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«ГРОДНЕНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ИМЕНИ ЯНКИ КУПАЛЫ»

**ENGLISH  
FOR CROSS-CULTURAL  
BUSINESS COMMUNICATION**

Практикум по курсу  
для студентов специальностей  
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Английский язык для делового межкультурного общения =  
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Содержит в каждом разделе языковые, условно-речевые и речевые упражнения во всех видах речевой деятельности для совершенствования лексических навыков и взаимосвязанного развития дискурсивных, стратегических, социолингвистических, социокультурных и когнитивных умений студентов в процессе иноязычного общения. В упражнениях используется аутентичный языковой и речевой материал. Адресовано студентам филологического факультета, изучающим английский язык как специальность, и имеет целью сформировать у них коммуникативную компетенцию в сфере профессионального делового общения в условиях межкультурного диалога.

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## ПРЕДИСЛОВИЕ

Профессиональная подготовка в области межкультурной коммуникации предполагает формирование коммуникативной компетенции специалиста в сфере иноязычного делового общения. Центральное место в структуре компетентности занимают когнитивные умения, позволяющие работать с большими объемами разнородной информации, анализировать, обобщать, самостоятельно приобретать новые знания, а также осуществлять положительный перенос имеющихся умений на новые виды деятельности. Развитие прогностических, информационно-аналитических, информационно-обобщающих, информационно-поисковых когнитивных умений требует значительных временных затрат, поэтому представляется целесообразным создавать в процессе обучения иностранному языку такие условия, которые способствовали бы переносу имеющегося опыта в новые ситуации общения. В данном издании предлагается решение этой задачи через взаимосвязанное развитие коммуникативно-когнитивных умений студентов в межкультурном деловом общении на английском языке в рамках серии тематических блоков, предъявляемых по принципу постепенного нарастания трудностей.

В качестве основной речевой единицы обучения используется аутентичный текст, выступающий в роли источника фактической и лингвистической информации, а также образца для построения студентами собственного высказывания на английском языке. Включенные в издание тексты отобраны в соответствии с принципами функциональности, коммуникативной и культуроведческой ценности, жанрово-стилистического разнообразия и пропорционального соотношения печатных и аудиовизуальных материалов.

Организация тематического блока и его отдельных компонентов определяется структурой речевой деятельности. Изучение каждой темы начинается с активизации или, при необходимости, формирования фоновых знаний студентов, выявления их исходных ценностных ориентиров в связи с изучаемой проблемой. Значительное внимание уделяется активизации профессиональной лексики. Предварительная работа с текстами направлена на развитие прогностических умений. Текстовый этап предполагает знакомство с содержанием одного или нескольких текстов в ходе селективного чтения или аудирования с последующим изучающим чтением или интенсивным восприятием и пониманием на слух. Извлеченная из текстов информация используется в продуктивной речи, в новых ситуациях делового общения.

Для активизации интерактивного взаимодействия студентов в комплексе упражнений используются такие приемы, как создание преднамеренного различия в имеющихся объемах информации, а также естественных различий в точках зрения. Индивидуализации обучения может способствовать разнообразие и избыточность предлагаемых учебных материалов.

Выражаем искреннюю благодарность Келли Л. Грэм за редактирование рукописи работы и помощь в подготовке комментариев к реалиям англоязычной культуры. Надеемся, что работа с предлагаемым практикумом будет полезной и интересной.

# UNIT 1

## PEOPLE IN BUSINESS

### *Activating background knowledge*

1. Think and then talk to your partner about the company you would like to work for. How many sites does the company have? How many employees does it have? Is it better to have everyone on one site or to have different sites with different activities? Do people have their own offices or are there open-plan offices?

2. Give your opinion on the issues. Are business leaders born or made? What is the role of women in business?

### *Activating language*

1. Make sure you can explain the meaning of each word below in your own words.

*Administrative adj., employee, head office, headquarters, human resources, human resources department, human resources management, labour union, management, office, open-plan (office), payroll, personnel, personnel department, site, staff, support adj., trade union, worker, workforce*<sup>1</sup>.

2. Fill in the spaces in the following grid where possible.

| <i>Noun</i> | <i>Adjective</i> | <i>Verb</i> |
|-------------|------------------|-------------|
| retirement  |                  |             |
|             |                  | promote     |
| efficiency  |                  |             |
|             |                  | outsource   |
|             | freelance        |             |
| security    |                  |             |
|             |                  | perform     |

3. Fill in the gaps in the text with the words from the box.

human resources department, workforce, technical support, headquarters, sites, open-plan offices, payroll, administrative staff, human resources, head office, human resource management, support staff, personnel department, management, offices

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<sup>1</sup> *workforce, work-force* and *work force* are all possible

The people who work for a company, all the people on its \_\_\_\_\_ (1), are its \_\_\_\_\_ (2). But these are just the people carrying out the work of a company, rather than those leading it and organizing it – the \_\_\_\_\_ (3).

A company's activities may be spread over different \_\_\_\_\_ (4). A company's most senior managers usually work in its \_\_\_\_\_ (5) or \_\_\_\_\_ (6) – HQ. Some managers have their own individual \_\_\_\_\_ (7), but in many businesses, most employees work in \_\_\_\_\_ (8): large areas where many people work together. Administration or, informally, admin, the everyday work supporting a company's activities, is often done in offices like these by \_\_\_\_\_ (9) or \_\_\_\_\_ (10). For example, those giving technical help to buyers of the company's products are in \_\_\_\_\_ (11).

In larger organizations there is a \_\_\_\_\_ (12) – HRD that deals with pay, recruitment, etc. This area is called \_\_\_\_\_ (13) – HR or \_\_\_\_\_ (14) – HRM. Another name for this department is the \_\_\_\_\_ (15).

4. Match the words in A to their descriptions in B. One word in A is odd.

A

1. white collar
2. employee
3. manual labour
4. staff
5. blue collar
6. go slow
7. workforce
8. payroll
9. union
10. stoppage
11. personnel
12. labour
13. shop floor

B

- a. Stopping work to complain.
- b. All the people working for a company.
- c. Workers seen as a group.
- d. Someone working for an organization.
- e. Another name for human resources.
- f. Labour when workers use their hands.
- g. Everyone working for a company is on this.
- h. Everyone or everyone except top managers.
- i. Manual workers may wear this.
- j. Office workers may wear this.
- k. Trade in the UK and labor in the US.
- l. The place in a factory where the production lines are.

5. Manuel Ortiz is the founder of a Spanish computer sales company. Use the words in the box in activity 3 to complete what he says about it.

I founded "Computadoras Creativas" 20 years ago. We started with a small \_\_\_\_\_ (1) in Madrid. Our \_\_\_\_\_ (2), our \_\_\_\_\_ (3) is still here, but now we have sites all over Spain, with about 500 employees. Many of the offices are \_\_\_\_\_ (4): everyone works together, from managers to \_\_\_\_\_ (5), as well as people selling over the phone, and people in technical \_\_\_\_\_ (6) giving help to customers over the phone.

Recruitment is taken care of in Madrid, by the \_\_\_\_\_ (7) or \_\_\_\_\_ (8).

6. Render the words in bold letters in Russian.

All the **directors** together are the **board**. They meet in the **boardroom**.

**Non-executive directors** are not managers of the company; they are outsiders, often directors of other companies who have particular knowledge of the industry or of particular areas.

The marketing director is the **head of marketing**, the IT director is the **head of IT**, etc. These people **head** or **head up** their departments. Informally, the head of an activity, a department or an organization is its **boss**.

An **executive** or, informally, an **exec**, is usually a manager at quite a high level (for example, a **senior executive**). But "executive" can be used in other contexts to suggest luxury, as in "executive coach" and "executive home", even for things that are not actually used by executives.

In the US, the top position may be that of chairman, chairwoman or **president**. This job is often combined with the position of **chief executive officer** or **CEO**. Some companies have a **chief operating officer** to take care of the day-to-day running of the company. The finance director may be called the **chief financial officer** or **CFO**. Senior managers in charge of particular areas are often called **vice presidents** (VPs).

7. Match the words in A to the categories in B.

- | A                                      | B                                                            |
|----------------------------------------|--------------------------------------------------------------|
| 1. president                           | a. top positions                                             |
| 2. vice president (VP) marketing       | b. senior executives (top executives or executive directors) |
| 3. chief executive officer (CEO)       |                                                              |
| 4. vice president (VP) human resources |                                                              |
| 5. vice president (VP) research        |                                                              |
| 6. chief operating officer (COO)       |                                                              |
| 7. chief financial officer (CFO)       |                                                              |
| 8. non-executive directors             |                                                              |

8. Which manager is most likely to be responsible for doing the following tasks?

1. Meet with advertising agency to discuss new advertisements for the company's holidays. 2. Study possible new holiday destinations in detail. 3. See the research director to discuss new holiday destinations. 4. Discuss sales figures with sales team. 5. Contact newspapers to advertise new jobs. 6. Deal with complaints from customers.

9. Fill in the gaps in the text below with the words from the box.

entrepreneur, founder, leadership skills, magnates, business leaders,  
empire, entrepreneurs, businesswoman, grow, moguls, founds,  
start-ups, captains, charge, tycoons

A businessman, \_\_\_\_\_ (1) or businessperson<sup>2</sup> is someone who works in their own business or as a manager in an organization.

A(n) \_\_\_\_\_ (2) is someone who starts or \_\_\_\_\_ (3) or establishes their own company. Someone who starts a company is its \_\_\_\_\_ (4). An entrepreneur may found a series of companies or \_\_\_\_\_ (5). Entrepreneurial is used in a positive way to describe the risk-taking people who do this, and their activities. Some \_\_\_\_\_ (6) leave the companies they found<sup>3</sup>, perhaps going on to found more companies. Others may stay to develop and \_\_\_\_\_ (7) their businesses.

A large company mainly owned by one person or family is a business \_\_\_\_\_ (8). Successful businesspeople, especially heads of large organizations, are \_\_\_\_\_ (9) or, in journalistic terms, \_\_\_\_\_ (10) of industry.

There is a lot of discussion about whether people like this are born with \_\_\_\_\_ (11), or whether such skills can be learned.

People in \_\_\_\_\_ (12) of big business empires may be referred to, especially by journalists, as \_\_\_\_\_ (13) – owning media, press, shipping, oil; \_\_\_\_\_ (14) – owning movie, media, shipping; or \_\_\_\_\_ (15) – those owning property and software businesses.

10. For a long time, *hard skills*, for example skills in technical subjects, were considered the most important thing in business. But more and more, people are realizing the importance of *soft skills* – the skills you need to work with other people, and in the case of managers, to manage people in tactful and *non-authoritarian, non-dictatorial* ways. Say what soft skills are required for the job which you would like to do?

11. Read the text below and render the words in bold letters in Russian.

## YOU'VE GOT THE BRAINS BUT HAVE YOU GOT THE TOUCH?

While IQ has traditionally been the means by which we judge someone's abilities and potential, **EQ** – the E stands for emotional – is the new benchmark for a new world. If you've got it, you're more likely to be powerful, successful and have fulfilling relationships than if you

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<sup>2</sup> The plural of *businessperson* is *businesspeople*. *Businessperson* and *businesspeople* can also be spelled as two words: *business person*, *business people*.

<sup>3</sup> *Found* is a regular verb. Past tense and past participle: *founded*.

haven't. **Emotional intelligence** – the ability to understand and control your emotions, and recognize and respond to those of others – is emerging as the single most important and effective business and personal skill of the new century. At American Express, financial advisers who'd been through emotional intelligence training improved sales by up to 20 per cent, significantly more than the company average. A ten-year study by Sheffield University of over 100 small- and medium-sized UK businesses found that **people management** was three times as important as research and development in improving productivity and profitability and six times as important as business strategy.

Daniel Goleman, a US science journalist-turned-consultant with a background in psychology, first popularized the notion of emotional intelligence in the mid-nineties. Goleman defines five elements of emotional intelligence: **self-awareness, self-regulation, motivation, empathy** and **social skills**. Skeptics argue that this sounds suspiciously like the old soft skills, in management-course speak, dressed up in new clothing. But Tim Sparrow, of human performance consultants Buckholdt Associates, points out a crucial difference. 'Soft skills training was only about **interpersonal intelligence** – relating to others. Emotional intelligence involves intrapersonal skills – knowing yourself – as well. You can't be **interpersonally** intelligent if you don't recognize feelings in yourself.'

12. Were (a) *hard skills* or (b) *soft skills* mainly required at each of the following stages of a project to design insurance products? The project manager...

1) employed someone with a doctorate in mathematics to work on risk probabilities; 2) gave three days off to a team member who said they had family problems at home; 3) analyzed her own feelings of frustration that the project was going too slowly; 4) dealt politely but firmly with a request by her boss to finish the project a month early; 5) did market testing of the product with a number of potential consumers of the product and analyzed the results on computer; 6) did careful research on the Internet to find the best advertising agency to launch the product.

13. Complete the sentences with appropriate forms of expressions from the text in activity 11.

1. If someone is good at persuading employees to do things without making them annoyed, they are good at \_\_\_\_ (1). 2. More generally, getting along with people and avoiding tactless remarks are examples of \_\_\_\_ (2). 3. Knowing your own emotions and feelings is \_\_\_\_ (3):



this is an \_\_\_\_\_ (4) skill. Contrast this with the ability to get along with other people: \_\_\_\_\_ (5) skills. 4. If you are able to control your own emotions, you have good \_\_\_\_\_ (6). 5. If you are able to understand how other people feel, you have \_\_\_\_\_ (7) with them. 6. The whole area is referred to by Daniel Goleman as \_\_\_\_\_ (8). The abbreviation for the way this is measured is \_\_\_\_\_ (9).

14. Match the words and phrases from the article (1–6) to their meanings (a–f).

- |                               |                                               |
|-------------------------------|-----------------------------------------------|
| 1. benchmark                  | a. (gradually) becoming                       |
| 2. fulfilling                 | b. a reference point by which you judge smth. |
| 3. emerging as                | c. terminology from a management course       |
| 4. skeptics                   | d. given a new image                          |
| 5. management-course speak    | e. making you feel happy and satisfied        |
| 6. dressed up in new clothing | f. people who doubt the truth of an idea      |

### *Listening*

1. You will hear a report about a new chief executive of PepsiCo. Before listening, discuss in groups the following issues:

- Is it easy for a woman to be a leader in business?
- Are drinks produced by PepsiCo popular among people of different ages and cultures? Are they healthy?

2. Read the beginning part of the report. Guess what kind of information will follow – about Indra Nooyi or about PepsiCo? Listen to check whether you guessed correctly.

## **INDRA NOOYI TO LEAD PEPSICO**

*PepsiCo this week named Indra Nooyi to become its chief executive officer on October first. The food and drink company is the world's second-largest soft drink maker, behind Coca-Cola. Ms. Nooyi will join just ten other women as CEOs among the five hundred largest companies in the United States...*

3. True or false?

- 1) Indra Nooyi is fifty-two years old.
- 2) She will work together with Steve Reinemund.
- 3) Steve Reinemund has lead PepsiCo since 2001.
- 4) Ms. Nooyi gave a graduation speech in Columbia last year.
- 5) PepsiCo's products are popular in Ms. Nooyi's home country.

4. Choose the right variant from *a*, *b* or *c* to complete each sentence 1–5 in accordance with the text that you have heard.

1) Indra Nooyi was named to become: a) PepsiCo chief financial officer on 1 October, 2006. b) Chief executive officer of the world's second-largest soft drink company on 1 October, 2006. c) Chief executive officer of Coca-Cola on 1 October, 2006.

2) Ms. Nooyi is: a) the tenth woman as CEO among the five hundred largest companies in the US. b) the eleventh woman as CEO among the five hundred largest companies in the US. c) the tenth woman as CEO among the five hundred largest companies in the US.

3) Ms. Nooyi's appointment hasn't been affected by her speech at the Columbia Business School in New York: a) because she didn't mention different parts of the world in it. b) although she insulted the US. c) because PepsiCo offered an apology for her to the people who felt offended.

4) The first test for Indra Nooyi at her new post will be: a) to expand PepsiCo's foreign market. b) to settle down the dispute in India about the quality of the company's drinks. c) to unite PepsiCo and Coca-Cola in one company.

5) Indians: a) like PepsiCo's soft drinks because they are healthy. b) like PepsiCo's and Coca-Cola's soft drinks because they are approved by international health organizations. c) dislike PepsiCo's soft drinks because of their high level of pesticides.

5. Match the information in A with the corresponding information in B in accordance with the text.

| A                                                    | B               |
|------------------------------------------------------|-----------------|
| 1. Ms. Nooyi was born                                | a. in 2006      |
| 2. Ms. Nooyi first came to the US                    | b. 12 years ago |
| 3. Ms. Nooyi got her business degree from university | c. in 1978      |
| 4. Ms. Nooyi started to work with PepsiCo            | d. in India     |
| 5. Ms. Nooyi became CFO of PepsiCo                   | e. in 2001      |
|                                                      | f. in Calcutta  |

### *Culture note*

Do you know what the expression "*sitting in the catbird seat*" means? If not, go on reading.

The expression is used to describe a person *being in a very good position*. It seems to have been coined by a legendary baseball radio announcer Red Barber, who was noted for a folksy style where a winning team was "sitting in the catbird seat". He was also the author of several books on baseball.

"Sitting in the Catbird Seat" was the title of a James Thurber<sup>4</sup> short story, published in 1942 which featured a character, Mrs. Barrows, who liked to use the phrase. According to Barber's daughter, it was only after Barber read Thurber's story that he started using "in the catbird seat" himself!

It is known that catbirds like to find the highest point they can, sit on it, and call out to those below, "I am the king of the neighborhood." This is where the meaning of the expression – being in a very good place – originates from.

Have you read the story "The Catbird Seat" by James Thurber? In it he shows how the story relates to everyday life in the working world. This could be a fictional or a nonfiction story, by changing the fictional characters to people on any person's job. In the workplace around the world there are people like the two main characters.

In 1959 a comedy "The Battle of Sexes" directed by Charles Crichton was shot based on the story. Plot summary: Man-eating business-woman, Ulgine Barrows is sent by her US company to Edinburgh to investigate export opportunities. The main character was moved to murder when the company he'd given his life to is taken over by the American woman.

#### *Focus on reading*

1. Read quickly the extract from an article by Katharine Huntley about "The Catbird Seat" by J. Thurber and guess the subject-matter of the story.

"This short story explored the horrors of "downsizing" long before the term became a fashionable catchword for the elimination of jobs and subsequent mass firings of loyal employees who often don't see it coming. If you're a man (or woman) with an eye on the ball and few tricks up your buttoned down shirt sleeve, however, you may just end up sitting pretty in the catbird seat."

2. Before reading the story, make sure you know the meanings of the following words.

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<sup>4</sup> **James Grover Thurber** (1894–1961), American writer and cartoonist, was born and educated in Columbus, Ohio. In 1927 he joined the staff of The New Yorker where he helped change the face of American humor with his contribution as both a writer and artist. His work, much of which originally appeared in The New Yorker, has been collected in over 30 volumes of stories, essays, memoirs, fables, fairy tales, and plays – most of them illustrated with his unique line drawings. His writings include *My Life and Hard Times* (1933), *Fables for Our Time* (1940), and the children's book *The 13 Clocks* (1950).

**cautious** *adjective* – careful to avoid danger or risks; **quack** *verb [intransitive]* – to make the sound that ducks make; **bray** *verb [intransitive]* – to make a loud sound like a donkey; laugh or talk in a loud, slightly unpleasant way; **profane** *verb [transitive] formal* – to treat something holy in a disrespectful way; **appal** *BrE* **appall** *AmE verb [transitive]* – to shock someone by being very bad or unpleasant; **squirm** *verb [intransitive]* – to twist your body from side to side because you are uncomfortable or nervous; to feel very embarrassed or ashamed; **gibberish** *noun [uncountable]* – something you write or say that has no meaning, or is very difficult to understand; **attainment** *noun formal [countable]* – something that you have succeeded in getting or learning, such as a skill.

### *Reading*

1. Read the story and check your predictions about its subject-matter.

## **THE CATBIRD SEAT**

*By James Thurber*

Mr. Martin bought the pack of Camels on Monday night in the most crowded cigar store on Broadway. It was theatre time and seven or eight men were buying cigarettes. The clerk didn't even glance at Mr. Martin, who put the pack in his overcoat pocket and went out. If any of the staff at F & S had seen him buy the cigarettes, they would have been astonished, for it was generally known that Mr. Martin did not smoke, and never had. No one saw him.

It was just a week to the day since Mr. Martin had decided to rub out Mrs. Ulgine Barrows. The term "rub out" pleased him because it suggested nothing more than the correction of an error – in this case an error of Mr. Fitweiler. Mr. Martin had spent each night of the past week working out his plan and examining it. As he walked home now he went over it again. For the hundredth time he resented the element of imprecision, the margin of guesswork that entered into the business. The project as he had worked it out was casual and bold, the risks were considerable. Something might go wrong anywhere along the line. And therein lay the cunning of his scheme. No one would ever see in it the cautious, painstaking hand of Erwin Martin, head of the filing department at F & S, of whom Mr. Fitweiler had once said, "Man is fallible but Martin isn't." No one would see his hand, that is, unless it were caught in the act.

Sitting in his apartment, drinking a glass of milk, Mr. Martin reviewed his case against Mrs. Ulgine Barrows, as he had every night for seven nights. He began at the beginning. Her quacking voice and braying laugh had first profaned the halls of F & S on March 7, 1941 (Mr. Martin had a head for dates). Old Roberts, the personnel chief, had introduced her as the newly appointed special adviser to the president of the firm, Mr. Fitweiler. The woman had appalled Mr. Martin instantly, but he hadn't shown it. He had given her his dry hand, a look of studious concentration, and a faint smile. "Well," she had said, looking at the papers on his desk, "are you lifting the oxcart out of the ditch?" As Mr. Martin recalled that moment, over his milk, he squirmed slightly. He must keep his mind on her crimes as a special adviser, not on her peccadilloes as a personality. This he found difficult to do, in spite of entering an objection and sustaining it. The faults of the woman as a woman kept chattering on in his mind like an unruly witness. She had, for almost two years now, baited him. In the halls, in the elevator, even in his own office, into which she romped now and then like a circus horse, she was constantly shouting these silly questions at him. "Are you lifting the oxcart out of the ditch? Are you tearing up the pea patch? Are you hollering down the rain barrel? Are you scraping around the bottom of the pickle barrel? Are you sitting in the catbird seat?"

It was Joey Hart, one of Mr. Martin's two assistants, who had explained what the gibberish meant. "She must be a Dodger fan," he had said. "Red Barber announces the Dodger games over the radio and he uses those expressions – picked 'em up down South." Joey had gone on to explain one or two. "Tearing up the pea patch" meant going on a rampage; "sitting in the catbird seat" means sitting pretty, like a batter with three balls and no strikes on him. Mr. Martin dismissed all this with an effort. It had been annoying, it had driven him near to distraction, but he was too solid a man to be moved to murder by anything so childish. It was fortunate, he reflected as he passed on to the important charges against Mrs. Barrows, that he had stood up under it so well. He had maintained always an outward appearance of polite tolerance. "Why, I even believe you like the woman," Miss Paired, his other assistant, had once said to him. He had simply smiled.

A gavel rapped in Mr. Martin's mind and the case proper was resumed. Mrs. Ulgine Barrows stood charged with willful, blatant, and persistent attempts to destroy the efficiency and system of F & S. It was competent, material, and relevant to review her advent and rise to power. Mr. Martin had got the story from Miss Paired, who seemed always able to find things out. According to her, Mrs. Barrows had met Mr.

Fitweiler at a party, where she had rescued him from the embraces of a powerfully built drunken man who had mistaken the president of F & S for a famous retired Middle Western football coach. She had led him to a sofa and somehow worked upon him a monstrous magic. The aging gentleman had jumped to the conclusion there and then that this was a woman of singular attainments, equipped to bring out the best in him and in the firm. A week later he had introduced her into F & S as his special adviser. On that day confusion got its foot in the door. After Miss Tyson, Mr. Brundage, and Mr. Bartlett had been fired and Mr. Munson had taken his hat and stalked out, mailing in his resignation later, old Roberts had been emboldened to speak to Mr. Fitweiler. He mentioned that Mr. Munson's department had been "a little disrupted" and hadn't they perhaps better resume the old system there? Mr. Fitweiler had said certainly not. He had the greatest faith in Mrs. Barrows' ideas. "They require a little seasoning, a little seasoning, is all," he had added. Mr. Roberts had given it up. Mr. Martin reviewed in detail all the changes wrought by Mrs. Barrows. She had begun chipping at the cornices of the firm's edifice and now she was swinging at the foundation stones with a pickaxe.

Mr. Martin came now, in his summing up, to the afternoon of Monday, November 2, 1942 – just one week ago. On that day, at 3 pm, Mrs. Barrows had bounced into his office. "Boo!" she had yelled. "Are you scraping around the bottom of the pickle barrel?" Mr. Martin had looked at her from under his green eyeshade, saying nothing. She had begun to wander about the office, taking it in with her great, popping eyes. "Do you really need all these filing cabinets?" she had demanded suddenly. Mr. Martin's heart had jumped. "Each of these files," he had said, keeping his voice even, "plays an indispensable part in the system of F & S." She had brayed at him, "Well, don't tear up the pea patch!" and gone to the door. From there she had bawled, "But you sure have got a lot of fine scrap in here!" Mr. Martin could no longer doubt that the finger was on his beloved department. Her pickaxe was on the up-swing, poised for the first blow. It had not come yet; he had received no blue memo from the enchanted Mr. Fitweiler bearing nonsensical instructions deriving from the obscene woman. But there was no doubt in Mr. Martin's mind that one would be forthcoming. He must act quickly. Already a precious week had gone by. Mr. Martin stood up in his living room, still holding his milk glass. "Gentlemen of the jury," he said to himself, "I demand the death penalty for this horrible person."

The next day Mr. Martin followed his routine, as usual. He polished his glasses more often and once sharpened an already sharp pen-

cil, but not even Miss Paired noticed. Only once did he catch sight of his victim; she swept past him in the hall with a patronizing "Hi!" At five-thirty he walked home, as usual, and had a glass of milk, as usual. He had never drunk anything stronger in his life – unless you could count ginger ale. The late Sam Schlosser, the S of F & S, had praised Mr. Martin at a staff meeting several years before for his temperate habits. "Our most efficient worker neither drinks nor smokes," he had said. "The results speak for themselves." Mr. Fitweiler had sat by, nodding approval.

Mr. Martin was still thinking about that red-letter day as he walked over to the Schrafft's on Fifth Avenue near Forty-Sixth Street. He got there, as he always did, at eight o'clock. He finished his dinner and the financial page of The Sun at a quarter to nine, as he always did. It was his custom after dinner to take a walk. This time he walked down Fifth Avenue at a casual pace. His gloved hands felt moist and warm, his forehead cold. He transferred the Camels from his overcoat to a jacket pocket. He wondered, as he did so, if they did not represent an unnecessary note of strain. Mrs. Barrows smoked only Luckies. It was his idea to puff a few puffs on a Camel (after the rubbing-out), stub it out in the ashtray holding her lipstick-stained Luckies, and thus drag a small red herring across the trail. Perhaps it was not a good idea. It would take time. He might even choke, too loudly.

Mr. Martin had never seen the house on West Twelfth Street where Mrs. Barrows lived, but he had a clear enough picture of it. Fortunately, she had bragged to everybody about her ducky first-floor apartment in the perfectly darling three-story red-brick. There would be no doorman or other attendants; just the tenants of the second and third floors. As he walked along, Mr. Martin realized that he would get there before nine-thirty. He had considered walking north on Fifth Avenue from Schrafft's to a point from which it would take him until ten o'clock to reach the house. At that hour people were less likely to be coming in or going out. But the procedure would have made an awkward loop in the straight thread of his casualness and he had abandoned it. It was impossible to figure when people would be entering or leaving the house, anyway. There was a great risk at any hour. If he ran into anybody, he would simply have to place the rubbing-out of Ulgine Barrows in the inactive file forever. The same thing would hold true if there were someone in her apartment. In that case he would just say that he had been passing by, recognized her charming house, and thought to drop in.

It was eighteen minutes after nine when Mr. Martin turned into Twelfth Street. A man passed him, and a man and a woman, talking.

There was no one within fifty paces when he came to the house, half-way down the block. He was up the steps and in the small vestibule in no time, pressing the bell under the card that said "Mrs. Ulgine Barrows." When the clicking in the lock started, he jumped forward against the door. He got inside fast, closing the door behind him. A bulb in a lantern hung from the hall ceiling on a chain seemed to give a monstrosously bright light. There was nobody on the stair, which went up ahead of him along the left wall. A door opened down the hall in the wall on the right. He went toward it swiftly, on tiptoe.

"Well, for God's sake, look who's here!" bawled Mrs. Barrows, and her braying laugh rang out like the report of a shotgun. He rushed past her like a football tackle, bumping her. "Hey, quit shoving!" she said, closing the door behind them. They were in her living room, which seemed to Mr. Martin to be lighted by a hundred lamps. "What's after you?" she said. "You're as jumpy as a goat." He found he was unable to speak. His heart was wheezing in his throat. "I – yes," he finally brought out. She was jabbering and laughing as she started to help him off with his coat. "No, no," he said. "I'll put it here." He took it off and put it on a chair near the door. "Your hat and gloves, too," she said. "You're in a lady's house." He put his hat on top of the coat. Mrs. Barrows seemed larger than he had thought. He kept his gloves on. "I was passing by," he said. "I recognized – is there anyone here?" She laughed louder than ever. "No," she said, "we're all alone. You're as white as a sheet, you funny man. Whatever has come over you? I'll mix you a toddy." She started toward a door across the room. "Scotch-and-soda be all right? But say, you don't drink, do you?" She turned and gave him her amused look. Mr. Martin pulled himself together. "Scotch-and-soda will be all right," he heard himself say. He could hear her laughing in the kitchen.

Mr. Martin looked quickly around the living room for the weapon. He had counted on finding one there. There were andirons and a poker and something in a corner that looked like an Indian club. None of them would do. It couldn't be that way. He began to pace around. He came to a desk. On it lay a metal paper knife with an ornate handle. Would it be sharp enough? He reached for it and knocked over a small brass jar. Stamps spilled out of it and it fell to the floor with a clatter. "Hey," Mrs. Barrows yelled from the kitchen, "are you tearing up the pea patch?" Mr. Martin gave a strange laugh. Picking up the knife, he tried its point against his left wrist. It was blunt. It wouldn't do.

When Mrs. Barrows reappeared, carrying two highballs, Mr. Martin, standing there with his gloves on, became acutely conscious of the fantasy he had wrought. Cigarettes in his pocket, a drink prepared for



him – it was all too grossly improbable. It was more than that; it was impossible. Somewhere in the back of his mind a vague idea stirred, sprouted. "For heaven's sake, take off those gloves," said Mrs. Barrows. "I always wear them in the house," said Mr. Martin. The idea began to bloom, strange and wonderful. She put the glasses on a coffee table in front of the sofa and sat on the sofa. "Come over here, you odd little man," she said. Mr. Martin went over and sat beside her. It was difficult getting a cigarette out of the pack of Camels, but he managed it. She held a match for him, laughing. "Well," she said, handing him his drink, "this is perfectly marvelous. You with a drink and a cigarette."

Mr. Martin puffed, not too awkwardly, and took a gulp of the highball. "I drink and smoke all the time," he said. He clinked his glass against hers. "Here's nuts to that old windbag, Fitweiler," he said, and gulped again. The stuff tasted awful, but he made no grimace. "Really, Mr. Martin," she said, her voice and posture changing, "you are insulting our employer." Mrs. Barrows was now all special adviser to the president. "I am preparing a bomb," said Mr. Martin, "which will blow the old goat higher than hell." He had only had a little of the drink, which was not strong. It couldn't be that. "Do you take dope or something?" Mrs. Barrows asked coldly. "Heroin," said Mr. Martin. "I'll be coked to the gills when I bump that old buzzard off." "Mr. Martin!" she shouted, getting to her feet. "That will be all of that. You must go at once." Mr. Martin took another swallow of his drink. He tapped his cigarette out in the ashtray and put the pack of Camels on the coffee table. Then he got up. She stood glaring at him. He walked over and put on his hat and coat. "Not a word about this," he said, and laid an index finger against his lips. All Mrs. Barrows could bring out was "Really!" Mr. Martin put his hand on the doorknob. "I'm sitting in the catbird seat," he said. He stuck his tongue out at her and left. Nobody saw him go.

Mr. Martin got to his apartment, walking, well before eleven. No one saw him go in. He had two glasses of milk after brushing his teeth, and he felt elated. It wasn't tipsiness, because he hadn't been tipsy. Anyway, the walk had worn off all effects of the whiskey. He got in bed and read a magazine for a while. He was asleep before midnight.

Mr. Martin got to the office at eight-thirty the next morning, as usual. At a quarter to nine, Ulgine Barrows, who had never before arrived at work before ten, swept into his office. "I'm reporting to Mr. Fitweiler now!" she shouted. "If he turns you over to the police, it's no more than you deserve!" Mr. Martin gave her a look of shocked surprise. "I beg your pardon?" he said. Mrs. Barrows snorted and bounced out of the room, leaving Miss Paired and Joey Hart staring after her.

"What's the matter with that old devil now?" asked Miss Paired. "I have no idea," said Mr. Martin, resuming his work. The other two looked at him and then at each other. Miss Paired got up and went out. She walked slowly past the closed door of Mr. Fitweiler's office. Mrs. Barrows was yelling inside, but she was not braying. Miss Paired could not hear what the woman was saying. She went back to her desk.

Forty-five minutes later, Mrs. Barrows left the president's office and went into her own, shutting the door. It wasn't until half an hour later that Mr. Fitweiler sent for Mr. Martin. The head of the filing department, neat, quiet, attentive, stood in front of the old man's desk. Mr. Fitweiler was pale and nervous. He took his glasses off and twiddled them. He made a small, bruffing sound in his throat. "Martin," he said, "you have been with us more than twenty years." "Twenty-two, sir," said Mr. Martin. "In that time," pursued the president, "your work and your – uh – manner have been exemplary." "I trust so, sir," said Mr. Martin. "I have understood, Martin," said Mr. Fitweiler, "that you have never taken a drink or smoked." "That is correct, sir," said Mr. Martin. "Ah, yes." Mr. Fitweiler polished his glasses. "You may describe what you did after leaving the office yesterday, Martin," he said. Mr. Martin allowed less than a second for his bewildered pause. "Certainly, sir," he said. "I walked home. Then I went to Schrafft's for dinner. Afterward I walked home again. I went to bed early, sir, and read a magazine for a while. I was asleep before eleven." "Ah, yes," said Mr. Fitweiler again. He was silent for a moment, searching for the proper words to say to the head of the filing department. "Mrs. Barrows," he said finally, "Mrs. Barrows has worked hard, Martin, very hard. It grieves me to report that she has suffered a severe breakdown. It has taken the form of a persecution complex accompanied by distressing hallucinations." "I am very sorry, sir," said Mr. Martin. "Mrs. Barrows is under the delusion," continued Mr. Fitweiler, "that you visited her last evening and behaved yourself in an – uh – unseemly manner." He raised his hand to silence Mr. Martin's little pained outcry. "It is the nature of these psychological diseases," Mr. Fitweiler said, "to fix upon the least likely and most innocent party as the – uh – source of persecution. These matters are not for the lay mind to grasp, Martin. I've just had my psychiatrist, Dr. Fitch, on the phone. He would not, of course, commit himself, but he made enough generalizations to substantiate my suspicions. I suggested to Mrs. Barrows, when she had completed her – uh – story to me this morning, that she visit Dr. Fitch, for I suspected a condition at once. She flew, I regret to say, into a rage, and demanded – uh – requested that I call you on the carpet. You may not know, Martin, but Mrs. Bar-

rows had planned a reorganization of your department – subject to my approval, of course, subject to my approval. This brought you, rather than anyone else, to her mind – but again that is a phenomenon for Dr. Fitch and not for us. So, Martin, I am afraid Mrs. Barrows' usefulness here is at an end." "I am dreadfully sorry, sir," said Mr. Martin.

It was at this point that the door to the office blew open with the suddenness of a gas-main explosion and Mrs. Barrows catapulted through it. "Is the little rat denying it?" she screamed. "He can't get away with that!" Mr. Martin got up and moved discreetly to a point beside Mr. Fitweiler's chair. "You drank and smoked at my apartment," she bawled at Mr. Martin, "and you know it! You called Mr. Fitweiler an old wind-bag and said you were going to blow him up when you got coked to the gills on your heroin!" She stopped yelling to catch her breath and a new glint came into her popping eyes. "If you weren't such a drab, ordinary little man," she said, "I'd think you'd planned it all. Sticking your tongue out, saying you were sitting in the catbird seat, because you thought no one would believe me when I told it! My God, it's really too perfect!" She brayed loudly and hysterically, and the fury was on her again. She glared at Mr. Fitweiler. "Can't you see how he has tricked us, you old fool? Can't you see his little game?" But Mr. Fitweiler had been surreptitiously pressing all the buttons under the top of his desk and employees of F & S began pouring into the room. "Stockton," said Mr. Fitweiler, "you and Fisheye will take Mrs. Barrows to her home. Mrs. Powell, you will go with them." Stockton, who had played a little football in high school, blocked Mrs. Barrows as she made for Mr. Martin. It took him and Fishbein together to force her out of the door into the hall, crowded with stenographers and office boys. She was still screaming imprecations at Mr. Martin, tangled and contradictory imprecations. The hubbub finally died out down in the corridor.

"I regret that this happened," said Mr. Fitweiler. "I shall ask you to dismiss it from your mind, Martin." "Yes, sir," said Mr. Martin, anticipating his chief's 'That will be all' by moving to the door. "I will dismiss it." He went out and shut the door, and his step was light and quick in the hall. When he entered his department he had slowed down to his customary gait, and he walked quietly across the room to the W20 file, wearing a look of studious concentration.

2. Answer comprehension questions on the text.

- 1) What kind of narrative is "The Catbird Seat"? 2) What is the subject-matter of the story? 3) Where does the action take place? 4) What can you say about the main character? 5) What is the main

character's approach to solving problems? 6) What problem solving techniques does the main character use? 7) What are the characters' intentions? 8) Where is the problem in the objective story? 9) Is the outcome of the story a success or failure?

3. Discuss the following questions with a partner or in groups.

1) Would you like to work for a company like F & S? Why or why not? 2) Do you think Mr. Martin is a good business leader? 3) Does he have more soft or hard skills? 4) Does Ulgin Barrows possess the soft skills required in dealing with people in the business sphere? 5) What will the future of the company be? How would it have been different if Ulgin Barrows hadn't been "rubbed out"? 6) Do you think male leaders in business are more preferable than female? 7) Are there jobs which are appropriate only for men and inappropriate for women to do? 8) Do you think there are traditionally female jobs?

4. Read the following texts and get ready for a round table discussion of gender roles in business. Take notes while reading if needed.

### **TRADITIONAL SEX ROLES ARE CHANGING**

All cultures promote different behaviors for boys and girls. Children generally learn these values between three and ten years of age, and they are reinforced throughout the life cycle by teachers, parents, authority figures, and the media. Traditional roles are harmful to both men and women. For instance, the expectation that men should be aggressive and unemotional stifles<sup>5</sup> their sensitivity and creativity. And the assumption<sup>6</sup> that women are emotional and weak hinders<sup>7</sup> them in reaching their full potential. Although men and women will always be different, their roles can and should be more equal.

The women's movement and more recently the men's movement are questioning the traditional roles of men and women, and encouraging people to view their roles and choices more broadly.

Over the past few decades, women have been entering nontraditional careers, making choices from a wider range of lifestyles, and participating in society at political and professional levels undreamed of fifty years ago.

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<sup>5</sup> to stop something from happening or developing

<sup>6</sup> something that you think is true although you have no proof

<sup>7</sup> to make it difficult for someone to do something or for something to develop

For the past fifteen years, the growing involvement of women in business has been having an increasingly significant impact on the U.S. economy. Revenues<sup>8</sup> from enterprises founded by women are estimated to be more than \$100 billion a year. These enterprises pay about \$37 billion in federal taxes and \$13 billion in state and local taxes. Women's participation in the work force is so extensive that only 7 percent of all households fit the traditional American stereotype of a working father and a stay-at-home mother with young children.

It has been twenty-five years since the National Organization for Women (NOW) was formed to fight sex discrimination and the changes in Americans' lifestyle and attitudes since then have been profound. Society's attitude toward females has changed so much that young women today have trouble identifying with the feminist causes their mothers embrace<sup>9</sup>. To them, the word feminist carries an anti-male connotation with which it is hard to identify. The women's movement is harder to recognize these days because it has gone mainstream – it is in the Girl Scouts, corporate board rooms, and even the Junior League (an organization traditionally reserved for nonworking wives of successful husbands).

Unfortunately, as women's horizons expand, many are abandoning<sup>10</sup> "traditional women's jobs" such as nursing because these jobs offer little status and low pay. Lack of status and pay has led to reticence<sup>11</sup> about being labeled "just a nurse" or "just a teacher". Some states and local communities have recognized this problem and have taken steps to add dignity to these essential professions by raising salary scales.

Even with the progress in reducing sexism, discrimination based on sex is still a universal problem. The Ford Foundation authorized a major study aimed at advancing women's roles and opportunities around the world. In a paper entitled "Women in the World", it states the following.

Sex discrimination is a universal problem. It exists in varying forms and degrees, but everywhere girls' and women's basic rights, opportunities, and development are circumscribed, and societies are deprived of skills. Sex discrimination is a costly constraint on productivity. It pervades all institutions with strong reinforcement from culture and custom.

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<sup>8</sup> money that a business or organization receives over a period of time, especially from selling goods or services

<sup>9</sup> to include something as part of a subject, discussion etc.

<sup>10</sup> to stop doing something because there are too many problems and it is impossible to continue

<sup>11</sup> unwillingness to talk about what you feel or what you know

Whenever and however it exists, it is unjust. Women's significance as workers and producers has been consistently denied and obscured.

Despite the persistence of the problem, some definite steps are being taken to redefine the role of women in working society.

## **MEN'S MOVEMENT**

Men are beginning to examine the traditional roles they have assumed. They are asking if the "strong, unemotional, in-control" image supported by society and projected in the media is realistic. Men are beginning to share responsibilities for child rearing and household duties, to desire equal relationships with both men and women, and to question whether success defined as the drive to the top is really the most important factor in life.

John Horn is an example of a man who has stepped outside the confines of the traditional male role. He received an M.B.A., has taught economics and marketing at the university level, and has worked as a consultant. When not managing the children's clothing store he owns or spending time with his wife and son, Horn plays the piano in a classical trio and occasionally accompanies a soprano<sup>12</sup> who sings operettas at benefits. He is less interested in a high-powered job, he says, than in living "the kind of life I want to lead". In his book "The Hazards of Being Male", Herb Goldberg points out that men who accept the rigid<sup>13</sup> "male" role are put in several no-win binds<sup>14</sup>. In the career-ladder bind the necessity to keep advancing in his career often means that a man gives up doing what attracted him into the job in the first place. An engineer promoted to management does little design work or research, but rather manages others who do it. If his management material yet stays at a lower level in order to keep doing what he likes, he risks being seen as somewhat "odd" or "peculiar". In the emotional bind, if he expresses his feelings more freely on the job, he may be viewed as "erratic"<sup>15</sup>.

If, on the other hand, he holds everything in, he is likely to suffer some type of stress-related illness such as ulcers. Either way he loses.

As more men come to understand some of the destructive aspects of the traditional male role, they begin to look for options. The man

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<sup>12</sup> a person with a type of voice that can produce very high notes

<sup>13</sup> very strict and difficult to change

<sup>14</sup> an annoying or difficult situation

<sup>15</sup> which seems to have no pattern or plan

who is tired of being in control, of not expressing his emotions freely, and of feeling he must constantly strive for achievement can now more readily change that image. He can learn to be assertive<sup>16</sup> instead of domineering, to show affection more openly, to ask for help from others, and to define the kind of life he wants to lead. Many men are asking themselves if their choices involving career and personal relationships reflect what they would like to do or what they are expected to do. They are learning the personal benefits of being emotionally involved with the raising of their children.

Most women respect and appreciate the rights of women to work outside their traditional setting. Men may not have comparable understanding or support from their male colleagues, who may be threatened by change. When Ken Mason, president of The Quaker Oats Co., resigned from his position to pursue<sup>17</sup> private research on the social responsibility of business, many of his friends and colleagues criticized his decision as "abandoning the real world".

Changes in traditional sex roles at work and home are certainly occurring. One magazine editor observed, "What is happening to all women, men, and children in this country is unprecedented, revolutionary. Old stereotypes are being shattered<sup>18</sup>". Although the rate of change is accelerating, however, sexism continues to be a major issue in most organizations. An editorial summed it up this way: "Progress in achieving sex equality has been slower than proponents<sup>19</sup> had hoped, and discriminatory practices and wage differentials still exist".

## THE ATTITUDES OF OTHERS

As women acknowledge and understand how their own conditioned attitudes are holding them back, they can take these necessary steps to change their attitudes. It may not be that simple when it comes to changing the attitudes of the men they will be working with. There are some myths that many men, and some women, still hang on to as they struggle to accept working with women.

Many people still believe women work to earn extra pocket money. There are too many working women who are single, widowed, di-

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<sup>16</sup> behaving in a confident way so that people notice you

<sup>17</sup> to continue doing an activity or trying to achieve something over a long period of time

<sup>18</sup> very shocked and upset

<sup>19</sup> someone who supports something or persuades people to do something

forced, or separated and must work to provide for themselves and their families for this myth to last much longer. In addition, women who are married contribute, on average, from one-fourth to one-half of the family income. Many women earn more than their husbands.

Another myth is that women deserve to earn less than men because they don't stay in the job market as long. In the past twenty years, there has been a marked shift in women's work patterns. Previously, most women worked for only a few years, then dropped out after marrying, and reentered the market after divorce, at widowhood, or when the children had grown. Today, the average working woman is in the labor force for twenty-eight years, compared with thirty-eight for men. Fifty-nine percent of mothers with school-age children work.

Many people believe women do not have the education necessary to get ahead. In fact, a growing number of women have been earning degrees in previously all-male fields.

Some men still believe that the unemployment rate has worsened because of the influx of women into the labor force. For this to be true, the large number of women who are now in the labor force would have to have taken jobs traditionally held by men. In fact, the vast majority of women take clerical jobs, which men for the most part do not perform. In reality, current unemployment rates among men are caused by reductions in blue-collar jobs, especially in manufacturing and construction. If all the women now holding jobs were to leave the work force to make room for all the unemployed men, many jobs would still remain vacant.

Another common misperception is that women are more vulnerable to drastic swings of mood than men and are physically less able to endure the daily pressure of top management positions. As a result, many people believe women should not be hired or promoted to positions in which they can affect the growth and profitability of the company. Research does not support these beliefs, however. In our culture, women are encouraged to express their emotions of fear, anxiety, disappointment, grief, or pain, whereas such emotional expressions are considered a sign of weakness in men. In reality, men and women may express their emotions differently, but they are equally emotional.

When women are promoted into a new department, chair a new committee, or change jobs, they sometimes feel as if they have been plunged into the "dark ages" because of the prejudice they face. The weariness women feel as a result of constantly encountering negative stereotypes is called "feminist fatigue" by popular author Ellen Goodman.



### *Speaking*

1. Role-play a round table discussion about gender roles in business. The following questions may help you formulate your arguments.

1) Do you agree or disagree that women work just to earn extra pocket money? 2) What is "feminist fatigue"? 3) Do you agree that traditional roles are harmful to both men and women? 4) What are the results of the expansion of women's opportunities to participate in different spheres of life? Is it a favorable or an adverse trend? 5) Do men and women enjoy the same chances at work? 6) Can a person combine success in business with happy family life? 7) How do you understand the phrase "equal rights for men and women"?

2. Work with your partner and do the communicative tasks in the following situations. Take turns in playing roles.

### *Situation 1*

*Student A:* You are a young ambitious woman and you have firmly decided to make a career in business. You can't imagine being a stay-at-home mother and a housewife. Talk to your mother who doesn't share your point of view and speak in favour of your choice.

*Student B:* You are a woman of about fifty. You have been happily married for 30 years, being a housewife all this time and having brought up three children. Your elder daughter has chosen a different life pattern for herself. You want to talk her out of becoming a businesswoman.

### *Situation 2*

*Student A:* You are a successful businessman of about forty-five working as a manager for a big international company with sites in the world's major cities. You don't have enough time to devote to your family and hobbies. You have recently started to feel that something is going wrong in your life. Climbing to the top doesn't seem the most important thing in life any more. Moreover, you have been diagnosed to have an ulcer. Talk to your psychologist.

*Student B:* You are a psychologist. Your patient is a successful businessman suffering from depression, who is likely to have a nervous breakdown soon. Talk to him to find out the causes of his being stressed out and give some advice.

### *Situation 3*

*Student A:* You are a young woman working as a manager for a big company. Five years ago you got married and had a baby. When you

decided to get back to work, you found it extremely difficult to combine family responsibilities and a full-time job. Fortunately you coped with all the difficulties and didn't fall prey to the "super woman syndrome". Talk to your friend who has the same problem.

*Student B:* You had a baby five months ago and have recently made up your mind to re-enter the job world. Now you are torn between your family and work. You are stressed out as you seem unable to put in a full day's work and take care of the family. Yesterday you had a terrible row with your husband who insists on your quitting the job and looking after the family. Ask your friend for advice.

#### *Situation 4*

*Student A:* You are a middle-aged woman working as a CEO of a large company. You started to climb the career ladder fifteen years ago when you were just a clerk. There was no outside support, you did everything by yourself. A new manager has been taken on recently. She is young, energetic and ambitious. She is doing her best to reach a successful position in the company. You feel that you are tempted to take some steps to prevent her from reaching her aim. Discuss the situation with your friend.

*Student B:* You are a businesswoman and work in the fashion business. You have your private company and your team consists mostly of women. You are very united and supportive in your mutual progression to the top. You encourage and assist all the newcomers when they start their careers as you are strongly convinced that your business will benefit from it. Your friend can't understand how you can do this. Share your ideas with her.

3. According to official statistics, in 1996 most leaders in the United States of America were provided by business (41,7 %). Other fields under consideration included government (34,5 %), sports (12,5 %) and entertainment (11,3 %). Do you think any special qualities are necessary to run a business? What does a success in business depend on? Can women be successful business leaders? Is business appropriate for them at all? Discuss in groups.

#### *Writing*

1. Write a description of the soft skills required for your future job. Alternatively, write about a business leader whom you admire.

2. Write a short comment on one of the following Thurber's aphorisms. "It is better to know some of the questions than all of the answers."

"Let us not look back to the past with anger, nor towards the future with fear, but look around with awareness."

"You can fool too many of the people too much of the time."

"The dog has seldom been successful in pulling man up to its level of sagacity, but man has frequently dragged the dog down to his."

3. Translate the following extract into English.

Нельзя заставить человека быть хорошим продавцом, менеджером или руководителем с 9.00 до 18.00, поскольку любой человек является цельной личностью, гармоничным организмом, независимо от того, в офисе он или дома, работает он или нет. Именно поэтому личностный рост не менее важен, чем рост профессиональный и, более того, нередко одно является неотъемлемой составляющей другого. Мы уверены, что главный залог успешного человека на работе и в жизни – развитие и профессиональных качеств, и своего личного потенциала. Здесь важную роль играют не только навыки механические, но и способности человека к творчеству, личной ответственности, индивидуальной заинтересованности в процессе. Только тот, кто развивается как единый организм, может быть по-настоящему успешен.

## UNIT 2

### BUSINESS ORGANIZATIONS

#### *Activating background knowledge*

1. Business organizations belong to either the private or the public sector. The private sector consists of companies belonging to **private** individuals, and the **public** sector of companies is owned by the government of the country. Discuss with a partner:

1) In which of the two sectors would you like to work? Why? 2) Do people working in the private sector have better or worse working conditions compared to the public sector? 3) Do you think there are industries which should never be privatized? 4) Which of the following have been privatized in your country: bus transportation, rail transportation, electricity supply, postal services, water supply, telephone services? 5) What are the advantages and disadvantages of privatization in these industries? 6) Would you like to run a small firm in future?

#### *Activating language*

1. Read the passage about business and businesses and then correct the mistakes in the sentences that follow.

**Business** is the activity of producing, buying and selling goods and services. A **business, company, firm** or more formally, a **concern**, sells goods or services. Large companies considered together are referred to as **big business**.

A company may be called an **enterprise**, especially to emphasize its risk-taking nature.

Businesses vary in size, from the **self-employed** person working alone, through the **small** or **medium enterprise (SME)** to the large **multinational** with activities in several countries.

A large company, especially in the US, is a **corporation**. The adjective, **corporate**, is often used in these combinations: **corporate culture, corporate headquarters, corporate image, corporate ladder, corporate logo, corporate profits**.

1) Before we employ people, we like to put them in job situations to see how they do the work and fit into the corporate ladder. 2) The company has built a grand corporate logo as a permanent symbol of its power. 3) Our stylish new corporate culture shows our wish to be seen as a more international airline. 4) The economy is growing and corporate headquarters are rising. 5) The rules were introduced to protect women working in factories, but today they make it harder for women to climb the corporate image. 6) Companies hit by computer crime are not talking about it because they fear the publicity will harm their corporate profits.

2. Match the sentences in A to the words in B. There is one extra word in B.

A

- 1) It carries passengers and goods, it's not military.
- 2) It's going to be used for offices and factories, not houses.
- 3) It receives no money from the state to make its programmes.
- 4) He does advertisements: you can't find his work in art galleries.
- 5) It was an artistic success, but unfortunately it lost a lot of money.
- 6) It is business activity owned by individuals, rather than the state.
- 7) It is part of a country where business is encouraged because there are fewer laws, lower taxes, etc.
- 8) It is an atmosphere which encourages people to make money through their own activities and not rely on the state.
- 9) It is an economy where there is an enterprise culture.

B

- a. commercial artist
- b. commercial
- c. commercial airline
- d. commercial land
- e. commercial television
- f. commercial disaster
- g. enterprise culture
- h. enterprise economy
- i. enterprise zone
- j. free private enterprise

3. Fill in the gaps in the passage below with the words from the box.

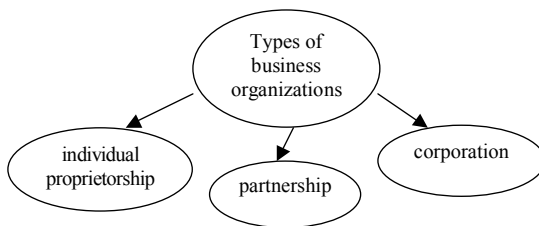
industries, many, government-owned, as, way, such,  
investors, nationalized, use, in

In 1970s Britain, there were state-owned or... (1) companies in many different industries such... (2) car manufacturing and air travel. Some... (3) had been nationalized and were entirely state-owned, ... (4) as coal, electricity and telephone services... (5) the 1980s, the government believed that... (6) companies were bureaucratic and inefficient, and... (7) of them were privatized and sold to... (8).

Enterprise is used in a positive... (9) to talk about business, emphasizing the... (10) of money to take risks.

### *Listening*

1. Listen to an economic report about different types of business organizations and take notes about each type under the following headlines.



2. Do a second listening to add more details to the notes.

### *Reading*

1. Read the texts about business organizations in private and public sectors and add more information to the "spider-graph" about types of business organizations.

## **THE PRIVATE SECTOR**

There are various types of business organizations which operate in the private sector. Firstly, *sole traders* should be mentioned.

A business run by a sole trader has just one owner, who is entirely responsible for all the company's business affairs. This type of organization has certain advantages and disadvantages. On the one hand, a

sole trader doesn't have to consult anyone else when making decisions. Also, the profits do not have to be shared with anyone else. But on the other hand, a sole trader has to bear 100 % of the risks incurred by his company. For this reason, he may have more difficulties raising capital. A sole trader has unlimited liability for his company which means that if he goes bankrupt he may lose both his company and his personal property.

Another kind of business organization in the private sector is a *partnership*. A business run by a partnership has two or more owners. When entering into a partnership, an agreement is drawn up defining the rights, responsibilities and liabilities of each partner, such as how the profits are to be distributed and what part each partner is to play in managing the company. The partners may be *active*, meaning that they are actively involved in the company's business; or *sleeping*, which means they invest money in the company and receive a share of the profits, but do not concern themselves with the company's business affairs.

There are two types of partnerships: a *general* or *ordinary partnership*, where all partners have unlimited liability and a *limited* or *special partnership*, consisting of *at least one general partner* with unlimited liability and *at least one limited partner* whose liability is limited to the capital he has invested. The limited partners do not run the risk of losing their personal property if the company goes bankrupt, but neither do they have any say in how the business is run.

The third commonly accepted type of business organization in the private sector is a *joint-stock company*. From a legal point of view, a joint-stock company counts as a separate person, which means that its *shareholders* (owners) and *directors* (the people chosen by the shareholders to run the company) only have limited liability. The shareholders each receive one *dividend* (part of the profit) per share.

There are two types of joint-stock companies. The first one is known as a *public limited company (plc)*. The capital for this type of company is raised from members of the public. For this reason, a plc can be listed on the *stock exchange*, although it doesn't have to be. Before it can start doing business, a plc needs to have a minimum amount of *share capital* (in England for example, it needs to issue at least £50,000 worth of shares).

Another type of joint-stock company is a *private limited company (Ltd)*. There are many more private limited companies than public limited companies. The shares of a private limited company are held by specially chosen persons or companies, which means it can't be listed on the stock exchange. However, unlike public limited companies, pri-

vate limited companies don't need a minimum amount of share capital – it's theoretically possible for a private limited company to have just one share held by one person.

## **THE PUBLIC SECTOR**

As we know, firms in the public sector are owned by the government, one example being the post office. However, in certain countries, notably in Britain, there is a trend towards privatization or selling certain government-owned organizations such as the railway and telephone companies back to the private sector. This has both positive and negative aspects. For instance, as firms active in these privatized industries may find themselves in competition with other firms, it is in their interest to make the services provided more efficient, which benefits the customer. The money raised can be used to reduce taxes. The other side of the coin is that as firms in the private sector are mainly interested in making a profit, privatization may make certain services more expensive for the customer. And which is still more, necessary service may not be provided because it is not profitable.

Companies in the public sector have certain similarities to public limited companies. However, there are a few important differences. While public limited companies are owned by the public, public sector companies are owned by the government. The chairman of a plc is chosen by the shareholders, whereas the chairman of a public sector company is chosen by the government. A plc obtains capital by selling shares, a public sector company by selling stocks. The profits earned by a plc go to the shareholders; the profits earned by a public sector company go back to the government. Where the main objective of a plc is to make the largest possible profit, public sector companies are created primarily to provide the public with essential services.

## **THE SMALL BUSINESS**

Today small businesses are the heart of the market economy. There are a great number and variety of small businesses. People become owners and operators of small business firms in one of three ways: start a new firm, buy a franchise, buy or inherit an existing firm.

Small firms have been established to do just about any kind of business imaginable – to manufacture and distribute goods, to sell them

at retail, and, of course, to provide all kinds of needed services. Some serve only the local community, while others function in national and international markets.

The vast majority of small firms concentrate on selling material products, although an increasing number of firms provide a service. Although an increasing number operate in local markets, services, too, are exported. In recent years there has been a great increase in the export of services, such as management consulting, medical, and technological services.

The existence of a strong, healthy small business community has always been recognized as the best way to preserve competition, prevent monopolistic control of any industries, and thus assure the population of the benefits of competition through better prices and quality products. Incentives have been provided to assist small firms. The government of the US created the Small Business Administration (SBA) in 1954 to provide financial, management, and procurement assistance for small firms. There are some facts that illustrate the importance of small business. According to the SBA, 99 % of all businesses in the US can be classified as small. 43 % of the gross national product is contributed by small business. While large business has been cutting back employment, small business has been creating new jobs. Many of new products and services in the US are created by small businesses.

There are numerous definitions of the term "small business". A small business is one which is independently owned and operated and not dominant in its field of operation. A small business is one which possesses at least two of the following four characteristics. The management of the firm is independent. Usually the managers are also the owners. Capital is supplied and the ownership is held by an individual or a small group. The area of operation is mainly local, with the workers and owners living in one home community. However, the markets need not be local. The relative size of the firm within its industry must be small when compared with the biggest units in its field. Of the characteristics cited, most scholars believe that the relative size is the most important.

## **RUNNING A SMALL FIRM**

Small firms actually have advantages over large firms in many cases. One advantage of small firms is that they often grow into large firms. Many of today's small firms will become giants in tomorrow's business world.



Some of the situations in which small firms have distinct advantages are the following.

When new products or ideas are being tried, small firms have much flexibility. Decisions can be made and implemented quickly.

When the personal attention of the owner is essential to daily operations, the owner's presence is important to the growth of the business, the business will be more successful if it is small enough for one person to supervise.

Where personal services, either professional or skilled, are dominant, for example in cases of beauty parlors, real estate offices, interior-decorating firms, TV repair shops, medical and dental services, which are usually rendered by small firms, any possible advantages of large-size firms are usually offset by greatly enlarged overheads, less efficiency on the job, and the loss of the personal touch of the smaller firm.

In some types of firms, where it is just not economical to attempt a scale of operations that exceeds the local market demand, the making of bricks or concrete blocks for the construction industry for example, it is preferable for the product or service market to be mainly local as transportation costs are prohibitive for moving such products.

Some types of products just do not invite large firm development, especially in most cases when the industry is characterized by wide variations in demand or in styles. Examples of these include ladies dress line, ornamental candles, and custom-made chandeliers and lamp shades. The small, flexible firm usually can adjust to the necessary variations of specialized products more easily.

When close rapport with personnel is essential, small firm owners usually have the advantage of being close to employees. They know problems from daily conversations and can adjust employment to a person's abilities better because of this close association. As a result, they are usually able to maintain better morale and efficiency in the firm, which is important in any business.

There are also disadvantages of running a small firm. Small firms are often said to labor under such disadvantages as the inability to secure competent employees, the inability to cope with monopolistic practices, the inability to finance expansion when it has been proved to be practicable, tax burdens, limited vendor goodwill, discriminatory practices by large shopping-center developers, lack of time for the small proprietor to handle multiple assignment, lack of research facilities, and the problems of making a new firm or product known in its market.

Many of the disadvantages of small firms could be overcome with positive planning. An ill-conceived business, whether large or small,

has little chance of success if its operation has not been properly planned, good research in the planning stage can reveal opportunities for success. It can also indicate when a business that is contemplated should not be undertaken.

The rewards for successful small firm ownership can be significant. The personal satisfaction will vary with the individual owner. Good profits, satisfying employment, being one's own boss, community status, family pride and tradition, and having an outlet for one's creativity are some of them.

But these rewards are never automatic or guaranteed. Success makes many demands upon the operator of the firm. The requirements for successful ownership of small business firms can be summarized as follows: personal characteristics, good customer relations and knowledge of consumerism, good community relations, business ethics and social responsibility, compliance with government regulations. But sound business knowledge and willingness to work hard stand at the head of any list. Knowing the causes of failure can protect the owner against them. The individual firm has benefited from having these and other advantages. In addition to the types of firms cited, small firms in such fields as construction, wholesaling, retailing and the service industries have faced up well to their larger firm competition. Insurance and small finance firms have also been very successful. The profitable firms have not relied on the inherent advantages of small firms as such, but have combined these advantages with alert and competent management to achieve their success.

### *Speaking*

1. Discuss as a group what kind of business organization (a sole trader, a partnership, a public or private limited company or a public sector company) might each of these be:

*a small corner shop, a firm of solicitors, a radio broadcasting company, a large commercial bank, a publishing house.*

2. Discuss the following questions with your partner.

1) If you were to start a small business such as a shop, would you prefer to do business as a sole trader, or would you go into partnership? Why? 2) What do you think are the advantages and disadvantages of each of the two types of joint-stock companies? 3) Give some examples of public sector organizations in your country. What effect do you think privatization would have on these organizations and on the services they provide? 4) Do you think that small firms can keep competent

employees? How? 5) Which two rewards of success would you give priority to if you had your own small business? 7) Where do employees have better working conditions – in the public sector or in the private sector? Do you think the state of things differ from country to country? 8) Do you think charities (non-profit companies) are important? Why?

### *Writing*

1. Write an essay about advantages and disadvantages of small firms. Explain how the disadvantages can be overcome. Alternatively, do the following activity.

2. Write a short summary of the texts you have read in this unit.

## UNIT 3 THE OFFICE

### *Activating background knowledge*

1. The way people work has changed a lot over the past few years. It is still changing and is going to keep on changing. Technological development has allowed more and more people to work from their own homes. Experts predict that over the next few years there will be a huge increase in the number of people who work at home. Using a modem on a telephone line connected to their computer, everyone can be hooked up to the company computer. They could be working in the room next door. In this way they don't waste so much time, because they avoid the long daily commute from home to the office. And as well as that, it means less pollution in the atmosphere caused by car exhaust fumes. So, high technology often leads the way for a higher quality of life for both man and the environment.

Over to you, would you like to work in an office or would you prefer to work from home in future? Discuss with a partner, giving your reasons.

2. Whatever wonders technology works, the office is nevertheless considered the hub of the communications network of the business. When you hear the word "office", what associations does it bring about? Complete the chart and then compare with the one of your partner's.

| O F F I C E      |                      |             |                         |
|------------------|----------------------|-------------|-------------------------|
| Office equipment | Office documentation | Office work | Functions of the office |
|                  |                      |             |                         |

### *Activating language*

1. Make sure you know the meaning of the word "technology".

**Technology** *noun* – 1 [*countable, uncountable*] knowledge about scientific or industrial methods or the use of these methods; 2 [*uncountable*] machinery and equipment used or developed as a result of this knowledge.

2. Add an appropriate preposition to each of the following sentences where indicated.

1) No matter whether the filing system is technologically advanced or based \_\_\_\_ (1) traditional methods, records will normally be sorted and stored \_\_\_\_ (2) alphabetical order. 2) Material is often microfilmed or fed \_\_\_\_ (3) the memory of a computer for future reference. 3) \_\_\_\_ (4) the data to be stored will be incoming letters, copies of outgoing letters and a variety of internal memoranda. 4) Stocks need to be available \_\_\_\_ (5) the right quantities, \_\_\_\_ (6) the right form and place \_\_\_\_ (7) the right time. 5) It does not matter who \_\_\_\_ (8) the juniors collect the mail \_\_\_\_ (9) the mornings. 6) It does not matter who takes the mail \_\_\_\_ (10) the post office \_\_\_\_ (11) end of the day.

3. Add an appropriate verb to each of the following sentences where indicated.

1) In designing a filing system it is necessary to \_\_\_\_ (1) the costs of keeping the records to the benefits to be gained. 2) A filing system should allow the user to \_\_\_\_ (2) information with certainty and without unacceptable delay. 3) When deciding how to file the less obvious items it is useful to \_\_\_\_ (3) to the telephone directory to see how they have \_\_\_\_ (4) with the problem. 4) Letters need to be \_\_\_\_ (5) for errors before they \_\_\_\_ (6) the office. 5) The purpose of a form such as an invoice is to \_\_\_\_ (7) information in a simple, concise and uniform manner. 6) Forms need to be \_\_\_\_ (8) from time to time to \_\_\_\_ (9) whether modifications are required.

4. Match the words with the dictionary definitions which follow.

|                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| reminder, catalogue, signatory, complaint, tidiness, retrieval, colleague, emphasis, feedback, document, archives, summary, agenda, receptionist, diary, acknowledgement, minutes, stereotype, docket, recipient, supervisor, impolite, query, excess, telecommunication |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1) Stress laid on words, facts or ideas, to indicate the relative importance attached to them. 2) Formal written evidence of a transac-

tion, such as the title deeds to a property. 3) A form of receipt. 4) A person employed by an organization to receive clients, find out what they want, and generally cater for them until they are taken over by someone else. 5) A response to a communication which indicates how effective it has been. 6) A habit of arranging work in a neat manner. 7) A person who receives goods, information or service. 8) Lacking in common courtesy. 9) An expression of doubt or disagreement; a question. 10) The place in which a business stores those records which no longer need to be immediately accessible. 11) The recovery of stored data. 12) A list of goods usually in alphabetical order or under headings, for easy reference. 13) Someone with whom you enjoy a professional relationship in your workplace. 14) Information transmitted over long distances by cable, telegraph, telephone or radio. 15) The expression of a grievance. 16) The person who has added his or her name to a letter or document. 17) A replica, reproduction or facsimile. 18) A brief account which dispenses with details. 19) Items of business to be conducted at a meeting. 20) The essence of the discussion at a meeting, formally recorded. 21) A book used by executives for planning future activities. 22) A voucher recording payment for work done, customs duties paid etc. 23) A person in charge of a group of workers. 24) Beyond the stated limits. 25) Something to prod the memory.

### *Focus on reading*

1. Answer these questions in your own words. You may use the chart on page 35 you have completed.

1) How would you describe the function of the office? 2) To what extent do you think office work is boring? 3) Why do you think the receptionist has a responsible job? 4) What do you understand by the term a "paperless office"? 5) What sorts of equipment would you expect to find on the desk of an executive in a modern office? 6) Why do office workers need to know a lot about business operations? 7) What would be the effect if office workers were inefficient or poorly motivated? 8) What is "video-conferencing"? 9) What social implications do you see resulting from the impending changes?

### *Reading*

1. Read the following text to see whether your points of view on the above questions coincide with the author's.

## THE HUB OF BUSINESS

One way of describing the function of the office is the administrative back-up<sup>20</sup> for the organization. Everyone involved in a business operation has to refer to the office from time to time. Even in the first few minutes of the day the office comes alive. The salesperson telephones from a customer's shop to find out some details about prices, or discounts, or delivery dates. A customer telephones to find what has happened to the order he sent in last week. The short-listed applicants for the new Quality Control Manager's job turn up for their interviews with the Personnel Manager. The Company Secretary arrives earlier than usual to ask whether the Agenda for the Board of Directors' Meeting later in the day has been typed yet. And the office junior brings in the morning mail which he has opened and sorted, and which now needs to be distributed to the various managers. There is a great variety of tasks undertaken in the office and the staff engaged in these operations need to know a great deal about the business. For example, when customers visit the office, or telephone, they naturally expect the staff who deal with them to be knowledgeable. They expect their enquiries to be dealt with courteously<sup>21</sup>, promptly and competently. Receptionists may occupy a comparatively lowly position in the organizational hierarchy, but they create the vital first impression which often determines whether we get the order or not.

The importance of the office is obvious. It is the hub<sup>22</sup> of the communications network for the whole organization. Technology affects the whole of business, not least the office, and the concept of a completely paperless office is beginning to emerge. Already on many executives' desks there are keyboards or other devices to communicate with the computers which control all the electronic devices in the office. Electronic files are replacing conventional filing cabinets, and intelligent facsimile and copying machines are appearing together with a variety of printers able to print anything from letter-quality characters to four-color diagrams. Telephone systems are now incorporating a host of facilities from an answering service to video-conferencing.

Video-conferencing involves executives separated by hundreds and perhaps thousands of miles discussing problems face-to-face on television screens. This in turn conjures up the notion of clerical workers

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<sup>20</sup> people or equipment that can be used when extra help is needed

<sup>21</sup> politely, especially in a formal way

<sup>22</sup> the most important place where a particular activity takes place

performing many of their daily tasks away from the office. Therefore, the offices of the future are not only going to be paperless, they are also going to occupy less space, require fewer staff and allow much shorter working weeks.

These changes will affect a large number of people. The introduction of robotic production in factories and new technology in offices will change the way men and women work, and the roles they expect to fulfill. There have already been great changes in the traditional patterns of employment due to new technology, and this seems likely to continue, which has implications for both sexes.

Whatever happens as a result of the new technologies, the role of the office will be changed rather than diminished. Most office workers of the future will find themselves seated at multi-function work-stations able to exercise control over routine purchases, sales, market research, production runs and accounting procedures. In other words, we can expect the office to become even more emphatically the hub of the business.

2. How much do you agree with the author?

3. Tick the column according to whether you think the statement is false or true.

### *A large open plan office...*

- gives more natural lighting than an equivalent area of enclosed rooms.

- gives more privacy than enclosed rooms.

- allows managers and supervisors to keep an eye on their staff.

- makes it more difficult for staff to get to know each other.

- could create problems when staff are being interviewed.

- is preferable to enclosed rooms when important clients are being entertained.

- allows artistic and pleasant environments to be introduced.

- is more difficult to clean than closed rooms.

### *Office equipment*

- When you use a paper-clip to hold papers together they cannot work loose.

- Important papers should be placed in the wastepaper basket.

- When you arrive at the office in the morning you can expect to find incoming mail in your in-tray.

- If a file is missing from the filing cabinet it is probably being looked at by someone else.
- In many offices if you want to transfer an incoming phone call to another department you have to get back to the switchboard operator.
- Having a fax machine in the office means you can convey a message to any company in the world at any time of the day or night.
- Armed with staples and a stapler a mail clerk can fasten loose papers together so they do not become parted.
- Photocopiers offering color facilities are essential equipment in every office.

### *Documentation*

- When goods are sold on credit it is usual for the seller to send the purchaser an invoice giving details of the transaction.
- An invoice will give details of any trade and cash discount given.
- Suppliers are usually provided with a monthly statement showing details of any amounts due from them.
- A delivery note usually accompanies the goods when they are sent to the purchaser.
- Paperwork is often in duplicate or triplicate to avoid unnecessary repetition of form-filling.

4. Read the following texts and think of a title to each of them.

**A.** Technology has entered office life in a big way, helping out the employees in their work. From offices equipped just with telephones, typewriters, and calculators, we have progressed to places decked out in computers, printers, photocopiers, faxes, modems...

**B.** These days offices are a lot smaller than some years ago, because in the big cities property prices are going up all the time.

But even if there isn't much space for people in the offices, work is organized in a much more rational way...

**C.** Nowadays, employees work with computers, which are like enormous archives that can contain hundreds of documents. Do you know how much space these documents would take up, if they were printed on paper? They would occupy whole rooms! This means that space is saved, and less paper is used. And the trees are certainly grateful.

In many offices computers are linked in a network. This way, employees can exchange information and messages without moving from their desks. By linking up to remote databases they can also do research using archives which can be up to thousands and thousands of kilometers away.



5. Here are the original titles: A COMPUTER ON EVERY DESK (1), TECHNOLOGY IN THE OFFICE (2), SMALLER BUT BETTER ORGANIZED (3). Can you match the titles to the text? How much do they compare with your variants?

*Culture note*

1. Do you remember who invented the telephone and when? Read the text below and fill in the gaps with the words from the box.

|                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| School, with, a, Boston, of, came, pair, curiosity, as,<br>handle, work, Street, helping, telegraph,<br>in, public, telephone, and |
|------------------------------------------------------------------------------------------------------------------------------------|

Scottish-born Alexander Graham Bell came to... (1) in 1871 to teach at the Boston... (2) for Deaf Mutes and take advantage... (3) the city's educational resources. Bell brought... (4) him not only his passion for... (5) those deaf and speech-impaired, but his... (6), persistence, and daring as an inventor... (7) well. By 1875, he began to... (8) on his new and improved "harmonic"... (9), a device he hoped would be able to... (10) the ever-growing level of business communications... (11) Boston. Out of Bell's harmonic telegraph work... (12) an even more amazing invention – the... (13). Bell introduced his telephone to the... (14) in 1876 at the Centennial Exhibition in Philadelphia... (15) by 1877, the first... (16) of commercial telephones were leased to... (17) Boston banker to connect his office in State... (18) with his home in Somerville, Massachusetts.

2. If you are not sure whether you have done it correctly, check against the key provided.

*1 – Boston, 2 – School, 3 – of, 4 – with, 5 – helping, 6 – curiosity, 7 – as, 8 – work, 9 – telegraph, 10 – handle, 11 – in, 12 – came, 13 – telephone, 14 – public, 15 – and, 16 – pair, 17 – a, 18 – Street*

3. Do you think telephone communication is on the increase now? What type(s) of phones are given priority to in contemporary business communication?

4. Read the following text about Carphone Warehouse, the giant of the mobile phone retailers in Britain, to see whether you are right.

## WHO'S CONNECTED?

In search of a mobile phone? You won't be alone. Last Christmas over four million people in the UK found them under the tree. Over 154 million people across Europe now use a mobile.

When you enter the maze of tangled information that makes up this market, what's the first name that springs to mind? It is probably Carphone Warehouse.

Charles Dunstone set up Carphone Warehouse from a small office only in 1989. He originally worked for another company that sold phones to big organizations, but quickly spotted a gap in the market.

He realized that smaller operations, like builders and plumbers, could make good use of the product. People in these professions are generally out at work when the customer rings. But from a customer point of view, if you have a burst pipe or an overflowing system, it needs an instant solution – not a reply at 6.30 pm when the plumber gets home. For the plumber, a mobile phone would mean instant contact with potential customers. This niche grew into a segment of the market, as more and more people realized the benefits of having constant communication opportunities. High street sales have since become a market in their own right.

How could this market be persuaded to buy a phone? In the early days, the combination of phones, networks and tariffs could deter people from even attempting a purchase. So Dunstone went for clarity. This was the beginning of his mission to meet the needs of the company's stakeholders. He must have developed a successful formula... The business has grown tremendously. Thus, the number of stores increased from 1 in 1991 to 880 in 2000. Carphone Warehouse sales reached the limit of 800£ m in the year 2000.

(From: Business Review. November 2000)

5. The majority of business communication is done over the telephone. In fact, in international trade it is possible to have business relationships for years without ever seeing the people with whom you are dealing. It is through the telephone that you project an impression of yourself and the company you represent. For the business to be a success in this respect it is important for an employee to have certain skills to communicate well over the telephone. Not having such skills may result in one's sounding rude or arrogant, unsophisticated or not service-minded.

There is also a cultural element that should be taken into consideration when talking to an English speaking partner over the telephone.

For effective communication one should be aware of a *standard form* that English telephone conversations often have. And secondly, one should be aware of two extremely important *cultural values* that must be expressed: *politeness* and *service-mindedness*.

### *Listening*

1. You are going to hear a business telephone conversation. While listening take notes under the following headlines:

- the caller's name;
- the calling partner's name;
- the first subject-matter of the calling;
- the second subject-matter of the calling.

2. Compare your answers with those of your partner's. Same or different?

3. Take a second listening and note the phrases which the people use in the conversation to convey the following. Alternatively, work with the tape-script.

|                         |  |
|-------------------------|--|
| Greetings               |  |
| Identification          |  |
| Offer of help           |  |
| Exchange of information |  |
| Confirmation of message |  |
| Confirmation of action  |  |
| Closing                 |  |

4. It usually takes so little to make a good impression. It makes all the difference in the words you choose. The three golden rules of successful telephone communication in English are:

- *Be polite.*
- *Be service-minded.*
- *Be informative.*

Do the communicants in the conversation you have heard stick to these rules? How can you prove your point of view? Are there any special phrases they choose to sound polite, service-minded and informative?

5. Imagine you are calling a company and want to speak to someone who works there. Which phrases might you use or might you hear?

6. In which order may the following phrases appear in a telephone conversation?

1) Who's calling, please? 2) I've got... on the phone for you. 3) How can I help? 4) Can I speak to... please? 5) Please hold. 6) Just a second. 7) I'll just put you through. 8) I'll see if he is in. 9) Who shall I say is calling? 10) Hang on a moment.

7. Now listen to two conversations. In the first conversation Richard Davies is calling the marketing department of a company and wants to be put through to Rosalind Wilson. In the second conversation Mike Andrews wants to talk to Jason Roberts in the marketing department. As you listen, fill in the gaps in the tape-script with some of the phrases above.

- Hello, you've reached the marketing department. \_\_\_\_\_ (1)?  
- Yes \_\_\_\_\_ (2) Rosalind Wilson, please?  
- \_\_\_\_\_ (3)?  
- It's Richard Davies here.  
- Certainly. \_\_\_\_\_ (4) and \_\_\_\_\_ (5).  
- Thank you.  
- Hello, marketing. How can I help?  
- Could I speak to Jason Roberts, please?  
- \_\_\_\_\_ (6)? Who should I say is calling?  
- My name's Mike Andrews.  
- Just a second – I'll see if he's in. Hello, Jason, \_\_\_\_\_ (7) Mike Andrews on the phone for you... OK – I'll put him through. \_\_\_\_\_ (8); I'm just putting you through.

8. Imagine you work as a receptionist and you receive a call for someone who isn't there. What might the caller say, and what would you say in reply? Listen to a telephone conversation between the finance department of a company and Jennifer McAndrews. Jennifer wants to talk to Adrian Hopwood but he's not available so she has to leave a message. As you listen, note the phrases she uses for that.

9. Listen again and complete the tape-script of the conversation below.

- Hello, finance department.  
- Hello, can I speak to Adrian Hopwood, please?  
- I'm \_\_\_\_\_ (1) he's in a meeting at the moment. \_\_\_\_\_ (2)?  
- No, I need to talk to Mr. Hopwood, I think. What time will he be out of the meeting?  
- In about an hour. Can you \_\_\_\_\_ (3)?

- Okay, I'll do that.
- Or \_\_\_\_\_ (4)?
- Actually, would you mind? \_\_\_\_\_ (5) him that Jennifer McAndrews called and that I'm in the office all day if he could call me back?
- \_\_\_\_\_ (6) your number, please?
- Yes, it's 5556872.
- 5556872. Okay, I'll \_\_\_\_\_ (7) he gets the message.
- Thanks very much for your help, bye!
- Goodbye!

### *Speaking*

1. Go through the questions as quickly as you can. Then ask your partner. Discuss advantages and disadvantages of technological development.

1) Can you imagine life without the telephone? 2) Have you got a cordless telephone? 3) How many telephone numbers do you have? 4) Where do people have telephones nowadays? 5) What do you think of telephones in cars? 6) Do you like leaving messages on answer phones? 7) Why don't people like answer phones? 8) Do you think technological development makes our life easier?

2. Choose the one correct answer to the quiz questions.

### *Quiz*

1) When you telephone a company the person answering the phone may ask you a question. Which is the correct question?

- |                           |                |
|---------------------------|----------------|
| a. Who's calling, please? | c. Who calls?  |
| b. Who it is?             | d. Who called? |

2) Which phrase means the same as 'hang on a moment'?

- |                     |               |
|---------------------|---------------|
| a. Just a second.   | c. Go ahead.  |
| b. I'll put you on. | d. I'm ready. |

3) Choose the correct word: "Please... and I'll put you through."

- |         |            |
|---------|------------|
| a. stop | c. talk    |
| b. stay | d. hold on |

4) What is the expression used to connect two people on the telephone?

- |                             |                             |
|-----------------------------|-----------------------------|
| a. I'm sending you through. | c. I'm putting you through. |
| b. I'm calling you through. | d. I'm talking you through. |

3. Compare answers with those of your partner's. Same or different?
4. Successful telephone conversation in a business setting presupposes the following seven steps: 1) greeting; 2) identification; 3) offering help; 4) exchange of information; 5) confirmation of message; 6) confirmation of action; 7) closing. Practice the seven steps and the telephone etiquette in the following situations.

*Situation 1: Taking a message*

You receive a call for your office mate who is not in the office. In a polite fashion, take a message. After you have done this once, reverse the roles and do it again.

*Useful language:*

Mr. Johnson's telephone, Peter Smith's speaking.

Mr. Johnson is away from his desk / just stepped out for a moment / is in a meeting / is not in today / is on a business trip.

Would you like to leave a message? / Can I help you?

Mr. Johnson is on another line. Would you like to hold on or would you like to leave a message?

Would you like him to call you back?

*Situation 2: Arranging a meeting*

Call and arrange a meeting.

*Useful language:*

Let's set up a meeting.

When is it convenient for you?

Let me check my schedule / calendar.

How about two o'clock? / Is two o'clock alright? / Is two o'clock convenient?

*Situation 3: Dealing with a complaint*

Invent two situations in which a customer has a complaint. Role play the telephone conversations so that both of you play each role (customer and customer service representative) once. Dealing with a complaint demands the utmost of language sophistication to avoid losing a customer. In this situation, you must calm the customer down, solve the problem, and reestablish good will.

*Useful language:*

I am sorry that this inconvenienced you.

I'll get over there right away. / I'll send a service person immediately.

I'll see what I can do and get back to you immediately.

I am afraid there's nothing we can do at the moment, but I'll get back to you as soon as I can.

*Writing*

1. Write a composition about the office of your dream. Alternatively, make a presentation of it.

2. Write an essay on one of the following topics. Alternatively, do activity three.

*The best way to work is from home.*

*Technological development works wonders in the office.*

*It is not easy to make a good impression over the telephone.*

3. Translate into English.

- Доброе утро. "Хоукс Инжиниринг". Чем могу помочь?

- Я хотел бы поговорить с мистером Джеймсом Маршем, пожалуйста. По-моему, это добавочный сорок семь.

- Представьтесь, пожалуйста.

- Меня зовут Вестон. Я из компании "Планк Инсталлейшнз Лимитед".

- Подождите минутку, мистер Вестон. Я узнаю, свободен ли мистер Марш.

- Да, спасибо.

- Алло. Говорит Марш.

- Здравствуйте, мистер Марш. У меня на проводе мистер Вестон из "Планк Инсталлейшнз". Вы можете с ним сейчас поговорить?

- Да, спасибо. Соедините его, пожалуйста.

- Соединяю, мистер Вестон.

- Здравствуйте, мистер Вестон. Чем могу быть полезен?

- Доброе утро, мистер Марш. Вы должны помнить, что на прошлой неделе наш инспектор провел еще один осмотр пола вашего главного полировального цеха.

- Да.

- Так вот, я только что получил его отчет и подумал, что вам нужно ознакомиться с его результатом.

- Отлично. Быстрая работа.

- Это было довольно быстро, не так ли? И вам будет приятно узнать, что он смог подтвердить то, о чем говорилось в первоначальном заключении.

- В самом деле? О, хорошо.
- Да, он говорит, что оседание пола не пошло дальше со времени его первого осмотра, и поэтому нет необходимости проводить рекомендованные им работы по укреплению пола.
- Что ж, мне очень приятно это слышать, мистер Вестон. Вы у меня камень с души сняли.
- Да, я рад, что не будет необходимости задерживать все из-за пола. Конечно, я подтверждаю все это в письменном виде, но я подумал, что извещу вас как можно скорее, надеясь согласовать определенную дату начала работ.
- Да, конечно.
- Если мы ее назначим, то я смогу начать подготовку места.
- Ну, нам понадобится около двух дней, чтобы закончить оставшиеся работы в гальваническом и полировальном цехах, и это развяжет вам руки для начала действий. Это вас устраивает?
- Два дня. Получается в четверг с утра, так?
- Да, четверг.
- И я так понял, что мы продолжим работы на выходных.
- Да, верно.
- Хорошо, в этом случае в четверг утром нас устраивает. Тогда я прямо сейчас отдам распоряжения о начале работ.
- Хорошо. Спасибо, что дали мне знать о заключении так скоро. Я обо всем распоряжусь, и мы ожидаем, что ваши люди приступят к работе в четверг утром.
- Да, они там будут. До свидания, мистер Марш. Я снова свяжусь с вами, когда начнутся работы.
- До свидания, мистер Вестон.

## UNIT 4

### CORPORATE CULTURE

*Activating background knowledge*

1. Read the following text and formulate its topic in one sentence.

#### THE GRAPEVINE

While the office is the hub of the official communications network for the organization, informal channels also exist. The word "grapevine" is applied to the lines of communication in this informal network,



a network which will include friends and acquaintances meeting in the canteen or travelling home on the bus or train together. There is a multiplying effect as one person talks to others, who in turn talk to others. In a comparatively short space of time a large number of people can be informed – or misinformed. Why does the grapevine exist? First, because people at work will want to talk to each other; there will be social as well as professional interaction. People want to impress each other with information they have – important information. It is sometimes known as the jungle telegraph – a network of channels for rumour and gossip.

Many of the stories are likely to emerge from the office, which is both the source and the destination of most information. The communication, essentially verbal, is prone to distortion by its very nature. Added to which it is liable to embellishment to make it more interesting to the recipients. Half-truths and outright falsehoods are sometimes added by accident or design and these can be harmful to the organization.

Another feature of the grapevine is that bad news is more likely to be repeated than good news. The same feature is found in the press. The public will buy newspapers which offer sensation rather than dull, routine news. It is difficult to trace the source of the rumour and gossip, and so it is likely to prove difficult to halt a flow of harmful misinformation.

Managers are not always the victims. They may sometimes use the grapevine for their own ends, feeding in unfounded but carefully devised rumours of their own. An example would be where a manager leaves copies of letters "accidentally" lying around for a certain member of staff to see, or mentions something "in confidence" knowing that the news will spread through the organization like a forest fire.

The best way to deal with the problems of the grapevine is to keep the staff as fully informed as possible about management's intentions and decisions. The subversive activities of the grapevine can be largely eliminated if staff become involved in management's plans and participate in the decision-making process.

2. Answer the questions yourself, then discuss with a partner.

1) How would you deal with the problem of the grapevine in the office? 2) To what extent do you think staff should be informed of management's plans and decisions? 3) In what circumstances, if any, do you think employers should let employees see the firm's accounts? 4) Do you think the grapevine is also found in political life, and that the game of politics is also sometimes played in the office? 5) Over a cup of coffee one day a respected colleague gives you some alarming news about some new appointments which are to be made. It appears

that some outsiders are to be brought into the organization and this would effectively block any promotions for you – at least for the immediate future. He has told you in strict confidence. How would you react? 6) Do you think there are some things which employees should never be told? What are they?

3. Mark Twain once said: "Everybody talks about the weather, but no one does anything about it." Nowadays, corporate culture is becoming even more popular a subject for discussion. Everybody seems to be concerned with the notion. Ask your partner's opinion on the following.

1) Have you ever thought about corporate culture? 2) What do you usually think of when you hear the notion? 3) Why are people getting more and more interested in it? 4) When do people usually become concerned with the issue? 5) How can a company's culture be expressed? 6) At what levels is corporate culture created? What is the role of an individual in it? 7) How can one learn about corporate culture of a company?

4. Have you managed to give answers to all of the above questions? If you are not sure, read the following article by Randall S. Hansen, Ph.D. to learn more.

### **UNCOVERING A COMPANY'S CORPORATE CULTURE IS A CRITICAL TASK FOR JOB-SEEKERS**

Why should job-seekers care about a potential employer's corporate culture? Aren't there more important factors to consider, such as the job itself, salary and bonuses, and fringe benefits? These factors are indeed important, but increasingly career experts are talking about the importance of employee-employer fit in terms of culture, with the idea that how well the employee "fits" the culture can make the difference between job-search success and failure. What is corporate culture? At its most basic, it's described as the personality of an organization, or simply as "how things are done around here". It guides how employees think, act, and feel. Corporate culture is a broad term used to define the unique personality or character of a particular company or organization, and includes such elements as core values and beliefs, corporate ethics, and rules of behavior. Corporate culture can be expressed in the company's mission statement and other communications, in the architectural style or interior decor of offices, by what people wear to work, by how people address each other, and in the titles given to various employees.

*How does a company's culture affect you?* In many, many ways. For instance:

- The hours you work per day, per week, including options such as flextime and telecommuting.
- The work environment, including how employees interact, the degree of competition, and whether it's a fun or hostile environment – or something in between.
- The dress code, including the accepted styles of attire and things such as casual days.
- The office space you get, including things such as cubicles, window offices, and rules regarding display of personal items.
- The training and skills development you receive, which you need both on the job and to keep yourself marketable for future jobs and employers.
- Onsite perks, such as break rooms, gyms and play rooms, day-care facilities, and more.
- The amount of time outside the office you're expected to spend with co-workers.
- Interaction with other employees, including managers and top management.

*How do you uncover the corporate culture of a potential employer?* The truth is that you will never really know the corporate culture until you have worked at the company for a number of months, but you can get close to it through research and observation. Understanding culture is a two-step process, starting with research before the interview and ending with observation at the interview.

*Before the Interview.* Before you've even been invited for an interview, you might consider doing an informational interview with the company. Informational interviewing is a great research and networking tool.

Once you've been invited for an interview, while you are researching the company for the interview, spend some time searching for clues about the company's culture. Review the company's annual report, Website, and other materials. Some companies even discuss their corporate culture on their Website. Some Websites provide key information and feedback from company employees.

*At the Interview.* Experts suggest arriving early at the interview – unannounced if possible – and spend the time observing how current employees interact with each other, how they are dressed, and their level of courtesy and professionalism.

During the interview, you should consider asking one or more of these questions to get a feel for the corporate culture – as well as gain key information you'll need to make a decision if a job offer is made to you:

- How are decisions made – and how are those decisions communicated to the staff?

- What role does the person who gets this position play in decision-making?

- Does the organization emphasize working in teams?

- What are the organization's priorities for the next few years?

- Are there established career paths for employees in this position?

If you get a chance to meet other employees (or make your own chances by finding out where they hang out), you can ask one or more of these questions to try and get a handle on an organization's corporate culture:

- What 10 words would you use to describe your company?

- What's it really like to work here? Do you like it here?

- Around here what's really important?

- How are employees valued around here?

- What skills and characteristics does the company value?

- Do you feel as though you know what is expected of you?

- How do people from different departments interact?

- Are there opportunities for further training and education?

- How do people get promoted around here?

- Around here what behaviors get rewarded?

- Do you feel as though you know what's going on?

- How effectively does the company communicate to its employees?

The bottom line is that you are going to spend a lot of time in the work environment – and to be happy, successful, and productive, you'll want to be in a place where you fit the culture – a place where you can have a voice, be respected, and have opportunities for growth.

### *Activating language*

1. Match the words or phrases in A to their definitions in B.

#### A

- 1) Cut-throat
- 2) Back-up
- 3) Get-togethers
- 4) Sink or swim
- 5) Red tape
- 6) Publicly accountable

#### B

- a. Informal meetings
- b. Internet company
- c. Making more efficient
- d. Paperwork
- e. Responsible to the government
- f. Standard by which you can judge the success of something

- |                 |                                                          |
|-----------------|----------------------------------------------------------|
| 7) Streamlining | g. Fierce, not involving consideration or care about any |
| 8) Dotcom       | harm caused to others                                    |
| 9) Yardstick    | h. Struggle of individuals in a competitive environment  |
| 10) Rat race    | i. Succeed or fail without help from anyone else         |
|                 | j. Support                                               |

2. Work in small groups. Match the sentence beginnings (1–7) to their endings (a–g).

- 1) My company / organization has a vision;
- 2) We have an entrepreneurial culture;
- 3) People in my company are highly competitive;
- 4) My company is pretty bureaucratic;
- 5) My company has a supportive culture;
- 6) My company has a controlling culture;
- 7) My company is quite informal;

- a. for example, it doesn't have a dress code.
- b. I know where it's going; I share its goals.
- c. the boss is autocratic, and we do as we're told without question.
- d. there are lots of regulations and "correct procedures". We're encouraged to do things by the book.
- e. we battle each other for promotion and for bonuses.
- f. when we need them, we're sent on training courses. Every employee has a mentor.
- g. we're encouraged to look for new business and take risks.

3. From the sentences above choose the words to match the following definitions.

1) a person who gives another person help and advice over a period of time and often also coaches them in their job; 2) a set of rules for what you can wear; 3) aims; 4) demands total obedience from staff; 5) extra amounts of money given to you as a reward; 6) follow the rules exactly; 7) view of how the company will be in the future; 8) involving risk-taking.

4. Complete each of the phrasal verbs below with one or two words in accordance with the given definitions.

1) Starting \_\_\_\_ (1) – beginning; 2) talk things \_\_\_\_ (2) – discuss thoroughly; 3) come \_\_\_\_ (3) ideas and solutions – produce ideas and solutions; 4) stick \_\_\_\_ (4) – follow, obey; 5) \_\_\_\_ (5) up – arrive; 6) \_\_\_\_ (6) ahead – making progress; 7) it boils \_\_\_\_ (7) to – the essential thing is.

### *Culture note*

Stephen McGuire defined and validated a model of organizational culture that predicts revenue from new sources – *an entrepreneurial*

*organizational culture*. EOC is a system of shared values, beliefs and norms of members of an organization, including valuing creativity and tolerance of creative people, believing that innovating and seizing market opportunities are appropriate behaviors to deal with problems of survival and prosperity, environmental uncertainty, and competitors' threats, and expecting organizational members to behave accordingly.

### *Listening*

1. You will hear four students on an MBA course – Candela, Henry, Sonia, and Omar – discussing their companies' cultures. For each speaker, decide which aspect of their company's culture she / he mentions.

2. Listen again and check whether you have completed the phrasal verbs in the activity above correctly.

### *Reading*

1. What is corporate culture? What would you like to learn about it? Think of five questions you would like to get answers to while reading the following texts from Wikipedia about corporate culture.

## **ORGANIZATIONAL CULTURE**

*Culture* refers to an organization's values, beliefs, and behaviors. In general, it is concerned with beliefs and values on the basis of which people interpret experiences and behave, individually and in groups. Cultural statements become operationalised when executives articulate and publish the values of their firm which provide patterns for how employees should behave.

Firms with strong cultures achieve higher results because employees sustain focus both on *what* to do and *how* to do it...

Organizational culture, or corporate culture, comprises the attitudes, experiences, beliefs and values of an organization. It has been defined as the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines or expectations that prescribe appropriate

kinds of behavior by employees in particular situations and control the behavior of organizational members towards one another.

Senior management may try to determine a corporate culture. They may wish to impose corporate values and standards of behavior that specifically reflect the objectives of the organization. In addition, there will also be an extant internal culture within the workforce. Work-groups within the organization have their own behavioral quirks and interactions which, to an extent, affect the whole system. Task culture can be imported. For example, computer technicians will have expertise, language and behaviors gained independently of the organization, but their presence can influence the culture of the organization as a whole.

*Strong culture* is said to exist where staff respond to stimulus because of their alignment to organizational values. Conversely, there is *weak culture* where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy.

Where culture is strong – people do things because they believe it is the right thing to do – there is a risk of another phenomenon, *groupthink*. "Groupthink" was described by Irving L. Janis. He defined it as "...a quick and easy way to refer to a mode of thinking that people engage when they are deeply involved in a cohesive in-group, when members' strivings for unanimity override their motivation to realistically appraise alternatives of action." This is a state where people, even if they have different ideas, do not challenge organizational thinking, and therefore there is a reduced capacity for innovative thoughts. This could occur, for example, where there is heavy reliance on a central charismatic figure in the organization, or where there is an evangelical belief in the organization's values, or also in groups where a friendly climate is at the base of their identity (avoidance of conflict). In fact groupthink is very common, it happens all the time, in almost every group. Members that are defiant are often turned down or seen as a negative influence by the rest of the group, because they bring conflict through reliance on established procedures.

*Innovative organizations* need individuals who are prepared to challenge the status quo – be it groupthink or bureaucracy, and also need procedures to implement new ideas effectively.

## **CLASSIFICATION SCHEMES FOR ORGANIZATIONAL CULTURE**

Several methods have been used to classify organizational culture. Some are described below:

*Geert Hofstede* demonstrated that there are national and regional cultural groupings that affect the behavior of organizations. Hofstede identified five dimensions of culture in his study of national influences:

*Power distance* – the degree to which a society expects there to be differences in the levels of power. A high score suggests that there is an expectation that some individuals wield larger amounts of power than others. A low score reflects the view that all people should have equal rights.

*Uncertainty avoidance* reflects the extent to which a society accepts uncertainty and risk.

*Individualism vs. collectivism* – individualism is contrasted with collectivism, and refers to the extent to which people are expected to stand up for themselves, or alternatively act predominantly as a member of the group or organization. However, recent researches have shown that high individualism may not necessarily mean low collectivism, and vice versa. Research indicates that the two concepts are actually unrelated. Some people and cultures might have both high individualism and high collectivism. For example, someone who highly values duty to his or her group does not necessarily give a low priority to personal freedom and self-sufficiency.

*Masculinity vs. femininity* – refers to the value placed on traditionally male or female values. Male values, for example, include competitiveness, assertiveness, ambition, and the accumulation of wealth and material possessions.

*Long vs. short term orientation* – describes a society's "time horizon", or the importance attached to the future versus the past and present. In long term oriented societies, thrift and perseverance are valued more; in short term oriented societies, respect for tradition and reciprocation of gifts and favors are valued more. Eastern nations tend to score especially high here, with Western nations scoring low and the less developed nations very low; China scored highest and Pakistan lowest.

*Deal and Kennedy* defined organizational culture as the way things get done around here. They measured organizations in respect of:

*Feedback* – quick feedback means an instant response. This could be in monetary terms, but could also be seen in other ways, such as the impact of a great save in a soccer match.

*Risk* – represents the degree of uncertainty in the organization's activities.

Using these parameters, they were able to suggest four classifications of organizational culture.

In the *Tough-Guy Macho Culture* feedback is quick and the rewards are high. This often applies to fast moving financial activities



such as brokerage, but could also apply to a police force, or athletes competing in team sports. This can be a very stressful culture in which to operate.

*The Work Hard / Play Hard Culture* is characterized by few risks being taken, all with rapid feedback. This is typical in large organizations, which strive for high quality customer service. It is often characterized by team meetings, jargon and buzzwords.

*The Bet your Company Culture*, where big stakes decisions are taken, but it may be years before the results are known. Typically, these might involve development or exploration projects, which take years to come to fruition, such as oil prospecting or military aviation.

*The Process Culture* occurs in organizations where there is little or no feedback. People become bogged down with how things are done not with what is to be achieved. This is often associated with bureaucracies. While it is easy to criticize these cultures for being overly cautious or bogged down in red tape, they do produce consistent results, which is ideal in, for example, public services.

Charles Handy (1985) popularized a method of looking at culture which some scholars have used to link organizational structure to organizational culture. He describes the following types.

*A Power Culture* concentrates power among a few. Control radiates from the center like a web. Power Cultures have few rules and little bureaucracy; swift decisions can ensue.

In a *Role Culture*, people have clearly delegated authorities within a highly defined structure. Typically, these organizations form hierarchical bureaucracies. Power derives from a person's position and little scope exists for expert power.

By contrast, in a *Task Culture*, teams are formed to solve particular problems. Power derives from expertise as long as a team requires expertise. These cultures often feature the multiple reporting lines of a matrix structure.

*A Person Culture* exists where all individuals believe themselves superior to the organization. Survival can become difficult for such organizations, since the concept of an organization suggests that a group of like-minded individuals pursue the organizational goals. Some professional partnerships can operate as person cultures, because each partner brings a particular expertise and clientele to the firm.

Edgar Schein, an MIT Sloan School of Management professor, defines organizational culture as "the residue of success" within an organization. According to Schein, culture is the most difficult organizational attribute to change, outlasting organizational products, services,

founders and leadership and all other physical attributes of the organization. His organizational model illuminates culture from the standpoint of the observer, described by three cognitive levels of organizational culture.

At the first and most cursory level of Schein's model is organizational attributes that can be seen, felt and heard by the uninitiated observer. Included are the facilities, offices, furnishings, visible awards and recognition, the way that its members dress, and how each person visibly interacts with each other and with organizational outsiders.

The next level deals with the professed culture of an organization's members. At this level, company slogans, mission statements and other operational creeds are often expressed, and local and personal values are widely expressed within the organization. Organizational behavior at this level usually can be studied by interviewing the organization's membership and using questionnaires to gather attitudes about organizational membership.

At the third and deepest level, the organization's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organizational members. Additionally, these are the elements of culture which are often taboo to discuss inside the organization. Many of these "unspoken rules" exist without the conscious knowledge of the membership. Those with sufficient experience to understand this deepest level of organizational culture usually become acclimatized to its attributes over time, thus reinforcing the invisibility of their existence. Surveys and casual interviews with organizational members cannot draw out these attributes – rather much more in-depth means is required to first identify then understand organizational culture at this level. Notably, culture at this level is the underlying and driving element often missed by organizational behaviorists.

Using Schein's model, understanding paradoxical organizational behaviors becomes more apparent. For instance, an organization can profess highly aesthetic and moral standards at the second level of Schein's model while simultaneously displaying curiously opposing behavior at the third and deepest level of culture. Superficially, organizational rewards can imply one organizational norm but at the deepest level imply something completely different. This insight offers an understanding of the difficulty that organizational newcomers have in assimilating organizational culture and why it takes time to become acclimatized. It also explains why organizational change agents usually fail to achieve their goals: underlying tacit cultural norms are generally not

understood before would-be change agents begin their actions. Merely understanding culture at the deepest level may be insufficient to institute cultural change because the dynamics of interpersonal relationships (often under threatening conditions) are added to the dynamics of organizational culture while attempts are made to institute desired change.

## EVALUTION OF ORGANIZATIONAL CULTURE

*Arthur F. Carmazzi* states that the dynamics of organizational culture are an "evolutionary" process that can change and evolve with the proper psychology of leadership.

At each level of organizational evolution, people will be working, acting, thinking, and feeling at different levels of personal commitment. Carmazzi's Directive Communication psychology classifies these levels commitment as follows.

- The level of individual;
- The level of group;
- The level of organization.

People rely on personal skill and the direction from leaders. When working on the plane of *skill* people work at the level of *individual*. They work because it is required and use and develop their skill because it maintains the security related to their job.

People have an emotional connection to their work. This has further developed their attitude for success. They thrive on an environment of personal growth and others who have the same attitude. When working on the plane of *attitude*, people work at the level *group*. They take on additional tasks and even apply more effort to their job. Unlike those working at the level of individual, they do not need to be told what to do, only to be guided to a direction.

The pinnacle of greatness comes when individuals see their work as their purpose. People see a greater purpose to the work they do, something greater than the individual, or the group. The organization is the vehicle to doing and becoming something greater than themselves. When working on the plane of *self-actualization*, people work at the level of *organization*. At this level of commitment, an individual will do for the organization the same he would do for himself. The individual and the organisation (and all its components and people) are one.

According to Carmazzi, each culture affects the effectiveness and *level of commitment* of the people within that culture. And that perpet-

uates the psychology that creates the culture in the first place. In order to break the cycle and evolve a culture and the commitment of those in it, leaders need to understand their role in the psychological dynamics behind the culture and make adjustments that will move it to the next level. Carmazzi has stated *five levels of organizational culture*.

*The blame culture* cultivates distrust and fear, people blame each other to avoid being reprimanded or put down, this results in no new ideas or personal initiative because people don't want to risk being wrong. The majority of commitment here is at the level of *individual*.

*Multi-directional culture* cultivates minimized cross-department communication and cooperation. Loyalty is only to specific groups (departments). Each department becomes a clique and is often critical of other departments which in turn create lots of gossip. The lack of cooperation and multi-direction is manifested in the organizations inefficiency. The majority of personal commitment in this culture borders on the *level of individual and level of group*.

*Live and let live culture* is complacency; it manifests mental stagnation and low creativity. People here have little future vision and have given up their passion. There is average cooperation and communication and things do work, but they do not grow. People have developed their personal relationships and decided who to stay away from, there is not much left to learn. Personal commitment here is mixed between the *level of individual and level of group*.

People in *brand congruent culture* believe in the product or service of the organization, they feel good about what their company is trying to achieve and cooperate to achieve it. People here are passionate and seem to have similar goals in the organisation. They use personal resources to actively solve problems and while they don't always accept the actions of management or others around them, they see their job as important. Almost everyone in this culture is operating at the *level of group*.

In *leadership enriched culture* people view the organization as an extension of themselves; they feel good about what they personally achieve through the organization and have exceptional cooperation. Individual goals are aligned with the goals of the organisation and people will do what it takes to make things happen. As a group, the organisation is more like family providing personal fulfillment which often transcends ego so people are consistently bringing out the best in each other. In this culture, leaders do not develop followers, but develop other leaders. Almost everyone in this culture is operating at the *level of organization*.

## ELEMENTS OF ORGANIZATIONAL CULTURE

G. Johnson described a cultural web, identifying a number of elements that can be used to describe or influence organizational culture:

- *The Paradigm*. What the organization is about; what it does; its mission; its values.

- *Control Systems*. The processes in place to monitor what is going on. Role cultures would have vast rulebooks. There would be more reliance on individualism in a power culture.

- *Organizational Structures*. Reporting lines, hierarchies, and the way that work flows through the business.

- *Power Structures*. Who makes the decisions, how widely spread is power, and on what is power based?

- *Symbols*. These include organizational logos and designs, but also extend to symbols of power such as parking spaces and executive wash-rooms.

- *Rituals and Routines*. Management meetings, board reports and so on may become more habitual than necessary.

- *Stories and Myths*. They are built up about people and events, and convey a message about what is valued within the organization.

These elements may overlap. Power structures may depend on control systems, which may exploit the very rituals that generate stories which may not be true.

### *Writing*

1. Look back at the texts and take notes on different aspects of corporate culture. Alternatively, do the following activity.

2. Make an e-couch presentation on one of the aspects of corporate culture.

3. Look at one company's spin on corporate culture below. Interpret its main idea in one or two sentences. How can you characterize the cultures contrasted in terms of Hofstede's dimensions? Then write about an ideal company's organizational culture.

*Would you like to work in a hostile, high-pressure, cubicle-laden dot-com labor camp with lousy benefits, bitter, talentless managers, and buzzing, green-tinted fluorescent lights?*

*Oh wait. That's someplace else.*

*Would you like to work in an open, airy, truly stylish converted warehouse with relaxed, competent coworkers and managers that not only care about your well-being and job satisfaction, but work continuously to improve it? Would you like to set your own hours, banish your suit and tie in the deepest corner of your closet, and bask in the creativity of well-humored individuals who actually come to work (and leave) in a good mood? Do you want to work for a company that allows total freedom in decorating your workspace, and provides solid health, dental, and financial benefits? Would you like to never, ever see another cubicle again?*

### *Speaking*

1. Discuss the following questions in small groups. Before you start discussing, take a little time to think about what you want to say. You can talk in general, but try to give examples from your knowledge and personal experience, too. Make sure that everyone in your group has a chance to express their opinions.

1) Why is it important for a company to have a strong corporate culture? 2) What sort of culture would work best for you? 3) What aspects of corporate culture do you think can have a negative effect on performance? 4) What things can managers do to change the corporate culture of the company where they work? 5) Who is responsible for influencing the culture within a company? 6) How does company culture affect a company's performance? 7) What weakness do many companies have with regard to corporate culture?

2. Work in pairs or groups of three. Describe the culture of the company where you would like to work, or a company you are familiar with, using the following procedure. *Before you speak*, plan what you are going to say and select words and phrases from the vocabulary you have studied so far in this unit. *Speak* for about a minute. When you are listening to your partner's talk, *think of a question to ask* at the end of it.

### *Useful language:*

I think there are three main aspects of the company's culture: first, there's... Another feature is... Finally, I should say that...

So, it would be a good place to work, especially because... / I'd prefer it to be more...

## UNIT 5

### THE ART OF MANAGEMENT

*Activating background knowledge*

1. Discuss the following issues with your partner.

1) What are the characteristics of a true leader? 2) Do you think you have the qualities of a good manager / leader? 3) Can leadership be taught or are you born to be a real leader? 4) Do you get stressed at university? What do you do about it? 5) How well do you organize your time? 6) What are your secrets of time management?

2. Read each of these things people said about their business leaders or managers (1–8) and match them with one of the qualities or skills listed in the box (a–h).

|                              |                              |
|------------------------------|------------------------------|
| a. a hands-on approach       | e. good interpersonal skills |
| b. ability to delegate       | f. originality               |
| c. attention to detail       | g. trouble-shooting skills   |
| d. good communication skills | h. vision                    |

1) "Amongst other things, she has this tremendous ability to see how things could be in the future, and how the organisation should develop." 2) "He's just great at producing new, unusual ideas, things other people would never have thought of." 3) "I really like the fact that he gives us all plenty of responsibility. We all feel so empowered." 4) "I'd say one of his strong points is his ability to get down to the nitty-gritty; nothing is so minor that it escapes his attention." 5) "One thing I have to say about him is that he has excellent people skills; he can handle even the most awkward member of staff." 6) "One thing she's particularly good at is problem-solving. You know, in our line of work we seem to go from crisis to crisis, but she seems to be able to get everything running smoothly again." 7) "She has a totally practical approach. I mean, she doesn't just sit in her office theorising. She rolls up her sleeves and gets down to work with the rest of us." 8) "She's just excellent at getting her ideas across. To give you just one example..."

3. Add three other qualities or skills to the list and explain why they are necessary for a business leader or a manager.

### *Activating language*

1. Ken Manners is an expert on leadership and management styles. Read an interview with him and match the sentence beginnings (1–9) with the correct endings (a–g).

– *Mr. Manners, can leadership be taught? Or are the only real leaders born leaders?*

– Traditionally, the model for leadership in business has been the army. Managers and army officers give orders and their subordinates (the people working below them) carry them out. Managers, like army officers, may be sent on leadership courses to develop their leadership skills, their ability to lead. But they still need a basic flair or talent for leadership.

– *What makes a great leader?*

– The greatest leaders have charisma, an attractive quality that makes other people admire them and want to follow them. A leader may be described as a visionary, someone with the power to see clearly how things are going to be in the future. People often say leaders have drive, dynamism and energy.

– *How have management styles changed in the last few years?*

– Before, leaders were distant and remote, not easy to get to know or communicate with. Today, managers are more open and approachable: you can talk to them easily. There is more management by consensus, where decisions are not imposed from above in a top-down approach, but arrived at by asking employees to contribute in a process of consultation.

– *Do you think this trend will continue?*

– Yes. There are more women managers now, who are often more able to build consensus than traditional military-style authoritarian male managers.

– *Mr. Manners, can you explain what empowerment is?*

– Yes, of course. Encouraging employees to use their own initiative, to take decisions on their own without asking managers first, is empowerment. Decision-making becomes more decentralized and less bureaucratic, less dependent on managers and systems. This is often necessary where the number of management levels is reduced. To empower employees, managers need the ability to delegate, to give other people responsibility for work rather than doing it all themselves. Of course, with empowerment and delegation, the problem is keeping control of your operations: a key issue of modern management.

1) We are looking for a new CEO, someone with strong leadership... 2) Richard has real managerial flair... 3) Ms. Brown was a really



approachable manager... 4) In the police, leaders are held responsible... 5) The study concludes that a charismatic visionary leader is absolutely not required for a visionary company... 6) She is an extraordinary leader... 7) Thatcher had drive, energy and vision... 8) He was a born leader... When everyone else was discussing... 9) He is a remote leader who is difficult to communicate with...

- a) but many thought it was the wrong vision.
- b) and, in fact, can be bad for a company's long-term prospects.
- c) and has won the respect of colleagues and employees.
- d) who encouraged her employees to show initiative in decision making.
- e) for the actions of their subordinates.
- f) as he sticks to a top-down approach in decision making.
- g) skills and experience with financial institutions.
- h) what to do, he knew exactly what to do.
- i) who will bring dynamism and energy to the job.

2. Look at the article about *core competents* and say if the following statements are true or false.

### **DEVISING STRATEGIES TO PREVENT THE FLIGHT OF TALENT**

Is your company today held dependent on *core competents* – talented individuals possessing the skills that make your products and services unique? If so, you're not alone. In a study by the Corporate Leadership Council, a computer company recognised 100 core competents out of 16,000 employees; a software company had 10 out of 11,000; and a transportation group deemed 20 of its 33,000 employees truly *critical* to performance.

Core competents will stay only as long as organisations can offer them something they desire. Bear in mind, though, that this phenomenon concerns a small group of highly skilled people. However, *talent* does not necessarily equate to an impressive title. Core competents need not be senior executives, but could just as easily be people whose *intellectual property* is crucial to the organisation, or whose particular *expertise* is difficult to replicate. No company ever went bankrupt because it suffered from having too much talent. Recent research shows that only seven per cent of all managers strongly agree with the state-

ment "our company has enough talented managers to pursue all or most of its promising opportunities".

In addition, 75 per cent of executives worldwide now rank *human performance* ahead of productivity and technology in terms of strategic importance. The same study also reveals that 80 per cent of all executives claim that by 2015 *attracting* and *retaining* people will be the leading success factor in strategy.

*From Financial Times*

Core competents...

1) are highly skilled people. 2) are key to the functioning of some organizations. 3) are always senior executives. 4) have knowledge that is easy for other people to acquire. 5) are in plentiful supply. 6) and the way they work is thought to be more important than at least two other factors in a company's success. 7) will be important for companies to recruit and keep in the future.

3. Complete the sentences with expressions from the article above.

1) Core competents are employees who have been identified as \_\_\_\_ (1) to the success of the company. 2) People who have specialized knowledge or \_\_\_\_ (2) are very valuable to the company. 3) Some say that people are a firm's most important assets, and therefore \_\_\_\_ (3) is key to its success. 4) For many hi-tech companies, \_\_\_\_ (4) is their most important asset, more important than their physical assets. 5) The problem with \_\_\_\_ (5) is that it can just walk out of the door – we have to find ways of \_\_\_\_ (6) it initially, and then \_\_\_\_ (7) it so that it doesn't go to competitors. 6) In fact, getting the best out of \_\_\_\_ (8) is the most important skill these days for many managers.

4. An expert in workplace trends says:

"Some activities depend on groups of freelance creatives for each project. For example, in film-making, the creatives, that is, the writers, director, etc., and the talent – the actors – come together for a particular project and then disband. This is a typical example of a virtual organization. The only permanent people in the company are the suits<sup>23</sup>, the businesspeople, who bring the teams together for each project. Other industries work in similar ways.

For example, in software development, managers and programmers may come together to contribute to a particular project and then leave to work on others."

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<sup>23</sup> "Suits" is mostly used in the plural and is colloquial

In a film project, are each of the following people "creatives" or "suits"?

1) the film director; 2) the finance director; 3) the actors; 4) the head of the film company; 5) the scriptwriter; 6) the costume designers.

5. Choose words from the box to complete the text about management and managers' priorities.

focus on, provide, try out, encourage,  
involved, earn, accountable, treat,  
build, take risks, accept

Managers have to \_\_\_\_ (1) respect. It is not enough just to have status and a good package, with a position, salary and a nice car. Good managers \_\_\_\_ (2) responsibility and they have to be \_\_\_\_ (3), so if they make a mistake, it's their mistake.

It's critical also to \_\_\_\_ (4) employees with opportunities to be autonomous, creative and imaginative. \_\_\_\_ (5) your people to \_\_\_\_ (6). Let them \_\_\_\_ (7) new ideas. \_\_\_\_ (8) everyone with respect. Managers have to concentrate on all the people \_\_\_\_ (9) with the business, from suppliers to customers, and all the employees from the top level to the car park attendant.

The secret is to go back to basics: the real core is to \_\_\_\_ (10) people and \_\_\_\_ (11) relationships with everyone.

6. Match each verb (1–9) with the correct ending (a–i).

- |                   |                                  |
|-------------------|----------------------------------|
| 1. experiment     | a. on customer needs             |
| 2. adapt          | b. down on unnecessary costs     |
| 3. concentrate    | c. by example                    |
| 4. cut            | d. out problems                  |
| 5. take advantage | e. to changed circumstances      |
| 6. lead           | f. of opportunities              |
| 7. be accountable | g. up good communication systems |
| 8. set            | h. for mistakes                  |
| 9. sort           | i. with new ideas                |

7. Replace the underlined words in these sentences with *verb + preposition* from activity six without changing the meaning.

1) We should try out some alternatives. 2) Our department has introduced a new computer system. 3) People have to change how they work to meet changes in technology. 4) We have to reduce waste. 5) We have to resolve difficulties. 6) Businesses should focus on what cus-

tomers want. 7) All businesses hope to profit from new markets. 8) Good managers show the way ahead through example. 9) Everyone should take responsibility for their actions.

8. Kate works as a senior manager for a car rental firm. Read what she thinks of employee motivation.

"I believe that all our employees can *find satisfaction* in what they do. We give them *responsibility*, which means that the decisions they take have a direct impact on our success, and encourage them to *use their initiative*, so they don't have to ask me about every decision they make.

We hope this gives employees the feeling that they are *valued*, with management knowing the effort they make. We believe that all this leads to a higher sense of *motivation* among employees.

When everyone feels motivated, *morale* is good and there is a general feeling of *well-being* in the organization."

9. Kate's employees are talking about her management style. Replace the underlined phrases with appropriate forms of the expressions from the text above. Pay attention to the grammatical context. The first one has been done for you.

1) She knows exactly what's involved in our job. She makes us feel she understands the effort we make. *She makes us feel valued*. 2) She encourages us to do things, without asking her first. 3) The feeling among employees here is very good. We feel really involved and want to work towards the company's goals. 4) We have a real sense of the idea that our efforts are important for the success of the company. 5) We have a real sense of liking what we do and feeling good when we achieve specific goals in our work.

10. Robert, a factory manager, has a different opinion of motivation. Read what he says and say if the following statements are true or false.

"I don't believe in all this talk about motivation. My *subordinates*<sup>24</sup>, the people *working under me*, are basically lazy and need constant *supervision* – we have to check what they are doing all the time. Some people think this is *authoritarian*, but I think it's the only way of managing. Decisions must be *imposed* from above without *consultation* – we don't discuss decisions with workers, we just tell them what to do."

1) Authoritarian managers like listening to the opinions of their employees. 2) If people need constant supervision, you have to watch

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<sup>24</sup> "Subordinate" is very formal and can be negative

them all the time. 3) Authoritarian managers like the idea of consultation with their employees. 4) If decisions are imposed from above, employees have no influence over them. 5) Someone's subordinates are the people working above them.

11. The US management thinker Douglas McGregor distinguished several management theories. Read the following passage to know which theories different managers believe in.

Robert has conservative views and believes in what is called *Theory X*, the idea that people dislike work and will do everything they can to avoid it.

Kate is more humanitarian and believes in *Theory Y*, the more advanced view that, given the right conditions, everyone has the potential to find satisfaction in work.

Others have suggested *Theory W* (for "whiplash"), the idea that most work since the beginning of human society has been done under systems of slavery.

12. Managers from different companies are talking about their employees. Say whether each manager believes in *Theory X* or *Theory Y*.

1) "You have to keep an eye on employees the whole time. I don't allow them to work at home." 2) "It's important to let people work without constant supervision. They feel they are being treated like children otherwise." 3) "I encourage employees to use their own initiative. That way you can see the potential future managers among them." 4) "They must be here by 8.30 am and they can't leave before 5.30 pm. That way I can be sure they are doing the work we are paying them to do." 5) "We encourage the workers at the plant to make suggestions for improvements in the processes they are involved with." 6) "All they're interested in is getting to the weekend, doing as little as possible."

13. Kate, the car rental manager we met in activity eight, went on a management course. She looked at the work of Frederick Herzberg, who studied what motivated employees, and took some notes. Fill in the gaps in her notes with the words from the box.

|                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| feedback, peer relationships, security, achievement,<br>personal growth, supervision, recognition,<br>responsibility, working conditions, salary, policy,<br>advancement, the work itself |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There are aspects of work that are not in themselves enough to make employees satisfied, but that can cause dissatisfaction if they are not right.

These are hygienic factors:

- \_\_\_ (1) – the way you are managed;
- \_\_\_ (2) – the overall purpose and goals of the organization;
- \_\_\_ (3) – the place where you work, hours worked, etc.;
- \_\_\_ (4) – the money you are paid;
- \_\_\_ (5) – how you relate to and work with others at the same level in the organization;
- \_\_\_ (6) – level of confidence about the future of your job.

Other aspects of work can give positive satisfaction. These are the motivator factors:

- \_\_\_ (7) – the feeling that you have been successful in reaching your goals;
- \_\_\_ (8) – the feeling that your employers understand and what you do by giving positive \_\_\_ (9);
- \_\_\_ (10) – the nature and interest of the job;
- \_\_\_ (11) – when you are in charge of something and its success or failure;
- \_\_\_ (12) – how far you will be promoted in the organization, how far you will go up the career ladder;
- \_\_\_ (13) – how you develop personally in your work, and your opportunities to do this.

14. Read the text about what a manager's job involves and fill in the gaps with the words from the box.

|                      |            |              |               |
|----------------------|------------|--------------|---------------|
| flimsy <sup>25</sup> | teamwork   | unreasonable | receptionist  |
| thorny               | deserve    | individually | shortfall     |
| prelude              | attendance | professional | upgrading     |
| akin                 | indisposed | judgement    | hopeful       |
| quality              | candidates | merit        | purpose       |
| scale                | achieved   | improved     | colleague     |
| question             | measure    | discouraged  | significantly |

From time to time it is necessary to check the performance of staff, both \_\_\_\_\_ (1) and collectively. A manager will need to appraise performance so that he can see how best it might be. There is always likely

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<sup>25</sup> not believable

to be a gap between what could be \_\_\_\_\_ (2) and what is actually attained and the manager's aim should be to ensure that this \_\_\_\_\_ (3) is minimized. It should be borne in mind that the business organization is normally hierarchical – like a family tree – and the manager's performance is itself subject to surveillance by superiors.

The appraisal often takes place as a \_\_\_\_\_ (4) to the annual salary reviews. Where there is a pay \_\_\_\_\_ (5) the question might simply be, "Has this person worked well enough to \_\_\_\_\_ (6) the next increment?" Or where there is a possible \_\_\_\_\_ (7) the question would be, "Has this person done enough to \_\_\_\_\_ (8) promotion?" In these instances the \_\_\_\_\_ (9) of appraisal is to provide a yes or no response. However, there may be a need to choose between \_\_\_\_\_ (10) for promotion. This can be a problem for a manager because, where he has a number of \_\_\_\_\_ (11) on his team, he risks demotivating a number of them when he chooses someone else.

Various factors such as work rate and \_\_\_\_\_ (12) of work will need to be brought into account. In some jobs these are easy to \_\_\_\_\_ (13). A salesperson who has sold 100 000 worth of goods in a month has obviously done \_\_\_\_\_ (14) better than a \_\_\_\_\_ (15) who has only sold half as much. For other jobs the \_\_\_\_\_ (16) is much more difficult if not impossible. For example, how does one assess the performance of a hotel \_\_\_\_\_ (17) or a chef? The manager should also reckon with \_\_\_\_\_ (18) and punctuality. If someone stays away from work it is not only a \_\_\_\_\_ (19) of whether or not they should be paid for their absence. It is \_\_\_\_\_ (20) to a goalkeeper in a football match deciding not to turn out for the second half. Of course when a person is seriously \_\_\_\_\_ (21) they go to work, but there are sometimes very \_\_\_\_\_ (22) reasons offered for absence. Lateness also needs to be \_\_\_\_\_ (23) continuing the football analogy; it is like the centre back who turns up to the match fifteen minutes late with his side already three goals down. It is not \_\_\_\_\_ (24) to compare a business with a football team, firstly, because \_\_\_\_\_ (25) clubs are businesses anyway, and secondly, because we are talking about \_\_\_\_\_ (26) and team effort in both cases.

15. Match the management expressions with their definitions.

1) Direct management of staff. 2) How a company tries to control its brands and brand image. 3) Level between senior management and junior management. 4) Managing systems in a company so that each department works effectively and produces products of the required standard. 5) Process of dealing with difficult situations. 6) Process of

assessing and measuring possible dangers and evolving strategies to deal with them. 7) The skill of administering your time so as to work effectively. 8) Appointing people to jobs and dealing with their complaints, problems, etc.

- |                         |                       |
|-------------------------|-----------------------|
| a) risk management      | e) quality management |
| b) personnel management | f) brand management   |
| c) middle management    | g) crisis management  |
| d) line management      | h) time management    |

16. Do you sometimes get stressed at university or at work? Read what Patricia says about her work and rearrange the sentences with the expressions from the text.

### **WHEN STIMULATION TURNS TO STRESS**

"My name's Patricia and I am a university lecturer. I chose this profession because I wanted to do something rewarding: something that gave me satisfaction. Ten years ago, when I started in this job, I had lots to do, but I enjoyed it: preparing and giving lectures, discussing students' work with them and marking it. I felt stretched: I had the feeling that work could sometimes be difficult, but that it was stimulating, it interested me and made me feel good. It was certainly challenging: difficult, but in an interesting and enjoyable way.

In the last few years there has been more and more administrative work, with no time for reading or research. I felt pressure building up. I began to feel overwhelmed by work: I felt as if I wasn't able to do it. I was under stress; very worried about my work. I became ill, and I'm sure this was caused by stress: it was stress-induced.

Luckily, I was able to deal with the stresses and strains (pressures) of my job by starting to work part-time. I was luckier than one of my colleagues, who became so stressed out because of overwork that he had a nervous breakdown; he was so worried about work that he couldn't sleep or work, and had to give up. He's completely burned out, so stressed and tired by his work that he will never be able to work again. Burnout is an increasingly common problem among my colleagues."

1) and stimulating. I felt pleasantly stretched. But then the pressure became too much and I felt overworked...

2) and under a lot of stress: I found travelling very tiring. I was overwhelmed by my work. I started getting bad headaches, and I'm sure they were stress-induced...



3) challenging to change professions in this way, but now I feel the stress again! I must do something to avoid burning out...

4) Hi, my name's Piet. I'm an engineer, or I was. I worked for a Dutch multinational for 10 years. I was based here in Holland, but my work involved a lot of travelling, visiting factories. At first I liked my job: it was very rewarding...

5) So, when I was 35, I made a change. I started a little wine shop in Amsterdam, working on my own. Now, after five years, I have six employees. At first it was...

17. What do you do about the stress you get at university or work? What is "*downshifting*"? To know more about it read the passage below.

"Many people want to get away from the *rat race* or the *treadmill*, the feeling that work is too competitive, and are looking for lifestyles that are less stressful or completely *unstressful*, a more relaxed ways of living, perhaps in the country. Some people work from home to be near their family and have a better *quality of life*, such as more *quality time* with their children: not just preparing meals for them and taking them to school, etc.

Choosing to live and work in a less stressful way is *downshifting* or *rebalancing*, and people who do this are downshifters."

18. Correct the mistakes in italics with the correct forms of expressions from the previous activity.

### **SHIFT DOWN A GEAR TO FIND A SWEETER (1) LIFETYPE**

Your work has taken over your life, you are suffering from stress and sick of running to stay in the same place. Solution? Exchange cash for (2) *qualitative time*.

If you feel bored, frustrated and trapped in your job, you are a likely candidate for not just a job change but a "downshift". This trend from the US, where it is practised by ten per cent of the working population, has arrived in Britain.

A better word for downshifting would be (3) *reequilibrating*, suggests Judy Jones, co-author of "Getting a Life: The Downshifter's Guide to Happier, Simpler Living", a recent guide to a simpler life. "Trading part of your income for more time is about redefining yourself and your idea of success," she maintains.

But how do you achieve one aspect of the (4) *downshift's* dream – financial independence? First, try living on less money. Ms. Jones suggests you don't use money to keep the (5) *footmill* turning. In her case, she found a third of her income was her "(6) *mouse race* membership fee", spent on work-related activities like eating fast foods, taking holidays to get away from it all and having massages to relieve stress.

Downshifting doesn't necessarily mean changing your job, but taking steps to stop your work taking over your life. It can involve flexible working, job sharing, school term-time working, or cutting down to fewer days at work. All of these things can lead to a better (7) *quantity of live*.

19. Helen Speed runs seminars on how to manage time. Read what she says and give Richard, a magazine journalist, a piece of advice based on Helen's ideas. The first one has been done for you.

"Everyone complains that they never have enough time. Lots of employees do my time management courses, to learn how to organize their time. Here are some ideas:

- Use a diary (BrE) or calendar (AmE) to plan your day and week. Personal organizers (small pocket-size computers) are good for this.

- Plan your day in advance. Make a realistic plan (not just a list) of the things you have to do, in order of importance: prioritize them. Work on things that have the highest priority first.

- Avoid interruptions and distractions, which stop you doing what you have planned.

- Do jobs to a realistic level of quality in the time available, and to a level that is really necessary. Don't aim for perfectionism when there is no need for it. Try to balance time, cost and quality."

1) Richard started the day by making a list of all the things he had to do. – *You should make a realistic plan and prioritize the things you have to do, not just make a list.* 2) He started an article, but after five minutes a colleague asked him for help. Richard helped him for half an hour and then they chatted about last night's television. 3) He started on his article again, but he heard police cars outside and went to the window to look. 4) He wanted to make the article look good, so he spent a lot of time adjusting the spacing of the lines, changing the text, etc. even though an editor would do this later. 5) At 6 pm he realized he hadn't started on the other article he had to write, but he went home. On the train, he realized he had arranged to have lunch with an important contact, but had forgotten. 6) Richard decided he needed some training to help him change his behaviour.

### *Listening*

1. Listen to Part 1 of the interview with P.Y. Gerbeau. He mentions four priorities for good management. What are they? In what order (1–4) does he mention them?

having the right people  
planning and vision  
brand management  
organisational skills

good leadership  
knowledge management  
building relationships  
marketing ability

2. In the second part of the interview, P.Y. Gerbeau talks about how to manage. Before you listen, try to predict what he says about the following: *making mistakes, employees and taking risks, building relationships, books and experience*.

Now listen and make notes about what P.Y. Gerbeau says.

3. Listen to Rachel Babington, Head of PR at Disney Channel UK, talking about leaders and managers. Complete the notes, using up to three words in each gap.

### *Company background*

Disney Channel is a cable TV network run by The Walt Disney Company and started in 1983.

Good leaders...

- have \_\_\_\_ (1) i.e. to make the business progress.
- inspire staff.

Managers deal with the \_\_\_\_ (2) of leaders' ideas.

Good leaders also...

- avoid being too \_\_\_\_ (3)
- are not too involved when working with \_\_\_\_ (4)
- give people the \_\_\_\_ (5) their professional lives.

4. You will hear Rachel Babington talking about empowerment. Before you listen, work with a partner and predict what she might say to complete the notes below.

5. Listen and complete the notes on what she says, using up to three words for each space.

### *Empowerment*

Workers empowered by:

- deciding their job's \_\_\_\_ (1)
- being given \_\_\_\_ (2) of their job.

*Changes in management style*

In last ten years, management has only changed at a \_\_\_\_ (3).

Managing people

People need:

- \_\_\_\_ (4) in the future to work towards
- reasonable work pressures
- a \_\_\_\_ (5) to help them progress.

6. You will hear a television programme in which an occupational psychologist, Mariella Kinsky, is interviewed about work-related stress. Listen to the interview and take notes on what the main causes of work-related stress are, and what employers can do to reduce it.

7. Listen again and choose the best answer, a, b or c, for questions (1–8) in accordance with the text that you have heard.

- 1) Which workers are most likely to suffer from stress?
  - a) shopfloor workers
  - b) non-managerial white-collar workers
  - c) managerial staff
- 2) According to Mariella, what is the principal problem doctors have with stress?
  - a) It's hard to diagnose.
  - b) It's hard to treat.
  - c) It's hard to cure.
- 3) What indicator of stress has been increasing in recent years?
  - a) staff turnover
  - b) absenteeism
  - c) workplace sabotage
- 4) According to Mariella, what is the principal cause of the increase in stress?
  - a) longer hours in the office
  - b) increased management supervision
  - c) increased workloads
- 5) According to Mariella, which of the following was the main reason why people suffered less from stress in the past?
  - a) a friendlier working atmosphere
  - b) a better work-life balance
  - c) stronger unions
- 6) What contemporary social circumstance has probably increased stress levels?
  - a) richer lifestyles

- b) reduced family sizes
- c) higher expectations
- 7) According to the speaker, why has stress become 'respectable'?
  - a) It doesn't reflect on your ability to do your job.
  - b) It doesn't show you have a weak character.
  - c) It reflects the importance of the work you do.
- 8) According to the government, what is the most effective way for employers to reduce stress?
  - a) by offering counseling
  - b) by involving employees in decisions affecting their working lives
  - c) by organising employees in teams

### *Reading*

1. Read the text below and answer the questions.

1) According to this article what are the prime objectives of the Personnel Department? 2) What needs to be done after staff have been appointed? 3) How is the Personnel Department involved in the payment of wages and salaries? 4) How does the law protect the employee? 5) What do you think might be included in an induction programme? 6) What problems would you expect if an off-job training programme was to be arranged? 7) What do you think would be the purpose of interviewing candidates for a job? 8) What does an Industrial Tribunal do? 9) Why should the Personnel Department be concerned about the employees' attitude to work? 10) How do you think grievances should be dealt with?

## **PERSONNEL MANAGEMENT**

The Personnel Department is concerned with the provision and maintenance of a workforce. There are two dimensions to the task. The first is to ensure that employees are available in the right numbers, at the right time and with the necessary skills for the jobs that need to be done. This is the dimension of quantity. The second dimension relates to the quality of the workforce and is evidenced by the workers' enthusiasm and motivation. Highly motivated workers will be more productive.

The personnel function in an organization has many facets. There will have to be contact with line and departmental managers to ascertain staffing requirements. Applicants for jobs will need to be interviewed and recommendations made for appointments. Procedures will need to be developed for upgradings and promotions as well as selec-

tion. After staff have been appointed induction programmes will need to be organized so that the new recruits can fit in as efficient members of the team as soon as possible. Further training may be necessary, either in the firm (on-job) or at college (off-job). Such programmes need to be arranged to fit in with the normal work schedules.

The whole framework of pay is obviously of concern to personnel, including salary scales, overtime and bonus payments where appropriate. The calculations are complicated somewhat by flexible working hours which give staff the opportunity to choose their own attendance times within certain limits. There is generally a core time during which all staff are expected to be present.

The records maintained for all employees will show the remuneration paid, together with tax deductions, and will include details of training, examination successes, lateness and absences. There is, in effect, a personal profile for every member of staff.

In the United Kingdom, there is a legal requirement that every employee must receive a written statement setting out the terms and conditions of their employment. The statement will include a job title which could be relevant if the employee is subsequently dismissed for refusing some task for which he was not employed. Modern employment law accepts that the employee's job cannot be taken from him unfairly. Any employee who is dismissed unfairly may be entitled to compensation where an Industrial Tribunal considers the dismissal was wrongful or unfair. When a worker is no longer required he or she is made redundant and this entitles him or her to compensation depending on his or her length of service and pay. Workers cannot be discriminated against either because of their race or their sex, by law.

The Personnel Department has an overall responsibility for carrying out the policies of the Board of Directors in relation to staffing, but is also expected to help in the formulation of that policy. A vital area of involvement would be the negotiations with trade unions and the shop stewards, listening to grievances and attempting to cope with them, but also attempting to anticipate them. The Department should be concerned with all matters of welfare, from lighting and heating through to safety and personal hygiene.

No matter how automated production becomes, the roles of people are central in every business. The most expensive equipment is ineffective in the hands of careless or disgruntled workers and the Personnel Department carries the main responsibility for ensuring that morale is high in the organization.

2. Started in 1971, the Virgin Group operates in a wide range of markets, from music to finance and travel. Skim the web page text very quickly (in two or three minutes) to find out what qualities Branson has which make him a good leader.

### **RICHARD BRANSON – LEADER OF VIRGIN**

Richard Branson – the founder and owner of the Virgin Group, an empire of 350 companies that includes Virgin Atlantic airlines as well as ventures in other industries like telecommunications, trains, cosmetics and credit cards – says his goal is to turn Virgin into the most respected brand in the world. Branson's skill as a brand builder is one of the reasons underlying his longevity as a business leader.

It is difficult to separate the success of the Virgin brand from the flamboyant man behind that brand. He travels the world weekly, reinforcing his good-natured, visible, jet-setting, billionaire reputation – a reputation like the reputation of the companies he owns. "Generally speaking, I think being a high-profile person has its advantages," he says. "Advertising costs enormous amounts of money these days. I just announced in India that I was setting up a domestic airline, and we ended up getting on the front pages of the newspaper. The costs of that in advertising terms would have been considerable."

What is the most important quality of a good leader? "Being someone who cares about people is important," he says. "You can't be a good leader unless you generally like people. That is how you bring out the best in them."

How does a man who owns 350 companies get it all done? Branson places enormous value on time-management skills. As chairman of a large group of firms, Branson says he spends about a third of his time on trouble-shooting, another third on new projects, both charitable and business, and the last third on promoting and talking about the businesses he has set up. "As much as you need a strong personality to build a business from scratch, you must also understand the art of delegation," says Branson. "I have to be good at helping people run the individual businesses, and I have to be willing to step back. The company must be set up so it can continue without me."

In order for this process to work, employees must be happy. Branson says his philosophy of "look for the best and you'll get the best" helped him build an empire recognised for its young, fun culture. "For the people who work for you or with you, you must lavish praise on

them at all times," Branson says. "It's much more fun looking for the best in people. People don't need to be told where they've slipped up or made a mess of something. They'll sort it out themselves." Branson feels strongly that if an employee is not excelling in one area of the company, he or she should be given the opportunity to do well in a different Virgin Group job. Firing is seldom an option.

Motivational strategies extend to innovative ideas. The key to encouraging innovation within the Virgin ranks, suggests Branson, is to listen to any and all ideas and to offer feedback. Employees often leave companies, he reasons, because they are frustrated by the fact that their ideas fall on deaf ears. Interaction between employees and managers is fundamental.

Branson has developed a level of trust with his top managers by setting the direction and then stepping back to let them navigate. "I come up with the original idea, spend the first three months immersed in the business so I know the ins and outs, and then give chief executives a stake in the company and ask them to run it as if it's their own," explains Branson. "I intervene as little as possible. Give them that, and they will give everything back."

*From <http://www.knowledge@wharton>*

3. Read the text again and choose the best answer, a, b, c or d, to these questions.

- 1) What is Branson's business aim?
  - a) To diversify Virgin's activities
  - b) To make Virgin a global company
  - c) To survive longer than other business leaders
  - d) To enhance Virgin's brand image
- 2) What, according to Branson, is the business advantage of being well known?
  - a) It is easier to establish new ventures.
  - b) It saves money on publicity.
  - c) He is offered special advertising rates.
  - d) It makes his brands easily recognisable.
- 3) What, for Branson, is the key to managing his workload?
  - a) Being continuously involved at all levels of the enterprise.
  - b) Concentrating on problem-solving.
  - c) Making his companies independent of him.
  - d) Continually expanding his empire.
- 4) How, according to Branson, can you ensure optimum performance from staff?
  - a) By having an enjoyable corporate culture.



- b) By pointing out your employees' mistakes.
- c) By dismissing incompetent workers.
- d) By telling people that they are performing well.
- 5) Why, says Branson, do many businesses lose good employees?
  - a) Managers do not listen to employees' suggestions.
  - b) Managers do not know how to communicate with staff.
  - c) Managers do not encourage innovation.
  - d) Managers do not delegate.
- 6) How does Branson optimise performance from his CEOs?
  - a) By giving them specialist training.
  - b) By giving them a financial interest in the company.
  - c) By giving them a three-month trial period.
  - d) By offering them innovative ideas.

4. Find words or phrases in the text which mean the following.

- 1) someone who establishes an organisation (*paragraph 1*) – *founder*;
- 2) a new activity, usually in business, involving risk or uncertainty (*paragraph 1*);
- 3) which are real but not immediately obvious (*paragraph 1*);
- 4) very confident behaviour (*paragraph 2*);
- 5) from the beginning (*paragraph 4*);
- 6) say a lot of nice things about (*paragraph 5*);
- 7) made a mistake (*paragraph 5*);
- 8) dismissing (*paragraph 5*);
- 9) completely involved (*paragraph 7*);
- 10) the detailed or complicated facts (*paragraph 7*);
- 11) share or financial involvement in a business (*paragraph 7*).

5. Discuss these questions in groups of three.

- 1) How much of Branson's leadership style do you think is a question of personality, and how much is a question of technique?
- 2) Which things do you most admire about Branson's leadership style?
- 3) Would you like to work for him?

### *Speaking*

- 1. Study the case below and answer the questions which follow.

## **EDU PLASTICS**

This Company produces a variety of plastic toys for young children. The range of products includes bendy dolls, toy computers and construction kits. The company has to contend with a lot of competition from overseas, particularly from Taiwan and Korea. All the senior executives have just attended a meeting with Gordon Mansell, the Managing Director, at which he impressed upon them the need to lower costs by at least 10 % in the coming year.

"It's a matter of survival," he had said, "If our toys are dearer, people aren't going to buy them. If people don't buy our toys we are going to have to close down the factory. If the factory closes down we will all be out of a job."

Bill Miller, the Personnel Manager at the Tring Plant, could see his point, but felt the ball was mainly in the court of the marketing people and the accountants, but he changed his mind when he got back to his office. He pored over some statistics which had just been presented to him in the form of bar charts. They showed the absentee rates at the company's two main plants since they were set up just over four years ago. During this time the average number of workers employed was about 100 at each of the plants, and the nature of the work was such that there were always about the same number of women and men employed. The female workers tended to be unskilled and under the age of thirty, while about half the men were engineers or craftsmen.

One of the only differences between the Trenton and Tring Plants is that flexible working hours were introduced at the Trenton Plant at the end of the first year of operation. Bill finds the scheme for the other plant contained in a small section of the company's Staff Handbook. It reads:

*Flexible working hours:* Each employee on the production line is able to choose the starting and finishing times each day, as long as prior approval of the appropriate line supervisor is obtained. Employees must attend during the core time each day, but the remaining hours can be absorbed within the flex bands.

|           |                  |                 |           |           |           |
|-----------|------------------|-----------------|-----------|-----------|-----------|
| 8–10 am   | 10 am –<br>12 am | 12 am –<br>2 pm | 2–4 pm    | 4–6 pm    | 6–8pm     |
| flex band | core time        | flex band       | core time | flex band | flex band |

1) A line worker at Trenton, Jean Trelawney, who is a single parent, wants to take her children to school in the mornings before she goes to work. This means she cannot get to work until 09.30 in the morning. She also wants to take an hour for lunch to do her shopping. She will take this between 12.30 and 13.30. What time will she be able to finish work if she has to work an eight-hour day?

2) Do you think the idea of flexible working hours is paying off at the Trenton plant, bearing in mind that absenteeism is expensive for the company?

3) Do women or men tend to be absent most? What explanations might there be?

4) How do the records of the Trenton and Tring plants compare?

2. Study the case below and do the tasks that follow.

### *Culture note*

This case reflects various aspects of British culture, where there is a democratic tradition in which employees are used to fighting for their rights and managers are aware of the importance of motivation in a service sector company. In cultures like that in Great Britain, which tend to emphasize the individual, there is a tendency to try to motivate the work force to perform better. In cultures in which there is a strong loyalty to one's company, there is not the same emphasis on motivational theory, as motivation is built into the employees' attitude towards the company and the company's expectations of the employees. In these cultures, employees are expected to work hard because of their loyalty to the company, while in cultures that stress individualism, the employees must be motivated to work hard.

Thus, motivational strategies are considered an important part of the activities of the human resources (also called personnel) department within cultures that emphasize the individual.

## **COMMUTAIR: EMPLOYEE MOTIVATION AND MANAGEMENT THEORY**

Commutair, a small commuter airline based in Newcastle in the United Kingdom, has flights between Newcastle, Aberdeen, and Edinburgh, as well as flights from these cities to London. The airline has recently applied for concessions for routes from the three northern cities to Oslo and Bergen (Norway), Gothenburg (Sweden), and Aarhus (Denmark). However, recent developments have begun to create uneasiness in the company. Judging from an increased number of customer complaints, there seems to be growing customer dissatisfaction. The complaints center around lost baggage, overbooking, delayed flights, inadequate information to passengers, and impoliteness. The president of the company, Tom Waters, fears that some of these problems can be tied to employee dissatisfaction. In addition, absenteeism is increasing, which supports management's fears of growing employee discontent. A brief survey of employee opinion has revealed dissatisfaction with pay (which is 10 percent under the industry average), the monotony of work (especially at the check-in counter), and frustration with managers who

are not willing to listen to suggestions and complaints from "front-line" employees in response to customer demands and complaints.

Waters has followed up the survey with interviews, receiving the following responses. John Jacobs, a baggage handler, complained about eight-hour shifts with no coffee room in which to take a break, as well as problems with the electric baggage trucks which result in breakdowns and the need to reload the baggage onto new trucks. Margaret Darling, a flight attendant, reported constant customer complaints (including a lack of snacks in tourist class and the absence of newspapers in business class) to her manager four months ago and has still received no reply. The check-in personnel are frustrated with reservation personnel for constant overbooking and have continually complained to their manager. One check-in employee, Christine Roberts, said that if the situation was not remedied soon, she would quit. She cannot stand the constant complaints she is getting, particularly since it does not appear as if anything will be done about the situation. Reservation personnel are also frustrated, as they receive constant complaints from the check-in personnel without being able to do anything about company policy concerning overbooking. (The reservations manager has insisted that overbooking is necessary to insure that flights are full, despite last-minute cancellations.)

Company President Waters is afraid that the application for new routes will be jeopardized if something is not done soon to reverse the rise in employee – and customer – dissatisfaction. He has asked the Director of Human Resources to set up a committee, consisting of members of her staff and other employees, to discuss the present situation and write a report suggesting necessary changes.

As members of this committee, you must consider the major complaints of the employees, as well as possible changes the administration must make to meet these demands. Basically, you are being asked to consider what motivates front-line employees in an airline in general, and what must be done specifically in response to Commutair employees' complaints. How can the front-line employees be motivated to be more service-minded? Finally, what changes in management philosophy and organizational structure must be made to meet employee needs?

3. What are common mistakes that bosses make, and how, in a diplomatic way, can they be made to see these mistakes? Study the following case.

### *Culture note*

This case emphasizes the importance of creating an atmosphere in which employees are encouraged to perform at their best. In many cultures, bosses are so highly respected that their management style would not be questioned. However, in Anglo-American cultures, this is not the case. In this case, the employees of the British company Sterling Forklift consider the managerial style of their company's president so destructive of good working conditions that they feel obliged to confront him. The relatively open nature of British society allows for conflict between employees and their employer. The British have a long tradition of class conflict and confrontation between unions and management. Management has not always been responsive to workers' needs and, as in this case, must sometimes be forced to face these needs. Unlike managers in some other cultures, British managers are not so secure in their position that they cannot be confronted. Conflict is accepted as part of the relationship between workers and management, and British society allows for the conflict to be expressed.

### **UNHEALTHY LEADERS: STERLING FORKLIFT**

In a recent Norwegian book about management style, the author states that managers' leadership styles can actually lead to health problems and high absenteeism among the employees. One of these unhealthy styles is exhibited by Tom Masters, the founder and president of Sterling Forklift. Thus, this case deals not just with reorganization, but also with human personalities and conflicts. No matter where people work, they are going to run into conflicts of ideas, personalities, and management styles. The ability of employees and managers to resolve these conflicts satisfactorily will affect not only their working environment, but also the company's overall performance.

This case involves conflicts between the Engineering and Production Departments of Sterling Forklift – conflicts that are intensified by Masters's pressure on employees. Due to the pressure they are under, the two heads of the departments could easily turn to blaming each other as a way of avoiding Masters's anger. Naturally, this would have a negative effect on the working environment at Sterling Forklift, as well as on the working relationship between engineering and production.

Sterling Forklift of Sterling, Scotland, makes battery-powered forklifts. It has been expanding rapidly, as it has managed to position itself in a new market created by government regulation requiring a reduction

of pollution in the workplace. The company is headed by Tom Masters, the founder of the company. He is a hardheaded engineer with an eye for figures and a corresponding lack of psychological insight into employee motivation. The original forklift model produced by Sterling Forklift was Masters's "baby", and although he has hired engineers to further its development, he is constantly "dropping by" and more or less dictating to them how to carry out their jobs. The Production Manager, James Dickerson, an Englishman, and the Engineering Manager, William McRoberts, a Scot, feel that Masters is constantly pressuring their workers. They are professionals and do not want to be treated like assembly-line workers. However, Masters cannot seem to make this distinction. Masters's management style is particularly troubling to McRoberts, who has a degree in engineering and an MBA. Besides Masters's impolite manner, his management style includes monthly meetings with the managers, in which the managers must account for the past month's performance. These meetings in Masters's office take on the character of calling the employees on the carpet (criticizing them). Masters has even yelled at McRoberts during several of these meetings and stated point-blank that if McRoberts cannot perform up to expectations, he should consider finding employment elsewhere. The two criteria Masters uses to measure the Engineering and the Production Departments' performances are (a) cost efficiency and (b) quality control. McRoberts's department has recently experienced Masters's anger due to their slowness in working out problems in a new model that is now three months behind schedule. On several of his visits to the Engineering Department, Masters has embarrassed McRoberts by criticizing him in front of his staff.

Dickerson has also experienced Masters's abrasive management style. Masters is a stickler for cost efficiency and quality control, and Production is not living up to his expectations, especially in the area of cost efficiency. Dickerson feels that Masters's criticism is unfair, as Dickerson has been calling for a reorganization of the assembly system from bays to an assembly-line. Masters refuses to listen to Dickerson, saying that the conversion of the factory would be too expensive in terms of both the cost of the conversion and lost production time. The conversion is estimated by Masters to cost £1.7 million, plus another £300,000 in carrying the cost of overheads during the conversion, as well as the costs of overtime pay to train workers on the new assembly-line and to build up inventory. Dickerson counters that this conversion would increase productivity by 20 percent, which would compensate for the cost in approximately three years (the new assembly line is ex-

pected to generate a £670,000 incremental cash flow). However, Dickerson's argument has been ignored.

In addition, both Dickerson and McRoberts are beginning to sense discontent among their staff, and there has been talk about some of the employees looking for new jobs. Employee morale is at an all-time low, which might explain the failings in quality control. Due to the somewhat isolated location of the plant, replacing these employees could be difficult. McRoberts is particularly afraid of losing David McNulty, who is an old-timer with a number of practical solutions and experience in both Engineering and Production. Dickerson is afraid of losing his best employee, Robert Smith, whom he brought over from the United States. Smith was recently criticized by Masters for initiating changes in their new model in an attempt to solve some of the problems in it. Smith had not cleared the changes with Masters, and although he had solved one of the basic problems with the model, all he got for his effort was criticism. Dickerson has been informed by Smith and other staff members that if he cannot "protect" them from Masters, they will consider quitting. Unfortunately, Masters considers the clearing of all decisions through him a must, which is typical of his "hub and spoke" concept of organizational structure (like a wheel, all communication must go through the center (the hub), making decision making centralized). This structure has, unfortunately, prevented interdepartmental cooperation, which has only made a bad situation worse. Masters's criticism about cost efficiency and quality control has created pressure on both Engineering and Production. McRoberts and Dickerson have started blaming each other. Production has claimed that the specifications have been unclear, and Engineering has claimed that Production does not know how to read the drawings. Pressure has mounted to the point where both McRoberts and Dickerson have decided to call a meeting to air and, they hope, to solve the problems. McRoberts and Dickerson see three main problems: 1. Problems created by Masters's management style, resulting in employee discontent. 2. Practical problems of the factory's outmoded production system. 3. Conflicts between the Engineering and Production Departments.

Both Dickerson and McRoberts know that they must confront Masters, and that they must work out a strategy for how to deal with him. Dickerson also knows that the costs of the conversion equal the sum of last year's profits, although this expense will be spread over a number of years. Thus, he knows he will meet resistance on this suggestion and has worked out estimates showing that an assembly-line will reduce production time per unit from ten to eight hours. This will

result in savings that will pay for the £2 million in three years. Finally, Dickerson and McRoberts must work out their differences in front of Masters to show him that they are trying to solve problems. They hope that this will create some goodwill with Masters, prompting him to stay off their backs. Otherwise, growing tensions will result in insurmountable personnel problems. In preparing for the meeting with Masters, Dickerson and McRoberts will not only have to take into consideration Masters's personality, but also the following barriers to change:

a) *Value barriers.* The proposed changes conflict with certain individuals' perceptions (in this case, those of Masters) and philosophies of how the company should be run and how employees should be managed. In this latter concern, Masters must be made aware of the importance of treating professionals as professionals.

b) *Power barriers.* Certain changes, especially reorganization, threaten certain individuals' positions and power in a company. In this case, Masters may perceive the meeting as a plot to undermine his power through greater employee freedom and decentralized decision making, which in turn would conflict with his perception of how a company should be run. He may fear that his 'hub and spoke' approach may be undermined by interdepartmental cooperation. At the same time that he wants greater cost efficiency, he might be afraid of the interdepartmental cooperation that may be necessary to achieve it because he may lose control of the decision-making process.

c) *Psychological barriers.* These barriers often come from a general fear of change, resulting from personal insecurity and the resulting preference for maintaining the status quo. Does Masters's top-down approach stem from personal insecurity that will make him resistant to all change? If so, how can Dickerson and McRoberts approach him to overcome his fear?

4. Look back at the case in activity two and discuss the following points with your partners.

1) Compare the attitude of people within your culture towards work and the necessity for motivation with the situation in this case. Are your workers naturally motivated as a result of respect for, and loyalty to, the management and the company? If not, what are the typical means used by management to motivate workers? 2) How important is knowledge of motivation theory for managers? 3) How much motivation theory have you learned in your studies or on the job? 4) Discuss what would best motivate employees in a company such as Commutair. Is money or job satisfaction the most important issue?



5. Give your opinion on the following.

Some workers receive a Christmas bonus when... If you are given luncheon vouchers... Tax has to be deducted by an employer. It is not easy to obtain job satisfaction. When someone stays away from work... An ideal job would be one where... When you are being interviewed for a job... An interviewer should always... A personnel department... Work would be more interesting if... An induction programme...

6. You are an independent business analyst. Your local Chamber of Commerce has asked you to investigate ways of motivating staff in local companies in order to produce a happier, more effective and more productive workforce. Study these ways managers can use to motivate staff: *performance pay and bonuses; annual performance reviews / appraisal; competitions for new ideas; empowerment; working in teams; regular training.*

1) What are the advantages and disadvantages of each? 2) Add two or three more to the list. 3) Which would you recommend companies in your area to adopt and which would you ignore?

7. Study the following situations and discuss the questions in small groups.

## **ESTABLISHING AND ACHIEVING WORK GOALS**

The Human Resources manager in a hotel has a policy that all new employees in the clerical area of the hotel will start work in the mailroom. By starting in the mailroom, the employee will learn other departments in the hotel. Even though some may have more qualifications or education than others, they all start in the mailroom.

During the interview, Camilla asked Vicky, the interviewer, why the policy was established. Vicky explained the importance of learning how the various departments operate and work together. Camilla seemed satisfied with the explanation. Vicky called the next day and offered Camilla the job. She reminded Camilla of the policy and also told her that most messengers are promoted within six months. Camilla accepted the position.

Two weeks after Camilla started working, she asked her supervisor when she would be promoted. Her supervisor was surprised, but she explained how the messengers who were hired before Camilla would be promoted first because of seniority. Camilla responded, "Vicky told

me I would be promoted within six months. I have learned the company, and since I have a degree and the others don't I should be promoted first. This is unfair." Her supervisor relayed the incident to Vicky, and she was just as surprised.

Vicky talked to Camilla about it. Camilla asked, "If I am stuck in here, how will I ever get to be an executive secretary?"

1) Did Vicky explain the policy sufficiently? 2) What should Camilla do to make sure she gets promoted as soon as possible? 3) How would you help Camilla understand the policy? 4) Was Camilla's attitude towards her co-workers justified? 5) As a co-worker, how would you react to Camilla's statement?

## **COPING WITH CHANGE**

Steve is 50 years old and has worked for a large hotel for 32 years. He started working for the company right out of high school. He worked in many different capacities for 12 years before going into the office. He has been a manager for the past 7 years. Steve knows every aspect of the hotel and has seen a lot of changes in the years that he has been with the hotel.

Steve has always got along with workers in all the different positions he has held within the hotel. Six months ago, the general manager, who had been there since Steve started with the company, was transferred to a different plant. The new general manager, Simon, is 15 years younger than Steve. He came to the hotel with a lot of new ideas about increasing the occupancy rate of the hotel.

Steve has always gone along with new and different ideas concerning the hotel. His job is to plan all the work schedules for all the employees. He does this daily by preparing the work schedules by hand. Writing all of these work schedules usually takes him about two hours. This doesn't leave him much time for other duties.

A few years ago, when the hotel put in a computer system, Steve accepted this change readily. The computer prints out reports daily to help him in his work. He still does the employee work schedules by hand.

The new manager, Simon, has told Steve about a new programme to be added to the computer that will set up the employee work schedules for him. Steve is very upset with Simon. He doesn't feel that a new computer programme will be able to do his job as well as he can. He knows computers are faster than his writing, but he also knows that the clerk putting in the information can make mistakes. Any mistakes that

he doesn't catch right away can drastically affect the work schedules of the employees.

Steve knows that any new manager would have some new ideas, but he doesn't feel that a new programme for his job is a good idea.

1) Is Steve afraid he is losing his job to the machine? 2) How can Steve be sure the information fed into the computer programme is accurate? 3) Should Steve discuss his feelings with the new manager? 4) Is Steve against change because it affects him personally? 5) Would you be jealous of a younger person being your boss?

8. Look back at the case in activity two and role play the following situation.

a) Work in groups. Each group will function as a separate committee. Each committee will consist of (a) front-line employees with specific demands and (b) members of the Human Resources Department who possess a good knowledge of motivation and management theory. The employees on the committee represent specific employee groups, such as check-in, baggage, cabin, and reservations personnel. You begin by discussing what motivates personnel in front-line jobs such as yours. You can discuss this in general, using motivation theory, and then talk about what would motivate you in your specific job.

b) Now you are independent consultants trying to consider the needs of both management and employees. You discuss managerial theories and approaches that management should adopt to meet the employees' demands. You devise a managerial policy statement for Commutair. This statement should include (1) statement of management's attitude toward their employees, (2) a motivational package to meet the needs of the employees, and (3) changes in organizational structure to increase communication and give front-line employees more say in company policy. In addition, it should include a statement about the importance of a customer- and service oriented attitude among the employees. Illustrate the statement of policy with examples of how this policy and attitude will be implemented in the future.

9. Look back at the case in activity three, work in groups of five and role-play the meeting.

Dickerson and McRoberts have called a meeting. The agenda for the meeting is the following:

Jan. 28, 20 \_\_\_\_

11:00 pm

1. Cooperation between engineering and production.
2. Assembly-line production and factory remodeling.
3. Any other business.

**Student A: Tom Masters, President.** You act your role according to the personality described in the case.

**Student B: William McRoberts, Engineering Manager.** You chair the meeting and make a brief statement about how you and Dickerson have established a team consisting of employees from both Engineering and Production to work to create better communication between the two departments.

**Student C: James Dickerson, Production Manager.** You introduce item two on the agenda and then turn the discussion over to McNulty and Smith, who will give details and present an argument in favor of the assembly-line approach. You will also diplomatically introduce the question of Masters's leadership style and make an appeal for greater decentralization of decision making and less pressure on employees, based on a concern for the employees and the overall success of the company.

**Student D: David McNulty, Production Department Employee.** Together with Smith you provide details about how this team approach works in practice, including how employees develop drawings for products in order to avoid misunderstanding and to take into account ease of production when products are being designed. You also contribute to the second item on the agenda, the assembly-line, with drawings of an assembly line and an explanation of how it will be more efficient.

**Student E: Robert Smith, Engineering Department Employee.** Together with McNulty you provide details about how this team approach works in practice, including how employees develop drawings for products in order to avoid misunderstanding and to take into account ease of production when products are being designed. You speak on the second item on the agenda, the assembly-line, with drawings of an assembly line and an explanation of how it will be more efficient.

The stated purpose of the meeting is to work out problems between Engineering and Production and to consider remodeling the factory's production facility. An unstated item on the agenda is Masters's management style. Masters suspects this and feels threatened. The first

item is basically designed to create goodwill with Masters, but certain results must be achieved. Here you can draw from the experience of Smith and McNulty, who should contribute some suggestions on how to improve cooperation, such as including Production people in Engineering operations so that they can become familiarized with the workings of Engineering and make suggestions, in terms of production problems, that might arise from certain design features. McNulty has worked in both Engineering and Production and would be the perfect partner to develop interdepartmental cooperation, as he understands both sides of the engineering / production process.

After reaching some solutions, move on to item two on the agenda, where once again Engineering and Production exhibit a desire to cooperate to develop an assembly-line system. The second part of this item is to convince Masters to convert production to an assembly-line system. Masters is skeptical on three grounds: (1) cost; (2) the fact that the factory will have to be closed, and thus the problems of meeting delivery schedules and loss of sales and possible layoffs that such a closing will entail; and (3) a general skepticism about loss of control over the decision-making process (see the list of barriers to change). The representatives from Engineering and Production will have to develop arguments and suggestions to convince Masters, such as employees working overtime to build up inventories to cover the period when the factory will be closed, cooperation between Engineering and Production in designing and building the assembly-line that will save money and keep the layoffs at a minimum, and so on. Smith has designed assembly-lines before and could provide the drawings.

The final item on the agenda, though not stated as such, will address Masters's management style, the problems it is causing, and the effects on the company and its personnel.

10. Work in groups of three. You are managers of a medium-sized electronics company with 150 employees. You are part of a working party set up to address some of the very worrying problems identified recently.

Turnover is down by €2 million. The market is increasingly competitive and the company hasn't produced a truly innovative product in the last five years.

There has been a 45 % increase in the number of people leaving the company this year and there is a real problem recruiting top quality people to move the company forward.

Role-play a meeting of working party and discuss how you can make the company more successful.

**Student A:** You are a very cautious manager, nervous of change. You want the company to improve what it does now, but not to make big changes. You think the business needs strong management and a dynamic and directive leader. People should do what the boss says and ask no questions. Every business needs a powerful leader. You think the company should offer a very high salary for a new CEO, and that higher salaries for the current employees will mean that they will stay in their jobs.

**Student B:** You are a modern manager with a democratic style of management. You think the business needs to adopt a more team-oriented approach. You need product innovation and this will come by letting staff working independently, suggesting ideas and working with, not against, the management. You want regular meeting to improve communication and the flow of ideas amongst all staff. Staff should be allowed to take risks, so they will enjoy their jobs more and will stay in the company.

**Student C:** You think money is very important and that the business needs to change. You must invest in new people and new technology. The company needs to raise money, get the best people and buy the best equipment to compete. You suggest a partnership with new investors, possibly abroad, to develop new ideas using market knowledge and contacts. You think the business should look for new partners, and that they will bring top quality staff with them.

### *Writing*

1. Jeremy Deans, Junior Partner with Wilkins & Deans, a firm of City stockbrokers, yesterday called Peter Hartley, Supervisor of the European equities<sup>26</sup> trading desk, into his office. At the end of their conversation Jeremy, as Chief Administrator, asked Peter for a short but formal report (maximum 150 words) on discipline on the equities desk. Read the conversation and draft a report such as Peter might submit to him.

JEREMY: Thanks for coming to see me Peter. I wanted to talk to you about a couple of disciplinary problems that I have noticed with your team.

PETER: Sounds serious.

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<sup>26</sup> business shares that give you some of the company's profits rather than a fixed regular payment

JEREMY: Well I think so. The first one is swearing. I accept the dealing room is a tense place and they are under a lot of pressure, but it is all at top volume. I was taking an important Japanese client out last week and as we walked past I could see that he was clearly surprised and embarrassed.

PETER: It's very difficult to handle. I mean the dealers do tend to get completely involved in the situation and a no-swearing rule would be very difficult to enforce.

JEREMY: I think you should have a word with the team. Remind them that I could cut their bonuses if I really saw no improvement.

PETER: OK, if you think it will help.

JEREMY: I do. What they say in the bar is up to them, but here it's different.

PETER: Is there anything else?

JEREMY: Yes, I'm afraid so. Punctuality seems to be slipping. I've noticed dealers coming in after eight several times this week. Are there any reasons you know of?

PETER: I know that Michael and Claire take the train and there have been delays this week.

JEREMY: Well, I feel there is a general slackness. You were not here when I arrived at eight this morning.

PETER: Yes, sorry. I got stuck in traffic.

JEREMY: Alright. I accept that. These things happen, but I am sure the reasons are not always genuine. Imagine what they'd say if their pay cheques were late.

PETER: It starts with one person being a bit late and then someone else joins them. Before you know where you are it's a major problem. I've spoken to a few of them, but I'll let them know you are aware of the situation.

JEREMY: Please do, Peter. And say I shall be checking up on them for the next few weeks. If any of them come in late they are to account to me. We can't afford to let this attitude take hold. We've got some promotion opportunities coming up shortly, and I was hoping to look to your team for candidates.

PETER: Michael has made a record profit on his portfolio this month.

JEREMY: That's good. It's up to you to see the others do the same!

PETER: One last thing. You mentioned a few days ago that personal phone calls seemed to be on the increase. Well, I've made

a rule that no one is to make personal phone calls during trading hours except in an emergency.

JEREMY: Excellent. Clients get a bad impression if they see dealers just chatting on the phone, and it wastes good trading time.

2. Two daily newspapers in the Manston Group, the *Morning News* and the *Southern Star*, are being amalgamated to form a new paper, the *Southern Belle*, in order to combat rising costs and falling circulation and advertising revenue. You are a personal assistant to Alan Crawford, who is the Personnel Manager at the *Morning News*. He has asked you for a brief report (about 200 words), covering specifically the staff problems you anticipate at the *Morning News*, and how these problems might be dealt with.

*The Morning News* This paper sells mainly in London and the south-east of England. The average daily circulation over the last six months has been less than 200,000 which is well below the breakeven point.

General layout of the paper: Pages 1 and 2: national and international news. Pages 3 to 6: local news (there are three varied editions for different geographical areas). Pages 7 and 8: special features. Then follow the pages given over completely to advertising, the final pages covering sport and entertainment.

The target audience is primarily male.

The printing works and offices are in Finchley in North London and there are 1,200 employees of whom nearly half are female part-time workers. 75 of the 115 journalists, however, are males over the age of 45.

*The Southern Star* This paper concentrates on national and international news, but also has six centre pages catering for a family audience. There are regular features on fashion and cookery, holidays and family problems. The circulation last year averaged 400,000 but there has been a serious decline in recent months.

The printing works and offices of the *Southern Star* are sited on the outskirts of Corydon in southern London. The workforce of 750 (all full-time) have known for some months that the existing works would be closing down when the lease expires at the end of next year.

The majority of the journalists on the staff are female, mainly under the age of 40.

*The Southern Belle* These two papers are to be amalgamated to make a completely new paper, the *Southern Belle*. It is to be published



as soon as possible. Following market research, the Manston Board have decided on the new format.

According to the research, the public absorbs the main news items through television media, so the *Southern Belle* will concentrate less on the news and more on features, particularly those of general interest to the family.

It hoped to keep the circulation around the half-million mark, but 400,000 will be the breakeven point.

By using the latest technology the number of technical operators will be reduced to 250, with 45 on the editorial staff. Redundancies are inevitable.

The *Southern Belle* will be produced from the Southampton works and offices – 75 miles to the south-west of London. These will need to be modified to house the new equipment.

## UNIT 6

### DOING BUSINESS CROSS-CULTURALLY

#### *Activating background knowledge*

1. International businesses with a highly diverse workforce in terms of nationality and cultural background face challenges from the differences in language, values, belief systems, business ethics, business practices, behaviour, etiquette and expectations.

What do you know about other cultures? Do the quiz. Choose the answer you think is correct.

1) Compared to people from most other cultures, US Americans appreciate arguments based on:

- a) emotion.
- b) logic and reasoning.
- c) statistics and empirical evidence.

2) The concept of "face" – a person's image or value in the eyes of other people – is important in China, and because of that the Chinese often:

- a) like to do business with small, unknown companies.
- b) don't like to give business to friends or relatives because it creates a bad image.
- c) don't say "no" directly, even if it's really what they are trying to communicate.

3) When negotiating, a German supplier's first offer is usually:

a) high because they are very competitive and want to "win" the negotiation.

b) realistic because they don't like to spend a lot of time bargaining.

c) very low, and then they find excuses to continually raise it.

4) What statement is NOT true about gift-giving in Columbia?

a) They may not open the gift in front of you (it could seem greedy).

b) They usually don't give effusive thanks (a question of pride).

c) It's not recommended to give foreign beer (they make very good beer in Columbia).

5) Match the country with the percentage of women on Executive Boards of companies:

Greece 0.4 (23<sup>rd</sup> of 23 countries)

Japan 3.8 (20<sup>th</sup>)

Norway 6.5 (12<sup>th</sup>, between Germany and France)

Spain 12.8 (4<sup>th</sup>)

US 21.1 (1<sup>st</sup>)

6) In Japan, it is considered bad manners to write on:

a) a napkin.

b) someone's business card.

c) a printed meeting agenda.

d) a newspaper.

7) Do not compliment an Arab's personal possession because he or she might:

a) think you are envious.

b) feel that you're being condescending.

c) feel obliged to offer it to you.

d) consider it bad luck.

8) If you are invited to dinner in a Spanish home, which two of the following flowers should you not bring as a gift? Do you know why?

a) Roses.

b) Chrysanthemums.

c) Dahlias.

d) Lilacs.

2. Nowadays, there are more people who speak English as a second or third language than there are native speakers of English. In business, English is being used as the main medium of communication across many cultures. However, knowing the English language doesn't necessarily mean that people will be able to communicate effectively. What do you need to consider when you are communicating across cultures? Do you know any cultural rules which should be obeyed in cross-cultural communication?

In the following extract, trainer Yvonne Evans talks about the problems which can arise when people from different cultures meet to discuss business. Before you read the extract think about a film you have seen recently. This needs to be a film from a different country. How did the people in the film greet each other? How did they talk to each other? Can you see any differences between the way they behaved with each other and the ways people in your country behave in the same situation?

When you are meeting with people from different countries, it's very important to be aware that communication might not go smoothly just because you both speak English. This is because lots of our communication is non-verbal – this means we communicate a lot through gestures, and facial expressions – and a lot of it depends on a shared cultural understanding. One example is when you shake hands. In the UK, it is quite complicated: depending on your generation, you may or may not automatically shake hands with someone you meet at work. The rules for this are generally unspoken but understood – and if you come from a different culture, they may be impossible to understand. There are other things too. Eye contact is a key one. In some cultures, you are expected to make eye contact with the people you are talking to, in others it can be seen as offensive. That's why knowing something about different cultures, and being open-minded about the differences between cultures is so important. It's not just language that makes us effective communicators!

What two examples of non-verbal behaviour are given in the text? Find two examples of culture-based "rules".

### *Culture note*

Five top tips for communicating effectively across cultures:

- If you are working with colleagues from different cultures, try to find out something about those cultures. Being informed about different cultures can help you identify where misunderstandings have occurred.

- Be observant. If you are watching foreign films or TV programmes, watch how people communicate with each other. Can you identify any differences from the ways people communicate in your country?

- Be open-minded. Problems can arise when people don't respond or act in the way we expect them to, but this might be a result of cross-cultural interference. Try to be aware of those differences, and help others to be aware too.

- Choose your language carefully. Try to avoid very informal or slang expressions, or too many idioms. Using simple, clear language will help you convey your message clearly.

- Share information about your own culture with visitors from other countries. It is often small things which can be confusing: for example, in your country, do you take your shoes off before you enter the house? Try to be aware of the little things which make your culture special.

### *Activating language*

1. Read this article about cultural differences, paying special attention to modals, expressing degrees of necessity.

## **WHAT WE SHOULD AND SHOULDN'T HAVE DONE**

Recently my wife and I had a cross-cultural experience that taught us about some things we should have done differently. Six months ago my company sent me to work at our branch office in Japan. My Japanese co-workers have been friendly and gracious, and last week one of them invited my wife and me to his house for dinner. We were honored to be invited, and the food was delicious. But even though Masayuki and Yukiko, his wife, were most polite and friendly and never gave an indication that anything was wrong, we felt a bit uncomfortable about the evening. I decided to ask my friend Junichi about it. He's lived in both Japan and the United States, so he knows the differences between the two cultures. He gave me a lot of pointers. Now we know what we should and shouldn't have done.

The first tip was about taking off our shoes. We knew that you're supposed to take off your shoes when you enter a Japanese home, so we did. We didn't know we were supposed to arrange them so they'd be pointing toward the door when we left so that we'd be able to put them on without having to turn around. But this wasn't a big mistake, Junichi said.

The second pointer was about gifts. Helen and I knew you're supposed to take a gift to a Japanese home. Masayuki and Yukiko seemed a little shocked, though, when we pulled the present out of a plastic bag and said, "We thought you'd like this CD. It's rock and roll." Junichi chuckled and said, "Well, you should have wrapped the CD. It's OK to bring it in a plastic bag, but the gift itself has to be wrapped. And you mustn't say anything about the gift. Just give it to your hosts. The main problem, though, was the gift itself."

"You mean we should have taken something different?"

"Yes. A rock and roll CD isn't really an appropriate gift."

"Well, what should we have taken?"

"Maybe a box of chocolates. Or you could have taken some flowers."

After that I told Junichi about what happened before dinner. Masayuki and Yukiko had invited us to sit down for some tea and snacks. The tea was delicious, but we had trouble eating the raw sushi. I was able to finish mine, but Helen couldn't finish hers. Masayuki and Yukiko seemed a little puzzled. Junichi chuckled again and said, "Well, in Japan it's considered impolite to leave half-eaten food on a plate."

"You mean you've got to eat everything that's offered to you?" I asked.

"You don't have to. But if you take something, you must finish it."

After we ate, Helen asked Yukiko if she could help her in the kitchen. This is the way we do things back in the United States, but Junichi says you are not to do this in Japan. According to the rules of Japanese culture, visitors aren't allowed to go into the kitchen.

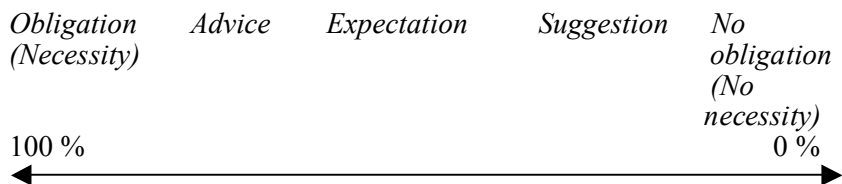
The other thing you probably shouldn't do, he says, is praise pictures or ornaments in the house. If you do, your Japanese hosts might feel they have to give the object to you. Fortunately, we didn't do that. At the end of the evening, Masayuki asked us if we'd like to have another drink. We thought it wouldn't be polite to say no, so we accepted and stayed for another half hour. Finally we felt that we absolutely had to leave, so when Masayuki invited us to have an additional drink, I said, "We'd really like to, but it's late. We'd better get going, or we won't be able to get up in the morning." Masayuki and Yukiko seemed relieved. Junichi said, "That's what you should have done in the first place. When a Japanese host invites you to have a drink at the end of the evening, you should refuse gently. Otherwise, you could be there all night. Leaving earlier would have been fine."

I asked what he thought we might do to rectify the situation. "Shall we invite them over?" I asked. He said, "Yes, you ought to do that. Just remember all the things I've told you. But don't invite them to an informal, Western-style party with a lot of loud music. Just make it a simple dinner for the four of you."

Good advice, I thought. What really struck me is how much we all have to learn about other cultures.

2. Arrange the modals from the box along a line like the one below, going from obligation to no obligation.

|                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|
| could, to be to, don't have to, should,<br>have (got) to, to be supposed to, must,<br>had better, might, ought to |
|-------------------------------------------------------------------------------------------------------------------|



3. Look at these sentences. Each sentence can be said in another, similar way. Circle the letter of the choice that is closer in meaning to the sentence given.

1) We knew that you're supposed to take off your shoes when you enter a Japanese home, so we did.

- a) Japanese people expect guests to remove their shoes.
- b) It doesn't matter whether or not you wear your shoes in a Japanese home.

2) Well, you should have wrapped the CD.

- a) You wrapped the CD, and that was the right thing to do.
- b) You didn't wrap the CD, and that was a cultural mistake in Japan.

3) And you mustn't say anything about the gift.

- a) It's sometimes acceptable to say something about the gift.
- b) It's definitely wrong to say anything about the gift.

4) Or you could have taken some flowers.

a) Flowers are an acceptable gift in Japan, but the author and his wife didn't take any.

b) The author and his wife made a cultural mistake by not taking flowers.

5) According to the rules of Japanese culture, visitors aren't allowed to go into the kitchen.

a) The Japanese expect visitors to stay out of the kitchen.

b) It's OK for visitors to go into a Japanese kitchen.

6) If you do, your Japanese hosts might feel they have to give the object to you.

a) Japanese hosts might feel a strong obligation to give the object to you.

b) Japanese hosts might feel they can choose not to give the object to you.

7) When a Japanese host invites you to have a drink at the end of the evening, you should refuse gently.

a) The hosts don't expect you to refuse gently.

b) It's a good idea to refuse gently.

- 8) Yes, you ought to do that.
- a) It doesn't matter whether you do that.
- b) It would be a good idea to do that.
- 9) Junichi says you are not to do this in Japan.
- a) People won't care if you do this in Japan.
- b) It's a cultural mistake to do this in Japan.

4. Look again at the article. Write six sentences about what the American couple should have done and shouldn't have done. Then write four sentences about what they could or might have done. For example:  
 1) They should have wrapped the CD.

### *Focus on reading*

1. Multinational companies can either attempt to use similar management methods in all their foreign subsidiaries, or adapt their methods to the local culture in each country or continent. Which procedure do you think is the most efficient?

2. Do you think the culture of your country is similar enough to those of neighbouring countries to have the same management techniques? Or are there countries nearby where people have very different attitudes to work, hierarchy, organization, and so on?

3. A Dutch researcher, Fons Trompenaars, and his associates, have asked nearly 15,000 business people in over 50 countries a number of questions which reveal differing cultural beliefs and attitudes to work. Here are five of them. They concern ways of working, individuals and groups, rules and personal friendships, and so on. What are your answers to the questions?

1) If you had to choose, would you say that a company is (a) a system designed to perform functions and tasks in an efficient way, using machines and people, or (b) a group of people whose functioning depends on social relations and the way people work together? 2) What is the main reason for having an organizational structure in a company? (a) So that everyone knows who has authority over whom, or (b) so that everyone knows how functions are allocated and coordinated? 3) Will (a) the quality of an individual's life improve if he or she has as much freedom as possible and the maximum opportunity to develop personally, or (b) the quality of life for everyone improve if individuals are continuously taking care of their fellow human beings, even if this limits individual freedom and development? 4) A defect is discovered in a

production facility. It was caused by negligence by one of the members of a team. Would you say that (a) the person causing the defect by negligence is the one responsible, or (b) because he or she is working in a team the responsibility should be carried by the whole group? 5) Imagine that you are a passenger in a car driven by a close friend who hits and quite seriously injures a pedestrian while driving at least 25 kilometres an hour too fast in town. There are no other witnesses. Your friend's lawyer says that it will help him a lot if you testify that he was driving within the speed limit. Should your friend expect you to do this?

4. Read the portraits of managers in five different countries and decide which country each one corresponds to. How did you guess?

|                                                                      |
|----------------------------------------------------------------------|
| Germany   Poland   Sweden<br>The United States<br>The United Kingdom |
|----------------------------------------------------------------------|

*Managers from this country:* consider professional and technical skills to be very important; have a strong sense of authority; respect the different positions in the hierarchy of their companies; clearly define how jobs should be done; are very loyal to their companies and expect their subordinates to obey them; are often older than in other countries.

*Managers from this country:* receive a general education; delegate authority; take a practical approach to management; have relatively formal relationships at work; encourage their employees to work individually; believe it is important to continue education and training at work.

*Managers from this country:* consider social qualities to be as important as education; encourage their employees to take an interest in their work; pay close attention to the quality of working life; do not use as much authority as in other countries; appreciate low-level decision-making; are often women.

*Managers from this country:* generally attend business schools; communicate easily and informally at work; admire the qualities of a leader; expect everyone to work hard. Individual performance is measured and initiative is rewarded; have competitive and aggressive attitudes to work; often accept innovation and change.

*Managers from this country:* have either gained their experience in state-owned enterprises or are competitive self-starters; older managers hold technical degrees rather than business qualifications; work very long hours and expect their subordinates to do so; are extremely innovative, optimistic and determined; are quick to invest in the de-



velopment of new products, market techniques and methods of production and distribution.

In groups, discuss the advantages and disadvantages of each approach to management, and say which one you personally would find most attractive. Do any of these profiles correspond to management practices in your country (or in the country you are familiar with)?

### *Culture note*

Matrix management is the interface of an organization both vertically and horizontally. Traditional organizations consist of horizontal layers with a distinct line of command. Under matrix management, people may report to more than one person. Therefore, you could have a Salesman report to the Finance Manager or a Production Supervisor report to the Chief Technology Officer. The balancing of horizontal and vertical structures creates a matrix or grid whereby people move according to projects. Thus, the organizational chart looks like a series of vertical department columns crossed over by a series of horizontal project rows. By moving people around according to projects, skills are improved and human resource capital is enhanced.

### *Reading*

1. Read the text below, and see if your suggestions above coincide with the countries mentioned.

## **CROSS-CULTURAL MANAGEMENT**

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

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

The largely Protestant cultures on both sides of the North Atlantic (Canada, the USA, Britain, the Netherlands, Germany, Scandinavia) are essentially individualist. In such cultures, status has to be achieved. You don't automatically respect people just because they've been in a company for 30 years. A young, dynamic, aggressive manager with an MBA (a Master in Business Administration degree) can quickly rise in the hierarchy. In most Latin and Asian cultures, on the contrary, status is automatically accorded to the boss, who is more likely to be in his fifties or sixties than in his thirties. This is particularly true in Japan, where companies traditionally have a policy of promotion by seniority. A 50-year-old Japanese manager, or a Greek or Italian or Chilean one, would quite simply be offended by having to negotiate with an aggressive, well-educated, but inexperienced American or German 20 years his junior. A Japanese would also want to take the time to get to know the person with whom he was negotiating, and would not appreciate an assertive American who wanted to sign a deal immediately and take the next plane home.

In northern cultures, the principle of pay-for-performance often successfully motivates sales people. The more you sell, the more you get paid. But the principle might well be resisted in more collectivist cultures, and in countries where rewards and promotion are expected to come with age and experience. Trompenaars gives the example of a sales rep in an Italian subsidiary of a US multinational company who was given a huge quarterly bonus under a new policy imposed by head office. His sales – which had been high for years – declined dramatically during the following three months. It was later discovered that he was deliberately trying not to sell more than any of his colleagues, so as not to reveal their inadequacies. He was also desperate not to earn more than his boss, which he thought would be an unthinkable humiliation that would force the boss to resign immediately.

Trompenaars also reports that Singaporean and Indonesian managers objected that pay-for-performance caused salesmen to pressure customers into buying products they didn't really need, which was not only bad for long term business relations, but quite simply unfair and ethically wrong.

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

organization die than tolerate a system in which a few subordinates have to report to two bosses.

In discussing people's relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules are extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that the other is corrupt. Universalists say that particularists "cannot be trusted because they will always help their friends", while the second group says of the first "you cannot trust them; they would not even help a friend". According to Trompenaars' data, there are many more particularists in Latin and Asian countries than in Australia, the USA, Canada, or north-west Europe.

2. Answer these questions on the text.

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

3. Find words in the text which mean the following.

The use of reasoning rather than emotions or beliefs; understanding or knowing without consciously using reason; respect, prestige or importance given to someone; having a higher rank because one is older; to have hurt feelings because someone is being disrespectful; money or something else given in recognition or good work; additional money given for better work or increased productivity; a feeling of shame and loss of dignity or self-esteem; to give up a job or position; according to accepted moral standards.

4. Work in groups and discuss these questions:

1) Would you like to work for a company that had a pay-for-performance policy? Does this only work for salespeople, or could it be extended to all jobs? 2) Would you say that you, personally, were individualist or collectivist? Particularist or universalist? What about the majority of people in your country? 3) Would you like to work in a team? Do you like the idea of matrix management, or would you rather report to only one powerful boss? 4) Do you believe that it is possible to sum up national characteristics known as stereotypes in a few words? Is there any truth in them? Do you find such stereotyping dangerous?

5. What is your idea of national stereotypes? To learn more, read the following article.

### NATIONAL STEREOTYPES

Anyone who dares to talk about a "typical" Italian, etc, only needs to spend a day in that country to realize the error of his or her ways. But, outside Italy, the stereotype reasserts itself.

There are strong variations within most European races, in terms of different morphological types as well as the physical and psychological differences between generations (compare the young Spaniard or Sicilian with his or her grandparents...). In fact you can often see a similarity between foreigners of the same morphological or psychological type that far outweighs their national characteristics.

Yet these national characteristics, the stuff of stereotypes, are real and palpable enough to encourage an attempt to put them to paper – an act comparable to walking wittingly into a minefield with the prospect of emerging an arm or a leg the less. Most people would say one has to be deranged to take on the invidious task of trying to pigeon-hole one's fellow Europeans.

National characteristics exist not just because of history – and certainly not because someone-or-other won the battle of something-or-other, as history books imply. They are there as a result of exposure to a particular set of influences: climate, culture, a particular social order, even language (in a curiously roundabout way) and cuisine.

They surface as stereotypes. These stereotypes are often wild and wide of the mark, yet they say something about the race in question.

One thing for sure is that, once established, these stereotypes are devilishly difficult to extirpate. The square-headed *kraut*, the bowler-hatted *limey*, the bereted *frog*, the mustachioed *dago* will be around for a long time after the Single European Market has done its job. Likewise, Continentals and Americans still think fondly of London's *pea-soupers* even though there haven't been any for thirty years or more.

Such cultural mindsets, reflecting seminal attitudes and prejudices, have roots that go deep into a country's collective subconscious.

There was a striking example of this in the article by George Mikes in the Spanish edition of an international magazine, in his English-language original, talking about a row with a friend at a football match, he used the rather convoluted phrase "he called your mother-tongue barbaric". The translator, having a mindset about traditional

forms of Spanish abuse, rendered this as "*llamaba a su madre un bdrbaro del tribu tonga*". Translated back, this means "he called your mother a barbarian of the Tongue tribe", wherever or whatever the "Tongue tribe" may be.

Now, if you know the traditional Spanish propensity for attributing all sorts of dubious behavior and antecedents to the other party's mother in times of stress, you will understand everything. If you don't, never mind. Just take it that it demonstrates the ease with which one can slip into the habit of thinking a particular way about a culture, even one's own.

6. Argue for or against the following debating themes.

1) "By creating national stereotypes, we perpetuate racial disharmony." 2) "The north of any given country is more down-to-earth, more businesslike, more prosaic and more freedom-loving than the south of that country (which is more idealistic, more easy-going, but less reliable or businesslike)." 3) "Stereotypes can be positive or negative in their valorization, depending on the political and economic circumstances."

7. What would you tell a foreign visitor about "good manners" in your country?

8. Give a critical analysis of good and bad points of your countrymen.

9. What's your own opinion on the jokes made at the expense of particular nationalities?

### *Culture note*

Cross cultural differences can negatively impact a business in a variety of ways, whether in team cohesion or in staff productivity. In such multicultural companies, objective help may be needed through a cross cultural consultant who will show teams and individuals how to manage communication and work together more cohesively and productively.

10. All over the world organizations are finding themselves increasingly engaged in cross-cultural communication, whether they are doing business in another country, sourcing products from abroad, managing an increasingly multicultural workforce, or appealing to customers from a variety of cultural backgrounds. As a result, intercultural communication skills are not a distant need for the future, but a real need right now in the workplace. What country would you like to do

business with in the future? What should you know about cultural peculiarities of the country before you go?

11. You have an opportunity to do business in one of the following countries: Egypt, China, Spain, Germany. Which one would you choose? In your opinion, what are peculiarities of doing business in this country? Read the information on the country selected. Take notes on the main groups of cultural differences.

## **EGYPT**

### *Communication and behaviour*

- Since there are plenty of greeting styles in Egypt, it is safest to wait for your counterpart to initiate the greeting, especially at a first meeting.

- Arab men usually walk hand in hand although Western-style Egyptians rarely do this. If an Egyptian holds your hand, accept this as a gesture of friendship.

- The left hand is considered unclean in Egypt. Unless you are handling something considered dirty, always use the right hand. Avoid gestures with the left hand.

- Pointing is considered extremely rude.

- Do not cross your legs when sitting. Moreover, showing the bottom of your foot is considered offensive.

- The "thumbs up" sign is offensive in Egypt and the entire Arab world.

- Strict Muslims won't touch alcohol or pork. If you invite an Egyptian to a social event, make sure there is a selection of non-alcoholic drinks available.

- Don't "wipe out" your plate. Leaving a small portion of food means you have had enough.

- When eating in an Egyptian home, adding salt to your food is considered an offence.

- Egyptian cotton, sports (football, boxing) and achievements of the past are popular conversation topics.

- Women (inquiring about female members of your counterpart's family) and Israel are topics to avoid.

- Presents are acceptable but make sure you give or receive them with the right hand and never with the left. Using both hands is acceptable. Small electronic devices, chocolates and fashionable compasses are popular gifts.

### *Doing business*

- A typical business day is usually from 8:00 am to 2:00 pm in the summer and 9:00 am to 1:00 pm with an extra 5:00 to 7:00 pm in the winter.
- No business is conducted on Friday, the Muslim holy day. Most people don't work on Thursdays either.
- Working hours for businesses and government offices are shortened during the Ramadan.
- Punctuality is not as much of a priority. Your counterpart may be late for the appointment or won't show up at all.
- Indeed, it is a common practice to keep foreign trade partners waiting. You may not be able to hold more than one appointment per day. Besides, Cairo is well known for its traffic congestion.
- Appointments with traditional Arab entrepreneurs are rarely private. Interruptions in the form of phone calls and visits from friends and family are to be expected. Remain calm and understanding.
- You should have an Egyptian agent to do business in this country. If you're doing business in both Cairo and Alexandria, it's recommended that you have a separate agent for each city.
- Business cards should be printed in English on one side and in Arabic overleaf.
- Business documents should include two dates: the Gregorian (Western) and the Hijrah (Arabic) date.
- Visitors are expected to follow Egyptian discretion standards. Despite the country's hot temperatures, most of the body must remain covered.
- Avoid wearing traditional clothing. Egyptians may find it offensive to see foreigners dressed in their traditional attire.
- The lewd gaze of an Egyptian man is usually a good indicator that a foreign woman's dress is not "modest" enough.
- The pace of business is much slower in Egypt than in Europe or the States. Producing "instant results" is out of question.
- Business will not proceed until your counterpart decides that he likes you. The social side of the deal goes hand in hand with the work-related one.

### **CHINA**

#### *Communication and behaviour*

- Negative answers are considered impolite. Answer "maybe", "I'll think about it", or "we'll see" instead of a blunt "no".

- When your Chinese counterparts politely say "Not a big issue" or "The problem is not serious", they usually mean "There are still problems".

- Terms such as "Red China", "Mainland China", and "Communist China" are to be avoided. Just "China" will suffice. There is no need to avoid mentioning Taiwan as long as you call it "Taiwan Province" or just "Taiwan".

- Handshakes are popular but wait for your Chinese counterpart to initiate the gesture.

- Do not put your hands in your mouth as it is considered rude. Likewise, when in public, refrain from biting your nails, removing food from your teeth, and similar practices.

- Spitting in public is not acceptable anymore and it's subject to a heavy fine.

- Most people should be addressed with a title followed by their last name. If a person does not have a professional title simply use "Mr.", "Madam", "Miss", plus the last name. Unless you're a convict communist, never refer to someone as "comrade".

- Official policy in the Chinese business culture forbids gifts. The gesture is considered bribery, an illegal act in the country.

- "Eight" is deemed as one of the luckiest numbers in Chinese culture. If you receive eight of something, consider it a gesture of good will. "Six" is considered a blessing for smoothness and progress. "Four" is taboo because it means "death". Other numbers such as "73" meaning "the funeral" and "84" meaning "having accidents" should be avoided.

- If invited to a banquet, wait to be seated, as there is a seating protocol based on hierarchy. Business is not discussed during the meal.

- During a meal, 20 to 30 courses can be served, so try not to eat too much at once. The trick is to tuck in a sample of each dish.

- Scorpions, locusts, snake skin, dog meat and blood are considered premium delicacies.

- Leaving an empty dish is perceived as if you were not given enough food: a terrible insult to the Chinese.

- Leaving food untouched will also purport offence. Even if you find a dish unappealing, try a small portion just for the sake of politeness.

- Slurping and belching at the table are acceptable: they are perceived as signs that you are enjoying the meal.

- Building a personal relationship ("guanxi") during your business is very important. Part of this involves participating in the strong drinking culture that exists in the country.

- Sometimes, the Chinese enjoy testing the ability of a foreigner ("lou wai") to handle alcohol, especially "er gua toe", a powerful booze



that might be compared to airline fuel. A good practice would be to eat something beforehand.

- If you want to avoid alcohol, your counterparts will accept medical excuses.

- Giving tips is generally considered an insult in China.

### *Doing business*

- Being late for an appointment is a serious offence in the Chinese business culture.

- The best time for scheduling an appointment is April to June and September to October.

- Business hours are 8:00 am to 5:00 pm, Monday to Saturday.

- Many Chinese workers take a break between 12:00 and 2:00 pm. Almost everything "shuts down" during this period, from lifts to phone services.

- Conservative suits are the norm. Bright colours of any kind are considered inadequate.

- It'll be beneficial to bring your own interpreter to help you understand the intricacies of everything being said during meetings.

- Speak in short, simple, jargon-free sentences. Pause frequently.

- Before you arrive, have at least 20 copies of your proposal(s) ready for handing out.

- Printed presentation materials should be only in black and white. Colours are to be avoided.

- Belief in the communist party line will be dominant in all negotiations.

- "Saving face" is an important concept to bear in mind. Causing embarrassment or loss of composure can be disastrous for business negotiations.

- Exchanging business cards is common practice, so bring a plentiful supply. Make sure that one side is in English and the other in either Simplified Chinese or Traditional Chinese, depending on the region.

- Include your professional title on your business card, especially if you hold a decision-making tenure.

- If your business is the oldest or largest in your country, or has some other prestigious distinction, ensure that this is stated on your card.

- Having your business cards printed in gold ink is a distinctive asset. In the Chinese business culture, gold is the colour of prestige and prosperity.

- Tender your card with two hands and ensure that the Chinese side is facing the recipient.
- When receiving a business card examine it carefully for a few moments.
- People are expected to enter the meeting room in hierarchical order. The Chinese will assume that the first foreigner to enter the room will be the head of the delegation.
- The Chinese tend to extend negotiations far beyond the official deadline to gain some advantage.
- Be patient, accept that delays will occur and do not mention deadlines.
- When the meeting is finished, you are expected to leave before your Chinese counterparts.
- You may have to go back several times to achieve your objectives. Chinese businesspeople prefer to establish a strong relationship before closing a deal.

## **SPAIN**

### *Communication and behaviour*

- Lifestyle in Spain is at odds with that of Northern Europe: it is unhurried, loud and smoke-filled.
- A general "buenos dias" (good-morning) or "buenas tardes" (good-afternoon) on entering a shop or bar and "adios" (good bye) on leaving is expected.
- In conversation, the Spanish aren't likely to stand uncomfortably close, but they may still pat your arm or shoulder.
- The expansive body language of a Spaniard should not be misunderstood or mistaken for anger.
- If you feel uncomfortable with such gestures, it will only cause offence trying to retreat into your own private space.
- Foreign blonde women continue to hold a particular fascination for the older generations.
- Although it is now considered rude to whistle, women must be prepared for lengthy gazes from admiring males.
- A tip of 5 % in restaurants and 10 % in taxis will be appreciated.
- Public toilets are rare but it is quite acceptable to use the facilities of a café or bar even if you are not a customer.
- Yawning or stretching in public is considered vulgar.
- Meals in Spain (for coffee, lunch, tapas, dinner) are the perfect occasion for establishing personal relationships and rapport with your business partners.

- Spanish men are usually willing to accept a lunch or dinner invitation from a businesswoman although she must take care to remain strictly professional all times.

- During a meal, you should make an effort to eat everything, as it is considered rude to dump food.

- You should only accept a refill if you are confident that you can finish it.

- When you have finished, you should place your knife and fork parallel on the plate, otherwise it will be assumed that you want more to eat.

- If you are up to drinking spirits, you should know that Spanish measures are usually extremely generous.

- Your home country, Spanish football and flamenco are good topics of conversation. Gibraltar, Franco and religion are likely to put your counterpart off.

- In the Spanish business culture, gifts are usually offered only at the conclusion of successful negotiations.

- You should ensure that it is a high-quality item and that it is finely wrapped.

- If you are offered a gift, you should open it immediately and in front of the giver.

- If you are invited to a Spanish home, you should bring chocolates, dessert items (pastries) or flowers (not chrysanthemums, white lilies or red roses) in an odd number that is not thirteen.

### *Doing business*

- Most offices are generally open Monday to Friday from 9:00 am to 1:30 or 2:00 pm (morning) and from 4:30 or 5:00 pm until about 8:00 pm (afternoon).

- Banks and government offices are open from 9:00 am to 2:00 pm Monday to Friday and may not reopen at all in the afternoon.

- Whilst the "siesta" is still a distinctive feature of the Spanish way of life, Spain no longer "shuts down" completely for the afternoon.

- Business can be conducted over meals but be aware that the Spanish regard eating mainly as a sociable activity.

- Spain is one of the least punctual countries in the whole Europe. Be prepared to keep waiting for some 15-30 minutes.

- It is always polite to use the basic titles of courtesy: "Señor" (Mr), "Señora" (Mrs), "Señorita" (Miss) followed by the surname.

- Spaniards are very conscious about dressing and will perceive your appearance as an indication of your professional status.

- Designer clothes and brand names will be noticed with approval.
- Business cards should be printed in English on one side and in Spanish overleaf.
- You should hand your card with the Spanish side facing the recipient.
- It is also recommended to bring plenty of literature about your company, samples of your products or demonstrations of your services.
- It is always helpful to provide a printout of the summary of your presentation in Spanish.
- Personal contacts are vital for all business success in Spain.
- You should select your Spanish representatives with care because, once you have made your choices, it can be extremely hard to change allegiance to other people.
- Honour and personal pride mean everything in Spanish culture. You should avoid insulting the Spanish ego at all costs.

## **GERMANY**

### *Communication and behaviour*

- If you do not speak German, be careful of addressing a person in English.
- While Germans can speak very good English, some may well feel offended by the presumption.
- Germans don't expect to be greeted by strangers ("since I don't know this person there is no need to get into superficial pleasantries").
- Germans usually prefer third-party introductions whenever possible.
- Praising is not part of German business protocol and will often cause embarrassment.
- Football, recent holidays, work and beer are good conversation topics.
- World War II, the Holocaust and personal inquiries (salary, cost of personal objects, family) are to be avoided.
- German etiquette regarding who should pay the bill at the end of a meal is quite peculiar. The person who extends the invitation will be the person who pays.
- They do not expect you at all to fight for the bill. Your persistence will result in a serious offence.
- In Germany, a small gift is considered polite, especially when contacts are made for the first time.
- Substantial gifts are not usual, and certainly not before a deal has been reached.

- Gifts are expected in social events, especially to express your gratitude after being invited to a dinner party at a home.
- Avoid selecting anything obviously expensive. A bouquet of flowers (not in red) to the house lady will be a good choice.
- After returning home, remember to send a hand-written card to your hosts for their invitation.
- For restaurants and taxis, a tip of 10 % or slightly less will be sufficient.

### *Doing business*

- Punctuality in the German business culture is sacred.
- Arriving 15 minutes late will be considered a very serious offence and could mean a shaky start to any potential business relations.
- The best time to schedule a business appointment is between 10:00 am and 1:00 pm or between 3:00 pm and 5:00 pm.
- Avoid scheduling appointments on Friday afternoon, as some offices will close by 2:00 pm or 3:00 pm on Fridays.
- Dress in corporate business is formal, dark and conservative for both men and women. Dress codes in the IT sector are more casual.
- Bring a plentiful supply of business cards. Unless you are exclusively dealing with Germans, it is not necessary to have the reverse side translated.
- Germans should be addressed by the academic title given on their card (e.g. "Dr.").
- In your card, include your full title or position, any university degrees you have earned and professional organisations membership.
- Germans will arrive at the meeting well informed, and expect the same from you.
- German executives tend to be analytical thinkers, requiring lots of facts and examples from the other side to support their position.
- German businesspeople tend to be traditionally cautious of new ideas and concepts. Institutional change comes very slowly and often quite reluctantly.
- Unlike North Americans, Australians and Spaniards, which are typically "high risk-taking" cultures, German businesspeople tend to be traditionally cautious to new ideas and concepts.
- Flexibility and spontaneity are not common traits in the German business culture.
- When you are preparing promotional material, be aware that German executives are not impressed by glitzy advertising, illustrations or memorable slogans.

- Germans don't find it hard to say "no", "I can't", or "This is impossible".

- Decision-making is slow, protracted and every detail relating to your proposal will be carefully examined.

12. Draw a grid like the one below. Use your notes to fill in the first column. Then fill in the information on the country selected.

| Groups of cultural differences                 | <i>Egypt</i> | <i>China</i> | <i>Spain</i> | <i>Germany</i> |
|------------------------------------------------|--------------|--------------|--------------|----------------|
| Greeting style                                 |              |              |              |                |
| Common topic of conversation / topics to avoid |              |              |              |                |
| ?                                              |              |              |              |                |

13. Interview other members of the class to complete the grid.

### *Culture note*

1. When researching a country's culture, remember that the information you find reflects cultural priorities, that is, what most of the people do most of the time. Generalizations such as these are useful; however, they should not be used as rigid stereotypes, but as dynamic, changeable prototypes that provide a starting point for beginning to understand a different culture. If you want to know what a specific person in a culture values, you need to get to know him / her. Every person within a culture has a unique background and set of previous experiences that shape his or her value preferences.

2. For relationship-minded people, the establishment of warm personal feelings is the gateway to business, and they invest time in getting to know their clients through hospitality. China and much of the Asia-Pacific region conform to this model. But task-minded people rely on task completion or systems: sign the agreement, do the job as specified, pay on time – that's all you ask.

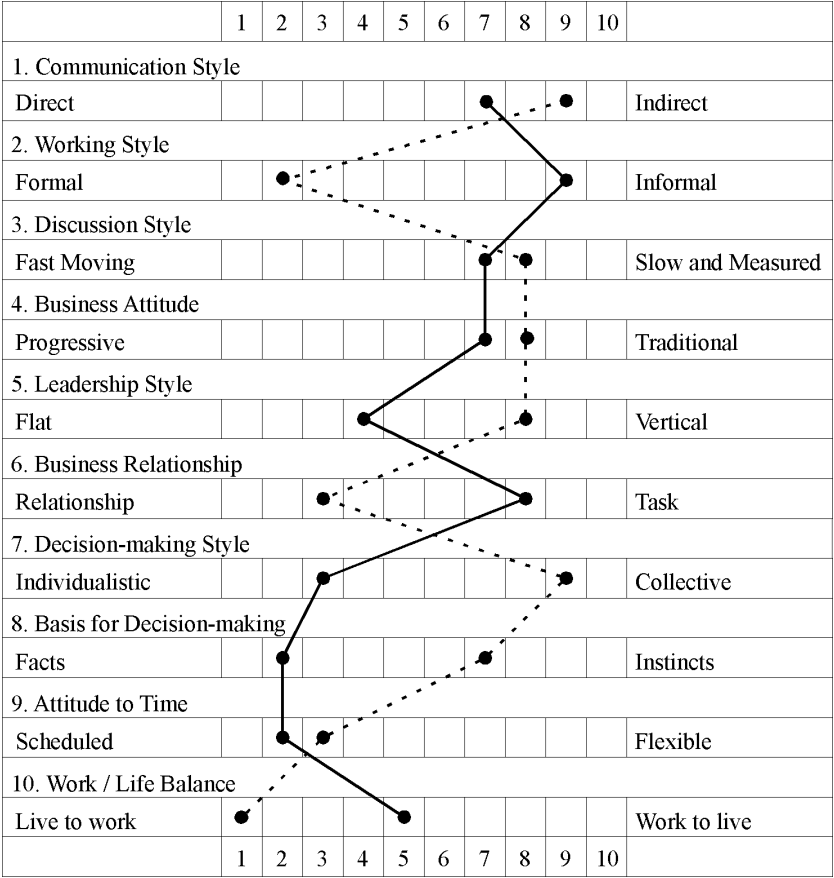
### *Speaking*

1. In what way do differences in culture determine differences in business etiquette? Why is it possible to speak about Western, Asian or Latin cultures?

Look at The Cultural Profile Chart which shows you the potential problem areas in cross-cultural communication and international business etiquette. On the left of the Cultural Profile Chart is a list of 10 key sectors of business life. For each sector, there is a word or phrase on each side of a row of 10 squares which form a continuum.

In the Chart you have the cultural profiles of two different countries. Guess which countries are these? Choose from: the United Kingdom, Italy, China, Germany.

THE CULTURAL PROFILE CHART



2. Where do you think your culture falls on these continuums? Create the Cultural Profile for your country. Compare your Cultural Profile with that of your partner's. Same or different? How can you explain any existing differences?

3. In your opinion, what should foreign business partners know about cultural peculiarities of Belarus?

Imagine that you are a cross cultural communications consultant who works for an international company. You have been asked to give a talk about communication and behaviour in Belarus to a group of foreign business partners to minimise the negative consequences of poor cross cultural awareness. What kind of things would you tell them. Here are some ideas to get you started:

a) distance when talking to people: what is comfortable? b) eye contact: how much of the time do people look directly at each other? c) gesture: do people make lots of facial gestures? How much do they move their arms and hands? d) greetings and goodbyes: do people shake hands every time? Are there fixed phrases to say? e) humour: is this a good way of relaxing people? Or is it out of place in some contexts? f) physical contact: how much do people touch each other? g) presents: when should you give them? When should you open them? What should you say when you receive one? h) rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

### *Writing*

1. Write a tip list giving advice to a foreign business person coming to your country to do business with local companies.

## SCRIPTS OF THE AUDIO RECORDINGS

### *PEOPLE IN BUSINESS*

#### **Indra Nooyi to Lead PepsiCo**

PepsiCo this week named Indra Nooyi to become its chief executive officer on October first. The food and drink company is the world's second-largest soft drink maker, by sales, behind Coca-Cola. Ms. Nooyi



will join just ten other women as CEOs among the five hundred largest companies in the United States.

The fifty-year-old executive was born and raised in India; she sometimes wears a traditional sari at events.

She came to the United States in nineteen seventy-eight. She has graduate business degrees from Yale University and the Indian Institute of Management in Calcutta.

Indra Nooyi started with PepsiCo twelve years ago. She led negotiations for the purchase of Quaker Oats and also helped the company buy juice maker Tropicana.

She became president and chief financial officer of PepsiCo in two thousand one. Now she will replace Steve Reinemund, who has led the company since that time. He is retiring. Under his leadership PepsiCo passed Coca-Cola last year in stock market value.

PepsiCo had sales last year of almost thirty-three thousand million dollars.

Ms. Nooyi is the latest in a growing number of foreign-born executives to lead international companies based in the United States. It appears her climb has not been affected by a graduation speech she gave last year at the Columbia Business School in New York. Her statements offended some people. She talked about the United States as the "long middle finger" on a hand representing different parts of the world. Critics said she insulted the United States. PepsiCo offered an apology.

PepsiCo has been expanding its foreign markets. But a dispute in her own homeland could serve as the first test for Indra Nooyi as chief executive.

A group in New Delhi says PepsiCo and Coca-Cola are misleading people about the safety of their soft drinks in India. The Center for Science and Environment recently tested different drinks made by the two companies. It says the tests found high levels of pesticides in all fifty-seven bottles collected nationwide.

Poisons used on farms and in homes can enter groundwater. PepsiCo and Coca-Cola say their products are safe and meet Indian and international health rules...

## *BUSINESS ORGANIZATIONS*

### **Organizing a Business to Meet Different Needs**

Businesses are structured in different ways to meet different needs.

The simplest form of business is called an individual proprietorship. The proprietor owns all the property of the business and is re-

sponsible for everything. This means the proprietor receives all the profits – but must also pay any debts. The law recognizes no difference between the owner and the business.

Another kind of business is the partnership. Two or more people go into business together. An agreement is usually needed to decide how much of the partnership each person controls.

There are limited liability partnerships. These have full partners and limited partners. Limited partners may not share as much in the profits. But they also do not have as many responsibilities.

Doctors, lawyers and accountants often form partnerships to share the profits and risks of doing business. A husband and wife can form a business partnership. Partnerships can end at any time. But partnerships and individual proprietorships exist only as long as the owners are alive.

The most complex kind of business organization is the corporation. Corporations are designed to have an unlimited lifetime.

Corporations can sell stock to raise money. Stock represents shares of ownership. Investors who buy stock can trade their shares or keep them as long as the company is in business. A company might use some of its earnings to pay shareholders what are called dividends. Or the company might reinvest the money into the business.

If shares lose value, investors can lose all the money they paid for their stock. But shareholders are not responsible for the debts of the corporation. A corporation is recognized as an entity – its own legal being, separate from its owners.

A board of directors controls corporate policies. The directors appoint top company officers. The directors might or might not hold shares in the corporation.

Corporations can have a few major shareholders. Or ownership can be spread among the general public. Incorporating offers businesses a way to gain the investments they need to grow.

But not all corporations are traditional businesses that sell stock. There are non-profit groups that are also organized as corporations.

### *THE OFFICE*

*Operator:* Good morning. Hawkes Engineering. Can I help you?

*Mr. Weston:* I'd like to speak to Mr. James Marsh, please. I think it's extension forty-seven.

*Operator:* Who's calling, please?

*Mr. Weston:* My name is Weston. I'm from Plant Installations Limited.

*Operator:* Will you hold the line a moment Mr. Weston? I'll see if Mr. Marsh is free.

*Mr. Weston:* Yes, thank you.

*Mr. Marsh:* Hello. Marsh speaking.

*Operator:* Oh, hello, Mr. Marsh. I've got a Mr. Weston from Plant Installations on the line. Can you speak to him now?

*Mr. Marsh:* Oh yes. Thank you. Put him through, please.

*Operator:* You're through now, Mr. Weston.

*Mr. Marsh:* Hello, Mr. Weston. What can I do for you?

*Mr. Weston:* Good morning, Mr. Marsh. You'll remember that our surveyor took another look at the floor of your main polishing shop last week.

*Mr. Marsh:* Yes.

*Mr. Weston:* Well I've just got his report, and I thought I'd let you know the result.

*Mr. Marsh:* Splendid. That was quick work.

*Mr. Weston:* Yes, it was quite quick, wasn't it? And you'll be pleased to know that he's been able to confirm what he said in his original report.

*Mr. Marsh:* Has he? Oh, good.

*Mr. Weston:* Yes, he says that the subsidence hasn't gone any further since he first inspected the floor, and that there's no need to increase the strengthening measures he recommended.

*Mr. Marsh:* Well I'm very pleased to hear that, Mr. Weston. You've taken a load off my mind.

*Mr. Weston:* Yes, I'm glad that it won't be necessary to hold things up on account of the floor. I'll confirm all this in writing of course, but I thought that I'd let you know as soon as possible in the hope that we could agree on a definite starting date.

*Mr. Marsh:* Yes of course.

*Mr. Weston:* If we can fix that, then I can go ahead with arrangements here.

*Mr. Marsh:* Well it'll take us about two days to finish off the outstanding work in the plating and polishing shops, and then you can have a free hand to begin your operations. How does that suit you?

*Mr. Weston:* Two days. That brings us to Thursday morning, doesn't it?

*Mr. Marsh:* Thursday, yes.

*Mr. Weston:* And I did understand you to say that we could continue working at week-ends.

*Mr. Marsh:* Yes, that's right.

*Mr. Weston:* Well in that case Thursday morning will suit us very well. I'll put it in hand straight away.

*Mr. Marsh:* Good.

*Mr. Weston:* Now there is one other matter that I'd like to discuss briefly with you if you can spare the time. I'm not keeping you from anything, am I?

*Mr. Marsh:* No, I do have a meeting in about half an hour, but I'm at your disposal until then, so please carry on, Mr. Weston.

*Mr. Weston:* Well this is a point which concerns the outlet duct for the main ventilator.

*Mr. Marsh:* Ah, yes. You asked to be sent the final plans, didn't you? Did you get those?

*Mr. Weston:* Yes, thanks. Your secretary sent them on to me. Now I see from the plans that you intend the duct to be placed alongside an existing chimney. Do you recall that?

*Mr. Marsh:* Mm. That's right, Mr. Weston. Well what I'd like to know is whether the chimney's strong enough to support the duct, or whether we shall have to construct independent supports. Now unfortunately, at the time of our survey, we didn't think to inspect the chimney.

*Mr. Marsh:* No, of course, because at that stage we still hadn't decided exactly where the duct was to go.

*Mr. Weston:* Quite. So can you give me any idea of the strength of the chimney? You see, if we can use it as a support and bolt the duct brackets directly to it, this'll mean a simpler job and it should also save a certain amount of time.

*Mr. Marsh:* And it'll be cheaper, too.

*Mr. Weston:* Yes, quite a bit cheaper, in fact.

*Mr. Marsh:* Mm. Well, all I can tell you at the moment is that the chimney was only built a couple of years ago, and is in good structural condition. What I can't tell you, with any degree of certainty, is whether it'll stand up to the kind of stress you're proposing to put on it. As far as I can remember it's a pretty strong job, so it should be all right.

*Mr. Weston:* Yes. Well it looks quite strong on your plans, but I can't really tell, because they're not sufficiently detailed.

*Mr. Marsh:* No. Well, look, Mr. Weston, I think we'd better not take any risks over this. I'll call in a building expert and get him to examine the chimney, and perhaps you'll be good enough to send me brief details of the loadings involved and the kind of brackets you're

thinking of using and so on. And I'll put them in front of him and see what he thinks.

*Mr. Weston:* Yes, I can get that in the post this evening.

*Mr. Marsh:* You can? Fine.

*Mr. Weston:* Well, that answers my question, Mr. Marsh. Thank you very much.

*Mr. Marsh:* Not at all. And thank you for letting me know about the report so quickly. I'll get things moving here, and we'll expect your men to start work on Thursday morning.

*Mr. Weston:* Yes, they'll be there. Goodbye, Mr. Marsh, I'll be in touch again when the work's started.

*Mr. Marsh:* Bye, Mr. Weston.

*Michelle:* Hello, you've reached the marketing department. How can I help?

*Male:* Yes, can I speak to Rosalind Wilson, please?

*Michelle:* Who's calling, please?

*Male:* It's Richard Davies here.

*Michelle:* Certainly. Please hold on and I'll put you through.

*Male:* Thank you.

*Michelle:* Hello, marketing. How can I help?

*Male:* Could I speak to Jason Roberts, please?

*Michelle:* Certainly. Who shall I say is calling?

*Male:* My name's Mike Andrews.

*Michelle:* Just a second – I'll see if he's in. Hello, Jason, I've got Mike Andrews on the phone for you... Okay – I'll put him through. Hang on a moment; I'm just putting you through.

- Hello, finance department.

- Hello, can I speak to Adrian Hopwood, please?

- I'm afraid he's in a meeting at the moment. Can I help?

- No, I need to talk to Mr. Hopwood, I think. What time will he be out of the meeting?

- In about an hour. Can you call back later?

- Okay, I'll do that.

- Or can I take a message?

- Actually, would you mind? Could you tell him that Jennifer McAndrews called and that I'm in the office all day if he could call me back.

- Can I take your number, please?

- Yes, it's 5556872.
- 5556872. Okay, I'll make sure he gets the message.
- Thanks very much for your help, bye!
- Goodbye!

### *CORPORATE CULTURE*

*Omar:* So, Candela, what's it like working for a large car manufacturer?

*Candela:* You'd be surprised, actually. You hear so much about cut-throat competition amongst managers in my type of company, but in fact, as someone starting out on the management ladder, I get a lot of back-up from senior staff. We have twice-weekly get-togethers where we talk through our difficulties and come up with ideas and solutions. It's great. I don't get the feeling that it's "sink or swim" at all.

*Omar:* And you, Henry?

*Henry:* Well, as you'd expect working in hospital administration, there's plenty of red tape. We have to stick to the rules fairly carefully because at the end of the day, people's health's involved, and we're publicly accountable. But that doesn't mean there's no room for inventiveness. We're always looking for ways of streamlining procedures and making efficiency gains.

*Omar:* And saving taxpayers' money.

*Henry:* That's right.

*Omar:* Now, Sonia, what's it like working for a dotcom?

*Sonia:* It's not exactly a dotcom. As a matter of fact, it's more a software developer. And it really suits me, you know, I nearly always turn up at work wearing jeans and a T-shirt, which is great for a manager, and everyone talks to everyone else in a really relaxed way. There's none of that "them-and-us" feeling between management and staff that you get in other industries. I mean, in most ways the staff are more expert than the managers! And what about you, Omar?

*Omar:* My company, as you know, is a consumer products company, and we're all organised in divisions, and the divisions in teams, and we're all competing against each other. Our pay is performance-related, and nobody gets the same. Getting ahead and even keeping your job depends on your performance.

*Sonia:* Um, and how's performance measured, Omar? Is there a yardstick?

*Omar:* Not really. In the end, it boils down to performance in comparison with other teams and divisions.

*Henry:* Sounds quite a rat race.

*Omar:* For me, that's business!

## *THE ART OF MANAGEMENT*

### **Good Management Part 1**

INTERVIEWER: What would you say are the most... most important things a manager has to focus on? What makes for success in managing a business or organisation?

PY GERBEAU: Well, briefly I think the product has to be right. You need a brand that consumers will connect to your business. So that's the first thing – the product – brand management. That has to be first.

INTERVIEWER: Yes.

PY: The second thing is obviously people management. Because if you hire the right employees, if you hire the right management culture, management attitude, you've also got a winner.

INTERVIEWER: OK.

PY: The third one is relationships. No matter what you do, you know you'll have relationships with your investors, relationships with your peers, relationships with your employees, relationships with your consumers.

INTERVIEWER: Yes.

PY: Relationship with your suppliers. It's all about this. And the last one which, which comes back to people, is knowledge management.

INTERVIEWER: Hmm.

PY: You have information, you have to get the right information and use it in the right way – we call that knowledge management. It means you learn from the past. You can take advantage of the past, know it and use the past. Use what you know – what you can find out.

### **Good Management Part 2**

PY: I'll tell you something else. Managers can get more respect from people by being completely straight with people. You know, eve-

rybody makes mistakes. What's important is that you can learn from them. If nobody makes mistakes then nobody's taking any risks, which is no good. People have to be free to make mistakes.

INTERVIEWER: Yes, I get you.

PY: And we have to encourage employees to try things. To say, to encourage people to try out ideas. If you kind of encourage people to be autonomous, to take a risk and to be accountable for it then suddenly you create a culture which is very hard to manage. You want people to take risks. You cannot then, you cannot be the traditional boss – 'Do what I say, no questions.' So it's more difficult, but you let your employees be autonomous. You can't just say, 'I'm the boss', you shut up and you listen.

INTERVIEWER: OK.

PY: Which is very challenging. I accept that. Now what I said before about relationships, the people... you have to manage all that. You have to build relationships, look after people, know the people, talk to everyone, talk to your employees, your suppliers, all your colleagues, your consumers. You have to be there and not stay away locked up in your office looking at balance sheets. You have to talk to your shareholders too. Everyone.

INTERVIEWER: So tell us more about experience then. Where does that come in?

PY: Well, you can do a course, do an MA, read the books. You can read all the management gurus. You can read about all the management functions...

INTERVIEWER: Yes.

PY: Marketing function, finance functions, planning, leading, all that stuff. Ah, but if there's one thing you don't learn, it's management.

INTERVIEWER: Yes.

PY: You know and... you can learn HR, i.e. you know you need to have the kind of remuneration package to attract the right people...

INTERVIEWER: Yeah.

PY:... an incentive to keep them. But at the end of the day there's one thing in those books that you'll never learn, because it's taken from the field, that's management by experience. You can't learn experience from books.

INTERVIEWER: Of course not.

PY: Managers should manage by experience and lead by example. It's called 'Management by walking around', you learn from doing things, being there. So you don't learn management. I hate management gurus.



## **Leaders and managers**

INTERVIEWER: What do you think makes a great leader as opposed to a great manager, because they're quite different things, aren't they?

RB: I think I've worked in a lot of places where a lot of senior people haven't really been leaders, they've been managers, and I think I'd say probably a... a good leader has vision and can see how to develop and take things forward and is inspirational. Really, a manager, I think, is more about the implementation of that vision, and I think too many people who are in leadership roles get bogged down with the nitty-gritty management side, which is probably not what they should be doing, but I suppose it takes a strong leader and a confident one who believes in their team to take a step back, um, and I think really they should. I don't think they should be too hands-on.

INTERVIEWER: Can you describe a bad leader to me?

RB: I think someone who... has a team of quite experienced, good people who won't give them the space to get on and do their job and is overbearing and involved, um, and doesn't take a step back and give... give people the responsibility to get on with their role, and I suppose who doesn't give a person room to grow and the opportunity to develop their career, because I think that happens a lot, that you just are expected to tick along and not expect anything back from your job. Whereas if you're good at it and reasonably ambitious, you want to know you're going somewhere.

## **Empowerment**

INTERVIEWER: What... How would you describe empowerment? And how can workers be empowered, do you think?

RB: I think empowerment is... um... giving someone the opportunity to decide the directional strategy of a job and agreeing on it, and then leaving them to get on and do it and be in the background to help them if they need it, but not to be breathing down their neck. Um, and I suppose it is that feeling of responsibility and ownership that makes people feel empowered. I think if you work with someone who really lacks confidence to give their team responsibility, it's very difficult to break out of that cycle.

INTERVIEWER: And has managing techniques, or have managing people, changed over the last... in the last ten years?

RB: I don't know, I'm probably a bit cynical, but I think there's a lot, certainly, that I have noticed in the organisations I've worked in, there are a lot of steps that are taken and to be seen to be empowering individuals, and so I think things... probably at a superficial level look to have changed, but whether they really have deep down, I'm not so sure.

INTERVIEWER: How do you think people could be managed in order to get the very best from them?

RB: I think to get the most out of them, you want them to feel empowered, that they're achieving, that they're, they're um, developing, that there are opportunities ahead of them that they can strive to work to, that they're... um... under a manageable amount of pressure, um, that they're getting the right kind of support. I think what a lot of people lack is a kind of mentor and someone that'll help them develop in their career, and you can become very stale if you don't have that. So I'd say that would be important to people as well.

### **Work-related stress**

*Sue:* Good evening and welcome to *Business Night*. Now, stress has been a favourite topic amongst workers and employers for a good number of years, and according to recent figures published by the Health and Safety Executive, it's still on the increase. The government is worried and has issued new guidelines to employers on how to deal with it. Tonight, we have in the studio Mariella Kinsky, an occupational psychologist who's just written a book about stress. Mariella, who is most likely to be affected by stress?

*Mariella:* Not an easy question to answer, because stress is such a subjective thing, and one person's stress is another person's excitement. Rather flippantly, I might suggest that housewives suffer the most from a fatal combination of boredom, isolation and low status, but there are no figures on this, because of course housewives don't come into data on work-related stress. The people who statistically come top of the league are routine office workers, which is surprising when you consider that, in many ways, their working lives are more comfortable than their predecessors' lives ever were. In general, their bosses seem to thrive on it, which perhaps explains in part how they became bosses in the first place. It also shows that it has its positive and negative sides. Positive stress is seen as a

challenge which gives you a... a zest for living and doing more. Negative stress comes, I think, often from a perception one has of lack of control over one's life.

*Sue:* Mm... interesting. What is stress exactly? Can you give me a definition?

*Mariella:* Not easily, and that's the major problem doctors have when faced with a patient who says he's too stressed to go to work. I mean, how do you diagnose something you can't measure or examine? In that sense, it's a bit like pain; I mean, if you say you've got it, you've got it.

*Sue:* So, what do they do about it?

*Mariella:* Well, you can't just tell someone they're not really stressed and that they should pull themselves together and get on with things. Doctors do have a number of things in their armoury, though. They give people time off, they prescribe pills, in extreme cases they send them to a therapist...

*Sue:* Like you.

*Mariella:* Like me.

*Sue:* And are these things effective?

*Mariella:* In some cases. Not many.

*Sue:* So, how is stress affecting productivity, Mariella? Is it a major industrial problem or just something we all like to complain about?

*Mariella:* It's certainly something we like to complain about nowadays. In the old days, people had other ways of letting off their stress, I think. They weren't so supervised, so they could get their own back on their employers, you know, by not working too hard, perhaps even by stealing or damaging things at work, though I like to think that those were extreme cases, and this was part of the sort of 'them and us' battle which was fought out in the workplace. That's not so easy to do nowadays – I mean, it's socially frowned upon, and people can get found out more easily, especially as most of them spend their days sitting in front of a computer, not operating a machine at the back of a workshop. On the other hand, people change their jobs more frequently than was possible in the past, though it's hard to say what part stress plays in this, or whether it's due to other factors. After all, starting anew in a new place must be at least as stressful as staying put. What we can measure and what shows a sharp increase is sick leave due to workplace pressure.

*Sue:* Mm... and what's causing it? Is it boredom, or surveillance, or overwork, or what?

*Mariella:* Again, there's plenty of debate about this amongst occupational psychologists. We certainly don't spend so much time at work as we did in the past. All the figures will bear me out on that one. While we're at work, the pace has certainly hotted up: they give us perks like laptops and mobiles, and as a result we're always on call and we end up working very much more intensively than we did in the past. I think it has to be that. I mean, you mention that Big Brother bugbear – they can monitor your computer activity, they can record your phone calls and so on – all technically feasible, but it only happens in large companies with the resources to do this. Most companies really don't have the time or the personnel, while reports of workplace stress are pretty much across the board. So the cause has to be what I mentioned before.

*Sue:* Do you think the way our work is organised has changed, and that that's a stressor?

*Mariella:* Well, that's an interesting point. There's no doubt that our parents and grandparents in general lived harder lives, they worked more for less, but their work gave them a social cohesion which isn't so evident now. They got companionship from work, they were protected by their trade unions and professional associations in ways which disappeared 20-or-so years ago, and when they stopped work, they stopped thinking about it and really devoted themselves to their family and free-time activities, and I think that last point is the one which has really made the difference.

*Sue:* Mm... we often hear the consumer society cited as a reason for stress. What part does it play in the equation?

*Mariella:* Clearly, we're better off than our parents and grandparents, and this means that we're liberated from a lot of the routine drudgery which they had to put up with in their non-working time. This means we have more time to worry, and not only that, I think we even expect and want to worry about our work. Strange isn't it, considering that in most ways we're safer and more prosperous than was ever the case in the past?

*Sue:* Mm... you say we're expected to worry. What exactly do you mean by that?

*Mariella:* Yes, our work has become very central to our identity, who we are as people, and work-related stress has become an acceptable, even a respectable thing to complain about. You can do it, and the fact that it's stressful is almost a sign of how difficult the job is and how hard you have to work, and therefore people will look up to you for doing something despite the difficulties.

*Sue:* So, finally, what can employers do to cut down on stress in the workplace?

*Mariella:* I don't think you're going to like my answer to this one, but, frankly, I think there's almost nothing to be done. It's a fashion and a reflection of our social climate. You know, you can, individually, get advice from professionals. In my experience, it's hardly ever cost-effective, or effective in any sense. Giving people social support by organising them in teams might, you would think, bring a favourable outcome, but it often results in more pressure on individuals prone to stress. What the Health and Safety Executive, a... government body, seem to think can improve things is getting people to take part in the change process within their workplaces. The idea is that they have a feeling of more control over their lives. I personally see very little evidence for this being effective; people were less stressed in the past when they had even less control.

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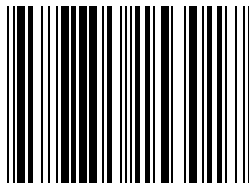
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