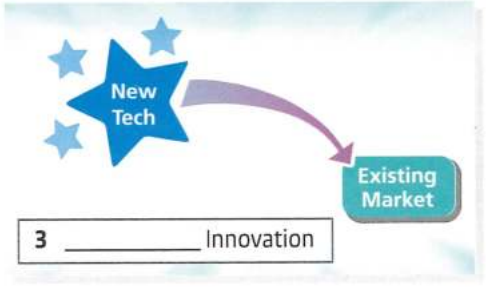
1 When companies bring out new models of existing products, which innovation type is this known as?
2 How did digital camera manufacturers innovate into the children's toy market?
3 How have online streaming services affected film and TV?
4 What is 'radical innovation'?

4A Label the presentation slides with the words in the box. Compare your answers with a partner.

Disruptive	Incremental
Radical	Structural









B **Match the examples of innovation (a–d) with the types of innovation (1–4) in Exercise 4A.**

a GPS tracker producers entered the wristwatch market by adding this technology to digital watches.

b Every three to four years, most car manufacturers release a new version of an existing model with some new features.

c Over the past twenty years, online retail has completely changed the way we shop, and with drone delivery options and next-day delivery, many high-street retailers have disappeared.

d A new company has made a technological breakthrough by creating environmentally friendly, reusable coffee cups from coffee grounds, and they've created a completely new market in the process.

Teacher's resources: extra activities

5 BW 1.03 **Listen to the team from Attollus discussing the presentation. Do they agree about the type of innovation the company needs? What do you think they should do?**

Ideas for innovation

6A **Work in four groups. Read the information about an idea for the next big innovation at Attollus. Is it *Incremental, Structural, Disruptive* or *Radical*? What pros and cons can you see for the idea?**

Group A: Read the information below.

Group B: Read the information on page 124.

Group C: Read the information on page 134.

Group D: Read the information on page 132.



Group A

Develop face recognition software to recognise workers as they enter the building. They will receive an instant message on their mobile phone or at the company turnstile telling them which lift to go to, so they can get to their desired floor most efficiently. This new technology would better enable Attollus to address security concerns in hospitals and airports, while also putting pressure on competitors in our market.

Cost of development: approx. £500k

Timeline: ready to launch in six months

Business impact: It could increase revenue by 10% year-on-year over the following three years. It would also enable us to expand market share and boost our reputation for innovation.

Teacher's resources: extra activities

B **Review everything you know about Attollus and innovation types and prepare to present the idea you read about.**

TASK

Create a set of recommendations



7A **Work in different groups with at least one person from groups A–D in Exercise 6. You are the product design team at Attollus. Follow these steps.**

- Take it in turns to present the idea you read about.
- Listen carefully to your colleagues' presentations.
- Discuss the pros and cons of each of the four ideas.
- Decide which option you think the company should adopt, and agree on what the next best option is (i.e. a 'Plan B').

B **As a team, explain your choice and reasoning to another group.**

8 **Write an email of 200–300 words to Nina, the Head of Strategy at Attollus. Explain your choice for the next innovation.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 2 Achieving a circular economy

Lesson outcome

Learners can understand the goals of a circular economy and what industry, citizens and government can do to reach them.

Background

1 Read the background and answer the questions with a partner.

1 What three goals are mentioned in the European Union's definition of a circular economy?
2 What have people done up to now to help achieve these goals?
3 Of the initiatives mentioned, which three are aimed at households?
4 Which areas do businesses need to address?
5 What could hinder the Austrian initiative?



BACKGROUND

The municipal government of an Austrian city has been working on the implementation of a circular economy through a variety of measures. The European Union's definition of a circular economy states that products and materials should be used for as long as possible, that waste should be reduced and that products at the end of their life cycle should be used again. Although citizens are used to separating rubbish and taking items to recycling centres, there is still a long way to go.

The city has begun a number of initiatives to encourage people to repair rather than replace appliances, to expand the district heating network, and to promote the use of electric cars, car-sharing, bicycles and public transport. It is also working on environmentally friendly production and materials sourcing, the food chain and food wastage, recovery of critical materials used in products, waste from construction and demolition, and increased use of bio-based materials instead of fossil fuels. However, this takes work on the part of residents and local companies, and many do not yet feel they need to make a change in their lifestyles or the way they run their businesses.

Dealing with the problems



2 BW 2.01 **Listen to a symposium talk about implementing a circular economy. Which two topics in the box are not mentioned?**

alternative energy sources	innovative new materials	overflowing landfills
planned obsolescence	recycling facilities	repairing rather than replacing
the dates on food products	the percentage of waste that is recycled	

3 Listen again and answer the questions.

1 What are scientists saying about the future of the planet within the next ten to twenty years?
2 What advantages does the speaker mention about the implementation of a circular economy?
3 What does the speaker think about the initiatives that industry has taken so far?
4 Why does the speaker feel that consumers are an important part of the economy?
5 What does the speaker say about the role of government?

Sharing perspectives

4A Work in groups of three. Read one of the more detailed reports from industry, citizens and municipal government and make notes on the most important points.

Student A: Read the Industry representative's report on page 125.
Student B: Read the Citizens representative's report on page 132.
Student C: Read the Municipal government representative's report on page 131.

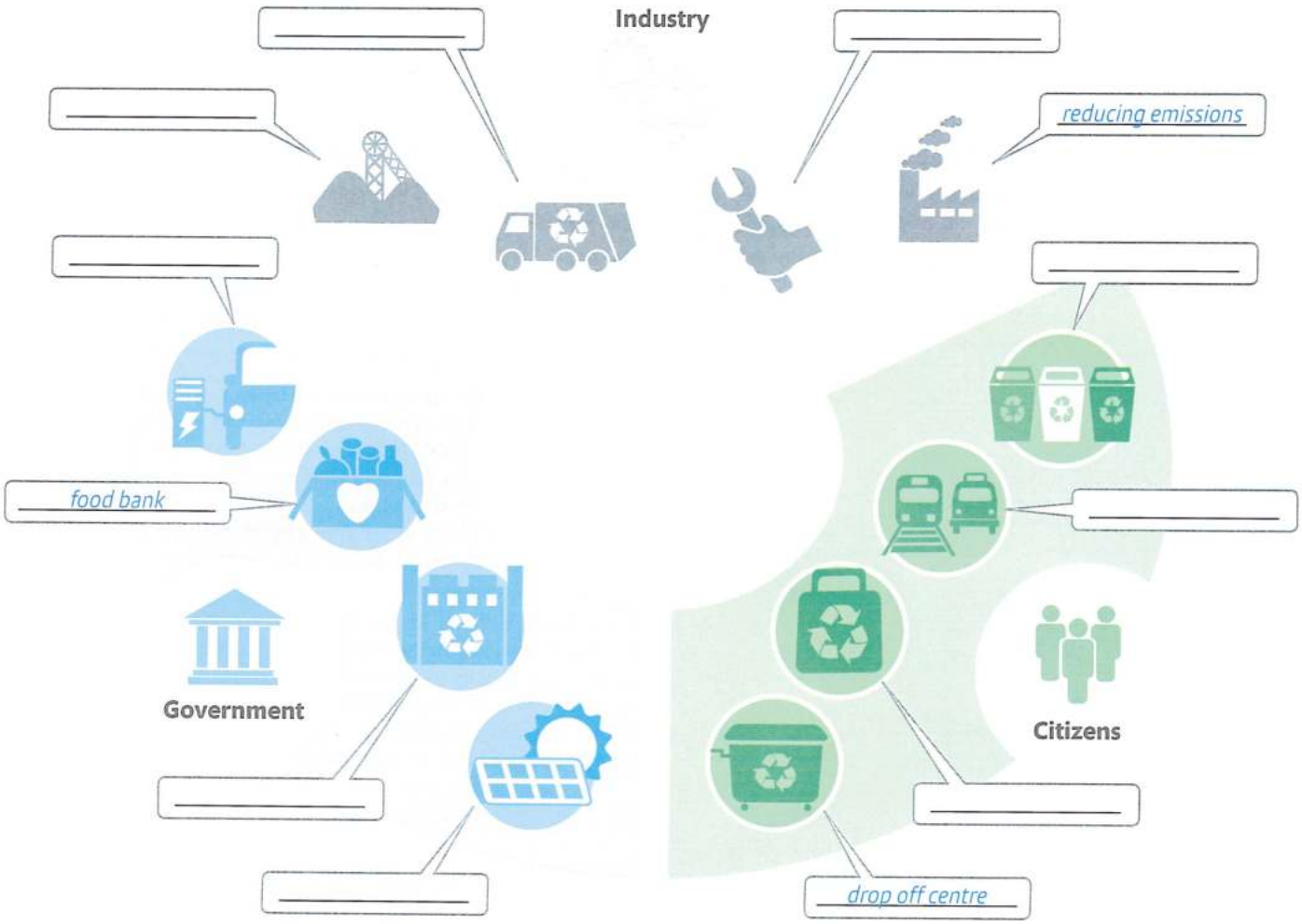
B Tell your group about the report you read. Make sure you answer these questions.

1 What positive things has the writer noticed / been able to do?
2 What difficulties has the writer faced?
3 What opinions does the writer express?
4 What future steps could be taken?

T Teacher's resources: extra activities

An infographic

5 Work with your group. You have been asked to produce an infographic summarising the information from the symposium and the reports. Label the pictures and discuss what other information could be added to the infographic.



Teacher's resources: extra activities

6 After completing the infographic, discuss what you think the top priorities for industry, citizens and government should be. Then rank the priorities according to how achievable you think they are.

7A Citizen and industry representatives have been invited to meet with a municipal government representative. The goal is to create an action plan for the Austrian city which reflects the interests and concerns of each group while recognising existing constraints. Work in groups of three, with each person representing one of the interest groups. Read the role card on page 132 (Industry representative), 124 (Citizens' representative) or 130 (Municipal government representative) and make notes on these points:

- the most important initiatives
- initiatives which are fairly easy to do
- initiatives which are difficult to achieve

B Hold the meeting. Come up with an action plan that satisfies all three groups: industry, citizens and government. Discuss how to raise awareness in the community, propose ways that you can work together and set a timeframe for achieving the key elements.

C Create a poster outlining your ideas. Give a short presentation on it to the other groups.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 3 Financial strategy

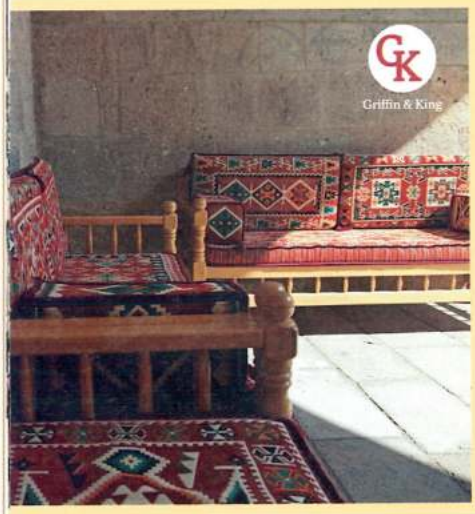
Lesson outcome

Learners can understand the importance of cashflow in business and various options for managing both growth and finance simultaneously.

Background

1 Read the background and answer the questions with a partner.

1 What type of business is Griffin & King?
2 How successful have they been since founding the business?
3 What problem is the company facing?
4 What action have they taken so far to try and solve the problem?



BACKGROUND

Griffin & King (G&K) is a design start-up, set up two years ago by founders Gary Griffin and Alexandra King. The company specialises in handmade sofas with international design influences, which sell for around £2,000 each. They source their fabrics from India, the Middle East and South America and have four staff working in their workshop in York, UK. In their first year they produced sixty-five sofas, and last year the number more than doubled to 140. They have just received a large order from a hotel chain for 200 sofas to be delivered in six months. Including an agreed 15 percent discount, this order has a value of £340k for G&K.

In order to fulfil an order of this size, Griffin & King will have to expand their workshop and take on five new staff. They'll need to pay their staff, the rent and the costs of the materials and fabrics, and won't get paid by the hotel for seven months (one month after delivery). They estimate these additional costs at £150k. They simply don't have enough working capital to survive that long without going out of business. They have asked their local accountant to advise them on their options for making this opportunity feasible.

Dealing with fast growth and cashflow

2A Read the four options suggested by the accountant for Griffin & King to service this order without going out of business. Can you think of any other options?

Griffin & King

The situation

Servicing this large order will dramatically increase costs over the course of the year, in headcount, premises and raw materials. There aren't sufficient cash reserves for the business to survive for seven months.

Before this order came in, you were forecasting another strong year of sales growth, with a target of 300 units. This order will put overall sales units at around 500. Now it seems clear that cashflow in the medium term, once the hotel order is fulfilled, will not be an issue, but you do have a pressing, short-term problem. Bearing these circumstances in mind, I am recommending one or a combination of the following four options.

1 Apply for a short-term bank loan

You could present the bank with the customer order, together with your accounts for the past two years and forecast for this year. That should present a picture of comfortable growth and low risk for the bank. You could apply for a short-term loan of the £150k for a period of seven months, which would probably cost around £6k–£8k in interest.

2 Get partial payment up front

You could ask the hotel to split the payment, for example into three: £50k on order, £50k after four months, and the remaining £240k to be paid thirty days after delivery. Getting the two payments of £50k before delivery should enable you to cover your costs and pay your staff. And remember that you'll be making other sales during the year and so cashflow should improve as the year progresses.

3 Delay paying your suppliers

You could show your order to your materials suppliers and/or the landlord of the workshop and ask for a delay in payment for seven months. This would enable you to bring in some money through ongoing sales over the course of the six months.

4 Crowdfund the £150k

You could start a crowdfunding campaign online to raise the £150k. In return for funding you could offer donors who promise over a certain amount reduced-price sofas, to be produced and supplied after the large hotel order is completed.

B Work in pairs. What do you think the pros and cons of each of the options in Exercise 2A could be?

Option	Pros	Cons
1 Bank loan		
2 Payment up front		
3 Delay supplier payments		
4 Crowdfunding		

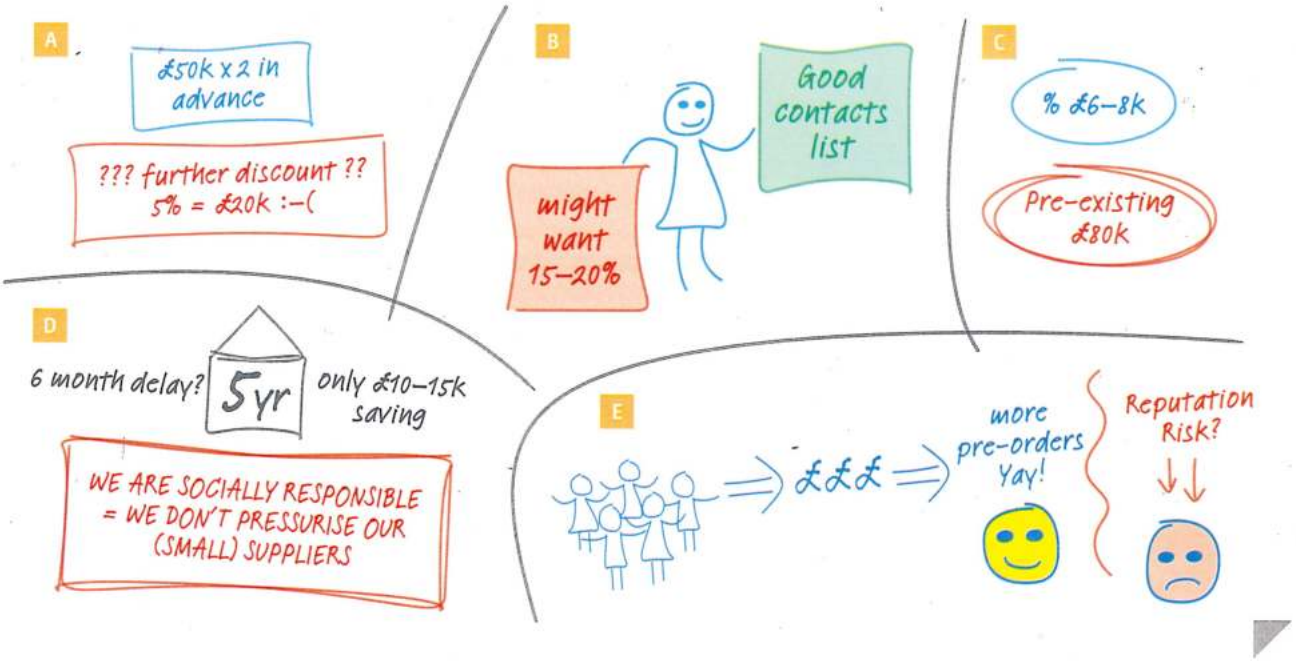
Teacher's resources: extra activities

3A BW 3.01 **Listen to Gary and Alexandra discussing the pros and cons of each option and answer the questions.**

1 How do their ideas compare to your ideas in Exercise 2B?
2 Which fifth option do they think of and how does it compare to the others?

Teacher's resources: extra activities

B **Match Gary and Alexandra's sketches and notes with each of the five options.**



4A **Work in new pairs or small groups and discuss the five options available to Griffin & King. Follow the stages in the flowchart on the right until you reach a decision.**

B **Tell the class about the option(s) you have chosen and why you chose it/them. Explain why you did not choose the other options.**

5 **Depending on the option(s) you chose, write one or more of the following to put your plans into action. Explain your reasons in each case.**

Option 1: an email to the bank manager, requesting the loan
Option 2: an email to your customer, requesting partial payment up front
Option 3: an email to one of your suppliers, requesting a delay in payment
Option 4: an introduction for your crowdfunding page, explaining why you need the money
Option 5: an application to an angel investment group, explaining the type of investor you're looking for and what you can offer in return

TASK
Pitch an idea

1 Review each of the five options and the pros and cons of each.
2 Discuss any further pros and cons you can think of for each option.
3 Choose one option or a combination of options as the solution.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 4 Disruption – planning ahead

Lesson outcome

Learners can understand the impact of a major disruption on various areas of the economy and everyday life and look at ways to predict and mitigate it.

Background

1 Read the background and answer the questions with a partner.

1 What areas has the think tank already been involved in?
2 Which two groups of people deal with traffic in cities?
3 Which two representatives work for industries that make a profit from transportation?
4 What development has already had an impact on the profits earned by one of the industries?
5 What is the think tank taking into account while creating contingency plans?



BACKGROUND

The Centre for Transport and Planning, a UK think tank, spends its time considering the many aspects of transportation in the UK. It has long been involved in activities such as road pricing, public transport, and traffic flow in cities. In order to expand its reach, it has recently added consultants from university departments in urban planning and engineering, representatives from the automotive industry, city officials who deal with congestion and parking areas, government representatives who issue legal documents for cars and their drivers and representatives from the petrol industry.

With the move to increase the adoption of hybrid and fully electric cars, there has already been a notable change in the business of transport and the need for fossil fuels. However, many feel that driverless car technology is going to be the next major disruption, affecting a number of sectors of the economy and society. For this reason, the think tank is looking back at how other major disruptions affected both businesses and society and is working on contingency plans for the future.

Dealing with the problems

2 BW 4.01 **You are going to listen to a radio programme about the development and use of autonomous vehicles. Work in pairs and predict what you think will be mentioned. Think about technology, car manufacturers, safety, urban driving and regulations including insurance. Then listen and check your ideas.**

3 Listen again and answer the questions.

1 What positive effect of autonomous vehicles does Nick Reed mention?
2 How do autonomous vehicles know where they are?
3 Which autonomous feature is mentioned by the presenter as already being used?
4 Why does Professor Newman think we are not ready to do away with steering wheels?
5 What is being done to ensure the safety of testing autonomous vehicles?
6 How will autonomous vehicles affect the insurance business?
7 What does the presenter say about the near future of the automotive industry?

4 Discuss these questions.

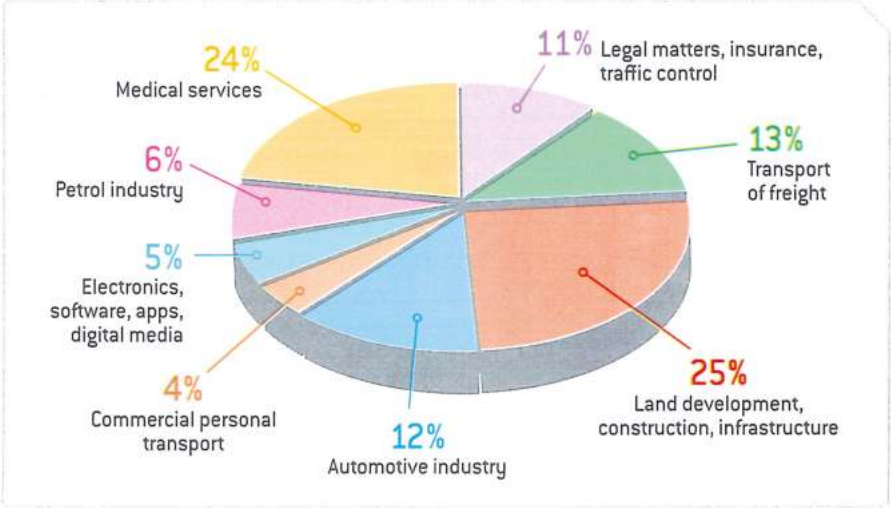
1 What did you find most interesting about the information in the programme?
2 What did you find most worrying?
3 What priorities do you think car manufacturers, insurance companies and governments should be considering now?

5 One of the tasks of the think tank is to find parallels between past disruptions and potential future ones. The car has had more impact than any other invention in the 20th century. Work in small groups. Discuss the changes in transportation that have occurred since the advent of the motor vehicle and how these changes have affected businesses and societies both positively and negatively.

T Teacher's resources: extra activities

An impact study 6A

A study was undertaken on to what extent sectors in the automotive field will be impacted by autonomous vehicles. Look at the pie chart and discuss with a partner how these sectors will be disrupted with a move towards autonomous vehicles. Think of as many specific examples as you can.



B Using your examples from Exercise 6A, make a list of the specific jobs you think will be affected. Compare your ideas with another pair. Do you think jobs in other areas will be affected as well? If so, which ones and how?

C Discuss the impact autonomous vehicles will have on the general public. What will happen to other road users, car buyers, commuters, users of public transport, etc.?

T Teacher's resources: extra activities

TASK Present a choice

7A The think tank has asked some of those involved to come up with strategies and priorities to mitigate the impact of driverless cars so that the think tank can make informed recommendations for the future. Work in four groups: Group A (urban planning), Group B (the automotive industry), Group C (legal matters in government and insurance companies) and Group D (initiatives for the petrol industry). Spend some time researching ideas. Be as specific as possible in imagining a city with autonomous vehicles and what it will mean for all involved.

B Work in different groups with at least one person from each group in Exercise 7A and share your ideas. Then work together on a set of recommendations for the think tank while considering the pros and cons of each idea.

C Put together a short presentation explaining your recommendations and present this to the class. The class should then create a final set of recommendations for the think tank.

8 Write a handout of 120–140 words summarising the key points of your presentation.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 5 The art of persuasion

Lesson outcome

Learners can put together a course on persuasion including the elements needed to learn this skill.

Background

1 Read the background and answer the questions with a partner.

1 What have HR directors been saying about graduates worldwide?
2 How are soft skills defined?
3 What do hard skills help students to do?
4 Why was the university reluctant to add the topic of persuasion to its curriculum?
5 How do HR directors see persuasion?



BACKGROUND

A university is updating its MBA programme. As part of this, the university is gathering ideas from HR departments around the world. Many HR directors have stressed the fact that recent graduates are well-grounded in business theory but are not as skilled at communication in the workplace. The university is coming to the realisation that it needs to offer more soft skills, to help people communicate with each other more effectively, in addition to the so-called hard skills dealing with how to run a business.

These soft skills have been under discussion for the last few years. Although the skill of persuasion was recently brought up in a consultation with HR professionals, a number of university staff had concerns about including it on the MBA, due to its negative image as a form of manipulation. HR directors, however, explained that it is important for students to be able to understand others' points of view and to connect with them in order to get their messages across clearly. The university has decided to look into information provided by experts on the topic of persuasion and come up with some suggestions for including it as a programme module.

Listening to different views







2A Work in pairs and discuss the questions.

1 How would you define soft skills?
2 Apart from persuasion, what soft skills are needed in today's workplace?

B BW 5.01 **Listen to a meeting between a university professor and two HR directors. Were the soft skills you discussed mentioned? What does each of the skills mentioned involve?**

3 Listen again and answer the questions.

1 What strengths and weaknesses are mentioned at the start of the discussion about the MBA programme at Karen's university?
2 What reasons does Magda give for her company training employees in soft skills?
3 What are Magda's and Werner's sources regarding the skills that need to be taught?
4 What reason does Werner give for people not being happy about learning the skill of persuasion?
5 What skills do the speakers agree could be combined with teaching the art of persuasion?

4 What is your opinion of what the HR directors said? What additional information might the business school team need to help them develop a course on persuasion, and where could they find it?

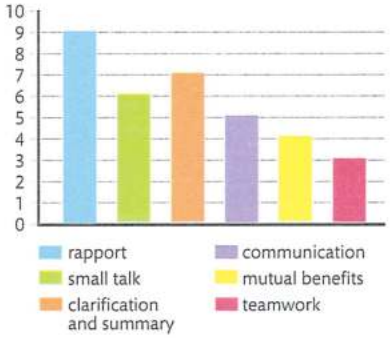
5 BW 5.02 **Professor Johnston discusses necessary skills with Joelle Dubois, team leader at a marketing firm, Lucio Ricci, project manager at an engineering company and Noah Klein, shop manager at a large retail chain. Listen and make notes about what the speakers feel should be included in the course.**

T Teacher's resources: extra activities

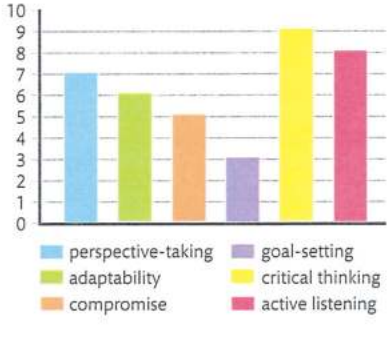
Analysing alumni needs

6 The business school team followed up with an extensive needs analysis of alumni working in different companies. They were all asked which skills they needed to be persuasive and to rank their importance from 1–10. Match the short statements (A–C) from three of the alumni with the bar charts and discuss why you think these are the important skills in their jobs.

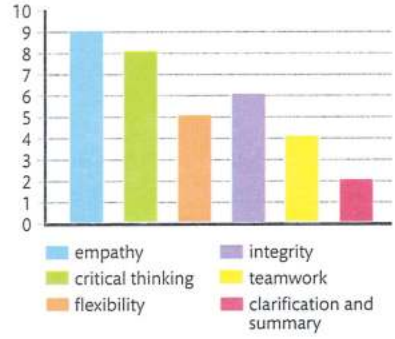
Alumnus 1 (sales) Text ____



Alumnus 2 (finance) Text ____



Alumnus 3 (manufacturing) Text ____



A I have found that it is really important to be able to adapt to many different situations and listen carefully to my clients, as they come from different sectors. The hard part of my job is to imagine things from their point of view, but it is necessary in order to do my job well. I wish I had learnt that at university as it is quite difficult for me. Although I can't compromise on certain things, I do try when possible. It is necessary to think about things logically, and I also need to set targets every month. When I am able to do all these things, I can usually persuade clients to choose the best solution for them and for us, which is what makes my job enjoyable.

B We work to tight deadlines, but sometimes I have to be flexible and understand when a supplier can't deliver on time. We do need to make sure that everything works properly, and although change can take place at any time, I still need to think analytically about everything I do. People need to trust me, and feel that honesty is important to me. I like to make my clients feel like we are all part of the same team. We also need to follow up with written documents explaining and summarising exactly what we have done, a skill I have had to teach myself as I never had this in class. But it is necessary so that the client is clear on what they agreed on.

C As the main goal of my job is to persuade others to take action, I need to set up a situation where people are comfortable talking to me. I find that a bit of socialising at the beginning is really important and leads to a better understanding of each other. It is also necessary to point out what the other person is getting from the deal, as well as what I am getting from it. We should feel that we are in this together. It would have been very helpful at university to learn how to find these common goals, but I am getting better all the time at being able to do this. When we finish, I need to go over the details again and make sure that everything was understood. That's when I know that we really have a deal.

TASK
Create a course

7A Work in small groups. You have been asked to propose a new course on teaching persuasive skills for your company/university. Using the information from the discussions with the HR directors and the employees in companies, and the information from alumni, discuss how the course should work.

First decide:
- the elements to include and the order to teach them in
- the goal of the course and its expected outcome
- how to handle assessment

Then decide:
- the length of the course
- the format of the course (intensive, once a week, blended learning, etc.)
- the maximum number of participants

B Work with another group and compare your ideas. As a group agree on your choices for the course.

C Create a detailed course outline, describing how the course will work and what will be taught.

D Present your course outline to the class. The class should decide which of these is most feasible and will bring the best results for students.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 6 Sustainable business travel

Lesson outcome

Learners can understand sustainability issues associated with business travel and formulate a sustainable business travel policy for an organisation.

Background

1 **Read the background and answer the questions with a partner.**

1 What type of business is Reformula?
2 What kind of values does the company represent?
3 Who has criticised Reformula recently, and why?
4 What has Anja Hinds done in response?



BACKGROUND

Reformula is a Finnish-owned company with 635 employees manufacturing ergonomic office furniture from sustainable wood sources. Initially, its customers were located in Finland, but since 2012 the company has undergone rapid internationalisation. It now has manufacturing and sales offices in ten countries. Despite its green credentials and commitment to sustainability, the company was recently heavily criticised in a hard-hitting television documentary, *The Hidden Shame of Business Tourism*, which claimed that it, along with many other companies, is guilty of irresponsible business travel. The programme highlighted the pollution created by business travellers' flights and car/taxi journeys to meetings, and a failure to use alternative video communication technology. Use of expensive global hotel chains which contribute little to local developing economies was also criticised. Since the programme was shown, Anja Hinds, Reformula's current CEO, has received emails from staff requesting a new travel policy for Reformula in line with its ethical branding. Deeply concerned about the situation, she has scheduled a meeting with her management team and organised a telephone conference with Lighten Up, a Danish consulting company specialising in helping organisations to develop eco-friendly travel practices.

Initial response

2 BW 6.01 **Listen to the meeting with Anja and her management team. Take note of each person's opinion about the documentary and their ideas for how to respond.**

3 **Look at the graphs and visuals Łukasz prepared using the data from his team. Which information do you think is most important? How do you think management could use this information to respond to the challenge it is facing?**

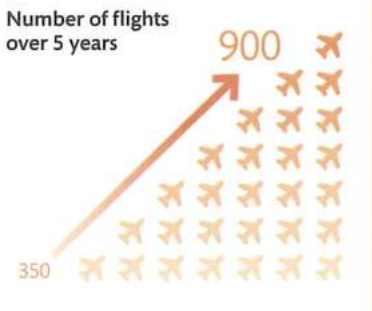
T Teacher's resources: extra activities

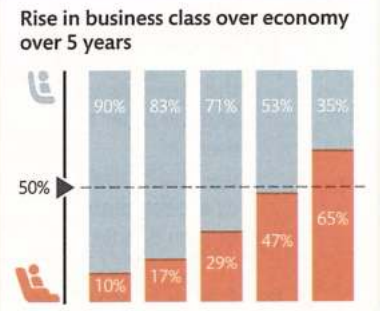
HOTEL STAYS



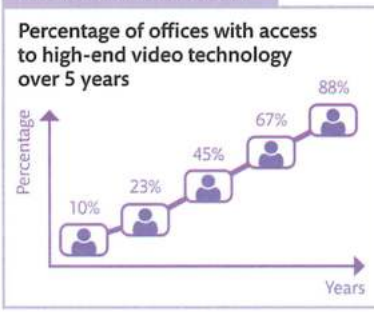
Percentage of hotel nights spent in 4-5★ hotel chains has been static across 5 years at 98%.
(Current industry average has fallen from 95% to 48% in same period.)

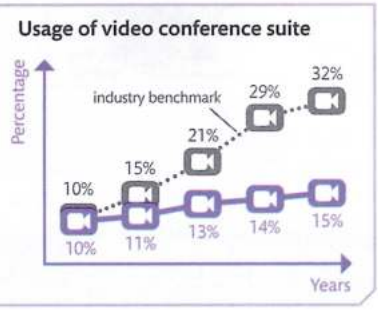
AIR TRAVEL





MEETING TECHNOLOGY





CAR TRAVEL



Percentage of electric cars in our fleet over five years
(Current industry average is 25%.)



External support

4 BW 6.02 **In advance of her Monday management meeting, Anja Hinds has been in contact with Björn Jonsson, a consultant working for Lighten Up, and has sent him the survey data. Listen to their follow-up phone call.**

1 What is the objective of this meeting for Anja?
2 Björn says it is '... important to be clear what you're trying to do'. Which two options does he mention?
3 Björn says, 'It's sometimes good to be brutally honest.' What is he brutally honest about?
4 What does Björn summarise as the three main points of a sustainable travel policy? What examples does he give for each?
5 What is Anja's response to Björn's ideas? How does he reassure her?
6 How effectively do you think Björn supports Anja? Why?

5 **Björn sent his preliminary findings to Anja after their phone call. What do you think about the scale of the challenge facing Anja and her team? What are their first priorities? Why?**

LightenUP

Preliminary findings for Reformula

Defining a new and sustainable travel policy

It is essential for any management team to define its priorities, whether these are financial, environmental, related to employee lifestyle and/or other general ethical considerations. You could consider focusing the coverage of any final travel policy to include obvious internally driven and controllable factors such as pollution created by sales staff cars and air travel. Some organisations widen the policy scope to include transportation of goods, the weight and style of packaging and the source of the energy used for electric vehicles, e.g. renewable or nuclear.

Prioritisation of a realistic scope of any final travel policy is essential to be able to plan effectively and set realistic targets and a timeline, e.g. to use an all-electric company fleet of cars by 2030. Experience indicates that it is vital to define new roles and responsibilities to create and manage the policy, with authority to collect relevant numbers from different parts of the organisation to assess success. These responsibilities can be created at group level, but can also be at the level of departments, teams and even individual job descriptions.

It is vital to communicate clearly and confidently on the issue to gain commitment for the policy within the company. Regular communication to the press and in internal corporate documents on achieved Key Performance Indicators (KPIs) can help to enhance brand image. A consulting team has been assigned to you to produce recommendations on how best to proceed and ...

TASK
Create a travel policy



6A **Work in small groups. You are a team of consultants from Lighten Up assigned to help Reformula's management team create a new sustainable travel policy. Review everything you have learnt about Reformula and the options to implement a sustainable travel policy. Add ideas of your own if you wish.**

B **Prepare a presentation for the management team with clear recommendations on what the company should do both in the short and longer term to create a sustainable travel policy. Include scope, targets, roles and responsibilities, reporting, documentation and policy communication.**

C **Take turns to present your recommendations to another group, who will act as the Reformula management team. Be prepared to answer questions about your proposed policy.**

7 **Write an email of 150–300 words summarising your recommendations to Reformula.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 7 International team conflict

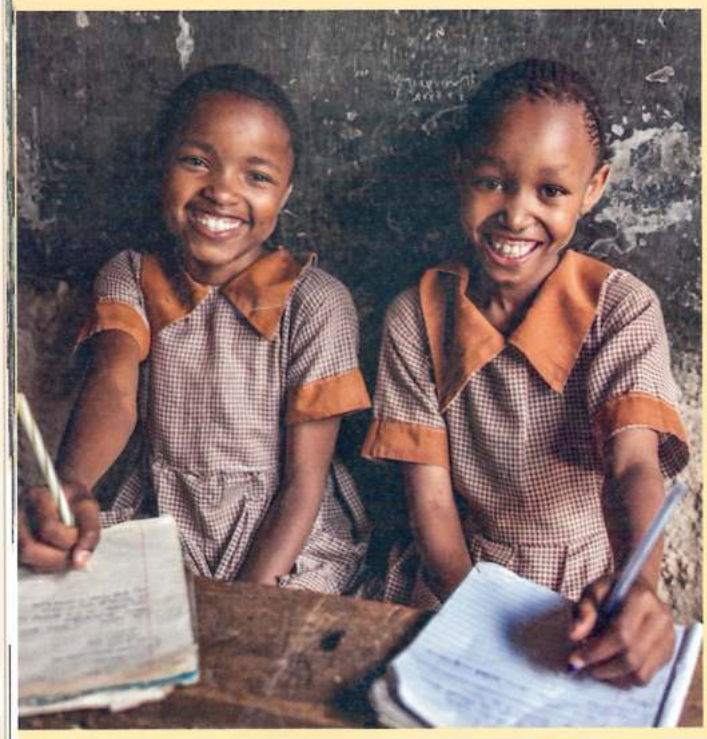
Lesson outcome

Learners can develop strategies to reduce potential conflicts in international teams and ensure diversity is a positive force within teams.

Background

1 Read the background and answer the questions with a partner.

1 What is the core activity of Pro-Transfer 12?
2 Who works on Pro-Transfer 12 projects?
3 Which types of conflicts are creating a problem for Pro-Transfer 12?
4 What is the consequence of these conflicts?
5 Have you ever experienced conflicts similar to those in Pro-Transfer 12? How are such problems best resolved?



BACKGROUND

Pro-Transfer 12 is one of the world's leading NGOs, which specialises in running a range of projects in countries with developing economies, aiming to support the most marginalised members of the community. The charity creates teams of professionals on sabbatical from companies around the world, putting them to work on projects designed to improve educational and employment opportunities. These multinational teams are composed of twelve people from twelve different countries (hence the company name) who work together for three months, often within much longer projects, on assignments designed to leave a tangible impact on local people's lives, and to develop their own intercultural skills which they take home and share. Despite the common humanitarian values underpinning the projects, the last few years have seen a rise in internal project team conflicts, with different approaches to communication and collaboration among the international project team members frequently cited as the major problem. These conflicts are leading to many projects falling behind schedule or failing to deliver on their planned objectives. Damjan Jonson, the Swedish CEO of Pro-Transfer 12, is aware of the problem, and wants his head of Human Resources to research the issue and find a solution.

Dealing with international project conflict

2 Work in pairs. Look at the survey results on page 135. These were collected from Pro-Transfer 12's project members over the last twelve months. Answer the questions.

1 How would you assess the overall levels of collaboration in projects over the last twelve months?
2 Which issues seem to be generating the biggest problems for teamwork?
3 Do you see any inconsistencies in the survey results? If so, where?
4 How seriously should Pro-Transfer 12 management take these results?

3 BW 7.01 **Ester Callas, Head of HR, follows up the survey with personal interviews with current project leaders on the challenges they face in their teams. Listen to part of the discussion and answer the questions.**

1 What does Patricia see as the main problem in her project team?
2 How does Jean-Paul say negative stereotyping impacts badly on projects?
3 How did Patricia try to resolve conflicts? How successful was she?
4 What did Jean-Paul's workplace do to try and bring people together? How successful was it?
5 What does Jean-Paul say is 'the real problem'?
6 What do you think Ester and Damjan should do to address the conflicts in projects?

T Teacher's resources: extra activities

4A Read the following blog post from Sue Jenkins, a management consultant, about culture and conflict. Answer the questions.

1 What does Sue think about cultural stereotyping?
2 What impact does culture have on projects, according to scientific research?
3 What form of cultural management is recommended, and why?
4 The blog closes by mentioning MBI as a set of practical guidelines for project leaders. What do you think these practical guidelines are?
5 How far do you agree that 'conscious management' of cultural differences is important? Why?

How to deal with conflict in international teams? It's not as simple as ABC; it's as simple as MBI!

Ignoring cultural differences in your international team is an extremely unwise approach. No one wants to be guilty of stereotyping, but you are simply burying your head in the sand if you believe that people are all the same and cultural differences don't exist. And it's not just me saying this. Take a look at the scientific research conducted into this topic. Professor Joe DiStefano and Martha Maznevski are possibly the world's leading academics and researchers in international team communication. Their research is very clear – diversity in international teams *is* an issue and has a very important impact on team performance. What's interesting is that the impact can itself be very different – either a positive or a negative one. It depends.

The research indicates that culturally diverse teams, in contrast to more homogenous teams, either underperform their less diverse counterparts or outperform them. The difference is in the management of cultural diversity. Hands-on and proactive management of diversity unlocks the different thinking styles and insights in the team to create positive energy and innovation. Poor management allows conflict to emerge, which destroys communication and collaboration. So, what's the secret to effective management of diversity? DiStefano and Maznevski propose the MBI model (*Mapping, Bridging, Integrating*) as a practical set of thinking patterns and behaviours for those leading multinational teams. Conscious management is the key to success.

B Work in groups of three and each read about an aspect of the MBI model.

Student A: Read the information about **Mapping** on page 127.
Student B: Read the information about **Bridging** on page 132.
Student C: Read the information about **Integrating** on page 134.

T Teacher's resources: extra activities

C Tell your group in your own words about the aspect of the model you read about. Then discuss the MBI model. Say what you like about it, what you don't like, and suggest any other ideas which could complement or enrich the model.

TASK Introduce a training programme



5A Work in small groups. Ester Callas, Head of HR at Pro-Transfer 12, has hired your training company to give a training programme to all new international teams. Work together and prepare an opening presentation for the course. Follow these steps.

- Introduce yourselves, and your company.
- Highlight how important it is to manage diverse teams effectively and be interculturally competent.
- Explain what practical guidelines you will be covering on the course, e.g. MBI.
- Integrate additional ideas of your own if you wish.

B Work with another group and give your presentation.

6 Write a blog post of 150–250 words summarising your opening presentation.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS WORKSHOP 8 Encouraging personal growth

Lesson outcome

Learners can appreciate the difficulty companies have retaining young talent and choose a training programme to address the issue.

Background

1 Read the background and answer the questions with a partner.

1 What kind of business is Glass & Franks and what types of employment opportunities do they offer?
2 What is considered positive about the business?
3 What problem does the company face and why are they concerned about this?
4 What step did the company take to investigate ways to deal with the problem?
5 What is the company planning to do now that they have more information about the situation?



BACKGROUND

Glass & Franks is a medium-sized advertising agency based in Seattle in the USA, with branches in other major U.S. cities and an office in London. They have a diverse range of clients and have long prided themselves on attracting and retaining young talent. Jobs range from creating TV, radio, social media and magazine advertisements to buying space on TV and radio networks, on social media sites and in publications.

The company has a good reputation for professional development, CSR* and diversity. However, most young people only stay three or four years before moving on to a new job elsewhere. As millennials currently make up about 35% of the global workforce, this is seen as a problem by senior management.

The company recently carried out a staff satisfaction survey among employees in different offices to try and uncover the reason for poor retention of younger employees. The results of the survey highlighted some key issues. For this reason, management have made this issue a top priority in their next meeting so that they can discuss ideas and initiate some research into ways to address the problem.

*CSR = Corporate Social Responsibility

A management meeting

2 BW 8.01 **Three executives at Glass & Franks are discussing the problem of retaining younger employees. The words in the box are all used during the discussion. Based on the information you have, discuss with a partner in what context you think these words will be mentioned. Then listen and check.**

burnout	coaching	communication	CSR	job security	mental health	personal growth

CEO
Rose Sutton



Director
Carlos Cortez



Training Officer
Louise Brown



3 Listen again and answer the questions.

1 What is the major difference between older and younger employees?
2 What do the older employees find positive about the company and how does it affect them?
3 What are the younger employees interested in doing?
4 How do younger employees often see themselves?
5 What does Rose say about the burnout programme?
6 What does Louise promise to do?

4 Look at the employee satisfaction survey results. They show the percentages of satisfaction expressed by different age groups in the company regarding specific job-related issues. Discuss them with your partner. Which of these areas could be addressed by the personal growth training?

T Teacher's resources: extra activities

Age groups	20–34 years			35–49 years			50–65 years		
Satisfaction level with:	☺	😐	☹	☺	😐	☹	☺	😐	☹
flexible hours	37%	34%	29%	71%	18%	11%	67%	21%	12%
chance to learn new skills	18%	25%	57%	32%	35%	33%	45%	32%	23%
opportunity for personal growth	21%	26%	53%	38%	33%	29%	47%	31%	22%
variety of work	16%	21%	63%	51%	34%	15%	52%	40%	8%
room for creativity	28%	23%	49%	42%	38%	20%	49%	32%	19%
chance to work autonomously	14%	17%	69%	31%	51%	18%	59%	25%	16%
overview of the company	13%	23%	64%	56%	31%	13%	63%	22%	15%
the CSR policy	36%	28%	36%	59%	23%	18%	58%	25%	17%
working atmosphere	24%	21%	55%	72%	20%	8%	61%	25%	14%
programme to deal with burnout	36%	20%	44%	60%	19%	21%	54%	35%	11%
reintegration after leave	42%	36%	22%	63%	20%	17%	65%	23%	12%
job security	19%	24%	57%	69%	25%	6%	72%	18%	10%

T Teacher's resources: extra activities

5 Read these statements made by employees aged 20–34 taken from the comments section of the survey. Based on these, the percentages in the table above and what you heard at the meeting, what priorities would you set in order to keep these young people in the company? Discuss with your partner.

Sometimes I get frustrated because I don't really have an overview of what the company is trying to achieve and therefore my individual tasks don't always make sense.

When I try to learn something new, my boss tells me that it isn't a necessary part of my job. Really?

It seems like the company is more interested in profits than in any type of social programme to help others.

I feel like I haven't made any real friends here, the people who have worked here a long time are not very interested in getting to know new employees.

I am very afraid of making a mistake so I rarely take risks. I just do what I am told but it is boring sometimes.

I would like to be more autonomous and have the option to work from home sometimes. I am not sure my boss trusts me to do that.

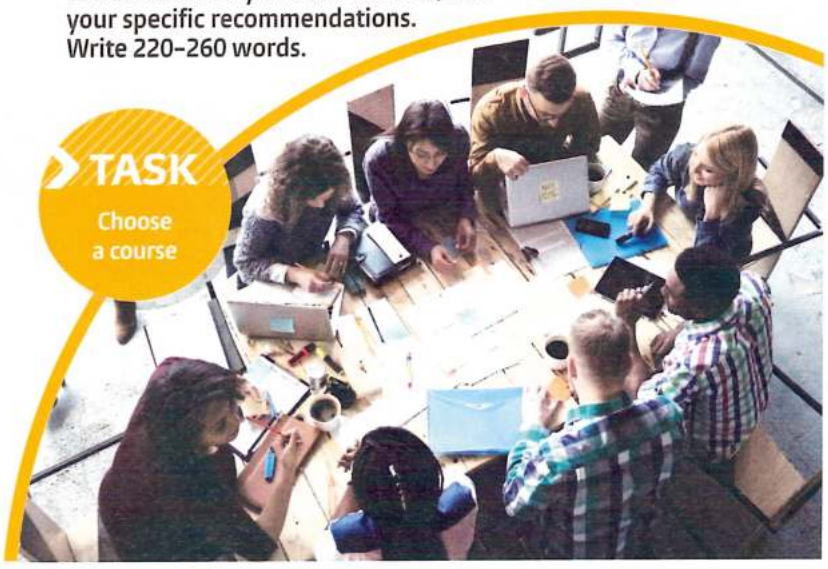
6A Work in small groups. You are going to choose a suitable training course to solve the problems Glass & Franks is facing at the moment. Before you consider the courses available, use the information in Exercises 4 and 5 and set clear goals to aid the retention of younger staff. Address the specific issues they are unhappy about.

B Read the training proposals from three different companies on page 128. Follow these steps.

1 Discuss which particular issue or issues you think will be addressed by each course. Think about the course size, how long the training will take and what participants will be able to do at the end of it.

2 Using your set of goals from Exercise 6A, decide which of the three proposed courses would be the best one to offer. Match the information you have from the course description with your goals and give reasons why this course would be best.

7 Write a proposal for the Senior Management Team giving the background information, your findings, the conclusions you have come to, and your specific recommendations. Write 220–260 words.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1 REVIEW

1.1 Innovation

1 Read the transcript of the start of a meeting and replace the phrases in italics with phrases from the box. Two of the phrases in the box have similar meanings.

address	come up with	get round
overcome	tackle	try out

Good morning, colleagues, and thank you for coming here at such short notice. I have called this meeting because we have a serious problem that we need to [1]*start trying to solve* _____. We asked some volunteers to [2]*test* _____ a prototype of our new VR headsets. 42% of them reported feeling dizziness and nausea after fifteen minutes of use. Unless we can [3]*succeed in solving* _____ this problem, we can't move from the prototype to full production. So, I've asked you all here to see if we can [4]*think of* _____ a solution. It may be that we can [5]*make an effort to deal with* _____ this problem directly by changing the angle of the display to the user's face. But if that doesn't work, then we will have to [6]*find a way to avoid* _____ the issue, for example by recommending that users take frequent breaks.

2 Complete the missing phrasal and prepositional verbs.

1 If you want to market this product at children, you'd better re__ __p __n the law first – there are all sorts of restrictions.
2 Launched in 1993, Apple's first tablet was the MessagePad. The concept took time to cat__ __n, and it was not until 2010 that the iPad came out.
3 Have you heard the new dance music coming out of New York? It goes round and round without any melody and I really can't g__ i____ it.
4 She's been trying to find a solution to this problem for ages. If it was me, I'd g__ ab____ it in a completely different way.
5 The prototype works pretty well – our engineers just need to tin____ w____ a few small details.
6 In the brainstorming meeting, they asked us to dre__ __p new scenarios for our next generation of video games.

1.2 Articles: *a/an, the,* no article

3 Complete the blog post with *a/an, the* or no article (Ø). There may be more than one possible answer.

Industry relies on [1]_____ innovation to keep [2]_____ competitive edge in [3]_____ market. Creative individuals who can come up with innovative ideas typically show two qualities: [4]_____ divergent thinking and [5]_____ cognitive flexibility. These qualities are often not valued in [6]_____ typical hierarchical organisation – it only takes one person in [7]_____ chain to kill [8]_____ idea. The problem is that business is all about [9]_____ productivity, efficiency and planning. But sticking too closely to [10]_____ rigid business plan can restrict [11]_____ creative process. If businesses want to encourage innovation, they need to tolerate [12]_____ degree of uncertainty.

1.4 Engaging an audience

4 Match the sentence halves.

1 Let me close by	a won't have any customers.
2 If we don't act quickly, we	b published last month.
3 What's the most common	c what they need?
4 There's little doubt in my mind	d asking an unusual question.
5 Have a look at these statistics	e that we will succeed.
6 So how do we find out	f complaint in business today?

1.5 Investment research

5 Match the topic sentences (a–c) with the continuation of the paragraph (1–3).

a This research note is about InstaLiveNow, a start-up that stands out because of its management team and multiple features.
b This research note is about InstaLiveNow, a start-up that allows media teams to distribute live video content.
c This research note is about InstaLiveNow, a start-up that already has many satisfied customers and a large potential market.

1 ____ These days, many events are streamed live over the web to platforms such as YouTube and Facebook. Watching events live online is extremely popular among the sixteen to thirty demographic, and is becoming as popular as streaming movies on demand. The potential market for this service is huge, from conferences and seminars to music festivals and sports.
2 ____ Although they have existed for only two years, they already have over 100 businesses who have used their product, ranging from large international companies to organisers of local sports events. The product – a live video streaming service – meets a clear need in any business sector or leisure area where events are organised.
3 ____ The CEO was very impressive when I went to meet him, and the technical people and marketing people are all committed to the company and experienced in their fields. The product itself is a cloud-based solution for streaming live video, and it has many impressive features that its competitors lack, such as the ability to edit, cut and share excerpts while streaming.

2 REVIEW

2.1 Circular economies

1 Choose the correct option.

1 If someone is *forward-thinking*, they
   a favour innovation and development.
   b focus on project deadlines.
2 If you do something *from the outset*, you do it from the
   a outside.
   b beginning.
3 Examples of *commodities* are
   a Wi-Fi, Bluetooth, GPS (global positioning system) and NFC (near-field communication).
   b coffee beans, soya beans, copper, gold and natural gas.
4 If you *dispose of* something, you
   a throw it away or give it to someone else.
   b tidy it and arrange it so that it looks right.
5 A *recycling plant* is a
   a plant like peas or beans which puts nitrogen back into the soil.
   b factory for processing waste materials.
6 If a senior manager *drives innovation*, they
   a are in charge of the Research and Development Department.
   b strongly influence innovation and make sure it happens.
7 If you *upgrade* something, you
   a make it better by enabling it to do more things or refreshing the design.
   b sell it for a higher price.
8 If something is *modular*, it consists of separate
   a stages which have to be followed in a particular sequence.
   b parts which can be put together in different ways.
9 A *precious metal* is a
   a metal that we use all the time in everyday life like copper, iron or aluminium.
   b rare and valuable metal such as gold, silver or platinum.
10 A *throwaway culture*
   a uses products for a short time only.
   b reuses products after cleaning.

2 Complete the presentation extract using words and phrases in italics from Exercise 1.

Colleagues, for too long, our company has been part of the [1]_____, producing products that consumers [2]_____ after a relatively short period of time. But the market is changing, and people are now much more environmentally aware. When our customers are ready to [3]_____ to newer models, they are going to expect higher environmental standards than in the past. So for all new models we have to think about recycling [4]_____, and show consumers that we are a modern, [5]_____ company.

2.2 Additional passive structures

3 In each sentence, there is one extra word in the passive structure that should not be there. Cross it out.

1 During the growth phase of the product life cycle the greatest profits are having made.
2 We had been the entire production process evaluated by an expert.
3 Products should to be designed so that they can be recycled at the end of their life.
4 I am having all the information being put together at the moment.
5 The whole question of sustainability needs to have be looked at.
6 No one enjoys to being told that they are wrong.
7 This is one of the greatest changes to have had been introduced by our CEO.
8 Have you had the process been looked at by an expert?

2.4 Effective meetings

4 Choose the correct option in italics.

1 Thank you very much for joining the meeting today. I really *enjoy / appreciate / acknowledge* it.
2 Does this *make / take / put* sense, Tammy?
3 I understand your *cares / regards / concerns*.
4 Can we just go *through / by / across* the main parts of the document?
5 What this means, which is very *relevant / considerable / relieved* for you, is that we still control things.

2.5 Minutes of a meeting

5 Use the meeting notes to write sentences that are appropriate for full minutes.

1 AR reported sales figs up 6% yoy – prod line launched in Jan selling v well. (*AR = Adi Ratna; yoy = year on year*)

_____

2 Chair sugg that Mktg Dir shd prep a report for nxt mtg on effectiveness of our soc media proms. (*Dir = Director; proms = promotions*)

_____

3 Cd be probs in future re prod vols unless build another asbl line in Bratislava plant. (*asbl = assembly*)

_____

4 VB 'tech specs for new website not ready yet' – full details shd be avail for web dev team by end of nxt wk. (*VB = Vanya Bakshi*)

_____

5 Next mtg in conf room #2 Thurs 18 May 9am – Let CJ know if can't come. (*CJ = Christine Jones*)

_____

3 REVIEW

3.1 Finance and investment

1 Complete the sentences using the words in the box.

backer	ballpark	exchange	instruments
rate	return	reward	yield

1 To minimise risk, many investors put money into a range of financial _____ such as stocks, bonds, currencies, commodities and property.
2 Many people think that stock markets are the biggest financial markets, but in fact the foreign _____ markets are over twenty-five times bigger in terms of dollars traded every day.
3 Most investors don't know the detailed profits they have made at any one time, but they can usually give a(n) _____ figure.
4 Investors are moving their money out of bonds and into stocks as the _____ on government bonds is falling.
5 Investing in property and government bonds will usually make you a steady _____ on your money, even though it might not be as exciting as investing in stocks.
6 Investors can make a loss as easily as they can make a profit, and it is only right that they reap a(n) _____ for the risk they have taken.
7 The value of a currency depends on many things, but one of the main factors is the interest _____ set by a country's central bank.
8 If you are a start-up company with no profits and few customers, you need a(n) _____ such as a family member, friend or venture capitalist.

2 Match the conversation topics (a–f) with the comments (1–6).

a making a trade-off
b dealing in foreign exchange
c having a level playing field
d interest rates
e being in profit
f making a good return on an investment

1 The system of public tenders for infrastructure projects in the city works very well – everyone has the same information and can make an anonymous bid to do the work.
2 We're going to ask the bank for a long-term loan – it's so cheap to borrow money at the moment.
3 The price they quote for parts is very good, but at that price we're going to have to accept slightly lower quality.
4 Looking at the production costs, we need to sell more than 2,000 units before we start to make money.
5 We have a multi-currency account at the bank, with balances held in dollars and euros. It reduces our transaction costs as we don't have to convert one to the other.
6 I bought 3,000 shares at $4.40 back in 2014. I just looked, and the share price this morning is $8.20, so that's almost doubled!

3.2 Expressing attitudes to the future

3 Choose the closest meaning (a, b or c) to the expressions in italics.

1 Interest rates *are likely to* go up next year.
a 30–50% probability **b** 50–70% probability
c 70–90% probability
2 We *anticipate* that the dollar will continue to outperform other currencies.
a expect **b** fear **c** guarantee
3 Investors with a diversified portfolio *are bound to* lose money some of the time.
a are likely to **b** are certain to
c are prepared to
4 There is a *very slight chance* that oil prices could go all the way back up to $80 a barrel.
a 10–30% likelihood **b** 40–60% likelihood
c 70–90% likelihood
5 Our macroeconomics research team didn't *envisage* inflation staying so low last year.
a predict **b** warn **c** doubt

3.4 Questions in negotiations

4 Match 1–7 with a–g to make pairs of similar questions.

1 Is it clear what we're looking for?
2 Really?
3 How does that sound?
4 Can we come back to your main issue?
5 Is your problem the potential loss of income?
6 Would you be willing to extend the contract?
7 It's win-win, isn't it?

a Are you sure that's true?
b Are you worried about getting less money?
c Perhaps we should return to the thing that worries you most?
d Do you understand what we want?
e Are you prepared to have a longer agreement?
f What do you think about that?
g It's good for both of us, right?

3.5 Budget report

5 Complete the budget report using the words in the box.

costs	due	figure	forecast	gross	less	rise	significantly

Last year, revenues were up 4%, which was better than the [1]_____ figure of 2%. This was [2]_____ to two factors. First, our new line of KidzGo children's clothing sold [3]_____ more than expected, generating $1.8 m of turnover against the budgeted [4]_____ of $1.6 m. Second, our social media advertising campaign in June led to a [5]_____ in sales that lasted all summer. Over the year, we also managed to keep [6]_____ under control, helped by the fact that we paid $0.2m [7]_____ for raw materials. Taking these positive figures for revenues and costs together, we saw a 5% increase in [8]_____ profit.

4 REVIEW

4.1 Disruptors and disruption; Collocations

1 Complete the missing words. A short definition of each word to be completed is given in brackets.

1 In 1998, Netflix launched as an online DVD rental site; it wasn't until 2007 that it rep_____ioned itself as an online streaming company. (*completely changed the way people do something or think about something*)

2 New technologies are arriving all the time, dis_____cing traditional solutions. (*taking the position of*)

3 The average li_____an of companies in the S&P 500 used to be about sixty years. Now it is closer to fifteen years. (*length of time that something exists*)

4 Small start-ups are a_____e, quickly launching new products and responding to changes in the market. (*able to move quickly and easily*)

5 Some companies have a ve_____re fund so that they can invest in disruptive start-ups in their industry. (*a new business activity*)

6 Business travel has always been a mai_____y of the old established airlines. (*the most important part of something, providing support for everything else*)

2 Choose a word from each box to complete the sentences.

business	digital	established	game	novel

approach	changer	company
landscape	transformation	

1 A business that has been in the market for many years is a(n) _____.

2 The general market situation in which companies operate is the _____.

3 Moving from books and classrooms to online e-learning is an example of _____.

4 A product that completely changes a market is called a(n) _____.

5 If you can't solve a problem with existing methods then you have to find a(n) _____.

4.2 Hypothesising

3 MegaCorp is an established, traditional company. StartUp is a small, disruptive company in the same industry. Complete the soundbites from MegaCorp's CEO using the words in the box.

given	had (x2)	has (x2)	only	seen
should	suppose	to	were	wonder

1 _____ we _____ the threat from StartUp sooner, we would be in a better position now.

2 If _____ we _____ rethought our business plan, we wouldn't be losing loyal customers at such speed.

3 _____ that StartUp _____ already gained 4% market share and is growing fast, maybe we should buy it?

4 I _____ if the management team at StartUp _____ thought about selling the company to a larger player like ourselves?

5 _____ we were going to buy StartUp – how much _____ we pay?

6 _____ we _____ buy StartUp, I'm sure their management team wouldn't want to work inside a large company like ours.

4.4 Reflecting on change

4 Match the sentence halves.

1 These changes have resulted	a finished by the end of this month.
2 I think if we'd done that, we	b wouldn't be having these problems.
3 I think we should	c is to slow down.
4 We're hoping to have things	d have taken more time.
5 We'll have opened four hotels	e right thing to do.
6 The biggest insight for me is	f by the end of the year.
7 My main takeaway from all this	g in quite a lot of anger.
8 Strategically, it was the	h not to underestimate feelings.

4.5 Building an argument

5 Match the functions of a report (1–6) with the sentences (a–f).

1 Show advantages and disadvantages.

2 Admit one point is true, but then explain how it isn't the whole story.

3 Generalise about a situation, but then say this case is different.

4 List a series of points.

5 Refer to next steps.

6 Use measured language.

a Firstly, they are more expensive than other suppliers, and secondly, their IT systems will not integrate easily with ours.

b On the plus side, this supplier has good quality and reliable delivery times, but on the downside they are more expensive.

c They are quite expensive, and this is a significant negative.

d You're right in that they can make customised parts; however, the quality of the customised parts is not as good as the standard parts.

e The main issue going forward is to choose a site in Slovakia for our European production hub.

f On the whole, our relationship with this supplier has been good, although in this case their production manager was slow to respond to our concerns.

5 REVIEW

5.1 Influencing customer behaviour

1 Choose the correct option.

1 If someone is *persuasive*, they are good at
   a motivating people who are bored and lacking in energy.
   b making people do things or believe things.
2 If someone *buys into* an idea, they
   a accept that the idea is right.
   b say they believe the idea just to please other people.
3 If something is a *paradox*, it is strange because
   a there is a mistake that no one has noticed.
   b it involves two ideas that are very different.
4 If you are *inclined* to do something, you are thinking about it
   a and are likely to do it.
   b but are unlikely to do it.
5 If someone *has a trick up their sleeve*, they
   a want to do something unfair to get an advantage.
   b have a plan that they can use if they need to.
6 If something *has no legal standing*, it
   a is illegal.
   b has no basis for court action.
7 If you have a *tactic* for achieving something, you have
   a the agreement of your boss to do it.
   b a method or plan for how to do it.
8 If it is *reasonable* to do something, it is
   a fair and sensible to do it.
   b honest and legal to do it.
9 If two things *cancel each other out*, they
   a have an equal and opposite effect, so in the end there is no effect.
   b both have the same effect, so in the end there is a stronger effect.
10 If *there is more than meets the eye*, something is
   a more interesting than it seems at first.
   b hidden, and you will never find out what it is.

2 Complete the sentences using words and phrases in italics from Exercise 1.

1 One classic _____ in marketing is to have an expensive option that you don't expect people to choose, so that the second most expensive one looks like good value.
2 A marketing campaign that appeals to your emotions as well as talking about features, quality and price is likely to be much more _____.
3 If you offer consumers a lot of choice, they are attracted to your brand, but the _____ is that if you offer too many choices they can't decide and lose interest.
4 When we spend more on marketing we see a rise in sales, but the effect isn't strong and from a financial point of view the two things more or less _____.
5 If you look at the video clip we use in the social media campaign, _____ – we are trying to connect with the viewer at a deeper level.
6 We own the copyright on our logo and so their claim that we have copied them _____.

5.2 Participle clauses

3 Complete the sentences with the correct form of the verbs in brackets.

1 _____ (publish) in 2014, Cialdini's book *The Small Big* suggests that small, persuasive techniques can often make a big difference.
2 _____ (combine) elements of psychology, neuroscience and behavioural economics, 'persuasion science' ought to be applied in business according to Cialdini.
3 _____ (aim) at business executives, Cialdini's book follows in the footsteps of other behavioural economics books by authors such as Daniel Kahneman, Robert Shiller and Richard Thaler.
4 In an earlier book, Cialdini said that people, _____ (guide) by what others do, look for 'social proof' when they have to make decisions such as spending money.
5 _____ (have) _____ (have) a whole career devoted to the topic of persuasion and how to influence people, Cialdini is now the world's foremost thinker on the subject.

5.4 Building relationships on trust

4 Complete the sentences using the phrases in the box.

best if you decide	go with your idea	honest with you
needs and expectations	share the view	to see you again

1 As you have most expertise in this, it's _____.
2 To be _____, I'm concerned that the issue may lie in Berlin.
3 Great _____. Hope you're well and getting over that flu.
4 I think we both _____ that this is a win-win situation.
5 I'm happy to just _____ on this; let's try it and see.
6 I think this solution meets all your _____.

5.5 Advertising copy

5 What techniques in the box are used in each advertisement (1–3)? Each advertisement uses more than one technique.

contrast	repetition of sounds/structures/words
rhetorical questions	three points

1 High security at reasonable prices. Global coverage with local support. Transform your business tomorrow by acting today.
2 Happy and healthy, relaxed and refreshed. That's how you'll feel after visiting the Super Spa health club. Why not go online and find out more?
3 Which airline was voted best long-haul carrier by readers of *BoardingGate* magazine? Our airline. Which airline has fully flat beds for all business passengers? Our airline. And which airline has onboard showers for first and business class? Our airline.

6 REVIEW

6.1 Tourism and hospitality

1 Complete the sentences using the phrases in the box.

infrastructure	mainland	overdeveloped
package tour	World Heritage Site	

1 UNESCO decides when a landmark should be legally protected and named as a(n) _____ .
2 The basic structures that a country needs like roads, railways and airports are its _____ .
3 If a place has too many buildings and this spoils the atmosphere, it is _____ .
4 A holiday arranged by a travel company that includes hotels, transport and meals is a(n) _____ .
5 The greater part of a country or territory, not including any islands, is the _____ .

2 Choose a word from each box to complete the sentences.

hotel	marine	mass	national	record

chains	importance	life	season	tourism

1 Italy is the country with the most World Heritage Sites, but there are also many places of _____ that are not on the list, such as Milan, Turin and Bologna.
2 With a relatively weak currency, Turkey's seaside resorts and historical sites are attracting more and more tourists – in fact, this year has been a _____ .
3 Many people don't realise that _____ such as Hilton, Marriott, Sheraton and Holiday Inn are actually franchises.
4 People across the world make more than a billion foreign trips a year, and _____ on this scale has created real problems for many countries.
5 The Sea of Cortez on Mexico's west coast is a fantastic place to learn about _____ – more than a dozen species of whales can be seen, as well as dolphins, sharks and sea lions.

6.2 Review of past tenses

3 Complete the sentences with the correct form of the words in brackets. Each sentence should use a different past tense: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous, Present Perfect Simple and Present Perfect Continuous.

1 We _____ (already/sell) 4,000 units before there were safety concerns and we had to do a product recall.
2 The product _____ (sell) successfully for many years, but then in 2018 there were safety concerns and we decided to withdraw it from the market.
3 I _____ (work) at the company from 2016 to 2018.
4 While I _____ (work) at the company, they completely reorganised the sales department.
5 She _____ (call) three times today. She says she is not happy with our service.
6 She _____ (call) all day. She says she is not happy with our service.

6.4 Storytelling

4 Put the words in brackets in the correct order to complete the sentences.

1 To begin, _____ that happened to me recently.
(I'd / about / something / tell / you / like / to)
2 In the end, _____ , we decided to go to a little Italian restaurant nearby.
(thinking / a lot / after / of)
3 And _____ , Tom stops eating and looks at me.
(of / a sudden / then / all)
4 The _____ that I was never around.
(all / of / this / problem / with / was)
5 This _____ about leading people.
(me / an / important / lesson / has / taught)
6 So _____ : how you can show more care for the environment.
(that's / talk / about / what / I want / today / to)

6.5 Email to a business partner

5 Complete each sentence in the emails using a pair of words in the box.

apparently/confusion	assure/happen
confirm/remain	feedback/unfortunately
free/directly	hear/again
know/re	long-term/relationship

Initial email: customer → supplier

1 Can you _____ your prices will _____ the same?
2 _____ there was some _____ over this and we were offered a lower grade coach.
3 Please feel _____ to email or call me _____ if you have any questions.
4 I hope that we will have a successful, _____ business _____ .

Reply: supplier → customer

5 Great to _____ from you _____ .
6 Let me _____ if there is anything I can do this end _____ visiting hotels.
7 Thank you for the _____ on the length of the Loch Ness trip, but _____ there is nothing we can do about that.
8 There was a double-booking at the coach hire company, and they _____ me it will not _____ again.

7 REVIEW

7.1 Conflict in the workplace

1 Match the words (1–12) with the definitions (a–l).

1	micromanage	a	the ability to understand other people's feelings and problems
2	morale	b	an argument between two people because they have different opinions
3	blame	c	the level of positive feelings that people have, especially in a team
4	clash	d	responsibility for a mistake or a bad situation
5	confrontational	e	behaving in a way that shows you want to have an argument
6	empathy	f	control every part of someone's work in a way that is not necessary
7	escalate	g	a person who tries to resolve a disagreement between two people
8	irrational	h	the act of solving a problem or conflict in a satisfactory way
9	mediator	i	a long period of time in which you try to deal with a difficult problem
10	resolution	j	not based on clear thought or reason
11	criticism	k	make something more important and more serious
12	struggle	l	comments that reflect the opinion that something might not be good

2 Complete the sentences using words from the left-hand column in Exercise 1.

1 This conflict is getting serious – it's time to _____ the issue to the HR manager. Hopefully, HR will come up with a satisfactory _____ to the conflict.

2 Things are not going well at work – everyone gets a lot of _____ from our line manager and it's beginning to affect staff _____.

3 The new employee can't get along with the rest of the team – he lacks _____ and is always arguing and being _____.

4 When things go well, my boss gets the credit; when things go badly, I get the _____. It seems _____, but I guess all workplaces are like that.

5 It's been a(n) _____ trying to deal with the issues between Davina and Andrea – luckily now Naz has agreed to be a kind of unofficial _____.

7.2 Hedging and tentative language

3 Rewrite the tentative, indirect sentences as basic, direct sentences.

1 Sometimes my manager can be a little, well, too critical.
My manager is too critical.

2 There seems to be a bit of a problem with Zoe's management style.
_____

3 It's possible that Luigi was a little too strong in his reaction.
_____

4 I wonder if I can have a quick word with you after the meeting?
_____

5 To be honest, I thought I would speak to Jan about this issue.
_____

6 It appears that one or two employees might not be happy with the new arrangements.
_____

7 To a certain extent you are right, but maybe there is another way to approach this?
_____

8 I think there is a slight misunderstanding.
_____

7.4 Mediation

4 Match the sentence halves.

1	It's important that our meeting remains	a	what's happening?
2	What do you suggest	b	as a solution to this?
3	Can you respond	c	constructive and focused on a solution.
4	What's your perspective on	d	to take an hour to talk this through together?
5	So, for you, is the issue	e	forward, we agree that a visit would be useful.
6	So, to recap, as a way	f	to what Barry has just said?
7	My role today is simply to help you	g	mainly about asking for client analytics?
8	Would it be acceptable for you	h	both understand each other.

7.5 Report on workplace conflict

5 Complete the missing words.

1 The level of enthusiasm and motivation that employees feel in the workplace is called st___ mor___.

2 Someone applying for a job from within the organisation is an int_____ cand_____.

3 If you are able to deal with other people well in the workplace, then you have good so__ sk___s.

4 Coaching is short term and focused on specific skills, while me____ing is long term and focused on personal development.

5 If you have confidence in someone and you believe they are honest and reliable, then you t___t them.

6 A meeting that is private and where no one else will know what was said is a con_____ial meeting.

7 If someone thinks they are being personally criticised they can often become def____ve.

8 The small group of managers at the very top of an organisation is called the se___r man_____nt t__m.

9 If you achieve your specific goals and objectives, then you m___ your ta___ts.

10 Someone who is very good at their job is h___-per____ing.

8 REVIEW

8.1 The growth mindset

1 Choose the correct option.

1 If you do something *from scratch*, you do it
   a from the beginning, without using anything that already exists.
   b using a rough plan that you have prepared before.
2 If you *second guess* something, you
   a agree with another person's guess about what will happen.
   b try to anticipate or predict what will happen.
3 If you have determination and *persistence*, you
   a keep trying to do something, even if it is difficult.
   b learn quickly from your mistakes.
4 If something *is valued at* $100, it is
   a on sale for $100, but this is probably too expensive.
   b worth $100, and could easily sell for $100.
5 If you have a *setback*, you
   a have a problem that delays progress or makes a situation worse.
   b take a short break while you review a situation.
6 In a business context, if you have a clear *vision*, you
   a see exactly what the problems are now, and why they have happened.
   b imagine how things could develop in the future and have a plan to get there.

2 Complete the sentences using words and phrases in italics from Exercise 1.

1 With a positive attitude and a growth mindset you don't let a minor _____ get in your way.
2 He does a great job at a technical level, but I'm not sure he has the profile to be a leader and take the company forward – he lacks strategic _____.
3 Stay focused on the present and wait and see – there is no point trying to _____ what will happen.
4 She is amazing – she built a business with turnover of half a million dollars completely _____.

8.2 Verb patterns

3 Choose the grammatically correct sentence.

1 a She suggested to postpone the meeting.
   b She suggested postponing the meeting.
2 a He waited for the airport at two hours.
   b He waited at the airport for two hours.
3 a I chose this one for you.
   b I chose this one to you.
4 a You should consider promoting her.
   b You should consider to promote her.
5 a I appreciate you to tell me.
   b I appreciate you telling me.
6 a She promised to do it today.
   b She promised doing it today.
7 a I'd like to wait them to reply.
   b I'd like to wait for them to reply.
8 a My boss needs me to finish it today.
   b My boss needs for me finishing it today.
9 a He complained that the quality was poor.
   b He complained for the quality was poor.
10 a He forgot who was invited to the meeting.
   b He forgot who to the meeting was invited.

8.4 Action learning

4 Match the words in the box with the definitions.

background	benchmarking	challenge	reflection
sequence	solution	summary	takeaway

1 something difficult that tests your skill in an interesting way → _____
2 an answer to a problem → _____
3 the past events that explain a present situation → _____
4 the order in which things happen
5 a short, clear description that gives the main facts → _____
6 the use of external standards to assess performance → _____
7 important information to remember from a meeting → _____
8 serious and careful thought about something → _____

8.5 Self-assessment

5 Match the words with the definitions.

1 adaptable
2 resounding
3 proactive
4 initiated
5 insight
6 collaborated
7 efficiently
8 executed

a did something that had been carefully planned
b clear understanding of something
c worked with others
d able to change in order to be successful in new and different situations
e making things happen or change rather than reacting to events
f huge
g working well without wasting time and/or money
h arranged for something important to start

Lesson 1.2

We need a chain of command

1 SE1 **Listen to a discussion about organisational hierarchy and answer the questions.**

1 Why does the woman believe that some hierarchical organisations are less creative?
2 What counterargument is given to demonstrate that big organisations can also be creative?
3 Why do creative ideas coming from lower down in a company hierarchy sometimes not get implemented?
4 According to one of the men, what is the difference in creativity between small and large companies?
5 What is one example that one of the male speakers gives of an 'extremely risky thing'?

Expressing opinions

2 **Listen again and complete the gaps with the phrases you hear.**

[1] *I have to say* _____, unfortunately, that [2] _____ a hierarchical organisation generally is, is less creative and the reason for that is because, [3] _____, the people at the top, are less creative 'cause they have less idea of what's actually needed in an organisation.

[4] _____, because let's take an example of, uh, some of these big, big tech firms ... some of these hugely creative and ingenious people have developed and changed the world for us and, and they're CEOs of their companies, so I'm, [5] _____ with the fact that, you know, because there's a hierarchy, it makes them less creative.

[6] _____ that [7] _____, some of the fantastic ideas that come from the middle of that hierarchy, or the lower part of the hierarchy, don't get implemented ...

[8] _____ that companies tend to be far more creative in the very early stages because they're much smaller than a large, uh, amorphous organisation ...

But, [9] _____ certain bigger organisations where we have examples of CEOs doing extremely risky things.

... we need a chain of command, I'm not saying we don't, [10] _____ there isn't a place for hierarchy within any organisation, [11] _____ it's harder for those ideas to filter through ...

3 **Match phrases 1–11 in Exercise 2 with the correct function (a or b).**

a Expressing an opinion (9 phrases)
b Disagreeing politely (2 phrases)

Lesson 2.4

I do wonder really where it all ends up, I mean

1 SE2 **Listen to a discussion about getting rid of electrical appliances that no longer work and answer the questions.**

1 Why is the first female speaker throwing away so many things?
2 Who or what will take 'pretty much anything'?
3 Why is disposing of old things different nowadays?
4 What does WEEE stand for?
5 How did one of the female speakers repurpose her pepper mill?

Using adverbs for effect

2 **Listen again and complete the gaps with the words you hear. All the words are adverbs.**

And I've been amazed by what the, in fact just [1] _____ yesterday, I said to them I have an old kettle, an old toaster, um, they still work, are you interested? They said yeah, yeah, [2] _____, please, please bring it along, so ...

[3] _____, um, I have no idea, but all I know is they were really grateful for them and it was very easy. [4] _____ ...

... yeah, would they [5] _____ mend it?

So, so that's the other thing you don't [6] _____ just throw an item away and have it never be used, and have it never be used again.

And, if, if I know something's [7] _____ unlikely to come in useful to somebody else I'll keep it myself and repurpose it.

3 **Answer the questions using the adverbs from Exercise 2.**

Which adverb is used to ...

a say that you completely agree with someone?
b say that you have heard that something is true, although you are not completely sure about it?
c emphasise a detail in an anecdote?
d show that you think what someone has said is completely correct or true (as a reply)?
e say 'fairly' or 'more than a little'?
f emphasise the real or exact truth of a situation, rather than what people may think?
g say 'possibly, but not certainly' (used after 'not')?

Lesson 3.2

Don't put all your eggs in one basket

1 SE3 **Listen to a discussion about personal investments and answer the questions.**

1 What investments does the man have?
2 What is considered to be the main benefit of an ISA?
3 What is cited as one advantage and one disadvantage of government bonds?
4 Why does the man say that ISA holders can lose money?
5 What is one piece of advice that you have to follow to not lose money when investing in shares?

Expressing attitudes to risk taking

2 **Listen again and complete the gaps with the phrases you hear.**

Nah, but you know you're going to get a fixed income.
[1] _____

But wh, what you can do, is if you diversify, so that if you're investing it across a broad range of type of investments and geographically as well, if something goes crazy in one part of the world, chances are in the other part of the world [2] _____.

But you never know, [3] _____.

They say it's not timing the market, it's time ...

[4] _____

I have got family that would just, nah
[5] _____.

Depends if you're a lucky person.

No, [6] _____.

Oh but it's the same with shares, you're just, you know,
[7] _____.

3 **Match the phrases you wrote in Exercise 2 with the closest meaning (a or b).**

a It's safe. (2 phrases)
b It's risky. (5 phrases)

Lesson 4.1

My time is my own and I can take work or leave it

1 SE4 **Listen to a discussion about changes in people's lives and answer the questions.**

1 How does the man describe his commute to work?
2 What is he negotiating with his employer?
3 When did the woman lose her job?
4 What does the other woman mean by 'proper job'?
5 What motivates freelancers to get down to work?

Attentive listening

2 **Listen again and complete the gaps with the words you hear.**

After ... living and working in London for fifteen years, we decided to move to the country and, ah, it's been the best thing we've ever done.

[1] W__ __.

But the commute is awful. It takes me two hours each way.

[2] T__ h_____!

Is that the, that's the worst thing then?

[3] Y__, w_____ a_____.

Is there any way of shortening your commute so it's less than two hours? Is there a way of doing it that makes it quicker?

[4] N__ r_____, __.

I'm in negotiation at the moment. I want to try and ...

[5] T_____ a_____ _____.

Yeah. It's interesting though, we have some change, changes we choose to make in life and some that are foisted upon us.

Yes.

Yeah, [6] t_____ m__, t_____ __, I was made redundant, I was very ...

[7] __, I'm _____.

No, it's fine ...

[8] I__ __ s_____.

... it was very unexpected, I was very upset at first but, uh ...

[9] I__ m_____ b__ v_____ h_____ to discipline yourself to make sure you do do the work when you need to do it, if you're at home.

Well that's the thing about things that change us when we have no choice.

[10] E_____.

Do you freelance for the people you, who made you redundant or is it new?

Yeah ...

[11] Y__ d__?

3 **Match the phrases you wrote in Exercise 2 with the correct functions (a–f).**

a Expressing shock/surprise (including repeating the other speaker's words) (3 phrases)
b Saying 'yes' (2 phrases)
c Saying 'no' (1 phrase)
d Expressing approval (1 phrase)
e Saying your situation is similar (1 phrase)
f Showing sympathy/understanding (3 phrases)

Lesson 5.2

I'd buy things at the drop of a hat

1 SE5 **Listen to a discussion about what persuades the speakers to buy products and answer the questions.**

1 How has having children changed the man's purchasing habits?
2 Who influenced the female speaker to buy something for her bedroom?
3 Why does one of the male speakers have a house full of things he does not need?
4 In what two ways is the word 'buzz' defined by the male speakers?
5 At the end of the discussion, why does the man say he does not mind paying a higher price for goods?

Yes/No questions and answers

2 **Listen again and complete the gaps with the questions and answers you hear.**

The only thing that persuades me to buy anything is necessity. You know, I uh ...

1 _____

2 _____

Wow.

So I think very carefully about buying anything now.

3 _____ what, what sort of stage in life you're at in that case? Because ...

4 _____

Now I have to say, whoa, is it fantastic?

5 _____

Oh my goodness, it's fantastic, ...

I don't know. Having said that though I am sleeping a lot better, so maybe, maybe I, with some ...

6 _____, uh, in a more suggestible phase of your life now?

7 _____ but also as a result of that, do you sometimes get things and you don't even know how much you need them? Like I'm sleeping better as a result of something.

8 _____

Yeah, it's a the ..., a hor, hormonal release when I buy stuff, yeah.

Sure, 9 _____

10 _____

But it, but it's interesting, 11 _____, 'cause you were saying about having young children, how could you?

12 _____. No, but this is ...

3 **Match the phrases you wrote in Exercise 2 with the question and answer types (a–f).**

a indirect questions (1 phrase)
b affirmatives used as questions (2 phrases)
c question tags (2 phrases)
d single words used as questions (1 phrase)
e saying 'yes' (5 phrases)
f saying 'no' (1 phrase)

Lesson 6.4

Mate, stop it – 'cause it's annoying

1 SE6 **Listen to a discussion about the use of storytelling as a communication strategy and answer the questions.**

1 How does one of the women explain what stories are?
2 What does the man mean when he says that a story might have 'sweetened the pill'?
3 Apart from advertising, in what other areas do the speakers think that storytelling can be used?
4 How are the two female speakers' views about using storytelling in the workplace different?
5 Why have some organisations banned PowerPoint?

Vague language

2 **Listen again and complete the gaps with the phrases you hear.**

So 1 _____ the process of storytelling could be incorporated ... You tell this story of your product, or ... of an individual to promote the special aspects of your product, the benefits 2 _____.

But so, I mean, so much of advertising is lying, if one's being contentious.

Ah, 3 _____, it's linguistic.

But isn't that the nature of the whole of the advertising profession, 4 _____?

I think, 5 _____, but when you're having difficult conversations, you know, as a manager or honest conversations, 6 _____ that's a time to call on something that, you know, you can give as an example. ... Or maybe as a vision of the future 7 _____.

Like a roleplay 8 _____.

Oh I see. Yeah, I don't know if that's helpful.

9 _____ there are organisations now that have actually banned PowerPoint presentations. Because people, they think, 'Oh my goodness, 10 _____. PowerPoint.'

3 **Which of the phrases you wrote in Exercise 2 are used to sound less direct or non-specific? What is the function of the remaining two phrases?**

Lesson 7.1

Some people just don't like change

1 SE7 **Listen to a discussion about types of conflicts at work and answer the questions.**

1 What problems did the open-plan office cause for the first speaker?
2 How did the boss resolve the conflict caused by the open-plan office?
3 What two other things are mentioned that can lead to poor relations between colleagues?
4 Why is it unlikely that there will never be any conflict in a workplace?
5 What is one problem the speakers feel hierarchy in a company can lead to?

Informal language

2 **Listen again and complete the gaps with the phrases you hear.**

Now, you could say that there was, there was conflict between me and them, and [1]_____ there was because I felt very, very frustrated.

I had a chat with him, he said, 'Okay, we'll find you a place, a bit of peace and quiet on your own on the side,' and I really respected that and my work, uh, I think [2]_____.

You know, rightly or wrongly, ... it's going to impact on their success [3]_____ you're part of that team, and I think that managers have to realise that people, ... block other people's ideas. They just will always do that and, and [4]_____ or, um ...

... always, so it's in their interests to keep everybody happy. Some people just don't like change, [5]_____.

It's true, [6]_____ what you might like might be the worst situation for me, so you [7]_____ find a solution because otherwise that team or that company [8]_____ perform as well as it should.

3 **Answer the questions using the phrases you wrote in Exercise 2.**

Which phrase(s) ...

a are short forms used in spoken language only? (3 phrases)
b is used to emphasise that no more details need to be provided? (1 phrase)
c means that something is really annoying? (1 phrase)
d is used to say that something did actually happen in the way that the speaker said it would? (1 phrase)
e means 'grew/increased quickly'? (1 phrase)

Lesson 8.1

Ah, some of us are just worker bees, you know

1 SE8 **Listen to a discussion about having an entrepreneurial mindset and answer the questions.**

1 What are two things the speakers think an entrepreneur needs?
2 According to the female speaker, what is the definition of an entrepreneur?
3 According to one of the male speakers, why do some great ideas fail?
4 Why is an entrepreneur referred to as a 'rare creature'?
5 What is the connection between the 'Facebooks of this world' and Leonardo da Vinci?

Discourse markers

2 **Listen again and complete the gaps with the phrases you hear.**

[1]_____, as far as I'm concerned it's the idea that's the important thing, not the person.

Yeah, maybe, maybe, but [2]_____, it the, it's the idea that's the crucial thing, [3]_____, from start to finish, from A to Z it's the idea.

But the question we have here is, is, [4]_____, the ability to start a company using an idea they have and that's the thing, [5]_____.

Yeah, [6]_____, the number of business ideas that have been great ideas that, that, that failed because somebody just, [7]_____, got it wrong ...

3 **Answer the questions using the phrases you wrote in Exercise 2.**

Which phrase(s) ...

a are used to create more time to think or to check that another speaker has the same information? (2 phrases)
b is used informally as a question tag? (1 phrase)
c is used when a speaker starts saying something to show that they are thinking about an answer to a question? (1 phrase)
d is used to add more information to or correct something that has just been said? (1 phrase)

1.2 Articles: *a/an, the*, no article

Talking about people or things in general

We do not use an article with plural or uncountable nouns when we are referring to people or things in a general way. Uncountable nouns do not have a plural form, e.g. *creativity, efficiency, information, money* and *productivity*.

*Getting to the heart of a problem means reading **papers** or **articles**, or talking to **people**.* (plural, countable)

*Companies need to encourage **creativity**.* (uncountable)

We use ***a/an*** with singular countable nouns. Countable nouns have singular and plural forms, e.g. *factory/ies* and *person/people*.

*We had **a** very creative **meeting** and people came up with several ideas.*

Some nouns may be both **uncountable and countable**, depending on the context, e.g. *bankruptcy/ies, industry/ies, innovation(s), science(s)* and *technology/ies*.

***Innovation** is essential in the tech sector.* (uncountable)

*The smartphone is **an innovation** which has changed the way we communicate.* (countable)

*This type of software is widely used in **industry**.* (uncountable)

*Coal and steel are declining **industries** in many countries.* (countable)

Talking about specific things

We use ***the*** when we know which thing we are talking about, either because it is unique, e.g. *the brain, the economy, the heart* and *the world*, or because it has been referred to before.

*This was caused by a slowdown in **the brain**.*

*Last year we decided to build a new factory. **The** new **factory** is now up and running.*

We use ***the*** with superlative forms.

*It's **the most innovative** company in the country.*

*It's essential to get **the best** out of them.*

But we omit ***the*** with superlative forms when we mean *to a greater degree* or *more times than anything else*.

*Which one do you like **best/most/least**?*

*What annoys me **most** about technology is reading up on new developments.*

We use ***the*** with two comparative forms to describe how a change in one thing causes a change in another.

***The more** you code, **the better** you get.*

***The longer** you leave it, **the worse** it will get.*

We use ***the*** to answer the question, 'Which one?', e.g. *Which department?*

*She works for **the R&D department**.*

We use ***the*** to talk about collective nouns or a group of people.

***The government** should do more to help **the unemployed**.*

We use ***the*** to refer to something that is common to a group of people or is generally known.

***The team** need to be informed.* (= the people we work with)

We do not usually use articles before names of people, companies or countries.

Dr Carson, Michelangelo, Mr Gary Klein, Steve Jobs, etc.

Apple, Disney, Hewlett Packard, Mitsubishi, etc.

Brazil, France, Mexico, Poland, Russia, etc.

But we do use ***the*** when talking about geographical features such as rivers or deserts, about some countries or groups of countries, and about national groups.

***The** Yangtze River is the longest river in China.*

***the** UK, **the** USA, **the** Netherlands, **the** United Nations, etc.*

***the** Australians, **the** Germans, **the** Japanese, etc.*

Sometimes, **both no article and an article** may be possible.

*Most of us look for (**the**) correct or conventional answers.*

*According to Dr Carson, (**a**) lecturer at Harvard University, ...*

Be careful because a few common words **only use *the* in some cases**, e.g. *hospital, school* and *university*.

*He hopes to go to **university** to study computing.*
(= the institution, for the purpose of study)

*Will you drop me off at **the university** on your way to work? I can get a bus into the town centre from there.* (= the building)

*I won't be at work next week as I'm going into **hospital** for minor surgery.* (= the institution, for an operation)

*She worked as an admin assistant in **the hospital** for a few weeks last summer but hated it.* (= a place of work)

1.5 Substitution of nouns and noun phrases

In written English, we often do not repeat nouns and noun phrases. Instead, we substitute the noun in a variety of ways:

- a **synonym**

  *Two years ago Prisha Patel created a small online marketing company. This **start-up** now employs twenty people.*

- a **demonstrative pronoun** on its own

  *Two years ago Prisha Patel created a small online marketing company. **This** now employs twenty people.*

- a **personal pronoun** on its own

  *Two years ago Prisha Patel created a small online marketing company. **She** now employs twenty people.*

- a **quantifier** such as *a few, some, many, most, all, each, none, either* and *both*

  *She now employs twenty people, and **many** have been recruited from the local university.* (= many of the people)

The substitution can refer back to a noun or noun phrase earlier in the same sentence, or in a previous sentence/paragraph. However, if there is potential ambiguity, we repeat the original noun.

*Two years ago Prisha Patel and her sister created a small online marketing company. **Prisha** now works as the CEO.* (NOT She)

2.2 Additional passive structures

We use the **passive voice** when:

- the person or thing responsible for an action or event (the agent) is not relevant or is unknown.
- we want to emphasise the importance of an action or event, rather than who or what is responsible for it.
- the agent is obvious from the context or general knowledge.
- we want to avoid mentioning the agent.
- we want to be less direct in a formal situation.

Additional forms of the passive voice include **multi-word verbs**, **passive *-ing* forms**, **passive infinitives** and ***have/get something done*** (causative *have*).

Phrasal verbs or **multi-word verbs** (e.g. verb + preposition) that take objects can generally be made passive. The parts of these verbs are not separated in the passive voice. We use the normal passive form of ***be* + past participle + preposition**.

*The company **aimed** their advertising **at** young people.* →

*The advertising **was aimed at** young people.*

*If we can produce without waste products, others **will regard** us **as** true innovators.* →

*If we can produce without waste products, we **will be regarded as** true innovators.*

Verbs followed by an *-ing* form in the active form (e.g. like, worry about) use *being + past participle* or *having been + past participle* in the passive, depending on the tense.

*Most people like others **praising** them.* →

*Most people like **being praised** (by others).*

*They're worried because the team **hasn't implemented** the process.* →

*They're worried about the process **not having been implemented**.*

There are different ways to express **passive infinitives**. We can use ***be* + past participle** to refer to the present or future and ***have been* + past participle** to refer to the past.

*They like **to be told** that their products are long-lasting.*

*The city is hoping **to be awarded** a prize for sustainability.*

*It's one of the most innovative ideas **to have been developed** in recent years.*

The verb *need* can be used with passive meaning using ***need* + *to be* + infinitive** or ***need* + *-ing* form**. The verb *require* can be used with passive meaning using ***require* + *-ing* form**.

*This process **needs to be refined**. / This process **needs refining**.*

*The policies **required rewriting**.*

A different passive structure is formed with ***have* + object + past participle** (causative *have*) to show that something is done by someone else for the subject. It can occur in different tenses and *get* can also be used as a more informal alternative to *have*.

*They **are having the factory retooled** this week.*

*The city **has the streets repaired** every year.*

*They **will have the contract signed** later this afternoon.*

*She **is going to have her office refurbished** next week.*

*They **had the product tested** by a focus group.*

*The government **has had the survey distributed** by email.*

2.5 Ellipsis

Ellipsis is **leaving out words** that are obvious or repetitive, and not necessary for understanding.

We often leave out a noun or pronoun in the second of two clauses joined by ***and*, *but*** or ***or***.

I spoke to the subcontractor but (I) didn't get the information I needed.

We do not leave out pronouns in subordinate clauses such as those starting with ***if*, *when*, *that*** or ***although***.

I spoke to the subcontractor, although I didn't really get all the information I needed.

We can leave out a main verb or short verb phrase to avoid repeating it, but we do not leave out the auxiliary or modal.

*Maria **is** working on reception this week, and Roberto **is** (working on reception) next week.*

We can also use a modal for the first time and still not repeat the main verb.

*I **didn't order** any toner for the photocopier, so Vassily **must have** (ordered the toner).*

It is possible to leave out an auxiliary or modal in **comparisons**.

*Supplier A **can** deliver **sooner than** supplier B **can** (deliver).*

*Supplier A **can** deliver **sooner than** supplier B (can deliver).*

We can leave out an infinitive phrase (with *to*), but keep the word ***to***.

*We didn't **get** the contract even though we expected **to** (get it).*

After **most verbs which are followed by *to*** (such as *agree, decide, forget, remember* and *try*) we can also leave out *to*.

*I asked Maria **to work overtime** on Friday and she **agreed to** (work overtime).*

*I asked Maria **to work overtime** on Friday and she **agreed** (to work overtime).*

3.2 Expressing attitudes to the future

We can express our attitude to the future in a variety of ways.

Prepositional phrases for near future events

We use ***on the verge of / on the point of*** for events that seem about to happen.

*We are **on the verge of / on the point of** a huge investment in the company.*

We use ***be about to*** for something which is going to happen almost immediately.

*The Central Bank **is about to** make an announcement.*

We use ***be due to*** for something which is going to happen at a fixed or expected time.

*The investors' meeting **is due to** start at ten o'clock.*

Adjective + preposition

We use ***be (un)likely to*** to express probability.

*The company chair **is likely to** make a statement shortly.*

We use ***be bound/sure/certain to*** for something which is definitely going to happen.

*Tech shares **are bound/sure/certain to** drop at some point.*

Expressions with nouns

We can use (adjective +) **nouns** to express the future, e.g. *chance, expectation, likelihood, possibility* and *prediction*. However, we need to be aware that noun phrases are longer and can sound more formal in English than verb phrases.

***There is a (slight) chance** (that) we'll lose money.*

***Our expectation/prediction is** (that) markets will slow down.*

***There's a likelihood** (that) you won't have high returns.*

***The likelihood is** (that) our cash savings won't be worth much.*

***There is a (strong) possibility** (that) this is a scam!*

Verbs with future meaning

We can use certain **verbs** to give a future meaning, e.g. *anticipate, arrange, envisage, expect, guess, hope, imagine, intend, plan* (*plan to* + infinitive, OR *plan on* + *-ing*) and *predict*. These verbs can use different structures, e.g. verb + infinitive, verb + *-ing*, or verb + clause.

*The trader **anticipates/envisages** the value of the euro will fall.*

*We still have to **arrange** a bank loan.*

*We **hope to diversify** my portfolio by investing in bonds.*

*I **hope** (that) the weather will be fine tomorrow.*

*We are **expecting to review** our assets next month.*

*Sales are **expected to reach** ten million.*

*The exchange rate for the British pound is **predicted to fall**.*

*I **plan/intend to retire** by the time I'm fifty-five.*

*They're **planning on investing** in commercial property and art.*

We often use **modal verbs** to express a degree of possibility for the future (*see also **3.5***).

*If you're planning on buying a new car, then cash **may/could well be** your best option.*

The future in the past

To express an attitude to the future from a viewpoint in the past, we can use a verb with a future meaning (e.g. expect, plan), *be about to*, *be due to* or *be (un)likely to* in a past tense.

*They **were planning** on moving offices in August, but there was a delay.*

*We **didn't expect** interest rates to rise by four percent.*

*The investors meeting **was due to** start at 3 p.m.*

*The Central Bank **was unlikely to** lower the interest rates.*

3.5 Modal verbs: possibility

Present possibility

We use ***can*** to talk about general possibilities, and ***may***, ***might*** and ***could*** to talk about specific possibilities.

*Social media marketing **can be** expensive.*

*If we start marketing on Facebook and Instagram, it **might be** expensive.*

When something is possibly not true, we use ***may not*** or ***might not***. When something is definitely not true, we use ***can't***.

*There **might not be** any more layoffs in the back office – they have already outsourced all the routine jobs to India.*

*There **can't be** any more layoffs in the back office – they only have three people left after all the outsourcing.*

Future possibility

We use ***will be able to*** to talk about future possibility that is close to 100 percent likely, and we use ***may***, ***might*** or ***could*** when the possibility is closer to 50 percent.

*If we open a new production facility in Indonesia, we **will be able to supply** the whole East Asia region.*

*The new facility in Indonesia **may be** ready for production by the end of next year if everything goes according to plan.*

We use ***won't be able to*** or ***can't*** for impossibility. We do not use ***couldn't***.

*We **won't be able to / can't deliver** their order by Friday – there isn't time.* ✔

~~*We **couldn't** deliver their order by Friday – there isn't time.*~~ ✘

Past possibility

We use ***could*** to talk about general possibility in the past. We use ***could/might + have* + past participle** to talk about a specific past possibility.

*In the old days I **could** just change the order over the phone – now I have to go online and edit all the details there.*

*Ajay **could/might have spoken** to her already – let me ask him.*

4.2 Hypothesising

I wish / If only

We can use ***I wish*** or ***if only* + subject + Past Simple** to express an attitude to a hypothetical, unreal situation in the present or future.

***I wish I could** go to the conference.*

***If only he didn't** always **wait** until the last minute to decide.*

We can use ***I wish*** or ***if only* + Past Perfect** to hypothesise about how something could have turned out differently and express regret that it didn't.

***I wish I had left** on time.*

***If only we had invested** in those stocks last year.*

We can also use ***if only* + subject + Past Perfect** in one clause and ***might/could/would + have* + past participle** in a second clause.

***If only we had patented** the idea immediately, we **could have made** a lot of money.*

*They **might have been** a success **if only their competitor had not entered** the market.*

Note: We cannot use *I wish* in this structure.

Hypothesising expressions

We can use **a number of fixed expressions** to introduce clauses hypothesising about the present, past or future – for example: *given that*, *I wonder if*, *suppose/supposing (that)*, *just imagine (that)* and *speculating for a moment (that)*. We can use *what if* to express speculation in the present, past or future.

We use the **Past Simple** in clauses referring to **a present situation**.

***Suppose** we **postponed** the deadline until next week. Would that help?*

We use the **Past Continuous** in clauses referring to **an unreal or possible future situation**.

***Just imagine** you **were getting** a promotion, what would you have to do to prepare for the job?*

We use the **Past Perfect** to hypothesise about **a past situation**.

***What if** I **had studied** law and **hadn't studied** business?*

Using inversion in conditional sentences

We can use an **inverted word order** in the conditional clause in second or third conditional sentences to talk about hypothetical actions or situations:

- to refer to **an unreal or possible future situation (second conditional)**

  ***Were she to look** more carefully at his track record, she would probably find that he has made a number of risky investments.* (= *If she looked more carefully ...*)

  ***Were we to raise** our prices, what would be the effect on sales?* (= *If we raised our prices, ...*)

- to refer to **a hypothetical past situation (third conditional)**

  ***Had I known** that they were coming with us, I would have booked a table.* (= *If I had known that ...*)

  *I would have left much earlier, **had I realised** you needed to stop at the office along the way.* (= *... if I had realised ...*)

Using *Let us / Let's* to introduce a hypothesis

We can use ***Let us / Let's + imagine/consider/suppose/assume (that)***, etc. to make hypothetical statements. *Let us* is more formal than *Let's*.

Let us imagine *we found an investor for our start-up company. How much money would we need?*

Let us consider *the fact that a similar product was launched last year. Would our product gain enough market share?*

Let's suppose that *our plan succeeds. What should we do then?*

Let's assume that *the market is saturated with new technology. Would our idea have a chance?*

4.5 Emphasis using inversion and fronting

Inversion switches round the subject + verb word order in a sentence in order to give a **strong emphasis**. The most common type of inversion is with an auxiliary or modal verb.

Normal: ***We cannot*** *accept a lower price.*

Inverted: *Under no circumstances* ***can we*** *accept a lower price.*

Normal: ***I haven't*** *seen many production facilities as automated as this one.*

Inverted: Rarely ***have I*** *seen a production facility as automated as this one.*

We invert after the following phrases:

- adverbs like ***Rarely***, ***Never***, ***Seldom*** and ***Little***

  Little ***did we*** *realise how long this negotiation would take.*
- ***Only*** with a time phrase or prepositional phrase

  Only now ***do I*** *understand why we keep losing customers.*

  Only by checking the figures carefully ***will we*** *pass the audit.*
- ***In no way***, ***At no time*** and ***Under no circumstances***

  At no time during the discussions ***did they*** *mention prices.*
- ***Not only*** and ***Not*** **+ time expression**

  Not only ***is she*** *the best sales rep we have, she also speaks three languages.*

  Not since I started working here ***have I*** *been so confused about our long-term strategy.*

Fronting brings adjectives and adverbs to the beginning of the sentence in order to give them **emphasis**. The most common type of fronting is with a form of the verb *be*. Notice how the subject comes after the verb *be*.

- comparative and superlative adjectives

  I enjoyed Frankfurt and Stuttgart, but ***much more interesting*** *was Berlin.*
- ***So*** **+ adjective +** ***that*** **clause**

  So late *was the end of the meeting* ***that*** *the main doors at Reception were already locked.*
- ***Also*** with an adverbial phrase

  Also at the meeting *were two colleagues from Japan.*
- phrases describing position

  Attached to the front of the machine *is a safety guard.*

5.2 Participle clauses

Participle clauses use **participles with *-ing* or *-ed***. They give information about the **subject** of the sentence in a more condensed form. They can be **active** or **passive**.

Active participle clauses can be used in **continuous** or **perfect** forms.

Using *this shampoo daily, customers see a difference quite rapidly.* (= *When customers use this shampoo daily, ...*)

Having contacted *the Sales department, we were told to call Customer Services.* (= *We contacted the Sales department, ...*)

Passive participle clauses can be used in **simple**, **continuous** or **perfect** forms.

Treated *carefully, this product will last for years.*

Being repaired *right outside Buckingham Palace, my Bugatti quickly became a magnet for selfies.*

Not having been cleaned *correctly, the hot tub stopped functioning properly.*

Note: These participle clauses provide information about the **subject** in the main clause, so do not usually contain a subject of their own.

Reason, condition and result

Participle clauses can be used for different purposes, including **reason**, **condition** or **result**. They replace longer clauses that express these functions when the meaning is completely clear.

- expressing **reason** – the perfect participle is generally used as the reason and usually occurs before a result

  Having spent *time researching information for the report, he was sure that it was clear and easy to follow.*
- expressing **condition**

  Working hard, *you should receive a raise or a promotion.*
- expressing **result** – results are often unintended and may be detrimental

  Answering honestly, *the sales team admitted not selling as many items as they first claimed.*

  The sales figures were lower than expected, ***causing*** *the Marketing department to rethink their strategies.*

Clauses with *-ing*

These clauses can be used:

- when **two things happen at the same time**.

  Launching *the product at the trade fair, we sold a number of items on the spot.*
- to **describe a setting** or **give background information**.

  Being global players, *our company is known around the world.*
- if **one action took place before another**.

  Having found *a new market for the product, we spent time working out an appropriate marketing plan.*

  After finding *a new market for the product, we spent time working out an appropriate marketing plan.*

Reduced relative clauses

These clauses can be used to give **additional information about a noun** and are **often used instead of**, or to replace, **a defining relative clause**. They are found in both active and passive forms. The *-ing* form is used to describe an ongoing situation or action.

The colleague ***who works in the next office*** *is the head of the Marketing department.* (defining relative clause)

The colleague ***working in the next office*** *is the head of the Marketing department.* (active participle clause)

The product ***which was developed for the hearing-impaired*** *has unintentionally turned out to be a cash cow for us.* (defining relative clause)

The product ***developed for the hearing-impaired*** *has unintentionally turned out to be a cash cow for us.* (passive participle clause)

5.5 Groups of adjectives and gradable adjectives

We put **opinion adjectives** (e.g. *interesting, useful, fantastic*) before all other adjectives.

*This is an **interesting new** idea.* ✓

~~*This is a **new interesting** idea.*~~ ✗

Where an **adjective + noun** are often used together and make a very strong collocation, the adjective + noun combination becomes **like a noun phrase**.

*She's the new **Human Resources Director**.* (Here, we think of *human resources* as a noun phrase, not adjective + noun.)

If two adjectives describe **separate parts of the same thing**, we put ***and*** between them.

*We need to understand the **political and economic** context.*

If two adjectives describe **contrasting aspects of the same thing**, we put ***but***, ***yet*** or ***though*** between them.

*It's a **simple yet effective** solution.*

*It's a **warm but lightweight** material.*

With **a list of adjectives**, we either put **commas** between them, or **use *and*** (with no comma) **before the last one**.

*It's a **complicated, expensive, old-fashioned** process.*

*It's a **complicated, expensive and old-fashioned** process.*

*The process is **complicated, expensive and old-fashioned**.*

Gradable adjectives represent the **middle points on a scale**. **Ungradable** adjectives represent the **limits at the end of the scale**. On this scale, *freezing* and *boiling* are both ungradable:

← *freezing – cold – cool – warm – hot – boiling* →

Gradable adjectives can be **made stronger** with words such as *very, really, so, extremely* and *rather*. They can be **made weaker** with words such as *fairly, slightly, a little* and *a bit*.

*Our hotel room was **really hot**.*

*The restaurant was **rather cheap** and actually not very nice!*

*This new model is **slightly more expensive** than the old model.*

Ungradable adjectives **cannot be made stronger or weaker** using words like *very*. But we can intensify their meaning with words such as *absolutely, completely* and *totally*.

Access to the website is completely free. ✓

~~*Access to the website is very free.*~~ ✗

We can show **a point on the scale very close to the limit** using words such as *almost, nearly* and *virtually*.

*The battery in my phone is **almost dead**.*

6.2 Review of past tenses and discourse markers

Past Simple

We can use the **Past Simple**:

- to talk about **a finished or completed past action or event**.
  *Madrid **had** what was needed, so they **opened** a hotel.*
- with **time expressions** such as *five days ago, last month/year, in 2010* and *in the 60s*.
  *Spain **was** a popular tourist destination **in the 80s and 90s**.*

Past Continuous

We can use the **Past Continuous** to talk about **past actions or events that were in progress or happening at the same time**.

We often use the **Past Continuous with the Past Simple and *when* or *while*** to give **background information**.

*In the 1990s, **when** mass tourism **was booming**, her family **took** over a failing hotel project in the city centre.*

Past Perfect Simple

We can use the **Past Perfect Simple**:

- to talk about **a finished or completed past action or event that happened before another action or event in the past**.
  *The meeting **had begun** when we arrived.*
- to talk about **life experience before a point of time in the past** using the adverbs *ever, never, already, yet* and *just*.
  *They **had never managed** a hotel before they came to Madrid.*
- with **time expressions** such as *by 2030, by the time*, etc.
  ***By the time** they **had invested** in the booking system, it was already outdated.*

Past Perfect Continuous

We use the **Past Perfect Continuous** to show that **a situation or action was in progress before another past action**.

*We arrived in Nairobi only last month, even though I **had been hoping** to work in Africa for years.*

We use the Past Perfect Continuous with ***for* + period of time**.

*We **had been looking** forward to going on safari **for ages**.*

We use ***when*** to **introduce the second action**.

*I **had been working** for six months **when** I was made redundant.*

Past Perfect Continuous or Past Continuous?

We use the **Past Perfect Continuous** with ***when*** to indicate that **a situation existed *before* another past action**.

*We **had been waiting** for an hour **when** they announced we had to change planes.*

We use the **Past Continuous** with ***when*** to indicate that **a situation existed at the time of another past action**.

*I **was working** for a tour operator **when** it was taken over.*

Past Perfect Continuous or Past Perfect Simple?

We use the **Past Perfect Continuous** with **periods of time**.

*I **had been working** as a hotel receptionist **for two years** when I got promoted.*

We use the **Past Perfect Simple** with **completed actions**.

*I **had worked** on **three eco-tourism projects** when I was promoted to Manager.*

Present Perfect Simple

We can use the **Present Perfect Simple** to talk about:

- **indefinite time in the past** when the time something happened is unknown or not important.
  *Spanish tourism **has shifted** towards luxury.*
- **past actions or states which are relevant now**. (In this case, we often use adverbs such as *already, before, ever, never, recently, always, still* and *yet*.)
  *She **has always kept** up-to-date with trends in tourism.*
- **past actions or states which are still continuing or are still true now**. (In this case, we often use the time expressions *for* and *since*.)
  *Tourism in my country **has existed for a long time**.*
  *Tourism in my country **has changed since the 1960s**.*

Present Perfect Continuous

We can use the **Present Perfect Continuous**:

- to show that **a continuous action is still continuing or is still true now**. (In this case, we often use time expressions such as *recently, in recent months* and *in the last few years*.)

  *Tourists **have been returning** to Montserrat **in recent years**.*

- to **emphasise the duration of an action or the activity itself**.

  *They **have been managing** hotels **for years**.* (duration)

  *They **have been developing** a resort in Cuba.* (activity)

Discourse markers: time expressions

We can use a range of **linking expressions to refer to time**:

- ***when, while, as, in 2010, 2017, in the 1960s, then / at that time, now*** to refer to **specific points in time**

  *Luxury tourism did not exist **in the 1960s**, **when** Spain was booming as a mass tourism destination.*

  ***In 2010**, 52.7 m foreign tourists visited Spain.*

- ***for a week/year, for ages, long, since, recently / in recent years, over the last few months, during*** to show **duration**

  *Spain has **long** been a low-cost destination.*

  *He has been working as a lecturer in tourism **since** 1990.*

  *Tourism has grown at around 4% **for eight years**.*

- ***first, then, next, after that, later*** to show **sequence in time**

  ***First**, there were hardly any foreign visitors in Iceland, **then** there were a few, and **later** there were thousands.*

- ***first, then, next, finally, after (that), followed by*** to show **sequence in position**

  *The top tourism spender in 2017 was China, **followed by** the USA and **then** Germany.*

Using pronouns

We can use a range of **pronouns to refer to something in a previous sentence or clause**:

- **personal pronouns**

  *We contacted some new suppliers. We spoke to **them** for the first time last week.* (*them* = *new suppliers*)

- **demonstrative pronouns – *this, that, these, those***

  *The revenue per room for five-star hotels was down 10% last year. **This** was primarily because of feelings regarding instability and insecurity in the region.* (*This* = *The revenue per room for five-star hotels was down ...*)

  *We've seen a rise in budget beach tourists. **Those** tourists normally would have gone to European resorts.* (*Those* = *budget beach tourists*)

- **relative pronouns – *who, which, that, where, whose,* etc.**

  *She had been running a three-star hotel **which** her grandfather had founded.*

6.5 *If* and alternatives

Alternatives to *if*

There are various expressions we can use as an **alternative to *if***. These include *provided that, so long as, as long as,* and *on condition that*. They all emphasise that the condition is necessary to get the result.

*We will increase our order to 2,000 pieces **provided that** you give us the discount you talked about.*

To express that **the condition is not expected** we use ***even if***.

*We can't sell 2,000 pieces **even if** we run a promotion.*

To express **alternative conditions** we use ***whether ... or not***.

*The production time is still six weeks, **whether** you make a large order **or not**. / **whether or not** you make a large order.*

We can use ***unless* to mean *if ... not***. It **emphasises the negative condition**.

***Unless** you order 2,000 pieces, we **can't** give you the discount.* (= *If you don't order ...*)

We can also use ***unless* with *not***.

*We'd like to order 500 of the XXL size, **unless** it's **not** available.*

*Can we have a discount? → **Not unless** you order 2,000 pieces.*

The first conditional

We use the **first conditional** to talk about **possible future events and their results**.

In the ***If* clause** we can use a present tense or the modal verb ***can***.

*If you **want** delivery before the holiday period, you'll have to place an order this week.*

*If you**'re visiting** Australia, you must take a trip to Uluru.*

*If you**'ve** already **read** the document, I won't send it again.*

*If you **can** arrive earlier, it will allow us to tour the plant.*

In the **result clause** we can use ***will***, **most other modal verbs** or **an imperative**.

*If you like, I**'ll** pick you up from your hotel.*

*If you arrive early, there **might** be time to tour the plant.*

***Shall** we try that new Thai restaurant if it's not too expensive?*

*If you arrive late, just **come in** and **sit** at the back.*

7.2 Hedging and tentative language

When we are **less certain**, or want to sound **less direct** and **more polite**, we can use **hedging or tentative language** such as **modal verbs**, **certain verbs**, **quantifiers**, **adverbs / adverbial phrases** and **adjectives**.

Modal verbs

We use the modal verbs ***may***, ***might***, ***could*** and ***would*** to express **doubt**, **possibility** and **(un)certainty** and also to sound **less direct** and **more tentative**.

*She **may/might** be more flexible than you think.*

***Could** there be mitigating circumstances?*

*Thinking of a third option **would** possibly help you achieve reconciliation.*

Certain verbs

We use certain verbs to **soften our message**, including *appear to, consider, indicate, look like, seem, suggest* and *tend to*.

*What **appears to** be the problem?*

*It **looks like** she's very upset.*

*I **suggest** the three of us talk together.*

*Our senior staff **tend to** avoid micromanagement.*

Quantifiers, adverbs of degree and adverbial phrases of degree

We can use a variety of expressions to **mitigate or soften our message**. These include: quantifiers like *a few, a little* and *a bit*; adverbs like *quite, fairly, pretty* and *slightly*; and adverbial phrases like *to a certain degree* and *to some extent*.

*If he was **a little** more flexible, he would be easier to work with.*

*It's **fairly** likely we won't get the contract.*

*She was **pretty/quite** upset about the office move.*
(*pretty* = informal)

*Micromanaging can be useful with trainees **to a certain degree**. / **to some extent**.*

Other adverbs / adverbial phrases

We can use certain adverbs and adverbial phrases to **sound less direct**, e.g. *possibly, probably, in all probability,* and other adverbs to **sound more tentative**, e.g. *just* and *only.*

*Listening without judging is **possibly** the most difficult thing.*

***In all probability**, I don't think we'll reach an agreement.*

*It's **just** that I'm having family problems at the moment.*

*I **only** asked if he'd met his targets, but he got very annoyed!*

We can also use **time adverbials** to soften our message, e.g. *at times, sometimes* and *not always/often.*

*Managers may **sometimes** feel overwhelmed.*

*Dealing with people is **not always** an easy task.*

Adjectives

We can use ***it* + *be* + adjective** to **express different degrees of possibility**, or to **sound less direct**, e.g. *it's possible/(un)likely/probable/conceivable (that),* etc.

***It's possible** (that) we're going to introduce hot-desking.*

***It's unlikely** (that) these talks will end in reconciliation.*

***It's probable** (that) this dispute won't be resolved quickly.*

We can use an **adjective + infinitive** to express **a tentative or less certain position**.

***It is possible to mediate** as long as they are prepared to listen.*

***It may be possible to mediate** as long as everyone listens.*

Other expressions for hedging

We can use certain expressions to **sound more tentative and less direct**, especially when introducing a negative idea or implied criticism. These expressions include *The thing is, I'd hoped, We were hoping, I thought* and *I was wondering if.*

***The thing is**, I'm not used to delegating.*

***We were hoping** the meeting would finish on time.*

***I thought** you might have had time to consider my proposal.*

***I was wondering if** you'd looked at our new guidelines?*

7.5 Prepositions and prepositional phrases

Prepositions and adverbs are very similar. **Prepositions** are followed by an object, and when the preposition + object collocation is strong it becomes a fixed expression. **Adverbs** tell us more about a verb.

*I put the report **on your desk**.* (preposition + object)

*It's important to get to the meeting **on time**.* (fixed expression)

*Come **on**, we're going to be late.* (adverb)

Prepositions can be followed by a **noun**, **pronoun**, **noun phrase**, ***-ing* form** or ***wh-* clause**. There can be several phrases, one after the other.

*You can help me get the room ready **by putting** all the chairs in a U shape.*

*I don't really agree **with what he said in the meeting**.*

*Myra wants to speak **to you about your trip to Lima**.*

Some prepositional phrases that are **fixed expressions** include:

as a result	at risk	at short notice	by chance
by coincidence	by the way	for ages	
from my point of view	in addition	in conclusion	
in fact	in practice	in the meantime	on the other hand
on the whole	out of work	under control	
under no obligation	with the exception of		
without a doubt	without warning		

8.2 and 8.5 Verb patterns

Verb + object

Transitive verbs have a direct object, which can be **a noun phrase or *-ing* form**, and sometimes also **a prepositional phrase**.

~~*He suggested.*~~ ✗ (*suggest* is transitive and needs an object)

*He **suggested** a short delay.* (noun phrase)

*He **suggested** having a short delay.* (*-ing* form)

*He **suggested** a short delay until the end of March.* (noun phrase + prepositional phrase)

Verb + prepostion

Intransitive verbs have no object, but they can be followed by **a preposition**.

He waited. (*wait* is intransitive and does not have an object)

*He **waited at** the airport **for** three hours.* ✓ (two prepositional phrases after *wait*)

Verb + complement

After some verbs we use **a complement** (an adjective or a noun phrase), to describe or give more information about the subject. Many verbs which use complements describe **unchanging states** instead of actions and are generally used in the simple tense. These include *appear, be, feel, keep, look, remain, seem, sound* and *taste.*

*His plan **sounds feasible**.*

*After the long trip they all **looked exhausted**.*

*He doesn't want to **remain a line worker** for long.*

Verbs that describe **changing states** include *become, get* and *grow* and can be used in the simple or continuous forms.

*The company **has become a major player in the field**.*

*Our new product line **is becoming more popular** every day.*

We can use a noun phrase after ***taste*** and ***smell*** if we describe an action and not a state.

*He **tasted the vegetable soup** after it cooled down.* (action)

*He said the vegetable soup **tasted salty**.* (state)

A noun phrase after ***keep*** is an object, not a complement.

*She **kept her job** although many others were let go.*

We use *to be* after ***seem*** or ***appear*** when we identify the subject rather than describe it.

*This solution **seems to be** the best idea.*

Verb + object + complement

Certain verbs take **an object followed by a complement** (noun, noun phrase or adjective) which describe them. These include *call, consider, elect, find, prove* and *think.*

*His boss **considered him a valuable part of the team**.*

*They **found the tests inconclusive**.*

Verbs with two objects

Some verbs can take **both a direct object** (DO) **and an indirect object** (IO). These include *bring, buy, give* and *show*. There are two patterns. Putting the indirect object first is more common.

*He **gave his son his old car**.* (verb + IO + DO)

*He **gave his old car** to **his son**.* (verb + DO + *to* + IO)

The preposition used when the indirect object comes second depends on the verb. **Verbs which take *to*** include *award, give, lend, offer, owe, show* and *teach.*

*They **awarded a prize** to **the team** who sold the most units.*

*We **owe money** to **the bank** because of the loan.*

Verbs which take *for* include *build, buy, catch, choose, cook, find, order* and *save.*

*She **bought a gift** for **her assistant**.*

*They **saved some lunch** for **you**.*

Some verbs can take ***to* (direction) or *for* (purpose)**. These include *bring, leave, pay, play, post, read, take* and *write.*

*He **brought a copy of the report** to **the meeting**.*

*They **brought some food** for **the meeting**.*

Verb + gerund (*-ing* form)

There are a number of **verbs which are followed by an *-ing* form**. These include *avoid, consider, delay, finish, give up, postpone, put off, recommend* and *suggest.*

*I think you should **consider giving** him a promotion.*

*We have to **postpone making** the decision.*

Note: ***recommend*** and ***suggest*** can also be followed by (*that*) + object + infinitive

*I **recommend (that) you wait** for confirmation.*

Verb + object + gerund (*-ing* form)

Verbs which can also have **an object before the *-ing* form** include *appreciate, avoid, dislike, enjoy, imagine, involve, mention, mind, miss* and *understand.*

*I **appreciate you telling** me about the problem.*

*Approval for the launch **involves the board giving** their OK.*

Verb + *to* + infinitive

A number of **verbs are followed by *to* + infinitive**. These include *afford, agree, aim, appear, decide, forget, guarantee, hesitate, hope, manage, offer, prepare, promise, refuse, seem* and *tend.*

*I am glad we all **agree to continue** this discussion next week.*

*We **offered to buy out** the other company but they said no.*

Some verbs use the pattern ***for* + object + *to* + infinitive**. These include *arrange, plan* and *wait.*

*We need to **arrange for them to visit** the factory next week.*

*I would like to **wait for them to deal** with this new problem.*

Some verbs can take **an indirect object before *to* + infinitive**. These include *ask, choose, expect, help, need, want* and *wish.*

*Can you **ask him to help** us with the ad campaign?*

*I **want you to finish** the report this afternoon if possible.*

Verb + *that* clause

We can use ***that*** to preface a clause following **verbs of speaking**, including *admit, agree, answer, argue, claim, complain, deny, explain, mention, promise, reply, say* and *suggest.*

*We **agreed (that)** we needed to do more research on it.*

*They **complained (that)** they hadn't got an answer from us.*

That can also be used with clauses introduced by **verbs of thinking**, including *believe, decide, expect, feel, forget, guess, hope, imagine, know, remember, suppose, think* and *understand.*

*They **decided (that)** they needed to delay the launch.*

*He **guessed (that)** the campaign would be successful.*

Verb + *wh-* clause

We can use ***wh-* clauses** (including *how*) to follow some **verbs of speaking**, including *admit, agree, argue, ask, explain, mention, reply, say* and *suggest.*

*She **mentioned why** she had asked about the price.*

*He **asked when** the meeting would be over.*

***Wh-* clauses** can also follow **verbs of thinking**, including *forget, know, remember, understand* and *wonder.*

*They **forgot who** was invited to take part in the focus group.*

*He **understands how** important confidentiality is.*

Gerunds (*-ing* form)

Gerunds are formed from verbs by adding *-ing* and they function as nouns. Just like nouns they can be **a subject, complement or object** in a sentence.

***Travelling** is something that comes with the job.* (subject)

*One of his favourite pastimes is **running**.* (complement)

*I know a number of people who love **working**.* (object)

Gerunds can also have their own objects.

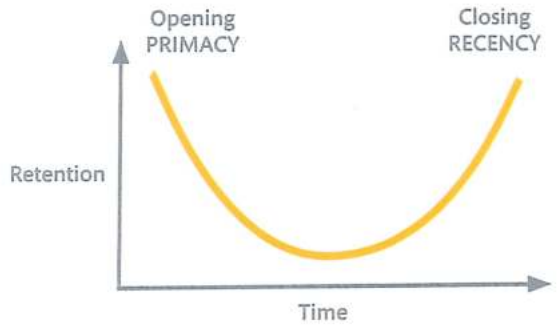
***Creating adverts** is a challenging job.*

*At weekends he enjoys **reading the newspapers**.*

*I spend a lot of time **meeting colleagues** from other offices.*

Lesson 1.4 > 2A

Primacy and Recency – the psychology of learning



Psychology tests in learning confirm an effect called Primacy and Recency, suggesting that information which is introduced at the beginning (Primacy) and end (Recency) of a learning exercise is retained better than data in the middle. This is due to the dynamics of short-term memory, which is open to information at the start of learning and can more easily access information recently presented. The Primacy and Recency effect is used in professional contexts. For example:

- advertisers focus the first and last parts of their promotions on creating a desire to buy;
- lawyers usually call their strongest witnesses at the opening or close of a trial;
- university lecturers structure the sequence of their lectures to ensure an engaging opening and a memorable ending;
- conference organisers schedule strong opening and closing plenary speakers.

For presenters, the psychology of Primacy and Recency confirms that the opening and closing moments of their presentation need to be creative and impactful. It's important to learn a range of techniques to open and close presentations in a way which creates a strong personal impression and communicates convincing arguments.

BUSINESS WORKSHOP 1 > 6A

Group B

Add some new features to our existing lift models, such as better lighting, faster motors and internal TV screens showing the news or advertisements.

Cost of development: approx. £150k

Timeline: (with an agile approach) ready to launch in three months

Business impact: It could increase revenue by 5% over the following twelve months. This would help stabilise the losses in the short term, but would only be a one-year fix.

Lesson 1.4 > 7A

Professional context

You work for DAPRA, a successful German company famous for innovation and its use of new technologies, which manufactures high-end coffee machines for use at home. It is a market leader globally, and highly international in its operations. The company prides itself on its attractive and modern values of Team – Freedom – Entrepreneurialism and its internationally-recognised commitment to training and developing international careers for young people quickly. Its 3:3 graduate programme offers working locations on three continents over three years. DAPRA has won many awards, including No. 1 Innovator in Engineering in Germany, and recently won the Top Young Leader Developer in Europe at an HR conference in London, in recognition of its highly innovative and successful internal leadership development programme. However, the company is experiencing severe challenges in recruiting young international talent to the organisation due to its very rural location in the south of Germany. You have been asked to give a presentation to international students to inspire and engage people to consider DAPRA as a future employer of choice.

BUSINESS WORKSHOP 2 > 7A

Citizens' representative

You understand that it is necessary to address environmental issues, but sometimes you don't have the time or the money to take advantage of the initiatives or follow all the regulations exactly.

You feel these can be implemented:

+ separating rubbish at home, at work and at school
+ taking reusable bags to the supermarket
+ buying fruit and vegetables that are not wrapped in plastic
+ using public transport during the week
+ installing solar panels if the government is helping to pay for them

You feel these are problematic:

- repairing an old product rather than buying a new one, due to the cost
- taking certain items to the recycling centre if you don't have a car
- relying on public transport at weekends and in the evening
- finding a way to donate food which cannot be consumed

BUSINESS WORKSHOP 2 > 4A

Student A: Industry representative's report

We have been working on developing products with longer life cycles; however, it is not always possible to reach these environmental goals without significantly increasing our costs. Planned obsolescence is not a deliberate policy, but there will always be a question about repairing a household appliance that is over ten years old, as it could break down again quite soon. In addition, if all products are repaired, we will no longer be able to sell the products we produce, and then we will not be able to continue to pay our employees or our taxes, two factors which also have to be taken into account. Mass-produced electronic products such as phones and tablets are more of a problem as new models are inexpensive, more efficient and generally have more features than older ones do. It is very difficult to convince customers to repair a device at considerable cost when a new one is less expensive and is also a better product.

We follow regulations carefully and have reduced our emissions. We treat waste before it is disposed of and we are always on the lookout for ways to source our raw materials more ethically. Modern supply chains, however, are incredibly complex, and it is not always possible to check every step along the way. Quality, reliability and a reasonable price are very important to us, so we sometimes have to transport components long distances. The same thing applies to natural resources. It is often difficult to find these locally, which means long-distance transportation, although we have been looking into ways to source more materials locally. We are doing our best to help our planet, but we also need to be able to stay in business while we do it.

Lesson 2.3 > 3A

Assistant Editor

Read the information and prepare to meet with the journalist. Be prepared to politely clarify any misunderstandings when necessary.

1 Feature content

Ask the journalist if he/she has found a source to interview for the 'living without plastic' feature. If not, suggest he/she finds an influencer on social media who's doing just that. This will save the magazine time and money developing the feature.

Tell the journalist that there's no money for expenses on assignments, that the timeframe's very tight for this feature and that the magazine doesn't pay interviewees.

2 Progress

Ask the journalist for a progress report on the plastics story so far.

Clarify the magazine's editorial guidelines if it seems necessary. You want informative, entertaining and light-hearted stories, nothing too technical. The magazine doesn't do investigative journalism or try to expose wrongdoing.

3 Images

Ask the journalist what he/she wants as the main image for the feature. Images should relate to the theme 'living without plastic' and not veer into wider environmental issues.

Ask the journalist to include high-quality photos of any expert interviewees.

Clarify that you want high-quality photos throughout the piece.

4 Proposed User-Generated Content (UGC)

Find out how the article will engage readers to respond with comments.

Lesson 2.4 > 4B

Student A

You work in Corporate Social Responsibility (CSR). You want to improve the focus of your company's brand on sustainability. You would like to include a new 'low carbon footprint' promise because you think it will create better customer engagement and improve sales. To do this, you want: all company cars to be electric in the future, to significantly reduce international air travel in the company and to rely more heavily on virtual meeting solutions. You know there is opposition among some of the management who don't like electric cars or virtual meetings. You are open to other ideas that support sustainability.

Prepare to lead a short discussion on your proposal and reach a decision.

Lesson 6.1 > 9A

Group A

You work for the tourist board. You are FOR the international hotel chain's plans. You strongly believe this will be good for the local economy.

- Prepare arguments for building the hotel complex. Give reasons and examples. Consider points mentioned in the video.
- Prepare any counter arguments you anticipate the other group will make.

Lesson 3.4 > 5B



Briefing – Sam Birreg

You feel the Next Gen project, in general, is going well, but recent illnesses among your team mean you are behind with some customer research, and this threatens your meeting an important project milestone in five weeks' time – a presentation to the board.

You would like Pierre to work full-time on the project for the next five weeks because he has the expertise and drive to help the project catch up, analyse the research and present solid findings to the board.

You want to negotiate a positive solution with Jean because it is important for you to have a strong relationship with the Sales team after the project. You feel you need to better understand:

- which tasks Jean has in the coming weeks that might require Pierre's time
- how possible it is to have Pierre on the project full-time for the next five weeks
- other team members who are available, and who can deliver the same quality as Pierre.

You are aware that your project probably has priority over Jean's needs in the eyes of the CEO. You received this feedback after a recent email to Jean about the project which was copied to the CEO. You would prefer not to see such an escalation of the situation, but it is an option.

Plan your strategy for the negotiation using the questioning strategies in this lesson to create a positive process and outcome.

Lesson 3.3 > 3A

Student A

Tell your partner about the facts and data you have gathered for your article. Politely challenge any information as part of the fact-checking process. Respond to any challenges from your partner.

- £69 billion is owed on credit cards in the UK. This figure was issued by the Bank of England in October last year.
- You have seen the figure that the 'average household' in the UK has £2,688 of credit card debt. It isn't logical to present debt in this way because there's no such thing as an average household.
- Check your colleague has the full names and job titles of anyone he/she has interviewed.
- You have read that polls often show that money is the main source of worry for people.
- You interviewed Frank Turner, a financial psychologist. He is part counsellor, part financial planner. He thinks half the population needs financial therapy.
- Check the source of any surveys your partner mentions. Ask who commissioned the survey, how the survey was conducted and find out if the sample size was big enough to be representative.

Lesson 5.4 > 5A

Student A – Buyer profile

You work for Park Lane Trends as Buying Manager, Europe.

Park Lane Trends is an upmarket British fashion retailer. As the Buying Manager for menswear, you have established contact with Stylo, an Italian-based clothing designer and manufacturer. You were very impressed with their new 'Milano' collection of exclusive shirts at last month's fair in Rome. You have been quoted a unit price of €45, including the cost of shipping and insurance, and you want to place an order for 10,000 from the collection.

It is now the end of October and you need the shirts quickly in order to get the collection onto your London shelves in time for Christmas. The third week in November is ideal for launch. You know that your target customer loves bright colours and modern designs, and they expect to be able to choose from a wide range of pattern types.

Your objective is to conclude a satisfactory deal for the specified quantity of 10,000. Use the comments below from your Managing Director to decide what you want to achieve in the negotiation in each of the four areas. Remember, you want to achieve the best result but also build trust and a long-term relationship, so make sure you use some of the trust strategies from this lesson as you negotiate.

Negotiation areas		Comments
Delivery:		
Before Nov 30	=	Ideal outcome
Nov 30–Dec 6	=	Acceptable
Dec 7–13	=	Not ideal
Later than Dec 13	=	Need to avoid
Number of patterns:		
> 20	=	Excellent result
16–20	=	Good result
11–15	=	Fine
5–10	=	Will cause problems
< 5	=	Avoid at all cost
Number of colours:		
16–20	=	Nice to have but not essential
11–15	=	Good
9–10	=	Just about acceptable
5–8	=	Could live with this in first contract
< 5	=	No
Discount:		
> 30%	=	Don't push too hard for this
24–30%	=	Try to get this
15–23%	=	Probably best result we can achieve
10–14%	=	OK
< 10%	=	A little low

Lesson 2.3 > 3A

Journalist

Read the information and prepare to meet with the Assistant Editor. Be prepared to politely clarify any misunderstandings when necessary.

1 Feature content

You thought the Assistant Editor agreed to your pitch to live without plastic yourself for a month. You plan to keep a journal and then write up your article.

You need some expenses to help you shop around to find products that don't contain plastic and aren't sold in single-use plastic containers.

Explain to the Assistant Editor that he/she has misinterpreted your pitch and what it is you actually intend to do.

2 Research

You've done some background research on 'green chemistry' (the design of products and processes that cut down on or cut out all hazardous chemicals) and the 'linear plastics economy' (meaning 95% of plastic packaging is designed for single-use, e.g. plastic bags and coffee cups). Clarify the meaning of the technical terms 'green chemistry' and 'linear plastics economy'.

Mention that you don't plan to use the technical terms 'green chemistry' and 'linear plastics economy' in the feature article.

3 Presenting facts and data

You plan to put interesting data in small fact boxes, e.g. '95% of plastic packaging is single-use'.

4 Images

You want to use a dramatic photo of seabirds on piles of plastic waste as your main image with the article.

You can take other photos with your mobile or ask the photographer for high-quality photos.

5 Proposed User-Generated Content (UGC)

Readers can add comments to the article, such as their own tips for living without plastic.

Lesson 2.4 > 4B

Student B

You work in Human Resources (HR). You want to move towards introducing homeworking/teleworking as a concept for people in your organisation. You believe strongly in the idea for three key reasons:

- it offers employees flexibility in their lives.
- it enables companies to save money by reducing office space.
- it increases productivity (research shows people can work very effectively at home).

Prepare to lead a short discussion on your proposal and reach a decision.

BUSINESS WORKSHOP 7 > 4B

Student A

Mapping

The 'M' stands for Mapping. One of the key phenomena of working internationally is the fact that we often have to work with strangers, people we don't know very well. And if you don't understand someone's background, their values, their preferences, their talents and their expectations, it's easy to misunderstand or overlook them and forgo the benefits of someone different to you. The simple answer? Take time to build relationships before getting down to the real work of the team. Mapping is this process. It can be a formal one, for example, profiling the different cultures of team members using established dimensions of national culture. After all, once you know the differences, you can appreciate and manage them. So why not just have an informal chat about cultural differences ... over a coffee, lunch or dinner? And, of course, 'maps' don't just have to be about national culture – there are lots of tools which profile individual psychology to help team understanding. Even exchanging CVs is better than nothing. Often, all it takes is a half-day workshop with team members sharing information about their own culture or psychology to significantly raise understanding and appreciation of the team behaviours which express unseen cultural values. Regular social events also allow these personal maps to surface and be explored. This can accelerate the development of emotional bonds between team members and prevent conflict.

Lesson 4.3 > 1B

Brainstorming dos and don'ts



Dos

Spend time thinking of ideas individually.
Defer judgement of ideas.
Encourage unusual ideas.
Build on the ideas of others.
Be visual – draw ideas.
Generate lots of ideas.



Don'ts

Criticise the ideas of others.
Lose focus of the topic.
Spend a lot of time on one idea.
Brainstorm in large groups.
Be competitive with others.
Exclude introverts and remote workers.

Lesson 7.4 > 6A

Student C

Read through the information and prepare for the roleplays.

Mediation 1: Jenny Fischer

One of your team (Björn Haglund) wants to take a three-month break from work in order to complete a personal goal (volunteering in Africa). He brought this up last year when the workload was light, and it seemed feasible at that time. However, since last year, two other members of staff have left, and along with additional budget cuts, the team's workload is now extremely high and everyone is under a lot of stress. You think that allowing Björn to take an extended period off work for 'fun' is going to give out the wrong messages to other colleagues. You are also under pressure from your own manager to meet targets, and you haven't taken time off work yourself for the past six months. Björn's attitude about being told he can't go has come across as rude and disrespectful. He doesn't seem to understand the realities of the situation. However, firing Björn would also likely affect the morale of other team members. You really need a solution that satisfies the whole team in some way, and one thought is for Björn to postpone his trip for a couple of years.

Mediation 2: Hans Linhammer

You are a successful project manager, with many years of experience in the IT field. You see yourself as a progressive leader who works not by command but by collaboration and freedom, giving trust and space for team members to explore and fulfil their roles. You do not believe in giving too much direction because you want to inspire independent thinking. You think colleagues respect you, but your relationship with Senior Programmer, Martin Kask, is almost non-existent. You find him rude. You also find him uncollaborative and lacking in entrepreneurialism, always waiting to be told what to do. You know he has been saying bad things about you to colleagues. However, he is technically good and extremely useful for the project.

Mediation 3: Mediator

A colleague has asked you to step in and mediate between Michaela Faraday, an R&D specialist based in New York, and Fernando Bianchi, who works in the Customer Service department, having been transferred from the Brazil Sales office last year. Michaela has become very frustrated with Fernando over the last couple of months with what she sees as a lack of professionalism – constantly wasting time in meetings with irrelevant small talk, delivering late, and not spending enough time analysing risk in the project – and the fact that he is still seemingly occupied with his Sales role. Fernando sees himself as committed to the corporation. He believes in forming strong relationships with colleagues at work, and also focuses more on quality rather than deadlines, which means he will deliver tasks late if he believes he needs more time to achieve the right quality. Fernando finds Michaela naïve, direct and impolite, lacking in customer focus and obsessed with scientific data.

BUSINESS WORKSHOP 8 > 6B

Communicating successfully at work

We work with large groups of employees at a time and our courses generally run for ten weeks. We begin with the fundamentals of communication and look at the ways in which people generally communicate with others. We use this basic knowledge to help participants learn how to establish and maintain rapport. The training goes on to deal with problem-solving by finding mutually beneficial outcomes as well as how to recognise negative communication patterns and language. Participants will also experience the importance of being congruent in their words and behaviour, a skill which helps them to build long-lasting relationships and trust. The final part of the training will work on resources people have and help them to recognise these in themselves and in others. These simple techniques will be explained and practised, and participants will be asked to try them out in the workplace so that they can feed back to the others on the course.

Achieving a growth mindset

This ten-week course will introduce the concepts of fixed and growth mindsets to groups of up to thirty people. We will begin by working on each individual's views of the world. The next step will involve helping each of you to recognise your basic qualities as well as what you are lacking. You will be given tools to learn how to overcome these deficiencies and stretch out of your comfort zone. During the training, you will discover how to turn failures into learning experiences, become more flexible in your approach to problem-solving and adapt more easily to change. At the end of the course, you will notice how your reactions to difficulties, your attitude, your ability to really listen to others and your way of thinking have changed to allow you to make the most of your potential and the potential of those around you.

Coaching in the workplace

We offer courses to train your employees to become coaches so that they can then work with others who feel the need for personal growth. Our courses range between ten and fifteen weeks and can be held with groups of up to twenty people at a time. The main goal of a coaching course is to teach people how they can guide others and help them to help themselves. Participants will experience for themselves the process of discovering their own needs, where they find themselves now and what they would like to achieve in the future. These sessions will demonstrate how a coach can challenge thinking and provide support at the same time. Participants will learn how to ask questions and refrain from giving recommendations or suggestions. By employing our method, employees can find out how to encourage others to think about what they need and help them to discover how to get it.

Lesson 4.3 > 3A

Student A

How can we increase the magazine's revenue?

You can adapt these ideas and/or add ideas of your own.

- Crowdfunding – ask for funds for specific projects on a crowdfunding website
- A print version of the magazine to generate revenue through sales as well as advertising
- Organise conferences with guest experts as speakers

Lesson 2.4 > 4B

Student D

You work in Health and Safety. A recent review of employee behaviour showed very low use of three newly introduced safety regulations:

- completing a Fire Safety training course online once a year
- reversing into parking spaces to improve visibility when pulling out
- signing out of computers when leaving desks to avoid data theft

You want to issue a warning to all staff about the need to follow rules, and introduce formal warnings for staff members who fail to comply. Three warnings will result in dismissal from the company, which it is legally possible to do.

You believe very strongly in health and safety, but are open to exploring other ways to build a better culture around this theme.

Prepare to lead a short discussion on your proposal and reach a decision.

Lesson 7.3 > 3A

Journalist

You are a journalist for *Lifestyle* magazine. You are finding it difficult to work on joint assignments with Yvonne Williams, a fellow journalist. You decide to ask your manager for advice.

Some aspects of Yvonne's behaviour that you don't like are:

- She takes credit for your work, e.g. the interview questions for the Cambridge professor as part of your AI feature article.
- She does the tasks she wants to do, even when they are assigned to you, e.g. the video interview with the professor, because she wants to get into TV journalism.
- She tends to dominate conversations and talks over you at meetings.
- She makes decisions on joint assignments without consulting you, e.g. she finalised and sent the article about AI to your editor without telling you.
- She doesn't copy you in on important emails.

Lesson 3.3 > 3A

Student B

Tell your partner about the facts and data you have gathered for your article. Politely challenge any information as part of the fact-checking process. Respond to any challenges from your partner.

- £72.5 billion is owed on credit cards in the UK. This figure was issued by the Bank of England in January this year.
- There are 27.6 million households in the UK. This would mean the 'average household' in the UK has over £2,600 of credit card debt.
- HELPOUT is a charity that gives free advice to people with debt problems. You spoke to Jenny at HELPOUT. She said three quarters (75%) of the people they helped last year owed an average of £8,200 on their credit cards.
- Check that your colleague doesn't generalise when referring to polls and surveys.
- Your colleague has interviewed a financial psychologist. Check that opinions of the interviewee are not reported as facts.
- You found a survey about Millennials' attitudes to money from an online bank. It commissions a consumer research group to do an online survey once a year of 300 Millennials and claims it is a 'statistically representative sample' of 20- to 36-year-olds.

Lesson 6.3 > 3A

Journalist

You are a journalist for *Lifestyle* magazine. You want to spread the word about *Lifestyle* in order to get some advertising from exhibitors at the trade fair. It is your first year at the trade fair.

Key points:

- *Lifestyle* is an online publication for Millennials.
- Readership is growing steadily. Last month there were over 250,000 unique visitors globally.
- The magazine includes articles of general interest: entertainment, technology, trends in society, etc. Travel is one of the most popular sections.
- Your readers are young, educated professionals interested in independent holidays and new destinations.
- You can offer to put potential advertisers in contact with your Sales and Marketing Manager, Teo Doğan, for details about advertising rates and options.

Lesson 3.4 > 5B

Briefing – Jean Piaget

You agreed to allow Pierre to support the Next Gen strategic project at the beginning, but you now need him back to prepare marketing presentations for upcoming customer meetings in the next two weeks. You have the option to make available other members of Pierre's team for the project – Carole and Ben – but they are both less experienced than Pierre.

You have also recently received an email from Sam requesting more of Pierre's time and, to be honest, feel a little annoyed that Sam's email was copied to the company CEO as this seems to be a tactic to put pressure on you.

You understand the pressure that Sam is under and want to help, but you need more information before you can offer support:

- what problems the project is having, and why
- what deadlines the project has and how important they are
- how necessary it is for Pierre himself to support the project in the coming weeks
- if others from Pierre's team could be used to support the project.

You are aware that you need to handle the negotiation sensitively. Sam has the support of the CEO and, in the end, could try to demand Pierre's time. But you do not want to see such an escalation of the situation.

Plan your strategy for the negotiation using the questioning strategies in this lesson to create a positive process and outcome.

BUSINESS WORKSHOP 2 > 7A

Municipal government representative

You understand that it is necessary to address environmental issues, but there is only so much a government can regulate.

You feel these can be implemented:

+ offering subsidies for repairing rather than replacing
+ strict waste separation in homes and at work
+ maintaining a recycling centre
+ expanding the public transport network
+ setting up food banks to make use of food leftovers from events, shops, etc.

You feel these are problematic:

- getting citizens to put up solar and photovoltaic panels due to the initial costs
- convincing citizens to use their cars less and having car-free days
- getting people to take certain waste materials to the recycling centre
- getting citizens to move to bio-mass fuels from fossil fuels

Lesson 5.4 > 5A

Student B – Seller profile

You work for Stylo as Sales Manager, Northern & Western Europe.

Stylo is a well-known Italian-based clothing designer and manufacturer based in Milan. You operate in a highly competitive market. You are pleased to have made a new contact with Park Lane Trends, a major British clothing retail chain, which is interested in ordering 10,000 shirts from your exclusive new 'Milano' range at a unit price of €45.

Stylo is facing some financial challenges at the moment. It is the end of October and you urgently need to sign new deals. You realise that Park Lane Trends will require the shirts as soon as possible in order to launch on the Christmas market. However, you have a number of orders with existing customers and you would prefer not to guarantee delivery of any consignment before 6 December.

You expect Park Lane Trends to ask for shirts in a wide range of designs, with many colours and patterns. You can meet this demand, but this will create additional costs in production.

Your objective is to conclude a satisfactory deal for the specified quantity of 10,000. Use the comments below from your Managing Director to decide what you want to achieve in the negotiation in each of the four areas. Remember, you want to achieve the best result but also build trust and a long-term relationship, so make sure you use some of the trust strategies from this lesson as you negotiate.

Negotiation areas		Comments
Delivery:		
Before Nov 30	=	This creates problems for us
Nov 30–Dec 6	=	OK
Dec 7–13	=	Good result
Later than Dec 13	=	Excellent if we can achieve this
Number of patterns:		
> 15	=	This will create production problems
13–15	=	This is challenging to manufacture in short time
10–12	=	OK
7–9	=	Probably best outcome for us
< 7	=	Let's see if they will accept this low number
Number of colours:		
> 12	=	We will struggle to deliver this
9–12	=	We can probably manage to deliver this
6–8	=	OK
3–5	=	Very good
< 3	=	Excellent
Discount:		
> 25%	=	Too high
15–25%	=	We could live with this
10–14%	=	Good result
5–9%	=	Excellent result
< 5%	=	Try but unlikely we will achieve this

Lesson 4.3 > 3A

Student B

How can we increase the magazine's revenue?

You can adapt these ideas and/or add ideas of your own.

- Appeal for donations on the magazine website
- Organise special events, such as a book festival with guest writers, and charge people to attend
- Develop an e-commerce model and sell consumer products directly via the magazine website

BUSINESS WORKSHOP 2 > 4A

Student C: Municipal government representative's report

There are a number of initiatives for citizens which we feel can help us keep our environment healthy. We recently began a programme of offering subsidies to those who choose to have household goods repaired rather than replaced. It has been slow getting started and we are looking at ways to spread the information more widely among the population. Most people are careful about waste separation, and a variety of waste bins are available on the street and for apartment blocks. In addition to general waste, we have bins for paper, plastic, glass, metal and organic waste. There is a large recycling centre for bulky items, cooking oil, building materials, electrical and electronic devices, etc. Most shops selling such goods also have places for customers to leave items such as batteries and toner cartridges for disposal and recycling, which we find very positive. We still need to find a way to use food currently being thrown away by restaurants and supermarkets, possibly working alongside food banks.

There is funding for homeowners who choose to install solar panels, and we have tried to encourage people to mount photovoltaic panels that produce electricity. However, at the moment, only a small part of the population has taken advantage of these offers. The city is working on introducing car-free days. We have electric taxis, and many shopping centres and public areas have charging stations for electric cars. We also have an official car-sharing service that everyone can use. In addition to that, we have also been offering a reduced-price annual ticket for the city's public transport system, which has been very successful. However, we still have too many cars in the city centre and we need to find a way to solve this problem.

Lesson 7.4 > 6A

Student B

Read through the information and prepare for the roleplays.

Mediation 1: Björn Haglund

You really want to take three months off this summer to complete a personal goal (volunteering in Africa). You brought this up with your boss (Jenny Fischer) last year for the first time, at which point you were told it would be possible. One week ago, however, you got a very cold response. Your boss is clearly not happy about your request for extended leave, and is saying the department workload is simply too high to allow such requests. For you, this is the chance of a lifetime, and you believe the life skills you will learn will make you a better person and improve you as a working professional. You don't want to delay your plans because after this summer your son will be starting an important phase of exams at school and will need your support. You know that you are a highly valued employee. You feel that all your hard work and excellent results over the last two years should create some flexibility on this issue from your company. You feel your boss is being deliberately uncooperative and is jealous of your dream.

Mediation 2: Mediator

You are the Senior Director of an IT company. You have been asked to mediate in a conflict between a Project Manager, Hans Linhammer, and one of his team members, Martin Kask. Hans and Martin are finding it almost impossible to work together. Hans sees himself as a modern leader who empowers team members to perform well, showing trust in people's ability to perform complex tasks. Martin sees Hans as incompetent and lacking the technical expertise to run the project. They are both involved in a very strategic project for the company, and it is important both can be remotivated to work together.

Mediation 3: Fernando Bianchi

You work in the Customer Services department of the New York office of an international corporation. You were transferred from the Brazil office after having worked there in the Sales department for five years. Currently you are very busy on an international project supporting R&D to develop a new online customer service tool. Michaela Faraday, your project colleague from R&D, is clearly a technical expert, but she lacks experience of working directly with customers. You think that there's a major risk that the project will be hijacked by discussions around scientific logic instead of focusing on genuine customer needs and quality. You are a people person – you like to talk things through in meetings in detail and believe in forming close relationships at work. You find working with Michaela very difficult – she seems naïve, direct and more obsessed with data and processes than other people's interests.

BUSINESS WORKSHOP 1 > 6A

Group C

Rebrand the company as a people transportation company and work with city planners to connect light rail and metro systems directly into buildings and into vertical lift shafts. The train carriages would be mini-pods which could travel horizontally into the building and then travel vertically to get the passengers to their required floor.

Cost of development: approx. £10m

Timeline: ready to launch in two years

Business impact: It could be a complete game changer for the transport industry and society itself. The effects on the company could be massive, such as a revenue boost of 500% or more, with year-on-year growth for two to three years until competitors start to capture some of this new market share. It would, of course, also be a massive risk.

Lesson 2.4 > 4B

Student C

You work in Audit. You have been informed that expenses submitted by international sales staff in your organisation show high spending on entertainment with clients. In fact, the average spend on an evening meal for clients is over 300 USD. You are concerned not just at the level of cost, but also the compliance implications – such spending could give the impression to the industry regulator (and the media) that it is an implicit form of bribery. You want to set a new policy of limited dinners and lower company spending in this area. People in Sales are furious – they say that this is integral to their activity. You want to propose a round of cost-cutting. You are open to hear other ideas to resolve the issue.

Prepare to lead a short discussion on your proposal and reach a decision.

BUSINESS WORKSHOP 7 > 4B

Student C

Integrating

The 'I' stands for 'Integrating', where the diverse behaviours and mindsets in an international team become celebrated and used as a tool for creative thinking. The key here is managing group interaction with formal protocols which ensure everyone's ideas are expressed and heard in an atmosphere of safety. Certain behaviours are recognised as destructive and forbidden: for example, saying 'Yes, but ...' too quickly, which can destroy the creative thinking potential in diverse teams. The use of external coaches and trainers to facilitate diverse teams is highly recommended during the early phases of a project to reduce the scope for potential conflict and to train conflict-busting skills which optimise group dynamics. Examples include training in how to summarise effectively, learning how to interrupt dominant speakers and include quieter individuals to ensure a balanced participation model, engaging with feedback robustly to ensure an open climate in the team and a powerful learning culture. Such rules of engagement ought to be openly debated and defined by the team itself, and then reset over time with experience. This rule-setting clearly leads to an integrated team which can perform at a high level.

Lesson 6.1 > 9A

Group B

You are local residents. You are AGAINST building hotels, particularly by international hotel chains. You think it will spoil areas of natural beauty and put more pressure on local infrastructure, which is limited.

- Prepare arguments against building the hotel complex. Give reasons and examples. Consider points mentioned in the video.
- Prepare any counter arguments you anticipate the other group will make.

Lesson 7.4 > 6A

Student A

Read through the information and prepare for the roleplays.

Mediation 1: Mediator

You are an external consultant and have been asked to support and mediate between a project team member (Björn Haglund) and the project team leader (Jenny Fischer), who are in conflict regarding a holiday request. Björn wants to go on holiday and fulfil the dream of a lifetime travelling to Africa to do volunteering. He is adamant that Jenny promised last year this would be possible for him to do. Now she is refusing to grant the request and Björn is close to resigning. Jenny's boss, Kevin Jones, has asked a mediator to step in to resolve the situation. The legal situation means Jenny does not have to grant the request, but many similar requests in recent years have been granted.

Mediation 2: Martin Kask

You are a senior programmer in a platform development company, and have participated in and led many successful projects. You find your manager, Hans Linhammer, to be a weak and ineffective leader. Meetings are basically a series of small talk discussions. He clearly has little oversight of the project, and is unable to take decisions which need to be taken, meaning the project is slowly falling behind schedule. You have tried to deal with him honestly and openly, but he is very sensitive and takes things too personally, another sign of poor leadership. You are thinking of leaving the project and know of another company that would pay you more, although you'd have to commute longer to work.

Mediation 3: Michaela Faraday

You are an R&D specialist based in New York, regularly working alongside the Customer Service department's Fernando Bianchi who was transferred from the Brazil Sales office last year. You have become very frustrated with Fernando over the last couple of months with what you see as a lack of professionalism – constantly wasting time in meetings with irrelevant small talk, spending too much time focusing on project budget and profit, and generally lacking commitment to the project itself. He still seems to be heavily involved with his former Sales role. You also reckon Fernando lacks the necessary scientific background to analyse consumer data, and believe it would be better if he left the project.

BUSINESS WORKSHOP 7 > 2

Pro-Transfer 12 Exit survey results

1 How effectively did your project team collaborate?

Excellent	5%
Very good	6%
Good	20%
Average	20%
Poor	49%

2 How far did poor collaboration impact your project negatively?

Highly	47%
Very	31%
Somewhat	15%
Not much	5%
Not at all	2%

3 Which factors would improve team performance?

Increased flexibility among other team members	54%
Better project leadership	15%
Greater clarity of project goal	10%
More skilled resources	8%
Longer project cycle	1%
Other	12%

4 How likely would you be to recommend Pro-Transfer 12 to a colleague?

Very	7%
Probably	25%
Possibly	26%
Not very	42%

5 How did your own skills develop as a result of the project?

Significantly	9%
Steadily	10%
Slightly	25%
Hardly at all	56%

6 Which difference created the biggest problem for teamwork?

Punctuality vs Relaxed attitudes to schedules	35%
Strict organisation vs Flexible planning	26%
Direct vs Indirect communication	20%
Focus on the group vs Focus on the individual	11%
Task orientation vs Relationship orientation	8%

Lesson 1.5 > 1, 3 & 4

Research report: Video-based e-learning platform

Background

[1]This is a start-up formed by some academics working with a web development company. The academics are from the Business Studies department of a second-tier university. The web company has a track record of building e-commerce and other websites for local businesses.

[2]Together, they have developed a pilot website to showcase their concept. This is video-based e-learning, where the online user learns about the business world. In each video, one of the academics talks to the camera and explains an area of modern business. The overall design of the site and UX is good and shows the experience of the web team.

[3]The business model would be subscription-based, with a free element to hook potential subscribers. This is a proven business model.

SWOT

Strengths	Weaknesses
Two ambitious teams Easy to scale up	Lack of business experience Time commitment of academic team
Opportunities	**Threats**
High growth potential Global market	Easy to copy (e.g. other Unis) Free alternatives

Report

[4]The two teams are ambitious. The academics are looking to leverage their teaching experience and knowledge of the business world to launch a global product. The web developers are looking to take on a project much bigger than their usual ones. Both teams are focused and motivated. And a big strength from our point of view is that the site content is easily scalable – simply more videos in more subject areas.

[5]There are two weaknesses. First, there is a lack of business experience across the team, especially marketing experience. The web developers seemed a little naïve about business realities when we met with them. The second issue is that the academics have a full teaching timetable at their university, and while they have been committed to the project until now, I am not sure if this commitment can be sustained.

[6]The opportunities here are good. E-learning now has wide acceptance, the market is global, and the content is aimed at aspiring people all over the world who want to enhance their career opportunities. On the other hand, the business model is relatively easy to copy (for example, by other, better-known universities), and the barriers to entry generally are low. There are also free alternatives all over the web, although not of the same quality.

Recommendation

[7]My recommendation is that we do not invest in the company at this stage. The risk/reward is not good enough.

Lesson 1.5 > 5A & B

Research report: Biotech company with drug to treat Alzheimer's in phase 2 trials

Strengths	Weaknesses
CEO/CFO are external hires Phase 1 trials passed, phase 2 looking good	Running out of cash Lack of other drugs in pipeline
Opportunities	**Threats**
Gap in the market Ageing population	Other labs doing similar research

- *Start-up, with origins in academia. Three PhD founders. Drug slows progression of Alzheimer's by slowing production of beta-amyloid, a protein associated with the disease. More research may lead to better results. This lab is a world leader in the field.*
- *Our exit strategy – we can sell our shares to a large pharma company. Easy if phase 3 reached.*
- *Strengths. HR: external CEO and CFO appointed with first-round funding. Drug: phase 1 trial showed drug was safe; phase 2 trials look very promising.*
- *Weaknesses. Funding running out – working capital for three more months. No other drugs in pipeline.*
- *Opportunities. Big gap in market. Currently no successful treatment for Alzheimer's. Ageing population all over world gives huge potential market.*
- *Threats. Other labs working in this area – but could be several drugs on market.*
- *Recommendation. Yes – we should invest. Some risk but potentially very big reward.*

Lesson 2.5 > 3, 4 & 5

Notes made in meeting

Meeting: Construction of new head offices for SPRINT
Date: 28 July
Time: 9:00
Present: PE, NW, LD, RK, VY
In chair: CJ
Apologies: KN

1. Matters arising
Architect wants to be included in email cc list for project updates. Agreed.

2. Scope
Client worried about thermal insulation in roof. Wants pricing on better qual mats. LD will investigate then get back to client with options.

3. Schedule
NW spoke to elec subcontractor re revised schedule due to problem with light fixtures. All okay – they can deal with it. No manpower issues as elec crew can be reassigned to other work until things sorted out.

4. Cost
PE reported actual costs to end Feb are 2.6% over budget. Main reason extra lab costs in Jan and Feb due to overtime.

5. Overall progress
CJ believes April 20 milestone still achievable. Also says small cost overrun can be absorbed within profit margin, but have to monitor closely.

6. AOB
New fire regs coming next year. See doc on Sharepoint for more info – search 'fire regulations'.

7. Next mtg
30 August. 9am. Meeting room 2. Let CJ know if can't come.

Full circulated minutes

Meeting: Construction of new head offices for SPRINT
Date: 28 July
Time: 9:00
Present: PE, NW, LD, RK, VY
In chair: CJ
Apologies: KN

1. Matters arising
We have had a request from the architect firm to be included as a cc in the project update emails. This was agreed.

2. Scope
The client is concerned about the thermal insulation properties of the roofing materials. They would like us to research better quality materials on the market, including price. LD to investigate this and write a short report for the client with different options.

3. Schedule
NW spoke to our electrical subcontractor about the revised schedule. We are having problems with the light fixtures, as discussed at the last meeting. The subcontractor said everything is good from their side and they can handle the new schedule. They will not need to change their manpower planning as the existing electrical crew can be reassigned to other work until the issue is resolved.

4. Cost
PE reported that the actual costs to the end of February are 2.6% over the wwbudgeted costs. The main reason for this is the extra labour costs in January and February when several crews had to work overtime.

5. Overall progress
CJ is confident that the April 20 milestone is still achievable. It was also suggested that the small cost overrun caused by overtime in January/February can be absorbed within the profit margin projected for this project. However, the situation will have to be monitored closely.

6. AOB
There are new fire regulations coming into effect next year. There is more information about this in a document on Sharepoint. To find it, search for the term 'fire regulations'.

7. Next meeting
The next meeting will be on 30 August at 9 a.m. in meeting room 2. Please let CJ know asap if you are unable to attend.

Lesson 2.5 > 6A & B

Notes made in meeting

Meeting: Project review – construction of new plant
Client: RELAY.
Date: 9 November
Time: 14:00
Present: HK, YD, SW, ML
In chair: PG
Apologies: DS, PA

1. Matters arising
Shortage of workers now solved – using new agency. But will need to pay higher wages to attract from abroad. YD asked how much more – no clear answer.

2. Scope
Client now wants bigger warehouse – 20% larger. Planning issues still to be resolved with City Hall (next item). Obvs client expects increased cost –
but should this be 20% in line with extra area?
HK to prepare new budget for larger w/house.

3. Schedule
Waiting for response from City Hall re planning application. Mr Stephens at City Hall says next few weeks. SW says no immediate issues re schedule as work on w/house not started yet.

4. Cost
Higher wages and larger w/house prev discussed. Re wages – will need to fight hard with agency as they will want to keep big % for themselves.

5. Overall progress
On track. ML said that client's business obvs going well (need for bigger w/house).
So maybe we can squeeze them >20% for extra construction costs on w/house?

6. AOB
Maria in Accounts leaving company after 20 years. Party this Fri 13:00, meeting room 3.

7. Next mtg
2 December. 14:00. Meeting room 1.

Lesson 3.5 > 2, 3 & 4

Quarterly budget report for the period ending 30th June (in $000s)

	Budgeted	Actual	Variance Favourable (Unfavourable)
REVENUES			
Sales income	100,000	94,000	(6,000)
Cost of sales	40,000	43,000	(3,000)
Gross profit	60,000	51,000	(9,000)
OPERATING EXPENSES			
Salaries	25,000	23,000	2,000
Marketing costs	15,000	14,000	1,000
General expenses	12,000	11,000	1,000
Total operating expenses	52,000	48,000	4,000
OPERATING PROFIT	**8,000**	**3,000**	**(5,000)**

Executive summary

[1]In this second quarter ending 30th June gross profit was down by $9,000,000 on the budgeted figure, a drop of 15% from the forecast $60,000,000. This was due to two factors. First, sales volume declined more than expected after the end of the February marketing campaign. Second, cost of sales went up slightly because of an increase in the cost of raw materials.

[2]This fall in gross profit was partly offset by a fall in operating costs. This had three causes. First, salaries were lower because of the restructuring plan that took around 130 middle managers off the payroll in March. Second, marketing costs were a little lower. This was a decision of the Marketing Director because it appears that social media advertising is becoming less effective and so we reduced spending in that area. Finally, general expenses were lower than expected as a result of warmer weather causing lower heating costs. These three factors taken together resulted in a small drop in total operating costs, which is a positive.

[3]Overall, operating profit fell to $3,000,000, which is less than half of our expected $8,000,000. This is likely to have an impact on our investment plans. Currently we have CapEx investments planned in the area of new equipment for our plant in the Philippines and OpEx investment planned for extra advertising in the autumn to coincide with the launch of our new product line. These investment plans may have to be reviewed.

[4]After discussions with colleagues on the senior management team I am able to give some provisional forecasts for the rest of the year. Revenue is likely to be flat over the third quarter, but could be significantly higher in the fourth quarter when our new product line hits the market. I expect the extra sales income from this line to outweigh the costs of the launch, and so I am optimistic that we can end the year on a positive note.

Lesson 3.5 > 5A & B

Quarterly budget report for the period ending 30th June (in $000s)

	Budgeted	Actual	Variance Favourable (Unfavourable)
REVENUES			
Sales income	150,000	156,000	6,000
Cost of sales	82,000	80,000	2,000
Gross profit	68,000	76,000	8,000
OPERATING EXPENSES			
Salaries	30,000	32,000	(2,000)
Marketing costs	18,000	18,000	-
General expenses	9,000	11,000	(2,000)
Total operating expenses	57,000	61,000	(4,000)
OPERATING PROFIT	**11,000**	**15,000**	**4,000**

- *Higher sales volume than forecast = growing consumer confidence?*
- *Cost of sales down – automation in plant so fewer workers*
- *Salaries slightly up – new regional office opened in north (recruited new employees)*
- *General expenses – higher costs associated with new regional office*
- *Marketing costs flat – in line with budget*
- *Investment plans – new factory in Slovakia (CapEx), expanding R&D (OpEx)*
- *Factory in Slovakia v. important for European market. More R&D needed to catch up with competitors.*
- *Forecast for rest of year – revenues continuing to grow because of improving economy; costs likely unchanged; economy looks like it will continue to improve*

Lesson 4.5 > 2, 3 & 4

Report: Choice of supplier for the Central America region

Background

[1]As you know, we have three main suppliers, one each for Europe, Central America and Southeast Asia. They are located close to our assembly plants in those regions. We have achieved good standardisation of parts and consistent cost savings with these suppliers. However, we are now faced with a new challenge, which is that end users are increasingly demanding non-standard products. I think this is going to disrupt our whole supply chain model. In the future we will have to be much more responsive to customer requirements.

[2]In the light of these changing market conditions, I believe we should consider changing our Central American supplier, Retico.

Business case for looking at an alternative to Retico

[3]Retico have been a valued business partner for many years, and our relationship has largely been positive. Not only are their quality levels high, but they generally respond well when our local plant increases or decreases demand for their parts. Nevertheless, there have been some negatives. In particular, we have problems managing the supply chain due to the unreliability of their data on our IT system. It is true that their Production Manager, Mr Hernandez, always responds quickly to emails; however, it is difficult to see accurate data about their work in progress and stock levels on our system. This means we are sometimes unable to spot gaps and bottlenecks in the supply chain.

[4]In fact, these points are secondary. The main issue going forward is whether Retico has the capacity in terms of machinery and know-how to make customised, non-standard parts, as discussed above. Their company culture is also quite traditional and conservative. Rarely have I dealt with a management team so reluctant to innovate.

[5]In summary, I have strong doubts about continuing to partner with Retico. Of course, we have a strong existing relationship and their quality is high. But on the other hand there are significant negatives, above all, the risk that in the future Retico will be unable to move away from a mass production model.

[6]I therefore recommend that we assign a senior SCM team member to research alternative suppliers to see if we can find a more suitable Central American partner. We need to future-proof our business by working with a partner who welcomes innovation. This research should be done relatively soon so that a report is ready for discussion at our November meeting.

Lesson 4.5 > 5A & B

Looking at possibility of new supplier for our SE Asia assembly plant.

Why? Current supplier, Qualtec (QT), has positives (quality) and negatives (unreliable delivery times). Do we want to continue with them as sole supplier in the region? Our competitors all have several suppliers to minimise risk.

Recommendation. Warn QT that they have to be more consistent with delivery times. And we should look for a second supplier anyway.

Details for Business Case: QT positives – reasonable quality; accurate data input into our IT system. QT negatives – often deliver late to the assembly plant which causes problems for our Just-In-Time processes. But main negative is that they are sole supplier and so have too much bargaining power over price, etc.

In summary, need to review whole situation, and having just one supplier leaves us weak.

Recommendation. Warn QT that unless their delivery times become more reliable we will end the relationship with them. In any case we should look for a second supplier to give ourselves greater control over the supply chain, e.g. ability to meet changes in demand in the assembly plant, and to negotiate price of supplied parts.

Senior SCM team member to research alternative suppliers. Prepare report for discussion at March meeting.

Lesson 5.5 > 2, 3 & 4

Version 1

Fleece blanket with sleeves – ideal for keeping you warm and cosy while watching TV, relaxing on the sofa or reading a book.

- Choice of four colours
- Machine washable
- Large size fits most adults
- Makes an ideal gift

Version 2

A blanket you can wear! Our Slanket will keep you cosy and warm all winter long.

- Measures 203 cm x 152.5 cm
- Sleeve length 68 cm
- Material: 360 gsm microfibre – thick and warm but lightweight and practical
- Wash separately at 30 degrees or lower
- Do not iron
- Available in passionate purple, ruby red, winter white and basic beige

The Slanket is suitable for a wide range of activities from watching TV on the sofa to wrapping up on an overnight flight. Why not buy one for yourself and another for a loved one?

Version 3

You might have seen a blanket with sleeves before, but we've gone one step further with the Slanket. Seriously, this material is really thick and warm. As soon as you feel the softness of this luxury fleece, you'll know what we mean. You'll feel so cosy as you snuggle down on the sofa to watch a series or chat with a family member.

And why buy only one? Your mom, dad, uncle, auntie, grannie, granddad, husband, wife, and of course your best friend – who wouldn't love a Slanket?

The colours of our Slanket come in two categories: bright and bold or calm and classic. The Slanket measures approx. 200 cm x 150 cm, with 68 cm sleeves.

Wash separately and keep away from fire.

Version 4

Imagine yourself on the sofa one evening trying to keep warm under a blanket. You have to reach out for a drink, or use the TV remote. The blanket falls off and the heat escapes. That's a bit annoying. Wouldn't it be great if there was a solution?

Well, now there is. It's called a Slanket because it's a blanket ... with sleeves! We've made it nice and large, nice and warm, nice and lightweight. It will keep you super-cosy all evening long as you watch a series or chat with your bestie.

A Slanket also solves your gift-giving problems. Give others a present they will use again and again.

Available in four colours. Machine washable.

Lesson 5.5 > 5A & B

Product name: Snuggle Slippers
Colours: cream, blue, black

- Easy to use – place in microwave
- Heats up and ready to wear in 90 secs
- Natural flax seeds inside slippers retain heat
- Heat lasts for up to an hour
- Luxurious super-soft fabric
- Can be surface wiped with a damp sponge
- Non-slip soles

Weight: approx. 750 g
Sizes: small, medium and large

- Relieves tired and aching feet
- Aids relaxation
- Where to use: around house, watching TV, working at computer, bedtime
- Suitable for all ages
- Makes ideal gift
- Safety: only reheat from room temperature, do not overheat
- Not machine washable (contains natural seeds)



Lesson 6.5 > 1, 2 & 3

To: james.robertson@edinburghtourservices.co.uk
From: wei@wuhantravel.cn
Subject: Group of 29 to visit Edinburgh

Hi James,

This is Yongli from Wuhan Travel. I would like to thank you for all your hard work in making our August trip to Edinburgh such a success.

We have opened bookings for another group to visit Edinburgh from Feb 4–10 next year. This is the Chinese New Year and a top time for Chinese tourism, so I am sure we will get a full group. I have a few questions:

1. Can you confirm your prices will remain the same? As before, we will arrange the flights and hotel – probably the Heriot like last time – and we would like you to organise everything else, including airport transfers, local excursions, etc.

2. The itinerary you put together for the last tour was excellent, but some clients said that the full-day trip to Loch Ness was too long (14 hours). Is it possible to have a shorter trip? Also, can you confirm the availability of the Mercedes mini-coach for the Loch Ness day? Apparently there was some confusion over this before. We were offered a lower-grade coach, which our tour leader had to refuse.

I would appreciate an early reply. Please email or call me directly if you have any questions.

I look forward to working with you again, and I hope that we will have a successful, long-term business relationship.

Best wishes,

Wei Yongli

Wuhan Travel

To: wei@wuhantravel.cn
From: james.robertson@edinburghtourservices.co.uk
Subject: Re: Group of 29 to visit Edinburgh

Hi Yongli,

Great to hear from you again. It was a pleasure to work with you on the last trip.

The dates of your next trip Feb 4–10 work well for us. February is off-peak for Edinburgh, so you should be able to negotiate a good deal with the hotel. Let me know if there is anything I can do this end re visiting hotels and checking facilities.

With regard to your questions:

1. Yes, our prices will remain the same for your next visit.

2. Thank you for the feedback on the length of the Loch Ness trip. Unfortunately, there is nothing we can do about that. It is a round trip that includes a lot of famous sites, and there is no shorter route. If you wish, we could make the trip optional, and the alternative would be to stay in Edinburgh and do self-guided sightseeing and shopping. I have booked the Mercedes coach for the day of the Loch Ness trip and apologise again for the confusion last time. There was a double-booking at the coach hire company, and they assured me it will not happen again.

We will make sure that your next group in February has a fantastic time. We look forward to welcoming you here in Edinburgh on many future occasions.

James Robertson

Edinburgh Tour Services

Lesson 6.5 > 4A & B

Background

Greenleaves is a global company in the agrochemicals sector with its head office in Europe. Its product lines include pesticides and fertilisers. Every year, it organises a global sales conference for its top sales managers. The aim is to network, share experiences and hear about the company's plans and new products. The conference lasts for four days, and around 200 managers from 40 countries attend. It is hosted at a luxury hotel, and last year it also took place in Singapore. While the conference overall was a success, there were problems with the venue.

Anna Meier is the Executive Assistant to the VP (Sales) at Greenleaves. It is her job to make initial arrangements and confirm the budget for the sales conference.

City Events is an event management company in Singapore. It organises conferences, brand promotions, product launches and other media events. It can find suitable venues, arrange catering, provide audio-visual equipment, provide decoration inside the venue, organise entertainment and social activities, etc. Its employees all speak excellent English and attend the event to facilitate communication between the client, the venue and local subcontractors. City Events was the local event management partner for Greenleaves' last conference in Singapore.

Jia Yumei is the Senior Event Coordinator at City Events. She was the point of contact with Greenleaves last time.

Despite the problems they had last year, Greenleaves have decided to hold the next sales conference in Singapore. The dates will be June 4–7. Anna will write an email to Yumei explaining her requirements for next year's conference. Yumei will reply.

Initial email (Anna to Yumei)

- Anna starts her email with a positive opening. She explains why she is writing.
- Anna's main requirement is that City Events find a different hotel for the conference venue. Last year the hotel was chosen by Greenleaves, and it was not very suitable. The conference hall was too small and the buffet lunch provided each day was not good.
- Anna wants to know how much City Events will charge to research and find a suitable hotel. As an example of the hotel service level they are looking for, she gives an example of a negative point from last year – the flower display on the speaker's podium. The flowers were okay on the first day but were not changed, so they looked tired by the end.
- Anna also asks whether City Events can find a suitable outside restaurant for the gala dinner on the final evening. Last year the gala dinner was at the hotel they were staying at, and so it did not feel very special. The restaurant needs to seat all the delegates and have a varied menu.

Reply (Yumei to Anna)

- Yumei starts her reply in a friendly, positive way.
- Yumei says that City Events can research several alternative hotels and report back. She also offers to explore the option of using external caterers rather than the hotel's own food.
- Yumei says that their price to Greenleaves would be 15% more than last time. This reflects the extra work but also a general increase in costs in Singapore.
- Yumei says that City Events would be happy to find a suitable restaurant for the gala dinner. She has in mind a restaurant that specialises in corporate events, and it has a rooftop bar where delegates can go after the meal. It is expensive but the food is excellent.
- Yumei apologises about the flowers. This was the responsibility of the hotel, but Yumei accepts that City Events should have been monitoring this and should have asked the hotel to take action.
- Yumei closes by reinforcing the business case for Greenleaves organising a sales conference of this type (perhaps to justify the 15% price increase). She argues that it contributes to staff motivation, employee loyalty, etc., and is really an investment in human resources, not a cost.

Lesson 7.5 > 2, 3 & 4

Report on recent conflict in the Sales department

Introduction

This report was requested by the SMT at the meeting on January 20. The SMT are aware of issues in the Sales department relating to conflict between a recently promoted sales manager, John Bradshaw, and individual sales reps on his team. This has led to a drop in staff morale, and we now see concrete evidence in the most recent sales figures, which are down after many months of gradual increase.

Background

John Bradshaw was a very successful sales rep with the company, and when the position of Sales Manager became vacant last June, he got the job against competition from two other internal candidates, Kate Wilson and Brian Lewis. Kate left the company in November, and in my exit interview with her, she gave John's management style as the main reason for leaving. She described it as micromanaging, not trusting team members to do their jobs.

In December, two other reps on John's team asked for confidential meetings with me. They both felt that John criticises them too much, and doesn't listen when they explain the situation from their point of view.

Action taken so far

On January 6 I had an informal meeting with John. I began by asking him how his first few months in the new job had been. He became quite defensive, and said that his job was being made difficult by team members who refused to accept his advice when he offered it.

Conclusion

From an HR perspective, John was an excellent rep and always met his targets. However, he is finding it difficult to make the transition to being a manager. He sets expectations for others based on what he personally was capable of. He tries to take over everything himself instead of coaching his team members to become better. He becomes impatient.

Recommendations

Obviously, we have to have a formal meeting with John, with both the Sales Director and myself in attendance. We need to be frank and honest about the situation, focusing on the poor sales figures rather than personal conflicts. We should offer John training in line management, especially the soft skills needed.

I also recommend that we ask another sales manager to mentor John – someone who has made the same journey from high-performing rep to management. Perhaps Mike Delaney?

Claire Foster

HR Director

Lesson 7.5 > 5A & B

Accounts department – ongoing problems.

- *Conflict in Accounts between team leader, Rose, and one team member, Peter. Started since Peter got the job (as an external candidate) in March. Getting worse.*
- *Rose never wanted Peter in the job. She favoured Olivia.*
- *Rose has to prepare monthly reports and needs figures from Peter to do this. Peter is slow to provide the figures – he waits until the last minute. Sometimes Rose's reports are late because she does not have the figures.*
- *A couple of weeks ago there was an open argument between Rose and Peter in the office. She told him that she couldn't do her work if he was always late with the figures. He replied that she sets unrealistic deadlines, and that she should 'loosen up a little'. There is still a lot of tension in the office.*
- *Last week, Rose came to see me. She wants action. She is worried that her late reports will make her look bad to senior management and will affect her promotion prospects. Not spoken to Peter yet.*
- *Conclusion. Rose and Peter have a personality-based conflict. Rose is task-oriented and ambitious, Peter is relaxed and always joking with colleagues. I don't think we will get a solution just by talking to them, etc. Given the level of conflict and tension, I cannot see how they can continue to work together.*
- *Recommendations. Peter should be moved to another position in Accounts, working under a different team leader. I will need to explain this to him, and explain why. Let's give him another chance. Perhaps Rose would also benefit from some assertiveness training? Normally she is an excellent manager, but in this case things should not have got to the point where Peter was criticised in front of colleagues.*

Lesson 8.5 > 2

Self-assessment as part of a performance review

A self-assessment should include information about achievements and accomplishments, including specific examples. It should also provide information about what has not gone so well, explaining challenges and identifying what action was taken and whether lessons were learnt. Comments about colleagues should be avoided as the focus is on the individual writing. The self-assessment can then be used in discussions between the manager and employee to evaluate growth, highlight any training requirements and agree on future goals for the coming year.

Tips for self-assessment

1/ Be prepared

It is easier to write a self-assessment if you keep a record of reflections about projects you work on. These can be brief notes or can use a structure such as STAR (Situation, Task, Action, Result) to record ideas. When writing, remember that the focus is on you rather than your colleagues or your team. It is not a platform to air grievances with workmates or management.

2/ Don't be modest

This is a chance to highlight what you have contributed to your organisation. If you already have performance goals, then describe how well these targets were met. It is a good idea to use specific, rather than vague, language to identify what was accomplished and include examples, data and facts to support statements where possible. It can also be helpful to link achievements to wider criteria, such as company values.

3/ It's not just about success

Your manager will also want to know how you handle challenges. This is an opportunity to demonstrate how you reacted when something didn't go to plan or show how you solved a problem. Use clear phrases to outline the issue, describe what action was taken and finish by describing a positive outcome or reflecting on what was learnt.

4/ Get feedback

If possible, get a colleague to look through your self-assessment and listen to their comments. Have you used dynamic language such as action verbs and strong adjectives or adverbs? Have you included enough information and evidence when describing achievements? When things didn't go well, were you able to demonstrate that you took appropriate action or embraced an opportunity to learn and grow?

Lesson 8.5 > 3, 4 & 5

Self-assessment

Mateus West, communications supervisor

In my first year in the role of communications supervisor for Kombi Telecoms, I have consistently demonstrated a dedicated and proactive attitude with a keen focus on meeting goals. I completed a project management course and immediately used key strategies in my new role. As a result, 99 percent of projects were completed by the agreed deadlines and over 70 percent came in ahead of schedule. This was a 15 percent improvement on results from the previous year. The new project management strategies which I instigated were an outstanding success. Despite the fact that one project required an extension when the supplier was unable to fulfil an order, the delay was minimal as I quickly sourced an alternative and also negotiated a lower price. As a consequence, the cost of the project came in at 12 percent below anticipated costs.

Another key goal has been to improve customer communication, both in terms of quality and speed of response. I achieved this by implementing an innovative system to deal with customer enquiries. It uses an online chat mode on the company website, resulting in a quick and responsive service and increased customer satisfaction. Client surveys recorded that nine out of ten respondents felt that their queries had been dealt with quickly and efficiently and they were therefore more likely to recommend our company as a result. There was a minor technical glitch when the feature was initially launched. The process of dealing effectively with this challenge provided an invaluable lesson for future online communications improvements. While the Technical department resolved the issue, I instructed the communications team to use alternative methods to contact customers and issued an apology on the website. As a result of the quick action and clear communication, no complaints were received. I learnt from the experience and now ensure that all future upgrades have a beta launch before going live to our wider customer base.

Finally, in line with both company values and my own performance goal, I initiated regular conference calls in order to improve communication between teams operating in global branches of the company. Due to the lively discussion and enthusiasm of participants, the early meetings were large and sometimes overran. In order to make the meetings more effective, I amended both their size and frequency so that they were smaller and shorter. The success of the initiative is verified by feedback from the branches reporting that the teams now feel more connected and communication has improved significantly.

1.1.1 HZ = Haiyan Zhang

HZ: My name is Haiyan Zhang, I'm Innovation Director at Microsoft Research in Cambridge. I get my best ideas when I'm geeking out with some of the amazing people that I work with.
So we're in this beautiful lab in Cambridge and we have a number of different research areas all the way from hard-core computer science, programming languages to looking at holograms and virtual reality. I spend a lot of time thinking about new technologies, reading up on what new developments are happening in the world and how do we apply that into people's lives and make impact to really help people?
Digital is so important. It's all about driving everything towards the future of computing, whether that computing might be silicon chips or might be biological in nature, but it's all thinking about computation. So, I started out studying computer science and being a programmer, but then I thought, well, what I really wanna do is think more broadly about how technology can really impact people's lives and that's when I started on this journey to thinking about innovation.
My life and my job has taken me all over the world. So I was born in China, my family moved to Australia, where I studied computer science, and from there I became a software engineer in Toronto, and then I decided to go over to Italy to study design, which took me to San Francisco to be an innovation consultant and now I'm in Cambridge in the UK.
I've always loved technology and computing. Ever since I was a little kid, I'd sit at home and program on my old XT and I'd be writing little pieces of music on my PC sound card, so it's been a lot of fun and I've just kind of chased that, that love.
I've got three of my favourite projects to show you, so this is Project Arena that are a set of physical blocks that teaches sight-impaired kids how to code. And this is Project Fizzyo, where we've got a cystic fibrosis breathing device and a gadget that turns your breath into controllers for a video game. And finally we have a prototype for the Emma Watch, so this was developed for the *Big Life Fix* and it's a vibrating watch that helps Emma overcome her Parkinson's symptoms.
I think I love everything about playing with technology, all the way from just tinkering with it, putting, you know, soldering wires together, writing code to having someone try out a prototype for the first time and seeing that reaction.
If you want to get into my world, I've got three top tips for you. Play with technology. So get into coding, tinkering with electronics, just start getting your hands dirty. Find like-minded people. So find the people that you can talk with, that share your interests and maybe you can brainstorm together and create even bigger, better ideas. Go tackle the big challenges. So go find the big problems to solve in your community. There are lots of them right now and in the future, and try to make a difference. I think it's every innovator's dream to have something that they've dreamt up to be realised in the world and have people using it, if it's one person or ten people or a million people. When I'm faced with a new challenge, this is how I go about tackling it.
Gain insight, so really get into the heart of the problem, either through reading papers, articles or talking to the real people who are facing this problem. You might find that they're already using a work-around to solve for their challenges.
Create prototypes. Start trying out your ideas on paper with drawings or cardboard or even with electronics, but try out your ideas early with the people that the problem affects.
How can you best deploy your idea into the world and create the biggest impact in someone's life? Given the resources that you have, how can you create the biggest bang for your buck?
I definitely found it challenging being one of a few women studying computer science, but what I found that I needed to do was really over-geek. So, really get into technology, get passionate about it and start showing that passion to the people around me so that they would come along with me on this journey.
You know, I think it's so important for women to speak up and voice their opinions in meetings and group settings, and you know I still find that challenging, but I think it's so important to say something than not say anything at all.
It's such an exciting time for young people to get into digital technology.

1.3.1 Y = Yvonne J = James D = Donna

Y: For those of you who don't know me, I'm Yvonne. I'm new here, so please, go easy on me! Now, I'm a bit of a tech geek. So, let me ask you a question. How many of you have read online reviews before buying a gadget? ... Right! But you only do that when you already know what you want to buy. But what if you want to check out what the latest tech is? That's what gave me the idea for this section. Gadgets and gizmos. ... Just a working title. So, what's in it? Basically, this is our pick of the latest personal tech. Short, snappy product reviews written in a fun, upbeat style, with an image or video of each product, all very visually appealing. We know our consumers are actively looking for reviews, so why not give our readers what they want? We're all bombarded with tech 24/7, so we take the reader by the hand and show them what's worth buying. ... Why will the gadgets and gizmos section appeal to our readers? Because they're a demographic of smart consumers and tech lovers – whether they're brand obsessed, bargain-hunters, big spenders or so on. We can cater for everyone. Top gadgets under £50, for example, or best gizmos for the home, gadgets for music fans, that kind of thing. I'm sure you can suggest other ideas that will keep our readers coming back.
J: Maybe 'retro tech', too. That's all the rage these days.
Y: We could ask readers what their favourite retro gadgets are. Get some comments, engagement. What do you think of that?
J: Great. Engagement's always good. We'd need an incentive, though.
Y: How about readers are entered into a prize draw when they comment? Maybe they could win a product reviewed in the section?
D: Could we feature something on low-tech gadgets, too? This whole digital detox fad is big right now.
Y: I agree. Technophobes need love, too! ... I don't think we'd get too technical in the reviews. We'd look at things like design and ease-of-use. You know, something to win over the less tech-savvy. We can ditch the jargon for straightforward, easy-to-understand language. And finally, the really great thing about this section is we can monetise it.
J: Now we're talking!
Y: I thought that would be popular! We could feature a 'buy it' button at the end of each review that links to the sellers' websites. We'd get a commission, of course. It could be a new revenue stream.
D: That's true, but we need to get the balance right. If people think we're just writing paid advertisements, we'll have zero credibility.
Y: Absolutely. We'll be totally transparent about our affiliate marketing, but we'll also hammer home the point that these are unbiased, trustworthy reviews. No brand bias. ... Thank you all for your input. To finish up, I'd like to briefly show you a couple of design ideas that I put together with the art department. Price is usually the most important factor for people, so we can put that right at the top of the review. We can put our ratings at the top as well. Five stars, marks out of 10, that kind of thing.
J: OK. Let's leave the business side of things with Teo, our Sales and Marketing Manager. Yvonne, you can prioritise the product reviews. Can you write up an article for the section?
Y: What do you have in mind?
J: A review of four or five gadgets, roundabout 700 words? Photos, too. And I'll need it by the start of next week. And I'd like to do some A/B testing, too. Let's try out two different versions of the section for best-gizmos-for-the-home idea and see which works best. Could you come up with two different titles for the piece?
Y: Sure. I think I might need a bit more time, though. Would the end of next week work for you?
J: No problem. Now, has anyone else got any other ideas?

2.1.1 P = Presenter N = Narrator EM = Ellen MacArthur RG = Richard Gilbert DH = Dave Hakkens TJ = Tim Jackson

P: Got a kettle with a switch that doesn't work? Chuck it. One key on your keyboard not working? Bin it.
N: Electronics is the fastest growing waste stream in the UK. Every year around five hundred thousand tons of laptops, mobile phones, TVs and other gadgets end up in landfill.
P: Our throwaway culture is bad for the environment but it's good for the economy. And it also drives innovation because new stuff tends to be better than old stuff. Imagine if mobile phones hadn't changed in twenty years! Hello!
N: So how can we continue producing better things without throwing away old ones? World record-breaking yachtswoman Dame Ellen MacArthur believes the answer lies in a circular economy.
EM: When we look at our economy today, we could describe it as linear, so we take something out of the ground, we make something out of it and we throw it away. Take, make, dispose. When we talk about a circular economy, we design the economy from the outset for the materials, components and products to flow within a system so rather than take make and dispose, you take, you make and then those products feed back into the economy.
N: Some forward-thinking designers are already embracing circular economy ideas. Take the simple light bulb. Modern LED bulbs are long-lasting and energy-efficient, but unlike the old incandescent bulbs, LEDs are made from a complex mix of rare materials.
RG: We've created a modular bulb that means that you can update the LEDs quite simply.
N: New LEDs arrive in the post and you send the old ones back.
RG: So rather than something that goes off into the waste stream and you have no value from, it keeps coming back to you. You can re-manufacture it and re-sell it as a new product.
DH: My name is Dave Hakkens, I'm a designer from the Netherlands and I had an idea for a modular smartphone.
N: Smashed the screen, clip on a new one. Want a better camera? No problem. With a modular phone, you only replace the parts you need, not the whole handset.
DH: Phones currently, they usually only last for two years or something like that and this one you can upgrade every time it gets old, or repair a part if it's broken, so you don't have to throw it away.
N: The problem is that most manufacturers make money by selling lots of products, not by investing in designs that make their products last longer. But some economists believe this business model will change.
TJ: That model of creating profits by manufacturing more and more stuff, material stuff, pushing it through the system as far as possible, relied really on the idea that we had not just cheap resource prices but resource prices that were continually coming down.
But since the millennium, things have changed dramatically. Commodity prices are now rising quite fast, more volatile than they ever were before.

N: Our beloved electronics are packed full of precious metals like tantalum, indium and neodymium, making them slim, light and smart. Circuit boards rely on gold to conduct electricity. In fact there's a hundred times more gold in a ton of smartphones than a ton of gold ore.
Each year, we're dumping around twenty tons of precious metals in landfill and it would be a lot more if it wasn't for recycling plants like this one in Kent. Many broken and unloved gadgets end up here where their precious contents are salvaged, but what if our electronic goods didn't break in the first place?
If we made our gadgets from self-healing plastics, they would always look shiny and new, and researchers in America have developed an astonishing self-healing material that can fix electronic circuits.
P: This is a printed circuit board. It's the electronic brain inside pretty much every one of your gadgets, but if one tiny bit breaks, the whole thing stops working. How a self-healing material works is it contains tiny capsules of liquid metal and when one of the conductors breaks, the liquid metal flows into the gap and re-connects the circuits. It's new materials like this which are a key part of creating a circular economy, to change electronics from a throwaway item to something that's central to our lives, something we can still love and be enthusiastic about and we don't have to feel the guilt of throwing them away.

2.3.1 D = Donna S = Susan

D: Hang on a second ... OK, you have my undivided attention. Right. Have you found someone to interview for the plastics feature yet?
S: That's what I wanted to talk about. I think there's been a misunderstanding. I just wanted to clarify what I actually meant by 'living without plastic' in my pitch.
D: Go on.
S: Well, my plan wasn't to interview someone else. I wanted to do an experiment myself, try to live without plastics for a month. The main hook for readers is imagining a life without plastics.
D: Huh. OK. I obviously got the wrong end of the stick there.
S: The thing is ... I'll need a bit of money for expenses. You know, so I can shop for everyday products that don't contain plastic ...
D: Money's tight right now.
S: We can't find anything in the budget?
D: What I'm saying is doing the experiment yourself isn't an option. That's to say there's no time, no resources. Why not find someone to interview instead? Someone who's already doing it? Although bear in mind we can't pay a fee for interviews, either.
S: OK. I'll take a look, see who I can find.
D: I know it's not initially what you had in mind, but I'm sure you can still do a great job. What have you got so far?
S: Well, I've done a lot of research. Really interesting stuff on the 'linear plastics economy' and 'green chemistry' ...
D: Susan. Pretend I don't know anything about this. Because I don't.
S: Yes. Of course. So, in layman's terms, 'linear plastics economy' is single-use plastic designed for the dump, stuff like plastic shopping bags, shampoo bottles and coffee cups. We chuck out 95% of all plastic containers and packaging.
D: 95%? Wow. And 'green chemistry'?
S: That's about designing products and processes that cut out on all the hazardous stuff. Or at least cut down on it. Anyway, all this is just background for the story.
D: Right. Got you. Listen, I know you're new here, so if you don't mind, I'll just go over our approach style-wise. We put out informative and entertaining stuff. In other words, no investigative journalism, no exposing wrongdoing, nothing like that. Leave that to *Newsweek*. The point I'm trying to make is keep it light, but with a bit of gravitas. Friendly, but with no dumbing down.
S: OK. I actually thought we could have small 'fact' boxes like that 95% figure ... I mean without going overboard with the technical stuff. And a few quotations from a scientist, maybe.
D: Great! Just keep it accessible and engaging. Oh, and get a good photo of the expert if you can. What about the other images?
S: Well, I like this photo of seabirds on piles of waste. Really evocative.
D: Yes ... but remember we're not *National Geographic*. Try and stay more on topic.
S: Right, right. I'm sure I can find some good stock photos.
D: Perfect.
S: Also, I was thinking, maybe our readers might want to contribute their own ideas and tips for life without plastic.
D: Like it! We can get good engagement with that. Right, well, we seem to be on the same page now. Let's chat deadlines.

3.1.1 N = Narrator PC = Piers Curran S = Spokesperson WL = Will de Lucy

N: Today's traders no longer need to shout loud and fight for position to make their millions. Now, almost all trading floors are computerised, so whether they're dealing with currencies, futures, bonds or shares, most of the world's traders buy and sell via their screens.
Here in the City of London, Piers Curran has been trading like this since the early noughties.
PC: I would not be a trader if I was ten years older. The markets I trade used to be floor-based trading in the pit. You need a physical presence. I don't have that, so I think it's a much more level playing field. I think markets have become more competitive.
Morning guys, hello, good!
N: Piers runs his own business, Amplify Trading, along with partner Will De Lucy. Amongst other assets, Will and Piers trade the global foreign exchange market, trying to profit from the change in value of one currency in relation to another. Today, news from the European Central Bank could affect the value of the euro. It's a perfect opportunity for day traders like Will and Piers to make money.
S: Ladies and gentlemen, very pleased to welcome you to our press conference. We will now ...
WL: This is a global event. There's people all over the world trying to trade this.
N: The big question is whether the Central Bank's going to cut interest rates to help the Eurozone out of recession.
S: We decided to keep the key ECB interest rates unchanged.
PC: As expected.
WL: In terms of significance, the most significant thing about what's been said is that nothing significant has been said.
N: It may seem little has changed, but a smart trader will be reading between the lines.
PC: Central bankers are really good at speaking without actually saying anything, and so traders and investors are analysing their every word to compare his statement this time to what he said last month, and this is what moves markets.
S: This is one of the elements which received a good deal of attention during today's discussion. A lowering of the corridor ...
N: Piers has spotted something that he thinks will cause the euro to drop.
PC: He said, 'The discussion we had on cutting rates in today's meeting received a good deal of attention.' He didn't say that last month. That's him telling us we haven't cut rates, but we've moved closer towards cutting rates. So really just putting the trade on because of four words, so just going to go short.
N: More than 5.3 trillion dollars moves around in the foreign exchange every day through trades like this, more money than physically exists in the world.
PC: OK, so I'm out of my trade now. Yeah, pleased with that, that was a good trade.
N: Piers sold the euro and bought more back at a cheaper price just two minutes later.
PC: So I'm eight thousand dollars in profit. I wouldn't normally make that kind of return in such a tiny timeframe. It would normally take several hours, but it was a high-risk trade and so, you know, that's always the trade-off, risk and reward.

3.3.1 Y = Yvonne C = Charlie

Y: So, I dug up some stats on credit card debt for the money piece. The Bank of England says Britain owes £69 billion on credit cards.
C: Really? I have some conflicting data. I've got £72.5 billion from the same source. What's the date on yours?
Y: Let me see ... last October.
C: This is from January.
Y: OK, we'll go with yours. Let's make sure we include the date, though. It's bound to change again soon. Do we have anything else?
C: How about this: the 'average household' has over £2,600 of credit card debt.
Y: How are you getting that?
C: I divided the total debt by the total number of households in the UK. That's 27.6 million.
Y: Interesting, but are you implying there's somehow a 'normal' level of credit card debt? Cases vary wildly. It's a statistical fallacy.
C: OK, I take on board what you're saying. I'll lose that bit. But I spoke to someone at a debt charity. She told me that the people they help owe an average of £8,200 on their credit cards.
Y: That's more like it. Far more valid, more focused. Looks like credit card debt is our hot-button issue here. Who was your source by the way? Did you get a name? Job title?
C: Erm ... Jenny ... something, I don't remember her surname. Sorry, that was an oversight on my part. I'll call her back.
Y: Let's drop in a link to their website, too. That lends credibility to the source. ... I've been speaking to a financial psychologist. Frank Turner.
C: A financial psychologist?
Y: Sounds weird, I know. He basically provides therapy for people who are a bit mixed up with their spending.
C: Could you elaborate on that? People in debt? Gambling addicts?
Y: No, not really. He focuses on your relationship with money, how it affects your behaviour, how you can alter your financial goals. Part counsellor, part financial planner. Polls show that money is the main source of worry for people, so I thought he was the perfect guy to talk to.
C: Money is the 'main' source of worry? Can we verify that?
Y: Well, no, probably not specifically. I'll just say a 'major concern' or 'one of the main concerns'. Oh, and Frank says most of us need financial therapy.
C: He must have been looking through my bank statements.
Y: Do you think we could take that at face value?
C: Well, it's a claim rather than a fact. Plus, he's bound to be biased.
Y: True, but he's a reputable source. I'll make it clear it's his opinion when I quote him.
C: OK, great. I also found a survey on Millennials' attitudes to money. Commissioned by a new online bank, never heard of them before. They spoke to a sample of 300 20- to 36-year-olds.
Y: Do we know if the sample was representative?
C: Oh, I need to double-check that.
Y: And the bank probably has a vested interest in promoting itself.
C: I don't think it's just marketing disguised as research, though. They might want to profile Millennials so they can deliver better services.
Y: Hmm, maybe. Let's delve into this a bit more, see if we can find some more academic research.
C: I agree there's room for improvement. You can be a real stickler for detail! I like that.
Y: Well, you know Donna will go over everything with a fine-tooth comb. Every fact we use will have to stand up to scrutiny. I'd rather be a stickler than stay late in the office rewriting something.

4.1.1 N = Narrator CE = Carolyn Everson AB = Aryeh Bourkoff DI = David Israelite SZ = Sam Zaid MO = Michael O'Leary

N: The twenty-first century business landscape is characterised by disruption. New ideas and new technologies, often introduced by small, agile start-ups, are continually arriving on the scene, displacing traditional solutions and challenging established companies by creating new markets for goods or services which did not exist before.
CE: When you look at the pace of disruption, we've actually never experienced this in the history of any of our economies. The average lifespan of companies used to be about 67 years old. Now the average lifespan for the S&P 500 is looking to be 15 years.
N: Smartphones have been the biggest game changer. Introduced in the late 1990s, their functionality has increased at a massive rate. As well as being able to check email, use social media and surf the net, consumers can now do many other things using just one device – listen to music, watch videos, manage their money, find their way and take photos. The impact on the consumer camera market alone has been huge. In 2010, 121 million cameras were made, but by 2016 this had fallen to 23 million. The strategy of one camera manufacturer, Nikon, has been to reposition itself by focusing on high-end cameras and lenses, rather than competing with smartphones in the compact camera market.
The music industry has been transformed by disruptive technologies.
AB: No part of media has been more fragmented and dislocated and changed more than the music industry over the last five to ten years.
N: Ten years ago, vinyl records had already been supplanted by CDs. But then streaming arrived on the scene, and peer-to-peer file-sharing platforms like Napster threatened the physical model of music distribution. Not only were records and CDs no longer necessary for playing music, but these platforms also offered a huge catalogue of music for free.
The music industry responded swiftly by embracing the potential of digital music distribution, counting on the fact that consumers would be willing to pay for music. It worked. Now with companies like Spotify consumers can pay a monthly fee for access to millions of music tracks.
DI: The music industry has experienced growth the last few years mostly because of streaming services. We really have become a streaming industry in everything but name.
N: In the transport sector, companies which launched ten years ago or less are disrupting patterns of car ownership and threatening traditional taxi companies.
SZ: More and more people are moving to a world where they are living car-free and they need access to mobility services ... These companies like Uber and Lyft are, you know, changing how consumers use and consume transportation. That's actually creating a whole new market.
N: Long-established car manufacturers like BMW and Volkswagen are responding by embracing the disruptive model and launching their own car-sharing services. BMW's service, for example, enables drivers in many cities to use an app to locate and hire a nearby car, which can be returned to any of the dedicated parking areas within the city.
Airlines too have faced major disruption. Low-cost airlines have not only seized a huge slice of the market with their no-frills offer, but they have also created an entirely new market for short-haul air travel. Ryanair, which launched in 1984, is now Europe's largest carrier. The legacy airlines have responded by cutting and unbundling fares, charging for add-ons like luggage and meals. Some have even launched their own low-cost carriers, like Lufthansa with Eurowings.
But the low-cost carriers are also taking their disruptive business model into the business traveller sector, traditionally a mainstay of the old established airlines.
MO: Increasingly in the last 12 months, we've moved into the business market with our Business Plus service, flexible tickets for business people ... The move into primary airports means more and more people are abandoning the high-fare European legacy carriers and switching to Ryanair.
N: And budget airlines are also applying the low-cost model to the long-haul market. Norwegian Airlines began operating flights between Europe and the USA in 2009. Apart from the fare, everything else from blankets to in-flight entertainment and meals is an additional cost. But as the pace of change increases, what are the strategies that long-established companies can adopt to enable them to turn the threat of disruption into an opportunity?
CE: Companies that have been around for a very long time have to do one of four things. They either have to acquire a disruptor to inject that into their system, have a venture fund that invests in the disruptor so they can actually participate in it, build a parallel organisation or rewire their culture, which is the hardest thing to do.
N: But ultimately, no business is safe. Disruption might be just around the corner and it's something no-one can predict.

4.3.1 J = James T = Teo D = Donna

Part 1
J: Right. We all know what's going on. It's crunch time. I need your ideas on how we can increase the magazine's revenue. Write as many as you can on these. Don't spend ages on any one thing. Focus on quantity. And, remember. We need to shake things up. Think outside the box here.

Part 2
J: So. What have we got?
T: Supposing we were to introduce a reader subscription service? You know, a paywall? Given that more and more news outlets are doing that nowadays, it may well be an option for us. There are different types of paywalls – hard, soft, metered. We could also tap into our network for new advertisers.
J: I like it. Anything else?
D: I'd like to pitch in another idea. How about crowdfunding? Donations are funding a lot of media projects right now.
J: Good idea. And just to pick up on that, we can also have appeals for donations on our own site. What else?
D: Well ... this is a bit off the wall. But what if we were to publish a print version of the magazine as well as online? Get money from print sales and print advertising?
J: How about we organise some sort of events. We can charge to attend. Maybe a book festival?
T: Great! We could do conference events with guest experts, too. Some topic of interest to readers ... like 'When will AI rule the world?' or something? And we could run courses of some description. How about 'writing for digital media'?
J: Love it. Keep them coming.

Part 3
J: So, we've identified different revenue streams. Conferences, events and courses and funding options. Let's look at some of these in more detail. Any thoughts on the paywall?
T: I don't think we want a hard paywall. We don't want to restrict access to *all* the content.
D: Agreed. We'd lose a lot of readers that way. People see an online publication and they expect something for free. And we can't attract new readers and subscribers that way.
T: What about a soft paywall with some free content? Could that work?
D: Sure. Or a metered paywall, when readers pay for a certain number of articles each month. Consumers will pay for content after all – look at the music and film industries. They've survived digital disruption. Just about.
T: True, but publishing is still lagging behind.
J: Let's not lose focus here. So, we're agreed. We keep some free content and introduce a subscription service.

Part 4
J: So, we're decided then. We're not going to plough money into organising events. ... And we're agreed that a tiered membership scheme combined with more advertising revenue is the way forward.
D: This throws up lots of questions, though. How many of our readers would be willing to pay for a subscription service? How much? What content do they get? What does each tier offer?
J: Well, we need to do more research. We'll get some data together, see what our audience thinks. Teo, can you do the market research? Try and find some answers to these questions.
T: No problem.
J: Thanks, both of you. Right! Who's up for a well-deserved coffee?

5.1.1 N = Narrator ND = Nigel Denby C = Customers LC = Leigh Caldwell AN = Alex Neill TD = Tim Downs

N: In a world with so much choice when it comes to products and services, marketers are using their understanding of human psychology and behaviour to devise strategies to influence consumers and persuade them to buy.
The way supermarkets are laid out reflects this. Fruit and vegetables are deliberately positioned at the entrance to create an inviting impression of healthiness and freshness. And marketers know that if customers already have fruit and vegetables in the trolley, they will be more inclined to buy products like sweets and biscuits.
We are, though, living in an era obsessed with well-being, and it's easy to be tempted by products that claim to offer health benefits. The choice of words used to describe a product is powerful. Buzzwords such as 'superfood' can be extremely persuasive.
ND: The public certainly buy into the idea of superfoods, and who can blame them. If somebody is waving a food at you and saying, 'this is the answer to all of your ills', of course you're going to be tempted to try it.
C: I think there's a lot of buzzwords like 'antioxidant' and things like that, that, if I really think about it, I don't even know what it means, but you just kind of get overexcited and decide to buy that product because it's going to be beneficial in some way.
N: But customers can be misled by buzzwords.
ND: 'Superfood' is a marketing or advertising term – it's not a medical term and it really has no legal standing. Superfoods will never make a bad diet good. If you've had pie and chips for your tea and you follow that with a bowl of blueberries, the blueberries don't cancel out the salt and the fat that you had in the pie and chips.
N: Attempting to influence people to buy by exploiting their love of a bargain is a fundamental marketing tactic and one which taps into an age-old human response.
LC: Our brains have been trained to look out for times when we can get that advantage, and we enjoy the advantage itself. Never mind if the advantage actually is illusory or if we really save money. But it's OK to take a little bit of pleasure in thinking you've got one over on someone. And supermarkets seem to know that.
N: But sometimes the price advantage really is illusory. The UK consumer organisation *Which?* has pointed out that some multibuy offers aren't as good as they look.
AN: We find that retailers use these to make it look like there's a good deal, but often we've seen that the price actually can go up once the product goes into the multibuy. So, it may be £1 before it goes into a multibuy and they increase the price to £1.50 and say two for £3. That makes the consumer feel like they're getting a good deal, but actually sometimes it's even more of a worse deal.

N: Those in the marketing industry have other tricks up their sleeves.
One technique they use is known as 'the paradox of choice', where more people will make the decision to buy if they are offered fewer choices.
Another strategy is the 'decoy effect'. If two similar products are priced at, for example, £1.50 and £2.50, most people will choose the cheaper one. But if another similar product – the decoy – is added, which costs more than the other two, many people will then feel that the £2.50 product is perfectly reasonable and will buy that one.
Packaging design, too, can be crucial in influencing customers' choices – for example, in the battle between supermarkets for market share. This customer is shopping for the first time in a discount supermarket which focuses on own brands. On her list is a pack of crisps.
C: I'm looking for a multi-pack of sort of Walker-esque crisps.
N: She finds what looks almost exactly like a red Walkers pack – a well-known brand in the UK.
TD: When it comes to brands, discounters have actually been very clever. They've clearly developed products and ranges and lines which look very similar to some of the key products and some of those key traditional brands that we would normally buy.
N: So there's much more to consumers' purchasing decisions than meets the eye. And the marketers – well-versed in the psychology of persuasion – are playing a huge but unseen role.

5.3.1 T = Teo J = James D = Donna

T: We urgently need to boost reader engagement. That means driving more traffic and converting more readers to paid subscribers. Now, the data should give us some idea of what our audience likes ... So, what stuff really resonates? Which sections are readers interacting with most? If we look at the engagement metrics, such as number of unique visitors and attention time, we can see at a glance how each section is performing. Let's look at the number of unique visitors first. As you can see, the three most popular ones are society, entertainment and technology. Society is the big hit. Almost 275,000 unique visitors last month. And the chart also indicates that the travel section is popular with over 220,000 visitors in October.
J: Interesting.
T: The chart also reveals which sections are performing badly. So, we can conclude the sports section isn't doing well. Less than 60,000 visitors in October.
D: Well, there are countless sports magazines out there. Every newspaper has their sports section. We just can't compete.
T: If we want the full picture, though, we need to look at other indicators of engagement. Here's what readers are spending most time on. What this appears to indicate is that people are still reading longer, more in-depth pieces online. ... I'd just like to draw your attention to this part of the table; in terms of attention time the data reveals that society, technology and travel get the most. But people don't spend as long on articles in the entertainment section. And sports and style fare badly in both 'unique visitors' *and* 'attention time'. Overall, this would suggest that we could rethink how content works in certain sections.
D: All very interesting ... but should we *really* be using data to make editorial decisions?
J: Donna's got a point. It's tempting to get carried away. I think we need to be data-informed rather than data-driven.
T: Of course! But we also need the right metrics to inform our decisions.
T: Moving on to the next slide ... This chart gives a breakdown of visitors by geographical region. As it shows, over half our readers are based in the UK. If you like, I have a more detailed breakdown by specific regions ...
J: No, no, let's keep things broad for now.
T: OK. The main conclusion I would draw here is that with 46% of our readership being outside the UK, we need to make sure our magazine caters to a global audience.
D: Yes, we need to avoid being too UK-centric.
T: The next chart shows how readers are accessing our content. Are they using a browser or the *Lifestyle* app? Are they using their computer, phone or tablet? ... Only 16% of readers use the desktop version of our website. 75% use their phones. However, only 20% use our app ... but 55% come to our site via their phones *but without* using the app. This is significant because we need to encourage way more users to install our app. If they're using the app, it will drastically improve the odds that they'll come back to the site.
T: Now, 1,230 users responded to our user poll. They rate our magazine very highly and eight out of ten would recommend us to friends.
D: That's good. We're not just churning out the stuff our rivals do, like the same old bland content – and it's really paying off.
T: Right. The bottom line is that readers love us – but they think we could be even better with more video, photos and in-depth articles. Oh, and fewer adverts.
J: Ad revenue is important.
T: Absolutely. But over a quarter of our readers would be willing to pay for content. Let's say 10,000 of them subscribe to the site. £50 a year each, maybe. That gives us half a million pounds to work with.
Overall, then, I'd like to recommend that we use analytics more consistently and regularly. I understand your scepticism about metrics. But I do feel they can show us useful patterns and help us shape our content.

6.1.1 N = Narrator OYA = Ólöf Ýrr Atladóttir MH = Mark Heasman IS = Ian Sykes GTJ = Gunnar Thór Jóhannesson HM = Halldór Már AB = Áshildur Bragadóttir G = Guide

N: With its volcanic underbelly, and unspoilt prehistoric landscape, Iceland has suddenly become one of the hottest destinations.
OYA: My name is Ólöf Ýrr Atladóttir, and I'm the Director General of the Icelandic Tourist Board. For me, Iceland is the possibility of enjoying solitude and spectacular, wide, open spaces.
N: Iceland is, certainly, spectacular. The Gullfoss waterfall, part of the so-called Golden Circle of Attractions, not far from the capital. Iceland is a location for *Game of Thrones*, and fans of the hit series are partly responsible for the island's new popularity, so much so that it's difficult to grab a shot of pure nature without getting photobombed by people taking selfies.
MH: My name's Mark Heasman. I run a children's charity in London. It's a delightful country; so far we've been in Reykjavik. But we're now just about to go out on a three-week expedition around the interior, so we can't wait to get away from the people.
N: We met Heasman in the Thingvellir National Park, another destination on the Golden Circle route. It's a World Heritage Site, and a place of great national importance to Icelanders as a legendary meeting point throughout the centuries.
MH: This particular point seems really crowded, actually, for somewhere that's so special and so unique. It's actually a bit disappointing to see it full of tourists.
N: Fishing used to be Iceland's most important industry, but it's now been overtaken by tourism, which now accounts for a third of all of the country's foreign currency earnings. Since 2010 there's been between a 25 to 30% increase in the number of visitors each year. And so this year looks like being a record season, with government agencies predicting 1.8 million arrivals.
IS: My name is Ian Sykes. I'm a retired lecturer in hospitality and tourism from Scotland, and I now live in Iceland, just outside Reykjavik, with my wife, and I run a guesthouse here. I believe Iceland really needs to get a grip of tourism. Get a hold of it, and, and if it really hurts, actually it might hurt. Just control the numbers and get everything sorted. At the moment, it's just more and more tourists and money in the till, without real thought to the future.
OYA: I think that the growth has been very rapid. And yes, we have had growing pains, yes. However, Iceland is still full of spots where you can still enjoy the solitude. But Iceland still provides the possibility for a very singular experience.
GTJ: My name is Gunnar Thór Jóhannesson. I'm a professor in geography and tourism at the University of Iceland, Reykjavík. My speciality is tourism development, tourism policy and planning, and destination development. We need to invest in, like, in the road system. We know that some of the more serious challenges that tourism is facing is that simply that the infrastructure in some of the hotspots of tourism is not strong enough.
IS: A radical kind of answer would be to put a ceiling on the number of people that come, until we are really quite happy that we have the infrastructure to cope. Because, at the moment, people coming on short, three-day holidays, enjoy Iceland but are going away saying, fantastic country but it's expensive, and there are no toilets and it's all crowded.
OYA: I actually don't think that's very possible. Because I think that could mean putting a cap on, well, private enterprise in a way ... But I do think that we can both organise and plan certain destinations within Iceland ... so, it, you know, grows, as I say, more harmoniously.
HM: My name is Halldór Már. And I am a graphic design student. And I am about to get booted out of my home because of Airbnb.
N: The shortage of hotels and guesthouses in Iceland has led to an explosion of residents renting out their homes to tourists using the Airbnb website. Halldór Már doesn't believe that new legislation tightening the rules on Airbnb rentals will help potential tenants. He claims that future rent may account for 70% of his earnings.
HM: They're taking away our homes, you know? It's good that they're coming but it's not really their fault, I think they're not aware of the problem. But the landlords, just everybody here wants to make money and get into the market, tourism market.
AB: Hi, my name is Áshildur Bragadóttir, and I'm the director of Visit Reykjavik. We are not facing any problems in my opinion. But of course we have to be concerned because the growth has been so much. It takes like two to three years to build a hotel. Therefore, Airbnb has become more common in Reykjavík. And that's something, that's a question that we are facing now. Are there too many citizens lending out their houses?
GTJ: I think it's also a positive not to ban Airbnb altogether. Now we have a limit. So it's a 90-days period that you are able to rent out, or a certain amount of income that you are able to have before you have to apply for a license. And this means that, actually, normal people are able actually to take part in this, this boom, this tourism boom.
HM: This country is not for Icelanders any more. Let's call it Touristland rather than Iceland from now on, I guess.
IS: The tourism will drop off within the next three years. And then there's going to be ... kind of an oversupply and people are going to kind of start to go bankrupt basically, because they're going to be cut-pricing each other.
G: One of them is diving, the one closer. The one that's kind of close, is about 10, 15 metres from the boat, it's also diving now, wow.
N: And in northern Iceland, this whale-watching trip delivered what it promised ... Despite the downside of high prices and crowds, the island is unforgettable.

6.3.1 S = Susan M = Martin

S: Hi, Susan Lam. *Lifestyle* magazine.
M: Hi, there! Martin Klein. Nice to meet you!
S: So, what brings you to the trade fair, Martin?
M: My company, Klein Boating Holidays. It's our first year exhibiting here. We do boat rental holidays in Mecklenburg, Germany's Lake District. Do you know it?
S: No, I've never heard of it! How interesting! Whereabouts is it?

M: The north-east. They call it 'The land of a thousand lakes'. All very romantic. It's not exactly off the beaten track, but not many people outside Germany know it. It's our well-kept secret. Anyway, what brings you here, Susan?
S: I'm covering the travel fair.
M: Really? Tell me about your magazine. Oh ... I think I've heard of you, actually. *Lifestyle*. You're ... tech, culture, fashion, that kind of thing?
S: Lots more stuff, too. You know, general ...
M: Lifestyle?
S: Yes! We're an online publication for young professionals. Over 250,000 unique visitors last month.
M: Wow! That's impressive! And you have a travel section?
S: Yes. One of our most popular sections, in fact. Here, take a look.
M: Nice interface design. I like it. Ah, 'travel'. Here we go.
S: Our readers love to read about the latest trends. Holiday options, new destinations, things like that. Your boating holidays would really pique their interests. Do you need a licence to hire one of your boats?
M: No, not at all. We do give a short training session for novices, of course. Ever been on a boating holiday?
S: I hired a canoe once, if that counts. Just couldn't get the hang of it. Kept going round in circles. How did you get into your line of business, anyway?
M: Well, I grew up in Mecklenburg. I always loved sailing and fishing. Then, after university, I wanted to see the big city. Who doesn't at that age? So, I moved to Munich, worked as a Process Engineer.
S: And you gave it all up to go back?
M: What can I say? I was homesick. Plus I saw an opportunity. Tourism was growing in Mecklenburg. Still is.
S: Must have been a shock to the system.
M: Yes, but a good kind of shock. It was nice to get out of Munich. I liked the place ... but the rent? The cost of living? Sky high.
S: Believe me, it's the same in London. So, you don't have any regrets?
M: Oh, none at all. Every day I see incredible countryside, Baltic beaches, picturesque villages. All very laid-back.
S: Sounds wonderful. I'm sure our readers would love to know about it. Would you be interested in advertising with us?
M: Possibly ... certainly sounds like you have the right audience, but I haven't looked into advertising online, to tell you the truth. It all depends on the rates. I'd need some more information.
S: Well, I could put you in contact with our Sales Manager, Teo? He can fill you in.
M: Sure, why not?
S: Great! Let me give you my business card.
M: A QR code! That's neat! Here's my card. Nothing as modern, I'm afraid. Just a boring old mobile number. I'd better get back to the stand. It's been a pleasure meeting you.
S: Yes, it was really nice chatting to you too, Martin.

7.1.1 N = Narrator RS = Rowena Smith LH = Luvena Hadden JW = James Warwick

N: Working closely with other people for eight hours a day, five days a week can be immensely rewarding. But there can also be problems, challenges and conflicts. People bring different personalities, different styles and different expectations to the workplace.
Rowena Smith is a Human Resources professional. Part of her role involves dealing with issues that arise between employees and between employees and management.
RS: Some of the things that cause conflict in a workplace could be poor performance, could be poor communication between people, or just different working styles. One situation that might happen between employees might be if they're working on a project and one of the team members isn't necessarily pulling their weight. That can cause people to get quite upset, because they might be putting in extra hours.
N: Luvena has had the experience of working with a negative colleague.
LH: A while ago, I worked on a very small team, and we had to finish a really big project within a year. Unfortunately, there was just one individual who was particularly negative and would say things like, 'Oh, we'll never make this deadline. This can't be done. It's impossible.'. My own motivation and morale got affected. And so I was thinking that, in order to try and help the team, that I would try and maybe put more of a positive perspective on the situation. I would try and say something like, 'Well, you know, actually, maybe we can do this, but why don't we break down the situation into manageable steps, and then we can all make it work.'.
N: Relatively minor problems can arise more often when employees have little experience of the workplace.
RS: When employees are quite new to a workplace, often they have to learn what that looks like, kind of how to balance work life and personal life, but also learning business etiquette, so what's OK to do, what's not OK to do, you know, the demands of what professional life looks like.
N: James has encountered difficulties like this.
JW: When people are talking quite loudly in an open-plan environment, that can be quite frustrating when you're trying to work ... I personally prefer working in a quiet environment. What I tend to do in that kind of situation when that occurs is I go up to them and I try to speak to them calmly and tell them that their volume is too loud, if they can please turn it down, that would be great. And often it works.
N: When it comes to problems between employees and managers, James has had the experience of being micromanaged by a boss.
JW: She looked over my shoulder, she checked every email that I sent and she didn't only do this with me, she did it with other members of the team. I felt like I wasn't trusted to do my job, even though I had proven time and time again that I was able to do my job and I was able to write an email or do simple, basic things. So it did affect my morale ... I think there's a fine line between being guided by someone and having someone look over your shoulder and micromanage you. But it did make me feel like I had to be on top of my game all the time.
RS: As HR, when we're dealing with situations where a manager is micromanaging a team, we would need to sit with the manager and employee and just work out how they can trust each other again and the ways that they can work together well, and then we would try to kind of step back and let them kind of get on and just support when it's necessary.
N: Luvena has come up against a problem at work with wider company policy. For example, where employees are unhappy with a management decision.
LH: It's a company policy at our office to have hot-desking, and to be honest, nobody really likes hot-desking. So every day, basically, you have to come into the office and you have to find a place to sit, and you have to set up your keyboard to the docking station. Because you never know where you're going to sit, you don't get the opportunity very often to sit with your team members. I think this is actually something that really affects people because you don't feel as connected or close to your team.
N: Luvena's team raised the issue with management and there are now designated team areas in the office. But a company can try to avoid these kinds of conflict altogether.
RS: If there is a big thing happening, for example an office move, or people are moving into kind of a hot-desking arrangement, then as HR, we'd advise that we consult with them before that happens, just so we can take on board everybody's opinion and make sure that everybody's happy.
N: But what is Rowena's advice if someone isn't getting along well at work?
RS: When conflict does arise in a workplace, if it's not dealt with quickly, it can escalate and actually become a bigger issue. If an employee is having some issues, then I'd advise that they speak to their line manager, or they can come to HR. We're very happy to have those conversations.

7.3.1 D = Donna C = Charlie

D: Great work on that AI story. It's getting lots of comments. Plenty of shares on Twitter, too.
C: Thanks!
D: You and Yvonne worked on that together, didn't you? Sounds like a good combination. You both bring your own style to the table. Something wrong?
C: Well ... Look, I know you have a lot on your plate. And I really don't want to complain or make a scene. But since we're talking about it anyway ...
D: Go on.
C: Yvonne can ... annoy me sometimes.
D: Hm. What do you mean?
C: Well, we all come up with ideas. And we all build on each other's ideas. That's how it works here. I get it. But Yvonne seems to want to take all the credit. Like the interview with the Cambridge professor. I did all the groundwork, all the research, put together the questions. But you'd think it was all down to her. And it's not the first time.
D: I assigned you that interview, didn't I? So, what happened?
C: Yvonne said she wanted to do it. You know how she wants to be a TV journalist? She said this would be great for her CV.
D: But it was *your* assignment. What did you say to her?
C: Nothing. I just let her have her own way. I know, I know. I'm part of the problem. I always give in to her. I always hope the next time will be different.
D: And is it? OK. Look, Charlie. You bring a lot to *Lifestyle*. So with hindsight, don't you think you should have stood your ground here?
C: Yes, but ... it's like when she talks over me at meetings. I sometimes can't get a word in edgeways. We were supposed to go through that interview with the Cambridge professor together and make a selection. But she did it herself without telling me, then emailed you without copying me in. And wrote 'I' instead of 'we', like it was all her own work. I was outraged.
D: I can see why that would upset you. Alright, Charlie – how about you say something to her next time this happens?
C: I just worry she'll take it as a personal attack, no matter how I word it. I don't know, these could just be minor gripes. What do you think? What would you do?
D: Honestly, I'd be completely upfront with her. No need for confrontation, keep it constructive, but be firm.
C: How do you think she'd react?
D: Well ... maybe she didn't realise there was a problem. She might apologise. Or ... she might make an excuse. Try to justify herself. She might say you didn't want to do the job or you were dragging your feet or weren't going to get the job done in time.
C: I just ... don't want our working relationship to sour.
D: It sounds pretty sour already, Charlie. Look, whatever happens, she'll get the message. She won't do the same thing again. Just ... I'd be very careful with your timing. Don't let your emotions get the better of you, or say something you'll regret later. I still think you can make a good team, even with your differences. Because of them, perhaps.
C: I do enjoy working with her ... even if some things niggle me.
D: She is who she is. That won't change. But at least you'll make her aware when her behaviour is unacceptable. Keep it calm, keep it constructive, but, as I said, be firm and assertive.
C: Feels a bit daunting ...

D: I know, but remember, people aren't mind readers. Let her know precisely what's bothering you. My advice would be to start with something small and practise. That way you can set some boundaries. If you do it gradually enough, she might not even notice.
C: Thanks, Donna. You sound like you've had plenty of experience dealing with difficult people.
D: Oh, trust me. I could write a book.

8.1.1 JD = Julie Deane N = Narrator

JD: My name is Julie Deane. I set up The Cambridge Satchel Company in 2008 with £600. Just under five years later it was valued at over 40 million.
N: The Cambridge Satchel Company manufactures and sells handmade leather bags, which now sell all across the globe.
So what did it take to create such a successful business? Julie had certain skills she could apply.
JD: I studied sciences at Cambridge University. I'm very, very happy with numbers, love numbers, love logic, and so that really helped a lot.
N: But not everyone has the passion or the drive to run their own business. What is the mindset that characterises a successful entrepreneur?
The educational psychologist Carol Dweck describes the attitude of successful entrepreneurs as being open to developing their abilities through risk-taking and through learning from any experience. She calls this a 'growth mindset'.
JD: For me, in the period between school and going away to university, I worked as a waitress in northern Greece in a really small taverna where people didn't really speak that much English, you know, it was a terrific learning experience, and to pick up different cultures, how people do things differently, what customers want, how they like to be treated, what makes them want to come back ... You can literally pick up something valuable from virtually everything.
N: It's this growth mindset which helps successful entrepreneurs to realise their business dreams.
And then, there's the importance of motivation. Julie needed money to pay for her children's private school fees.
JD: If there is something that's really driving you to achieve, then you have almost a superpower, you know, you will work that much harder, you will maintain that focus and you won't just sort of fall at the first hurdle. And so for me, it was education for my children.
N: Flexibility and a willingness to change direction are also essential.
JD: I have no problem in moving from one business model to another. In the beginning I thought that this was going to be about school bags, school satchels for British school children. But it was apparent very early on that it was actually a fashion item, and because of that, the sizing would have to be different, the strap length would have to be different, the colour variations would have to be different.
N: The new ranges of brightly coloured bags became hugely popular, but that produced a major problem for Julie.
JD: Suddenly the volume of orders skyrocketed and I, at that stage, had four UK manufacturers, each of whom was able to make about 150 bags a week.
N: With 24,000 bags on back order, Julie showed amazing courage and entrepreneurial vision. She started a new factory entirely from scratch.
JD: Being brave enough to do that, and thinking this isn't about just the problem we're facing now, this is a long-term decision, this will secure our manufacturing and our supply, you know, way, way into the future, and that was absolutely the right decision.
N: But entrepreneurs constantly encounter obstacles and setbacks. Julie faced a challenge when she got investment to grow the company and to take on experienced staff.
JD: I did step back so that these people, who had a lot more experience in this area than I had had, could really take it and run with it, and scale it and do it professionally then, in a way. But that really backfired, and that was totally my mistake, that was my mistake in not looking and just thinking 'This is not going to work for us'.
N: True entrepreneurs learn from mistakes. Julie no longer doubts herself.
JD: I am so in tune with my intuition, my gut instinct ... and I don't second guess that now. If something comes up and it looks wrong, then it is wrong and we're not doing it.
N: Julie has the determination and persistence to overcome setbacks. She won't admit defeat.
JD: I always wanted to include the doctor's bag in our range, but the construction is a lot more complicated than the satchel. It's taken us six years to get this bag right, and that kind of persistence is incredibly important.
N: In only eleven years Julie has grown her company from a kitchen table operation to a global brand.
JD: I love being an entrepreneur. It's right for me because I don't like routine, I like constant challenge, I like to have a purpose, I like to have a vision and I like to feel like I'm moving forward.

8.3.1 D = Donna S = Susan

D: Did you have time to look at my quarterly report and do your self-assessment? Great! Well, let's chat about the goals you'd like to set for yourself. How do you feel the job is going?
S: Pretty good, I think. What about you?
D: Let's hear from you first. What has interested you most so far?
S: Well, I've done some fun assignments, especially that one on plastic. I'm really proud of that.
D: You should be. I'm really impressed by it, too. Great feature. Well-researched, thorough, insightful.
S: Thank you. I couldn't have done it without your help.
D: You're welcome. Now, can you think of anything that didn't go to plan in recent months? And why not?
S: Well, speaking of the plastics feature ... I missed the deadline on that. Needed an extension.
D: Yes, we had a few misunderstandings with the brief, didn't we?
S: I'm not sure that's necessarily true. I actually pitched you an idea for that feature, but then you asked me to do something different later on. So that set me back a few days.
D: Right, yes, yes. I asked you to take a different angle. OK, so that's not a good example. But I have noticed you have a tendency to miss deadlines. You needed extensions on two other recent assignments.
S: I agree, there's some room for improvement.
D: Why do you think you struggle with deadlines?
S: I guess I underestimate how long things are going to take. And ... I can procrastinate when I really should be writing. I know I spend way too long on research.
D: What help or support can I give you with this?
S: I guess ... help with prioritising stuff. Knowing which assignments are most important.
D: Sure. If you ever feel you've bitten off more than you can chew, let me know and we can figure things out.

D: ... That's really interesting. And is there anywhere you feel you really need to improve?
S: Probably my interview skills. The tourism fair last month was a real challenge. I was dreading it. It's a bit embarrassing, ... I can sometimes be shy.
D: Yes, I have noticed you tend to rely on emails a lot.
S: I know. I just prefer email to face-to-face contact. I hate cold calling people for interviews. I guess there's not much I can do about it.
D: Oh, I wouldn't be too sure. It just sounds like a problem you haven't solved yet. Doesn't mean you won't. How could you overcome it, do you think?
S: Well, I did try putting together a detailed interview script to follow. That can help.
D: Good, but you also need to think on your feet sometimes. Interviews can happen like that. Out of the blue. Sometimes you don't have time to prep.
S: I know. I take on board what you're saying. What would you suggest I do?
D: Practice makes perfect. The more interviews you have under your belt, the better you'll be. It'll take time, but it'll pay off. Also, keep an eye on your colleagues. Watch how they do things. See if they can offer you any tips.
S: Sounds good. I'll bear those ideas in mind.
D: And what about the next three months? Any priorities?
S: Well, like we just discussed, I'm going to stop hiding behind my keyboard and do more interviews. Once a week, at least? I guess I'll start with phone calls for the first few, then work up to face-to-face ones.
D: Sounds like a good plan to me. Work to your strengths. What else?
S: Time management. Deadlines. I need to wrap my head around those.
D: Well, let's see if I can help with that, too.

Audioscripts

1.01 P = Presenter M = Man W = Woman

P: OK, so let's get started. Today, I want to do something a little bit different and begin my presentation with some feedback. In fact, it's some recent customer feedback. And it's really amazing feedback, which we received in one of our stores recently. Now, I know what you're thinking. It's just another case of negative customer feedback and so he's gonna take the opportunity to criticise us, and tell us to try harder. The usual stuff. Well, that would be wrong, because that's not what today's about at all. The issue is not about trying harder but more about thinking differently, about customers. So, a quick question about the feedback. Before I show you, what do you think it will be? What made this so important that I wanted to share it with you? Have a quick chat to the person next to you. I give you thirty seconds. OK, ideas?
M: Please be cheaper?
P: No, it wasn't about the price.
W: Explain more? I guess a customer not understanding the technology. Most people find the new tech totally bewildering.
P: No, and a very big no to that. In fact, that's totally wrong. But good that you said it. OK, so what do customers want when they come into our stores? Think about that for a second. And I'll tell you what they want. They want to find what they ... need. So, how do we find out what they need? I'll tell you how we find out. We ...
M: We ask?
P: Right. We ask. Simple, yes? Well, maybe no. Let me read out this customer feedback for you; it's great. So, the first form – he completed two forms – just had his name, and this large zero here, followed by the question – 'Do you know what this means?' Nice feedback, huh? I had no idea what it meant, until I saw that on the second form the customer had written 'The zero represents the number of questions your staff asked me today. Please, next time I'm in store, don't tell me all about your wonderful products. Just ask me what I need. Then, assuming I feel listened to, I'll actually consider buying something. Regards, Jon.' So what do you think this customer is trying to tell us? Well, I think he's trying to tell us that we have a problem with our store culture. Customers are just not feeling listened to. Customers are not happy. Customers are not buying. This needs to change. So, the focus of today's presentation is to figure out how we can turn this around, and how we shift from a telling to an asking culture, a service culture.

1.02 P = Presenter

P: OK, so that brings us to the end. All pretty simple, isn't it? We really have to transition the culture more to our customers' needs, which means we need staff asking more questions in store. To structure things going forward, we've agreed an action plan for us over the next two months, with training for everyone, including you, and a new electronic feedback process in stores. You'll need to prioritise this and manage the change, of course, to make sure it happens. *And I have every confidence that you, that we,* can achieve this. After all, we all want to build an *amazing culture, one that really delivers for our* customers. So how will we build a new culture? That's the key question. And I think there's a simple answer. What we need to do is listen to the customer more often. This means creating new customer satisfaction metrics, reviewing regularly and using that data to improve and improve again. Of course, increased sales is our most important metric, something over five percent. Let's keep things agile. I'm convinced that we can succeed; I'm convinced that you can succeed in delivering store success. Thank you.

2.01 B = Sarah M = Maja K = Klaus

S: Good afternoon, everyone. Welcome to our latest podcast. Today we're talking about 'Manufacturing and the Environment.' We have two experts with us today, Maja Olsson is founder and CEO of the Swedish association 'Saving the Planet', and Klaus Schneider is the CEO of Rhine Goods, a manufacturer of electrical household goods in Germany. Thank you both for joining us today.
M: Very glad to be here, Sarah.
K: Same for me. Thanks for inviting me.
S: I'd like to begin by talking a bit about the product life cycle. Klaus, could you start us off here and give us some background on how this is looked at by manufacturers?
K: Sure. The product life cycle is extremely important to us as it covers so many aspects of our marketing and production strategies. When we introduce a new item, we need to build product awareness and develop a market. Once we've done that, we enter the next stage and get to work on increasing our market share and growing the brand. This is where the product is most profitable for us. At this point, we make sure we maintain the level of quality and see what we can add in, such as other services, extras, a new look or model or even product extensions to make it more attractive to customers.
S: So what you're saying is that you might offer more accessories for an item, change the design, come out with a newer model or even extend the product line. That makes sense. How long does that stage last?
K: Well, it depends on the product but it is often based on the actual product type. Items which are regarded as essential by consumers can continue to grow for several years.
S: And what happens next?
K: Well, after a period of growth, the product starts to mature and competitors begin to enter the field. At this point the market share needs maintaining and new features may be added. The final stage comes when the product declines and here we might need to make it more interesting by finding new uses for it, new markets to sell it in, reducing costs of producing and marketing it or discontinuing it completely.

2.02 S = Sarah M = Maja K = Klaus

S: So, quite a complicated process, isn't it? Maja, what do you think? Does your group feel that companies are too interested in profit and don't look after the planet enough when they consider the life cycle of products?
M: Yes, I'd say that companies are usually driven by profit and the planet comes second. Our organisation doesn't like being told by a company that products need to be removed from the market once they reach their final stage. We feel that the market for recyclable goods isn't being exploited at the moment and that companies are in the position to do much more of this.
K: Yes, I see your point, Maja, about the responsibility companies have, but we also have to protect our investments and our workers. We can't stay in business unless we realise profits. But, I'd like to add that having been given awards for work–life balance and equality in the workplace, we're very happy with our profile at the moment. And we *do our best to use fairly sourced materials which* contributes to the health of the planet as well.
M: *It's great that you have received awards and* that all sounds very positive, Klaus, but I feel we're looking at a much bigger picture here. We feel that it's possible that the product life cycle itself can be thought of as sustainable.
S: Thinking of the product life cycle as sustainable? That sounds interesting Maja. Can you explain what you mean?
M: Sure. We start by looking at the way raw materials are extracted and where they are sourced and is this hurting the planet? Then we look at manufacturing. Have you had the process looked at by an expert in sustainability? And what about packaging and disposal? We would hope these are both carefully considered so that the product itself and the materials used to protect and advertise it don't add to pollution and landfills. I have to admit that we're quite concerned about the whole concept of planned obsolescence, which limits the life of products and causes people to replace them when they are considered to be no longer useful.
K: As I mentioned earlier, we are aware of the necessity of sustainable sourcing of raw materials and are also looking at our packaging and disposal. There are many issues to take into account but we always have to balance planet and profit. We were hoping to be recognised in the field for the progress we've made so far but it all takes time, I'm afraid.
M: I agree but a commitment to the environment needs to come first. The way we see it is that if our planet's endangered, there won't be anyone left to buy products. Therefore we feel that it's essential for customers and manufacturers to begin looking at the entire concept of product life in a different way.
S: Klaus, what do you say about that?
K: Sarah, I understand, but this isn't something that can be changed overnight. Car manufacturers of hybrid cars are among the first to have been considered successful by making a major change in their vehicles. It will take time for other industries to catch up however.
M: I agree as well. However, this type of thinking needs to be implemented sooner rather than later. I hope you can begin to think of your role as a manufacturer in a different way.
K: Well you've certainly presented interesting points. Whether or not they can be applied to my business is something I'll have to give a great deal of thought to.
S: I'd like to thank both of you for your insights today. I think you've given our listeners something to think about. I know that I will also look at the work very differently the next time I have a new kitchen installed or have other work done at home.

2.03

Welcome to this morning's *Better Business Practices* podcast. Today let's start off by delving down into those ugly truths about meetings!
Now, we all know that meetings are supposed to be an engine of productivity in the workplace. But we also all well know that what's meant to be an efficient way for people to get together to discuss ideas, debate issues, overcome obstacles and drive outcomes, often doesn't turn out like that at all! The truth is that many meetings end up being about as valuable as your average social media post – people talk, and then the ideas quickly disappear into the ether with no outcomes or follow up!
Some astonishing statistics relating to meetings have recently been published. Did you know that there are about twenty-five million meetings every day in the United States alone? And that when you add all that together, around fifteen percent of an organisation's collective time is spent in meetings? What's even more worrying is that this percentage has increased every year over the last decade! Now, if you're a typical worker, you probably spend nearly four hours a week just preparing for status update meetings, which quite probably take you nowhere! And management seem to suffer even more, with middle managers *spending about a third of their time in meetings,* and upper management spending a shocking fifty *percent of their time in meeting rooms around the* world. That's half their working week! If at least these meetings were productive, things wouldn't seem quite as bad, but executives consider more than sixty-seven percent of meetings to be failures. Not really an encouraging statistic. And what's the cost of all these unproductive meetings? Well ... sit down. Estimations put the annual cost to the global economy at an eye-watering thirty-seven billion dollars. Ouch!
So what's causing all these unproductive meetings? Well, the statistics include some interesting pointers on that, too. Multitasking seems to be a big culprit, with ninety-two percent of survey respondents confessing to multitasking during meetings. And a further sixty-nine percent admitted to checking their email while they

should have been paying attention to the meeting in hand! Another major issue seems to be how hard it is for remote participants to stay engaged. Eighty percent of the messages we receive come from body language, and this is something that is impossible to pick up on when you dial in to a meeting and just hear a collection of voices over the phone! This means of course that a large number of people in phone meetings – fifty-seven percent in fact – are guilty of the multitasking mentioned earlier. Interestingly though, while you might expect people on video calls, conveniently sat at their computers, to be more likely to discretely multitask while in a meeting, that's not the case. On video calls only four percent of people admitted to multitasking. Quite a difference!
So, before scheduling yet another meeting, maybe you should stop and ask yourself these three simple questions:
One: Is a meeting necessary? Remember that there are often other options requiring less time from your co-workers.
Two: Who really needs to be there? Make sure you are clear about whether participants are 'required' or 'optional'.
Three: How can you keep the meeting focused and interactive? Having a clear agenda, sending materials in advance and capturing action items can all help with this.
And moving on, next today ...

2.04 F = Frank T = Tammy P = Paula

F: Hi, Frank here.
T: This is Tammy. Good morning, or good afternoon, rather.
P: Hello, everyone.
F, T: Hello. Hi.
P: OK, so I think we can start and get through this quite quickly. Essentially, as there have been a number of rumours flying around, I'm pleased to be able to announce that we are now formally in talks to form a strategic partnership with BioGrad, you all know BioGrad, with its strong focus on new green product development. This cooperation will be central to meeting our strategic sustainability goals announced at the end of last year. It's a great opportunity for the company as it's going to help us innovate with new green materials for our products. BioGrad is a world leader on green materials. Does this make sense, Tammy? Hello? Tammy?
T: Oh. Yes?
P: OK, thought I'd lost you. Er, Frank?
F: Yes, yeah, still here.
P: OK. Right. Well, I guess if there are no comments, then it's clear and perhaps we can move on to quickly discuss the latest customer report ...
T: Actually, Paula, it's not clear at all. BioGrad is a very specific kind of organisation. They do things very differently to us. One obvious thing, they use very expensive materials. If we have to follow them on this, it could have a huge impact on our product costs, and actually damage our sales numbers.
P: I think customers will respond well to the new green focus.
T: To be honest, I'm not sure that customers will react positively to making things more expensive. Who wants to see prices rise? This really concerns me.
P: OK, slow down. That's not the logic of the partnership.
T: Then what is the logic? I'm afraid I don't understand.
P: OK. ... Frank?
F: Yes?
P: OK, just checking you were still on the line. Erm, OK, so maybe I'm going too fast here. Can we reschedule this session for tomorrow so I can walk you through more from the beginning? I'll send some information to you in advance and have a word with each of you to clarify a little more. I think this would be useful.
F, T: OK. Good idea.

2.05 P = Paula T = Tammy F = Frank

P: Hi, everyone. Tammy there?
T: Yes.
P: And Frank?
F: Yes.
P: OK, good. So ... Thank you very much for joining the meeting today. I really appreciate it. Following the meeting yesterday, I've learnt that I clearly need to slow down and talk this through carefully. By way of preparation, I've had a quick chat with each of you individually. I understand and respect your concerns about the situation, and have sent you a copy of the partnership statement explaining the planned relationship with BioGrad in more detail.
T, F: Yes.
P: So, can we just go through the main parts of the document? If you go to page three, there's a very important statement at the start of the second paragraph, just below the first graphic – beginning 'The objective of this collaboration ...' Do you both have it?
T, F: Yes.
P: OK. So, as you can see, this paragraph explains that the relationship with BioGrad has actually been driven by our customers. You can see from a survey, our top fifty customers all approve of this new focus on sustainable materials. Tammy? This is important, yes?
T: Yes, great. I hadn't seen this before. Good to know customers are driving this.
P: Frank? You see the French customer base is there, too.
F: Yes, very good.
P: OK, so what does it mean in practice? You were worried about collaboration. In fact, we discussed this in detail with BioGrad over a few months to address such concerns, and if you look at page fifteen, you'll see that there's a lot of information about the new partnership. The new collaborative product development process is explained in detail, and you'll see two new consultation milestones involving BioGrad that are related to materials. Firstly, when we begin a new product development project, we ask BioGrad for input: Is our concept for materials the right one? Do they have any ideas? And, secondly, when preparing marketing just before product launch, we ask them to confirm: What are the green benefits of the materials? What are the benefits for the customer? What this means, which is very relevant for you, because of the concerns you have expressed, is that we still control things. At these milestones, BioGrad is just consulting. We take the final decision on materials used and the final marketing message to the customer.
T: OK, then we keep control.
P: Exactly. This is not a revolution. Our materials are excellent in any case. We believe BioGrad has a lot to offer us and can help us innovate, but we need to protect our own brand and market image, and pricing. Frank, that's going to be very important for your customers, no?
F: Yes, so I'm very happy with this.
P: OK, so far, so good, yes? You've had a day to check through the document. Is that enough at this stage?
T: Yes, I feel much better now. Just one question – why are we planning to change the structure for reporting our sales numbers?
P: We simply want to provide transparency for auditing purposes. Audit suggested the change. It's just a technical accounting topic.
T: OK.
F: Just one question, can we share a summary of this information with key customers? Some are a little nervous.
P: No problem. But please be discreet and ask them to keep the information confidential until we release the document to the press. So, are we fine with everything?
T, F: Yes, very good.
P: Great. Let's close here, and we talk again next Monday in the monthly sales meeting. Thank you.
T, F: Bye.

3.01 I = Interviewer PM = Piet Muhren

I: The average investor has plenty to worry about in today's markets. I'm going to speak to three experts to find out how to get the most out of my money. ... Piet, as a financial adviser, could you give our listeners some tips for their investment portfolio?
PM: Absolutely. Investors tend to think they understand what the market is likely to do next. But nobody can consistently predict which assets or sectors will perform best. Having a diversified investment portfolio is key because if you have too much money in one area that doesn't do well, it's bound to have a negative effect on your finances.
I: So, what should I do? Is it worth investing in say, bonds?
PM: I recommend spreading your money across different assets such as, equities, commercial property and cash. In the past, bonds and equities were less linked and investors expected to do well in bonds when equity markets were falling. But bond markets are not the same anymore. The likelihood is that you will lose money less *slowly* with bonds in a downturn, but you are very unlikely to *make* any money. We've recently seen a period of bond-buying, or a long bull run, with record low interest, and the two markets often now move together.
I: So, you're saying, bonds and the stock market are linked now, and diversification is key.
PM: That's right. We can't anticipate what's going to happen tomorrow. However, the expectation is that diversification comes with extra costs, such as more volatility, higher charges and less liquidity.
I: So even if I diversify my portfolio, it won't solve all my financial worries?
PM: There's no guarantee, no.
I: And what do *you* invest in?
PM: Well, rather than *what*, it's *how*. I envisage that I'll continue investing regular premiums – regular small amounts. It's a sensible way to invest, rather than making large and high-risk one-off payments.
I: Thanks for the advice, Piet!
PM: You're welcome.

3.02 I = Interviewer IM = Irene Montoya

I: Now I'm about to interview investment manager Irene Montoya. ... Irene, should investors have a safety net of cash? What do you think?
IM: Any good investor is likely to have some cash to protect them against falling stock markets. Having this cash buffer means they won't be forced to sell when prices are falling, which means they can expect to have a better chance of avoiding losses. In fact, *everybody* should have some cash savings to deal with emergencies, to avoid having debts or to avoid needing to sell their investments at the wrong time.
I: But how much cash should we keep?
IM: It makes sense to have enough cash to live on for three to six months. I expect many people will have more cash than that, depending on their circumstances. But if you have a guaranteed income, you can probably afford to have a smaller amount of cash in the bank. The problem is, inflation eats away at your savings. For example, over twenty-five years, assuming there is annual inflation of two point five percent, savings of say, 10,000 euros will end up with the purchasing power of only 5,310 euros.
I: Really? 5,310 euros! That's shocking.
IM: That's right. Low-interest savings accounts definitely won't leave you with enough money when you retire.
I: So what *should* I invest in?
IM: The answer to that is 'What do you want to achieve?' If you have a short-term goal, like buying an electric scooter, then cash savings will be your best option. However, if your goal is to retire comfortably, then cash is unlikely to deliver.
I: OK, thanks for the tip!

3.03 **I = Interviewer LM = Leo McKinney**

I: So far I've been told to diversify but keep enough cash for emergencies and not depend on my low-interest savings account. I now wonder what Professor of Finance, Leo McKinney, is going to tell me. ... So, Leo, what are the most common financial errors?

LM: There are three. Firstly, it's loss aversion.

I: Loss aversion? What's that?

LM: Many investors will try to avoid losses rather than actually try to make a profit.

I: But what's wrong with loss aversion?

LM: Well, it leads us to putting savings in low-interest accounts that won't leave us enough money in retirement. The problem is we ignore another risk: inflation.

I: Ah, I've heard that before. So, what's the second error?

LM: The second error is the opposite to loss aversion: it's overconfidence. Overconfidence can make investors take too much risk by looking for huge returns and thinking they can beat the market.

I: So, one error is to take no risks and the other is to take too many risks?

LM: Exactly.

I: So, how do *you* invest?

LM: I plan to invest in the middle ground. I plan on having a diversified portfolio based on my retirement age.

I: That sounds like a safe investment.

LM: It is. The reason why so many people are attracted to risky investments is often for the excitement. If you want excitement, go to a casino, right?

I: But I thought investors had to take *some* risks.

LM: The thing is, if you're on the point of spending your retirement money, stop and think about it. You are bound to lose money in the long run.

I: And the third financial error?

LM: The effects of mental accounting.

I: Mental accounting?

LM: Yes, this is a term coined by the economist Richard H. Thaler. It's how individuals think in order to organise and keep track of their financial activities. One example is how we evaluate our finances depending on the money's source. I mean, whether it's from an inheritance, our monthly pay, or a credit card. Thaler says a dollar is a dollar, whether you've earned it or been given it. For instance, gamblers refer to any money they have just won as 'house money'. They then use this money to gamble again and, inevitably, lose it. House money in investment terms is when we earn money from an unexpected investment gain. Then, because we're more likely to see it as disposable income, we want to spend it, or invest in a risky investment. Mental accounting can lead to irrational behaviour when investing and spending.

I: Can you give us another example?

LM: Sure. Let's think of mental accounting when spending. Imagine you spend five euros on a working day at a coffee shop as a little indulgence. You might think, 'I can afford five euros a day.' But what is the real impact of that on your monthly budget? ... Are you good at maths?

I: Err, so that's five euros five days a week, which comes to twenty-five euros a week, which adds up to a hundred euros a month. Wow!

LM: That's right. The best way to decide whether you can really afford those daily treats is to add up the costs over a whole month. That way you can save.

I: You've been very helpful Professor McKinney. Thanks!

LM: No problem.

3.04 **R = Ron D = Diana L = Lina**

R: Hello, Diana. Great to see you.

D: Hi.

R: This is Lina from Legal.

L: Hi.

D: Hello. Good to meet you. Are you the Lina who ran the marathon? Ron told me he was training with a Lina.

L: I'm the one, yes.

D: How did it go?

L: Not bad. I managed to break four hours. But I really suffered the next day, I can tell you.

D: I bet you did. Have you been working with Ron long?

L: About two years now.

D: So you have an established work relationship.

L: Yes, very much so.

R: OK. Let's get started.

D: So, Ron, I sent some proposals through last week to you as preparation for today. Was the situation with my company clear, and what we're looking for?

R: I think so. You want to reduce the scope of the current office lease from two floors to just one floor, yes?

D: We *have* to reduce to one floor. We actually don't need the space at the moment with so many staff working from home these days. And we need to reduce overheads, in any case.

R: This is difficult. I prefer to lease the whole premises to a single client. There's very little demand in the market for one-floor office spaces at the moment.

D: Is that true? I heard the opposite. There're a lot of small start-ups in Toronto.

L: Yes, but they tend to locate around the harbour area. They're not interested in your location.

D: Really? Did you know that quite a few start-ups have opened downtown? And they ...

R: Look, I'm fully aware of what's going on in the market. I really would prefer a customer who takes both floors. Otherwise, I will end up halving the lease income. That's not an option. And don't forget, we have a contract in place. We're only three years into the five-year lease. This is really ...

3.05 **D = Diana R = Ron L = Lina**

D: ... OK, Ron. Can we come back to your main issue? Is your problem here the potential loss of income?

R: Yes. If we reduce to a one-floor lease, as I said, I have no guarantee that I'll find a tenant for the other floor. I stand to lose significant revenue.

L: Yes, up to fifty percent of the lease value. If it takes a year to find another tenant, we could lose $50,000.

D: OK, I understand. But I have a creative idea. Would you be willing to consider reducing the scope of the lease – to the one floor – but maybe also at the same time extending the timeframe?

R: How do you mean, exactly?

D: OK, to be more specific, we have the lease for two more years at $100,000 per year. What if you cut the lease to one floor, and in return we extended the lease for another five years, and ... we pay $55,000 for just the one floor?

R: For five years, did you say?

D: Yes. This means if you can find another tenant within the next twelve months, which is a long time, and charge $50,000, you'll actually increase your income to $105,000 per year. Could this work for you?

L: Yes, assuming we can find a tenant. There's a risk of no other income in the entire first year.

R: That's the big income problem for me – the hole if we don't find another tenant quickly. It's a difficult market situation.

D: OK. Can I just focus on that key point? I'm proposing 55,000 for another five years; that's 275,000 in total. What if we pay 75,000 in year one, and 50,000 for the last four years? That way we cover most of your first-year risk. If you get another tenant, and charge 55,000, which is the current market rate, you're going to be earning more money than the current contract for sure. How does that sound?

R: OK, I see what you mean. That might work.

L: Yes, that sounds interesting.

D: Yes. It's win-win, isn't it?

R: So, if we reduce the contract to one floor, you'll commit to an extended contract with these new payment terms, $75,000 in year one, yes?

D: Yes, I think that's a very fair compromise. Sounds good?

R: I think we can go with this.

4.01 **J = Jon M = Maria P = Paweł**

J: OK, can we move on to the people update? Maria, I think we're on track with the cost reduction programme, yes? Looking at your numbers, I think we've let twenty people go now, right?

M: On track, in a way. But Jon, it's not been at all easy to keep people motivated during the process. It's been very disruptive.

J: Yes, and I know you had your reservations at the beginning. But remember, we needed to make this change. It's not that we wanted to fire people. The hotel visitor numbers across the group are down. The business is simply not there to justify keeping all our service staff. We can't ignore the facts.

M: I just think we could have communicated things better, and perhaps taken a little more time. It's our first time with this kind of change and it's been a steep learning curve. In the end, we have to admit that these cuts have really triggered a lot of bad feeling. I hear some strong words, like *betrayal*, being used. I think we'll end up losing more people before the end of the year – some of those we're keeping will actually quit, I have a feeling.

P: It's true, Jon. There's a lot of uncertainty and confusion about what's happening, and why. People are pretty fed up, I sense.

J: I'm not sure what else we could have done. I did a big townhall speech and laid out the situation.

M: Yes, but did we invest enough time in communicating and explaining what we were doing at an individual level, or did we rely too much on these big messages? I think if we'd done that, worked with lots of one-to-one meetings, dealing with emotions in private, talking things through, making clear what the changes meant in daily life, we wouldn't be having the problems we're having, if you know what I mean?

P: I think our recent expansion into Poland has been part of the problem here. A lot of this centres around the Nordic staff. The new investment in Poland for them, it just sent mixed messages. People were feeling ... Is it a first step to leaving the Nordics? Are we no longer important? I was hearing quite a lot of that. This generated a lot of anxiety and negativity.

J: But this was a positive. It's about diversification, about building a platform for the future as a more international group. We were doing this to safeguard jobs. How can they not understand? And personally, I spent a lot of my time in Poland, away from family, finding the right hotels to integrate into the group, to save jobs in the end.

P: I'm not challenging the decision. It's the communication. I just think the way we did things ... we kind of shot ourselves in the foot a little. Yes, we had to cut costs, but we've triggered a bit of a rebellion internally; and we've got a real issue now with demotivation in the company which is actually beginning to impact on guests – they notice it, they feel it.

J: OK, I see. Look, let's take ten minutes for a break. I need to make a quick call. Then we can continue. We've got the new offices to discuss, and then we need to think about confirming where we stand moving forward.

M, P: OK.

4.02 **J = Jon M = Maria P = Paweł**

J: Right, so where do we stand with this? Maybe we do a quick wrap up first? I need to get going quite soon, unfortunately.

M: OK, so, with the benefit of hindsight, we did the right thing. If we hadn't cut costs in the Nordics, we wouldn't be sitting here now talking about expansion into Poland – we wouldn't have been able to afford it. Strategically, it was the right thing to do. But communicatively, it was a disaster. We should have taken more time. Run some workshops to talk through the changes with staff. Given people time to digest what happened.

P: I agree.
J: OK, so we take that one on the chin. Anything we can do to remedy this moving forward?
P: I think, basically, we should be looking at organising some change workshops. As Maria just touched on, we need to talk people through in detail what will actually be different, and how people's roles might change.
M: Yes, and by this time next week, we'll have started a new webinar series – I think three – which should be very helpful to settle feelings. These will introduce our Polish expansion to staff, and make them aware of the new international structure. Just make people aware that this is an opportunity, not a threat. We'll have taken over around four hotels by the middle of the year.
J: Great.
P: I'll talk to internal communication about what more we can do.
J: So, coming back to the final issue, we agreed last time to offer more homeworking in the organisation to reduce office space and costs. Do we need to back off, slow this down, go full steam ahead? What do people think? We've started asking people, yes? Maria?
M: We have indeed. And good news. I think around sixty percent of staff has signed up for the homeworking option, so, really good news. Most people are over the moon to be able to spend more time at home. However, what we haven't done is to complete the negotiation with the lease holder to reduce the office space and get the cost advantage.
J: So, looking ahead, by when?
M: We're hoping to have things finished by the end of next month.
P: So, by the end of the month, we'll have signed everything and be operating out of smaller offices?
M: Yes.
J: Good.
P: This will really bring down overheads significantly.
J: OK, let's stop there. There's a lot of food for thought here. The biggest insight for me is not to underestimate the importance of feelings. I think across the board it's a typical management failure to overlook emotions. And something I need to think about more in the coming months. Paweł, can you circulate the minutes?
P: Will do.
J: Great. Thanks. I'll see you both tomorrow.

5.01 F = Frank E = Ellie D = Dieter S = Simone

F: Good morning, Ellie. Welcome to DeutschTek.
E: Hi, Frank. Great to see you again. Hope you're well and getting over that flu.
F: You remembered? Yes, very much so. Feeling much better. And can I introduce you to my colleague, Dieter Larz?
D: Hello.
E: Very good to meet you, Dieter. You spend a lot of time travelling, I hear. I imagine it's quite demanding to be on the road so much.
D: Yes, it's almost seventy percent these days.
E: Sounds a bit like Simone's life. This is Simone, our Senior Consultant.
D: Hello.
F: Nice to meet you, Simone.
S: Hello. Seems that we have a lot in common when it comes to travel. I'm on the road on the delivery side, on site with clients. Where do you travel to, Dieter?
D: Mainly Warsaw and Budapest. Have you been there?
S: Absolutely! We probably know the same hotels. I lived in Budapest for a year, in a previous life before Konnect. And my husband's from Gdansk, so I'm in Poland quite often.
D: Great. So, it seems that we have a lot in common when it comes to travel.
E: Absolutely, that's why I wanted Simone to come along today. She understands very well many of the challenges you're facing.
F: Very good to hear that. By the way, sorry for not sending an agenda. It's been a tough week.
E: No worries. We knew you had everything under control.
F: Great, well, shall we make a start? We have an office down the corridor. If you want to follow me.
S: Sure.

5.02 F = Frank E = Ellie D = Dieter S = Simone

F: OK, to start, I'd just like to say a big thanks to both of you that you could actually make it across to Berlin so soon.
E: Well, as I promised when we spoke, I've cancelled meetings so we could be here.
F: Again, thank you for that. Our challenges are quite urgent and we really appreciate your efforts to make the meeting happen, Ellie. As we discussed at the conference, we feel we have some issues with our senior management in Warsaw and Budapest. They're good technically, but lack management skills, particularly around project management, and perhaps more importantly, people management – motivating team performance, giving feedback, coaching, that kind of thing.
E: Yes. We've seen it before in these markets.
F: Now, what I wanted from you was a proposal for training. The email you sent last week, however, was more a summary of our first meeting.
E: Yes, OK, I didn't want to send you a proposal as you requested and I'll tell you why, as I think it's important to be open here. Of course, we have expertise in these areas and we could make a proposal immediately, and you might run with that. But our approach is very much based on really understanding the client's needs and consulting with them to find the right solution, which may not be training. Simone would love to deliver training for you but before you spend your money, we'd prefer to focus on what you need. And we don't fully know yet.
D: OK, Frank, if I may step in, but then what would be the next steps? I have a management problem, and I need a solution quickly. It feels like you don't trust us to know our own business.
S: It's not that, Dieter. Obviously you know your business better than we do, but I'm sure we can help. There are probably a number of issues, for example, a lack of resources, a lack of time – even a lack of skills could be a problem. The situation may be complex – not so much about people but processes.
F: That's a very good observation. The offices *are* underresourced, and that's creating a lot of pressure to deliver to deadlines without enough people. It's certainly an issue.
S: To be honest with you, I'm feeling concerned that the issue may lie in Berlin. Expectations may be too high. You're demanding a lot from the new offices very quickly – it might be too quickly.
D: Yes, you're right. I have to say, I'm feeling a little under time pressure. This is part of the issue.
E: So, we feel that taking a couple of weeks would help, say two weeks to meet the local management involved, do some one-to-one interviews, observe meetings locally, and just get a feeling for what seems to be the issue. We can see that the projects are running late, but right now we're not sure why. From all this, we'll get you a diagnostic report with recommendations. And I'll keep you updated as we go. To be transparent, at this point in time we don't have the data to make any recommendations.
F: OK, but I'm happy for you to take decisions without consulting me, for the sake of speed. My main concern is price. How expensive will this be?
E: Well, I'm very happy to stick to the promise I made when we met about our introductory ten-day rate, but probably Simone and I will both visit all the sites. If you can cover travel costs for both of us.
F: OK, I want to be fair about this, so let's agree to that.
D: Just one more question: how quickly will we see an improvement in management standards?
E: To be perfectly honest, I don't have an answer to that question. Every situation is different.
S: We will implement changes as soon as we have made a full assessment of the situation, but how quickly management responds can often be influenced by matters like cultural differences or the level of openness to change. But we always get there in the end.
F: OK, as you have most expertise in this, it's best if you proceed as you see fit.
E: Great. As I said, our main objective in business is to help you reach your goals, so we are happy to be flexible as we get more information.
F: Excellent. I think we all share the view that this is a win-win situation. So, shall we take a short break? I need to make a quick call.

6.01

So, thank you, I'm delighted to be here today, to have the chance to address you, members of the construction industry here in Palma, as a representative of ProCoast. Why? Well, the hotels you build have a huge impact on the environment of the Mediterranean, and so today's presentation gives me the opportunity to propose some ways in which you can make that impact as positive as possible, and, ultimately, to show even greater leadership as an industry.
To begin, however, I'd like to tell you about something that happened to me when I was still in the property development and real estate industry myself. It's a story about *my* leadership. Erm, not that I'm offering myself as a model. Far from it. That will become abundantly clear very shortly.
So, the story starts with Tom. Tom, one of my team members. A great guy. Top salesman. Great with customers. A future leader of the company, in my view.
And what happened was, well, er, Tom and I were on a business trip, and he suggested one evening, after a long day of negotiating, that we go to dinner. Well, I was a bit tired, to be honest, I just wanted to relax in my room, but I thought, OK, why not? In the end, after a lot of thinking, we decided to go to a little Italian restaurant nearby. Really nice place. Amazing pasta. Anyway, I was eating mussels, he was eating bruschetta, we were having a lovely meal, and a nice catch-up chat. And then all of a sudden, Tom stops eating and looks at me, and says, 'Ángel, I've made a decision. I'm leaving the company.'
I have to tell you, I was really shocked and disappointed. Yeah. What was going on? How could this happen? Was it all a bad dream? Tom was the perfect team member. He always delivered. He was the kind of guy you can trust one hundred percent, which meant I could focus totally on what I had to do.
And I suddenly realised this was my big mistake. I was appreciating Tom because he was very good for me. I wasn't really appreciating Tom for being Tom. Because of Tom, I could travel a lot, which I really liked. I could spend a lot of time abroad with customers; and when I was back, Tom and I, well, we only needed a quick catch-up. Perfect. I could live the lifestyle I wanted – lots of nice travel, no hassles with team conflict ... leadership was easy.
The problem with all of this, Tom told me during dinner, was that I was never around. At the end of the day, for him, I didn't care. He felt totally ignored. He felt very undervalued. You see. And slowly, but surely, he lost motivation ... with the organisation – with a leader, me, not appreciating him. And you know what the funny thing is, I realised my mistake *only* when he resigned ... when it was too late. Of course, I tried to talk him around, but ... it wasn't possible.
So this has taught me an important lesson about leading people and about life – the need for us to care more about important relationships. If you forget to care, you lose the relationship. Right? And I think we can all learn from this because we all forget from time to time what is really important in life. Because with our most important relationship – the one we have with the environment, our planet – the truth is, we're

not caring enough. No. We're not managing the relationship effectively with all the new hotels we're building here in Spain – too many hotels – which are damaging our environment, killing wildlife, generating huge amounts of pollution. And if we want to prevent a relationship disaster with our environment here, like the one I had with Tom, then we have to do three things. We have to start caring more about the impact of what we do. We must start showing better leadership. And we need to find ways to create a better and more sustainable relationship with the environment. So that's what I want to talk about today: how, as an industry, you can show more care for our environment.

7.01 RA = Ruth Allen CLS = Claire Stewart

RA: Hi Claire, thanks for coming in. How are you today?
CLS: I'm fine thanks. And you?
RA: I'm fine as well. Now I asked to see you because there seem to be issues in your team and I wanted to talk to you about it. Now Zoe has mentioned to me that you haven't been working well in the team lately. Would you like to tell me about it?
CLS: Well, that's not true. Zoe told me I wasn't pulling my weight, but I work nine to six, like everyone else. Anyway, it isn't the team, it's her. She's pretty demanding as a line manager, and she's always checking what I'm doing ...
RA: I know she likes to be, erm ... very hands-on, but she's also mentioned that you haven't been meeting your targets.
CLS: No. Well, I just think she sets us unrealistic goals. And yes, I've been leaving a bit earlier to look after my younger brother, who hasn't been well, actually. I'm taking him to his doctor's appointments, you see.
RA: I'm sorry to hear that, Claire. Have you explained the situation to Zoe?
CLS: Yes, I have. I sent her emails whenever I needed to leave, you know, maybe just half an hour earlier, that's all.
RA: But perhaps if you explained your family situation to her a little, you might find she would be more understanding. And I'm pretty sure we could come up with a flexible schedule for you.
CLS: I doubt it. I've already asked Zoe and she said, 'not now'. She keeps asking whether I've done this or that. Frankly, things have escalated, and it's proving to be quite stressful.
RA: That's a pity. But do you think the three of us could sit down together and talk things through?
CLS: Err, well, I'm not sure ... Zoe will be on top of me again the next day. I'll probably have to change departments, or leave.
RA: I hope that won't be necessary, Claire. We really value your work here.
CLS: The thing is, ... it's my little brother ... I'm sorry ... I ... I ...
RA: I can see you're quite upset about this. Let me talk to Zoe and then the three of us should be able to reach some kind of reconciliation. I mean, it's conceivable that Zoe might be more flexible than you give her credit for. In the meantime, I suggest you send me a timetable that would work better for you.
CLS: OK, I can do that. Thanks, Ruth.

7.02 RA = Ruth Allen ZB = Zoe Bailey WP = Will Palmer CAS = Carla Sánchez

RA: As you know, we've been talking to employees, and it has come to our notice there have been a few minor conflicts between managers and certain members of staff. Let me make it clear at this point that this session isn't about finger-pointing or blaming each other. But I thought it would be a good opportunity to hear what you have to say on ways of working. Later, I'll outline some steps for making sure conflicts don't get out of hand or escalate.
When it comes to ways of working, it appears quite a few employees think their line managers are 'on top of them', and that they are being micromanaged to a certain extent. And this leaves them feeling anxious, even threatened.
Of course, some degree of micromanaging can be useful, especially with new employees, but it's very important to foster the idea of trust. It's often said that too much micromanaging may lead to lack of trust. So, how do you all feel about micromanaging? Do you think it's necessary, or is it something you try to avoid? Yes, Zoe?
ZB: Can I just say that micromanaging is something that I don't like doing as a rule.
RA: I see.
ZB: But recently, I've noticed that one member in my team hasn't been pulling her weight ... She's been leaving earlier, often not asking for permission, but just sending me a quick email before she's out of the door. And that's just not acceptable when other people are working longer hours. So yes, I'm micromanaging her. Unfortunately, she hasn't been meeting her targets.
RA: Right, thank you for sharing that with us, Zoe. However, as we're going to meet with the employee in question tomorrow, when we hope to resolve those issues, together, for now, could we just broaden the question to micromanaging in general, without discussing specific members of staff, OK?
ZB: Er, yes, of course, but this has been annoying me and I ...
RA: I understand, Zoe. And I'm sorry to hear that. But let's talk about the specifics of this case tomorrow. Now, as Zoe said, we may need to supervise staff more closely when there is a problem with their performance. Having said that, we all know how hard it is to achieve the right balance between seeing the big picture and worrying about the detail. But that's part of the job of being a good leader, don't you think? I was wondering, actually, whether micromanaging is always effective. What do you think? Will?
WP: Well, I'd like to talk about my first boss at my old firm. He was, you know, a positive role model for me. And then he left ...
RA: Could you tell us why he was a role model for you?
WP: Well, we used to just get on really well. Then this new guy came along and took his place ... But we didn't get off to a good start. He was really serious, whereas my previous boss and me, we used to joke around all the time. Don't get me wrong. We always got the work done, and he was great at delegating tasks, and everyone respected him. But with that second manager, ... I just wanted him to stop breathing down my neck, you know?
RA: OK, Will. So you're saying you had a great relationship with your first manager, but then you had problems gaining the trust of someone new. And – it's true – that can be quite challenging.
WP: You took the words right out of my mouth.
RA: Right, but Will has put his finger on something. And that is, some managers seem to be better at delegating, and others are more hands-on.
WP: That's right!
RA: It's largely about our expectations, isn't it? When we have a new colleague, and they have a different way of working, we make comparisons and are easily disappointed. But comparisons are unhelpful, so we should try to treat everyone as individuals, right?
CAS: Can I say something here, Ruth?
RA: Sure, go ahead, Carla.
CAS: I agree to some extent with what Zoe was saying, but I think as managers we often feel overwhelmed by all the work we have, and we always feel the need to look like we're on top of everything, er, like we're superhuman.
RA: Yes, ...
CAS: So, I try to take time to talk to members of my team. I mean, it can just be by the water fountain for five minutes.
RA: Exactly.
CAS: And if we open up a bit, then they see another side of us. You know, we're not robots, we're humans, too. That way, if something is bothering them, they might tell you, instead of keeping it to themselves.
RA: Thanks, Carla. That's a great tip. Spend five minutes at the water fountain chatting to one of your team. It might prevent tensions from escalating later. OK, let's take a break there.

7.03 RA = Ruth Allen

RA: OK! OK. As we're coming to the end of this session, I'd just like to say that mediating conflicts can often be difficult. So I'd like to introduce you to something called the 'Interest-Based Relational Approach'. There are basically six principles to this approach and I think they sum up very well some of the points we've heard today.
Number one. Make sure that good relationships are a priority. Treat the other person with respect. Do your best to be polite, and to discuss issues constructively.
Number two. Separate people from problems. In many cases, the other person is not being difficult for the sake of it – genuine differences are often behind conflicting positions. These might be differences in personalities, personal values, or ways of working. To give you an example, in the last few weeks I've heard both employees and managers say things like, 'She's too demanding', or 'He's so disorganised'. But by separating the problem from the person, we can start discussing issues without damaging relationships.
Number three. Listen carefully to different interests. This seems obvious, but you'll have a better understanding of people and their position if you try to understand their point of view. So make sure you listen actively next time you have a conversation in the office. Remember, you should be giving eye contact, listening carefully, nodding, and allowing the person to finish before you start talking.
Number four, and this is related to the previous one. Listen first, talk second. We need to listen to what the other person is saying. They might say something that changes our position. If we're listening actively, we won't jump to conclusions or judge them before they've finished speaking.
And number five. Set out the facts. Decide on the facts that might affect your decision, together. If, say, an employee has been leaving early, establish the facts. Did they inform you? How often has this happened? Could there possibly be mitigating circumstances? It is possible they've already made up the time.
Last, but not least. Explore options together. Be open to the idea that a third position may exist. It's in our nature to think we're always right and the other person is wrong. But this is a biased perception ... What seems fair to you might seem quite unfair to a colleague. Thinking of a third possibility might help you achieve reconciliation.
And finally for today, if you need help, we're always happy to have those conversations together with you. OK, that's it. Thank you.

7.04 C = Carmen B = Barry

C: AIV. Carmen speaking.
B: Hi, it's Barry here.
C: Hi, Barry.
B: Carmen, how are things going?
C: Fine. Good to hear from you. Sales are going really well this year.
B: That's great news. So, you got the email from Susan about you and Paul being at loggerheads?
C: Yes, I did. You know, the whole situation with Paul is very frustrating.
B: I can appreciate the frustration, but we need to clear the air. Susan talked to me and I've been asked to step in so I'm having a chat to you both separately, and then I thought we could meet in Paris at the sales conference this weekend. Does that sound OK?
C: Yes, that would be fine.
B: So, I'm speaking to you first. Can you tell me from your point of view what's been happening?

C: I mean, we've never really seen eye to eye, but things have really got worse recently. Only this morning, I got another email from Paul asking for data about our clients from Europe. I keep telling him, I don't have this data, and I don't have the time to put the data together. He needs to focus on his own job and not try to do mine. I mean, it's getting kind of ridiculous. And I'm also worried that he'll use the data to contact our clients' offices in the US, which could create real problems for me.
B: So, for you, is the issue mainly about this asking for client analytics which you just don't have?
C: Mainly, yes. But his communication is also a problem. He's disrespectful in the way he talks to me and my staff here in Europe. Oh, er, what did he say in his last email? 'You need to learn to share, Carmen.' 'You need to collaborate more.' I mean, who does he think he is? Basically, he's telling us how to do our jobs.
B: I'm not sure this communication is intended to be disrespectful or create problems. Have you actually discussed this with him?
C: He doesn't listen. Like I said, he just gets defensive and rude.
B: OK, look, it's important that our meeting remains constructive and focused on a solution. Susan is very concerned. Let me give Paul a call and hear what he has to say, and then we can set up a time for a chat in Paris sometime over the weekend. I'll email you, if that's OK?
C: Sure. Well, let's see. We've tried but we can try again. Maybe we just got off on the wrong foot.
B: Thanks, Carmen. Good to be positive.

7.05 P = Paul B = Barry

P: Barry. Hi.
B: Yes, it's me, hi Paul. How goes it?
P: Good. Pressure, but good pressure.
B: Excellent. I know you're busy, so I'll get straight to it. I'm calling about the situation with Carmen. I emailed you.
P: Wonderful topic of conversation. It's turning into a real battle of wills.
B: Well, we need to resolve this, Paul. Everybody wants to resolve this.
P: OK, I know. It's getting out of hand.
B: What's your perspective on what's happening? Why all these emails recently?
P: Actually, I'm trying to cooperate more. Susan says she wants us to work more closely as a team; she wants us to share, to stop working so independently in our regions. Carmen has had very good results in the last few years. I'm just asking her to share her data like Susan suggested. We can learn from Carmen's success in Europe here in the States. But she doesn't want to collaborate.
B: OK, I see. So, for you, a lack of collaboration is the real issue?
P: Yes. She doesn't want to.
B: OK, be careful of assumptions, Paul. We're all very busy, so it may be more a question of priorities. Have you explained this to Carmen?
P: Why should I? It's obvious what we need to do.
B: Paul, it's not obvious. Some of the emails you're sending, they're quite short and direct. I think this communication style may be creating a misunderstanding.
P: Possibly. I've had that feedback before.
B: Yes. And remember, English is not Carmen's first language. Also, you don't know each other that well. Directness can come across as rudeness sometimes.
P: I've had that feedback before, too. I'm just trying to be efficient. I hate small talk.
B: OK. Would it be acceptable for you to take an hour to talk this through together in Paris at the end of the week? Listening to you both, I think we can find common ground and a way to move forward.
P: OK, I'll trust you. I'll be there. On my best behaviour, ready to bury the hatchet.
B: Great. So, just so I can tell Susan, we've agreed to meet in Paris, and plan to come up with a solution there. Thanks, Paul. I'll email you to fix up a time. See you soon.
P: Thanks, Barry.

7.06 B = Barry C = Carmen P = Paul

B: OK, so let's get started. My role today is simply to help you both understand each other and reset your collaboration in the sales team – which is good for you, for Susan, for me actually, and also the company. As you know, Susan asked me to step in, as things had become a little tense, and I think everyone is motivated to move away from the current situation. Now, I've already talked to both of you individually and I honestly think that there's a lot of common ground, but let's share views openly, stay positive and find some solutions to move forward. Paul, you're very focused on collaboration and establishing new modes of collaboration, and I think you feel a lack of engagement with this from Carmen and her team, which frustrates you.
C: But it's not true that ...
B: It's a feeling, Carmen, and we need to respect these feelings are present. It's not about truth but feelings. OK? Let me summarise what I'm hearing. Carmen, you're very busy, you have challenges with data collection in Europe, and you have some client concerns. What frustrates you is the push from Paul and, to add insult to injury, the style of communication, which you feel is too direct. So, that's the position. Carmen, would you like to say something more?
C: Yes, that's absolutely right. To be very open, the emails from Paul are a real sore point from my side and definitely the biggest problem; the style is creating so much irritation in my team. It's not very pleasant when you try to tell me how to do my job or ...
P: I wasn't telling you how to do your job. I was ...
B: OK, let me interrupt you both. Carmen, let me remind you, it's better not to make assumptions about what another person is trying to do. I think we need to be fair and try to understand each other's positive intentions, and not judge. Paul, I'll come to you in a second. Carmen?
C: OK, I felt you were telling us how to do our jobs, and we felt frustrated because we can't get the data you want, and you were just asking and asking.
B: OK, Paul?
P: OK, I'm sorry if the emails came across as telling you how to do your jobs. As Barry explains in his email, I wanted to collaborate; I wanted to learn from you as you have excellent results. Yes, my email style is sometimes a little direct. But I just want to be clear.
C: Ha! Sometimes!
B: Carmen, can you respond to what Paul said? You hear what he says about his motivations?
C: Yes, but that wasn't clear. I also want to collaborate, but we have to find the right forum, the right channel – we are all very busy.
B: But you can see where he's coming from?
C: Yes, I understand. I see better now.
B: And you can hear the respect for your success in Europe.
C: Yes. That's nice.
B: And Paul, you hear the motivation from Carmen to collaborate?
P: Yes. And my communication, I know, is too direct.
B: OK, so given this, can we decide on a way forward? Paul wants to learn more about the way you do things in Europe. Carmen has problems giving reports with the information you're asking for because of IT limitations. What do you suggest as a solution to this?
C: Why don't you come and visit us after the summer, Paul – have a, I don't know, a learning visit? I can arrange meetings with my team, even my customers, if you want.
B: Paul? Any other suggestions from your side?
P: Actually, this sounds like a good idea. I might even bring one or two of my team across with me.
B: OK, good. So, to recap, as a way forward, we agree that a learning visit would be useful. Now let's think about timing. Would it be possible to schedule ...

8.01 CD = Carol Dweck P = Presenter

CD: I was always interested in why some people take on challenges and then really thrive in the face of difficulty, even obstacles, whereas other people just as capable, play it safe, avoid things where they might fail and really run from or wilt in the face of failures.
P: Carol Dweck is a psychology professor at Stanford University in California whose research is changing thinking around the world on education and motivation. Think of some supremely talented people. Well, unlike us mortals, they were born with a gift, right? Well, yes, half right. Talent, of course, they possess, but what most hugely successful people also share in common is what Professor Dweck calls a growth mindset.
CD: The growth mindset doesn't say that we all come with the same talent. It doesn't deny there may be individual differences in talents or abilities, but the growth mindset is the idea that no matter where you are, at any given point, you can always develop those abilities, and you don't know how far you're going to get with that.
P: Contrast the growth mindset with the fixed mindset. Carol Dweck says those with a fixed mindset believe that talent and abilities are permanent and unchanging. Of course, these are not binary categories. There's a spectrum. You may be more at one end or more at the other. How do we know which?
CD: Well, we have a brief questionnaire that you can administer to people. For example, if I said to you agree or disagree, you have a certain amount of intelligence and you can't really do much to change that.
P: So I think I agree?
CD: Your intelligence is something very basic about you that you can't really change.
P: Yes, to some extent I agree. ... This is not going well. It looks like I have a fixed mindset and Carol Dweck's research suggests that those with a fixed mindset tend to do less well at school. The evidence for this includes a mass survey of a particular age group, fifteen- and sixteen-year olds, across an entire country, Chile.
CD: That was an exciting study. We had the opportunity to study over 160,000 students, all the tenth graders, in the public schools in Chile.
P: OK, so tell me about that test. What did you find?
CD: We found that at every level of family income, the students who had endorsed more of a growth mindset were outperforming the students who had endorsed more of a fixed mindset. Even more interesting, the lower income kids who endorsed a growth mindset were performing at the level of much more affluent kids who endorsed a fixed mindset.
P: So how does this growth mentality work its magic? Why is it apparently such a good predictor of academic success? Well, one mechanism appears to be the attitude to error. The growth mindset lot learn from their mistakes, but fixed mindset people are terrified of making errors. If talent is innate, then mistakes signal stupidity. And here's a strange thing: she's found that in fixed mindset organisations, those where brilliance is glorified, cheating is more common.
CD: Yes, exactly, so if you believe the deep culture of your organisation worships fixed talent, then you think OK, who are the smart ones, who are the not so? Who are the superstars, who are the geniuses? And then people in that organisation say they hide information from each other, they keep secrets, they cut corners. They cheat in order to look better than the next person. If you keep telling kids how smart they are, you're telling them that's what I admire you for, that's what you should be. So in many ways it's conveying more of a fixed mindset, so what do you do? Now some people think I'm saying don't praise your kids or don't get excited when they do well. Of course you should be excited, but focus on the process that led to their success or good grades or whatever, whether it

was the studying, the strategies, the perseverance, because what happens when you say how smart you are, then they think well they're not going to love me and respect me if suddenly one day I do something that's not smart.
P: How radical a change can altering a mindset produce? One experiment compared students who were told, 'Wow, that's a really good score, you must be smart at this!' – with students told, 'Wow, that's a really good score, you must have tried really hard!' The second group did better on the next more challenging set of problems. In another experiment, by changing mindsets on a Native American reservation near Seattle, elementary school students were raised from virtually the bottom to virtually the top of their region.
CD: So that's kind of amazing. They were near the top of the district which included much more affluent sections of Seattle, so we don't know what potential is locked up in so many students who hate school or are afraid of school or anxious in school. How amazing would it be for us to unlock that potential in students who have traditionally not achieved?
P: Thanks a lot for listening to *The Big Idea* from the BBC World Service with me, David Edmunds.

8.02 Li = Lisa Mi = Miriam Ha = Harry Ma = Marco

Li: Good morning everyone. I'm Lisa. Great to meet you all in person. Now, obviously, we've been in touch by email already, so I don't need to explain who I am or why we are all here! So, let's start, shall we? We only have forty-five minutes. I had emails with apologies from Emanuela and Filippo, who can't be here today, so you must be Miriam?
Mi: That's me!
Li: And you must be ... ?
Ha: Harry!
Li: And Marco, right?
Ma: Yes!
Li: Now a session would normally be with a few more people, but I'm sure we can still be very productive. As I told you in my email, we'll start the meeting with each of you pitching the problem you would like to discuss. I think you all know the score. Maximum sixty seconds as we're a little late. In terms of sequence, can I ask Harry to go first, followed by Marco and then Miriam? OK? Let's go.
Ha: OK, thanks, Lisa. The problem I want to discuss today is about service. For me, our staff are still not proactive enough and positive enough in going to customers to support, to sell. It's important for us because conversion rates are going down in our stores. What do I want to happen? I want to see an increase in sales.
Li: OK, so basically, your challenge is how to improve customer service to improve sales.
Ha: Yes. What I want from the group today is some ideas on new targets for our store staff and how we push as managers to ensure that we meet them.
Li: Good. Marco?
Ma: Thanks. So, my problem is linked to the fact that we're getting more and more young families in our stores. In the past, it was mostly single men who liked technology. But it's changing.
Li: OK. Could you give us a little more background about this and say why it's important?
Ma: Sure. This is important for us for a couple of reasons. Firstly, our stores are not always so safe for children ... big products, high shelves ... so we have to address this. Secondly, feedback tells us the store format is not so good for families: we have no café, no play area ... For me, the question is, how should we change our stores to really be attractive and safe for this new customer group? If we don't do anything, we'll end up losing sales, or worse, we'll have an accident in store. In the end, I want a family store policy for the group – by the end of the year, if possible.
Li: OK, store design for the future, for families, yes? OK. Miriam?
Mi: My issue is about how we should deliver training in stores for customers ... on products, technology, how to use products together. A lot of our competitors have started this and we are falling behind, which is not good for brand position, which is dropping. If we can today, I would like to brainstorm what training you think we could offer. Then I want us to offer training in time for Black Friday marketing.
Li: OK, so training in stores for customers – what and why. So, three excellent problems. Now, the way to select the most interesting topic for discussion is simply to vote by pointing at the relevant person after I count to three. Obviously you can't vote for yourself! OK? Ready? Right, one, two, three. OK, wait, let me see, Marco, two votes for you. You win. You're now the Problem Owner and we're discussing kids in stores. So, over to you. Let's get started and let's get creative.

8.03 Ma = Marco Ha = Harry Mi = Miriam

Ma: OK, thanks, Lisa. So, you heard the problem. It's basically how we can respond with store design to young family customers; they bring their kids; the store is sometimes not the most interesting, and sometimes not the safest with all the displays we have. Harry, if you were in my shoes, what would you do to handle this?
Ha: OK, for me, the first priority has to be safety. There are safety officers in stores? Yes?
Ma: Yes, but trained usually in basic things like fire regulations.
Ha: In my view, you need to involve corporate audit and corporate health and safety in this. I know the Head of Health and Safety, so I suggest a meeting with her is essential.
Ma: OK, good idea.
Mi: I agree.
Ha: You need to involve her as a first step. How about the branding people who create the store concept? They design the layout and store structure; you need to have a word with them as well.
Ma: Yes, I know the Brand Lead, so that's another meeting I need to set up. Very good. What else? Miriam, from your perspective, what could be a creative solution to deal with this?
Mi: Another solution could be to look at benchmarking. There must be industry benchmarks on this kind of thing. I'm not exactly sure where you'd find the data, though.
Ma: OK. If you mean benchmarking within our industry, I think it's a great idea. I'll take a note and get my head around that one later. And beyond safety, I'm also thinking more generally about design, and just getting more family-friendly.
Ha: It's an interesting idea to think big like this. That's about brand as much as anything else.
Mi: Absolutely. I think it's an interesting thing to take up with store managers. They're a bit stuck in older concepts. I had a meeting with them, ...
Ma: OK, I can take it up with them myself. I also have a meeting next week with some regional marketing heads so I can bring this up and get their ideas. But what ideas do you have for me to take to them?
Mi: Well, I know some stores now have so-called 'kids' zones' – a play area, where parents can sit, take time out, have a coffee; some even have a clown to keep the kids amused.
Ma: Nice, I can check that out. Harry?
Ha: OK, if we're thinking creatively, I heard that Disney, when they designed Disneyland, actually designed the buildings from the point of view of kids, so very low windows, very low door handles – they made the environment for kids, not for adults. Maybe we could come up with something similar – our store designs are really for adults. I would contact Disney and see if they have ideas.
Ma: I can try. Maybe we need Mickey Mouse in our stores?
Mi: Are you volunteering?
Ma: There are limits ...

8.04 Ma = Marco Li = Lisa Mi = Miriam Ha = Harry

Ma: OK, thanks everyone. Now, I can see from Lisa's face that we're running out of time, so let me summarise very briefly. In terms of a plan, I'm going to be having a lot of meetings in the next few weeks. Great ideas. Thanks so much. I'll keep you in the loop and let you know what happens next week.
Li: Sorry to hurry you, Marco, but we're well over time. At the end of each session, we always do the lessons learnt. So, a simple open question for you: what are the main takeaways for everyone from today?
Ma: OK, I'll go first. I know this already, but I need to spend more time networking in the organisation. Most of these action points are meetings. I need to set aside more time for discussions outside my own team, if I want to change things. Many thanks for all your great ideas, particularly around the Disney idea. Of all the ideas, this was the most useful because it really opened my mind. And I'll let you know how things go.
Li: OK, good. Miriam? What do you see as the main learning points from the discussion today?
Mi: Difficult to say. What's a bit worrying for me is the lack of customer focus we've been talking about. I need to come back to this with my own people. Are we losing sight of the customer?
Li: Good reflection. And Harry?
Ha: Just that I liked the meeting. It's great to meet colleagues from around the organisation. So much passion, so much creativity. I hope the company lets us do more of it.
Li: OK, thank you, excellent job, guys. Let's wrap it up there. I'll send round an email with minutes in the next couple of hours. Until next time!

BW 1.01 H = Host D = Daniela

H: Our next speaker, Daniela Alegre, is a well-known expert in the field of innovation. She has worked for a range of organisations from long-standing global brands to start-ups, and has written a number of books around this topic. She now runs her own strategic consultancy firm and supports clients in driving their strategic innovation agendas. So without further ado, I'd now like to hand over to Daniela.
D: Good morning everyone and thank you for being here. Now, I want you to imagine for a moment what your day would be like without your mobile phones. I mean, as if mobile phones didn't exist. All phones have a cable and aren't portable. How would that impact your day? Or what about something as fundamental as a light bulb, or a refrigerator? Imagine what life would be like if those things had never been invented. Without light bulbs, our working and waking hours would be more closely aligned with daylight hours: longer in summer and shorter in winter. And without refrigerators, we'd still be going to the market or supermarket for our daily shopping. That would affect how we schedule our day, choose our menus and prepare our food. Innovation. It's what drives us forward. It's what enables progress. Some of the examples I've already mentioned have literally changed the course of history and society.
Looking at innovation from a commercial standpoint, it is essential for businesses to innovate. If you're not innovating, you'll be by-passed by your competitors. You'll lose your competitive advantage, and eventually you'll go out of business.
Now, there are many ways to look at, and categorise, innovation and in the next part of my talk I'd like to break it down for you into two areas: markets and technology.

BW 1.02 D = Daniela

D: Let's take two areas in which we can look at innovation in product development; in markets and through technology. By technology, I mean the characteristics and features of the product itself and not specifically digital technology.

So, firstly, you can innovate in your current market with current technology by making incremental improvements to existing products. You often see this kind of innovation in sectors which regularly bring out new models, such as consumer electronics or the automotive industries. We call this incremental innovation. It's about making improvements to existing products in well-defined markets.
Next, you can take existing technology, or products, and launch them into new markets. By doing this, you'll affect the structure of that market by adding in a new product type. If you're successful, competitors will soon follow you. An example of this could be with digital products for children. In the beginning, digital cameras for adults were quite expensive, usually black, and often fragile. Then, one manufacturer added a colourful and durable rubber casing, removed all but the most basic of features, and entered the children's toy market with it. As this innovation was new for the market it had just entered, it impacted the structure of that existing market and the companies in it. We call this structural innovation. It's about an existing technology breaking into a market that it wasn't in before.
Moving on, if you have a completely new technological development, and you push it into an existing market, there's obviously going to be some disruption to that market. A good example of this disruptive innovation is online streaming services for film and TV series. Before streaming, if people wanted to watch a film, they had to buy or rent a DVD. Or simply watch whatever was on the television when they wanted to watch a TV series. Since this new streaming technology was introduced into the markets of DVD rental and terrestrial TV viewing, we've pretty much seen the death of DVD rental shops in towns, as well as many shops that sell the latest DVDs. Viewers have also been liberated from the schedules of terrestrial TV channels. In response to this disruption, many terrestrial TV channels have now also started their own streaming services. So this is a good example of disruptive innovation on a number of levels.
And finally, on rare occasions, someone invents a completely new technology that simply never existed before and also doesn't have an existing market that it can disrupt. That's when you have truly radical innovation. Innovations like these are about dramatic changes that can alter the course of history. They are rare, they are high impact, and they often lead to new industries. Examples of this which I mentioned before are the light bulb and the refrigerator. They literally changed society and had a profound impact on history itself. So, innovating in this way can be incredibly risky, but it can also have a major societal impact as well as providing huge potential for financial returns.
If we think about the future, consumer space travel is one possible field for such innovation. The technology doesn't currently exist for carrying large numbers of passengers into space, and the market certainly doesn't exist ... yet. But the potential is there.
So when it comes to innovating, you have to think about your appetite for risk, your skills and capabilities, your budget, how urgent the need is and many more issues. We're doing a Q&A panel discussion after lunch and I'd be happy to answer any questions you have then. Thank you.

BW 1.03 S = Stavros J = Julia D = Dan

S: That was an interesting talk, Julia, don't you think?
J: Yes, it was. Looking at how our revenue has increased over the past six years, I think it's clear that we need one, or several, newer models of our most successful products. Every time we've launched a new model, we've seen a clear increase in revenue.
D: You might be right, but the pattern will keep repeating itself. I think we need to be bolder than that. We need to come up with something that'll make a big splash. You know, invent some new tech to really disrupt our market.
S: Maybe, but that puts pressure on us to be inventive, and quickly. We could get some quicker wins if we look at repurposing our existing tech and try to break into a completely new market.
J: You mean, like perhaps adapting our motors or electronics to work for other transport-related markets?
S: Exactly. Maybe there's scope to branch out into horizontal people transport, or even passenger vehicles.
J: Now that sounds like an interesting idea. We could even aim for some truly radical innovation that would have major societal impact. I don't know ... maybe something that combines horizontal and vertical passenger movement. Like a commuter underground train that then runs vertically up through an office block to bring people to their desired floor.
D: Wow! That's a progressive perspective Julia, and I'm sure Nina will like it. But it's not without its risks.
J: Well, she's the Head of Strategy. I guess it's her job to manage the risk and consider the potential rewards. I think we need to think about these four types of innovation in a little more detail. Let's continue this discussion later.

BW 2.01

Welcome, everyone. I'm really glad to see that so many people have made time to come to this symposium on circular economies. People around the world feel that this is one of the most important issues of today and that time is rapidly running out in terms of solving the problems we face.
Scientists tell us that within the next decade or two, the damage done to our planet will be irreversible. That means we have to get started now to fix this. The EU has come up with a plan based on the idea of a circular economy. This concept is a type of roadmap, which will help us to put ideas into practice, boost our economies, add jobs and drive innovation while encouraging sustainability and even competitiveness.
So how will this work? I would like to focus on three groups that are key to this process.
The first one is industry. We would very much like to see companies designing products which have longer lives and, as far as economically feasible, do away with the idea of planned obsolescence. Electrical and electronic products should be easy to repair so that they don't automatically need to be replaced. In addition, it should be possible to take these products apart in order to reuse and recycle the individual components. Due to increased compliance with regulations, much progress has been made regarding manufacturers and waste management. This has in turn contributed to cleaner air and water. In addition, a number of businesses are taking a careful look at their supply chains and beginning to employ a more ethical policy towards the sourcing of resources. All of these are steps in the right direction, although we certainly need to stay vigilant and continue working towards increased sustainability as much as we can.
The second group are the citizens, who are also the consumers of goods and services. What they buy or don't buy has a huge effect on the economy. Many of their decisions are based on what is available, what it costs and how useful it is to them. One problem is that 'green' or environmental claims made by manufacturers are not always made clear to consumers. This makes it difficult to know which product to choose. People often choose products based on price, but they also need to know their impact on the environment. Other important information includes product guarantees, the expected life cycle of products and what opportunities there are to have them repaired rather than disposing of them. In addition, all citizens must take part in the recycling of goods and materials. At the moment, only about forty percent of household waste is recycled, although this varies widely according to region and includes both products and packaging materials. As food waste is a major problem, consumers need to learn more about labels on food and how long they can continue using products after their sell-by dates.
The third and final group is government, which begins at the local level and moves up to the European level, creating regulations that affect all of us. Both city and federal governments have a responsibility to provide their citizens with knowledge about waste management, including facilities for the safe disposal and recycling of products, information about alternative energy sources and reliable public transport. Governments can also create initiatives such as subsidies for homes making use of solar power or those which install photovoltaic panels. They can expand their district heating to include as many homes as possible. And they can help people to get their items repaired rather than replace them. Regulations need to be in place regarding the use of particular chemicals or substances in manufactured products to create a non-toxic environment for everyone. There's also a need to raise awareness about the production, distribution and storage of food and its impact on the environment. Many local governments have set up programmes making it easier to donate food to charities or food banks, or for waste food to be used as animal feed.
As you can see, there are a number of areas to look at carefully. A lot of progress has been made, and many cities around the globe are becoming role models for those looking to make our economy and the environment sustainable for many years to come.

BW 3.01 G = Gary A = Alexandra

G: So, what do you think of the accountant's suggestions? I must admit, there are a couple of options in there I wouldn't have thought of.
A: Yes, it's good that we asked for her advice on this. I liked several of the options.
G: Me, too. Should we go through each of them?
A: Yes, let's do that.
G: OK, so option one is to ask the bank for a short-term loan. What do you think?
A: I like that idea. Hopefully it won't be too difficult to get a loan, especially as we have the order from the hotel, and our projections for the rest of the sales this year are on track to hit 300 units. These 200 for the hotel would be on top of that.
G: I agree, we're looking strong this year, so it shouldn't be too much of a problem to get the 150k. However, it'll come at a price, as there'll be six to eight thousand interest payable. And the bank may be a bit reluctant to give us another loan on top of the start-up loan of 80k we got two years ago.
A: True. And we've only just started paying that one off. OK, well let's move on to option two. That was about asking the hotel chain to pay in instalments, with a total of fifty percent in advance of delivery, right?
G: No, not fifty percent. It was two times 50k. So, 100k in advance, with 50k when the order is confirmed, and another 50k around eight weeks before delivery. It's a good option, and a pro is that it would avoid having to go to the bank for the loan.
A: You're right, but it might not be easy to convince the hotel to pay that much up front. And even if we do, they could ask for a further discount for agreeing to it. We're already giving them fifteen percent. If they ask for another five percent, that's nearly another 20k off our overall revenue.

G: Hmm. I see your point. But they might not ask for any discount at all. And it's not unusual or unreasonable to ask for partial payment up front. Let's have a look at option three.
A: That's the one about seeing if we could delay our own supplier payments.
G: Yes. I'm sure the landlord will allow us to delay our rental payments on the new part of the workshop by six months. I know he's having difficulty finding tenants, we've got a good relationship with him, and he knows our business is growing quickly.
A: You might be right, but I'm not too hot on this idea. We might be able to get the landlord to delay our rental payments by six months, though probably only if we commit to a long lease, like, say, five years. But that'll only save us around 10 to 15k. And to be honest, it's not going to look too good if we're telling him we can't afford 15k in additional rent when we've been growing quickly and have this huge order.
G: Fair point. Right. And I'm not too keen on delaying payment to our materials suppliers. In most cases, they're small suppliers and the impact on them could be catastrophic. They may feel pressurised to agree with us and end up in financial difficulties themselves.
A: Hmm. I agree. It wouldn't be very socially responsible of us to put that pressure on them.
G: No, exactly. OK, so the last option is the idea of crowdfunding the 150k. So how exactly does that work?
A: I quite like this idea. We basically try to raise the money through donations from the public. And then offer rewards to the donors, depending on how much they donate. That could be anything from a cushion with our logo on it to a full sofa.
G: Well, but wouldn't that mean we'd have to give away a lot?
A: No. The way you do it is that you offer them the reward with around a ten to fifteen percent discount on our regular price. And we don't need to send the rewards until well after we've received the money for the large hotel order.
G: I see. So it's effectively a way of getting pre-paid pre-orders which we don't have to fulfil until after we've finished the order for the hotel.
A: Exactly. But we get the money up front, and this can help our cashflow stay positive. And it all leads to good publicity for our brand, too. People like to support small new businesses.
G: So it could be relatively easy to get the money, given our current growth and brand name – it would serve as a good advertisement for us, and it would save us using any of the other options, right?
A: That's it. The downside is that we might then look like we're not very financially secure if we're having to crowdfund, and this could lead to a loss of some of our other main orders.
G: Well, we need to be careful to protect our brand. I've also thought of a fifth option.
A: Go on.
G: We could find an investor to give us the money in return for a share of our company.
A: Huh! A business angel? OK ... But why would we give away a share of our business for something that'll solve itself anyway in six months? And for 150k, I could imagine an investor might be looking for fifteen, even possibly twenty percent of our business.
G: I know what you're saying, but the obvious benefit is that we find an investor with experience and contacts in the luxury sector where we could dramatically increase our sales. Like with the new order – in addition to hotels, we could gain access to luxury settings. I don't know, like business class lounges, football stadium corporate boxes. That kind of thing.
A: OK, that's interesting, but I'm sure this new order from the hotel chain would lead to further similar orders as our reputation and contacts will grow in that sector anyway.
G: Maybe, but we can't be sure, can we? You know, I think we have to make a decision about these five options.
A: We do. Yeah. But do we have to take just one option? Maybe we could decide on a combination of two, or even three options.
G: Hmm. Maybe you're right. Let's think about it.

BW 4.01 P = Presenter NR = Nick Reed NF = Neil Foulton PN = Paul Newman JM = John McCarthy DW = David Williams

P: This download edition of *In Business* from BBC Radio 4 takes a look at what may be the next great advance for the machine that changed the twentieth century, the car. We're going at a decent speed through this interesting landscape and it really is as though I'm going along this road. Sounds like a real car, feels like a real car and it's certainly about to drive me, but in fact it's an elaborate simulator producing the slightly strange experience of what driverless driving is going to be like in the perhaps near future. This simulation of a driverless car is taking place at a research laboratory called TRL, based in Wokingham in Berkshire. TRL's professor Nick Reed is in the front seat next to me. I'm here interviewing you with a microphone in my hand, but I could be reading a book, couldn't I?
NR: You could be reading a book. Eventually you could be resting, having a sleep. It would be freeing up time. It's a big factor in the United States is the amount of time people spend driving as part of their commute.
P: What's the special technology that makes this possible?
NF: It is using cameras, sensors and radar, LiDAR, to detect its own environment. And what it does is it creates a virtual picture around the vehicle. It then recognises from that virtual picture by going around and round the same route whereabouts it is. Then once it can work out that route, it also then recognises obstacles that might be in its way, so that might be a person or it might be a cyclist or it might be a plastic bag, and it needs to be able to identify the difference between those with statistical confidence so that it can make its own decision whether or not to drive on or stop.
P: Neil Foulton, Programme Director at the Transport Systems Catapult. All round the world, the big car manufacturers naturally don't want to be left out of this rush to the future, and cars are quickly becoming more and more electronic in the way they work, computers with wheels attached. This means that ordinary models can now do partly autonomous things such as assisted parking.
PN: I'm Professor Paul Newman, Professor of Information Engineering at the University of Oxford, and I run the mobile robotics group here, and you're standing in our workshop. We drive the self-driving car there around Oxford. Yes, it can drive itself but there's a big activity that every week a driver gets in there, hand-drives the thing around, but the vehicle knows where it is. So the bit that's missing is it taking control of itself, but we can rehearse that vehicle. If I were driving, speaking as the vehicle, this is what I'd do, this is what I would see, this is where I am, this is what's going on.
P: OK, so we have all the stuff that's necessary for an autonomous vehicle here and you are adding more and more data to it, and out of that adding of data come vehicles that can drive themselves, but the addition of the data makes them do this better and better and more trustworthy, does it? Self-parking cars are now quite widely available. That's quite a long way towards the autonomous vehicle, isn't it?
PN: No, I think it's quite a distance to go. I think the vehicles are parking themselves because you know an awful lot about what can happen in parking and also an awful lot about what's unlikely to happen. Very slow speeds, you know, the environment you're working in. I think that's quite some distance from full-blown autonomy where you don't need a steering wheel.
P: Let's go to the streets now and it's the normal chaos in any city. Cars, cyclists, parked trucks unloading, people popping out from behind cars as they try to cross the road. The chaos of driving in a city. I'm with John McCarthy who's one of the people leading the consortium trying to find out how driverless cars will work in Bristol. John, it's chaotic out here. You can't possibly adapt a car to urban driving, can you?
JM: You're quite right. The Department of Transport have introduced a code of practice for the deployment and the testing of autonomous vehicles. Everything will be done with safety in mind. You talked about chaos on the street. How can an autonomous vehicle improve the chaos, reduce congestion, reduce emissions? And it's about understanding that in a way that can make a difference to people's lives.
P: Now there are other big questions about this promised new driving experience. What do the regulators think? What does the law say? And what do the insurance companies make of the switch to driverless driving? Will insurers still insure cars or will car companies take over total responsibility? At the international insurance giant, AXA, David Williams is managing director of underwriting in Britain.
DW: We've been able to show through statistics that automated emergency braking reduces accidents by fifteen percent and injuries by eighteen percent, so even if it doesn't stop an accident completely, it reduces the impact on individuals and that discounts are already built into pricing. Ninety-three percent of road accidents are caused by human error but there's still that seven percent, but also the more complex machines you have, we may need to move away from just providing claims when people have had bumps and shunts. We may need to provide services. It might all become part of a bigger transport package.
P: Fully-fledged driverless cars will bring all sorts of big changes when they finally arrive, but there's a lot more to be worked out, laws, standards, rules and technology. The science fiction prospect of cars that take us absolutely everywhere is a long way off. What will very likely happen is that cars will get more and more automatic as technology gets better and better at doing what drivers do, from parking to cruising, to eventually commuting, bit by bit.

BW 5.01 K = Karen M = Magda W = Werner

K: So, Magda and Werner, welcome. Thanks for agreeing to this meeting.
M: Glad to be here.
W: Nice to see you both.
K: Well, you know that here at the university we run a successful Master's programme training young people for the workplace. We've always had positive feedback from HR directors, such as yourselves, saying that our graduates have a solid knowledge of business and are welcome in their companies.
M: Yes, that's certainly true. Yes. We've employed a number of your graduates over the years.
W: Yes, I'd agree.
K: That's good, of course. However, we are increasingly hearing that although students who complete our programme have top-notch business skills, they often lack the necessary soft skills. Is that a view you'd agree with?
W: Well, over the last few years we've started looking more closely at employees' soft skills when we promote in-house, or look for people to lead projects and teams. I think, in general, that we, we recognise that these skills have become more important.
M: Yes, I would agree. We've started offering more training sessions on soft skills for a combination of reasons. So, for example, on the one hand, there've been problems with our retail staff who need to sell products to customers, and not everyone in the company seems capable of working in a team, or even willing to do so. And on the other hand, employees increasingly ask for training in these skills when we run training audits. Is this the same for you, Werner?

W: Pretty much. With us, we need people to convince other companies to use our services, but we also need to work together in-house to develop strategies once the customer has given us the job.
K: So, what can we do at the university level? Can we teach these skills?
W: I would say so. And it's important as, after all, most businesses increasingly see a need for them, as Magda said.
K: So which skills would you say are most important? What are the priorities?
M: I've actually done some research on this. So, er ... The most recent literature suggests that some of the most important skills are persuasion, adaptability, communication and time management. When we began to put training proposals together, I had quite a bit of pushback on persuasion from some managers. Everyone was happy with the other three and felt they were positive, but somehow the idea of persuasion wasn't something that many people were happy naming as a skill.
W: Yes, we experienced the same sort of thing. Most of the managers we spoke to said they needed to develop leadership, critical thinking, teamwork and flexibility. What I found especially interesting was that many also mentioned integrity. That may be why they have trouble with the term 'persuasion' – it's as if they don't feel that people show integrity when they persuade others to do something.
M: I can see that.
K: So are there any ... er ... what specific areas do your employees feel they need to be trained in?
M: We get requests for training sessions on communication, a range of interpersonal skills, problem-solving, perseverance, creativity, dealing with criticism and working under pressure.
K: OK. Well, I'm interested in developing a programme which includes a number of these ideas. I don't think we can cover them all from the start, but we can certainly prioritise some. Would you both agree, then, that persuasion is a skill that your employees need?
M: Absolutely. And I would combine it with communication and interpersonal skills and emphasise that integrity needs to be a part of it.
W: Yes, I can see how that could work. It could also include things like active listening, teamwork or collaboration, creativity and adaptability.
K: Excellent, this is really helpful. And ... I've actually had a look at the definition of persuasion and it says that it is ... 'Changing someone's attitude toward something by conveying information and using feelings and/or reasoning'. So I guess if we look at it that way, it means knowing what you are talking about, communicating with emotion and logic, and really hearing what the other person has to say.
W: Yes, that's basically it.
M: It seems like this one skill actually includes a number of other really important skills. Is that how you both see it, too?
K: Yes, I'm beginning to. I also think that, you know, to be effective at persuasion, you really have to believe in what you're saying, so I guess it's also connected to values and integrity, isn't it?
M: This all sounds very good to me.
W: Yes, I like the idea of you adding this to your programme.
K: So when I start to put ideas for the programme together, can I contact you if I have any questions?
M: Absolutely.
W: Of course.

BW 5.02 K = Karen J = Joelle L = Lucio N = Noah

K: Hello. ... Hi. Thanks all of you for coming to this meeting. As I mentioned in my email, I'm interested in getting ideas from you as to what we should include in our programme. I would especially like to hear your opinions about soft skills in general and the art of persuasion in particular, based on your experience.
J: Er, yes, no problem. ... Soft skills are vital in marketing and persuasion is probably at the top of the list.
K: Well, to kick this off, I looked at various sources for a definition of persuasion and found that it is made up of different components. So basically, persuasion means being able to make other people believe something or do what you say, but actually, as a skill it's much more complicated than that.
J: I agree. It's important to stress that persuasion is not a form of manipulation. It's about being able to have your opinion accepted by others and convincing them that you're right. Then they have to be moved to action or agree to ... to whatever it is that you're proposing.
K: Absolutely. Lucio, you work in a different sector. What do you think?
L: Yes, I'd say so as well. I actually think persuasion is a really important skill. And ... Even though I don't work in sales, I need to be able to persuade my colleagues and even my boss to accept my ideas, like when we're designing new machinery or new systems. This isn't always easy, right?
K: No. And Noah, what about you? You're from the retail sector.
N: I agree, it's not easy, and we've been using persuasive techniques for years. If you want to get your message across to another person, you absolutely need to establish rapport and put yourself in their position. This is a vital part of good communication. You can do this in different ways. Er, one way, for example, is by asking friendly questions to try and find common ground.
L: It actually seems similar to perspective-taking ... so ... imagining the situation from the other person's point of view. That's something I always find helpful when I need to convince other people on my team to try out something that they may not have bought into yet.
J: Yes, to me it sounds like empathy as well. I think we need to be able to understand someone else's point of view and acknowledge their feelings and their situation. But what about critical thinking? That's important, too. To be persuasive, you need to present the facts as well as an analysis of the situation.
L: Yes, absolutely. I'm an engineer, so critical thinking is something that comes naturally to me. But active listening is also really important. I find that, well, in meetings people are often distracted and don't always pay close attention to what someone else is saying. I think teaching active listening as a skill is vital.
K: Yes, I agree. I often get students to practise active listening by paraphrasing what someone else has said before they respond. It really works.
J: Excellent idea. I'd love to see that more often in our meetings. Is that the same for you, Noah?
N: Absolutely. But even with something like active listening it's still possible to have problems moving forward. I think sometimes we need to learn the art of adaptability. We need to know when and how to compromise to get our message across. It's the basis of good teamwork. But also ... what about talking about mutual benefits? Isn't that part of persuasion, too? Don't marketing people do this all the time, er, Joelle?
J: Yes, I think if you're teaching people to be persuasive, whatever the situation, teach them how to present the benefits clearly so that they're understood by everyone. And actually, that can also encourage flexibility, because you may need to rethink the original benefits.
L: This reminds me of a seminar I attended a while back where we worked on these techniques. One of the tasks was to persuade another person to accept our point of view. At the beginning it was really difficult, so the trainer stopped us and told us, OK, first you have to try and find a common goal. And once we did this, it became easier to adapt our thinking, just slightly, so that we could agree on how to proceed. So I think you could also include goal-setting.
J: Yes, great idea! And another important part of teamwork.
K: There's one more thing I would very much like to mention, which came up in a conversation I had with HR directors, and that's integrity. I'd like to know what you think about that. Joelle, any thoughts?
J: Absolutely. Yes. Integrity is vital to this process.
N: Yes, but I'm not sure how you would include it. I mean, can you learn integrity if you don't already have it?
K: Well, I think it's important to be able to persuade someone to do something, but to do it in an honest way, because you really think it's the right thing to do and it's beneficial for everyone. I know integrity is covered by some of the other soft skills we mentioned, but I don't want to forget it as I think it's so important. Yes, er ... Both groups in the discussion should feel that they've agreed to something that is right for them and not just because the other party pushed them into it. So, Lucio, what do you think?
L: I'm just wondering how you convince the other person that you are using integrity in your arguments.
K: I think, as you said, you know, by finding common goals and aligning them with the values that both parties have.
L: Yes, that makes sense to me. Do you agree with that, Noah?
N: Yes. The only thing that I would still add is clarifying what was agreed on and then summing up the discussion at the end. That would round off the topic well. You could even build this into the course to make sure everyone knows how to do it.
J: Yes, I find that people often forget about this step and then they go away and they're not sure what was agreed on or discussed. Karen, I would definitely include clarifying and summarising in the course.
K: Yes, great idea. You've all been so helpful. I feel that I now have enough expert feedback to begin putting this together. Can I send you some ideas when I have them finished?

BW 6.01 AH = Anja Hinds JK = Jan Kolby AR = Agata Rogucka ŁM = Łukasz Makowski

AH: OK, can we get started? As you know, we're here to think about how best to respond to the recent documentary. Undoubtedly, there'll be very different opinions on this. I've spoken to a few of you already. From my side, whatever we feel about the programme and the motivations of the makers, we need to respond constructively and face up to this challenge pretty robustly because eyes are now on us – the media, our customers, and our staff are all expecting us to react. So, Jan, could we start by hearing your view on this, perhaps?
JK: Thanks. I mean, my own personal view on this is that we have to hold our hands up a little, and say, hey guys, you got us. I don't have any precise numbers to hand, but I suspect that we probably can and should reduce our travel footprint as an organisation. I'm sure we can use technology more, and we can look at creating more effective travel policies which align to our values. I think we just got a good wake up call. We have to accept it and make some changes.
AR: Anja, if I may. I think we need to be very careful here. The programme, from my side, I mean, really, there was a lot of sensationalism, without real data. You know, all the images of jet engines and smog, and the children coughing in hospital. It was very unbalanced and really unfair. We are very environmentally focused. We are responsible. And we need to be practical. Technically, our customers are located across the globe. We need to travel to meet them, for both sales and key account management. You can't rely on virtual meetings – they only go so far in terms of building and maintaining relationships. And if we over-react and cut travel, I think there is a real risk that it will impact sales. Frankly, I don't see a need to take this too seriously.

AH: OK. Er, Łukasz, are you there?
ŁM: Hello. Hello. Yes, I'm here, thanks, Anja.
AH: Very good you could call in.
ŁM: I think we need more data on this. It was very sensationalist and unfair, and we need to be practical. But the programme also made me realise that, sadly, we don't have a clear sustainable travel policy, and that it's necessary.
AR: But ...
ŁM: I know we don't see eye to eye on this, but I think we need to investigate further, and come up with a properly balanced and measured response, and not a knee-jerk reaction.
AH: OK, thanks, Łukasz. I think you're right. A balanced approach is the right way. I don't think we can sit back and just play it by ear. We can't delay too long with all this bad press out there. We need speed.
ŁM: I agree. I'm going to ask my guys to come up with some data so we can discuss at next week's management meeting. Is that OK?
AH: I think I tend to agree with Łukasz. Er, Agata, Jan?
JK, AR: Fine.
AH: OK, Łukasz, can you email us ideas on which data you want to research just so we can agree on the scope?
ŁM: Sure. We need to be asking the right questions.
AH: Very good. So, just one other thing I wanted to raise with you ...

BW 6.02 BJ = Björn Jonsson AH = Anja Hinds

BJ: Hi Anja, nice to speak to you.
AH: Björn, same here. How are you?
BJ: Good. Nice to finally catch up with you. You're very busy, I imagine.
AH: Sorry, yes, it's been incredibly hectic recently, as you will appreciate. I'm very worried.
BJ: Yes, I saw the programme. Just hold your nerve for the moment. We can handle this.
AH: Yes, good to hear. So, thanks for your time today. I think today I just wanted to get a few insights for my management team meeting next Monday, and then we can plan how to pull you guys in as I'm convinced we need your expertise to deal with this.
BJ: That's fine. So, how can I help today?
AH: I think it's mainly helping me to frame the meeting on Monday. You've seen the data which Łukasz has created, and I really just wanted to sense check how best to handle the discussion at this stage.
BJ: OK. I think at this point in time, it's important to be clear what you're trying to do. Do you want to just pay lip service to the issue and, in reality, do nothing? Or do you really want to create an effective, sustainable travel policy and approach for years to come?
AH: Obviously, the latter.
BJ: OK, good. That's what I thought. So, if the goal is to create a real policy, I think you need a proper structure, much more structure than just the random data which Łukasz has produced in his fact finding. Sorry, but it's sometimes good to be brutally honest.
AH: OK, I'm happy to get feedback. We want to get this right. So, what do you suggest?
BJ: I think the starting point is to define the scope of a sustainable travel policy. And I think there are three key components Reformula should think about. Firstly, there's the financial aspect, which is about managing spend, ultimately ... getting your travel costs under control and to a sustainable level in relation to profits. You can also include responsible business tourism to support local economies – so using local hotels and restaurants, for example, er, off the top of my head.
AH: OK, yes.
BJ: Then there's er, the environmental aspect, of course. And that relates primarily to reducing pollution, reducing your carbon footprint, your contribution to greenhouse gas emissions, and so on. This relates mainly to the business travel of your staff, but it can include other dimensions. We can go into that later.
AH: OK.
BJ: And then there's health, maintaining a sustainable lifestyle for your staff. And that includes anything from reducing stress caused by travel, to risk – driving accidents are a major killer globally and responsible employers need to think about ways to protect their staff. Presumably, you've discussed this.
AH: Strangely, now you mention it, we haven't discussed that at all. What do you mean?
BJ: Well, I think we can come to the details later. I just wanted to give you a slightly expanded sense of the policy's scope at this stage.
AH: Well, you've certainly done that. Now I'm, ... now I'm even more worried. This is much bigger than I thought.
BJ: Yes, there's an upfront investment of time, but once we get things in place, it's more about managing the system, which is a lot easier. But this needs real effort at the beginning, and I want to make that clear. If you want to do this right, you need to know what you have to do.
AH: OK, thanks.
BJ: OK, so, to start, let's look in more detail at finance, and see what you need to be thinking about there first.

BW 7.01 E = Ester P = Patricia JP = Jean Paul

E: So, Patricia, can I start with you? What kinds of challenges are you facing at the moment?
P: I think the biggest differences are to do with time and planning. I don't know if it's cultural or just a personality clash. But, I mean, you have some people who love to plan and, you know, organise schedules in their projects, and they really focus on meeting the schedules. But many people are far more relaxed. And this is leading to friction. The relaxed guys are moaning about others being pushy. And the more demanding ones complain about some members of the team being lazy. These differences are creating a lot of frustration, and motivation is very bad at the moment.
JP: Yes, I see the same thing. It's a bit depressing. I mean, people come here with such a positive attitude, wanting to help, to make a difference, and then we end up with all this negative stereotyping about people and how they are, which really impacts on the projects because people don't communicate effectively. It creates delays because people stop listening to each other; they argue, and the quality of the project work ... well, it suffers.
P: Yes, I think over eighty percent of the projects are behind schedule.
E: OK. So, what's going wrong exactly with communication?
JP: What we see are very big differences in the way people communicate. Some people are very quiet – it's their way of being polite. And then you have more dominant people – they talk a lot, they can be very direct when saying what has to be done, and some people are intimidated by this. This is also generating a lot of friction in meetings. Those who are quiet don't say anything in the meeting, and then complain later, about the decisions that were taken, and then everything has to be discussed again. And it really creates bad feeling.
E: OK, so how have you tried to solve these conflicts?
P: We tried to talk about it, openly, actually talking about communication in some meetings, but it wasn't very successful. People weren't comfortable talking about feelings and conflict. They were a bit reluctant to speak up and give open feedback. So, to be honest, we haven't really found a solution yet.
E: Jean-Paul?
JP: We did some social events, cooking together, things like that, so ... to build understanding across cultures. That actually helped a little. You know, the real problem with people, wherever they're from, they want everyone else to change. Flexibility is very difficult when you have to do it yourself. People always think that the problem is the other person, not themselves. You see it every day – people are so quick to blame the other, but they won't accept that their own behaviour is part of the problem. And this buck-passing, it's really difficult to get past it. You know, when you have negative feelings about each other, like a conflict, people adopt fixed positions, they become intransigent and won't budge. And these feelings can go very deep, and be about values, almost personality.
E: Right. I see. OK, well, thanks. We obviously need to think more about this. Let me talk to the boss and I will come back to you.

BW 8.01 R = Rose C = Carlos L = Louise

R: Morning! Sorry, I'm a few minutes late. Let's get started straightaway ... So, Carlos, on the issue of employee retention generally, I gather the employee satisfaction survey has provided some useful information about the reasons for this. Since HR carried out the survey and analysed the feedback, can you give us the main points?
C: Sure. Basically, most of our older employees seem happy with the way things are going and they're comfortable with the work they're doing. They appreciate the job security, they're glad that we have flexible hours, and they like the CSR policy the company has in place – they feel it reflects positively on them. Our analysis is that most of this group are happy in their jobs and don't plan to leave anytime soon.
R: That's very positive. I'm glad to hear it.
C: Yes, but the younger group, the millennials, well, that's a different story. As you might expect, they're at a different stage of their careers, so they're more interested in following their passions and dreams and less interested in following exactly the job description they were hired to do. Many of them consider themselves to have an entrepreneurial mindset and they want to learn new skills, both in job-related areas as well as for their own personal growth. On the one hand, they would like to feel they can help to shape the company and the direction it's taking; on the other hand, they would like to feel that they can bond with their colleagues in a more meaningful way. And a significant number made it clear through the survey that if they don't see a realistic opportunity to grow, personally and professionally, they may start looking around for new jobs soon.
R: I see. Are we currently offering anything to help them in this way? Louise, is there anything on your programme that could address this situation?
L: We began a burnout programme recently in which we offer courses to help people cope with stress and encourage them to talk about any problems they might have. This programme has helped us to emphasise the fact that mental health is important for everyone. It's been interesting to see how this kind of multi-faceted training has become quite popular.
R: Yes, that's all well and good, but it seems to be a fix rather than offering something positive and preventative. Do we have anything in place to address the problems before they start?
L: I get what you're saying. I've been thinking that we should look into some more extensive programmes which would really work on personal growth.
C: For example?
L: Well, I was thinking about a programme to help people achieve a growth mindset to encourage life-long learning ... or a coaching programme to get people to realise what they need to develop professionally ... or specifically targeted communication training to work on relationships and other issues in the workplace.
R: Well, it's hard to tell which would be best. They all sound promising, but I, for one, would like to see some details.
C: Me, too. Louise, can you contact some of the providers and get them to send us some detailed information about what they could offer?

L: No problem, I assumed that'd be the next step. I've begun checking around for prices, lengths of programmes, number of people they train at one time and other logistical matters. I'll put something together and get it to you both soon. Would the end of next week be early enough?
C: Fine with me.
R: Yes, that's good for me, too. Thanks for your input, Louise. I'm looking forward to seeing what you come up with. Just let us know when you have the info.
L: Will do.
R: Carlos, can you stay on for a few more minutes? We need to discuss ...

SE1

Q: Do you agree that the more hierarchical an organisation is the less creative it is? Why? Why not?
F: I have to say unfortunately that I do think a hierarchical organisation generally is, is less creative, and the reason for that is because, dare I say it, the people at the top, are less creative 'cause they have less idea of what's actually needed in an organisation.
M1: I'm not too sure about that, because let's take an example of, uh, some of these big, big tech firms ...
F: Yeah.
M1: ... some of these hugely creative and ingenious people have developed and changed the world for us and, and they're CEOs of their companies, so I'm, I'm not sure if I necessarily agree with the fact that, you know, because there's a hierarchy, it makes them less creative.
F: Can I just say that maybe I'll qualify what I say, some of the fantastic ideas that come from the middle of that hierarchy, or the lower part of the hierarchy, don't get implemented because they have to filter through the rest of the hierarchy on the way up and, you know, they get vetoed along the way, but they can't get implemented 'til they reach the top. By the time they've reached the top, everyone is saying: 'Why did this idea come about?' Because they're hands off at the top. They don't know that those things are needed to be implemented.
M2: And isn't it also the case that companies tend to be far more creative in the very early stages because they're much smaller than a large, uh, amorphous organisation, and so the greater, the larger an organisation becomes, the, uh, less the propensity to risk occurs because there's so much more riding on it. Great big organisations are inherently reluctant to be risk, uh, orientated.
M1: But, but what about certain bigger organisations where we have examples of CEOs doing extremely risky things. Extremely risky things ...
M2: Like?
M1: ... and doing things that are off the cuff like putting certain things out on social media and Twitter which ends up affecting their stock share and their market share, um, putting different things out that, um, sort of makes their brand or their product much more available to people and they're increasing sales through that creative process.
M2: But, but that's looking at the marketing area of their product rather than the development of the ...
M1: But that necessarily comes from the top down though, doesn't it?
M2: Yeah, yeah, yeah.
F: I know what you mean about it, you know, that it, that it's harder within a larger organisation because it's gonna be har ..., we need a chain of command, I'm not saying we don't, I'm not saying there isn't a place for hierarchy within any organisation, I'm just saying it's harder for those ideas to filter through, those creative ideas what, which is what we're talking about here. You know, um, I think if you're starting a new company that's great because maybe you will want to organise it in a different way. But, you know, when there's an existing hierarchy, it's very hard to break through that.

SE2

Q: What do you do with electrical products that no longer work? What would be the best way to dispose of them?
F1: One of the things I've only discovered really recently 'cause I'm getting rid of a lot of stuff. – I've been downsizing – is certain charity shops are really good about taking electrical goods. And I've been amazed by what the, in fact just literally yesterday, I said to them I have an old kettle, an old toaster, um, they still work, are you interested? They said yeah, yeah, absolutely, please, please bring it along, so ...
M: Is this a new thing because I always thought that they were the things they didn't want.
F1: Exactly, um, I have no idea but all I know is they were really grateful for them and it was very easy apparently ...
F2: They're very good now, yeah.
F1: Yeah.
F2: They'll take pretty much anything.
F1: Yeah, that's what they said to me.
F2: They PAC test it. I can't remember what PAC stands for, P-A-C.
M: Is that right?
F1: Yeah, they have an ele, yeah they have an electrician who comes once a week ...
F2: That's it, that's it.
F1: ... to the charity shop to test all the electrical stuff they've got 'cause they can't put it out for sale ...
F2: No.
F1: ... until it's been PAT* tested apparently.
M: That is fantastic.
F1: Oh it is fantastic, yeah, so ...
F2: That's crazy saying no we can't take it and it just goes into landfill.
F1: No. The only thing I don't know which I didn't ask them is, would they have taken it if it didn't work?
M: Sure ...
F1: So if like ...
M:... they're not gonna mend it.
F1: ... yeah, would they actually mend it?
M: It's just stuff that you don't want any more.
F1: Yeah, but could they mend it?
F2: But in ... in a lot of towns there are repair shops now springing up ... well I say shops, not shops more like, um, they will have in the church hall, they'll say right we're having a repair workshop this Saturday ...
F1: Oh, right.
F2: ... and people will repair stuff. It's, it's quite a ...
M: What like take in like Hoovers and kettles and little things like that? ...
F2: Anything, anything that needs repairing they'll take it in and fix it, if they can.
F1: Yeah, yeah. I mean the other thing is when you take stuff to the, to the dump now it's really different as well because, you have to put things in all these different categories and loads of them are recycled, thank goodness. So, so that's the other thing you don't necessarily just throw an item away and have it never be used, and have it never be used again.
M: Right, aye, but you never really know there, though, do you? I mean I have to say, I didn't know that charity shops were taking things these days and, and that's ...
F2: They do. They do.
M: ... really made me think about what I do because, I've got to say ... if I'm honest, I just go straight to the dump. And I do see them separating everything out but I, I do wonder really where it all ends up, I mean, and it's, and it's heartbreaking to see all these flat screen televisions and ...
F1: Yeah.
M: ... all sorts like pi, piling up there, you know.
F2: Everything, there's a, there's a directive called, um, the WEEE – waste electrical and electronic equipment directive and they make sure that this stuff, good stuff happens to it.
M: Really?
F2: 'Cause it's really important, there's so much of it they've got, you know, from a green perspective ...
M: Yes.
F2: ... they've got to do something with it, so they do.
M: Yes.
F1: No, I agree, I agree. Yeah.
F2: And, if, if I know something's pretty unlikely to come in useful to somebody else I'll keep it myself and repurpose it. I had, um, a little pepper mill that was battery powered, and the thing just died, so I put lights in it. It's got glass and it just makes a really attractive light ...
M: Fantastic.
F2: ... on the table.
F1: Reusing it for something else, yeah.
F2: Just use it for something else.
F1: Yeah.
*PAT = portable appliance testing (the previous speaker incorrectly cited 'PAC')

SE3

Q: What kinds of personal investments do you, or people you know, have, for example, property, savings, stocks, or bonds?
M: Um, my investments. I've got a range of investments to be honest. I've got, um, a personal pension plan, an individual savings account, which are tax free. Uh, I don't have a mortgage fortunately because I've, I've paid off the mortgage for the house. So that can be considered as an investment as well. So ...
F1: You think it's important to have a range rather than just like one thing?
M: Absolutely. Don't put all your eggs in one basket.
F2: But I think the way forward is ISAs. I mean, it's great, no tax to be paid on that, you know, you have a certain amount, it's limiting, you can only put in a certain amount per year ...
M: £20,000 a year you can put into an ISA.
F2: Yeah, I don't put in that much, but yeah.
M: That's right, and, and, as you say, any ta, any, uh, interest that accrues on that, it's, uh, free, tax free.
F1: I prefer the government, you know, bonds and things that are absolutely guaranteed.
F2: You don't get much back on bonds though, do you?
F1: Nah, but you know you're going to get a fixed income. You know where you are.
F2: It's safe.
M: That's true.
F1: It's safe, exactly.
F2: I mean, I do, I am worried about shares, I mean, you never know, you know, the risk factors, it I, I, I'm scared to invest with some of these.
F1: It is really risky.
M: But wh, what you can do, is if you diversify, so that if you're investing it across a broad range of type of investments and geographically as well, if something goes crazy in one part of the world, chances are in the other part of the world it's fairly stable.
F1: That's if you can afford to have a portfolio.
F2: Would you go for high risk, then, have you?
M: I'm invested all in high risk. I've got most, I've got seventy percent of my money in cash so that nobody can access it ...
F2: Oh, I see.
M: ... but I will invest high risk in the remainder because that's what's got to generate money for me.
F1: Can't you just put it under the mattress?
F2: But you've lost by doing that, I'm sure?
M: I've lost, I've lost substantial amounts and I've got it all back again, it's not ...
F2: But you never know, that's not a guarantee.
M: They say it's not timing the market, it's time ...
F1: I can't take those kind of risks.
F2: No, I ...
M: Time in the market.
F1: I have got family that would just, nah that's not going to work.
F2: No, for me it's the ISA and that's, that's safe, you know.

F1: Cash in your hand as well.
M: Are you talking about, are you talking about a cash ISA because you're only earning about one percent, one point five percent interest on that.
F2: I'd rather that if I knew that it was there and that's what I was doing.
F1: One percent's a lot on that kind of money.
M: That's not even keeping up with inflation. You're actually losing money by having an ISA where you're only earning one point five percent.
F1: Seriously?
F2: What about a good old fashioned savings account that you do over years, you know, you'd be surprised if you, if you're really disciplined and don't touch it.
M: You've gotta be invested in stocks and shares for it to make any impact.
F1: In England you've got premium bonds, they're really good because then you've got like a chance at winning.
M: I think the odds are about ... seventeen thousand to one, and if you talking about doing the lottery, it's fourteen million to one.
F2: I'd never do the lottery. Never risk that.
F1: Depends if you're a lucky person.
F2: No, I don't want to test that.
F1: Well.
M: Lucky not lucky, you're not going to win with the lottery.
F1: Oh but it's the same with shares, you're just, you know, it's still a chance you're taking.
M: It's not, it's guaranteed. If you look at over the past thirty years, you'll see there has been ...
F2: It can't be guaranteed.
M: Absolutely guaranteed that stock market always, over time, goes up. There will be periods ...
F1: So if you can afford to sit on it.
M: You've gotta be able to afford to sit on it, ...
F1: Ah.
M: ... there will be periods when it goes down, and it may flat line, for even as much as ten years, but over time it always goes up.

SE4

Q: What change have you experienced in the last year? How did you react to the change when it occurred? How do you feel about the change now?
M: After ... living and working in London for fifteen years, we decided to move to the country and, ah, it's been the best thing we've ever done.
F1: Wow.
M: But the commute is awful. It takes me two hours each way.
F1: Two hours!
F2: No, two hours!
M: It's exhausting.
F1: Is that the, that's the worst thing then?
M: Yes, without a doubt.
F1: Everything, everything else is positive?
M: Yeah, positive, cheaper, and it's more beautiful to look out the window. It's, you know, I'm happier, I think, um, but it's just the commute is exhausting.
F2: Is there any way of shortening your commute so it's less than two hours? Is there a way of doing it that makes it quicker?
M: Not really, no.
F1: Could, could you change your working week so that you spend two days and stay overnight?
M: I'm in negotiation at the moment. I want to try and ...
F1: That's a good idea.
M: ... and, and, ah, have Monday and Friday at home, so, three days, but, uh, but it's, uh, I think it is a good idea, I think I'd recommend it to people but, um, I'm not sure, I'm not sure it's right for me at the moment.
F2: Yeah. It's interesting though, we have some change, changes we choose to make in life and some that are foisted upon us.
M: Yes.
F1: Yeah, that's me, that's me, I was made redundant, I was very ...
M: Oh, I'm sorry.
F1: No, it's fine ...
F2: I'm so sorry.
F1: ... it was very unexpected, I was very upset at first but, uh ...
F2: How long ago were you made redundant?
F1: That's about nine months and, it took me at least six months to fully, like, readjust.
F2: Yeah.
F1: But I love it. I'm freelance, so I can, my time is my own and I can take work or leave it and ...
F2: How do you cope with not having a regular job, 'cause that must be quite strange, I'm guessing you were in a proper, not proper job – that sounds awful – but you know what I mean.
F1: Yeah, it was ... no, but I was like nine to five, ...
F2: Yeah.
F1: ... I knew exactly where my week was, uh, weekends were mine, um, and now, I can have weekdays off, or I can work whenever I like, I love it.
M: It must be very hard to discipline yourself to make sure you do do the work when you need to do it, if you're at home.
F1: Oh the money disciplines you. If you don't work, you don't get it so, no I love it. I'm so glad that even though it was forced on me, I wouldn't have done, I wouldn't have had the courage to do it myself.
F2: Well that's the thing about things that change us when we have no choice.
F1: Exactly, yeah.
M: Do you freelance for the people you, who made you redundant or is it new?
F1: Yeah ...
M: You do?
F1: ... no I do, so that, so that ...
F2: Wow.
F1: ... they have to pay me more for pretty much the same work.
M: Ah revenge as well, yes!
F1: Oh it's fantastic, it's fantastic.
F2: Brilliant.
F1: I, I now work less and actually earn more.

SE5

Q: What persuades you to buy something? Why?
M1: What persuades me to buy something? Well, that's changed over the years. When I was younger, I'd buy things at the drop of a hat, I loved shopping. But since I've got older and I now have family – three young children – the only thing that persuades me to buy anything is necessity. You know, I uh ...
F: Really?
M1: Oh, absolutely.
F: Wow.
M1: Yeah. Yeah, just because, you know, there's less money to go around, you know.
F: Yeah.
M1: And, uh, and chil ..., the children need a lot of stuff it, it would seem, so I'm buying things for them all the time. So I think very carefully about buying anything now.
F: So do you think it depends what, what sort of stage in life you're at in that case? Because ...
M1: Certainly does with me.
F: Now, now, well that's really inter, now that I'm older and, and my stepchildren are all grown-up, I have a little more freedom to, to, to think about what I'd like to do for me, which is a really weird state to be in ...
M1: Sure. Sounding pretty lovely from where I'm sitting.
F: No, I can understand with you, I, I get your pain. I'm with you. But the thing is that what I'm now finding is, I'm having to rein myself in because what will happen is, just literally just a couple of months ago a girlfriend said to me, 'I have never slept so well since I got this mattress topper, it's this amazing mattress topper and it just is like having a new mattress. It's fantastic.' I found myself going online and buying it. And I bought it and it's on my bed.
M1: Right.
F: Now I have to say, whoa, is it fantastic?
M1: It works?
F: Oh my goodness, it's fantastic, it's just I, I really, really love it, but the thing is, did I really, really need it?
M1: Mm, yeah.
F: I don't know. Having said that though I am sleeping a lot better, so maybe, maybe I, with some ...
M1: So you feel you're, uh, in a more suggestible phase of your life now?
F: I think so but also as a result of that, do you sometimes get things and you don't even know how much you need them? Like I'm sleeping better as a result of something.
M2: Oh definitely. Definitely.
F: Yeah?
M2: Yeah, it's, it's almost impossible for me to find a way of, of, of describing how easy I ..., how gullible I am. I will buy anything that someone tells me to buy.
F: Really?
M2: Yeah. No but if, no, bit like you, if someone says to me, 'Ah you gotta buy this, it's a wonderful thing', I'll buy it.
F: But you, do you stop and think whether you need it or not first?
M2: No. No.
F: Really?
M2: No, nos, no.
F: I do stop and think a bit first.
M2: No, I, I, you know, if I've got the money, I'll buy it.
F: Wow.
M2: Yeah.
F: Does that mean that you've sometimes ended up with things that you think, this is fantastic, and also ended up with things that you think, why did I do that?
M2: I have got a house that's totally full of completely useless rubbish.
F: Sorry, I shouldn't be laughing.
M2: I'm not, I'm not saying it's a good thing, I'm just saying, you know, I'm easily persuaded.
M1: You're getting a kind of buzz from buying the things.
M2: Yeah, it's a the ..., a hor, hormonal release when I buy stuff, yeah.
M1: Sure, people talk about that, don't they?
F: They do, yeah.
M1: This sense of euphoria when they are shopping.
F: But it, but it's interesting, I don't think you'd allow yourself to feel that, would you, 'cause you were saying about having young children, how could you?
M1: Absolutely not. No, but this is ...
M2: But you did. But you did.
M1: I did, I did, and it's true that the only change has come through necessity, ...
F: Mm.
M1: ... but you know, that's made me think a lot more, um, carefully about the things I buy as well.
F: Right.
M1: I'd rather spend a little bit more on something that's good quality, that's gonna last me a bit longer, you know.

SE6

Q: In which situations at work do you think storytelling would be useful? Why?
M: So I suppose the process of storytelling could be incorporated, rather than something very obvious like standard classic advertising. You tell this story of your product, or you tell the story of an individual to promote the special aspects of your product, the benefits and so on.
F1: I don't get it.
F2: I mean, stories, what are they? They're anecdotes. They might be something ...
F1: That's what I'm saying, I don't get it.
F2: ... real we know that we call on in our lives rather than something conceptual we can relate to our, our colleagues in this way by telling ...
M: Exac, exactly.
F2: ... telling real stories about real people.
F1: What? Isn't it just lying?
M: But so, I mean, so much of advertising is lying if one's being contentious.
F1: Ah there you go see, it's linguistic.

M: I would be surprised if you didn't think back over the past week or two if you've been watching television or listening to the radio, where you haven't heard advertisements that weren't just simply selling you something but telling you something through the medium of a story, and you probably weren't aware of it, and it sweetened the pill and it engaged you on an emotional level.
F2: That's what it gives us, it gives us buy-in to something, when we can, we, we can relate it to our own lives, you know.
F1: I think it's like you're looking for good liars. I think that's what it is.
M: But isn't that the nature of the whole of the advertising profession, if you like?
F2: Advertising is, yeah.
F1: Yeah, I suppose.
M: It's, it's how you impart the information that you want to get across.
F1: But where would you use that? I mean, you've said advertising, ... Is there any other time it might be useful?
F2: I think, might sound strange, but when you're having difficult conversations, you know, as a manager or honest conversations, maybe that's a time to call on something that, you know, you can give as an example.
F1: Ah, I see.
F2: Or maybe as a vision of the future in some ways.
F1: Like a roleplay or something.
F2: Turn into a great, you know, a great example of something that might have worked that was a true story.
M: So if an individual needed to be perhaps reprimanded in some way, you could cite an example of an individual who had gone through the same process.
F2: Exactly.
M: Refer to that. So you're not accusing the individual. He doesn't, he or she doesn't become defensive, but they understand implicitly that the story that they're hearing relates to them.
F2: It's third person.
F1: Or you could just say, 'Mate, stop it – 'cause it's annoying.' Why would you need to ... ?
F2: How far are you going to go with that?
M: They could get very defensive.
F2: You know you're going to get resentment.
F1: It's done alright for me so far, just say, 'Listen, I don't agree. You know, stop it, it's annoying.'
F2: It's something people can relate to but it depersonalises it – that's what a story does.
F1: Oh I see. Yeah, I don't know if that's helpful.
M: Apparently there are organisations now that have actually banned PowerPoint presentations. Because people, they think, 'Oh my goodness, here we go again. PowerPoint.' And they turn off. If you engage them like a Ted Talk, suddenly you're captivated, you're motivated, you're drawn in, you, you're, you absorb the information.
F2: What are you going to remember if you're given a load of data? Nothing?
M: Exactly.
F2: But if you're given narrative, stories, anecdotes that inspire. That, that's something you're going to treasure and take away with you.
F1: Can't you just hire people that listen?

SE7

Q: What kinds of conflict might people experience when working in an office or in a team?
M1: You know, one thing that I experience personally that just didn't work for me was working in an open-plan office. I realised I'm the kind of person that needs my peace and quiet in order to be productive. And yet I was in a situation where I was surrounded by a bunch of young girls and all they did all day was gossip, gossip, gossip. And I could not concentrate on what I needed to do. I could not be effective. Now, you could say that there was, there was conflict between me and them, and sure enough there was because I felt very, very frustrated. But all it took was for my manager to realise that after a number of weeks. And I had a chat with him, he said, 'OK, we'll find you a place, a bit of peace and quiet on your own on the side,' and I really respected that and my work, uh, I think shot up.
F: Well I think the key is people understanding what you need.
M1: Exactly.
F: You know, rightly or wrongly, whether you feel that way or not, it's going to impact on their success 'cause you're part of that team, and I think that managers have to realise that people, you know, some people block other people's ideas. They just will always do that and, and it's a pain or, um ...
M2: And then you have the flip side to that where you have some people that take credit for other people's ideas and then that causes huge conflict.
M1: Great resentment.
M2: Huge conflict!
F: And the conflict leads to financial implications as well ...
M1: Exactly.
F: ... always, so it's in their interests to keep everybody happy. Some people just don't like change, full stop. You know, and that can also be really problematic, because the nature of business and industry is change, isn't it?
M1: Any company is built up of, uh, individuals with a whole variety of personality types and you have to be able for them to work in harmony together. You've got the assertive people, and you've got the quiet people and so on and so forth. And it's, it's a very delicate balance melding and blending all these people so that they do work efficiently and effectively together.
F: It's true, 'cause what you might like might be the worst situation for me, so you've gotta find a solution because otherwise that team or that company's not gonna perform as well as it should.
M1: Or indeed getting individuals to compromise to a degree where what they may want is not, uh, applicable, or, or simply cost effective for the company.
M2: But some conflict you might get because it, it's hierarchical. So sometimes you have people that are at the top of the hierarchy that, you know, pick on people that are at the bottom or send runners or different things so the people that get them their tea and their coffee.
F: Just for the sake of the fact they're more important.
M2: Just because it's the fact that I need to show, yeah, I need to show that I am better than you, I'm more important than you.
F: Yeah, so maybe companies need to do something about training.
M1: How do you pick up on that though, how, h ...
M2: It's very difficult because most of the time you won't, you won't see it, or if it comes from your CEO, what do you tell your CEO? 'You, stop picking on, stop picking on the little ... ' What's he gonna do? He's gonna fire you.
F: He's the boss right, or she.
M2: Exactly what am I gonna tell my boss? 'Stop picking on your staff.'
M1: And if it comes to that ...
M2: And then they pick on me.
M1: You, you simply have to say, I, I, up with this, I cannot put any longer and I have to get out.
M2: Exactly and, and you're not going to put your neck out on the line for some runner or someone at the bottom, are you? So ...
F: No, exactly.

SE8

Q: Do you agree that anyone can have an entrepreneurial mindset and the ability to start a company using an idea they have? Why? Why not?
M1: Absolutely not. I think some people just aren't built for it, you know, me included. I think to be an entrepreneur and uh, start your own company, you, you've, you've got to have a sort of fearlessness in you. Ah, some of us are just worker bees, you know, and some of us are ...
M2: Well, as far as I'm concerned it's the idea that's the important thing, not the person.
F: I agree. I agree.
M2: So if you've got the good idea, it doesn't matter who you are, you can do it.
M1: But that might mean you'll have to go and find the entrepreneur to turn that idea into something.
M2: Yeah, maybe, maybe, but you know, it the, it's the idea that's the crucial thing, right, from start to finish, from A to Z it's the idea.
F: I think you've got to also make sure that we're talking about the same thing, 'cause an entrepreneur *is* an ideas person and the person who turns it into an actual company or something ...
M1: Aye.
F: ... is a different person. It's, it's, it really depends what we're talking about when we're ...
M1: But the question we have here is, is, you know, the ability to start a company using an idea they have and that's the thing, you see. I think we're talking about two different roles here in a way.
F: I agree. What the question says ... anyone can have an entrepreneurial mindset *and* start a company. They're actually two separate things. You can have an entrepreneurial mindset and be working for a big company and come up with the best ideas, but you might not set it up. You might just say, 'Well this is how we need to do it,' and somebody else has the implementation and, and the actual company nous, the business mind. It might not be a business idea as such.
M2: Yeah, I mean, the number of business ideas that have been great ideas that, that, that failed because somebody just, you know, got it wrong, got it, didn't, didn't patent it early enough or it, or didn't identify that their, that it might have seemed like a good idea, 'cause all ideas are a good idea when you have them, but then later on when they get exposed to the real world maybe they're less of a good idea. Now ...
F: It's about collaboration and it may be that the multitude of people bring an idea to fruition. The, the rare creature is an entrepreneur who is there from start to finish and creates the whole thing.
M1: Absolutely, they're the people that that the, the films are made about, the stories are written about, you know, the, uh, I don't know, if I can say it, the Facebooks of this world, the social, you know, that social network. You know, these are, these are the people that they're, uh, lionised. But actually in terms of getting things off the ground, I think you're right, it takes a lot of people.
F: Uh, it's almost always team building of some sort, but you've got people like Leonardo da Vinci, and there you've got, the guy's an entrepreneur, ...
M1: Yeah.
F: ... but he's one man. But in the modern world, it's a load of people together.

Glossary

- **adjective** (*adj.*) Headwords for adjectives followed by information in square brackets, e.g. [only before a noun] and [not before a noun], show any restrictions on where they can be used.
- **noun** (*n.*) The codes [C] and [U] show whether a noun, or a particular sense of a noun, is countable (*a customer, two customers*) or uncountable (*authority, autonomy*).
- **verb** (*v.*) The forms of irregular verbs are given after the headword. The codes [I] (intransitive) and [T] (transitive) show whether a verb, or a particular sense of a verb, has or does not have an object. Phrasal verbs (*phr. v.*) are shown after the verb they are related to.
- Some entries show information on words that are related to the headword. Adverbs (*adv.*) are often shown in this way after adjectives.
- **region labels** The codes *AmE* and *BrE* show whether a word or sense of a word is used only in American or British English.

abandon *v.* [T] to stop doing something because there are too many problems and it is impossible to continue

acronym *n.* [C] a word made from the first letters of the name of something

action point *n.* [C] something that must be done, as a result of a meeting

active listening *n.* [U] the skill of listening carefully to what someone is saying, encouraging them to talk, and asking questions or summarising to make sure you have understood

adaptable *adj.* able to change in order to be successful in new and different situations

admit defeat to stop trying to do something because you realise you cannot succeed

adoption *n.* [U] the act of starting to use a particular plan, method, technology, etc.

agenda *n.* [C] **agenda item** a subject that is on the list of things to be discussed at a meeting

agile *adj.* able to move or respond quickly and easily

air *v.* [T] to express your opinions publicly

angel *n.* [C] someone who gives new businesses money, often in exchange for a share of the company

angle *n.* [C] **take a different angle** to approach something differently

antagonistic *adj.* unfriendly, and wanting to argue or oppose people or ideas

AOB *abbr.* **(any other business)** the time during a meeting when people can discuss things that were not on the agenda (=list of subjects to be discussed)

apologies *n.* [plural] a message that you send to a meeting to say that you will not be able to come to the meeting

appealing *adj.* attractive or interesting

arsenal *n.* [C] the equipment, methods etc. that someone can use to help them achieve something

asset *n.* [C] the things that a company owns, for example property or machines

attendance *n.* [U] **be in attendance (at something)** to be at a special or important event

attendee *n.* [C] someone who is at an event such as a meeting or a course

attention *n.* [U] **give someone your undivided attention** to listen carefully to what someone is saying, and not think about or do other things as well

auditing *n.* [U] the process of officially examining a company's financial records in order to check that they are correct

authoritarian *adj.* strictly forcing people to obey a set of rules or laws

autonomous *adj.* having the ability to do something by yourself or itself, without help

autonomous vehicle *n.* [C] a car, lorry, etc. that is controlled by a computer, rather than a person (=**driverless car**)

autonomously *adv.* in a way that gives you, a machine, etc., the ability to do something by yourself or itself, without help

baby boomer, also **boomer** *n.* [C] someone born between 1946 and 1960, when many babies were born

backer *n.* [C] someone who supports a plan, person, or company, especially by providing money, and in order to make a profit

balance *n.* [U] **on balance** after considering all the facts

ballpark figure a number or amount that is approximately correct, though not exact

barrier to entry *n.* [C] something that prevents a new company from entering a market

behavioural economics *n.* [U] the study of how and why people make decisions, especially about how to spend or invest money, when these decisions are influenced by emotions and ideas rather than facts

belt *n.* [C] **have something under your belt** to have achieved or done something, especially something useful or important

benefit *n.* [C,U] an advantage, improvement, or help that you get from something

bestie *n.* [C] someone who is your very good friend

beta *adj.* relating to a test or use of software that is done to find any problems before a final product is sold

big player *n.* [C] a large, important company that is involved in a market

bite *v.* [I] **bite off more than you can chew** to try to do more than you are able to do

bland *adj.* lacking any excitement, strong opinions, or special qualities =**dull**

board *n.* [U] **take something on board** to listen to and accept a suggestion, ideas, etc.

bond *n.* [C] an official document promising that a government or company will pay back money that it has borrowed, often with interest

boost *v.* [T] to substantially increase or improve something

bottleneck *n.* [C] a delay in one stage of a process that makes the whole process take longer

bottom line, the *n.* [singular] the most important thing to consider

bound *adj.* **be bound to** to be very likely to do or feel a particular thing

boutique *adj.* small, specialised, and fashionable

brainstorming *n.* [U] the process of trying to think of many different ideas or ways of solving a problem, especially in a group

bridging *n.* [U] the process of reducing or accepting the difference between two people or things, by using careful communication

brim *v.* [I] **be brimming (over) with something** to have a lot of a particular thing, quality, or emotion

brutally *adv.* in a way that is not pleasant and not sensitive to people's feelings

budgeted *adj.* relating to carefully planning and controlling the amounts of money that you expect to receive and spend

buffer *n.* [C] something that protects something from unpleasant effects

burner *n.* [C] **be on the back burner** to be delayed or not thought about until a later time

burnout *n.* [U] the feeling of always being tired or ill because you have been working too hard.

bury your head in the sand to ignore an unpleasant situation and hope it will stop if you do not think about it

buy into something *phr.v.* [T] to accept that an idea is right and allow it to influence you

buzzword *n.* [C] a word or phrase from one special area of knowledge that people suddenly think is very important

cachet *n.* [singular, U] a quality that seems special and good

cancel something <--> out *phr.v.* [T] to have an equally important but opposite effect to something else, so the effects of the first thing are not felt

candidate *n.* [C] **internal candidate** someone from within a company who is being considered for a job

cap *n.* [C] an upper limit that is put on the amount of something (=**ceiling**)

CapEx *abbr.* **(capital expenditure)** money that a business or organisation spends to buy or repair things such as buildings, equipment, or land

cash cow *n.* [C] a product, company, service, or investment that always makes a profit

catch on to become popular and fashionable

cater to someone *phr. v.* [T] to provide a particular group of people with the things they need or want

caterer *n.* [C] a person or company that provides and serves food and drinks at a party, meeting etc.

cc *abbr.* **(carbon copy to)** used in a business letter or email to show that you are sending a copy to someone else

ceiling *n.* [C] the largest number or amount of something that is officially allowed (=**cap**)

-centric *suffix* giving most attention to a particular thing, person, or group

chair *n.* [singular] **be in the chair** to be the person who is in charge of a meeting or committee

chuck something <-> out *phr. v.* to throw something away

churn out *phr. v.* [T] to produce large quantities of something, especially without caring about quality

circulate *v.* [T] to send information to people

clash *n.* [C] an argument between two people or groups because they have very different beliefs or opinions

coaching *n.* [U] the process of teaching someone particular skills, or preparing them to do something (*compare* **mentoring**)

code *v.* [I,T] to write computer programs

cognition *n.* [U] the process of thinking, remembering, learning, knowing, and understanding something (=**thought**)
cognitive *adj.* relating to learning, understanding, and knowing something
cognitive filter *n.* [C] the ideas and beliefs you have that influence you to accept an idea that is similar to what you already think or believe, or reject an idea that is different
cognitive flexibility *n.* [U] the ability to change the way you think about something in order to suit a different situation, or to think about more than one thing at a time in a useful way
collaborative *adj.* involving two or more people working together to achieve something
collaboratively *adv.* in a way that involves two or more people working together to achieve something
come up with something *phr. v.* [T] to think of an idea, answer, etc.
commission *n.* [C,U] an extra amount of money that is paid to a person or organisation according to the value of the goods they have sold or the services they have provided
commission *v.* [T] to formally ask someone to write a report, do research, etc. for you
commodity *n.* [C] a product that can be sold to make a profit, especially one in its basic form before it has been used or changed in an industrial process
communicatively *adv.* in a way that relates to communicating clearly with other people
complacent *adj.* pleased with a situation, especially something you have achieved, so that you stop trying to improve or change things (used to show disapproval)
component *n.* [C] one of several parts that together make up a whole machine, system etc.
concede *v.* [I,T] to admit that something is true or correct, although you wish it were not true
conceivable *adj.* able to be believed or imagined
conciliation *n.* [U] the process of trying to get people to stop arguing and agree (*compare* **reconciliation**)
confidential *adj.* spoken or written in secret and intended to be kept secret
conflicting *adj.* unable to both be true, because of being very different or opposites
confrontational *adj.* likely to cause arguments or make people angry
constructively *adv.* in a way that is useful and helpful, or likely to produce good results
consume *v.* [T] to buy and use goods, services, energy, or natural materials
contingency *n.* [C] an event or situation that might happen in the future, especially one that could cause problems
copy *n.* [U] something written in order to be printed in a newspaper, magazine, advertisement etc.
cosy (*also* **cozy** *AmE*) *adj.* pleasant, comfortable, and warm
counterpart *n.* [C] someone or something that has the same job or purpose as someone or something else in a different place
credentials *n.* [plural] education, achievements, experience, etc., that prove a person, company, or organisation has the ability or knowledge to do something
critical thinking *n.* [U] the process of thinking very carefully about something and making careful judgments, without being influenced by your feelings or beliefs
criticism *n.* [C,U] remarks that say what you think is bad about someone or something
crowdfunding *n.* [U] a method of getting money for something by asking many people to give part of the money needed, using the internet
crunch time *n.* [U] an important moment, especially one when a difficult decision has to be made or something important has to be done
crystal-clear *adj.* completely clean and clear
CSR *abbr.* **(corporate social responsibility)** a way of doing business that tries to help people, society, the environment, and the economy
culture *n.* [C,U] the attitudes or beliefs that are shared and accepted by a particular group of people or in a particular organisation
cut through the noise to get noticed or known about even though there are many other things that people can pay attention to
data-driven *adj.* using the facts and information you have collected as the most important part of your decision-making process, without considering other information
data-informed *adj.* using the facts and information you have collected, as well as other factors, to help you make decisions or do something
daunting *adj.* frightening or worrying
debunk *v.* [T] to show that an idea or belief is false
decoy effect *n.* [singular] the fact that people can be influenced to make a particular choice when one of the options they are given is better in one way but worse in another way than the other options
dedicated *adj.* made for or used for only one particular purpose
defensive *adj.* behaving in a way that shows you think someone is criticising you, even if they are not
deluxe *adj.* of better quality and more expensive than other things of the same type
delve into something *phr. v.* [T] to try to find more information about someone or something
demographic 1 *adj.* relating to the population and groups of people in it **2** *n.* [C] a part of the population that is considered as a group, especially by advertisers who want to sell things to that group
demotivated *adj.* feeling less interested in and less willing to do your job
denial *n.* [U] a state in which you refuse to admit or believe that something bad exists or has happened
deploy *v.* [T] to use something for a particular purpose, especially ideas, arguments etc.
destination development *n.* [U] the activity of creating successful and sustainable places for visitors, which often involves creating a brand image for a particular country or area
devastated *adj.* feeling extremely shocked and sad
developing *adj.* relating to a poor country that is trying to increase its industry and trade, and improve life for its people
dig something <-> up *phr. v.* [T] to find hidden or forgotten information by careful searching
displace *v.* [T] to take the place or position of something or someone (=**replace**)
dispose of something *phr. v.* [T] to get rid of something, especially something that is difficult to get rid of (=**throw something <--> away**)
disruption *n.* [U] the process of introducing new ideas or technologies into a market that then replace the traditional ways in which that market operates
disruptive *adj.* introducing new ideas or technologies into a market that then replace the traditional ways in which that market operates
disruptor *n.* [C] a person or company that introduces new ideas or technologies into a market that then replace the traditional ways in which that market operates
divergent *adj.* different from what is usual, especially because of developing in a different way
divergent thinking *n.* [U] the ability to think of many ideas or methods that are different from what is usual
diversify 1 *v.* [I,T] to change something, or make it change, so that there is more variety **2** *v.* [I,T] to put money into several different types of investment instead of only one or two
doubt *v.* [T] **doubt yourself** to not have confidence in your actions or decisions
dramatise (*also* **dramatize** *AmE*) *v.* [T] to make a situation seem more interesting, exciting, terrible, etc.
dread *v.* [T] to feel anxious about something that is going to happen
dream something <--> up *phr. v.* [T] to think of a plan or idea, especially an unusual one
drive *v.* [T] to strongly influence something or cause it to happen
driverless car *n.* [C] a car that is controlled by a computer, rather than a person (=**autonomous vehicle**)
drone *n.* [C] an aircraft, usually a small one, that is operated by radio controls
drum something <-> up *phr. v.* to make an effort to get more business, support, etc.
dumb something <-> down *phr. v.* [T] to explain something in a way that is too simple
echo *v.* [T] to be similar to something
economy *n.* [C]
circular economy an economy which allows the materials and products to be used again within the system
linear economy an economy in which materials are made into goods, which are then used and then thrown away as waste
edgeways *adv.* **get a word in edgeways** to get a chance to say something, when someone else is talking a lot
egotistical *adj.* believing that you are great and important
elicit *v.* [T] to succeed in getting information or a reaction from someone, especially when this is difficult
embrace *v.* [T] to eagerly accept a new idea, opinion, religion etc.
empathy *n.* [U] the ability to understand other people's feelings and problems (*compare* **sympathy**)
engagement *n.* [U] involvement or interest in something
engaging *adj.* attracting and keeping your interest
enthused *adj.* interested and excited about something
entrenched *adj.* strongly established and not likely to change
entrepreneurial *adj.* relating to an entrepreneur or the qualities of an entrepreneur

envisage *v.* [T] to think that something is likely to happen in the future

equities shares in a company from which the owner of the shares receives some of the company's profits rather than a fixed regular payment

ergonomic *adj.* relating to designing furniture, equipment, etc., in a way that helps people to work better, more comfortably, and more quickly

escalate *v.* [I,T] to become much worse

eureka moment *n.* [C] a time when you have discovered the answer to a problem, found something, etc.

evidence *n.* [U] **concrete evidence** specific and detailed facts, documents, etc. that show clearly that something is true or exists

exacerbate *v.* [T] to make a bad situation worse

executive summary *n.* [C] a short statement or piece of writing that gives the most important points of a business report or proposal

exhibitor *n.* [C] a person or company who is showing their work or products to the public

exit interview *n.* [C] an occasion when an employee who is leaving a job discusses their reasons for leaving, and sometimes what needs to be done to prepare the next person for that job

expectation a statement or belief about the way someone should behave or what they should do, or about the way something should be

expense *n.* [C,U] an amount of money that a business or organisation has to spend on something

extension *n.* [C] an additional period of time allowed for something

extent *n.* [U] **to some/a certain/a large etc. extent** used to say how true something is or how great an effect or change is

extraneous *adj.* not belonging to or directly related to a particular subject or problem

extrovert *n.* [C] someone who is active and confident, and who enjoys spending time with other people ≠ **introvert**

eye *n.* [C] **there is more to someone/something than meets the eye** used to say that someone or something has better qualities than they seem to have at first

fake it till you make it *idiom* to pretend to have particular qualities or skills until a time when you actually do have those qualities or skills

fallacy *n.* [C] a false idea or belief, especially one that a lot of people believe is true

fare badly in something *verb phrase* to be unsuccessful

feasible *adj.* possible and likely to work

feature *n.* [C] a part of something that seems important, interesting, or typical

feed *v.* [I,T] **feed back into something** to return something to where it originally came from

fine-tooth comb *n.* [C] **go over something with a fine-tooth comb** to examine something very carefully and thoroughly

flat *adj.* not increasing or improving over a period of time

fleece *n.* [U] an artificial soft material, used to make jackets, blankets, etc.

fleeting *adj.* lasting for only a short time

focus *n.* [C] complete attention on a particular thing

food chain (*also* **food supply chain**) *n.* [C] the different processes that take place in bringing food from farms to tables to waste

food for thought *idiom* something that makes you think carefully about a subject or problem

forecast *v.* [T] to make a statement saying what is likely to happen in the future, based on the information that you have now (=**predict**)

forum *n.* [C] a website or a part of a webpage where people can comment on something or reply to other people's comments

forward-thinking *adj.* planning for and thinking about the future in a positive way, especially by being willing to use modern methods or ideas

fragmented *adj.* broken into a lot of small separate parts

frank *adj.* honest and truthful

future-proof *v.* [T] to make or plan something in such a way that it will not become ineffective or unsuitable for use in the future

gadget *n.* [C] a small, useful, and cleverly designed machine or tool

game changer *n.* [C] something that completely changes a situation or activity

game *n.* [C] **be on top of your game** to be doing something, especially your job or a sport, extremely well

gap year *n.* [U] a year between leaving school and going to university, which some young people use as an opportunity to travel, earn money, or get experience of working

gastronomy n. [U] the art and science of cooking and eating good food

Generation X *n.* [U] the group of people born between the early 1960s and mid-1970s

Generation Z *n.* [U] the group of people born between the mid-1990s and around 2015.

get *v.*

get the best out of someone to help or support people to do things in the best way possible

get one over on someone to trick someone in order to gain an advantage over them (=**put one over on someone**)

get into something *phr. v.* [T] to begin to be interested in something or enjoy it

get round (**also get around something**) *phr. v.* [T] to avoid something that is difficult or causes problems for you

gizmo *n.* [C] a small piece of equipment (=**gadget**)

glass ceiling *n.* [singular] the attitudes and practices that prevent women or particular groups from getting high-level jobs, even though there are no actual laws or rules to stop them

glitch *n.* [C] a small fault in a machine, piece of equipment, piece of software, etc., that stops it working (=**fault**)

glorify *v.* [T] to make someone or something seem important, good, and admirable, when they do not really deserve this

go about (doing) something *phr. v.* [T] to start to do something, especially using a particular method

go against the grain to not be what you would naturally or normally do, in a way that feels uncomfortable or upsetting

GPS tracker *n.* [C] a device that uses GPS (a system that accurately measures where something is, using satellite signals) to follow the movements of something or someone

grievance *n.* [C,U] a feeling that you have been treated unfairly, or a complaint about being treated unfairly

gripe *n.* [C] something that someone complains about

gross *adj.* a total amount of money before any tax or costs have been taken away (*compare* **net**)

ground rules *n.* [plural] the basic rules or principles on which future actions or behaviour should be based

guesthouse *n.* [C] a private house where people can pay to stay and have meals

hand something <--> back (to someone) *phr.v.* [T] to give a job, responsibility, power, etc., back to the person who gave it to you

hand something <--> over (to someone) *phr.v.* [T] to give a job, responsibility, power, etc., that was yours to someone else

hang *n.* [singular] **get the hang of something** to learn how to do something or use something

hard-hitting *adj.* criticising someone or something in a strong and effective way

headcount *n.* [C] the number of people employed by an organisation

hedge *v.* [I,T] to avoid giving a direct answer to a question

hierarchical *adj.* organised in levels, so that the people at one level have authority over those below them

high-end *adj.* relating to products or services that are more expensive and of better quality than other products of the same type

high-tech *adj.* using the most modern machines and methods in industry or business

hindsight *n.* [U] the correct understanding of a situation that you only get after it has happened

homesick *adj.* sad, because you are away from home

homogenous *adj.* consisting of people or things that are all of the same type

hook *n.* [C] **1** something that attracts people's interest and attention **2** *v.* [T] to succeed in making someone interested in something and want to have or use it

hot-desking *n.* [U] a situation in which workers use any desk that is available, rather than the same desk each day

hotspot *n.* [C] a popular attraction for tourists, or a place that is popular for entertainment or a particular activity

household *n.* [C] all the people who live together in one house

humanitarian *adj.* [only before noun] concerned with improving bad living conditions and preventing unfair treatment of people

hybrid car (***also* hybrid**) *n.* [C] a type of car that uses both electricity from a battery and petrol for power

hypothesise (*also* **hypothesize** *AmE*) *v.* [I,T] to suggest a possible explanation that has not yet been proved to be true

implementation *n.* [U] the process of taking action or making changes that you have officially decided should happen

importance *n.* [singular, U] **national importance** the fact of being important to a whole country

imposition *n.* [C usually singular] something that someone expects or asks you to do for them, which is not convenient for you

improve the odds *verb phrase* to make it more likely that something will happen

inclined *adj.* **be inclined to do something** to be likely to do something or behave in a particular way

inconsistency *n.* [C,U] a situation in which two statements are different and cannot both be true

incremental *adj.* happening gradually over time, in small steps or amounts
infer *v.* [T] to form an opinion that something is probably true because of information that you have
infographic *n.* [C] a picture, chart, diagram, etc., that gives information in a visual way
infrastructure *n.* [U] the basic systems and services that a country needs in order to work properly, for example roads, railways, etc.
initiate *v.* [T] to arrange for something important to start, such as an official process or a new plan
inject *v.* [T] to add excitement or interest to something so that a company can be in a stronger position
innovate *v.* [I,T] to start to use new ideas, methods, or inventions
innovator *n.* [C] someone who introduces changes and new ideas
insecurity *n.* [U] a situation that does not feel safe
insider trading (*also* **insider dealing**) *n.* [U] the crime of using secret information that you have about a company, or knowledge of a situation, to buy or sell shares at a profit
insight *n.* [C] a sudden clear understanding of something or of part of something, especially of a complicated situation or idea
instant message *n.* [C] a written message that you send and receive using the internet on your phone, tablet, etc., and that arrives immediately after it is sent
instigate *v.* [T] to make a process start
instrument (*also* **financial instrument**) *n.* [C] a contract or document that represents money that is moving between one person and another, for example investments such as bonds or shares, a loan, an amount payable on goods received, etc.
integrating *n.* [U] the process of managing the differences between people so that they all take part equally and create better ideas together
intercultural *adj.* relating to or involving two or more cultures
interface *n.* [C] the way in which you see the information from a computer program on the screen, and how you ask the program to do something.
interior the part of a country that is farthest away from the coast
internationalisation (*also* **internationalization** *AmE*) *n.* [U] the process of making something involve different countries, or bringing something under the control of different countries
intrigue *v.* [T] if something intrigues you, it interests you a lot because it seems unusual or mysterious
introvert *n.* [C] someone who is quiet and shy, and who does not enjoy being with many other people ≠ **extrovert**
intuition *n.* [U] the ability to understand or know something because of a feeling, rather than because of the facts
inventory *n. [C, U]* all the supplies, materials, and finished products that a company has at a particular time (=**stock**)
inviting *adj.* offering an experience that is enjoyable and makes you want to be near it, try it, taste it, etc.
irrational *adj.* not based on clear thought or reason
jargon *n.* [U] words and phrases used by people in the same profession, which are difficult for other people to understand
keen *adj.* trying very hard and showing great understanding or interest
KPI *abbr.* **(key performance indicator)** something you can measure, that shows whether you, a company, or an organisation is achieving its goals
lag *v.* [I] **lag behind** to move or develop more slowly than others
laid back *adj.* relaxed and not seeming to worry about anything
landscape *n.* [C] **the business landscape** the general situation in which money-earning activities take place
layman *n.* [C] **in layman's terms** explained using simple words and descriptions
lead by example to show the people you are in charge of what you want them to do or how you want them to behave, by doing it yourself
legal standing *n.* [U] a reason or position you have that allows you to legally bring an issue to a court of law
level playing field *n.* [singular] a situation in which different companies, countries etc. can all compete fairly with each other because no one has special advantages
leverage *v.* [T] to spread or use resources (=money, skills, knowledge, ideas, etc. that an organisation has available) again in several different ways or in different parts of a company, system etc.
life cycle *n.* [C] all the different stages that a product has before it is thrown away
lifespan *n.* [C] the period of time during which something like a company will survive and be viable
line *n.*
cross the line to start to behave or do something that is not acceptable
a fine line (between something **and** something) to have only a very small difference between two things, so that one can easily become the other
be out of line to say or do something that is not acceptable in a particular situation
toe the line to do what other people in a job or organisation say you should do, whether you agree with them or not
line manager *n.* [C] someone who is one level higher in rank than you in a company and is in charge of your work
liquidity *n.* [U] a situation in which a business or a person has money or goods that can be sold to pay debts
lush *adj.* relating to plants that have many leaves and look healthy and strong, or to a place that has plants like these
made-up *adj.* not true or real
mainstay *n* [singular] an important part of something that makes it possible for it to work properly or continue to exist
maintain *v.* [T] to make something continue in the same way or at the same standard as before
manipulation *n.* [U] the act of making someone behave in the way they want, using skilful and sometimes dishonest methods
mapping *n.* [U] the process of describing and understanding the differences and similarities among members of a team who come from different countries and cultures
marginalised (*also* **marginalized** *AmE*) *adj.* made to be or feel unimportant and powerless, in an unfair way
mass-produced *adj.* produced in large numbers using machinery, so that each object is the same and can be sold cheaply
matters arising subjects that were discussed at a previous meeting but that also need to be discussed at the current meeting
mediate *v.* [I,T] to try to end an argument between two people or groups by talking to both sides and encouraging them to reach an agreement
mediation *n.* [U] the process of trying to end an argument between two people or groups, by talking to both sides and encouraging them to reach an agreement
mediator *n.* [C] someone who helps two people or groups end an argument and reach an agreement
medium term *n* [singular] **in the medium term** in the period of time a few months or years ahead of the present (*compare* **short term**, **long term**)
mentoring *n.* [U] the process of helping and advising someone who has less experience (*compare* **coaching**)
micromanage *v.* [I,T] to organise and control all the details of someone else's work, in a way that is not necessary
micromanagement *n.* [U] the process of organising and controlling all the details of someone else's work, in a way that is not necessary
micromanager *n.* [C] someone, especially your boss, who organises and controls all the details of your work, in a way that is not necessary
milestone *n.* [C] an important event or stage in the development of something
millennial *n.* [C] someone who was born in the 1980s or 1990s
mindset *n.* [C] someone's general attitude, and the way in which they think about things and make decisions
growth mindset the belief that you can work to develop your personal qualities and talents
fixed mindset the belief that qualities such as intelligence and talent do not change
minutes *n.* [plural] an official written record of what is said and decided at a meeting
take the minutes to write down what is said at a meeting
misinterpretation *n.* [C,U] an occasion when someone has understood something in a different way than was intended, so that their understanding is not correct
mislead *v.* [T] make someone believe something that is not true, by giving them information that is false or not complete
mitigate *v.* [T] to make a situation or the effects of something less unpleasant, harmful, or serious
mitigating *adj.* **mitigating circumstances** facts about a situation that make a crime or bad mistake seem less serious
modular *adj.* consisting of separate parts or units which can be put together to form something, often in different combinations
monetise (*also* **monetize** *AmE*) *v.* [T] to make money from people who visit a website, for example by encouraging them to buy things
monotone *adj.* not having much colour, interest, difference, etc., and seeming boring
moral *n.* [C] a practical lesson about what to do or how to behave, which you learn from a story or from something that happens to you
morale *n.* [U] the level of confidence and positive feelings that people have, especially people who work together, who belong to the same team etc.
multibuy (*also* **multi-buy**) *n.* [C] an offer at a shop in which the price of an item is lowered if the customer buys more than one
neat *adj.* **that's neat** used to say that something is simple and effective
net *adj.* a final amount of money that remains after all the other amounts have been taken away (*compare* **gross**)

networking *n.* [U] the practice of meeting other professionals to share information, make useful contacts, support each other, etc.
NGO *n.* [C] (**non-governmental organisation**) an organisation which helps people, protects the environment etc. and which is not run by a government
niche *adj.* [only before noun] relating to selling goods to a particular small group of people who have similar needs, interests etc.
niggle *v.* [I,T] to annoy or worry someone slightly
nimble *adj.* able to move or respond very quickly
noise *n* [singular] information or data that is not useful, that is included with information that is useful
notorious *adj.* famous or well-known for something bad (=**infamous**)
noughties *n.* [plural] **the noughties** the years from 2000 to 2009
novice *n.* [C] someone who has just begun learning a skill or activity
oblige v [T usually passive] to make it necessary for someone to do something
offset *v.* [T] to balance one cost or sum of money against another, so that one of the costs is reduced or made equal
OpEx *abbr.* **(operating expenditure)** money that a business or organisation spends in order to buy things that it needs to operate, such as salaries, rent, taxes, etc.
opt *v.* [I] to choose one thing or do one thing instead of another
optimise (*also* **optimize** *AmE*) *v.* [T] to improve something so it is done in the most effective way possible
-oriented *suffix* giving attention to a particular thing
outraged *adj.* very angry and shocked
outset n [singular] **at/from the outset** at or from the beginning of an event or process
outside *adj.* not related to your work
outweigh *v.* [T] to be more important or valuable than something else
overdevelop *v.* [T] to build too many houses, roads, industries, etc., in a place
overrun (*also* **cost overrun**) *n.* **1** [C] an occasion when something costs more to develop and produce than was originally planned, or the amount of money involved in this **2** *v.* [T] **be overrun by/with** something to have people spread over an area in large numbers, in a way that is not wanted
oversight *n.* [C] a mistake in which you forget something or do not notice something
package tour *n.* [C] a holiday that includes the cost of travel, hotels, and transport to sights
page *n.* [C] **be on the same page** to agree with someone, especially about what should be done
paradox *n.* [C] a situation that is difficult to understand because it has facts that contradict or are opposite to each other
passion *n.* [C,U] a very strong feeling or interest in something
pay-per-click *n.* [singular] a way of making money from a website by being paid every time someone clicks on an advertisement on your website
peer-reviewed *adj.* having been read and checked by people who know a lot about the subject
performance review *n.* [C] a meeting between an employee and a manager to discuss the quality of the employee's work, and areas for future progress (=**performance appraisal**, **performance assessment**)
persistence *n.* [U] determination to do something even though it is difficult or other people oppose it
perspective *n.* [C] an opinion or way of thinking about something, that is influenced by the type of person you are or by your experiences
persuasion *n.* [U] the act of persuading someone to do something or that something is true
persuasive *adj.* able to make other people believe something or do what you ask
photobombing *n.* [U] the activity of getting into someone else's photograph as a joke
pick something <--> up *phr.v.* [T] to learn something by watching or listening to other people
picturesque *adj.* pretty in an old-fashioned way (used about a place)
pin the blame on someone to say that someone is responsible for something bad, especially when it is not that person's fault
pique someone's interest *verb phrase* to make someone feel interested in something or someone
pitch in *phr. v.* [I] to contribute your ideas and views during a conversation
pitch *v.* [I,T] to try to persuade someone to do business with you, buy something, etc.
place *v.* [I,T] **be better/well/ideally placed** to be in a good situation where you have the ability or opportunity to do something
plan *n.* [C] **go to plan** to happen in the way that was arranged
planned obsolescence (*also* **built-in obsolence**) *n.* [U] the action of designing a product so that it will soon become unfashionable or impossible to use and will need replacing
plant *n.* [C] a factory or building where an industrial process happens
plantation *n.* [C] a large area of land in a hot country, where crops such as tea, cotton, and sugar are grown
plate *n.* [C] **have a lot on your plate** to have a large amount of work to do
plough money into something *BrE* (**plow money into something** *AmE*) *phr. v.* [T] to spend a large amount on something
point-of-sale *adj.* [only before noun] the place or shop where a product is sold
POS *abbr.* **(point-of-sale)** the place or shop where a product is sold
position *v.* [T] **be positioned** to be put in a particular place for a reason
posture *n.* [C,U] the way you position your body when sitting or standing
precious metal *n.* [C,U] a rare and valuable metal such as gold or silver
precision *adj.* [only before noun] made or done in a very exact way
preoccupied *adj.* thinking about something a lot, with the result that you do not pay attention to other things
pressing *adj.* needing to be discussed or dealt with very soon (=**urgent**)
pride yourself on something to be especially proud of, something that you do well, or of a good quality that you have
prioritisation (*also* **prioritization** *AmE*) *n.* [U] the process of putting several tasks, problems, etc., in order of importance, so that you can deal with the most important ones first
proactive *adj.* making things happen or change rather than reacting to events
proactively *adv.* in a way that makes things happen or change rather than in a way that is just reacting to events
procrastinate *v.* [I] to delay doing something that you ought to do
proposal *n.* [C] a plan or suggestion that is made formally to an official person or group
prototype *n.* [C] the first form of a new design, or a model used to test the design before production
provocation *n.* [C,U] an action or event that makes someone angry or upset, or is intended to do this
pull your weight to do your full share of work
quantitative *adj.* relating to amounts rather than to the quality or standard of something ≠**qualitative**
radical *adj.* new, different, and changing a lot
radically *adv.* changing a lot in an important way
raise an issue to begin to talk about a subject or problem that you want to be solved or answered (=**bring** something **<--> up**)
rapport *n.* [U] friendly agreement, communication, and understanding between people
rate *v.* [T] to think that something is good or bad or has a particular value or standard
rationalisation (*also* **rationalization** *AmE*) *n.* [U] the process of making a business more effective by removing unnecessary workers, equipment, etc.
read between the lines to guess someone's real feelings or opinions from something they say or write, when they do not tell you directly
read up on something *phr. v.* [T] to read a lot about something because you need to know about it
realisation (*also* **realization** *AmE*) **come to the realisation** to begin to understand something you had not understood before
reasonable *adj.* fair and sensible
recap *v.* [I,T] to repeat the main points of something that has just been said
reciprocity *n.* [U] when two people, countries etc. agree to give each other similar kinds of help or the same rights
recognition *n.* [U] the process of knowing who or what someone or something is, because you have seen or heard them before
recommendation *n.* [C] an official suggestion about what should be done, especially one that is contained in a report after being considered carefully
reconciliation *n.* [U] a situation in which two people, countries etc. become friendly with each other again after arguing (*compare* **conciliation**)
record season *n.* [C] a period of time in a year in which there were the highest number of people visiting a destination, or tourists staying in a particular hotel or resort
recovery *n.* [U] the process of getting something back that has been used or taken
reflection *n.* [C,U] careful thought, or an idea or opinion based on this
reformulate *v.* [T] to express something in different words or a different way than before, especially in order to make it more easily understood
reframe *v.* [T] to express a question, statement, or idea in a different way
reintegration *n.* [U] the process of becoming part of a group again, and being accepted by them
reliant *adj.* dependent on someone or something
rental *n.* [C] something that you rent, especially a house or car

rep *n.* [C] (**sales representative**) someone who sells their company's products, usually while travelling around a particular area
reposition *v.* [T] to change a company's image through rebranding so that people think about it differently
reputable *adj.* respected for being honest or for doing good work
researcher *n.* [C] someone who studies a subject in detail in order to discover new facts or test new ideas
resolution *n.* [C,U] the fact or process of solving a problem, argument, or difficult situation
resonate *v.* [I] **1** to continue to have an effect and seem important and good to people **2** *v.* [I] to seem important or appealing to people
resounding *adj.* very great or complete
retention *n.* [U] the act of keeping someone or something
revenue (*also* **revenues**) *n.* [U] money that a business or organisation receives over a period of time, especially from selling goods or services
revenue stream *n.* [C] the money that a company receives as income from selling goods or services, investments, etc.
rhetorical question *n.* [C] a question that you ask as a way of making a statement, without expecting an answer
ROI *abbr.* (**return on investment**) the profit on an investment in relation to the amount invested
rowdy *adj.* behaving in a noisy rough way that is likely to cause arguments and fighting
sabbatical *n.* [C,U] a period of time when someone is away from their job in order to study or travel, in a way that is allowed by their company
salvage *v.* [T] to save goods from a situation in which they have already been damaged or partially destroyed
saturated *adj.* offering so much of a product for sale that there is more than people want to buy
scalable *adj.* able to be increased in size
scarcity *n* [singular] a situation in which there is not enough of something
SCM *abbr.* **(supply chain management)** the process of planning and controlling who a business uses to supply and transport the things or information it needs
scope *n.* [U] the range of things that a subject, meeting, lesson, etc. deals with
scratch *n.* [U] **from scratch** from the beginning, without using anything that was prepared or done before
second-guess *v.* [T] to try to say what will happen or what someone will do before they do it
secret *n.* [C] **well-kept secret** known only to a few people
self-styled *adj.* [only before noun] having given yourself a title or position without having a right to it (used to show disapproval)
set someone <-> back *phr. v.* [T] to delay someone in doing something
setback *n.* [C] a problem that delays or prevents progress, or makes things worse than they were
showcase *v.* [T] to show the good qualities of something, for example a person, organisation, or product
silo *n.* [C] a situation in which people work only on their own jobs and do not know about other jobs
skill *n.* [C]
soft skills *n.* [C usually plural] your personal abilities and attitudes, especially those that relate to dealing with people, such as good communication, the ability to work in a team, and a positive attitude
hard skills *n.* [C usually plural] knowledge and abilities that can be taught, for example the ability to speak a language or make something
skyrocket *v.* [I] to increase very quickly
small talk *n.* [U] polite, friendly conversation about unimportant subjects
SMT *abbr.* (**senior management team**) the leaders of a company
snappy *adj.* short, clear, and often funny
snuggle v [I always + adv./prep.] **snuggle up/down/against etc.** to settle into a warm comfortable position
sour *v.* [I,T] to become unfriendly or unpleasant
source *n.* [C] **primary source** a person, book, or document that supplies you with information that has been obtained from direct experience and not taken from other documents, books, or people
stand up *phr. v.* [I] **stand up to scrutiny** to be proved true or correct when examined very carefully
status *n* [singular] a situation at a particular time
status update *n* [singular] information about what the situation is at a particular time, when the situation changes often
stereotyping *n.* [U] the act of deciding unfairly that someone has particular qualities or abilities because they belong to a particular race, sex, or social class
stick *n.* [C] **get hold of the wrong end of the stick** to completely misunderstand a situation
stickler *n.* [C] **be a stickler for detail** to think that details, facts, etc. are very important and should be completely correct
strike up *phr. v.* [T] **strike up a conversation** to start talking to someone, especially someone you do not know
structural *adj.* relating to the way things are organised, or how the parts of something are connected
struggle *n.* [C] **power struggle** a situation in which two people or groups are trying to be the leader or get control
suggestion *n.* [C] an idea, plan, or possibility that someone mentions
superfood *n.* [C] a food that is believed to contain a lot of substances that make you healthy
supply *n.* [C] **be in short supply** to not have enough of something available
SWOT analysis *n.* [C] (**strengths, weaknesses, opportunities, threats**) an examination of the way a company is run or the way someone works, in order to see what the good and bad features are
tactic *n.* [C] a method that you use to achieve something
takeaway *n.* [C] something that you learn from a discussion, event, article, etc., that you should remember
tangible *adj.* clear or definite enough to be easily seen or noticed
tap into *phr. v.* [T] to use or take what you need from a supply of something.
tap into something *phr.v.* [T] to use or take what is needed from something in a way that gives good results
team player *n.* [C] someone who works well as a member of a team, especially in business
technological *adj.* relating to technology
technology *n.* [U] the industry that develops new machines, equipment, and ways of doing things, especially using computers
tech-savvy *adj.* having practical knowledge and ability about technology
tempting *adj.* making you want to have or do something
tentative *adj.* not definite or certain
think tank *n.* [C] a group of people with experience or knowledge of a particular subject, who work to produce ideas and give advice
think *v.* [I] **think on your feet** to think of ideas and make decisions very quickly
throw up *phr. v.* [T] to produce questions, problems, ideas, results, etc.
throw-away culture *n.* [U] the attitude that a society shares that things can be thrown away rather than kept, reused, or recycled
tick *v.* [I] **what makes someone tick** the thoughts, feelings, opinions etc. that give someone their character or make them behave in a particular way
tiered *adj.* made of several levels or layers, each one higher than the one before
time-pressed *adj.* not having enough time to do all the things you need to do
tinker with something *v.* [I] to make small changes to something in order to repair it or make it work better
tourist trap *n.* [C] a place that many tourists visit, but where drinks, hotels etc. are more expensive (used to show disapproval)
track *n.* [C] **off the beaten track** not well-known and far away from the places that people usually visit (used about a place)
track record *n* [singular] all of a person's or organisation's past achievements, successes, or failures, which show how well they have done something in the past and how well they are likely to do in the future
trade-off *n.* [C] a balance between two opposing things, that you are willing to accept in order to achieve something (=**compromise**)
transition *n.* [C,U] **1** the action or process of changing from one form or state to another **2** *v.* [I,T] to start using something new
transparency *n.* [U] the quality of being easy to know about or understand
trick *n.* [C] **have a trick up your sleeve** to have a secret plan or idea that you are going to use later
try something <--> out *phr. v.* [T] to test something such as a method or a piece of equipment to see if it is effective or works properly
tune *n.* [C] **in tune with someone** able to realise, understand, or agree with what someone else thinks or wants
turnover *n* [singular, U] the amount of business done in a particular period of time, measured by the amount of money obtained from customers for goods or services that have been sold (=**sales**)
turnstile *n.* [C] a small gate that spins around and only lets one person at a time go through an entrance
unbiased *adj.* fair, independent, and not influenced by others
underdeveloped *adj.* relating to not having much modern industry or modern methods of doing things
underpin *v.* [T] to give strength or support to something and to help it succeed
universal *adj.* involving everyone in the world or in a particular group
unorthodox *adj.* different from what is usual or accepted by most people

unspoilt (*also* **unspoiled** *AmE*) *adj.* beautiful and not changed, developed, or built on

upbeat *adj.* cheerful and making you feel that good things will happen

upfront *adj.* behaving or talking in an honest and open way about something

upgrade *v.* [I,T] to make a computer, machine, or piece of software better and able to do more things, or to replace it with a newer model

upmarket *adj., adv.* designed for or used by people who have a lot of money

user-generated content *n.* [U] (**UGC**) a comment, post on social media, photograph, etc. that is created by someone who uses a particular product, and that is used as a way of marketing that product

UX *n.* [U] (**user experience**) how the person using something feels about it, for example whether it is easy to use, whether it works as expected, whether it does something you need, etc.

vacant *adj.* having no one in a job, so that it is available to start working at

value *v.* [T] to decide how much money something is worth, by comparing it with similar things

variance *n.* [C,U] the difference between what something actually costs and its usual or standard cost, or its cost when calculated earlier

venture capital *n.* [U] money lent to someone so that they can start a new business

venture fund *n.* [C] money that is set aside to make investments in innovative products

verify *v.* [T] to check whether something is correct or true

visibility *n.* [U] the situation of being noticed by people

vision *n.* [C,U] a strong idea of what you want something to be like in the future, or the knowledge and imagination that allows you to plan this

volatility *n.* [U] a situation in which conditions can change suddenly and without warning

wall *n.* [C] **off the wall** very strange or unusual, often in an amusing way

wastage *n.* [U] when something is lost or destroyed without being used fully, or the amount that is lost and destroyed

waste stream *n.* [C usually singular] the flow of waste materials from use by consumers or industry to their final disposal

well-being *adj.* the state of feeling comfortable, healthy and happy

well-thought-out *adj.* planned and organised carefully

well-versed *adj.* knowing a lot about something.

widen *v.* [I,T] to become larger in degree, scope, or range, or to make something do this

wilt *v.* [I] to feel weak and tired and unable to deal with something

win-win a situation, solution etc. that will end well for everyone involved in it

word *v.* [T] to carefully choose the words you use to express something

work-life balance *n.* [U] the ability to give a sensible amount of time and effort to your work and to your life outside work, for example to your family or to other interests

World Heritage Site *n.* [C] a natural feature of the landscape or a place that is important, that has been selected by UNESCO as having cultural, historical, scientific, or other significance, and is legally protected internationally

worship *v.* [T] to admire and respect someone very much

yield *n.* [C,U] the amount of money that you get from an investment

Pearson Education Limited
KAO Two, KAO Park, Hockham Way, Harlow
Essex, CM17 9SR, England
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First published 2020
Second impression 2021
C1 Coursebook and eBook with Online Practice and Digital Resources
ISBN: 9781292393001
Set in Burlingame Pro
Printed in Slovakia by Neografia

Acknowledgements
The publishers are very grateful to the following advisers and teachers who contributed to the initial research and commented on earlier versions of this material:
Senay Akar-BenBey, Eric Altman, Sean Banville, Fiona Benson, Katrin Beringer, Sona Lisa Bose, Selena Caamano, Veronika Caspers, Zuzanna Czech, Alina Blitek-Dąbrowska, Darryl Boon, Janet Bowker, Julie Bradshaw, Nicole Brunnhuber, Norman Cain, Veronika Caspers, Adrian Crawley, Kevin Davis, Monja de Silva, Louise Dixon, Aaron Dods, Magdalena Dolińska, Analía Duarte, John Duplice, Dagmar Elmendorf, Jens Andreas Faulstick, Marina Fella, Anna Firek, Matthew Firth, Amanda Franklin, Sally Fryer, Danuta Galecka-Krajewska, Małgorzata Gepta, Rafał Głowacz, Monika Grodkiewicz, Angelika Gruszka, Krystyna Hat, Petra Harder, Timothy Hill, Kate Hoerbe-Montgomery, Imelda Hogan, Carol Hogg, Agnieszka Humiecka, Jackie Jays, Greg Januszko, Magdalena Jonczyk, Ilona Kaliszuk-Rogala, Agnieszka Kędzierawska, Tina Kern, Cornelia Kirsten, Wiebke Kloss, Mirosława Knapik-Jach, Mindy Krull, Jolanta Lacka-Badura, Kelly Leach, Brian Lewis, Jim Maloney, David Meier, Maria Mercado, Sarah Milanes, Wendy Miles, Yamataka Miwa, Rinako Miyata, Jadwiga Nabielska,Tina Nguyen, Seamus O'Shea, Daniel O'Donnell, Renata Pikiewicz,Maria Pophristova, Brian Power, Ilona Rogala, Agata Romańska,Fabienne Ronssin, Christine Schrempp, Ulrich Schuhknecht, Anna Maria Scordino, Tomasz Siuta, Ana Sliwa, Beata Świerczewska, Dennis Tachiki, Satoko Tachiki, Yasuo Tanaka, David Thorne, Christine Tracey, Karyn Weston, Carter Williams, Mark Wills, Philip Wilson, Martina Woff, Ewa Wójcik, Miwa Yamataka, Lidia Zielińska.

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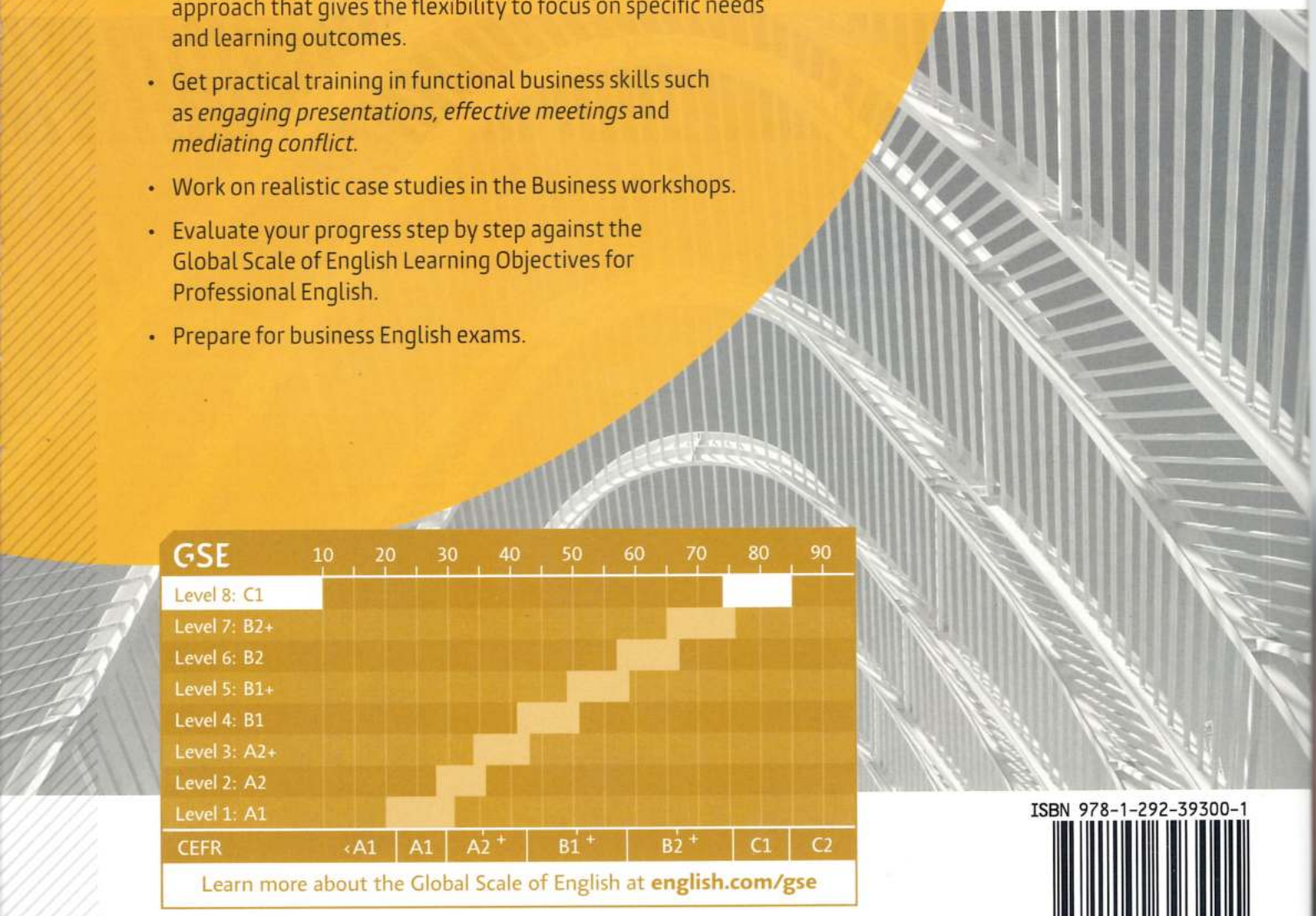
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ISBN 978-1-292-39300-1