

NATIONAL UNIVERSITY OF UKRAINE
ON PHYSICAL EDUCATION AND SPORT

TOURISM DEPARTMENT

ENGLISH FOR BUSINESS COMMUNICATION

*Business English Course
For Master Students*



KYIV - 2019

УДК 811.111'24: 640.4.03

Рекомендовано Вченою Радою Національного університету фізичного виховання і спорту України як електронний навчальний посібник з професійно-орієнтованої іноземної мови "English for Business Communication" (Англійська мова для ділового спілкування) для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 242 Туризм (протокол №1 від 30.08.2019 р.).

Рецензенти:

Бабушко С. Р. завідувач кафедри туризму Національного університету фізичного виховання і спорту України, доктор педагогічних наук.

Яковенко І. В. доцент кафедри германської філології Національного університету Чернігівський колегіум" імені Т.Г. Шевченка, кандидат філологічних наук.

Рекурн Н.М.

English for Business Communication: електронний навчальний посібник з професійно-орієнтованої іноземної мови з дисципліни "Англійська мова для ділового спілкування" для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 242 Туризм.

Навчальний посібник "English for Business Communication" для аудиторної та позааудиторної роботи студентів другого (магістерського) рівня вищої освіти спеціальності 242 Туризм є складовою навчально-методичного комплексу дисципліни "Професійно-орієнтована іноземна мова". Метою посібника є опанування навичок ділової комунікації англійською мовою майбутніми фахівцями туристичної галузі. Комплекс навчально-методичних матеріалів та завдань спрямовано на подальше формування навичок та вмінь іншомовної комунікативної професійної компетентності студентів в усіх видах мовленнєвої діяльності. Посібник складається з 4 тематичних розділів і додатків. Кожна тема включає завдання для активізації фонових знань, добірку текстів фахового спрямування для письмового реферування та усного обговорення, психологічні тести, тренінги ділового спілкування та бізнес-кейси.

Посібник розраховано на 90 годин аудиторних занять і 180 годин самостійної підготовки. Формами семестрового контролю є залік та іспит.

CONTENTS

UNIT 1

Interpersonal Business Communication

Lead-In Discussion 1.1	5
Reading 1.1 <i>Conduct a Personal SWOT Analysis</i>	5
Listening 1.1 <i>The Big 8 Things That Lead to Success</i>	12
Essay Writing 1.1	13
Lead-In Discussion 1.2	13
Reading 1.2 <i>Types of Communication in Business</i>	14
Essay Writing 1.2	21
Lead-In Discussion 1.3	22
Questionnaire 1.3 <i>Are You a Born Leader?</i>	23
Business Case 1.3A <i>Dilemma of Leading the Team</i>	25
Reading 1.3 <i>Management Style</i>	27
Business Case 1.3B <i>Are Two Managers Too Many?</i>	33
Business Training 1.3 <i>Management Role Play</i>	35
Questionnaire 1.3 <i>How Decisive Are You?</i>	37
Listening 1.3 <i>Risk: Different Levels, Different Reactions</i>	38
Essay Writing 1.3	39

UNIT 2

Intercultural Business Communication

Lead-In Discussion 2.1	40
Reading 2.1 <i>Good Manners, Good Business</i>	42
Questionnaire 2.1 <i>How Ethical Are You in Your Business?</i>	50
Business Case 2.1 <i>Do We Understand Each Other?</i>	53
Business Training 2.1 <i>Stereotypes vs Cultural Generalizations</i>	56
Essay Writing 2.1	58
Listening 2.1 <i>Business Language Misunderstandings</i>	58
Business Case 2.2A <i>Cultural Aspects of Managing People</i>	61
Business Case 2.2B <i>Manager's Role Across Cultures</i>	63
Business Case 2.2C <i>Socializing</i>	66
Questionnaire 2.2 <i>How Culturally Aware Are You?</i>	70
Essay Writing 2.2	71
Listening 2.2 <i>Global Migration</i>	72

UNIT 3

Business Presentations

Lead-In Discussion 3.1.....	75
Reading 3.1 <i>Public Speaking Guidelines</i>	76
Listening 3.1 <i>How to Prepare to the Presentation in the Right Way</i>	81
Reading 3.2 <i>The Key Elements of Speech Making</i>	83
Listening 3.2 <i>How to Affect the Audience</i>	86
Essay Writing 3.2.....	89
Lead-In Discussion 3.3.....	91
Reading 3.3 <i>Delivering Your Presentation</i>	92
Listening 3.3A <i>Presentations and Body Language</i>	94
Business Training 3.3A	95
Listening 3.3B <i>Writing and Delivering a Speech</i>	97
Business Training 3.3B.....	99
Business Case 3.3 <i>Cultural Aspects of Presentations</i>	103
Questionnaire 3.3 <i>Are You Aware of Your Own Presentation Style?</i>	103
Essay Writing 3.3.....	104

UNIT 4

Business Meetings

Lead-In Discussion 4.1.....	105
Reading 4.1 <i>Major Functions in Business Meetings</i>	105
Business Case 4.1A <i>Roles of Meeting Participants</i>	112
Business Training 4.1A	113
Questionnaire 4.1 <i>Are You Assertive in Meetings?</i>	121
Business Training 4.1B.....	122
Listening 4.1 <i>Arranging Business Meetings</i>	124
Business Case 4.1B <i>Meetings Across Culture</i>	125
Essay Writing 4.1.....	127
Lead-In Discussion 4.2 <i>Types of Negotiation</i>	128
Reading 4.2 <i>Negotiation Tips</i>	129
Business Training 4.2 <i>Directness vs Diplomacy</i>	132
Listening 4.2 <i>Negotiating Complaints</i>	136
Business Case 4.2.....	137
Essay Writing 4.2.....	137
Appendix A Idioms Testing	138
Appendix A Proverbs Testing	143
Appendix B Vocabulary List.....	148

REFERENCES

UNIT 1

INTERPERSONAL BUSINESS COMMUNICATION

LEAD-IN DISCUSSION 1.1

1. Enumerate as many associations with the word CAREER as possible.
2. What is your own definition of the word CAREER? Write a detailed answer.
3. Have you ever heard the abbreviation SWOT? If yes, what does it mean and what context is it used in, as a rule?
4. Propose your own words for the abbreviation SWOT which could be referred to career improvement.



READING 1.1

Before reading guess which ideas will be mentioned in the article.

How many areas are going to be examined in the personal analysis:

- a) two;
- b) four;
- c) six?

Which quality is crucial to conduct the analysis:

- a) honesty;
- b) patience;
- c) intelligence?

Which method of results analysis is not going to be applied:

- a) matching;
- b) converting;
- c) excluding?

Conduct a Personal SWOT Analysis to Improve Your Career
(by Marci Martin, Business News Daily Contributing Writer)

A Strength, Weakness, Opportunity and Threat (SWOT) analysis is a common tool in the professional world to evaluate the past, present and future position of a company. It provides organizational leaders a new perspective on what the organization does well, where its challenges lie and which avenues to pursue. A personal SWOT analysis can do the same for an individual in pursuit of their career goals.

When conducting a personal SWOT analysis, think about what you want out of it. Do you want a new job or a new achievement in your current position? Are you looking for personal growth, or want to try something new?

To conduct the analysis, ask yourself questions about each of the four areas being examined. Honesty is crucial, or the analysis will not generate meaningful results. With that in mind, try to see yourself from the standpoint of a colleague or a bystander, and view criticism with objectivity.

It's also important to imagine the potential of what you can become. Don't limit yourself to the strengths that you're currently exhibiting in your job. List all of your strengths, even the ones that have been dormant for a while. And pay particular attention to the things that you have that your peers don't – how are you different, unique and special.

Begin by identifying your **strengths**. These are the traits or skills that set you apart from others. Questions to ask include:

- What are you good at naturally?
- What skills have you worked to develop?
- What are your talents, or natural-born gifts?

The next step is **weaknesses**. This part examines the areas in which you need to improve and the things that will set you back in your career. Questions to consider include:

- What are your negative work habits and traits?
- Does any part of your education or training need improving?
- What would other people see as your weaknesses?

For the **opportunities** section, look at the external factors you can take advantage of to pursue a promotion, find a new job or determine a career direction. Questions to examine include:

- What is the state of the economy?
- Is your industry growing?
- Is there new technology in your industry?

Finally, look at any **threats** to your career growth. This part accounts for the external factors that could hurt your chances to attain your goals. Questions to consider include:

- Is your industry contracting or changing directions?
- Is there strong competition for the types of jobs for which you are best suited?
- What is the biggest external danger to your goals?

Remember to be objective, and if necessary, consult others that know you. Moving outside your comfort zone will help you get the results you're looking for, instead of reinforcing your own beliefs.

You can evaluate your results using two popular methods. The first is matching. Matching means connecting two of the categories to determine a course of action. For example, matching strengths to opportunities shows you where to be aggressive and take action. On the other hand, matching weaknesses to threats exposes those areas you should work on or situations to avoid, and lets you know where to be more defensive of your position.

The second is to convert is to turn negatives into positives — in other words, converting your weaknesses into strengths, or threats into opportunities. This can mean growing a skill set through education or finding a creative way to feature a weakness as a strength. For instance, if you are very outgoing, working in an introspective and isolated environment may not suit you very well. But if you can work toward a position, such as sales, in which you interact with many people, that weakness turns into a strength and could allow you to excel.

Once your personal SWOT analysis is complete, it is crucial to follow through on the insights you uncovered. The best outcome is to take action and succeed in the opportunities you have identified. This can benefit you on a personal and professional level, and set you apart from your peers and colleagues. Once you start using your results, track your progress. Set up measurements and milestones and keep working toward them. Step by step, little by little, you will get where you want to be, so get started now.

Task 1.

Match the halves of the phrases:

to evaluate	from peers
to pursue	a course of action
to conduct	your comfort zone
to generate	negatives into positives
to set apart	in the career
to set back	a company position
to move outside	meaningful results
to determine	measurements and milestones
to convert	career goals
to set up	a SWOT analysis

Task 2.

Finish the phrases with the appropriate words from the list below:

objective *weaknesses* *crucial*
avenues *threats* *peers* *outcome*
dormant *factors* *converting*

1. A SWOT analysis is a common tool to provide a new perspective on the organization challenges and _____ .
2. Examining each of the four SWOT areas keep in mind that honesty is _____ .
3. Imagine the potential of what you can become listing all the strengths, even the ones that have been _____ .
4. Your strengths should indicate how you are different, unique and special and what traits set you apart from _____ .
5. Another part of the SWOT analysis examines the areas which need improvement due to identifying the list of _____ .
6. To pursue a promotion or determine a career direction you can also take advantage of analyzing various external _____ .
7. The final part of the analysis accounts for the factors that could hurt your chance to attain the goals, thus, looks at any of your career _____ .
8. Consulting others and moving outside the comfort zone will help you get the meaningful results as well as be more _____ .
9. Two popular methods to evaluate your SWOT analysis results are matching and _____ .
10. Once your personal SWOT analysis is complete, it is crucial to take action and track your progress which is the best _____ .

Task 3.

Make up the list of questions on SWOT analysis and give your answers.

1. Which / talents / of / are / strengths / natural-born / and / your / gifts ?

2. Which / are / of / skills / your / developed / positives ?

3. What / would / see / habits / as / your / negative / you / work ?

4. Which / of / weaknesses / other / indicate / your / would / people ?

5. Which / part / training / of / your / education / need /more / professional ?

6. Which / traits / of / be / your / should / improved / professional ?

7. What / the / the / state / work / is / in / of / general / economy / country / you / for ?

8. What / industry / the / situation / in / is / your / economic ?

9. What / jobs / the / level / industry /of / competition / is / for / in / your ?

10. What / threat / is / your / dangerous / external / the /goals / most / to ?

Task 4.

Find the definitions of the following words:

criticism *achievement* *threat* *trait*
outcome
standpoint *insight* *analysis* *honesty*

	the investigation of component parts of a whole
	the action of accomplishing something
	the quality of being reliable and true
	a mental position from which things are viewed
	disapproval expressed by pointing out faults and shortcomings
	a distinguishing feature of your personal nature
	something which is a source of danger
	clear and deep understanding of the situation
	termination and final result of action

Task 5.

Explain in more detail what is meant by:

"avenues to pursue" _____

"personal growth" _____

"honesty is crucial" _____

"dormant strengths" _____

"natural-born gifts" _____

"career direction" _____

"strong competition" _____

"comfort zone" _____

Task 6.
Brainstorming Activity

How is success measured? Happiness. Achievement. Influence. Cash. However it is measured, it surely takes more than luck to come by. Success is almost always hard-earned. Yet the journey begins with a step. The first step toward success is confidence – belief in your ability to succeed.

So what it means to be a success for you?

Work in two groups. Make the list of the most important facts to prove the person is successful (Group 1) or unsuccessful (Group 2) in his/her career. Compare your results and explain your point of view.

Present your own FORMULA OF SUCCESS. Be ready to answer your groupmates' questions.

SUCCESS = ? + ? + ? + ...

SUCCESS = _____ + _____ + _____ + _____
--

Discuss different ideas of success with your groupmates and work out your GROUP FORMULA OF SUCCESS.

SUCCESS = _____ + _____ + _____ + _____
--

LISTENING 1.1

Task 1.

Richard St. John is an author of the book “Stupid, Ugly, Unlucky and RICH” where he wrote: “What really leads to success – and it’s not smarts, looks, or luck”.

Before listening to his presentation “THE BIG 8 THINGS THAT LEAD TO SUCCESS” guess the eight things that lead to success and fill in the first column with your own ideas.

P.....	P.....	.....
W.....	W.....	.....
G.....	G.....	.....
P.....	P.....	.....
P.....	P.....	.....
S.....	S.....	.....
I.....	I.....	.....
P.....	P.....	.....

Task 2.

Listen to the presentation and fill in the second column with the ideas defined by presenter as “THE BIG 8 THINGS THAT LEAD TO SUCCESS”. Compare the presenter’s thoughts with your own guessing.

Task 3.

Use the words from the list below to fill in the third column referring them to particular examples of BIG THINGS:

fun / shyness / value / love / criticism / magic / nose / creativity

Use the key words above to explain the presenter’s examples of THE BIG 8 THINGS in more detail.

Task 4.

Listen again and choose the correct options for the phrases below:

- 1) to cut *off / down / up* to three minutes;
- 2) to come *for / from / into* a family;
- 3) to get *from / on / off* the plane;
- 4) to pass it *back / forward / on* to kids;
- 5) to do it *in / from / for* love/money;
- 6) to put your nose *back / down / with* in something;
- 7) to get damned good *at / in / with* it;
- 8) to serve others something *up / in / of* value;
- 9) to come *in / on / up* with ideas;
- 10) to persist *through / over / down* failure.

Task 5.

Define the following statements as TRUE or FALSE according to the presenter.

1. A teenager asked me a simple question “What leads to success?”.
2. The presenter conducted seven hundred interviews in five years.
3. The first thing is to do something for love, not for money.
4. You can't combine working hard and having fun.
5. Workaholics is another name for workaholics.
6. You should push yourself both physically and mentally.
7. Sometimes you need another person to push you through self doubt.
8. People really get rich if they serve others.
9. Coming up with ideas always involves some magic.
10. You have to persist through CRAP (crisis, rejection, assholes, pressure).

Task 6.

Can you explain the English proverb “NOTHING SUCCEEDS LIKE SUCCESS”?

Work in pairs and make up a dialogue to illustrate the proverb with the real situations of your professional life.

ESSAY WRITING 1.1

Conduct the interviews with your friends/parents/relatives about successful professional careers and do your own survey on the problem.

Make use of the results to write an essay on the topic “WHAT IT MEANS TO BE A SUCCESS”.

LEAD-IN DISCUSSION 1.2



1. *What qualities and traits of character would be of great use in business?*
2. *What skills should be trained if you intend to do a career in business?*
3. *What types of communication can you enumerate?*
4. *Can you explain what is meant by:*
 - *written/oral communication;*
 - *interpersonal/interoffice communication;*
 - *verbal/non-verbal communication.*
5. *Give your own examples of non-verbal communication.*

READING 1.2

Read the article to get more information on the discussed issues. Choose the correct headlines from the list below. Two of them are extra.

- A. Eye Contact
- B. Eye Interaction
- C. Tone of Voice
- D. Non-Verbal Communication Types
- E. Facial Expressions
- F. Interactions at Work
- G. The Origin of the Word *Communicate*
- H. An American Smile
- I. Speaking Distance and Physical Contact
- J. Efficiency VS Inefficiency
- K. Specific Physical Movements

Types of Communication In Business

(from Office Communication by Christian Knoeller)

1. _____

The word *communicate* has a long history. It has come to the English language, like many words from Latin, the term meant “to make common”. In 1771, the first Encyclopedia Britannica defined *communication* as “the act of imparting something to another”. Notice that these definitions do not limit communication to the use of words. Once an understanding has passed between people, with or without words, they have communicated.

2. _____

Being on the job calls for interacting constantly with co-workers. Many jobs also include contact with people outside of the organization. Communication between organizations takes place in various ways. Corresponding by mail, talking by phone, and speaking in person each calls for clear communication of information, opinions, and attitudes. Recognizing the attitudes and values of people of other cultural backgrounds makes it easier to communicate and work together. After all, it is not necessary to abandon your personal beliefs to respect others, even when their thinking does not agree completely with your own.

3. _____

Efficiency is respected in American society. Efficiency means to work quickly without wasting time or materials. Businesses and factories trying to maximize production and profit are examples of efficiency. In the United States, efficiency is considered a personal virtue as well. The most efficient employee is considered the most effective. How do you think the concept of efficiency affects the way managers treat employees? Let’s say you receive a personal phone call at work. A friend calls to invite you to a party. When you get such a call on the job, you are expected to keep the interruption as short as possible. In the long run, an inefficient worker will not be promoted and may be criticized. Inefficiency can eventually result in dismissal.

Efficiency is related to the idea of time. Not every culture treats time in the same way. In the United States and many European nations, time is seen as something precious. You may have heard the phrase, “time is money”. This phrase reflects a cultural attitude. Recognizing values is useful when living or working with people of other nationalities, even if you do not completely agree with their thinking.

4. _____

So let’s examine the silent side of communication. Non-verbal communication includes eye contact, facial expressions, speaking distance, body gestures, and tone of voice. Some forms of non-verbal communication are common to people throughout the world; others vary from culture to culture. Between cultures, you are likely to discover some ways of communicating that surprise you. What is described here are patterns typical of certain cultures such as those found in Europe and the United States. Understanding them does not mean abandoning your own ways.

5. _____

Meeting a person’s eyes and maintaining eye contact is one way of showing interest in what the person is saying. It shows that you are paying attention to the speaker. Avoiding eye contact suggests that you may be uninterested, fearful, or inattentive. On the other hand, some people are made uncomfortable by lengthy eye contact. It is usually appropriate to begin and end conversations with at least a glance to establish eye contact. Establishing eye contact serves as a sign of friendliness. It can also be used to signal a willingness to cooperate.

6. _____

The normal distance between speakers varies from one culture to the next. Latin Americans, for example, usually stand relatively close while talking – an arm’s length or so. People from some other parts of the world stand farther apart. To see how speaking distance can affect communication, let’s consider what might happen when a Latin American moves to the United States. In the United States, speaking distance is usually two or four feet apart. A person born there is likely to become uncomfortable if someone stands much closer, since physical closeness is normally reserved for displays of affection or anger. One may step back to allow the normal speaking distance. Backing away might be seen as unfriendliness by the other. An unspoken misunderstanding could result, causing distrust for both speakers.

On the other hand, under the right circumstances even physical contact becomes an acceptable way of communicating. In formal situations such as introductions, physical contact often takes the form of a handshake. Less formally, a brief touch of hand to shoulder or back can express care toward another person. The same gesture can be used to show satisfaction with someone’s work. Some cultures allow more physical contact, some less. If you are from a culture that allows physical contact, use it cautiously until you become accustomed to cultural expectations of others.

7. _____

Gestures are physical movements that have specific meanings. You may shrug your shoulders to express doubt or uncertainty. You may nod to show agreement or attention. Certain gestures are known to people throughout the world; others are not.

Be careful. A gesture familiar in your own country may carry an entirely different meaning elsewhere in the world. How do people learn gestures? Whether as adults or children, they learn by watching them used. If you don't fully understand a gesture, ask someone. Though people use gestures almost without thinking, they are an essential part of communication. Gestures add a dimension to speaking. Non-verbal communication signals have different meanings in different cultures, and it is important for people who have international contacts to become adept at reading these meanings, and using the signals correctly themselves.

8. _____

How many ways can you smile? To flirt. To say "hello". To show politeness. To be friendly. To seek cooperation. To hide what you really feel.

Expressions are by no means simple to understand. Expressions communicate a wide range of attitudes and feelings. Eye contact, a smile, or even raised eyebrows may create a feeling of solidarity between people. At work, where interpersonal communication is essential, nonverbal communication often expresses friendship. Nonverbal communication can tell co-workers that you care about them as people. Even in the most formal settings, familiar gestures are a reminder that we are all citizens of the same world.

9. _____

Feelings and attitudes are only sometimes put into words. This fact may seem a bit surprising. Yet research has shown that people in the United States, for instance, use words to express emotion as little as 7 per cent of the time. The rest of the time, emotion is communicated non-verbally. Attitudes are communicated primarily by tone of voice. Everyone recognizes the loud, high-pitched tone of anger. If I were being reprimanded for arriving late to work, I would probably hear a harsh tone of voice. Fortunately, positive attitudes are more common than negative ones in the work place. In the end, tone of voice can become a tool for winning cooperation.

Task 1.

Use your dictionary to find the derivatives for the following terms:

co-worker _____

organisation _____

production _____

profit _____

employee _____

manager _____

promote _____

Task 2.

Find the synonyms in the text:

- to communicate
- a colleague
- cooperation
- a company
- interaction
- by post
- in private
- beliefs
- to give up
- manufacturing
- a worker
- a pause
- valuable

Read the examples from the text using the synonym words:

e.g. Being on the job calls for communicating with colleagues.

Task 3.

Explain what is meant by:

“interoffice communication” _____

“people of other cultural backgrounds” _____

“to abandon your personal beliefs” _____

“an efficient employee” _____

“an inefficient worker” _____

“a personal phone call” _____

“time is money” _____

Task 4.

Answer the questions about communication:

- What is the origin of the word communication?
- What was the definition of communication in the first Encyclopedia Britannica?
- What does the silent side of communication mean? How is it defined?
- What does non-verbal communication include?
- Why are we likely to discover some ways of communicating that surprise us?

Task 5.

Summarize the information using the following prompts:

interested / uninterested / attentive / inattentive / fearful / friendly / unfriendly / willing to cooperate

To establish eye contact is to show you are ...	
To avoid eye contact is to show you are ...	

- What problem can lengthy eye contact cause?
- What is appropriate to do in such situation?

Task 6.

Solve the problem:

What is the normal speaking distance for Americans if 1 foot(ft) 30.48 centimetres and they usually stand 2 or 4 feet apart?

What is it for Latin Americans if they prefer an arm's length distance between speakers?

What about Ukraine: do people usually stand relatively close or farther apart? Calculate the approximate speaking distance for Ukrainians.

<i>NORMAL SPEAKING DISTANCE</i>		
<i>THE USA</i>	<i>LATIN AMERICA</i>	<i>UKRAINE</i>

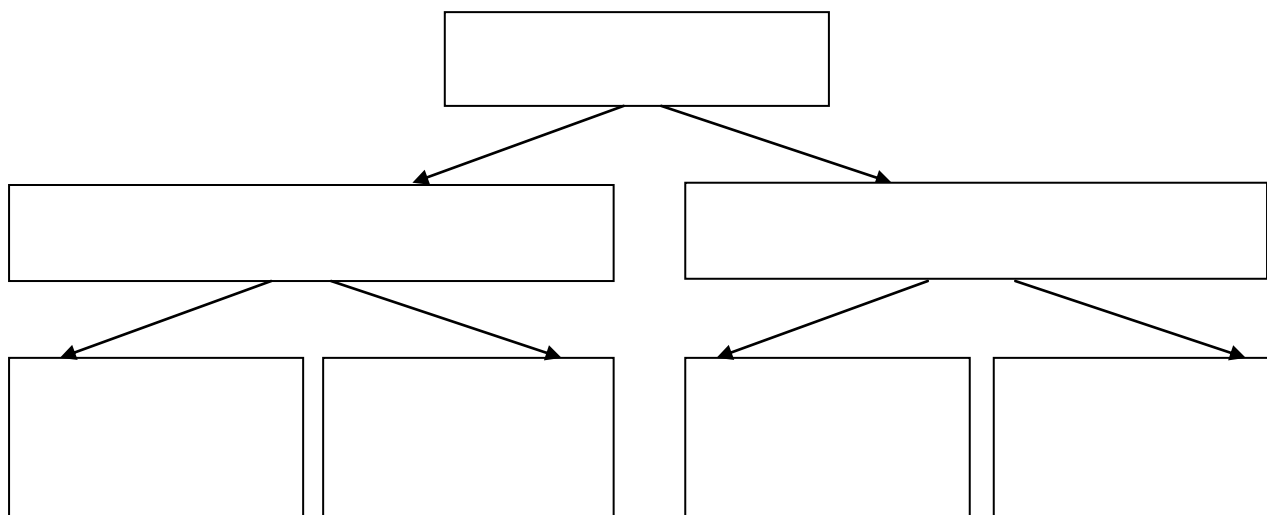
Compare the results of the table and think how speaking distance can affect communication:

- Who is likely to become uncomfortable and in what situation?
- What situation might be seen as unfriendliness? By whom?

Task 7.

Summarize the information on physical contact using the following prompts:

- to show satisfaction with smb's work
- a brief touch of hand to shoulder or back
- a handshake
- to say hello/good-bye
- to express care toward somebody
- physical contact
- to introduce people



Task 8.

Match the gestures with their meanings:

<i>GESTURE</i>	<i>MEANING</i>
• Nod your head	to show surprise
• Shake your head	when you meet someone for the first time
• Smile	to say hello or goodbye
• Raise your eyebrows	to show amusement
• Make eye contact	to show agreement
• Shrug your shoulders	to show disagreement
• Shake hands	to show you are interested
• Wave your hand	to show that you don't know something

Practice these gestures with your partner. Decide if they have the same meaning in Ukrainian culture.

Task 9.

Discuss the following issues:

- Do you think a smile is both important for everyday and business situations?
- What is an American smile?
- How does it characterize American culture?
- What gestures and facial expressions are typical for Ukrainian culture?

Think of the reasons which can cause you smile. With your partner act out a short conversation in which you use your smile. Let your groupmates guess the reason.

Task 10.

- *Which adjectives can be used to characterize a person's tone of voice?*
- *What feelings and attitudes are communicated by a definite tone of voice?*

<i>Tone of voice</i>	<i>Feelings and attitudes</i>
<i>harsh</i>	
<i>sweet</i>	
<i>bitter</i>	
<i>loud</i>	
<i>calm</i>	
<i>high-flown</i>	
<i>high-pitched</i>	
<i>even</i>	
<i>uneven</i>	

Task 11.

You are two colleagues. Student 1 is American, Student 2 is Ukrainian. Answer the following questions about your attitude to work and find out if there are principal differences in the responses you give.

- What makes it easier to communicate when working together with people of other cultural background?
- Is it necessary to abandon your personal beliefs in such situations?
- Is efficiency at work respected in your society? What does it mean?
- What can inefficient work of an employee result in?
- What is your interpretation of the phrase "time is money"?

Task 12.

Develop the situation described in the text: "You receive a personal call at work. A friend calls to invite you to a party."

Present your phone conversations in class and decide which ones demonstrate that the employee is efficient / inefficient at work.

Task 13.

Michael Crichton is one of American best-selling novelists. This extract comes from his novel “Rising Sun”, in which he writes how to behave at a meeting with a Japanese person.

Before reading this extract try to guess what advice a businessman can get as for his Japanese partner.

- | | | |
|--|------|-------|
| 1. The less formal you are with a Japanese the better. | true | false |
| 2. You may unbutton your suit jacket. | true | false |
| 3. If they bow to you, don't bow back. | true | false |
| 4. Try to master the etiquette of bowing. | true | false |
| 5. Never avoid negotiating. | true | false |
| 6. Try to avoid negotiating. | true | false |
| 7. Keep your hands at your sides. | true | false |
| 8. Speak loudly. | true | false |

It'll help to be formal. Stand straight and keep your suit jacket buttoned at all times. If they bow to you, don't bow back — just give a little head nod. A foreigner will never master the etiquette of bowing. Don't even try.

When you start to deal with the Japanese, remember that they don't like to negotiate. They find it too confrontational. In their own society, they avoid it wherever possible.

Control your gestures. Keep your hands at your sides. The Japanese find big arm movements threatening. Speak slowly. Keep your voice calm and even.

Use the extract to characterize the norms of non-verbal communication in Japanese culture:

Eye contact _____

Speaking distance _____

Gestures _____

Facial expressions _____

Tone of voice _____

ESSAY WRITING 1.2

Surf the internet in order to look for the information about the norms of business verbal and non-verbal communication within different cultures of the world and do your own survey on the problem.

Make use of the results to write an essay on the topic “THE NORMS OF BUSINESS COMMUNICATION IN UKRAINIAN CULTURE (optional)”.

LEAD-IN DISCUSSION 1.3

Your life and business success depend on certain personality traits. Some of them you are born with, others have to be developed in your childhood and youth. To know your own personality is to enter successful adult life. Being a leader or developing the qualities of leadership is the first step to business career.

Give your own definition: “A LEADER is a person ...”.

Work in small groups and find out the following issues:

1. Is leadership a natural-born talent or a learned skill?
2. What qualities does a successful leader need?
3. In what different situations do people need to work together as a group?
4. Does every group need a leader? Why/Why not?

Read the text quickly and match the questions above with the correct paragraphs.

Are You a Successful Leader?



The Successful Leadership Trust – our company specializes in training you to be a successful leader for whatever situation you’re.

_____?
Almost nothing we do in this world is done in isolation. At work or at play, you’ll find yourself in groups, working with other people: your team at work, a meeting with colleagues, your family, a holiday with friends, a group of students working together, a day out walking in the mountains, a group of neighbours wanting to make changes. It is now recognized that being able to work successfully with other people is one of the major keys to success, partly because we need to do it so often.

_____?
In almost every situation where you’re in a group, you will need a skilled leader. All groups need leaders and all successful groups have good leaders. Groups without leaders or with weak leaders almost always break down. Members of a leaderless group often begin to feel dissatisfied and frustrated. Time is wasted and the tasks are not achieved. There are often arguments and tensions between people as there is nobody to keep the goals clear. Some personalities dominate and others

disappear. Often group members begin not to come to meetings in order to avoid more disharmony.

_____?

Some people are natural leaders. The celebrity chef, Antonio Carluccio says, “True leaders are born and you can spot them in kitchens. They’re people who combine toughness, fairness and humour”. Although a lot of people agree that there are some natural-born leaders, most people now recognize that leadership can also be taught. Our professional and experienced staff can train almost anyone how to be a successful leader. Good leaders don’t make people do things in a bossy, controlling way. You can learn how to involve everyone, encouraging the whole group to work towards a common goal.

_____?

Our training courses use activities and techniques to develop a range of qualities which are necessary to be a good leader. Self-confidence is vital and being able to overcome your own fears about being a leader. Successful leaders also need to be calm and intelligent. They need to be able to work out good strategies and make sound judgements under pressure. Lastly, and probably most importantly, good leaders need to be sensitive, sociable and be able to get on with a wide range of people. Good leadership is essentially the ability to influence others and good leaders allow all members of the group to contribute.

Are these statements true (T), false (F) or we don’t know (D)?

1. Being able to work in a group is one of the most important life skills.
2. Groups of people doing social activities generally don’t need leaders.
3. Members of leaderless groups often stop attending meetings.
4. Antonio Carluccio thinks he is a natural-born leader.
5. Good leaders are often slightly afraid of their role.
6. Good leaders should do more work than the other group members.

Do you have what it takes to be a born leader? Find out with this quick quiz.

QUESTIONNAIRE 1.3

ARE YOU A BORN LEADER?

1. At the fast food restaurant with your friends...
 - a) you order a superburger for everyone – it’s bigger than the other burgers!
 - b) you have what the others are having.
 - c) you order your favourite burger.

2. At the cinema with your friends...
 - a) you are happier if someone else chooses the film.
 - b) you refuse to go unless your friends agree to see the film you want to watch.
 - c) you try to persuade your friends that your choice is better than theirs.

3. When it comes to sport...
 - a) you think a solo sport, like surfing, is more challenging than a team sport.
 - b) you feel team sports are better... as long as you are a team captain.
 - c) for you, team sports are more fun because you play with your friends.

4. It's the end-of-term party and...
 - a) you set the date and time and make a list of who does what.
 - b) you don't go. You have more interesting things to do.
 - c) you don't want to be involved in organizing it.

5. Your friend is wrongly accused of cheating in the exam...
 - a) you protest to the teacher on his/her behalf.
 - b) you support your friend's protest.
 - c) you keep quiet. He/she can speak for himself/herself.
6. You feel strongly about animal rights so...
 - a) you write to the authorities about it. They are more powerful than you are and might be able to help.
 - b) you join a protest march. It's more effective to protest as a group.
 - c) you organize a protest march and get everyone to write to the authorities.

The more people you can involve, the more effective your protest will be.

How to score:

- a=3; b=1; c=2;
- a=1; b=3; c=2;
- a=1; b=3; c=2;
- a=3; b=1; c=2;
- a=3; b=2; c=1;
- a=1; b=2; c=3.

Add up your points.

If you scored between 6 and 10 points:

You are an individualist. You value your independence. You have your own ideas and you refuse to follow everyone else. Sometimes you avoid contact with others. Our advice: don't be afraid of other people. You can develop your qualities of leadership without becoming a dictator.

If you scored between 11 and 14 points:

You are kind and adaptable and happy to go along with other people's ideas. Our advice: don't let other people tell you what to do. You might find life more satisfying if you take the initiative more often.

If you scored between 15 and 18 points:

You are a born leader, always ready to take control, whatever the situation. Our advice: don't let your strong personality make you stubborn and insensitive to others. Consult other people more often and you will be more popular than you already are.

Now solve the proportion and find out how many per cent of your groupmates have the qualities of a LEADER.

Gn	=	Ln
—		—
100		X

Gn – number of students in your group

Ln – number of students who are “born leaders”

X – percentage of leaders in your group

Read the pieces of advice in the quiz and comment on the following issues:

- Is the word *leader* a synonym to *dictator* / *individualist*?
- Does a leader usually have a strong personality?
- Which qualities prove that a person has a strong personality and can be a leader? Use the marks +++ / ++ / + / - / --
 - The person can take the initiative.
 - The person is stubborn.
 - The person is popular with others.
 - The person is insensitive to others.
 - The person is afraid of others.
 - The person contacts with others.
 - The person avoids contact with others.
 - The person consults other people’s ideas.
 - The person is too kind and adaptable.
 - The person can take control of a situation.
 - The person lets others tell him/her what to do.
 - The person values only his/her independence.
- Which of the above mentioned statements describe your own personality?
- Which of the qualities do you have to develop?

BUSINESS CASE 1.3A

Dilemma of Leading the Team

Brief

Peter Drumand is the team leader of a group who were briefed to come up with ways of improving customer communications at Walton’s department store. After three weeks of information gathering and meetings the team made the following recommendations:

- extend telephone coverage by one hour per week, to answer more enquiries;
- update webpage at least once a week;
- research further the idea of holding store meetings to answer customer questions directly.

Peter feels sure that these are good ideas, but fears the management will not approve them because they are costly. He cannot decide whether to present the ideas to management or not.

Discuss the following arguments in pairs. Which ones do you agree/disagree with? Decide what Peter should do.

- Peter should not present the team's recommendations to the board as final. A team leader should never let his/her team make an obviously bad decision. He should protect the team and the department's reputation by asking for more time.
- If cost was a concern, the team ought to have been told at the beginning. It is Peter's responsibility to admit that he is at fault for not briefing the team properly, and he should ask for a new deadline so they can find other, less expensive proposals.
- On the basis of shared information, the team developed responsible, specific recommendations for improving customer communications. Peter should present these recommendations and suggest developing a budget for them.

Compare your micro-group decisions and work out one joint decision about what Peter should do and say. How do you think management will react?

Read the summary of a business consultant saying what he thinks about the right decision for the team leader.

Well, actually, I think it is pretty evident what the team leader should do in cases like this. Team leaders should be very cautious about judging a team's decision. If the proper process was followed and team members are behind the decisions and results, then the team leader should present the findings as just that: the team's decision. Of course the parameters of the task should have been shared fully with the team at the beginning. This wasn't the case, but under the circumstances, the team offered seemingly practical ideas. In fact, you know what, presenting the team's ideas would have been a perfect example of leadership! Who knows, management may even have approved a budget for the team's suggestions.

Ideally, the leader should focus on the aims of the brief and provide resources to help the team achieve those aims, but should not influence the team's decision-making or, worse, make decisions for them.

READING 1.3

Which of the following characteristics are typical for you / your friends / relatives / supervisors? Remember some real life situations to expose the examples.

hurried

curt

liberal

patient

friendly

participative

formal

autocratic

democratic

informal

Refer each of the above qualities to either positive (P), negative (N) or disputable (D). Then read the article below to find out more on the problem.

Management Style

*(from Business Across Cultures: Effective Communication Strategies
by Laura M. English, Sarah Lynn)*

A manager's authority in an organization is a matter of rank. Each manager handles authorities in a unique way known as management style. One supervisor may be hurried and curt, for example, while another may be patient and friendly. Some managers have a more informal style than others. And so it is that some managers are easier to work with than others.

Management style is one part training, nine parts personality. Yet, as an old saying goes, nothing breeds success like success. Higher job status usually increases a person's prestige. In many cultures, wealth and career success are very important in determining social status. A high-ranking manager expects and receives a great deal of respect from co-workers. Respect is expressed both verbally and nonverbally. For instance, a supervisor expects an employee who is subordinate to follow instructions and take suggestions without resistance or resentment, for a supervisor, regardless of age, race, or sex, has been granted authority.

Institutions are also organized along lines of communication. In most areas, a manager passes information and instructions to those supervised. Likewise, when employees make a request or complaint, as a rule they report to their own supervisors. It is usually not appropriate to go over the head of a supervisor to speak to a higher-ranking manager. Speaking directly to your own supervisor is usually the quickest way to get problems solved.

Good relations with supervisors and other employees, or rapport, shows a positive attitude toward work. Several related attitudes are especially important on the job: conformity, cooperation, and competition.

Conformity involves how well an individual is suited to any group – social, cultural, or economic. In the case of a business, for example, there may be rules for dress. Conformity might involve acting in an expected way that has never formally been demonstrated or discussed, such as treating customers with respect.

Working together and getting along with others is called cooperation which depends on the ability to communicate with others, even at difficult moments. Cooperation is not always easy – for instance, when a supervisor makes a questionable decision, a decision with which you do not agree. As a supervisor

yourself, earning the cooperation of other employees may become the key to your success. In the long run, it is the best bet.

The following is a short description of three different management styles.

Autocratic means the manager tells the workers exactly what to do while workers have little or no participation at any level of decision making.

Democratic or Participative means the manager asks workers for opinions and ideas to solve problems, he/she often makes the final decisions, although at times, the workers may have decision-making power.

Laissez Faire or Liberal means the manager gives all decision-making power to the workers, thus, he/she has little control or input.

Task 1.

Match the halves of the phrases:

to handle authorities	to your own supervisors
to determine	instructions
to expect	the head of your supervisor
to follow	a questionable decision
to take suggestions	decision-making power
to report	to any group
to go over	in a unique way
to suit	social status
to make	a great deal of respect
to give	without resistance

Task 2.

Finish the phrases with the appropriate words from the list below:

appropriate rapport prestige respect
liberal personality autocratic success
competition authority

1. It is said that each manager's style is just partly gained by training, as in ninety per cent it depends on _____ .
2. In most cases, the higher job status the higher a person's _____ .
3. A subordinate is expected to follow his/her supervisor's instructions, because the last one has been granted _____ .
4. Going over the head of a supervisor in order to speak to a higher-ranking manager is not considered _____ .
5. Good relations with supervisors and employees which exposes a positive attitude toward work is also known as _____ .
6. A number of related work attitudes are primarily important for co-workers, such as conformity, cooperation, and _____ .
7. Conformity on the job involves acting in an expected way, for example, treating customers with _____ .

8. For a supervisor earning the cooperation of his/her subordinates may become the key to _____ .
9. The style of management when workers have little or no participation at any level of decision making is usually referred to as _____ .
10. On the contrary, when the manager gives all decision-making power to the workers, his/her style of management would be considered _____ .

Task 3.

Make up the list of questions on the management style and give your answers.

1. What / style / is / management / known / the / of / as ?

2. What / proportion / personality / is / management / the / and / of / training / in / style?

3. What / in / is / many / status / cultures / important / determining / social / in ?

4. What / can / two / of / expressing / mentioned / respect / be / means ?

5. What / organized / is / lines / being / meant / along / of / by / communication?

6. What / relations / co-workers / describes / notion / good / between ?

7. Which / attitudes / are / the / several / job / especially / related / important / on?

8. Which / exposed / conformity / business / examples / of / be / in / can ?

9. Why / important / is / always / cooperation / not / but / crucially / easy ?

10. What / the / management / level / different / of / is / decision / in / styles / making?

Task 4.

Find the definitions of the following words:

status style resentment bet rapport
power rank resistance conformity respect

	a way of expressing that is characteristic of a particular person or group
	a position in a business hierarchy
	the relative position of persons in a society
	an attitude of admiration or esteem
	the action of opposing something you disapprove
	a feeling of deep and bitter anger and ill-will

	a relationship of mutual understanding, trust and agreement between people
	acting according to certain accepted standards
	the money risked on a gamble
	possession of controlling influence

Task 5.

Explain in more detail what is meant by:

"informal style" _____

"a person's prestige" _____

"social status" _____

"lines of communication" _____

"rules for dress" _____

"a questionable decision" _____

"a key to success" _____

"the best bet" _____

Task 6.

Read the following opinions of three different workers about decision making.

- Which management style does he or she like?
- Which opinion do you agree with most and why?
- Which opinion do you disagree with most and why?

A. The more people involved with making a decision the better. We can get as many ideas as possible and be sure we are thinking of everything. After we have shared our ideas, the management should make the final decision based on what is best for the company.

B. Everyone should share equal decision-making power. We are more apt to accept decisions if they are made by us. In this way we stay in control of our environment, making us happier workers.

C. Decisions are best made by one person who really knows his or her workers and all of the issues involved. In this way, decisions are made faster and our work can continue uninterrupted.

Task 7.

The following chart shows a range of management styles and how these styles affect the way decisions are made.

	<i>Autocratic</i>		<i>Democratic</i>			<i>Laisser faire</i>
Use of authority by the manager						Area of freedom for workers
Manager makes decision, announces it.	Manager "sells" decision.	Manager presents ideas, invites questions.	Manager presents tentative decision subject to change.	Manager presents problem, gets suggestions, makes decision.	Manager defines limits, asks group to make decision.	Manager permits workers to function within defined limits.

What management style are you most familiar with?

Task 8.

Richard Branson became famous as a “hippy” businessman in the 1960s when he set up a record company. Today he runs the successful Virgin airline and he’s still breaking many of the traditional rules of management. So how does he do it?

*Which of his secrets can you believe? Which of them can you not?
Read the list below and find 2 false “secrets”.*

RICHARD BRANSON’S 10 SECRETS TO SUCCESS

1. He regularly works an eleven-hour day, starting around eight and finishing around seven at night.
2. He spends a lot of time sending memos to people but never wastes time on telephone conversations.
3. He rarely holds board meetings. He makes decisions on the phone or on the tennis court.
4. He has a good memory and he writes people’s names on his hand so he doesn’t forget them.
5. He invites every single one of his 10,000 employees to a party at his home in Oxfordshire every year. The last party cost around 100,000 pounds.
6. He continually questions his employees about every aspect of the business and he tries to pick holes in their arguments to find out whether their ideas will work.
7. He hardly ever leaves the meeting room, even if he becomes annoyed or loses his temper during the discussion.
8. He employs people he likes personally. This is more important to him than qualifications.
9. He has had several business failures in the past and nearly went bankrupt several times, but he has always survived. He puts his success down to good ideas, good people, and good luck.
10. He didn’t go into business to make money. He went into business because he wanted a challenge.

- *What is the most unusual about his management style?*
- *Do you think you would like to work for him? Why/Why not?*
- *Which of his secrets are worth to be followed by successful managers?*

BUSINESS CASE 1.3B

Management style depends on both individual and cultural factors. Each manager has a different way of managing the people who work for him or her, but at the same time, many cultures have a dominant management style. For example, in Saudi Arabia and Nigeria, many managers make all the decisions without the workers’ input. They feel they are responsible for making decisions that are best for the workers, much like a parent’s relationship to his or her own children. In Japan,

many managers ask their workers for their input before making a decision. Group consensus about a decision is more important than what one individual thinks is right.

Study the business case and analyze the problem of dominant management styles within different cultures. Focus on such aspects as decision-making power and individual input.

Are Two Managers Too Many?

Three years ago, a German manufacturer of domestic electrical appliances (hairdryers, blenders, coffee grinders, etc.) opened a plant in Tijuana, Mexico.

The company has two assembly line managers; one is German and one is Mexican. Nine months ago, a new German assembly line manager was sent over to replace a returning manager. The returning manager was not successful with managing the assembly line employees during his stay. The new manager is Ms. Mara Graus. Working alongside Ms. Graus is the Mexican manager, Pablo Arango, who has been at the plant from the beginning. Both managers share responsibilities. They are responsible for teaching the German-based assembly line technology to the workers. They are also responsible for four floor supervisors who oversee the thirty assembly line workers.

From the beginning the two managers have disagreed on many management policy issues: Ms. Graus feels that Mr. Arango is too friendly with subordinates, both the supervisors and assembly line workers. Mr. Arango, in contrast, feels that Ms. Graus is very cold and unfriendly to subordinates.

Mr. Arango feels that the floor supervisors should be given more responsibility and control over their workers. He feels they should be given more information related to their jobs and more decision-making power. Ms. Graus feels that they have enough information to carry out their jobs and that she and Mr. Arango should be making all the decisions.

Ms. Graus feels that the assembly line workers have low company morale. She believes that competitions in which workers with the greatest output are rewarded with a bonus would raise company spirits. Mr. Arango feels such competitions actually lower morale not raise it.

The disagreements have become so serious that Ms. Graus and Mr. Arango are no longer able to effectively manage the assembly line.

Discuss the following issues of the problem solving.

- How does a manager gain respect and trust from an employee?
- What is the ideal relationship between manager and employee? Is it personal, distant, social, formal?
- Who should make the decisions and hold the information? Why?
- Is competition at work among employees useful? Why or why not?

BUSINESS TRAINING 1.3

This role play will show you how different management styles affect worker involvement and satisfaction.

In groups of at least three people work on three different projects using paper and tape.

Project 1 – Paper Sailing Ships

You will be an *autocratic* manager. In other words, you will make all decisions and tell your workers exactly what to do.

First read the instructions for making the paper ships to yourself and make sure you understand them. Then read each step to the workers. Do not go on to the next step until all workers have completed the step. Always stay in control of the workers. Never ask for suggestions, and ignore any suggestions the workers give you. After each step, look at all the workers' projects and correct any mistakes.

Materials: a sheet of paper

Instructions:

1. Fold a piece of paper in half the long way.
2. Open the paper and fold it in half the short way.
3. Take one of the two corners along the fold and fold it down at an angle toward the center crease. Do the same with the other folded corner.
4. Turn up the bottom piece toward the top. Turn over and repeat on the other side. You should now have a triangle shape.
5. Press the two end points of the triangle together at the bottom so that the middle creases become the outside folds. You should now have a diamond shape.
6. Fold the bottom point of the diamond up to the top point of the diamond. Turn over and repeat on the other side. You should now have a triangle shape.
7. Again press the two end points of the triangle together at the bottom so that the middle creases become the outside folds. You should now have a diamond shape.
8. At the top of your folded diamond, three corner points come together to form one corner. Hold the two outside points and pull them away from the middle point. Press down on the sides to complete your boat.

Project 2 – Paper Hats

You will be a *democratic* manager. In other words, you will be in control of the project and make suggestions, but you will ask the workers for their suggestions and opinions. You will use the suggestions that you feel are the best for the project.

First read the instructions for making paper hats to yourself and make sure you understand them.

Then tell your workers that they are going to make hats and ask, "Does anyone know how to make paper hats?" Encourage all workers to participate and share ideas on how to make hats. Decide if these ideas are better than the instructions below. If they are not, thank the group but use the instructions below. If the suggestions are better, use the workers' ideas. In either case, remember to stay in control and make all final decisions, but also encourage the group to continue making suggestions.

Materials: a sheet of paper and a pair of scissors

Instructions:

1. Fold a piece of paper in half the long way.
2. Open the paper and fold it in half the short way.
3. Take one of the two corners along the fold and fold it into the center crease.

Do the same with the other corner.

4. Turn up the end flaps.
5. Cut the corners off the flaps.

Project 3 – Paper Boxes

You will be a *laissez faire* manager. In other words, aside from giving your workers their basic task, you will not tell them what to do. The workers will decide everything for themselves.

Tell your workers: Use your paper and tape to make paper boxes. You will decide as a group how to make the boxes. Work together and listen to one another's ideas and opinions. I'll check your boxes in ten minutes. I know you'll do a good job.

After you give the instructions, sit to the side and do not involve yourself in the project. If the workers are having problems, have them solve their problems with you.

After you complete the projects, fill in the questionnaire.

Questionnaire for Management Role Play

	Project 1	Project 2	Project 3
Did your manager ask for your opinions and suggestions?	Frequently Sometimes Never	Frequently Sometimes Never	Frequently Sometimes Never
Did your manager listen to your opinions and suggestions?	Frequently Sometimes Never	Frequently Sometimes Never	Frequently Sometimes Never
Did you use the workers' opinions and suggestions?	Frequently Sometimes Never	Frequently Sometimes Never	Frequently Sometimes Never
Who was in control of your project?	Manager Manager and Workers Workers	Manager Manager and Workers Workers	Manager Manager and Workers Workers
What kind of manager do you think you had: A – Autocratic, D – Democratic, L – Laissez faire?	A D L	A D L	A D L

- Which project was the fastest / the slowest? Which management style was used? Why was it so fast / so slow?
- What are the positive and negative points of each management style?
- Which management style would you like to work under? Why?

QUESTIONNAIRE 1.3

“How decisive are you?”

Read the quotation and guess who said:

“Nothing is more difficult, and therefore more precious, than to be able to decide”

- Winston Churchill;
- George Washington;
- Napoleon Bonaparte;
- Albert Einstein?

Are you good at making quick decisions or are you a more methodical thinker?

*Answer **yes**, **no** or **it depends** to the following in under 90 seconds.*

1. You are writing a report. The deadline's tomorrow, but it's your partner's birthday. Do you work late to finish it?
2. You are with a major client who wants to stay out clubbing all night. You don't want to. Do you politely say good night?
3. You are shopping for a suit, but the only one you like costs twice what you want to pay. Do you buy it anyway?
4. A friend in banking gives you an investment tip. You could make or lose a lot of money. Do you take the risk?
5. You are beating your boss at golf and he's a really bad loser. You could drop a short or two. Do you?
6. A good friend is starting her own business. She asks you if she can borrow \$10,000. You can afford it. Do you lend it to her?
7. You are offered twice your current salary to take a boring job in a beautiful city. Do you take it?

How much time did it take you to do the questionnaire?

Compare the results with your groupmates. Who turned out to be the quickest and the slowest? Were the results predictable or surprising?

What's your score?

*Whether you answered **yes** or **no** is unimportant.*

If you wrote *it depends* to five or more questions you are a **reflective decision-maker**. You like to take your time thinking things through before coming to a final decision. In some jobs this is a good strategy. But we live a world of rapid change – be careful you don't take too long to make up your mind!

If you wrote *it depends* to three or four questions, you are a **balanced decision-maker**. You don't waste time agonising over simple decisions, but you don't rush decisions that have serious implications either. You seem to be in control of both your head and your heart. But are you so in control you never take a risk?

If you wrote *it depends* to two or fewer questions, you are a **reflexive decision-maker**. You'd rather think fast and make the wrong decision occasionally than take so long to decide you miss an opportunity. This can be a vital skill for a manager. Just make sure you're right more often than you're wrong!

- *How often do you make decisions at work? In everyday life?*
- *What kind of decisions do you have to make at work? In everyday life?*
- *What's the hardest decision you've ever had to make?*

LISTENING 1.3

BBC radio program "RISK: Different Levels, Different Reactions"

Task 1.

Discuss the following issues as for risk:

- What's the most dangerous thing you've ever chosen to do?
- How different people react to different level of risk?
- How risky are you? Give your grounds.

Answer the quiz question of the program:

"When was the first driverless car demonstrated on a public road?"

- in the 1970s;
- in the 1950s;
- in the 1920s.

Task 2.

Listen to the program. Range the phrases (1-13) in the order they appeared in the program.

- psychology of risk _____
- risk-tolerant _____
- risk-averse _____
- risk-seeking _____
- a tricky question _____
- drive off into the sunset _____
- make an intelligent decision _____
- practical application for this knowledge _____
- assess what to do with money _____
- financial advisors _____
- react to different levels of risk _____
- put money away for retirement _____
- save your money _____

Use as many of the phrases as possible to sum up the ideas of the radio program. Enlarge the summary with the ideas of your own.

Task 3.

Choose the correct option in the definitions below:

“risk-averse” group:

if you are averse to something you are *after/against/along* it, you don’t like to *make/keep/take* risks or to take any *risky/riskous/risking* decisions;

“risk-tolerant” group:

if you are tolerant of something you *expect/except/accept* it, you don’t *find/mind/mend* it;

“risk-seeking” group:

if you are a risk-seeker you are not *wonder/worried/wearied* by the element of risk, actively *look/hook/shook* for it, enjoy risk.

ESSAY WRITING 1.3

Surf the internet in order to research the problem of leadership and management style in more detail. Outline its most actual aspects from your point of view.

Make use of the research results to write an essay on the topic “LEADERSHIP AND MANAGEMENT STYLE: ACTUAL PROBLEMS OF INTERPERSONAL BUSINESS COMMUNICATION”.

UNIT 2

INTERCULTURAL BUSINESS COMMUNICATION

LEAD-IN DISCUSSION 2.1

Before looking at other cultures, it is important to reflect on your own culture. The Scottish poet Robert Burns wrote in his poem:

O wad some Pow'r the giftie gie us
To see ourselves as others see us!
It wad frae mony a blunder free us,
And foolish notion.

(Oh, would some power give us the gift, to see ourselves as others see us!
It would free us from many a blunder and foolish notion.)

- *How would you interpret this poem?*
- *Translate the poem into Ukrainian/any other language(s) you know.*



The idea of providing information about cultures for travelers is not new. In the 18th century, so-called *Völkertafel* (literally “tables of peoples”), with descriptions of people in different countries, were to be found in inns in Germany and Austria. The modern equivalent is the guide to local customs and good manners for business people working abroad. Since many such professionals have little time to prepare for their foreign assignments, these guides tend to be short and oversimplified lists of dos and don'ts, and so run the risk of reinforcing stereotypes.

Many people find that living or working abroad helps them to understand their own cultural background more clearly. At times we need to step back from our particular culture in order to see it more impartially.

- *Think about what you would tell people from other cultures about your own culture?*
- *What would you tell them about the following cultural dimensions:*
 - *communication style;*
 - *non-verbal communication;*
 - *time and space;*

- *the individual and the group;*
- *nature;*
- *power;*
- *uncertainty?*

*Study the results of the survey showing **the images of people from different countries**. The characteristics of national cultures as they are seen by others turned out to be as follows:*

<i>Countries</i>	<i>Most dominating qualities</i>	<i>Least observed qualities</i>
USA	Successful Modern Ambitious Arrogant	Lazy Stylish
UK	Boring Humorous Arrogant Aggressive	Successful Modern
Germany	Hard-working Ambitious Successful Aggressive Arrogant Clever	Lazy Stylish
France	Stylish Modern Arrogant Humorous	Hard-working Successful
Netherlands	Boring Helpful	Stylish Lazy Aggressive
Italy	Lazy Untrustworthy Stylish Humorous	Boring Hard-working Ambitious Successful
Spain	Lazy Untrustworthy Humorous	Successful Ambitious Modern
Japan	Hard-working Clever Successful Ambitious	Lazy Humorous Arrogant

Which above-mentioned characteristics do you think people from other countries associate with your own national culture?

Guess what cultures were at the top of the rating.

It turned out that...

the most successful are both Germans and _____
(Americans/Japanese);
the most ambitious are _____ (Germans/Japanese);
the most aggressive are _____ (Germans / Americans);
the cleverest are _____ (Germans/Japanese);
the most hard-working are _____ (Germans/Japanese);
the most modern are _____ (French/Americans);
the most arrogant are _____ (British/Germans);
the most boring are _____ (British/Dutch);
the most humorous are _____ (British/Italians);
the most helpful are _____ (British/Italians);
the most stylish are _____ (French/Italians);
the laziest are _____ (Spanish/Italians);
the most untrustworthy are _____ (Spanish/Italians).

It turned out that...

the least successful are _____ (Spanish/Italians);
the least ambitious are _____ (Spanish/Italians);
the least aggressive are _____ (Japanese/Dutch);
the least clever are _____ (Spanish/Dutch);
the least hard-working are _____ (Spanish/Italians);
the least modern are _____ (Spanish/British);
the least arrogant are _____ (Japanese/Dutch);
the least boring are _____ (Spanish/Italians);
the least humorous are _____ (Japanese/Dutch);
the least helpful are _____ (French/Japanese);
the least stylish are _____ (Dutch/Americans);
the least lazy are _____ (Germans/Japanese);
the least untrustworthy are _____ (Dutch/French).

READING 2.1

Before reading guess which facts will be mentioned in the article.

An automatic gesture among most European business people is:

- a) a thumb up;
- b) a hand shake;
- c) a shoulder patting?

After a meeting with your German partner you would most likely head for:

- a) your host's place;
- b) your hotel room;
- c) a luxury restaurant.

In Italy the title Dottore can be referred to:

- a) anyone with a university degree;
- b) anyone with a Medical university degree;
- c) anyone with a degree in Maths.

Good Manners, Good Business
(by Richard Bryan, *Business Life*)

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached.

Handshaking is almost as popular in other countries – including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstrations of friendliness.

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill.

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don't worry, it is probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are

important. Forgetting that someone should be called *Herr Doktor* or *Frau Direktorin* might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called *Dottore* - and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. Language, of course, is full of difficulties - disaster may be only a syllable away. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

Task 1.

Use your dictionary and find the derivatives for the following terms:

- offend _____
- increase _____
- behave _____
- arrive _____
- require _____
- deal _____
- wonder _____
- cause _____
- possess _____
- confuse _____
- admire _____
- break _____

Task 2.

Match the halves of the phrases:

- | | |
|-------------------|------------------------------|
| to cause | the bill |
| to reach | with the same enthusiasm |
| to raise | by their first names |
| to chew over | serious offence |
| to pick up | in a light-hearted comment |
| to invite you out | in your head |
| to entertain | tricky questions of business |
| to call people | the farthest hand |
| to exist | for the evening |
| to offend | side by side |

Task 3.

Finish the phrases with the appropriate words from the list below:

hosts **manners** **difficulties**
present **business** **enthusiasm**
 friendliness **offence**

1. As business becomes ever more international, it is increasingly easy to cause _____ .
2. On arriving at a business meeting in France a manager shakes hands with everyone _____ .
3. Some Northern Europeans are not quite so fond of physical demonstrations of _____ .
4. To raise tricky questions of business over the main course in France is not considered good _____ .
5. As course after course appears in Italy you can entirely forget you are there on _____ .
6. It is probably nothing personal in Germany not being invited out for the evening by your apparently friendly _____ .
7. Don't worry as most of Europeans would probably entertain business counterparts with _____ .
8. The more you know of the culture of the country the less likely you are to get into _____ .

Task 4.

Make up the list of questions to be used in discussion on intercultural business communication and give your answers.

1. Why / France / it / shake / a / task / demanding / to / is / hands / in ?

2. Which / physical / fond / nations / are / friendliness / not / of / demonstrations / of ?

3. What / talk / about / do / with / have / at / to / lunch / French you / partners?

4. Who / process / much / business / importance / to / of / gives / entertaining / the?

5. How / counterparts / entertain / do / normally / business / Germans ?

6. Why / strange / first / this / in / be / Germany / calling / can / people / by / names ?

7. What / further / is / Italy / the / of / confused / title / by / in / question?

8. How / a / comment / deal / can / light-hearted / break / the ?

Task 5.

Find the definitions of the following words:

formality *challenge* *deal* *friendliness*
title *host* *syllable* *offence* *gesture*

	a lack of politeness wounding the feelings of others
	motion of hands or body helping to express a thought or feeling
	a feeling of liking for another person
	a demanding or stimulating situation

	an agreement between parties fixing obligations of each
	a person who invites guests to a social event
	a requirement of etiquette or custom
	an identifying appellation signifying status or function
	a unit of spoken language larger than a phoneme

Task 6.

Explain in more detail what is meant by:

"an automatic gesture" _____

"physical demonstrations of friendliness" _____

"tricky questions of business" _____

"chew over in your head" _____

"a lively discussion" _____

"nothing personal" _____

"cultural challenges" _____

"be a syllable away" _____

"be worth the effort" _____

Task 7.

Decide if these statements are true or false according to the writer:

1. In France you are expected to shake hands with everyone you meet.
2. People in Britain shake hands just as much as people in Germany.
3. In France people prefer talking about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. German business people don't like to be called by their surnames.
7. Make sure you know what the titles of the German people you meet are.
8. Italian professionals are usually addressed by their titles.
9. A humorous remark always goes down well all over the world.

Task 7.

Discuss the above-mentioned issues:

- Which of the ideas in the article do you disagree with?
- What would you tell a foreign visitor about 'good manners' in your country?
- How much do you think international business is improved by knowing about foreign people's customs?

Task 8.

Study the chart with the results of the survey devoted to the problem of CIVIC MORALITY. After reading the comments made by "The European" discuss the following issues below.

- Are some nationalities more honest than others?
- Do different countries have different moral standards?
- Which activity on the chart is the most antisocial and which is the least?
- How do you think Ukraine might compare with other European nations on the chart?

If you happen to drop your wallet in Europe, try not to drop it in Lisbon. It seems most Portuguese think it is sometimes or always justified to keep any money they find. Try to drop it in Belfast instead. Only a few people in Northern Ireland would consider keeping it, or so they say.

These insights into our vices come from a massive European study of civic morals. Nearly 19,000 individuals in 13 countries were surveyed by the European Value Systems Study Group, a network of academics across the continent. They listed ten antisocial and illegal activities, ranging from littering to tax evasion, and asked people how often they could be justified.

The results show that Europe's most moral and responsible citizens are the Danes, and the French are the least, but the researchers acknowledge that some nationalities may have been more honest than others when answering the questions.

So how accurate are their findings? Perhaps the group's next survey should be on whether it's justifiable to lie to social scientists when they ask you questions.

	D E N M A R K	I R E L A N D	N O R W A Y	I C E L A N D	S W E D E N	B R I T A I N	I T A L Y	H O L L A N D	G E R M A N Y	S P A I N	P O R T U G A L	B E L G I U M	F R A N C E
Claiming State benefits you are not entitled to	2	5	1	7	4	6	8	3	9	12	11	10	13
Avoiding fares on public transport	2	3	1	8	5	6	4	7	9	10	13	11	12
Cheating on your tax returns	2	1	11	7	3	5	4	9	8	6	12	13	10
Buying goods that you know are stolen	1	2	3	5	4	8	6	7	10	9	11	12	13
Joy-riding	2	1	8	3	4	5	9	12	6	13	7	11	10
Keeping money you find	3	1	4	2	5	6	9	7	8	11	13	12	10
Accepting a bribe	1	3	4	2	7	6	8	10	11	5	9	13	12
Not reporting damage you did to a parked car	1	5	2	6	3	12	9	8	4	7	11	10	13
Dropping litter in the streets	1	12	7	6	13	11	2	9	10	4	3	8	5
Driving when you are drunk	1	3	4	8	2	5	6	7	12	9	10	13	11
OVERALL	1	2	3	4	5	6	7	8	9	10	11	12	13

Task 9.

In small groups discuss various rules of ETIQUETTE in the situations of formal and informal communication.

Make a list of some things that are not polite in Ukraine.

In your country is it polite to:

- ask someone's age, salary, or why he or she isn't married?
- tell someone he or she looks fat?
- smoke in someone's car or house without asking permission?
- use vulgar language?
- cut in front of people waiting in line?
- spit on the floor?
- hold the door open for another person?

At the dinner table, do you do the following

- when you are by yourself?*
 - when you are with your family?*
 - at a formal occasion?*
- put your elbows on the table
 - talk with your mouth full
 - slurp your noodles
 - serve yourself first
 - reach across the table
 - burp loudly at the table
 - blow your nose in a cloth napkin
 - wipe your face with your sleeve
 - say, "This food is disgusting!"
 - pick your teeth

QUESTIONNAIRE 2.1

HOW ETHICAL ARE YOU IN YOUR BUSINESS?

- *Discuss the situations offered in the questionnaire below.*
- *If possible find out the opinion of the business people you know.*
- *Make your own conclusions on the problem of BUSINESS ETHICS.*

1. You do a lot of travelling on business. Your company pays your air fares and you have collected 'frequent flyer' miles from the airlines that you can exchange for free flights. If you use them for your own personal travel, nobody will know.

Will you ...

a use them for business trips and save your company money?

b use them to upgrade your seat to first class on business trips?

c book that holiday in Bahamas that you've always wanted?

2. You are the manager of a charming pub in the country a long way from the nearest town. The owner of the pub wants you to run an ‘all you can drink’ campaign where the customers can have as much beer as they want for a fixed price. It’s bound to attract more customers and be very profitable.

Will you ...

a refuse to do it, in case it encourages people to drink and drive?

b agree to do it, but put up posters warning against drink-driving and start selling black coffee as well as beer?

c refuse to do it unless you receive a profit-related bonus?

3. You are the owner of a small business. One of your suppliers, an old friend, has asked you to pay them cash for an order so they can avoid paying VAT. There’s no chance of your getting into trouble even if the tax office find out because it is your supplier’s responsibility to declare it, not yours.

Will you ...

a refuse?

b warn your friend that they could get into trouble but agree if they insist?

c agree? (After all, what are the friends for?)

4. You have run out of stationery at home and there’s plenty of nice blank paper and envelopes in your desk at work.

Will you ...

a resist the temptation to take any home?

b take a little home to keep yourself going until you can buy some more?

c take plenty home so you don’t run out again?

5. You work in the purchasing department of a large company. One of your suppliers has sent you a Christmas present – a case of wine. They know you shouldn’t accept it because they also sent a note promising not to tell any of your colleagues about it.

Will you ...

a send the wine back and never buy anything from that supplier again?

b send the wine back and explain you can only accept gifts up to a certain value?

c send the wine back and say that you prefer fine malt whisky?

6. You are a financial manager. Until last year, your company had an unbroken record of rising earnings per share, but last year’s profits were down. Fortunately you have received a very large order since the beginning of the present financial year. Your boss tells you to record the new order in last year’s accounts, so you don’t spoil the company’s track record.

Will you ...

a explain it might mislead shareholders and refuse?

b refuse unless you can include a note about it in the small print in the annual report?

c agree and suggest some other 'legal' ways of making the figures look better this year?

7. You are friendly with someone in the strategic planning department of your company. One day, they give you some confidential information. They tell you about a company they are going to target for take-over. They are sure the share price will rise. You could make a lot of money if you buy shares now.

Will you ...

a tell your colleague they shouldn't pass on confidential information?

b thank your colleague but do nothing?

c tell your broker to buy as many shares as they can?

8. You are the owner of a small company. A friend offers you a free copy of a computer software program that you need at work. If you accept their offer, you won't have to pay the \$700 licensing fee to the software company.

Will you ...

a turn down your friend's offer and buy your own copy?

b accept your friend's offer?

c accept their offer and charge the company \$700 which you can pocket tax-free?

How did you score?

Mostly as

You may not always be popular with your colleagues but your business contacts know they can trust you to play fair. If some people accuse you of being inflexible, it's because your strong principles make them feel uncomfortable. Your honest approach should bring you success in your career and, although it may be slow coming, it's bound to be long-lasting.

Mostly bs

You like to do what's right if you can, but realize the world is not an honest place. You've probably noticed the person who tells the truth is not always the person who gets on fastest so you are prepared to make compromises, accepting the fact that in order to do business you sometimes have to bend the rules.

Mostly cs

If the people around you are behaving dishonestly, you will do everything necessary to ensure they don't get your share. As you see it, if you can't beat them, join them. No doubt you will advance up the ladder of success at top speed because you are very good at telling people exactly what they want to hear. The trouble is, it is not always what they *should* hear, so your success will probably be short-lived.

BUSINESS CASE 2.1

Do We Understand Each Other?

- What stereotypes do people from different countries have about each other?
- What stereotypes are there of people from Ukraine?

The following are two letters, both written by employees of a British-based international public relations firm. The two employees work together as editors.

LETTER 1.

To the Editor-in-Chief:

I am writing you to tell you of some problems I have been having with the other editor in the office, Sakiko Fujita. We don't work well together. She seems to depend on me for most all the ideas and decisions. I seem to carry the responsibility all the time.

To give you an example of our tensions, I will describe what happened between us today. This morning we were working on an article. I found that I was doing all the work. She didn't contribute to the discussion. When I finally asked her what she thought of my decisions, she hesitated. Then she only said that she thought my work was interesting and she would think about it more. I am very frustrated. She doesn't give me her opinion or ideas. How can I work with someone who doesn't communicate or give feedback? I want to move forward with our work but I can't with her. How can I get her to take on more responsibility?

I know that part of the problem is communication. She doesn't seem to listen to what I am saying. She rarely looks at me when we speak. And she sits so far away. She is a very reserved person. I can't figure out what is going on in her head.

I hope that you can talk to her and get her to be more involved in our work. As things are now, our collaboration is not at all productive.

Sincerely,

Edmundo Montaya Reyes

LETTER 2.

My Dear Friend Noriko,

Hello. How are you? I hope everything is going well.

I am not doing so well. Life at GTP International has been difficult lately. One of my colleagues is very difficult to work with. He seems only to consider himself. He doesn't know how to share work space or work responsibilities.

Part of the problem is that he has difficulty listening carefully to people. When we work together, he rarely asks me for my opinion. He just talks all the time! When I try to offer my opinion, he interrupts me. For example, today we had to make some important changes in an article. He told me what he wanted, and when I tried to say it wasn't the best idea, he just didn't want to listen to me.

I feel a bit uncomfortable with him. He sits very close and looks at me all the time. I try to get some distance between us but he just pushes closer. He doesn't give me room to talk or think. I think his behaviour is a little aggressive.

I don't know what to do. Maybe I should ask for a transfer to a different office. It is too hard for us to work together. I don't think we can resolve our differences. Tomorrow I will mention my problem to the editor-in-chief. I think she will understand.

Thanks for listening to me and my troubles.

With love,

Sakiko

Underline all the complaints Sakiko and Edmundo had about each other in their letters. Put the complaints in the correct categories in the chart.

	<i>Sakiko says</i>	<i>Edmundo says</i>
Eye contact		
Physical distance		
Cooperation		
Giving opinions		
Listening		

Study the comments made by the business expert in terms of SOLVING THE PROBLEM:

“In the situation described above, there are two people from different countries working together. They each have their individual style, personality, and experiences, but they also have *cultural expectations*. They expect other people to behave according to their own cultural ways. For example, Edmundo expects Sakiko to look at him while they speak to each other. In this culture eye contact is an important part of communication. When she doesn't frequently look him in the eye, he thinks that she isn't listening to him. He understands her behavior according to his culture's rules. But Sakiko is acting in accordance with her own cultural rules. In her culture it is common to look away frequently while speaking and listening. She expects him to also look away from time to time. When he doesn't, she feels uncomfortable with him.”

Read the following list of expectations. Decide which are Edmundo's (E) and which are Sakiko's (S). Share your answers in groups.

1. When people are working together they usually sit close to each other. Closeness indicates interest and cooperation.

2. A man should give a woman some physical distance. Physical distance shows respect for a person's space.
3. People should invite each other to say something in conversation. One should ask questions or remain silent so that the other person has a chance to say something.
4. One should begin speaking even if the other person is speaking. If one doesn't interrupt, one will never speak.
5. Silence expresses disinterest or boredom.
6. People often disagree with each other. It is normal to have different opinions.
7. People should give their opinions and not wait to be asked. It is the individual's responsibility to say what he or she feels.
8. One should express disagreement carefully. An open disagreement could offend or embarrass someone.
9. It is not polite to speak while someone else is speaking.
10. People may be silent for a few seconds if they are thinking about something. One should respect the silence and not interrupt it.
11. If there is a conflict, one should try to resolve it indirectly so that no one is embarrassed.
12. It is impossible to resolve a conflict without facing it directly.

Problem Solving: Simulation

You are the editor-in-chief. You want to keep both Sakiko and Edmundo because they are both excellent editors. How can you help them resolve their conflict?

With a partner, talk about a possible solution. Write out a plan of action that will help the two employees resolve their differences. Think about the following questions:

1. Why are Sakiko and Edmundo having problems with each other? What specific behaviors are causing the misunderstandings?
2. What small things can they do to work together better on a daily basis?
3. What is the best way for you, the editor-in-chief, to communicate with them? Should you write them each a letter? Or should you call a meeting with both of them?
4. How much should you, the editor-in-chief, be involved in their cultural misunderstandings?

Read your action plan to the class. As a class, discuss the advantages and disadvantages of each solution. Consider the following questions:

1. Does the solution consider each employee's cultural style?
2. Is the solution feasible for the two employees?
3. How will the solution affect their future relationship?
4. How will the solution affect the work environment and other employees?

BUSINESS TRAINING 2.1

Values Around the World

A *value* is the belief that a certain part of life is especially important. Every culture places different emphasis on family, work, religion, and love. Some cultures value family loyalty and romantic love. Other cultures emphasize independence from family and hard work. Still others emphasize religion and honor in the community.

Work in small groups and think of four values that are important in Ukrainian culture / European culture / American culture / Asian culture?.

Share your group's list with the class and compare it to the lists made by students from other groups. Answer the following questions as a class.

- Do different groups choose different values to describe Ukrainian / European / American / Asian culture?
- What are the differences?
- What are the similarities?
- What influence does your own culture have on the way you see people from other cultures?
- How can you see people from other cultures without a bias from your own culture?



Stereotypes vs Cultural Generalizations

A stereotype is a belief that all people from a culture behave a certain way. It is an opinion based on one's own cultural values and prejudices and on little information about the other culture. For example, a woman from a culture that values hard work looks at a people from a fictional land called Zibi. In Zibi, people work at their jobs about five hours a day. So, the woman says, "People from Zibi are lazy." This is a stereotype because she states that every person from Zibi is the same and it is an opinion based more on the woman's own values than on any thoughtful observation of Zibian values or lifestyle.

In this article, we talk about different ways of doing business. We make cultural generalizations about different styles of business. This does not mean that every person who lives in a particular culture will do business in a way that fits the generalization. Within each culture there are many choices. There is, however, in

every culture a standard way of doing things. The cultural generalizations describe those standards and the values that guide those standards. For example, one could make a generalization about Zibians and say, "People in Zibi usually work about five hours a day. They spend the rest of the day taking care of family and farming. Family life is highly valued." A generalization is based on observation, not prejudice. It explains the standard practices of a culture but does not determine how every person in that culture behaves.

Work in pairs. With a partner, discuss the difference between a stereotype and a cultural generalization. Then read the following statements about the fictional country called Zibi.

Decide which are stereotypes (S) and which are cultural generalizations (G). Circle the language that makes some of the statements stereotypes.

1. Zibians are selfish.
2. In Zibi gifts are often presented at the end of a negotiation.
3. It may take two or three days to get an appointment with a Zibian.
4. Zibians never let you know what they are thinking about. They always try to confuse you.
5. In Zibi, many businesspeople invite their colleagues to their homes for dinner to talk about work.
6. Arriving on time in Zibi usually means arriving ten minutes after the agreed time.
7. In Zibi nothing runs on time.
8. It is common in Zibi to discuss every detail of an agreement before signing a contract.
9. In Zibi, all the power in a corporation stays at the top. You can never get a middle manager to make an independent decision.
10. Zibians spend too much time eating.

Responding to Stereotypes

There are many ways of responding to stereotypes. The following Asian-American encounter illustrates that.

An American man attending an international relations banquet was sitting across from a man who looked Asian. He wanted to start a conversation so he asked the man loudly and in very simple English, "Like food?" The man politely nodded yes, but said nothing.

During the dinner program, the master of ceremony introduced the Asian-looking man as an award winning professor of economics at an important university. The professor was invited to give a short talk about world trade issues. After a short discussion in perfect English the professor sat down. He then looked across to his neighbour and asked loudly and in very simple English, "Like talk?"

- *What stereotype did the American have about the Asian-looking man?*

- *How did the Asian-looking man respond to the stereotype?*
- *Do you like the way he responded to the stereotype? Why or why not?*
- *Have you ever been faced with stereotypes?*
- *How have you responded (with anger at the person, with anger at the stereotype, with a joke, with an explanation of why the stereotype is wrong, with silence etc.)?*

ESSAY WRITING 2.1

Surf the internet in order to research the problem of stereotypes and cultural generalizations in more detail.

Choose one of the world business cultures which is of most interest to you. Study various aspects of business communication within the culture you have chosen.

Make use of your research results to write an essay on the topic "UKRAINIAN (optional) BUSINESS CULTURE: STEREOTYPES AND GENERALIZATIONS".

LISTENING 2.1

BBC radio program "Business Language Misunderstandings"



Sometimes business situations can cause misunderstandings. For many language learners misunderstandings can happen on a daily basis. When you know the right language you can deal with misunderstandings easily. You can even avoid them altogether. Studio guests explore and practise the language of misunderstandings.

Listen to the program to find out more on the issue.

Task 1.

Could you guess what the source of misunderstandings is according to a famous French writer:

- A - language;***
- B - education;***
- C - behaviour;***
- D - history?***

Task 2.

Listen and range the phrases (1-12) in the order they appeared in the program.

- expand on that _____
- got really angry _____
- got confused _____
- make sense _____
- hang up _____
- hang on _____
- expand on that _____
- keep you waiting _____
- in doubt _____
- in your own words _____
- go over that again _____
- put the phone down _____
- so much trouble _____

Use as many of the phrases below as possible to sum up the ideas of the radio program. Enlarge the summary with the ideas of your own.

Task 3.

After listening fill in the information mentioned in the radio program.

Tips on avoiding misunderstandings

TIPS

EXAMPLE PHRASES

checking what people mean _____

telling what you think they mean _____

asking for clarification _____

checking you were understood _____

Task 4.

Avoiding both language and cultural misunderstandings is one of the crucial skills in business. Sometimes products don't sell well in a new market because of the certain cultural differences. Study the situations below and suggest what went wrong in these cases.

1. Western companies had problems selling refrigerators in Japan until they changed the design to make them quieter.
2. In Saudi Arabia, newspaper adverts for an airline showed an attractive hostess serving champagne to happy passengers. A lot of passengers cancelled their flight reservations.
3. A soap powder advertisement had a picture of dirty clothes on the left, a box of soap in the middle and clean clothes on the right. The soap didn't sell well in the Middle East.
4. A company had problems when it tried to introduce instant coffee to the French market.
5. Several European and American firms couldn't sell their products in Dubai when they ran their advertising campaign in Arabic.
6. An airline company called itself Emu, after the Australian bird. But Australians didn't want to use the airline.
7. A TV commercial for a cleaning product showed a little girl cleaning up the mess her brother made. The commercial caused problems in Canada.
8. A toothpaste manufacture couldn't sell its product in parts of South East Asia.
9. An American golf ball manufacture launched its products in Japan packed in boxes of four. It had to change the pack size.

Here are the reasons for the problems, but they are in the wrong order. Number them from 1 to 9.

- A. In Japanese the word for 'four' sounds like the word for 'death'. Things don't sell well packed in fours.
- B. People thought the commercial was too sexist and reinforced old male/female stereotypes.
- C. Unveiled women don't mix with men in Saudi Arabia and alcohol is illegal.
- D. 90% of the population came from Pakistan, India, Iran and elsewhere, so Arabic was the wrong language.
- E. The advertisers forgot that in that part of the world, people usually read from right to left.
- F. The people in this area didn't want white teeth. They thought darkly-stained teeth were beautiful and they tried to blacken them.
- G. Japanese homes were small and sometimes walls were made of paper. It was important for the refrigerators to be quiet.
- H. Making 'real' coffee was an important part of the French life. Instant coffee was too casual.
- I. The emu can't fly.

Compare your ideas as for business misunderstandings with the above mentioned reasons. How many of them did you get right? Which comments were of most surprise to you?

Remember similar cases of cultural misunderstanding you / your friends have experienced. Share your examples in class.

BUSINESS CASE 2.2A

Cultural Aspects of Managing People

What do you think are the qualities of a good manager? Very different answers to this question come from people from different cultures. In some cultures many people will value formal qualifications, while in others stress will be placed on interpersonal skills. A survey in Brazil showed that ‘charisma’ was seen as very important by many people. This helped some management trainers to understand why it is so difficult to sell their services: people thought that you were either born to manage other people or not, and that training would have very little effect.

Study the results of research into how managers in an international computer hardware company saw the qualities of an effective manager.

How do you assess the general effectiveness of a manager?	Great Britain	USA	Germany	France
Ability to take decisions	A	A	B	E
Clear tracking of projects and process	A	C	D	A
Effective use of resources	A	A	B	D
Good results/achieving goals	B	D	E	A
Is respected and people want to work for him/her	D	A	C	A
Creating a good working relationship	D	C	D	A

A not mentioned; **B** 1–19% mentioned; **C** 20–39%; **D** 40–59%; **E** more than 60%.

The role of the manager

A US manager (A) has a Greek subordinate (G). A report has to be written.

A How long will it take you to finish this report?

G I do not know. How long should it take?

A You are in the best position to analyse time requirements.

G Ten days.

A Take 15. So is it agreed you will do it in 15 days?

In fact, the report needed 30 days of regular work. So the Greek member of staff worked day and night, but at the end of the 15th day, he still needed one more day's work.

A Where is my report?

G It will be ready tomorrow.

A But we agreed it would be ready today.

(At this point, the Greek hands in his resignation.)

What do you think is happening here? Express your point of view.

Study the comments of the business expert. Compare them with your own ideas.

The general problem is that there are two different concepts of the roles of the manager and the subordinate. **A** feels that the subordinate should be involved in decision-making, whereas **G** expects to be told what to do. A technique used by psychologists, called attribution analysis, can be used to explain the causes of this problem in more detail. Essentially, communication breaks down because both of the co-workers attribute different meanings to what their partner says, but assume that the other worker understands the same as they do.

Behaviour

A How long will it take you to finish this report?

G I do not know. How long should it take?

A You are in the best position to analyse time requirements.

G Ten days.

A Take 15. So is it agreed you will do it in 15 days?

A Where is my report?

G It will be ready tomorrow.

A But we had agreed that it would be ready today.

The Greek hands in his resignation.

Attribution

A I asked him to participate.

G His behaviour makes no sense. He is the boss. Why doesn't he tell me?

A He refuses to take responsibility.

A I press him to take responsibility for his own actions.

G What nonsense! I'd better give him an answer.

A He lacks the ability to estimate time; this estimate is totally inadequate.

A I offer him a contract.

G These are my orders. 15 days.

A I am making sure he fulfills his contract.

G He is asking for the report.
(Both attribute that it is not ready.)

A I must teach him to fulfill a contract.

G The stupid, incompetent boss! Not only did he give me the wrong orders, but he does not appreciate that I did a 30-day job in 16 days.

The American is surprised.

G I can't work for such a man.

BUSINESS CASE 2.2B

Manager's Role Across Cultures

Work in small groups and study the situations below.

How do you think managers from different countries (for example, Britain, USA, Germany, France) would react to the following situations?

Situation 1.

The morale of the people in the department is low. There are personal conflicts, and people feel the workload is too high.

Situation 2.

A member of the department complains that a colleague is not doing his job properly, and that this is having a negative effect on the performance of the team.

Situation 3.

A product made by the department has won a prize as the best in its field.

Compare your group's ideas with the comments of other groups, then with the suggested answers.

There are many different ways of reacting. Research conducted in an international computer company showed the different ways in which managers from Britain, USA, Germany, and France saw these situations.

Comments to Situation 1.

Representatives from all four cultures tended to stress the need to get the team to work together and communicate better, as well as to define priorities. While the Germans suggested reorganizing the department, the British felt that the manager should sympathize with the staff, and be a friend to them, and the French stressed the need for decisions to be made. For their part, the US managers suggested bringing in help from the outside.

Comments to Situation 2.

Representatives from each of the four cultures tended to say that action had to be taken, and that it was important to hear both sides of the story. The British said that it was important to be diplomatic and tactful, and suggested the need to find out whether the colleague has any personal problems which might be affecting their performance at work. The French and Germans agreed that it was important to check on the workload, and to remove any obstacles. The Americans stressed the need to 'coach and clarify', and to take the problem seriously.

Comments to Situation 3.

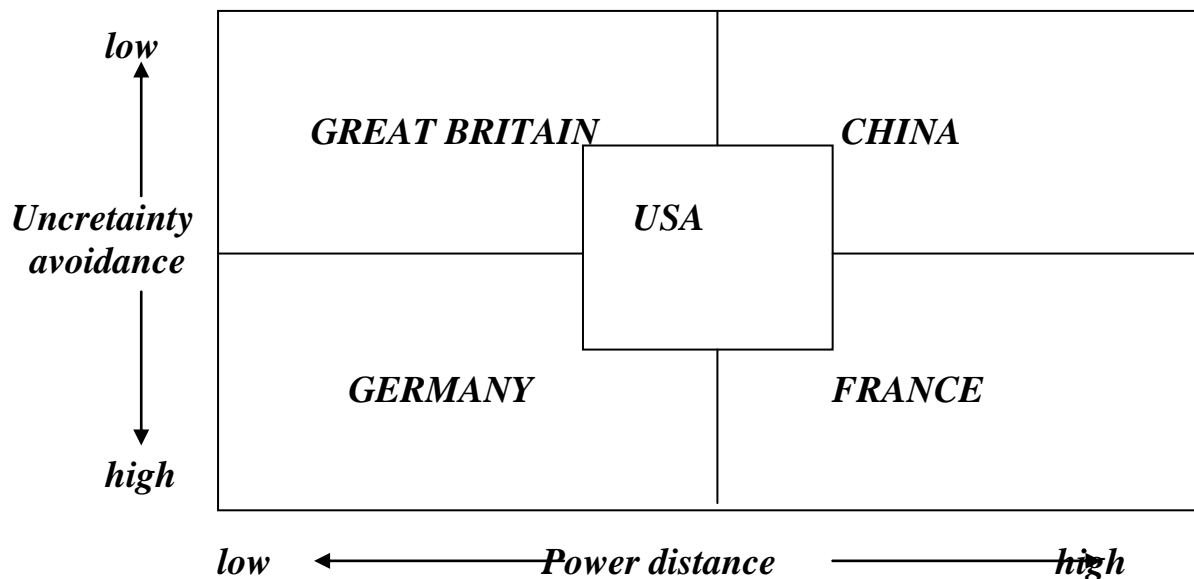
Representatives from all four cultures agreed that there should be some form of celebration. The Germans and French favoured congratulating the whole team, while many of the British and Americans thought that they should be congratulated individually. The Americans thought that the source of their success should be looked at, so that they could be used to influence the development of other parts of the organization.

Organizational Structure

Work in pairs. Study the scheme below which shows five examples of cultures and typical organizational structures.

Some psychologists have related their dimensions of power distance and uncertainty avoidance to organisational structures, which in turn influence the tone of managers.

Managers working in organizations abroad, or with partners from organizations with a different culture, must be aware of these differences if they are to function effectively.



Great Britain, with small power distance, and weak uncertainty avoidance, favours the “village market” type of structure. Problems are solved by managers and staff working together as they arise.

Germany, with small power distance and strong uncertainty avoidance, favours the “well-oiled machine”, with a more bureaucratic structure than the British, and a professionally trained staff. This is illustrated by the existence of the highly developed system of vocational training.

France, with large power distance, and strong uncertainty avoidance, favours a “pyramid of people”, with a hierarchical bureaucracy and standardized work process.

China, with large power distance and weak uncertainty avoidance, favours the “family” approach, with direct supervision by the owner of the company and relatives.

The USA is in the middle of the matrix, and favours organisation in divisions, with a standardization of output.

Analyze the proper place of Ukraine in the suggested matrix. Give your grounds. Make your written description as in the above-mentioned examples:

Ukraine _____

Work in pairs.

Choose the correct options of the prepositions in the description below.

CLASSIFICATION OF ORGANIZATION CULTURES

Types of organizations	Description of Relations
Power Cultures	In these cultures self-reliant and highly competitive self-development provides the basis <i>of/into/under</i> relations. Manager’s success is related <i>to/into/from</i> his/her charisma and influence, rather than to his/her knowledge and experience. The style of the chief executive is the model <i>of/for/from</i> other managers. <i>Into/in/to</i> organizations of this type managers shall be tough-minded and aggressive.
Role Cultures	In these cultures manager’s role is completely related to his/her place <i>with/within/without</i> a centralized system. His/her success depends <i>from/onto/on</i> how well this manager adheres to rules, procedures, and precedents. Individualism <i>with/or/and</i> aggression are not valued in these cultures. Employees in these organizations should not get <i>into/out of /off</i> the limits of their roles.
Task Cultures	In organization of this type they value <i>-/of/into</i> everything that makes it possible “to get the work done”. The main concern in these organizations is <i>for/-/with</i> successful fulfilment of their projects. Manager’s success is related to his/her knowledge and experience required <i>to/for/from</i> achieve tasks, rather than to meet the requirements of

	his/her role.
Individual Cultures	In organizations of this type the most possible freedom in/of/for expression is valued. Effectiveness of any activity in these organizations is rated <i>with/by/on</i> how much activity satisfies the staff, rather than <i>with/by/on</i> how well it conforms in/to/into business plans. Independence, creativity, and experiment are also valued in these organizations.

- Which examples of organization cultures are the most typical for Ukrainian businesses?
- Which of the types are you personally familiar with?
- What are the advantages of each type?
- What about the disadvantages?

BUSINESS CASE 2.2C

Socializing

Often the hardest part of doing business is not the deal itself, but all that surrounds it. The approach varies greatly from culture to culture. In some contexts it is quite acceptable to get down to business right away, while in others it is important to build relationships first. Attitudes to socializing, and the division between public and private spheres, also differ. *Small talk* is considered to be one of the primary socializing skills

What exactly is a small talk?

How important do you think it is in business?

Taboo or not taboo?

Imagine you meet some business people at a conference for the first time. To which category would you refer the following topics?

<i>interesting</i>	
<i>safe</i>	
<i>conversation killers</i>	
<i>a bit risky</i>	
<i>taboo</i>	

Topics for a small talk:

- | | |
|--------------|-----------------------------|
| family | your holiday plans |
| the news | how work's going |
| your country | people you both know |
| religion | local nightlife |
| clothes | the city you're in |
| your health | company/job |
| politics | the hotel you're staying at |
| sex | local shopping |
| sport | local sightseeing |
| weather | food and drink |

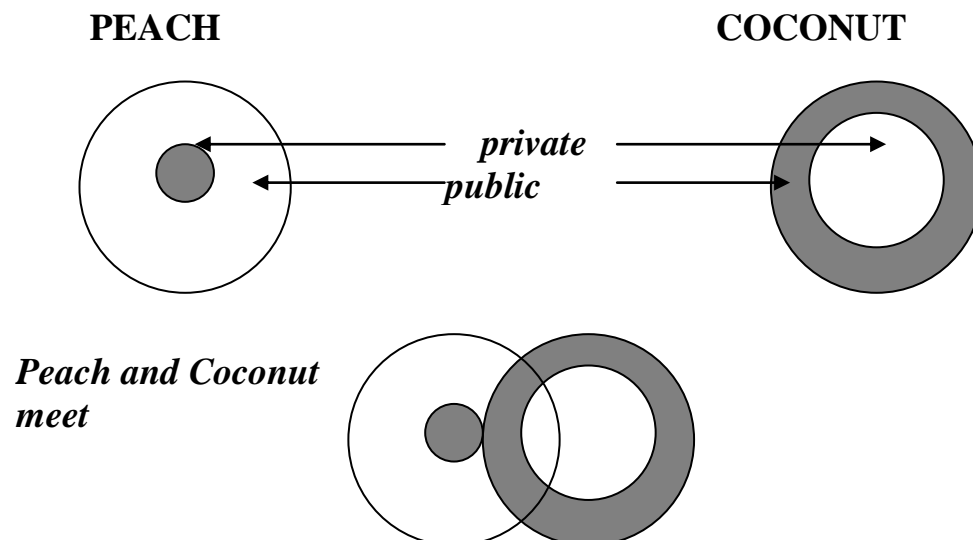
Add more examples of the topics to each category.

CASE STUDY 1

What do you think is happening here?

Hans Braun is on a business trip to the USA, and things seem to be going well. In fact, it looks like he will have some time to relax at the weekend before returning to Germany. He asks his American colleague, Joe Webb, for some tips on what to do. Joe immediately offers him the use of the family cabin in the mountains, as well as his car. Hans Braun is amazed at the generosity of his colleague, who he only met a few days before, but says he can't possibly accept. He hires a car and books into a hotel. Joe can't understand this behaviour. Hans Braun is surprised.

This situation can be explained by using the model of the peach and the coconut.



In the United States (shown by the peach) the public sphere is relatively large, with a small private sphere. First names are used immediately, even in business; Joe Webb offers his cabin and car to someone he doesn't even know very well. In Germany (shown by the coconut) the private sphere is much larger, and hard to get into. Surnames and titles are used even by colleagues who have worked together for

years; the private sphere is reserved for special friends. The problem comes when they meet: Hans Braun interprets the offer of the car and cabin as a sign of special friendship which can't exist after only a few days; he is also worried that he doesn't feel in a position to pay back the generosity. For Joe Webb it is nothing special, and doesn't mean that they are special friends; he doesn't expect his kindness to be paid back. The definition of friendship is fundamentally different.

The coconut and the peach can perceive each other positively or negatively. Below is a discussion of how they could see each other negatively. Think how they could perceive the same behaviour in a positive way.

Negative

The coconut sees the peach as:

- superficial
- too playful
- not to be taken seriously, childish
- insincere

The peach sees the coconut as:

- unapproachable
- stiff
- lacking humour
- hard
- impolite
- gruff

Positive

The coconut sees the peach as:

- open
- friendly
- flexible
- enthusiastic
- humorous

The peach sees the coconut as:

- reliable
- clear
- trustworthy
- proper
- honest

CASE STUDY 2

What do you think is happening here?

Following the takeover of a British car manufacturer by a leading German company, Günther Hoffmann has been sent to Britain to find out why productivity in the plant in the Midlands is so low. The managers seem to work long hours – many are still in the office at 7.00 pm, but they waste their day in endless meetings. They don't seem to take work that seriously, and every phone call ends up in small talk about what they did at the weekend. It is the final straw when one of the British managers, having failed to give Dr. Hoffmann the information he wanted, suggests talking about the problem in the pub after work. No wonder they've got problems with productivity!

Comments

This case brings out several differences between doing business in Britain and Germany. Research shows that middle managers in Germany tend to work more of the day on their own than their British counterparts. For the British, it isn't a meeting

that is an annoying extra, but the work itself. Great stress is put on brainstorming ideas together, and building up the team. The chat about the weekend is also part of this process as is the invitation to the pub. This social exchange is seen as a part of ‘oiling the machine’, so that people can work together effectively. The division between work and pleasure is not as strict as it can be in Germany – it is quite normal to socialize with your colleagues. There is no English equivalent for the German saying: *Dienst ist Dienst und Schnaps ist Schnaps*, (‘Work is work, and schnaps is schnaps’). British people working in Germany may miss this social contact with colleagues, and interpret it as unfriendliness.

CASE STUDY 3

What do you think is happening here?

The demands of socializing can put the business person under great pressure. A senior manager of a German car manufacturer gave his first impressions after his posting to Japan:

“When I arrived in Tokyo everything was well prepared. But two comments or my predecessor puzzled me. First, westerners have almost no chance of understanding Japan, and they will always be treated as unwelcome foreigners. Second, in any case I would have to change my lifestyle completely. If I wanted to get familiar with our Japanese car dealers, I would be obliged to drink at least 70 to 80 glasses of *sake* with each of them. Additionally I would have to be out each night. Let me put it this way: intercultural competence through drinking.”

How would you cope with this situation?

CASE STUDY 4

What do you think is happening here?

Craig Storti tells the story of a US couple invited to a Moroccan family home for dinner:

Having pressed their host to fix a time, they arrive half an hour late, and are shown into the guest room. After a decent interval, they ask after the host’s wife, who has yet to appear, and are told that she’s busy in the kitchen. At one point their host’s little son wanders in, and the couple remark on his good looks. Just before the meal is served, the guests ask to be shown to the toilet so they may wash their hands. The main course is served in and eaten from a large platter, and the couple choose morsels of food from wherever they can reach, trying to keep up polite conversation throughout the meal. Soon after the tea and cookies, they take their leave.

Comments

Storti explains what they did wrong:

Almost everything. They confused their host by asking him to fix the hour, for in the Moslem world an invitation to a meal is really an invitation to come and spend time with your friends, during the course of which time, God willing, a meal may very well appear. To ask what time you should come is tantamount to asking your host how long he wants you around, and implies, as well, that you are more interested in the meal than in having his company.

One should be careful about asking after a Moslem man's wife; often she would not eat with foreign guests, even if female spouses were present, and might not even be introduced. In any case, her place would usually be in the kitchen, guaranteeing that the meal is as good as she can produce, thereby showing respect for her guests, and bringing honour on her and her husband's house. Nor should one praise the intelligence and good looks of small children, in case this might alert evil spirits to the presence of a prized object in the home, so that they might come and cause harm. It was not appropriate to ask for the toilet either, for a decorative basin would have been offered for the washing of hands (and the nicer it is, the more honour it conveys upon the family). Nor should one talk during the meal; it interferes with the enjoyment of the food to have to keep up a conversation, and may even be interpreted as a slight against the cooking. Guests should only take the food from the part of the platter directly in front of them, and not from anywhere else within their reach. Not only is it rude to reach, but doing so deprives the host of one of his chief duties and pleasures: finding the best pieces of chicken and lamb, and ostentatiously placing them before the guest.

QUESTIONNAIRE 2.2

Work in small groups and study the situations below. Answer the alternative questions to cases A-E. Discuss them with your partners in more detail.

How culturally aware are you?

A. You meet a Spanish business contact you haven't seen for ages who wants to stop and chat, but you're running late for an appointment. Do you stay or do you make your excuses and go?

B. A British salesperson is giving you a demonstration of a new office product. He seems to like telling a lot of jokes. Do you join the joke-telling or wait until he gets to the point?

C. You're having a pre-negotiation coffee at a potential client's headquarters in Bonn. Do you mingle with the opposing team or stick with your own people?

D. Your new American boss organizes a weekend barbecue. You find yourself amongst a lot of people you've never met. Do you join in the fun or slip away quietly?

E. A Finnish colleague invites you to conduct the final stages of an important meeting in the sauna. Do you accept or politely decline?

Comments

A. Businesspeople from Latin and Arab countries tend to have a more flexible, "polychronic" attitude to time than their more "monochronic" North American and North European counterparts, for whom time really is money. Their "high-context" culture also places greater emphasis on personal relationships than "low-context" Northerners do. The message? Try not to be too busy for Brazilians or Italians and don't mess up Americans' tight schedules.

- B.** A good sense of humour is an admired quality in many cultures – notably British, American and most Latin countries – though the type of humour may vary from wordplay to sharp sarcasm to innuendo and even the surreal. In other countries, however – particularly Germanic ones, humour is not usually considered appropriate in a business context. The message? You don't have to be a comedian, but always smile at their attempts at humour. With the Germans or Swiss leave the jokes for the bar after the meeting.
- C.** The amount of socializing you do prior to or during a negotiation will depend both on your own and the opposing teams' negotiating styles and where the negotiation is being held. In the Middle East and Japan, for example, the negotiation process is long and relationship-building plays an important part. In the USA things move faster and their negotiating style tends to be both more informal and adversarial. In Germany there may be little time for small talk. The message? Follow your opponents' lead, but do all you can to create rapport.
- D.** Mixing with colleagues out of work-hours is an integral part of business in America where many companies are run like sports teams with the boss as both captain and coach. Elsewhere, there may be a strong dividing line between work and home. The message? In social situations simply be yourself. Neither do anything that offends you nor that you think may offend your hosts.
- E.** Different people have different ideas about where is an appropriate place to do business. For some, talking about golf all morning at the office, and business all afternoon on the golf course is quite normal. Others do more business in bars than in boardrooms. But these days people are more culturally aware and don't usually expect foreigners to observe their own business customs. The message? A polite refusal to go to a Finnish sauna or a Spanish bullfight will not usually offend.

- *How many of them did you get right?
Which comments were of most surprise to you?
Which factual information have already heard of?*
- *Either surf the internet or use your own professional experience to describe a similar BUSINESS CASE. Ask your groupmates to interpret the suggested situation.
Then give your detailed comments of your business case as if you were a business expert.*

ESSAY WRITING 2.2

Make your own research on the problem of cultural differences in business communication focusing on socializing issues of different nations.

Choose one of the world nations which is of most interest to you and write an essay on the topic "PSYCHOLOGICAL PORTRAIT OF THE UKRAINIAN / AMERICAN/ BRITISH (optional) MANAGER".

LISTENING 2.2

Intercultural business communication skills tend to become of more and more value nowadays as the global business world is facing the more and more intense process of global migration.

BBC radio program "Global Migration"

Task 1.

Before listening explain the difference between the following notions:

migrate - migration - migrant

emigrate - emigration - emigrant

immigrate - immigration - immigrant

Task 2.

Answer the quiz question from the radio program.

Which country has the largest number of immigrants as percentage of its national population:

a) the USA;

b) Qatar;

c) Turkey?

Task 3.

Listen and range the phrases (1-12) in the order they appeared in the program.

a brain drain	_____
according to figures	_____
streets paved with gold	_____
get permission	_____
remittances	_____
forced to emigrate	_____
find a better lifesyle	_____
be in demand	_____
financial crisis	_____
hard to uproot	_____
issue a working visa	_____
overqualified	_____

Use as many of the phrases below as possible to sum up the ideas of the radio program. Enlarge the summary with the ideas of your own.

Task 4.

After listening fill in the information mentioned in the radio program.

1. The main reasons of global migration are:

- a) _____;
- b) _____;
- c) _____;
- d) _____.

2. According to statistics there are 240 million _____ international migrants, people living and working in the country different from the one in which they were born. Last year 400 bln _____ US dollars of the money earned by immigrants was sent back to developing countries

3. Which jobs are in high demand in certain countries? Fill in the chart.

<i>JOBS</i>	<i>COUNTRIES</i>
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____

Task 5.

After discussing the key issues of the program guess what notion is defined below.

	the movement of people around the world
	leave your home country to permanently live somewhere else
	people who go to work in another country because there is better work and/or pay
	a situation where many highly-skilled people leave a country to go and work somewhere else

	having the correct training to do a specific job
	having too much training and knowledge for the job you are doing
	an amount of money that is sent to someone
	to leave your homeland and move often forcibly into a new and foreign environment
	a stamp in your passport, or piece of official paper, allowing you to work in a country
	an idiomatic description of a place where people think they will easily become rich

UNIT 3

BUSINESS PRESENTATIONS

LEAD-IN DISCUSSION 3.1

- *Brainstorming Activity: remember as many occasions as possible when you have to speak in public.*



- *Did you know that almost thirty million business presentations are given every day? And yet, in surveys, most managers say they are more afraid of public speaking than anything else – even death!*

Work in pairs and discuss the questions below. Give your grounds.

1. What do many presentation trainers advise in order to overcome nerves:
 - a) “just relax”;
 - b) “just smile”;
 - c) “just be yourself”;
 - d) “just be self-confident”?
2. What is the *primary* problem of public speaking:
 - a) stage fright;
 - b) stage language;
 - c) foreign language;
 - d) foreign audience?
3. Which of the symptoms is *not* associated with speech anxiety:
 - a) sweaty palms;
 - b) flushed face;
 - c) increased voice tone;
 - d) increased pulse rate?
4. What should you *visualize* to feel more confident in public speaking:
 - a) your successful career;
 - b) your successful speech;
 - c) your sport achievement;
 - d) your relaxing holiday?

READING 3.1

Read the article to find out more on the above-mentioned issues.

Public Speaking Guidelines

(from Successful Presentations by O. Tarnopolsky, Y. Avsiukevych)

Regardless of who you are and what type of job you currently have or plan to have, there's a good chance that one day you will be required to make a speech in public. It may be a presentation for your colleagues. It may be a toast at your best friend's wedding. It may be a statement at a community meeting. Whatever the purpose, you need to be prepared for that day.

No discussion of public speaking could continue without first addressing the problem of stage fright. A large proportion of people are afraid of giving a public speech, which means we're not alone at feeling scared when we stand in front of the audience. That should be some consolation, at least.

Another thing that should make you feel better about your fear is to realize that it is normal. When the human body gets ready for any big event, it starts sending out signals, which cause bursts of adrenaline to be released. It is the adrenaline which causes all the symptoms we associate with speech anxiety, including having sweaty palms, feeling flushed, having increased pulse rate, etc. even accomplished professionals in music, athletics, or politics experience exactly the same thing before a performance.

Here are a few additional tips that will lessen your speech anxiety.

Prepare for your speech. If you wait until the last minute, you will be more nervous. The more you practice and prepare, the more comfortable you will be with your presentation.

Visualize your success. One of the reasons we fear speaking in public is that we've never done it. We always fear the unknown. If you close your eyes and visualize yourself successfully delivering the speech, you will literally trick your brain into believing you've done it before and you won't feel as nervous as before.

Realize that no one can see your nervousness. Even though we're extremely nervous, we don't want anyone in the audience to know that we are and the more we worry about that, the more nervous we become. You need to realize that most of your nervousness is invisible to the audience. To them, you just seem to be calmly presenting your speech.

Understand that mistakes are going to happen. No matter how much you prepare and practice, mistakes will happen. While we may be devastated if we screw something up during our speech, the truth is that the audience will only realize that you've made an error if you draw their attention to it. Instead of making a big deal out of the error, you should simply take a deep breath, collect your thoughts, and keep moving on as if nothing happened.

Thus, once you get beyond your anxiety about public speaking, you will begin to experience the benefits of it. They should make the efforts worth it.

Task 1.

Use your dictionary and find the derivatives for the following terms:

present _____

fright _____

fear _____

scare _____

address _____

nerve _____

calm _____

deliver _____

associate _____

benefit _____

Task 2.

Match the halves of the phrases:

to make a speech	delivering the speech
to realize that	during the speech
to cause bursts of	to the audience
to have sweaty palms and	it is normal
to lessen	in public
to visualize yourself	as if nothing happened
to be invisible	out of the error
to screw something up	your speech anxiety
to make a big deal	adrenaline to be released
to move on	increased pulse rate

Task 3.

Finish the phrases with the appropriate words from the list below:

<i>adrenaline</i>	<i>invisible</i>	<i>performance</i>
<i>anxiety</i>	<i>speaking</i>	<i>audience</i>
	<i>success</i>	<i>error</i>

1. Addressing the problem of stage fright is quite normal for any discussion of public _____ .

2. A large proportion of people frequently feel scared when they stand in front of the _____ .
3. Getting ready for any big event human body starts sending out signals, which cause bursts of _____ .
4. Having sweaty palms and increased pulse rate are the symptoms of speech _____ .
5. Even professionals in music, athletics, or politics experience certain level of anxiety before their _____ .
6. One of the tips to lessen your speech anxiety is to visualize your _____ .
7. To the audience, if you just calmly present your speech, most of your nervousness is _____ .
8. You should simply take a deep breath and not make a big deal out of the _____ .

Task 4.

Make up the list of questions to be used in discussion on intercultural business communication.

1. How / make / were / you / in / required / often / to / a / public / speech ?

2. Why / front / we / alone / at / of / feeling / aren't / standing / in / the / audience / scared ?

3. What / get / the / any / body / send / big / out / does / to / ready / for / event / signals / human ?

4. What / before / accomplished / experience / do / their / feelings / performance / professionals ?

5. What / anxiety / tips / help / can / your / professional / speech / lessen ?

6. Why / delivering / you / yourself / should / successfully / the / visualize / speech ?

7. How / you / to / nervousness / can / audience / invisible / realize / your / is / the / that ?

8. Will / how / happen / no / practice / matter / you / prepare / mistakes / and / much ?

9. What / made / error / you / do / if / an / you / during / your / should / have / speech?

10. When / benefits / you / public / begin / to / will / the / of / speaking / experience ?

Task 5.

Find the definitions of the following words:

fright **consolation** **error** **visualize**
adrenaline **stage** **toast** **trick** **anxiety**

	a speech before a drink in honour of or to the health of a person
	a large platform on which people can be seen by an audience

	an emotion experienced in anticipation of some specific pain or danger
	the comfort you feel when relieved in times of disappointment
	body substance secreted in response to stress which stimulates autonomic nerve action
	a vague unpleasant emotion that is experienced in anticipation of some misfortune
	to form a mental picture of something that is invisible or abstract
	to deceive somebody or play joke
	a wrong action attributable to bad judgment, ignorance or inattention

Task 6.

Explain in more detail what is meant by:

"accomplished professionals" _____

"lessen speech anxiety" _____

"fear the unknown" _____

"trick your brain" _____

"screw something up" _____

"make a big deal" _____

"experience the benefits" _____

"collect your thoughts" _____

LISTENING 3.1

Lawrence Leyton is the UK's No.1 motivational speaker. As a successful author in personal development, a skilled neuro-linguistic practitioner and also a thought field therapist his advice is sought by leading people in the fields of business, politics and sport.

*Listen to his presentation “**How to prepare to the presentation in the right way**” in order to improve your business presentations skills.*

Task 1.

Before listening use the words from the table below to describe shortly your own ideas on how to prepare to the presentation in the right way.

Task 2.

Listen to the presentation. Range the key words from 1 to 12 in the order they were used in the presentation:

Technique	
Visualization	
Nerves	
Sounds	
Timing	
Intention	
Posture	
Professionals	
Script	
Rehearsal	
Eye contact	
Platform	

Task 3.

Match the following adjectives and nouns to get the phrases used by the presenter, then write down their Ukrainian translation in the third column.

Unconscious	PRESENTATION	.....
Positive	ATHLETES	.....
Tight	MOVEMENTS	.....
Similar sized	INTENTION	.....
Entire	ROOM	.....
Exact	ELEMENTS	.....
World-class	SCRIPT	.....
Micro-muscle	MIND	.....
Mental	POSTURE	.....
Strong	POSITION	.....
disassociated	TIMING	.....
kinaesthetic	REHEARSAL	.....

Task 4.

Match the parts of the phrases to read the list of REHEARSAL TECHNIQUES used by professionals:

Rehearse with	out loud.
Go into	each and every movement.
Rehearse the entire presentation	to chance on the day.
Pretend to make eye contact	a tight script.
Map out	a similar sized room.
Get an exact timing	of your presentation.
Video yourself	with as many people as you can.
Don't leave anything	to play it back.

Task 5.

Put the following statements in the right order (1-9) to describe all the stages of professional rehearsal techniques:

- A. Then add sounds to this picture and hear people applauding you.
- B. Next, you imagine stepping into your body and looking through your own eyes.
- C. The next stage is to mentally rehearse.
- D. Firstly, physically rehearse with a tight script in a similar sized room.
- E. Finally, add the kinaesthetic element and feel how really enthusiastic the audience is about your talk.
- F. Make sure you look relaxed, confident and powerful, and your posture is really strong.
- G. See yourself on the platform presenting.

- H. In this position, imagine looking at the audience smiling, relaxed and reacting very well to your presentation.
- I. Don't forget to video yourself to identify how well you are doing all the things.

A	B	C	D	E	F	G	H	I

Task 6.

Answer the following questions:

1. What are the key things which will ensure your success with the presentation?
2. How much can rehearsal reduce your level of nerves?
3. What are nerves and what message are they trying to convey?
4. What presentation techniques do professionals use? Mention at least three tips.
5. What presentation technique has come from athletes?
6. What is meant by disassociated position in mental rehearsal?
7. What is meant by associated position in mental rehearsal?
8. What is the difference between mental rehearsal and visualization?

READING 3.2

Read the article to get more information on how to make successful presentations.



Choose the correct headlines from the list below. Two of them are extra.

- A. The speaker
- B. The speaker's intention
- C. The speech situation
- D. The speaker's need
- E. The audience's need
- F. The structure of the message
- G. Issues to neglect in public speaking
- H. Issues to consider in public speaking

The Key Elements of Speech Making

(from Successful Presentations by O. Tarnopolsky, Y. Avsiukevych)

1. _____

Public speaking may be described as a process involving five key elements:

- the speaker as a person;
- the speaker's intention;
- the audience's need for communication;
- the situation or occasion of the speech;
- the structure of the message.

2. _____

The individual characteristics of the speaker have much to do with the outcome of a speech. When analyzing yourself as a speaker, consider several main factors. The first one is your knowledge as it is best to speak on a subject about which you have a considerable knowledge. Your feelings about the topic are of great importance as well. When you are excited about the topic, your delivery improves, your voice becomes more expressive, your movements are more natural, and your face reflects your enthusiasm.

3. _____

Defining a purpose is the first step in planning any presentation. A statement of purpose describes what you want to accomplish.

There are two kinds of purposes to consider: general and specific. A general purpose is a broad indication of what you are trying to accomplish. As it has been indicated above, they are as follows: to inform, to persuade, to inspire, to entertain. A specific purpose tells you what you will accomplish when you have finished your presentation.

4. _____

Asking yourself a number of questions about your listeners will shape the way you adapt your material to fit their interests, needs and backgrounds.

It is worth knowing your listeners' positions and personal preferences. Some audiences, for example, appreciate humour, while others are straitlaced. Demographic characteristics are also significant, such as sex, age, cultural background and economic status. There should be considered the size of the group and the purpose of coming to the presentation. The listeners' attitudes towards you as a speaker and attitude to your topic can make a difference as well.

5. _____

You also need to adapt your remarks to fit the circumstances of your presentation. Several factors contribute to the occasion.

Facilities. Will you be speaking in a large or small room? Will there be enough sitting for all the listeners?

Time. There are two considerations here. The first is the time of the day when you are going to speak. The straightforward, factual speech that would work well an alert, rested audience at 10 a.m. might need to be more entertaining or emphatic to

hold everyone's attention in the evening when people are tired. You also have to consider the length of time you are going to speak for. Most business presentations are brief.

Context. Events surrounding your presentation also influence what you say or how you say it. For example, if others are speaking as part of your program, you need to take them into account.

6. _____

How you put together your remarks determines whether you will succeed in merging your needs with those of the listeners. Three elements of your speech – the ideas or thesis, the language, and the arrangement of points – have a bearing on its ability to convince the audience.

Thesis statement – sometimes called the central or key idea – is a single sentence that summarizes your message. The thesis is so important that you should repeat it several times during your presentation. Notice that a thesis is positive and directly related to the audience's interests.

With a well-crafted main idea to guide you, you can begin to outline the presentation. No matter what its subject or the goal is, most effective presentations follow a well-known pattern:

Introduction

- Attention-getter
- Thesis

Body

-
- No more than five main points.
-

Conclusion

- Review
- Closing statement.

Question-and-answer period

Develop a thesis and a purpose for presentations to be given in the following situations.

Example. Encourage the audience to give \$10 for "Save our Planet" project.

Thesis: The planet is in danger. We are able to help.

Purpose statement: Audience members will be happy to give donations to "Save our Planet".

Sample situations.

1. Encourage your group fellows to participate in a competition for best presentation of a term paper in Tourism Management to win a prize.

Thesis: _____

Purpose

statement: _____

2. Persuade the audience to buy a product your company sells.

Thesis: _____

Purpose

statement: _____

3. Inform the audience about your company's new service.

Thesis: _____

Purpose

statement: _____

4. Persuade a group of businessmen to organize a charity fund for homeless children.

Thesis: _____

Purpose

statement: _____

5. You have a good idea on how to improve your business. Persuade your boss to support it.

Thesis: _____

Purpose

statement: _____

LISTENING 3.2

Listen to his presentation "How to affect the audience" by Lawrence Leyton in order to improve your business presentations skills.

Task 1.

Before listening use the word-combinations from the table below to describe shortly your own ideas on how to affect the audience in the right way.

Task 2.

Listen to the presentation. Range the word-combinations from 1 to 12 in the order they were used in the presentation:

To grab attention	
On a downward spiral	
A point to remember	
Pretty much unapproachable	
The most crucial	
A dramatic statistic	
A corporate jargon	
To include the gag	
A powerful technique	
A thought-provoking question	
Welcoming gestures	
Follow the analogy of	

Task 3.

Listen again and fill in the missing phrasal verbs:

1. Most people will be reacted by this and start to _____ .
2. The inexperienced comedian will _____ in agony if the audience isn't on his side.
3. The experienced comedian knows that he can _____ the audience _____ .
4. Most audiences will _____ and make a decision during the first 30 seconds.
5. There is nothing worse than a joke that _____ like the Titanic.
6. If you don't have an opportunity to rehearse the gag, _____ it _____ .
7. If you try a thought-provoking question, the audience has to _____ their minds.
8. Another technique is to _____ with a very dramatic statistic.
9. Weaving your own personal experiences will allow your audience to _____ you as a person.
10. An important point is not to _____ the non-verbal part of your communication.

Task 4.

Match the following verbs and nouns to get the phrases used by the presenter, then write down their Ukrainian translation in the third column.

To affect	A JARGON	.....
To die	A GAG	.....
To grab	AN AUDIENCE	.....
To break	RAPPORT	.....
To include	THE ICE	.....
To appeal to	EYE CONTACT	.....
To use	A DEATH	.....
To give	ATTENTION	.....
To weave	A PRESENTATION	.....
To maintain	EMOTIONS	.....
To create	EXPERIENCES	.....

Task 5.

Answer the following questions:

1. What is the difference between experienced and inexperienced comedians' behaviour at the beginning of the show?
2. Why are the first 30 seconds of the presentation the most crucial?
3. What analogy should be followed in planning any presentation?
4. Is humour the best presentation technique at the beginning? Why/Why not?
5. In what case should you try a thought-provoking question instead of a gag?
6. What other brilliant and powerful techniques to grab the audience's attention were mentioned?
7. Why isn't it the best idea to use corporate jargon in presentations?
8. What technique helps the audience to relate to you as a person?
9. What is the difference between talking to people and communicating with people?
10. What means of non-verbal communication are used by professional speakers?

Task 6.

Refer the following tips on how to affect the audience to two categories below:

- be affected by your audience;
- remember about the first 30 most crucial seconds;
- practice thoroughly the first couple of sentences;
- curl up in agony to get the audience immediately on your side;
- use humour if you aren't naturally a born comedian;
- follow the analogy of making a film;

- include the gag if you have no opportunity to rehearse it;
- come out with a very dramatic statistic;
- appeal to the audience’s emotional side;
- use unnecessary corporate jargon;
- be yourself on the platform;
- weave any of your own personal experiences;
- leave out the non-verbal part of communication;
- smile at people and create rapport;
- be a cold speaker;
- be pretty unapproachable.

DOs	DON'Ts

ESSAY WRITING 3.2

You are going to deliver a speech at the university scientific conference devoted to the actual problems within the field of your professional interest.

Choose one of the aspects to be researched and formulate the title of the conference report.

Use the detailed plan below to write the text of the report which will be presented publically.

A ten-point presentation plan		
1	<p>Impact opening (choose one) Ask a question (Have you ever ...? How would you ...?) Quote some surprising figures (Did you know ...?) Quote someone well-known ((Name) once said ... Use a newspaper headline (Have a look at this.)</p>	Title

2	<p>Give the background to the problem (Ok. (Time) ago we were having difficulties with ...) (We couldn't ...) (And we were not ...)</p>	<p>Background 1 2 3</p>
3	<p>Ask a rhetorical question (So, what was going wrong?)</p>	
4	<p>Describe the problem (Well, the problem we were facing was not ..., but ...)</p>	<p>problem</p>
5	<p>Describe its effects (Now, obviously, this was having an effect on ..., as well as ..., and ...)</p>	<p>Effects 1 2 3</p>
6	<p>Ask another rhetorical question (So, how did we deal with the problem?)</p>	
7	<p>Describe the action you took (Well, basically, there were three things we had to do.) Our first priority was to... The next thing was to ... And, finally, we ...</p>	<p>Action 1 2 3</p>
8	<p>Ask a third rhetorical question The question is, did it work?</p>	
9	<p>Describe the results (perhaps a graph) Have a look at this. Here are the results. As you can see ...</p>	<p>Results</p>
10	<p>Close Ok, I'm going to break off in a second and take questions. To sum up, ... Thank you.</p>	<p>Summary</p>

LEAD-IN DISCUSSION 3.3

Work in small groups.

Each group studies a particular type of presentation, its purpose and characteristics.

Compare the information about speeches and presentation types.

Share your own experience of delivering various types of presentations.

<i>Type of presentation</i>	<i>General purpose</i>	<i>Characteristics of the presentation</i>	<i>The goal of the presentation</i>
Informative	to inform	<p>Emphasis falls on informative content about the subject.</p> <p>The speaker analyzes the audience to determine how much they know already about the topic.</p> <p>The speaker seeks to make the subject interesting to listeners.</p>	The goal is either to expand your listeners' knowledge or to help them acquire a specific skill.
Persuasive	to persuade	<p>The speaker takes a definite point of view concerning the subject and presents information needed to get that point across.</p> <p>The speaker selects and arranges the material to appeal to the particular opinions of listeners.</p>	Persuasion focuses on trying to change what the audience thinks or does.
Inspirational	to inspire	<p>Remarks are centered on a public event that is taken place or has recently occurred.</p> <p>The speaker organizes remarks to express accepted values that are represented by the event.</p>	The speech is built upon the existing knowledge and attitudes of listeners. The speaker strives to deepen an existing appreciation for particular ideas, persons, or events.
Entertaining	to entertain	Speakers rely on such options as telling tales and anecdotes, stressing the funny aspects of the subject.	The speaker wants to captivate listeners.

READING 3.3

Read about various ways of presentation delivery in order to improve your business presentations skills.

Delivering Your Presentation

(from Successful Presentations by O. Tarnopolsky, Y. Avsiukevych)

There are four types of presentation delivery.

Manuscript presentation

In manuscript presentations, speakers read their remarks word for word from a prepared statement. Manuscript speaking is common at annual companywide meetings, conventions, and press conferences. In legal or legislative testimony, diplomatic speeches, or other situations in which a slight misstatement could have serious consequences, manuscript speaking may be your best means of delivery.

Memorized presentation

The biggest problem of a memorized presentation is that it sounds memorized. Sometimes it's necessary to memorize parts of a presentation since referring to notes at a critical moment can diminish your credibility.

Extemporaneous presentation

An extemporaneous presentation is planned and rehearsed, but not word for word. If you prepare carefully and practice your presentation several times with a friend, a family member, or even a group of co-workers, you have a good chance of delivering an extemporaneous talk that seems spontaneous and even effortless. The speaker uses notes for reminders of the order and content of ideas. Whatever form you use, speaking notes should be brief, legible, and unobtrusive.

Impromptu presentation

An impromptu presentation is an unexpected talk. Your impromptu presentations will be most effective if you follow these guidelines:

- predict when you may be asked to speak;
- accept the invitation with assurance;
- try to look confident;
- present a definite viewpoint early;
- let the audience know your thesis at the outset;
- present reasons, logic or facts to support your viewpoint;
- don't apologize;
- don't ramble on.

Task 1.

Visual elements for delivery

A major part of good delivery is how the speaker looks.

Choose the right alternative in the guidelines and get to know how to improve your visual effectiveness.

1. Dress *effectively / modestly*.
2. Step up to speak with *consciousness / confidence* and authority.
3. Get set *before / after* speaking.
4. *Establish / eliminate* and maintain eye contact.
5. *Don't begin / begin* without looking at your notes.
6. Stand and move *effectively / actively*.
7. Don't pack up *eagerly / early*.
8. *Move out / move on* confidently when finished.

Task 2.

Verbal elements for delivery

Spoken ideas differ in structure and content from written messages. When addressing your audience, your speech will sound normal and pleasing if it follows simple guidelines.

Choose the right alternative in the tips below.

1. Keep most sentences *short / long*.
2. Use personal pronouns *carefully / freely*.
3. Use the *active / passive* voice.
4. *Use / don't use* contractions often.
5. Address your listeners *directly / indirectly*.
6. Don't *ignore / emphasize* mistakes.
7. Use *pure / proper* vocabulary and pronunciation.

Task 3.

Vocal elements for delivery

Fill in with the correct words from the list below:

hostility disinterest disfluencies disdain
nervousness enthusiasm loudly

Speakers' voices are especially effective at communicating their attitudes about themselves, their topics, and their listeners: enthusiasm or _____, confidence or _____, friendliness or _____, respect or _____. The guidelines are as follows: speak with _____ and sincerity; speak _____ enough to be heard; avoid _____.

LISTENING 3.3A

Listen to his presentation “**Presentations and body language**” by Lawrence Leyton in order to improve your business presentations skills.



Task 1.

Before listening use the words from the table below to describe shortly your own ideas on how significant your body language is for the presentation delivery.

Task 2.

Listen to the presentation. Range the words from 1 to 12 in the order they were used in the presentation:

Tonality	
Background	
Significance	
Precise	
Actors	
Difference	
Emphasis	
Silence	
Believability	
Innocuous	
Neglect	
Fascinates	

Task 3.

The speaker asks to consider what you look like standing in front of the audience. Answer the questions asked by the presenter at the beginning of his talk.

- A. What do you do with your hands?
- B. How does your body move? What do your feet do?
- C. How does your face look? What about facial expressions that you use?
- D. Where do your eyes go when you are talking? Who do you spend most of your time looking at?

- E. What about your voice? How fast do you speak?
- F. What is your tone of voice like? How loudly are you talking?

Task 4.

Practice different ways of pronunciation using logical stresses in the sentence “I didn’t say he had just come out of jail.”:

- “**I** didn’t say he had just come out of jail.”
- “I **didn’t** say he had just come out of jail.”
- “I didn’t **say** he had just come out of jail.”
- “I didn’t say **he** had just come out of jail.”
- “I didn’t say he had **just** come out of jail.”
- “I didn’t say he had just **come out** of jail.”
- “I didn’t say he had just come out of **jail**.”

Offer similar example of your own to practice logical stresses. Emphasize how the meaning changes in each case.

Task 5.

Match the parts of the statements to sum up the key ideas of the presentation:

We need to consider the overall message	of the believability of the message.
Three key ways to convey a message are	just by watching the body language of the actors.
Only 7% of the message	the words we use, the way we deliver them, and body language.
The voice constitutes 38%	that we convey to our audience.
Your body language	totally focused on repeating their script.
You can follow the television story	comes through using words.
Presenters invest most of their time	makes up 55%.
In front of the group presenters are	rehearsing their words.

BUSINESS TRAINING 3.3A

*Use the following **techniques** to improve your presentation skills:*

Repetition (you make sure your audience doesn’t miss your main points)

Rhetorical question (you invite your audience to try to anticipate your answer)

Grouping points in threes (you create a satisfying sense of completeness)

Pairs of contrasting points (you emphasize what you're saying by using the power of opposites)

Task 1.

Work in pairs and analyze the discussed techniques which are used in the examples below.

Example A

When you join First Direct you experience something unbelievable. A bank designed around you, which doesn't expect you to fit round it.

Funny kind of bank? Unbelievable? Even a little magical? Yes, but also efficient, safe and secure.

And wherever you might be in the world, you can bank online. Receive information online. Buy online. We can even send banking messages to your mobile phone.

Example B

A bank which recruits people who like to talk. A bank which gives its people all the information they need to enable them to help you. A bank which believes in sorting your money out for you without you having to ask.

You can, naturally, choose when, where and how to deal with your money. We are open 24 hours a day. Our people are ready to talk to you, whenever you call.

Join First Direct and feel good about your bank: it's your money after all.

Task 2.

Read a famous toast to Albert Einstein by writer George Bernard Shaw. The extract is unpunctuated. Mark (/) where you think the speaker paused and underline the stressed words.

I have said that great men are a mixed lot but there are orders of great men there are great men who are great men amongst all men but there are also great men who are great amongst great men and that is the sort of great man whom you have amongst you tonight I go back 2,500 years and how many of them can I count in that period I can count them on the fingers of my two hands Pythagoras Ptolemy Aristotle Copernicus Kepler Galileo Newton Einstein and I still have two fingers left vacant my lords ladies and gentlemen are you ready for the toast health and length of days to the greatest of our contemporaries Einstein.

- *Write a toast to your greatest contemporary (best friend) but don't mention his/her name until the end. Then present it to the class. Can anyone guess who it is?*
- *Practice delivering the presentation. Mind the pauses and stresses. Try to present information twice: clearly and professionally, then enthusiastically and dramatically. What sounds better?*
- *Analyze your speech: how clearly you speak? How often you pause? How quickly you speak? How emphatic you are?*

LISTENING 3.3B

Listen to his presentation “Writing and delivering a speech” by Lawrence Leyton in order to improve your business presentations skills.

Task 1.

Before listening to the presentation try to guess a few facts mentioned by the speaker.

1. Which famous actor will be mentioned:
 - a) Laurence Olivier;
 - b) Antony Hopkins;
 - c) Charlie Chaplin?
2. Which non-verbal communication technique will be described in detail:
 - a) hand gestures;
 - b) eye contact;
 - c) body posture?
3. What will number 160 refer to:
 - a) messages;
 - b) muscles;
 - c) movements?

Task 2.

Listen to the presentation and write the derivatives of the following words which were used in the presentation. Define adjectives (A), nouns (N), verbs (V) and adverbs (AV) in each pair:

speak _____ ; tricky _____ ; compel _____ ;

memory _____ ; power _____ ; repeat _____ ;

oppose _____ ; confuse _____ ; critically _____ ;

acquire _____ ; evolve _____ ; effective _____ ;

pure _____ ; face _____ ; stand out _____ ;
 congruity _____ ; confidence _____ ; subliminal _____ ;
 consciousness _____ ; aware _____ ; surprise _____ ;
 random _____ .

Task 3.

Listen again and finish the following statements:

1. When you group things in threes, it not only becomes compelling but _____ .
2. In a written context repetition doesn't work that well, but is very powerful when _____ .
3. Words have the power to make grown men _____ ; have the power to make you _____ ; they even have the power to start _____ .
4. In the face alone there are over _____ .
5. We are going to consider the ways in which we can be more congruent with our body language and _____ .
6. When presenting to people, one of the first areas you may wish to develop is _____ .
7. Eye contact normally takes place subliminally, in other words, it is outside of our conscious _____ .
8. When people are looking at us, we become self-conscious and _____ .

Task 4.

Sum up the information presented by the speaker in the table below. Make use of the prompts in groups A, B and C.

Certain tricks for writing a speech

Rule	Definition	Speech sample	Speaker
<i>The rule of three</i>			
<i>The rule of repetition</i>			
<i>The rule of contrast</i>			

- A. when you repeat the same word or phrase at the beginning of successive sentences;
 when you contrast ideas by placing one next to the other;
 when you group things in threes.

B. "That a government of the people, by the people, for the people, shall not perish."

"Ask not what your country can do for you. Ask what you can do for your country."

"We shall fight them on the beaches, we shall fight them on the landing grounds, we shall fight them in the fields and in the streams. We shall fight them in the hills. We shall never surrender."

- C. John F Kennedy;
 Winston Churchill;
 Abraham Lincoln.

BUSINESS TRAINING 3.3B

Task 1.

Complete the following useful expressions for presentations, then read the advice for presenters (use the letters marked by +).

- | | |
|--|-------------------|
| 1. Can everybody hear me ... | O + ? |
| 2. Right, let's get ... | S _ _ _ + _ |
| 3. Let me introduce ... | M _ _ + _ _ |
| 4. I've divided my presentation into three main ... | + A _ _ _ |
| 5. Just to give you a brief ... | O _ _ _ + _ _ |
| 6. I'll be saying more about it in a ... | M _ _ _ + _ |
| 7. I'm sure the implications of this are clear to all of ... | U + |
| 8. There's an important point to be made ... | + _ R _ |
| 9. Ok, let's move ... | + N |
| 10. I'd like you to look at this ... | G + _ _ _ |
| 11. As you can see, the figures speak for ... | + _ _ _ _ _ V _ _ |
| 12. To go back to what I was saying ... | E + _ _ _ _ _ |
| 13. Are there any questions you'd like to ask at this ... | P _ _ + _ |
| 14. I'd like to look at this in more ... | + _ _ _ _ L |
| 15. Let's just put this into some kind of ... | P _ _ + _ _ _ _ _ |
| 16. Perhaps I should expand on that a ... | L + _ _ _ _ |
| 17. To digress for a ... | + O _ _ _ _ |
| 18. So, to sum ... | U + |
| 19. That brings me back to the end of my ... | T _ + _ |
| 20. Thank you. I'm sure you have many ... | _ U + _ _ _ _ _ |

<i>ADVICE FOR PRESENTERS</i>																	

Task 2.

Things you have to do during the presentation. Complete the collocations.

an issue questions a graph figures a point jokes

- A. make stress
B. describe refer to
C. address raise
D. quote compare
E. tell crack
F. field deal with

Task 3.

Structuring a presentation

Give your presentation a clear structure. Complete the following expressions with the prepositions:

to on of off for back about up

- 1 - to start _____, then, ...
- 2 - to move _____ to my next point, ...
- 3 - to go _____ to what I was saying, ...
- 4 - to turn _____ now to a different matter, ...
- 5 - to say a bit more _____ that, ...
- 6 - to give you an example _____ what I mean, ...
- 7 - to digress _____ a moment, ...
- 8 - to sum _____, then, ...

Which of the expressions above are used to:

- a – return to an important point?
- b – repeat the main points?
- c – talk about something unconnected?
- d – begin the presentation?
- e – expand a point? (2 answers)
- f – change the subject? (2 answers)

Task 4.

Suzie Capra wants to make a good start to her presentation, so she has made a list of the things she wants to say.

Unfortunately she has dropped all her language cards (a-j) on the floor.

Help her to put them in the right order by matching them with the cues (1-10).

Cues

1. THANK audience for coming. _____
2. INTRODUCE myself. _____
3. Give JOB title. _____
4. Give TITLE of the presentation. _____
5. Give REASON. _____
6. Give STRUCTURE. _____
7. Give LENGTH. _____
8. VISUAL AIDS I plan to use. _____
9. No QUESTIONS until the end. _____
10. START first part. _____

Language cards

- a) I plan to show you some slides and a short video during my presentation.
- b) So, first of all, let's take a look at ...
- c) I'm very grateful that you could all come today.
- d) I'm going to talk for ...
- e) If there is anything you would like to ask me, please would you wait until the end of the presentation.
- f) My name is ...
- g) My talk will be in four main parts.
- h) The subject of my presentation today is ...
- i) I'm the ...
- j) I'm going to talk about this because ...

Task 5.

Useful Phrases for Presentations

Study the list of phrases for different presentation functions and cross off the odd one.

Introducing the subject:

- I'm going to give you an overview of ...
- I'd like to start by ...
- Starting with ...
- I'd like to recap ...
- Let's begin by ...
- Let's start with ...

Giving an outline:

- To start with I'll describe ... then I'll mention ... after that I'll consider ...
- Let me give you an idea of what I'm going to talk about.
- I'll be speaking about the following main points.
- My presentation will focus specifically on...
- If I can just sum up the main points...
- I've divided my talk into three parts

Starting another point:

- I'd like to deal with this question later.
- Let's turn now to the question of ...
- Now we'll move on to ...
- Now let me turn to ...
- Let's look now at ...
- I'd like now to discuss ...
- That brings me to ...

Clarifying:

- Let me just go over that again.
- I'd like to explain this point in more detail.
- I won't comment on this now.
- Let's consider this in more detail.

Giving an example:

- A good example of this is ...
- To give you an example ...
- We've covered ...
- As an illustration ...
- To illustrate this point ...

Ordering ideas:

- Firstly ... secondly ... thirdly ... lastly ...
- First of all ... then ... next ... after that ... finally ...
- To start with ... later ... to finish up ...
- Let's sum up, shall we?

Summarizing:

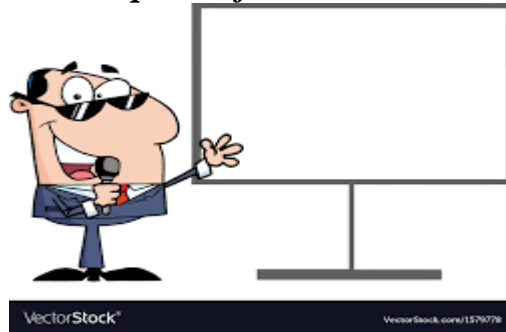
- To conclude / in conclusion ...
- Now, to sum up ...
- So let me summarize / recap what I've said.
- Let's summarize briefly what we've looked at.
- Right, let's sum up, shall we?
- It should be considered in more detail.
- Finally, let me remind you of some of the issues.
- So, we've covered three main points.

Dealing with questions:

- Do feel free to interrupt me if you have any questions.
- I plan to keep some time for questions after presentation.
- Let me remind you of some of the issues.
- We'll be examining this point in more detail later on.
- I'll come back to this question later in my talk.
- Perhaps you'd like to raise this point at the end.
- I won't comment on this now.

BUSINESS CASE 3.3

Cultural Aspects of Presentations



Work in small groups and analyze the situation below considering how different cultures see presentations.

What do you think is happening here? Express your point of view.

An international group of business people is listening to a sales presentation. The speaker takes off his jacket, starts with a quick joke, and then follows the KISS principle (**keep it short and simple**), illustrating his words with lively computer graphics. He invites the audience to interrupt with their questions, and when they don't he smiles broadly at them and starts to ask them questions. Like all good presenters – or so he thinks – he tells the audience what he is going to say, then says it, and then tells them what he has said. He keeps exactly to the 10 minutes allotted. The reaction of the audience is mixed: some are impressed, others feel unhappy with it.

Study the comments of the business expert. Compare them with your own ideas.

The speaker has failed to adapt his presentation to the international nature of his audience. While his approach would be acceptable in many settings in the USA or in the UK, people from other cultures may find it too informal (taking off his jacket, making jokes, smiling). For some, the speaker's concern for the audience (the use of graphics to convey information, his attempts to get questions from them) was at the cost of the content, which they would have found too superficial. The explicit structure, too, would irritate some members of the audience, while others might feel that the rigid time-keeping was unnecessary.

QUESTIONNAIRE 3.3

Are you aware of your own presentation style?

Which of the following techniques do you consider of the greatest importance (G)? The least important for a successful presentation (L)?

- Starting with a joke
- Reading a written text
- Involving the audience

- Keeping to the time limit
- Making the structure very clear
- Providing the audience with handouts
- Dressing formally
- Looking serious
- Only taking questions at the end of the presentation
- Using visual aids
- Summarizing what you have said at the end of the presentation
- Telling anecdotes

What makes a good presentation?

Complete the following list of elements:

*a-e humour talk contact appearance knowledge
f-j preparation language attitude voice visuals*

to be a good presenter you need...

- | | |
|------------------------------------|-----------------------------|
| a – a well-structured _____ | f – an enthusiastic _____ |
| b – thorough subject _____ | g – a strong _____ |
| c – a smart and professional _____ | h – a creative use of _____ |
| d – a good sense of _____ | i – expressive body _____ |
| e – good eye _____ | j – careful _____ |

Number the above elements in the order of importance.

Add your own ideas to the list.

Make use of the following phrases for the discussion:

What you need most of all is _____

Another important thing is _____

I think _____ is pretty important too.

_____ can make a real difference.

It helps if _____, but it's not essential.

You don't need _____, as long as _____

ESSAY WRITING 3.3

Surf the internet in order to research the problem of business presentations in more detail. Choose the aspect which is of most interest to you.

Make up a detailed plan, then write an essay on the chosen topic.

Get prepared to a public speech considering the advice on successful presentation delivery.

UNIT 4 BUSINESS MEETINGS

LEAD-IN DISCUSSION 4.1

Brainstorming Activity

Remember as many words associated with business meetings as possible.



Before reading the article match the definitions of the following terms:

objective minutes chairperson protocol
agenda opinion participant

	the moderator who presides at the meetings
	a person who takes part in an activity
	the goal intended to be attained
	a list of matters to be taken up
	the code of correct conduct
	a message expressing a belief about something
	written account of what transpired at a meeting

READING 4.1

Read the article to find out more on the above-mentioned issues.

Major Functions in Business Meetings

(from Teaching Business English by Mark Ellis, Christine Johnson)

A very broad business performance area covers both large formal meetings and small, informal ones, as well as discussions of all kinds. Within this area, three distinct kinds of behaviour can be identified: controlling, participating, and co-operating.

Controlling

In formal meetings this is the prerogative of the chairperson, but in informal meetings anyone present can contribute to this role. To control the meeting means: making sure that the objectives are achieved (to follow the agenda if there is one); balancing the points of view of the participants and seeing that everyone makes a fair contribution; recognizing and dealing with disruptive influences, such as participants who try to dominate or misunderstanding of word and meaning; operating within agreed time limits; working to a protocol, i.e. a management style which is appropriate to the occasion (an example of protocol is where participants are required to speak through the chair).

A good chairperson can only carry out this role if s/he has competence in the language. Not least of the skills requirements is listening, as it is impossible to summarize accurately without having both heard and understood everything. Most meetings do not proceed in a linear fashion because ideas are frequently reiterated, reformulated, and elaborated as the group moves from defining problems towards finding solutions. Participants are often so involved in their own thoughts that they do not perceive the development of ideas within the group as a whole. It is the chairperson's role to point out the development and to summarize key aspects of it. Language functions relating to controlling meetings are:

- opening the meeting;
- nominating topics for discussion;
- rejecting topics;
- asking people to speak;
- keeping people on the subject;
- postponing a topic;
- coming back to a topic;
- referring to time;
- summarizing, restating, or rephrasing;
- concluding;
- closing the meeting.

In identifying the appropriate choice of expression for carrying out these functions, a key parameter will be formality versus informality (for example, "I declare this meeting open" or "Let's get started").

Participating

As with controlling meetings, the most essential skill involved in successful participation in meetings is listening. This is often overlooked in training, or at any rate is given less emphasis than the skills of putting forward arguments and showing disagreement. Thus, each of the functions listed below should be seen as two-way: learners will need to express these transactions, but they will also need to understand and respond to the transactions of others.

Language functions relating to participating in meetings are:

- negotiating procedure;
- setting out facts and figures;

- expressing opinions;
- supporting an argument;
- agreeing / disagreeing;
- expressing reservation;
- adding new points;
- balancing points of view;
- expressing advantages / disadvantages;
- making suggestions;
- evading, postponing, ignoring;
- interrupting;
- promising.

A key parameter in the choice of language will be diplomacy versus forcefulness (for example “Could I suggest ...” or “You must ...”; “I’m not sure if I can go along with that” or “That’s unacceptable”).

Co-operating

Co-operating is a major factor in international meetings where English is being used by non-native speakers. The principles of co-operation will be to reduce extreme forms of language and behavior, and to establish a neutral middle ground where people from different backgrounds can communicate.

An important aspect of co-operating behaviour is clarifying, for example, when the speaker notices, that others have not understood and stops to rephrase or restate a point. Listeners can show understanding by giving various forms of feedback such as nodding the head, or interjecting with “Hmm” or “Right”, or by repeating parts of what they heard. British and American participants use such devices all the time and expect others to do the same.

Rituals are important for business people working internationally, because they meet a wide variety of different people in situations where time is often a constraint. Rituals provide clear ground rules for meetings, enabling people to feel comfortable with one another in a short space of time. Rituals include welcoming, introducing, small talk before a meeting, formal thanks and saying goodbye.

Routines are commonly accepted procedures for doing things which are highly predictable. For example, the classic five-point routine for starting a meeting is calling attention, signaling the start, giving background information, stating purpose and inviting the first speaker. Other routines may be used for taking turns to speak, closing meetings, dealing with questions, or interrupting.

Language functions relating to co-operating in meetings are:

- following rituals;
- following routines;
- clarifying, checking;
- rephrasing or restating to make a point clear;
- asking for explanations;
- concluding;
- showing understanding;

- confirming;
- referring to time boundaries;
- dealing with lack of co-operation.

Key parameters in the choice of language relating to these functions will be formal versus informal, polite versus impolite, neutral forms versus deviant forms.

Task 1.

Use your dictionary to find the derivatives for the following terms:

perform _____

control _____

participate _____

achieve _____

balance _____

proceed _____

emphasize _____

argue _____

negotiate _____

clarify _____

conclude _____

Task 2.

Match the halves of the phrases:

A

to follow	through the chair
to balance	key aspects
to make	a fair contribution
to speak	the points of view
to proceed	the agenda
to summarize	in a linear fashion

B

to put forward	extreme language and behavior
to respond to	a neutral middle ground
to reduce	arguments
to establish	various forms of feedback
to give	to speak
to take turns	the transactions of others

Task 3.

Finish the phrases with the appropriate words from the list below:

fashion	transactions	constraint	listening	contribution
backgrounds	subject	occasion	forcefulness	disagreement

1. Controlling involves balancing the points of view and seeing that everyone makes a fair _____ .
2. A protocol of the meeting means a management style which is appropriate to the _____ .
3. As ideas are frequently reiterated, reformulated, and elaborated most meetings do not proceed in a linear _____ .
4. Language function relating to controlling meetings involves keeping people on the _____ .
5. The most essential skill involved in successful participation in meetings is _____ .
6. Much emphasis in participating skills is given to putting forward arguments and showing _____ .
7. Training participating skills means that learners need to understand and respond to others and to express their own _____ .
8. A key parameter in the choice of participating language will be diplomacy versus _____ .
9. Co-operation will establish a neutral middle ground for communication of people from different _____ .
10. Rituals are important for business people working internationally in situations where time is often a _____ .

Task 4.

Make up the list of questions to be used in discussion on business meeting functions.

1. What / a / of / broad / kinds / meetings / does / area / cover / business / performance ?

2. Whose / is / to / control / and / this / informal / prerogative / meetings / formal?

3. Why / of / is / for / good / listening / a / one / skills / chairperson / requirements ?

4. What / participation / most / skill / involved / in / is / the / successful / essential?

5. What / less / is / in / emphasis / participation / often / training / given / skills ?

6. Why / is / of / interrupting / the / relating / to / one / participating / in / functions / meetings ?

7. Why / a / meetings / major / in / is / factor / co-operating / international ?

8. What / of / co-operating / such / the / aspect / are / examples / clarifying / behaviour / as / of ?

Task 5.

Explain in more detail what is meant by:

"formal and informal meetings" _____

"balance the points of view" _____

"disruptive influences" _____

"proceed in a linear fashion" _____

"support an argument" _____

"diplomacy versus forcefulness" _____

"people from different backgrounds" _____

"give various forms of feedback" _____

"highly predictable" _____

BUSINESS CASE 4.1A

Roles of Meeting Participants

In the United States, decision making at work is often done in group meetings. Participants at these meetings often have certain roles they play. Some participants like to speak a lot and give their opinions, others like to listen, and yet others like to criticize and point out the problems with other people's opinions. Of course people do not play the same role in every meeting, but roles can change from moment to moment or even from meeting to meeting. The following terms are used to describe some of the roles.



Match the following expressions to their definitions.

- 1) gatekeeper
- 2) driver
- 3) blocker
- 4) harmonizer
- 5) tap dancer
- 6) fence sitter

- a. a person who won't commit to either side of an issue
- b. a person who tries to find the good in everyone's opinion and to keep conflict away from the group
- c. a person who makes sure that everyone in the group has a chance to participate and no one person has the control
- d. a person who avoids giving opinions and answers
- e. a person who pushes the group forward to complete the task
- f. a person who stops the meeting from continuing until his or her opinion is addressed

The following is the secretary's notes of a meeting held by a group of managers. The managers were discussing possible pay raises for the next year.

Read the report and complete the sentences that follow by deciding which role each manager played in the meeting.

DATE: January 4,1995

SUB: Pay raises for following year

IN ATTENDANCE: Chris, Paula, Harold, Andrew, Shari, Steven

The meeting started with Chris asking everyone what their ideas were for the pay raises. Everyone responded with ideas except for Paula, who said she would rather listen to everyone else's opinions first and who never did give any opinion. Harold refused to go on with the meeting until his idea of combining holiday leave with pay raises was discussed fully. When the group started talking about how many holidays the next year had, Andrew reminded them that they were there to talk about the raises, not holidays. Shari stated that Harold, like everyone else, had a good point and that it should be addressed at another meeting. At the end of the meeting Steven said that he could not make any decisions today. He would think about all that was discussed and get back to the group next week with an answer.

In the meeting:

1. Chris was a __
2. Paula was a __
3. Harold was a _
4. Andrew was a _
5. Shari was a ___
6. Steven was a _

BUSINESS TRAINING 4.1A

Task 1.

Fill in the missing words in the sentences below. There are two possible answers for number 8.

agenda any other business / AOB chair closed decision item

matters arising meeting minutes monthly point room start

1. It was a terrible *meeting*.
2. It was planned to _____ at nine o'clock.
3. But no one had the _____ .
4. And no one knew which _____ to go to.
5. The _____ arrived at 9.15. At last we thought we could start.
6. But no one had the _____ of the last meeting, so the secretary had to go and look for them – and to make copies of the agenda.
7. It took a long time to go through the _____ from the last meeting.
8. At last we got to the main _____ on the agenda.
9. We talked for two hours but didn't reach a _____ .
10. There was no time for _____ .
11. The chair declared the meeting _____ just before midday.
12. Thank goodness it's only a _____ meeting.

Read a joke and comment on the meeting skills it illustrates. Is the situation quite familiar to you?

A chair person addresses the group at the end of the meeting: "Thank you, everyone. That was an interesting discussion about how long the meeting should last. It's a pity we don't have time to discuss anything else."

Task 2.

Fill in the spaces in the sentences by changing the nouns in bold into verbs, then rephrase the same ideas using the nouns.

Preparation

Meetings are good if everyone _____ for them very carefully in advance.

Decision

First of all, we have to _____ who should be the chair.

Suggestion

I _____ that Mr Power should chair the meeting.

Agreement

I _____ that he is the right man for the job.

Analysis

He is the only person here who can _____ the situation properly.

Solution

He can _____ the problem if anyone can.

Interruption

Mr Hong, please would you not _____ when I am speaking.

Proposal

Next point. I _____ that everyone should get a 20% salary increase next year.

Planning

We must _____ for the next stage of the project.

Presentation

Celia is now going to _____ the sales figures for the last quarter.

Argument

I hate the weekly sales meeting. Archie and Fatima always _____ all the time.

Disagreement

I _____ with what you say. I think Steve is the problem.

Meeting

We need to _____ again soon.

Discussion

We have to _____ this question in more detail.

Summary

So, I'd like to _____ what we have said so far.

Report

Good. So who is going to _____ all this to the Board?

Task 3.

In meetings, certain expressions help you to introduce your comments and indicate your opinions more clearly.

*In the following extracts from meetings replace the expressions in **bold** with ones in the box which have the same meaning.*

Frankly	Clearly	If you ask me	In short	Incidentally
Strangely enough		As a matter of fact	In theory	
Luckily	Overall	Essentially	On the other hand	

A Personally / _____ I think this whole project has been a waste of time.

B To be honest / _____ I tend to agree with you.

A However / _____ We've put too much money into it to cancel it now.

A By the way / _____ did you get in touch with our agent in Warsaw?

B Actually / _____ *she* phoned me. I'll talk to you about it later.

A Obviously / _____ we don't want to have a strike on our hands.

B Fortunately / _____ we may not have to. I spoke to the union representative this morning.

A In general / _____ did people like the idea of open-plan offices?

B Funnily enough / _____ they didn't. We may have to rethink our proposal.

A To sum up / _____ by year-end we should be nearing the break-even point.

B Basically / _____ then, we're going to make a net loss?

A Technically / _____ yes. But that's because we're channelling so much money back into the business.

Task 4.

Complete the collocations which can be used before, during or after a meeting.

agreement a decision comments the agenda an opinion
an action plan ideas a point details

set reach hold
stick to be in express

brainstorm make raise
exchange invite clarify

draw up go into come to
implement sort out reconsider

Task 5.

Complete and discuss the statements below.

make find waste discuss exchange criticise chat

Meetings are ...

- a) an ideal opportunity to _____ points of view.
- b) the best place to _____ key decisions.
- c) a safe environment in which to _____ important issues.
- d) a rare chance to _____ with people from other departments.
- e) the only way to _____ out what's really going on.
- f) an open invitation to _____ each other.
- g) the perfect excuse _____ an entire morning!

What is closest to the kind of meetings you have?

Task 6.

Complete the useful expressions for meetings and read an advice for the chairperson (use the letters marked by +).

- 1. Ok, lets get down to ... B _____ +
- 2. Can I just stop you there for a ... M _____ + ?
- 3. I totally ... D + _____
- 4. Perhaps I didn't make myself ... + L _____
- 5. What do you ... T _____ + ?
- 6. With respect, you don't quite seem to... U _____ + _____
- 7. I agree with you up to a ... P + _____
- 8. If I could just finish what I was ... S _ + _____
- 9. Ok, let's move ... + N
- 10. I'm afraid that's completely out of the... Q + _____
- 11. Perhaps we can come back to it ... L _____ +
- 12. May be we should take a short ... B _ _ + _
- 13. Does anyone have any ... S _ + _____
- 14. Can I just come in ... H _ _ + ?
- 15. Sorry, I don't quite see what you ... M _ _ +
- 16. I think that's as far as we can go ... T _ + _ _
- 17. We'll have to break off here, I'm ... + F _ _ _ _

ADVICE FOR THE CHAIRPERSON															

Which expressions are used to:

- open a meeting
- ask for an opinion
- interrupt (2 answers)
- prevent interruption
- get some fresh air
- speed things up
- ask for clarification
- disagree
- half-agree
- explain (2 answers)
- delay
- ask for ideas
- reject a proposal
- close a meeting (2answers)

Task 7.

There are different types of business meetings. Choose the correct alternative in the examples below and read the correct definitions of the following meeting types.

A brainstorming meeting = a more formal/informal meeting where everyone should feel free to make suggestions/decisions and to give their ideas in order to develop new ideas or to solve/decide a problem. There are more/fewer rules and there may not be an agenda/AOB for this kind of meeting.

A troubleshooting meeting = a mixture of problem-solving/decision-making and brainstorming, when everyone at the meeting tries to find an answer to a current/crusial and often unusual/urgent problem. There is more/less likely to be an executive/a chairperson, an agenda and rules for the discussion in this kind of meeting.

Meetings have different kind of objectives. Match what people are saying (A-I) with the correct meetings (1-9).

1. Meeting to maintain contact _____
2. Brainstorming meeting _____
3. Decision-making meeting _____
4. Discussion meeting _____
5. Annaul General Meeting _____
6. Information meeting _____
7. Negotiation _____
8. Planning meeting _____
9. Problem-solving meeting _____

- A. We've got to find a way of making the TX2 and the TX3 communicate with each other. Could the technical people come in next Tuesday?
- B. We're meeting the unions on the 21st. We're going to discuss with them their demand for a salary increase for next year.
- C. I'd now like to call on the Chairman of the Board to give us his report on the year's activities.
- D. If you're in the country next month, come over and see us: it would be good to get a chance to talk and discuss how our relationship could develop.
- E. I've called this meeting because I want to tell you about recent developments in the KG23 project.
- F. Ok, let's see how many ideas we come up with in the next 15 minutes. I'll write them up on the whiteboard.
- G. The atmosphere on the first floor is terrible. Could we have a meeting about it? I don't know if we can get a decision without Robert and Jan, but at least we can talk about it.
- H. We have just one point on today's agenda: to decide on the launch date for Zakko.
- I. Can we meet next Friday? We need to plan the next three stages of the AK94 project.

Task 8.

Typical complaints about meetings are ...

- A. There's no fixed agenda.
- B. Meetings are boring.
- C. Preparation is lacking.
- D. Only the boss's opinions count.
- E. It's all about status.
- F. The follow-up is never clear.
- G. The venues are inappropriate.
- H. Meetings go on too long.
- I. No decisions are made.
- J. Interruption is a problem.

Make up short situations to illustrate the above examples of complaints.

Match the extracts with complaints (A-J).

Extract 1. _____

It's a joke, really, this idea that everyone's opinion is valued. I mean, how much can you disagree with the boss? After all, she's the boss!

Extract 2. _____

You often have a meeting not really knowing what you're supposed to do next, what the action plan is. I usually end up phoning people afterwards to find out what we actually agreed.

Extract 3. _____

Nobody seems to come to the meeting properly prepared. If you want a copy of the report, they don't have it with them. Need to see the figures? They'll get back to you. It's hopeless!

Extract 4. _____

You often have several people all talking at the same time. So no one's really listening to anyone else. They're just planning what they're going to say next. It's survival of the loudest!

Extract 5. _____

They're usually badly organised. Nobody sticks to the point. People get sidetracked all the time. It takes ages to get down to business. As they say: "If you fail to plan, you plan to fail!"

Extract 6. _____

You know even before you begin who's going to argue with who. The facts don't seem to matter. It's all about scoring points, looking better than your colleagues and impressing the boss.

Extract 7. _____

I try to stop them over-running. We sometimes hold meetings without chairs. That speeds things up a lot! I've even tried showing the red card to people who won't shut up, like in football. Not popular.

Extract 8. _____

The same two or three people always seem to dominate. The rest of us just switch off – doodle, daydream, count the minutes. I sometimes play Tomb Raider on my laptop with the sound off.

Extract 9. _____

Well, to be honest, everybody knows we don't actually decide anything in meetings. The boss already knows what he wants to do anyway!

Extract 10. _____

Well, nothing interesting was ever discussed in a boardroom. That's why it's called a boardroom – people go there to be bored. Most offices are unsuitable for long meetings.

QUESTIONNAIRE 4.1

Are You Assertive In Meetings?

Fill in the missing words, then discuss each point.

things conversation silences room rubbish conflict people time

- A. You shouldn't interrupt too much – it just creates _____ .
agree disagree
- B. If someone's talking _____ , I'm afraid you just have to stop them.
agree disagree
- C. You should always try to avoid embarrassing _____ in meetings.
agree disagree
- D. You must always think before you speak – take your _____ .
agree disagree
- E. You can't expect everybody to see _____ your way all the time.
agree disagree
- F. You mustn't let other _____ push you around.
agree disagree
- G. You don't have to wait until the _____ stops before you speak.
agree disagree
- H. If people refuse to listen, you can just walk out of the _____ .
agree disagree

Add up your total number of points.

- A. agree = 0 points disagree = 1 point
B. agree = 1 point disagree = 0 points
C. agree = 1 point disagree = 0 points
D. agree = 0 points disagree = 1 point
E. agree = 0 points disagree = 1 point
F. agree = 1 point disagree = 0 points
G. agree = 1 point disagree = 0 points
H. agree = 1 point disagree = 0 points

Now analyse what type of "animal" you are in meetings.

If you scored:

0-2 points

You're a mouse at meetings – shy, quiet, you don't like to be the centre of attention. You make a very good listener, but need to say what you really think more often.

3-4 points

You're a fox at meetings – sly, patient and sudden in your attacks on other people's points of view. You don't say much, preferring to let others give you all the information you need to destroy their arguments.

5-6 points

You're a horse at meetings – enthusiastic and full of energy, it takes a strong person to keep you under control. You work very hard to get your ideas across, but will sometimes do as you're told just to keep the peace.

7-8 points

You're a bulldog at meetings – loud, proud and fond of the sound of your own voice. People know you always mean what you say, but you need to listen to what they're saying a bit more often.

BUSINESS TRAINING 4.1B

Task 1.

Cultural differences

In *Riding the Waves of Culture* communication experts show how different cultures have different discussion styles. The diagram below illustrates these results. The lines represent the two speakers and the spaces represent the silences. When lines and spaces overlap, this shows that people are talking at the same time.

CULTURE 1		Long silences No interruptions
CULTURE 2		Short silences Some interruptions
CULTURE 3		No silences Constant interruptions

Where would you typically place on the diagram:

- Asians?
- Northern Europeans?
- Southern Europeans?
- Middle Easterners?
- North Americans?
- Latin Americans?
- Africans?
- Australasians?
- your own nationality?

Task 2.

INTERRUPTION STRATEGIES

What do you think is the most effective way to do the following?

Interrupt in meetings

- I raise my hand.
- I cough.
- I say *Errrrrm...*
- I say the speaker's name.
- I just start speaking!

Prevent interruption

- I gesture that I haven't finished.
- I raise my voice!
- I avoid eye contact with the other person.
- I just keep talking!
- I glare at the person interrupting!

Rearrange the words to make complete expressions, then label them "interrupting" (I) or "preventing interruption" (PI). Which two can be both?

- a just minute _____
- me let finish _____
- no me out hear _____
- on hang second a _____
- again to sorry interrupt _____
- could if finish I just _____
- here can just I come in? _____
- just I something say can? _____
- what I finish could just saying was I? _____

Task 3.

Role play "Preventing interruption techniques"

Test your assertiveness and determination

Presenter.

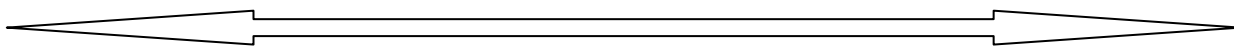
Find an article and try to read it aloud to the group. After each interruption use the appropriate expression and read on. Deal with the questions, but don't answer all of them. See how far through the text you can get. Good luck!

Group members.

Interrupt the presenter as often as you can to stop him/her reaching the end of the text. Use the appropriate expressions for interruption and ask questions.

After the activity where would you place yourself on the scale?

You're hopeless in preventing interruption	You should be a bit more assertive	OK, but avoid doing business in Latin America	Pretty good. You could be a politician.	Excellent! no one can get a word in.
--	--	---	---	--



LISTENING 4.1

BBC radio program "Arranging Business Meetings"

Task 1.

Before listening to the program on meeting arrangement skills find the proper synonyms of the following notions:

arrange put forward/fix up/range up
formal critical / crucial / conventional
attend be present/ be prepared/be proposed
schedule scheme/plan/list
set up attend/ accept /arrange
available acceptable /accessible / accidental
suit accord/accept/admit
stuff information / introduction / installation

Task 2.

Listen and fill in the missing words or word combinations.

Business training on arranging meetings

I've been listening to the news 1)_____ this week.

What's it like trying to arrange 2)_____ to suit everyone?

It's such a pain trying 3)_____ together.

There is always someone who wants a different time, or a different place, or a different 4)_____.

In Brazil it's very easy to arrange a meeting, because Brazilian people are not 5)_____.

In China it's 6)_____ quite easy to fit in a meeting.

In Indonesia where a manager would normally arrange a meeting, he or she will have 7)_____ if everyone can attend.

Like it or hate it, arranging meetings 8)_____ is a really important business skill.

Setting up a meeting on the phone

- Are you 9) _____ this afternoon?
- What about tomorrow morning, 10) _____ say 10 o'clock?
- 11) _____ does 2 o'clock suit?
- Do we need to be 12) _____ for this one?
- I don't think so. Let's do this one 13) _____.

In British 14) _____ when you arrange a meeting, it's ok to ask direct questions about people's availability.

You both used simple direct questions 15) _____ the time.

I must be off. I've got 16) _____ to go to.

She does know her stuff and she 17) _____ liked our role play.

I feel quite 18) _____, honored really.

Task 3.

Listen again and give the short answers to the questions below.

1. How many people are easier to organize for a meeting?
2. In which country is it quite tricky to arrange a meeting?
3. What business roles do a man and a woman play?
4. What did the woman use to check her availability for the meeting?
5. What is the nickname of the business trainer?
6. What else except the time was agreed in the phone conversation?

BUSINESS CASE 4.1B

Meetings Across Culture

Study three cases about a British salesman's experience in different countries.

Case study 1

São Paulo. 2 am. A jet-legged British salesman and his better-dressed Brazilian client wait outside the elegant restaurant in which they've hardly talked business all night. Their car is driven right up to the door. This is a good part of the town, but you don't want to be walking to the parking lot in a smart suit and expensive watch. The Brazilian suggests a night club, but tomorrow's meeting is scheduled for 9 am, and maybe the salesman's already had one caipirinha too many.

By 9.35 the following morning the meeting's about to begin. The salesman is introduced to everyone round the table in turn. A large number of them seem to be related. The conversation ranges from football to families to traffic problems and back to football. The atmosphere's relaxed, but the salesman's barely started his technical presentation before someone cuts in. Soon everybody's joining in the discussion with wildly creative ideas of their own. If this is a negotiation, it's hard to see how the Brazilians are working as a team.

The salesman is surprised to find his hosts so enthusiastic about his product. Did he really win them over that easily – or will there be problems later on? The meeting has overrun. He decides to press them for a decision. All eyes turn to the boss. “We needn’t worry about the contractual details at this stage,” says the senior Brazilian manager, smiling, his hand on the Briton’s shoulder. “I’m sure we can work something out. Let’s think about the future.”

Match the collocations:

talk	a decision
schedule	a team
work as	business
press for	a meeting

Find the words or phrases which mean:

interrupt (para 2)
persuade (para 3)
continue for too long (para 3)
find a solution (para 3)

Case study 2

Rain beats against the mirror-glass windows of a Frankfurt office block. The British salesman’s appointment was fixed for 9.30. At 9.29 he’s shaking the hand of his prospective client and stepping into the spot-lit orderliness of the German’s office. Technical diagrams and flowcharts cover the magnetic whiteboard. A secretary brings the machines coffee in styrofoam cups and it’s straight to business.

The salesman starts to set up his Power Point presentation, but there’s a loading problem and he ends up borrowing the German’s top-of-the-range Fujitsu. He tries to make a joke of it – rather unsuccessfully. When he finally gets going, objections seem to be raised to nearly everything in his proposal. “Are you sure this is a more efficient system?”, “Do you have figures to back that up?”, “Ah, we tried that before and it didn’t work.”

Sixty minutes have been allocated to the meeting. The electronic alarm on the German’s watch marks the hour. Two minutes later there’s a call from reception to say the salesman’s taxi has just arrived. He is accompanied to the lift staggering under the weight of the three technical manuals, a 200-page printout of the production quotas and a promotional video.

Over the next eighteen months the Germans have an endless supply of questions. Dozens of e-mails and diagrams are exchanged before any agreement is reached. After the deal goes through, the salesman is surprised to be invited to dinner at the German manager’s family home. But he never gets to meet the ‘big boss’.

Match the collocations:

raise	agreement
allocate	objections
exchange	time
reach	e-mails

Find the words or phrases which mean:

get something ready (para 2)

start (para 2)

support a fact (para 2)

be completed (para 4)

Case study 3

Brilliant white walls, luxurious carpets and the soft hum of air conditioning. A British salesman sits a little uncomfortably in the office of a Saudi manager. An hour passes in little more than small talk – recent news, horse-racing, Royal Family. The salesman casually compliments his host on his taste in art and, after several futile attempts to refuse, ends up accepting a valuable-looking vase as a gift.

When the meeting finally gets underway there are almost constant interruptions and it is difficult to stick to any kind of agenda. People drift into the office unannounced, talk loudly and excitedly and leave. Several subjects seem to be under discussion at once. It is sometimes difficult to be heard above the noise. The salesman smiles uncertainly as he accepts a third cup of hot sweet tea.

Five days later a second meeting is in progress. This time the questions are more direct. A senior Arab manager is present on this occasion, but says very little. The arrival of yet another visitor holds up the conversation by a further 40 minutes. The salesman tries hard to hide his frustration.

Meeting three. Terms are negotiated in a lively haggling session. The salesman finds the Saudis more easily persuaded by rhetoric than hard facts. They clearly want to do business. The question is whether they want to do business with *him*. Their initial demands seem unrealistic, but slowly they begin to make concessions. As the Arabs say, “When God made time, he made plenty of it!”

Match the collocations:

stick to the conversation

hold up concessions

negotiate an agenda

make terms

Find the words or phrases which mean:

start (para2)

be happening (para 3)

argument about a price (para4)

impressive speech (para 4)

impressive speech (para 4)

ESSAY WRITING 4.1

Surf the internet in order to research the problem of business meetings in more detail. Choose the aspect which is of most interest to you.

Make up a detailed plan, then write an essay on the chosen topic.

LEAD-IN DISCUSSION 4.2

Types of Negotiation

What do you think makes a good negotiator?

Do you agree that negotiating can be associated with playing chess?

Why/Why not?



Negotiation can be defined as the process of bargaining between two or more parties to reach a solution that is acceptable to all parties.

There can be identified three types of negotiation:

- negotiation based on compromise;
- negotiation based on synthesis when all ideas are taken into account;
- negotiation based on synergy when the result is greater than the sum of the parts.

What do you think are the advantages and disadvantages of the three types of negotiation?

Compare your ideas with the comments of the experts.

Type 1: compromise

Advantages: the negotiators can overcome problems and move forward faster.

Disadvantages: those who have to give up something may get frustrated. This might lead to a lack of commitment to the final decision.

Type 2: synthesis

Advantages: the negotiators try to integrate all the ideas in the final agreement. This leads to motivation and commitment.

Disadvantages: sometimes irrelevant elements are included into decision, which can weaken the outcome of the negotiation, and make it more questionable.

Type 3: synergy

Advantages: the outcome of the negotiation is the creative product of the interaction. It is a 'win-win' situation.

Disadvantages: this requires a lot of time, as well as a high level of flexibility, and open minds.

READING 4.2

Negotiation Tips

Four business people share their views on how to negotiate.

Read the opinions of the experts and sum up the informations on DOs and DON'Ts during negotiations.



Expert 1

Spend as much time as possible at the outset getting to know exactly who you are dealing with. Inexperienced negotiators tend to go straight in there and start bargaining. That may be OK for a small one-off deal, but it's no way to build a long-term business relationship. So create rapport first. This could take several hours to several months! When you're ready to start negotiations make sure you agree on a procedure before you begin. And while they're setting out their proposals, don't interrupt. Listen. And take notes. Then have lunch! Don't be tempted to make your counter-proposals and enter the bargaining phase until after a good long break. You'd be surprised how much you can find out over a decent meal. Bargaining, of course, is the critical phase, but it can be surprisingly quick. If it isn't, break off and fix another meeting. Don't try to run marathons. When you do finally get to the agreement stage, agree the general terms, but leave the details to the lawyers – that's what they're there for. Close on a high note and remember to celebrate!

Expert 2

Prepare thoroughly. If you don't, you won't know whether to accept an offer and may end up actually arguing with your own side, which is suicide to a negotiation. So, make sure you establish all the points you're going to negotiate and have a clear idea of your opening, target and walk-away position on each. Your opening position or OP is your initial offer – on price or whatever. Your TP, your target position, is what you're realistically aiming for. And your WAP or walk-away position is the point at which you walk away from the negotiating table. Always be prepared to do that. Know what your fall-back position or FBP is – what you'll do if you don't reach an agreement. Some people call this your BANTA, your best alternative to a negotiated agreement. You nearly always have a BANTA, however undesirable. But if you really haven't got one, you'd better be good at bluffing or you're going to lose big time.

Expert 3

Ideally, a successful negotiation is a kind of joint problem-solving meeting, where we identify each other's interests, wants and needs and then explore the different ways we could satisfy those. I say "ideally", because it hardly ever is like that. Win-win negotiation is a great idea, but most people have a simple "I win – you lose" mentality. So what do you do with the person who simply won't listen, who keeps interrupting, who becomes aggressive, who makes last-minute demands, who won't make a decision? I must have read dozens of books on negotiation tactics. The problem is, so has everybody else. So they don't really work. My only advice is: don't get personal – ever; don't agree to anything until you've discussed everything; don't make any concessions without asking for something in return; ask lots and lots of questions; and don't give in to pressure. Remember, if the answer must be now, the answer must be "No".

Expert 4

I think it was the negotiations trainer and writer, Gavin Kennedy, who said the worst thing you can do to a negotiator is to accept his first offer. You may think that's exactly what he wants, but that's where you'd be wrong. If you accept his first offer without a fight, your opponent will think he could have got a lot more out of you. He won't be happy at all, and you don't want that. So play the game. And don't worry about dirty tricks. They're only dirty tricks when your opponent uses them. When you use them they're tactics. So use them. Shock them with your opening offer; use your English as an excuse to deliberately misunderstand them; kill them with silence; use your emotions when it's to your advantage; right at the end, say you have to get the OK from your boss or make another last-minute demand.

Task 1.

Match up the halves of the following collocations:

A initial	deal	B critical	process
long-term	offer	win-win	demand
dirty	relationship	negotiating	phase
one-off	tricks	last-minute	negotiation

Task 2.

What is the order of negotiation stages according to Expert 1?

- _____ have lunch
- _____ agree on a procedure
- _____ bargain
- _____ close
- _____ listen and take notes
- _____ create rapport
- _____ set out proposals
- _____ agree terms
- _____ celebrate
- _____ make counter-proposals

Task 3.

What do the following acronyms mean according to Expert 2?

OP _____
TP _____
WAP _____
FBP _____
BATNA _____

Task 4.

Why doesn't "win-win" often work according Expert 3?

What five pieces of advice does he offer?

Task 5.

According to Expert 4, what's the worst thing you can do to a negotiator?

What's the difference between "tactics" and "dirty tricks"?

What examples does he mention?

Task 6.

Sum up the tips discussed by the experts, then add your own pieces of advice on successful negotiations.

DOs	DON'Ts

BUSINESS TRAINING 4.2

Task 1.

Directness vs Diplomacy

Read the joke. What lesson could be learnt from it?

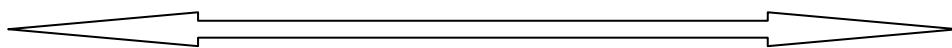
Two priests were so addicted to smoking that they desperately needed to puff on cigarettes even while they prayed. Both developed guilty consciences and decided to ask their superior for permission to smoke.

The first asked if it was OK to smoke while he was praying. Permission was denied. The second priest asked if he was allowed to pray while he was smoking. The superior found his dedication admirable and immediately granted his request.

How direct you want to be in a negotiation is a matter of both cultural background and personal choice. On which side of the scale below would you place people from your own culture? How about you personally?

prefer the diplomatic approach

prefer straight-talking



Find someone in your group who put themselves on the other side of the scale from you. Try to persuade each other that your side is better.

Task 2.

The following thoughts passed through the minds of two negotiators during the talks. Use the words and phrases in brackets to reproduce what they actually said.

- a) That's impossible.
(unfortunately / would not / possible) _____
- b) We can't go higher than 7%.
(would find / quite difficult) _____
- c) We won't accept less than \$5 a unit.
(afraid / not in a position / this stage) _____

- d) You'll have to pay more if you want that.
(may / slightly) _____
- e) We need a commitment from you now.
(would / some kind) _____
- f) We should spend more time looking for a compromise here.
(shouldn't / little ?) _____
- g) It would be a good idea to agree on a price before we go any further.
(wouldn't / better ?) _____
- h) We hoped you'd pay a deposit today.
(were hoping / able) _____
- i) It will be difficult to get my boss to agree to this.
(might not / very easy) _____
- j) That's as far as we can go.
(think / about / the moment) _____

What do the negotiators do to make their statements more diplomatic? Do you prefer the direct or diplomatic versions?

Task 3.

Complete the collocations which can be used during a negotiation.

terms pressure options a breakthrough a deadlock time out

reach _____ negotiate _____
break _____ agree _____

look for _____ apply _____
make _____ give in to _____

call _____ generate _____
take _____ weigh up _____

Task 4.

The following things were said in a sales negotiation. Who do you think probably said them – the buyer, the seller, or could it be either?

_____ What kind of a guarantee can you give us?

_____ Would that be a regular order?

_____ Is that your best price?

_____ There are no hidden extras.

_____ I'm afraid it's not really what we're looking for.

_____ Would you like to have the product on a trial basis?

_____ What sort of quantity were you thinking of?

_____ How flexible can you be on delivery times?

_____ I'd like to think it over.

- _____ I can't be any fairer than that.
 _____ What immediate benefits could we expect to see?
 _____ Supposing we were to offer you the deferred payment?
 _____ We'll match any price you've been quoted.
 _____ What sort of discount could you offer us on that?
 _____ Could we rely on you to meet all our deadlines?
 _____ Now, we'll just need to sort out one or two details.
 _____ So, if you'd just like to sign here.

Match the following collocations:

- | | |
|-------------------|-------------------|
| a regular _____ | quote a _____ |
| _____ benefits | _____ extras |
| offer _____ | deferred _____ |
| _____ a guarantee | _____ the details |
| delivery _____ | match a _____ |
| _____ deadlines | a _____ basis |

Task 5.

Complete the useful expressions for negotiations and read an advice for the negotiator (use the letters marked by +).

1. Perhaps we should begin by outlining our initial ... P __ +
2. Can I make a ... S ___ + _____ ?
3. What if we offered you an ... A _____ + _ ?
4. Let me get this quite ... C _ + __
5. Would you be willing to accept a ... C ___ + _____ ?
6. I'm afraid this doesn't really solve our ... P ___ + __
7. We may be in a position to revise our ... + F ___
8. That's about as far as we can go at this ... + T ___
9. Are these terms broadly ... A __ + _____ ?
10. Let me just check I understand you ... C _____ +
11. We could only accept this on one ... C + _____
12. What sort of figure are we talking ... A __ + _ ?
13. Could you give us an idea of what you're looking... F _ + ?
14. What sort of time-scale are you looking ... A + ?
15. We'd like to see some movement on ... P ___ +
16. Can we just run through the main points once ... + _ R _
17. At the moment, we don't see this as a viable ... O + _____
18. We seem to be nearing ... A ___ + _____
19. Well, that's it. I think we've earned ourselves a ... D + ___ !

ADVICE FOR THE NEGOTIATOR

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Task 6.

What do you think is the right order of the commonly identified stages in a negotiation (1-8)?

- Exchanging information _____
- Bargaining _____
- Bidding _____
- Agreeing procedure _____
- Settling and concluding _____
- Relationship building _____
- Questioning _____
- Options _____

Task 7.

The diagram below shows the role of small talk in international business and how long it takes different nationalities to get down to business.

Complete the chart (1-7) with the names of the countries:

USA, Japan, Germany, UK, Finland, France, Spain and Italy

COUNTRY	MINUTES	5	10	15	20	25	30
1)	Formal introduction. Sit down. Begin.						
2)	Formal introduction. Cup of coffee. Sit down. Begin.						
3)	Informal introduction. Cup of coffee. Joke. Begin.						
4)	Formal introduction. Cup of tea and biscuits. 10 mins small talk (weather, sport). Casual beginning.						
5)	Formal introduction. 15 mins small talk (politics, scandal). Begin.						
6)	Formal introduction. Formal sitting. Green tea. 15-20 mins small talk (pleasantries). Signal from superior. Begin.						
7)	20-30 mins small talk (football, family) while others arrive. Begin when everyone's there.						
8)							
9)							
10)							

Complete the chart (8-10) with similar descriptions in terms of other nationalities you've had to deal with.

LISTENING 4.2

BBC radio program "Negotiating Complaints"

Task 1.

Before listening try to guess some factual information mentioned in the program.

According to the UK website what proportion of respondents complained about:

- a) transport and _____ 7% / 17% / 70 % of customer complaints;
- b) shopping and _____ sector 25% / 55% / 75% of customer complaints.

Task 2.

Listen and range the phrases (1-12) in the order they appeared in the program.

- shall we start? _____
- it's my turn to be the boss _____
- it took me ages as well _____
- I never ever get anything wrong _____
- that can't be true _____
- give some tips on complaining _____
- that's it for today _____
- be polite, calm and clear _____
- shall we have another go about it? _____
- you're absolutely wrong _____
- write a very strong letter _____
- it wasn't my fault _____

Task 3.

Match the information on negotiating skills (1-10) with the useful language patterns (A-J):

Complaining skills

- 1) declare that you have a complaint _____
- 2) state exactly what the problem is _____
- 3) say how you want the problem to be fixed _____
- 4) try saying that one other way _____
- 5) be polite _____

Customer service skills:

- 6) take the complaint seriously, find out what the problem is _____
- 7) if it is a problem, apologize _____
- 8) investigate the problem _____
- 9) say what you are doing to solve the problem _____
- 10) be polite _____

Negotiating language patterns:

- A. Let me just check your order.
- B. Can you get the right ones over to us by the end of the week?
- C. I'll get the correct order sent to you by the end of today.
- D. I'm afraid I've got a complaint; Actually, there's a problem.
- E. I'm so sorry about that!
- F. Thank you for calling.
- G. Thanks for your help.
- H. I see, what exactly is the problem?
- I. What's the problem? - I ordered 200 blue T-shirts, but the ones you sent are black.
- J. Look, I really need the blue T-shirts as soon as possible.

BUSINESS CASE 4.2

Here are some business problems where a solution needs to be negotiated. Act them out with a partner. Take different sides and try to negotiate an agreement. Perhaps you can find a compromise solution.

1. Every Christmas a company gives its customers gifts ranging from diaries and calendars to cases of scotch whisky. The financial manager says it's too expensive and wants to stop. The sales manager disagrees.
2. The management of a company wants its staff to refuse all gifts from suppliers, no matter how small they may be. They are worried that the buyers will be put in compromising positions. The buyers say this would not happen and feel the management is being unreasonable.
3. A manager feels overworked and in need of more help, particularly in busy periods. They want to take on a full-time assistant. Their boss, however, is under pressure to reduce costs and is unwilling to agree.
4. The management of a company wants to make its security staff redundant and contract the work out to an independent operator. It would save money but the unions don't like it.
5. A large automotive company wants one of its small suppliers to make deliveries daily and with only two hours' notice. The supplier says this means they will have to carry much larger stocks, which they can't afford to do.

ESSAY WRITING 4.2

Surf the internet in order to research the problem of business negotiations in more detail. Choose the aspect which is of most interest to you.

Make up a detailed plan, then write an essay on the chosen topic.

Appendix A

Idioms Testing

Test 1. Business idioms

Match business idioms (1-12) with their meanings (a-l).

1. Mr Brown was on the ball.
 2. He had a good track record.
 3. He had a good nose for a sale.
 4. And he usually played his cards right.
 5. But success went to his head.
 6. He began to lose his touch.
 7. He was always up to his eyes in work.
 8. He started trying to pass the buck.
 9. And then he put his foot in it.
 10. The boss gave him a piece of his mind.
 11. Nobody put him in the picture any more.
 12. And in the end he was fired.
-
- a) He began to have too important an opinion of himself.
 - b) He had too many things to do.
 - c) He made a big mistake.
 - d) He lost his job.
 - e) He was not told what was happening.
 - f) He was a clever employee, he knew what was going on.
 - g) He made the right decisions.
 - h) He passed responsibility to other people.
 - i) His job experience was good.
 - j) He talked to him very directly.
 - k) He started to make mistakes.
 - l) He was a natural salesman.

1	2	3	4	5	6	7	8	9	10	11	12

Test 2. Idioms to do with money

In each of the sentences below, two of the alternatives are correct. Circle the one that does not fit it.

1. Could you lend me some money? I'm _____.
- a) a bit hard up
 - b) in the doldrums
 - c) a bit short at the moment

2. He was getting money dishonestly. He was _____.
- a) lining his pockets
 - b) on the fiddle
 - c) in a flap
3. They've got lots of money. They are _____.
- a) rolling in it
 - b) on the up and up
 - c) really well off
4. The bill is \$50. Shall I pay or _____?
- a) is it on the house
 - b) shall we go halves
 - c) should we split the difference
5. Alfonso used to be rich and successful once, but since his wife died his luck has changed and now he _____.
- a) is at sixes and sevens
 - b) is struggling to make ends meet
 - c) lives from hand to mouth
6. She was given money not to talk to the police. _____.
- a) she was given hush money
 - b) she got pin money
 - c) she took a backhander
7. If something is very expensive, we say that it _____.
- a) costs an arm and a leg
 - b) is cheap at the price
 - c) costs a bomb
8. He didn't have any money. He _____.
- a) he was broke
 - b) didn't have a penny to his name
 - c) was in the black
9. He _____ on the stock market.
- a) made a killing
 - b) struck it rich
 - c) hit the roof
10. Jack's leaving tomorrow. Let's _____.
- a) all chip in and buy him a present
 - b) take him to the cleaners

c) have a whip-round for him

11. They left the restaurant, leaving me _____.

- a) hit the jackpot
- b) pick up the tab
- c) foot the bill

12. What do you mean “Can I borrow \$500?” _____, you know!

- a) money doesn't grow on trees
- b) I wasn't born with a silver spoon in my mouth
- c) I need to spend a penny (to go to the toilet)

13. Carlotta had to pay a lot more for the goods than they were really worth.
_____.

- a) she spent money like water!
- b) it was daylight robbery!
- c) it was a rip-off!

14. Times are getting harder. Even ordinary families nowadays are starting to
_____.

- a) feel the pinch
- b) hold the purse strings
- c) tighten their belts

Test 3. Idioms to do with communication

Each of the idioms below can be associated with one of the headings. Try to place each idiom under the appropriate heading.

Part A

Feeling happy	Feeling sad/fed up
Feeling frightened/shocked	Feeling worried/anxious/nervous

be thrilled to bits
 go as white as a sheet
 be as pleased as Punch
 be scared to death
 be rooted to the spot
 be as miserable as sin
 be on tenterhooks
 have a long face

be keyed up
 be on top of the world
 be downhearted
 be in a cold sweat
 be in seventh heaven
 have something on one's mind
 be brownd-off
 be like a cat on hot bricks

Part B

Feeling confused/uncertain	Feeling angry
Feeling surprised	Feeling quarrelsome/unfriendly

tear someone off a strip
 go off at the deep end
 be hopping mad
 be at sixes and sevens
 be out of one's depth
 not believe one's eyes
 be all at sea
 knock down with a feather

not knowing whether you're coming or going
 be gobsmacked
 cut someone down to size
 be a turn-up for the books
 avoid someone like the plague
 have a go at someone
 be hot under the collar
 go spare

Test 4. Idioms to do with countries and places

- He was absent without permission. He took _____ leave.
 - French
 - English
 - Danish
- I don't understand a word he is saying. It's all _____ to me.
 - Arab
 - Greek
 - Turkish

3. To take something to a place where there's a ready supply of it is to take coals to _____ .
- a) Newcastle
 - b) New York
 - c) New Zealand
4. You're abroad now. So when in _____, do as the _____ do.
- a) Russia / Russians
 - b) Romania / Romanians
 - c) Rome / Romans
5. His fellow workers sent him to _____ for working during the strike.
- a) Venice
 - b) Coventry
 - c) Trieste
6. Thick mist with a light rain is often called _____ mist.
- a) Swedish
 - b) Scotch
 - c) Scandinavian
7. As they were both students, they always went _____ when they went to a restaurant.
- a) Scotch
 - b) Dutch
 - c) German
8. I wouldn't want to move away from my homeland – not for all the tea in _____ .
- a) China
 - b) Ceylon
 - c) India
9. She was very shy and always needed some _____ courage before she would get up and dance.
- a) Brazilian
 - b) Norwegian
 - c) Dutch
10. A period of warm weather in autumn is called _____ summer.
- a) Spanish
 - b) Indian
 - c) Sicilian

Appendix B

Proverbs Testing

Test 1.

Unscramble the words to form well-known proverbs using the clue under each proverb.

1) words actions than speak louder

Stop talking about what you intend to do – just do it.

2) chickens are don't your they hatched count before

Someone promised to buy your computer from you, so you went and bought a new one. That person has just called to say he has changed his mind.

3) while strike is iron the hot

“This company is really on the up. The shares are very low now, but they won't be for long. So if I were you I'd buy as many shares as possible.”

4) twice once bitten shy

You bought \$9,000 worth of shares. The company has now gone bust and you have lost all your money. You probably won't invest in shares again.

5) while make the shines hey sun

He knew it always rained during the week-long tennis tournament, so he set up a stall just outside the railway station where he sold umbrellas. Ye managed to sell quite a few!

6) turn one another good deserves

He helped her move to her new flat. After all, she had helped him when he moved.

7) a a is as as good mile miss

“I actually got three numbers right in last night’s National Lottery and the other three were just one lower than the ones that won.”

“So what? You still didn’t win anything, did you?”

8) the too cooks spoil many broth

When too many of us try to do the same thing we get in each other’s way.

9) worth a is is in in the the bush bird hand

You know your savings in the bank are safe. But if you take all your money out and invest it in something else, then it’s possible to lose a lot of money as well as gain it. Is it really worth the risk?

10) way where will is is a there there

If we try hard enough, we’ll find the solution to a problem in the end.

Test 2.

Choose the correct ending of the following English proverbs. Which of them best reflect the idea of efficient work?

A man cannot whistle and	
A man of words and not of deeds	
Better to do well	
Deeds,	
Promise little,	
Time and tide	
What is worth doing	

is like a garden full of weeds.

is worth doing well.

but do much.

drink at the same time.

wait for no man.

than to say well.

not words.

Test 3.

Unscramble the words to form well-known proverbs (A-D) and match them with the meanings below (1-8).

A	B	C	D
Beggars	smoke	first	leap.
Better	sleeping	be	gained.
Still	ventured	you	lie.
Let	waters	nothing	served.
Look	can't	dogs	never.
First	before	than	fire.
Nothing	late	without	deep.
No	come	run	choosers.

1. If you are in need, you can't have what you want – you have to accept what is given to you.

2. It is preferable to that something should happen late than not at all.

3. Reserved, quiet people often have deep feelings.

4. Not to talk about things which have caused problems in the past; to leave a situation as it is rather than change it, in case by doing so you cause problems.

5. You say this to advise someone to think about possible problems before doing something.

6. The people who ask for something first will be the ones who get it when there is not enough to go around.

7. You can't achieve anything without taking risks.

8. There is nearly always a basis for a rumour, no matter how untrue it appears.

Test 4.

Choose the correct options for the English proverbs (1-10) and match them with the Ukrainian proverbs below (A-L).

1. A bad workman quarrels with his _____ .
 - a) time
 - b) tools
 - c) hands

2. A _____ is a bargain.
 - a) debt
 - b) deal
 - c) bargain

3. No _____ man all things can.
 - a) living
 - b) working
 - c) thinking

4. He that never _____ , never fell.
 - a) rode
 - b) reached
 - c) climed

5. _____ of all trades and master of none.
 - a) John
 - b) Jack
 - c) Jim

6. No _____ , no supper.
 - a) song
 - b) dance
 - c) poem

7. Much will have more.
 - a) much
 - b) many
 - c) more

8. To work with the left _____ .
 - a) eye
 - b) hand
 - c) leg

9. Too many _____ spoil the broth.

- a) cooks
- b) books
- c) cookbooks

10. To roll in _____ .

- a) honey
- b) money
- c) gold

11. Where there is a _____ , there is a way.

- a) wish
- b) will
- c) wind

12. With time and patience the leaf of the _____ becomes satin.

- a) gooseberry
- b) raspberry
- c) mulberry

A. Договір дорожчий за гроші.

B. Гроші ідуть до грошей.

C. Грошей кури не клюють.

D. Терпіння й праця все здолають.

E. Справа майстра боїться.

F. За все братися, але нічого не зробити.

G. Працювати спустивши рукави.

H. Неможливо бути майстром на всі руки.

I. Під лежачий камінь вода не тече.

J. Не помиляється той, хто нічого не робить.

K. У семи няньок дитя без вока.

L. Де хотіння, там і вміння.

1	2	3	4	5	6	7	8	9	10	11	12

Appendix C

Vocabulary

List

UNIT 1

abandon
accuse
affection
agonise
appropriate
argument
attain
Attitude
authority
avenue
bet
board
borrow
bossy
bow
brief
button
carry out
cautiously
cheat
come up with
confidence
convert
costly
curt
deadline
deed
disapproval
dismissal
dormant
efficiency
esteem
evaluate
even
evident
fairness
fearful
frustrated
glance
handshake

hard-earned
harsh
hierarchy
high-pitched
high-ranking
ill-will
input
insight
introspective
judgement
leaderless
lend
maintain
memo
milestone
mutual
nod
outcome
output
overcome
peer
persuade
precious
pursue
pursuit
questionable
rapport
reinforce
rejection
reprimand
resentment
rush
set apart from
set up
shortcoming
shrug
standpoint
stubborn
tension
tentative
termination
threat
toughness

treat
value
virtue
vital
willingness
work out

UNIT 2

accurate
adhere
adversarial
assignment
attribution
bias
blunder
brain drain
brainstorm
bribe
bureaucracy
charisma
cheat
chief executive
counterpart
decline
deprive
dimension
embarrass
emphasis
estimate
evasion
expectation
feasible
figure out
fulfilment
generosity
gruff
hang on
hang up
impartially
innuendo
issue
joy-riding
launch

light-hearted
mess up
network
notable
obligation
obstacle
offence
offence
ostentatiously
overqualified
perceive
pleasantry
praise
precedent
predecessor
prejudice
reinforce
remittance
reserved
resolve
self-reliant
share
slip away
socialize
stereotype
stiff
superficial
syllable
sympathize
take-over
tantamount
tension
tough-minded
unapproachable
uncertainty
uproot
VAT
vice
wallet
wound

UNIT 3

accomplish
acquisiton

alert
anticipate
anxiety
applaud
associated
assurance
attention-getter
attributable
believability
brief
captivate
clam up
come out
compelling
congruity
conscious
consequence
considerable
consolation
constitute
convey
convince
credibility
crucial
curl up
deceive
devastate
disassociated
disdain
disfluence
disinterest
downward
emphatic
error
evolution
explicit
extemporaneous
fear
fright
gag
grab
guideline
handout
hostility

implication
impromptu
innocuous
inspire
intention
jargon
kinaesthetic
leave out
lessen
literally
manuscript
map out
misstatement
neglect
outcome
outline
outstanding
palm
persuade
posture
ramble
randomize
recap
rehearse
relieve
rhetorical
rigid
scared
script
self-conscious
significance
statement
straightforward
straitlaced
strive
subliminally
successive
summarize
sum up
superficial
sweaty
technique
thesis

thought-
provoking
toast
tonality
unapproachable
unobtrusive
vague
visualization
well-crafted

UNIT 4

agenda
AGM
AOB
assertive
back up
balance
bargain
bid
bluff
boardroom
boundary
break-even
breakthrough
chairperson
clarify
commit
compromise
concession
conclude
constraint
contractual
counter-proposal
deadlock
declare
dedication
delivery
deny
determination
deviant
device
diplomacy

disruptive
doodle
draw up
elaborate
essential
evade
fall-back
fence sitter
follow-up
forcefulness
frustration
give in
give up
glare
go through
half-agree
harmonizer
hold up
implement
inappropriate
interject
interrupt
irrelevant
lack
linear
minutes
negotiate
neutral
objective
objection
one-off
outline
outset
overall
overcome
overlook
overrun
overwork
permission
persuade
point out
postpone
predictable

prerogative
press for
proceed
push around
push forward
put forward
reconsider
redundant
reiterate
reject
rephrase
restate
rhetoric
ritual
routine
shut up
sidetrack
sort out
speed up
stick to
supplier
tap dancer
target
term
thoroughly
time out
top-of-the-range
transaction
trial
trick
troubleshooting
unacceptable
unreasonable
venue
versus
walk-away
weaken
weigh up

REFERENCES

1. Badger, I. and P. Menzies (2009) *American Business English Program. Intermediate Instructor's Guide*. New York: Phoenix ELT. Prentice Hall Macmillan, 157 p.
2. Ellis, M. and Ch. Johnson (2006) *Teaching Business English*. Oxford: Oxford University Press, 237 p.
3. English, L. and S. Lynn (2005) *Business Across Cultures: Effective Communication Strategies* NY: Longman. Addison–Wesley Publishing Company, 182 p.
4. Flinders, S. (2008) *Test Your Business English*. Penguin Books. 150 p.
5. Gibson, R. (2002) *Intercultural Business Communication*. 111 p.
6. Gomm, H. (2003) *In Company. Teacher's Book*. Macmillan Publishers Ltd, 175 p.
7. Graves, K. (2000) *Designing Language Courses: A Guide for Teachers*. — Boston, MA: Heinle & Heinle Publishers, 308 p.
8. Hollet, V. (2005) *Business Objectives. Student's Book*. Oxford: Oxford University Press, 176 p.
9. Hollet, V. (2005) *Business Opportunities*. Oxford: Oxford University Press, 192 p.
10. Jones, L. and R. Alexander (2009) *New International Business English. Student's Book*. Cambridge: CUP, 176 p.
11. Knight, G. and M. O'Neil (2002) *Business Explorer 1. Teacher's Book*. Cambridge: CUP, 107 p.
12. Knight, G. and M. O'Neil (2002) *Business Explorer 2. Student's Book*. Cambridge: CUP, 110 p.
13. Knoeller, Ch. (2008) *Office Communication*. Prentice Hall Regents, Englewood Cliffs, New Jersey, 163 p.
14. Powell, M. (2006) *In Company. Intermediate*. Macmillan Publishers Limited, 144 p.
15. Sweeney, S. (2007) *English for Business Communication. A short course: Cultural diversity and socialising, Telephoning, Presentations, Meetings and Negotiations*. Cambridge: CUP, 120 p.
16. Tarnopolsky, O. and Y. Avsiukevych (2007) *Successful Presentations*. Kyiv: Lenvit, 135 p.
17. Trappe, T. and G. Tullis (2006) *Intelligent Business Coursebook. Upper Intermediate*. Pearson Education Limited, 176 p.
18. Watcyn-Jones, P. (2006) *Test your idioms*. Pearson Education Limited, 154 p.