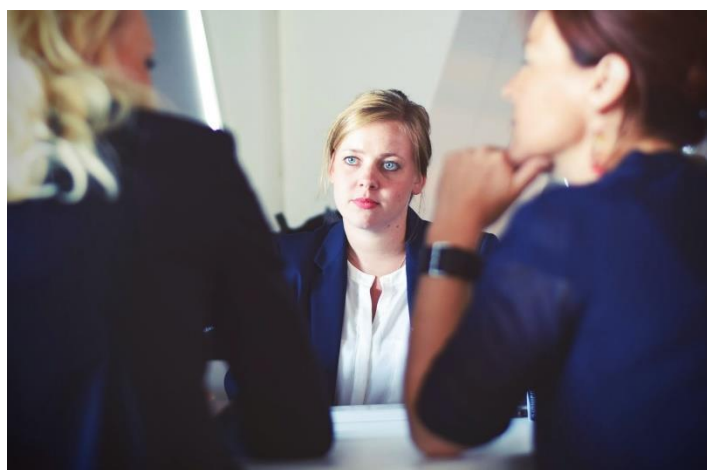




EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



English for Corporate World



Jan Skipala

Contents

Introduction	6
1 Globalization	7
1.1 History	7
1.1.1 Theodore Levitt	8
1.1.2 When did it start?	9
1.2 What is globalization?	10
1.2.1 Globalization has resulted in	11
1.3 The impact of COVID-19 on globalization	13
2 Employment and Jobs	16
2.1 Work to live or live to work	16
2.1.1 The recruitment process	18
2.1.2 The interview	20
2.2 Jobs in an organisation	21
2.2.1 Reading	21
2.2.2 Find out about careers	23
3 Travelling for Business	28
3.1 Business travel	29
3.1.1 Specific vocabulary I	30
3.1.2 Specific vocabulary II	31
3.1.3 Nice to meet you	32
3.2 Why do people travel for business?	35
4 Motivation at work	37
4.1 Motivation in the Workplace	37
4.1.1 Motivated by what?	39
4.2 Benefits and Perks (perquisites)	41
4.2.1 Getting benefits and perks	42
5 International Trade and Global Brands	45
5.1 International Trade	46
5.1.1 Vocabulary	47
5.2 Branding and packaging	47
5.1.2 Global brands	48
5.1.3 Vocabulary	50

5.2	Doing international business	51
5.2.1	Reading	51
6	Team Working	54
6.1	Working out your team roles	55
6.1.1	Team role descriptions	55
6.1.2	Team roles descriptions by Belbin	57
6.2	Reading and speaking	59
6.2.1	Eco-challenge team	60
6.3	Negotiating	61
7	Advertising and Promotion	64
7.1	What is Marketing?	64
7.1.1	Marketing mix	66
7.1.2	The 4Ps and the marketing mix	66
7.2	Advertising	68
7.2.1	Types of advertising	69
7.2.2	Promotion	69
7.2.3	Vocabulary	71
8	Ethics and Competition	74
8.1	Business Ethics and the Changing Environment	75
8.1.1	Business Ethics.....why does it matter?	77
8.1.2	Code of Ethics	77
8.2	Ethical Trading and Competition	78
8.2.1	Competition	80
9	Types of Professional Business Communication	84
9.1	Types of Communication	84
9.2	Information Technology	85
9.2.1	Changes in communication	86
9.3	Written Communication	87
9.3.1	How to write an effective e-mail	87
9.3.2	Writing a CV	89
9.4	Telephoning	90
9.4.1	Making a phone call	90
9.4.2	Useful phone phrases	91
10	Leadership and Management	97

10.1	Part of a company	98
10.2	Leadership versus Management	99
10.2.1	Leaders and Managers in Action I	100
10.2.2	Leaders and Managers in Action II	101
10.3	Difference between leadership and management	103
	References	108

Introduction

Introducing English for Corporate World provides a comprehensive overview of each topic, situating the concepts of Business English and English for specific business purposes within the wider field of communication tasks and up-to-now concepts. This material draws on contemporary teaching and research contexts to demonstrate the growing importance of English within international business communication. Covering both spoken and written aspects of Business English as well as it examines key topics within Business English, including intercultural business interactions, blended learning and web-based communication; discusses the latest research on each topic, and possible future directions; features tasks and practical examples.

English for Corporate World is designed for students who intend to develop their international working activities in a business context using Business English as a key language of their communication. The study material prepares them for a wide range of business situations, develops communication skills and provides students with background in major business concepts. This encourages students to take an active role in the learning process, working in pairs or groups to explore topics and find out more about the similar themes. Students also meet a large amount of vocabulary during the course. It is important to encourage the terminology in good learning skills from the start by organizing vocabulary, understanding the context and checking and learning the pronunciation.

1 Globalization

Chapter objectives are:

- To learn to use correct and appropriate terminology for the topic.
- To be able to describe the activities and economic dimensions of globalization.
- To develop an interest in globalization and integrate the use of four language skills.
- To know more about the history of globalization and its first aspects.

Key concepts:

- Global trends
- Theodore Levitt
- Positive impacts
- Negative impacts
- Multinational corporations
- Developing countries
- Covid-19

Task:

T1: Read the text below (The Levin Insitute, 2017) and answer the questions.

Globalization is the process of interaction and integration among **people, companies, and governments of worldwide**. Globalization has accelerated since the 18th century due to advances in transportation, communication and technology. This increase in global interactions has caused a growth in international trade and the exchange of ideas and culture. Globalization is primarily an **economic process** of interaction and integration that is associated with social and cultural aspects. Globalization processes cannot be considered unequivocally positive or negative – when we talk about globalization, we must keep in mind both its opportunities and the risks it entails. The interconnection of today's world has visible consequences – the economies of countries that manage to integrate into the world economy are growing faster; on the contrary, countries outside the process of globalization are lagging behind economically.

Questions:

Q1: What are the main issues of globalization?

Q2: Think of local examples of globalization...compare your answers with your partners.

1.1 History

Task:

T2: Read the text below (Feder, 2006) and answer the questions.

The term globalization was first used by the American economist Theodore Levitt in 1985. The company first united at the national level, later at the regional, international and now global level. The basic impetus for the start of globalization was economic activities, which began to move from the local or national level of management, organization, production and

ownership to the global level. This phenomenon has occurred around the world for about the last 30 to 35 years, with the beginning of the relocation seen after World War II, when some US companies (such as Ford, General Motors or Exxon) relocated some production capacity to Western European countries under the reconstruction of post-war Europe. Western European and Japanese companies began using this technique later.

Questions:

Q3: Work in pairs. Discuss some European companies which have relocated some of their production out of Europe.

Q4: Why are the first relocations seen after the WWII?

1.1.1 Theodore Levitt

Task:

T3: Read the text below (Markethink.guru, ©2015–2017) and answer the questions.

Theodore Levitt (March 1, 1925, Vollmerz, Main-Kinzig-Kreis, Germany – June 28, 2006, Belmont, Massachusetts) was an American economist and professor at Harvard Business School. He was also editor of the Harvard Business Review and an editor who was especially noted for increasing the Review's circulation and for popularizing the term globalization. In 1983, he proposed a definition for corporate purpose: Rather than merely making money, it is to create and keep a customer.

Levitt was born in 1925 in Vollmerz. A decade later his family moved to Dayton, Ohio. He served in World War II, received his high school diploma through correspondence school and then earned a bachelor's at Antioch College and a Ph.D. in economics at Ohio State University. His first teaching job was at the University of North Dakota.

In 1959 he joined the faculty of the Harvard Business School. Later that year, he became world renowned after publishing Marketing Myopia in Harvard Business Review where he asks "What business are you in?", a phrase that demands one account for the significance of the job one does. He is widely credited with coining the term globalization through an article entitled "Globalization of Markets", which appeared in the May–June 1983 issue of Harvard Business Review. However, as a NYTimes article notes, the term 'globalization' was in use well before (at least as early as 1944) and had been used by economists as early as 1981. However, Levitt popularized the term and brought it into the mainstream business audience. Between 1985 and 1989, he headed the Harvard Business Review as an editor.

He was a four-time winner of the McKinsey Awards competitions for best annual article in the Harvard Business Review; winner of Academy of Management Award for the outstanding Business books of 1962 for Innovation in Marketing; winner of John Hancock Award for Excellence in Business Journalism in 1969; recipient of the Charles Coolidge Parlin Award as "Marketing Man of the Year," 1970; recipient of the George Gallup Award for Marketing Excellence, 1976; recipient of the 1978 Paul D. Converse Award of the American Marketing Association for major contributions to marketing and recipient of the 1989 William M.

McFeely Award of the International Management Council for major contributions to management.

Questions:

Q5: Try to explain the Levitt's quote "Rather than merely making money, it is to create and keep a customer" by your own words.

Q6: What did Theodore Levitt argue in his 1983 article "The globalization of markets?" Go online and look for your answer.

1.1.2 When did it start?

Tasks:

T4: Read and complete the text (National Geographic, ©1996-2020, upraveno) using the appropriate form of the verb in the brackets.

T5: After completing the text, ask the questions below.

Globalization is a term(use) to describe how trade and technology have(make) the world into a more connected and interdependent place. Globalization also captures in its scope the economic and social changes that have(come) about as a result. It may be pictured as the threads of an immense spider web formed over millennia, with the number and reach of these threads increasing over time. People, money, material goods, ideas, and even disease and devastation have traveled these silken strands, and have(do) so in greater numbers and with greater speed than ever in the present age.

When did globalization begin? Many scholars say it(start) with Columbus's voyage to the New World in 1492. People traveled to nearby and faraway places well before Columbus's voyage, however, exchanging their ideas, products, and customs along the way. The Silk Road, an ancient network of trade routes across China, Central Asia, and the Mediterranean used between 50 B.C. and 250 C.E. is perhaps the most well-known early example. As with future globalizing booms, new technologies played a key role in the Silk Road trade. Advances in metallurgy(lead) to the creation of coins; advances in transportation led to the building of roads connecting the major empires of the day; and increased agricultural production(mean) more food could be trafficked between locales. Along with Chinese silk, Roman glass, and Arabian spices, ideas such as Buddhist beliefs and the secrets of paper-making also spread via these tendrils of trade.

Unquestionably, these types of exchanges were accelerated in the Age of Exploration, when European explorers seeking new sea routes to the spices and silks of Asia bumped into the Americas instead. Again, technology(play) an important role in the maritime trade routes that flourished between old and newly discovered continents. New ship designs and the creation of the magnetic compass(be) key to the explorers' successes. Trade and idea exchange now extended to a previously unconnected part of the world, where

ships carrying plants, animals, and Spanish silver between the Old World and the New also(carry) Christian missionaries.

The web of globalization continued to spin out through the Age of Revolution, when ideas about liberty, equality, and fraternity spread like fire from America to France to Latin America and beyond. It(ride) the waves of industrialization, colonization, and war through the eighteenth, nineteenth, and twentieth centuries, powered by the invention of factories, railways, steamboats, cars, and planes.

With the Information Age, globalization(go) into overdrive. Advances in computer and communications technology launched a new global era and redefined what it meant to be "connected." Modern communications satellites meant the 1964 Summer Olympics in Tokyo could be watched in the United States for the first time. The World Wide Web and the Internet allowed someone in Germany to read about a breaking news story in Bolivia in real time. Someone wishing to travel from Boston, Massachusetts, to London, England, could do so in hours rather than the week or more it would have(take) a hundred years ago. This digital revolution massively impacted economies across the world as well: they(become) more information-based and more interdependent. In the modern era, economic success or failure at one focal point of the global web can be felt in every major world economy.

The benefits and disadvantages of globalization are the subject of ongoing debate. The downside to globalization can be(see) in the increased risk for the transmission of diseases like ebola or severe acute respiratory syndrome (SARS), or in the kind of environmental harm that scientist Paul R. Furumo has(study) in microcosm in palm oil plantations in the tropics. Globalization has of course led to great good, too. Richer nations now can—and do—come to the aid of poorer nations in crisis. Increasing diversity in many countries has meant more opportunity to learn about and celebrate other cultures. The sense that there is a global village, a worldwide "us," has emerged.

Question:

Q7: Explain the meaning of the following terms from the article:

The New World – the Silk Road – the Mediterranean – the Age of Exploration – the Old World – Olympics – The World Wide Web – Christian missionaries – the Information Age.

1.2 What is globalization?

Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has increased the production of goods and service. The biggest companies are no longer national firms but multinational corporations with subsidiaries in many countries. Globalisation has been taking place for hundreds of years, but has sped up enormously over the last half-century. (BBC, 2020)

Task:

T6: Watch the video below and then answer the questions in 1.2.1 Globalization has resulted in ...



Video

Globalization explained

<https://www.youtube.com/watch?v=JJ0nFD19eT8>

1.2.1 Globalization has resulted in

Task:

T7: Read the text below (BBC, 2020) and answer the questions.

Although globalisation is probably helping to create more wealth in developing countries – it is not helping to close the gap between the world's poorest countries and the world's richest.

There are several key factors which have influenced the process of globalisation:

- **Improvements in transportation** - larger cargo ships mean that the cost of transporting goods between countries has decreased. Economies of scale mean the cost per item can reduce when operating on a larger scale. Transport improvements also mean that goods and people can travel more quickly.
- **Freedom of trade** - organisations like the World Trade Organisation (WTO) promote free trade between countries, which help to remove barriers between countries.
- **Improvements of communications** - the internet and mobile technology have allowed greater communication between people in different countries.
- **Labour availability and skills** - countries such as India have lower labour costs (about a third of that of the UK) and also high skill levels. Labour intensive industries such as clothing can take advantage of cheaper labour costs and reduced legal restrictions in LEDCs.

MEDCs and LEDCs

Development means almost the same as wealth.

- A developed country (**MEDC**) is a rich country.
- A developing country (**LEDC**) is a poor country. Development is often taken to mean the wealth of a country.

The most developed countries (the MEDCs) are relatively rich countries and the less developed countries (LEDCs) are relatively poor countries.

Development, however, is also about 'quality of life' or 'standard of living' and the extent to which all the people have a decent basic standard of living.

Questions:

Q8: How has globalization resulted in international trade?

Q9: How has globalization resulted in free movement of capital/goods and services?



Video

MEDCs and LEDCs

https://www.youtube.com/watch?v=tr_B13q7Ycw

Question:

Q10: Compare the impacts of globalization you could see in the video with the articles below. Discuss your opinions in the class?

Positive impacts of globalisation

Globalisation is having a dramatic effect – for good or bad – on world economies and on people's lives.

Some of the positive impacts are:

- Inward investment by TNCs (Transnational Corporations) helps countries by providing new jobs and skills for local people.
- TNCs bring wealth and foreign currency to local economies when they buy local resources, products and services. The extra money created by this investment can be spent on education, health and infrastructure.
- The sharing of ideas, experiences and lifestyles of people and cultures. People can experience foods and other products not previously available in their countries.
- Globalisation increases awareness of events in faraway parts of the world. For example, the UK was quickly made aware of the 2004 tsunami and sent help rapidly in response.
- Globalisation may help to make people more aware of global issues such as deforestation and global warming and alert them to the need for sustainable development.

Negative impacts of globalisation

Critics of globalisation include groups such as environmentalists, anti-poverty campaigners and trade unionists.

Some of the negative impacts include:

- Globalisation operates mostly in the interests of the richest countries, which continue to dominate world trade at the expense of developing countries. The role of LEDCs in the world market is mostly to provide the North and West with cheap labour and raw materials.
- There are no guarantees that the wealth from inward investment will benefit the local community. Often, profits are sent back to the MEDC where the TNC is based. Transnational companies, with their massive economies of scale, may drive local companies out of business. If it becomes cheaper to operate in another country, the TNC might close down the factory and make local people redundant.
- An absence of strictly enforced international laws means that TNCs may operate in LEDCs in a way that would not be allowed in an MEDC. They may pollute the environment, run risks with safety or impose poor working conditions and low wages on local workers.
- Globalisation is viewed by many as a threat to the world's cultural diversity. It is feared it might drown out local economies, traditions and languages and simply re-cast the whole world in the mould of the capitalist North and West. An example of this is that a Hollywood film is far more likely to be successful worldwide than one made in India or China, which also have thriving film industries.
- Industry may begin to thrive in LEDCs at the expense of jobs in manufacturing in the UK and other MEDCs, especially in textiles.

Question:

Q11: Should you add any more impacts? What are your own opinions?

1.3 The impact of COVID-19 on globalization

Task:

T8: Read the text below (ScienceDirect, 2020) and answer the questions.

The world has drastically changed since the onset of the COVID-19 pandemic. The pandemic has had a devastating impact on the global economy and the health of communities across the world. In 2019, 4.5 billion passengers traveled by airlines and this number decreased to 2.2 billion during the pandemic. Thus, globalization has led to the spread of the disease owing to mobility channels such as air and ship travel. Restricted travel, mobility regulations, and lockdown of economies and trade limited, and in some cases halted, globalization to reduce the rapidly rising number of COVID-19 cases. However, this strategy has put pressure on the airline and shipping industries, resulting in loss of income, disruption of global trading, and decimation of the tourism industry.

Major airlines have implemented travel bans and reported declining stock value. Similarly, cruise lines are well-established forms of international tourism presenting a steady annual

increase with over 28 million passengers in 2018. Yet, cruise ships have been recognized as an epicenter for outbreaks. The stocks of cruise line companies have been declining, resulting in layoffs and affecting the livelihood of the employees.

Restrictive lockdowns implemented as a response to the pandemic have led to a decrease in production, consumption, employment, and supply chain that affect the world economy at large. It is estimated that the global economy and value chains are likely to create an economic depression more severe than the 2008 financial crisis. Furthermore, only 34 % of employment in the US can be performed from home, which accounts for 44 % of all wages. Individuals working in industries such as transportation, construction, retail, service, and hospitality may find it implausible to work remotely. In the US alone, the unemployment rate has risen to 14.7 % in April from 10.3 % in March, indicating the highest monthly increase in unemployment in history.

The pandemic has impacted the food and agriculture industry greatly. Developed countries are facing disruptions in production and supply chains due to the needs of advanced and capital-intensive agricultural systems, disruptions in local and international mobility, delays in customs, and disruptions in credit markets. In addition, there have been major shortages in developed countries with high-demand supplies such as face masks, sanitizers, and paper products due to hoarding and lack of adequate supplies. Nevertheless, the looming risk of food insecurity in developed nations lies in the impact of COVID-19 on people's employment, as demonstrated by the current economic recession, which stands at 6 % on average in 2020. This situation is even worse for Low- and Middle-Income Countries (LMICs), which have shown a high risk to the demand-side of food insecurity due to low socio-economic status, access issues, and dependency on the importation of food. Developing countries are estimated to observe at least a 3.6 % decrease in GDP, with Africa, South Asia, and South America affected the most. Globally, over 140 million people are estimated to face extreme poverty, which would increase food insecurity severely. Subsequently, the journey from farm to fork has been somewhat concerning in the service delivery of restaurants. While many global food chains have reported bankruptcy and closures in selected markets, delivery services by third-party vendors have been thriving. Concerns regarding the food and agriculture industry have escalated all over the world with the progression of the pandemic, and with no end in sight.

Academic institutions also have been affected by the pandemic and emerged as a key concern due to mobility and socializing of students. While many universities have shifted to online, hybrid, or in-person classes with social distancing, universities have emerged as a new hotspot of COVID-19 after reopening. Therefore, the implications of reopening universities have proven to be severe for public health. Moreover, universities are predicting a steep decline in new enrollments of both international and local students; the serious financial impact will have major economic consequences.

Question:

Q12: How have the flight cancellations affected the tourism?

Q13: Where have the restrictive lockdowns led to?

Q14: What industry have escalated due to the pandemic and why?

Q15: How have universities been affected by the pandemic?

Questions

- Does globalization reduce inequality?
- Will ecology become one of the key aspects of globalization in the 21st century?
- What are the implications of globalization on sustainability?
- Does the COVID-19 pandemic signal the end of globalization?
- Try to guess the difference in spelling of Globalization and Globalisation

Summary (Youmatter, 2020)

- Globalization means the speedup of movements and exchanges (of human beings, goods, and services, capital, technologies or cultural practices) all over the planet. One of the effects of globalization is that it promotes and increases interactions between different regions and populations around the globe.
- According to WHO, globalization can be defined as "the increased interconnectedness and interdependence of peoples and countries. It is generally understood to include two inter-related elements: the opening of international borders to increasingly fast flows of goods, services, finance, people and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows."
- According to the Committee for Development Policy (a subsidiary body of the United Nations), from an economic point of view, globalization can be defined as:
- "(...) the increasing interdependence of world economies as a result of the growing scale of cross-border trade of commodities and services, the flow of international capital and the wide and rapid spread of technologies. It reflects the continuing expansion and mutual integration of market frontiers (...) and the rapid growing significance of information in all types of productive activities and marketization are the two major driving forces for economic globalization."
- In geography, globalization is defined as the set of processes (economic, social, cultural, technological, institutional) that contribute to the relationship between societies and individuals around the world. It is a progressive process by which exchanges and flows between different parts of the world are intensified.

2 Employment and Jobs

Chapter objectives are:

- To get an overview of a recruitment process in an organisation.
- To learn the basic steps for a job interview.
- To know how the jobs are organised.
- To develop employment terminology.
- To know more about some particular jobs.
- To recognise the responsibilities in jobs.

Key concepts:

- Employment
- Kinds of jobs
- Recruitment
- Interview
- Career
- Responsibilities
- Job vacancy

Task:

T1: Read the text below (OECD, 2015) and answer the questions.

One of the most important function of business is the provision of employment. The more businesses that exist, and the more successful they are, the greater the number of personnel needed, although technological developments cause a reduction in the number of employees needed, and many of the traditional areas of employment have been transformed. Nowadays there is a growing demand for the production of consumer goods, and a growth in the service industries, which results a rising need in the number of employees.

Questions:

- Q1: What industries are growing in 2020?*
Q2: Which industry will boom in the nearest future?

2.1 Work to live or live to work

Task:

T2: Read (Business and Commerce, 2003) what three people say about their jobs. Create and complete the chart with notes on the good and bad things about Anna's, Tony's, and Erika's jobs.

Anna, 18

I work in a factory. My **working hours** are 8.00 a.m. to 5.00 p.m., Monday to Friday. I have a one-hour **lunch break** at 12.30. The **routine** is the same every day. My job is very

boring but my pay is quite good. My **colleagues** and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.

Tony, 23

I'm a computer programmer. I work a 40-hour week. We have **flexible hours** so I can start and finish when I want. If we are very busy then I work **overtime** – I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good **salary**, but my job doesn't rule my life. I like to do different things in my free time.

Erika, 25

I'm a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evenings and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don't have time for a **social life**. When I get home, I'm too tired to do anything except have dinner and watch TV.

Task:

T3: Match the highlighted words in the quotes with the definitions (1-8).

- 1 the people you work with -----
- 2 the number of hours in the week you spend doing your job -----
- 3 the money you receive every month for the work you have done -----
- 4 the things you do, usually with other people, outside work -----
- 5 the time you have for eating in the middle of the working day -----
- 6 the time you spend at work after your normal working hours -----
- 7 a system where you can choose when to start and finish work -----
- 8 the usual order and way that you regularly do things -----

Task:

T4: Complete the sentences (1-6) with an adjective below.

boring • busy • difficult • creative • interesting • stressful

- 1 If we have too much work and not enough time, it can be quite_____.

2 To my job, I use my imagination and ideas a lot, so the work is_____.

3 I do the same thing every day - my job is_____.

4 There is so much to do at work that I'm always_____.

5 Sometimes my job is_____ , but I would get bored if it was too easy.

6 My job is very_____ because I'm always learning new things.

2.1.1 The recruitment process

The Human Resources department is usually responsible for recruiting new staff and for training them to do their job.

The Human Resources department has to follow certain procedures before a job can be advertised. This page will explain these different stages in detail.

1. Vacancy occurs - Three reasons why a vacancy may arise in a business:

- retirement
- promotion
- to go to a new job

2. The Human Resources manager then draws up a job description - The **job description** should contain these basic details about the vacancy:

- the job title
- the position in the organisation chart
- a list of duties

3. Person specification drawn up - The **person specification** should include the following details. This specification represents the ideal qualities of the person required to fill the vacancy:

- qualifications
- experience
- personality

4. The job is advertised - The Human Resources manager needs to consider the following:

- what details need to go in the advert
- where the advert should be placed

5. Candidates apply for the job - The advert will usually say what the candidate needs to send in as part of their application. This will probably include:

- a letter of application or a completed application form
- a copy of their **curriculum vitae** or CV. The CV contains personal information about their qualifications and interests.

6. The application forms are sifted by the Human Resources manager to reduce the number or shortlist the candidates being considered - If you compare these documents you can assess whether the person has the right skills for the job:

- the CV
- the job application form
- the job specification

7. Arrange the interviews - Why are the candidates interviewed?

- whether a person gets the job or not depends on their performance at interview

8. The interview is held - What are the interviewers looking for?

- good answers to all the questions
- the candidates' attitude and dress
- body language

9. Follow up references - What is a **reference**?

- the names and addresses of people who can provide details of your performance with a previous employer or give evidence of your good character

10. Appoint candidate to the job - What happens if references are not satisfactory?

- the job offer will be withdrawn and offered to someone else
- it might be necessary to re-advertise (Markedbyteachers, 2015)

Task:

T5: Think of information getting above and use the words from the box to complete this description.

APPOINTMENT	JOB TITLE	INTERVIEW	JOB VACANCY
WORKING CONDITIONS	SHORT-LIST	CANDIDATE	
APPLICATION	CV	ADVERTISEMENT	JOB REQUIREMENTS
EXPERIENCE	PERSONAL DETAILS	CAREER PROSPECTS	
SALARY			

The company usually advertises the _____ in a newspaper. The _____ usually gives the _____ and a description of the _____. It sometimes gives the _____ and describes the _____ and _____ as well.

The applicant usually sends in a letter of _____ and a _____, which gives _____ and lists qualifications and _____. The company then makes a _____ of the most suitable candidates and invites them for an _____.

The company then chooses the best _____ and makes an _____.

2.1.2 The interview

Task:

T6: Read the text below (Society for Human Resource Management, 2020) and answer the questions.

The interview is an important part of the recruitment process. It is when candidates get a chance to find out more about the company and what it might offer them. The employer has a chance to find out more about the candidates and what they have to offer the company. The candidate will be looking for several things to help them decide if they would want the job. These may include:

- working conditions
- salary
- training
- facilities
- job security
- pension or health perks

The employer will be looking at different aspects of the interviewee's personality to get a better idea of whether they are the right candidates for the job. These may include:

- communication skills
- attitude to work
- accuracy in aptitude tests
- ability to use initiative

There are advantages and disadvantages to the interview process. Candidates are usually nervous because success often depends upon their performance. When people are nervous they don't always act naturally and the interviewer might not see them at their best. This is one disadvantage of selecting people by interview.

An advantage is that an interview lets the employer compare people directly. Candidates are seen under the same conditions and are asked the same questions. The employer can also see how candidates act when under pressure.

Questions:

Q3: What is the most important thing in recruitment?

Q4: What are the 5 stages of an interview?

Q5: What do you think is key for a successful recruiting process?

2.2 Jobs in an organisation

Before you start think about people who work in your school, e.g. the teachers, the administrators. What are they *responsible for*? Who are they *responsible to*?

2.2.1 Reading

Task:

T7: Read the text (Business and Commerce, 2003) about some of the people in a film crew. Then complete the exercises below.

This is a fairly typical film set. On this film set, the director, John, is the boss. He's like the managing director of a company. He's responsible for making sure the film is made on time and to budget. The producer is really in charge of the business. In a normal company, he would be the chairperson. Our producer's name is Sam and he is responsible to the studio. They're the shareholders - the people who invest money in the film.

There are a lot of people involved in making a film. The camera operator is called Steve. He does all the filming and he's responsible to John. The sound recordist is Emma - she works closely with Steve. Her job is to record everything the actors say. Then there's Tony, the

electrician. He looks after the equipment. Martin, the grip, organizes all the practical things and deals with any problems.

Finally, there's me. My name's Pat and I'm the assistant director. I help John, the director. I'm responsible for the rest of the crew, including Tony and Martin. My job is to make sure that everyone is in the right place at the right time and that they know what to do.

Questions:

Q6: Look at these phrases from the text. Use a dictionary to check any words you don't know. Then write them in your language.

Describing responsibility

My/Her job is to ...

... is responsible for ...

... is responsible to ...

... in charge of ...

Saying what someone does

... looks after ...

... deals with ...

... organizes ...

... works closely with ...

Questions:

Q7: Complete the sentences (1-8) with a phrase from above. Use each phrase only once.

1 The director tells the actors what to do and _____ any problems.

2 Martin _____ the practical things, like finding the right props.

3 I'm the camera operator. _____ record everything on film.

4 The director is _____ the film set.

5 The electrician _____ the cameras, lights, and recording equipment.

6 Emma is _____ recording what people say.

7 The producer_____the studio.

8 Pat_____the director, John.

Questions:

Q8: Complete 1-5 with words from the first paragraph of the text.

1 The_____is in charge of a company.

2 The_____is money you have available to spend on a particular project.

3 The_____company.

4 To_____is to put money into a business.

5 _____put their money into a company.

2.2.2 Find out about careers

Task:

T8: Read the text (Targetcareers, 2020) and answer the questions below.

Business is a very broad term that can cover any sort of activity that helps an organisation, big or small, to stay profitable and generate money. Most jobs involve some aspects of business whether you work as a lawyer, an engineer, a scientist or an accountant.

However, we've chosen to focus on five specialist business functions: human resources (HR), sales, marketing, public relations (PR) and management consultancy. All these roles support an organisation and enable it to stay in profit rather than actually creating a product or service.

Human resources (HR)

People working in HR deal with:

recruitment and contracts – finding the right person for a vacancy and agreeing the terms of that employment.

employee relations and welfare – ensuring that staff are happy in their roles and managing such issues as disagreements or changes in circumstances.

employment law and health and safety – ensuring that the company complies with, and keeps up to date with, government regulations, such as those covering working conditions.

pay and benefits – making certain that maternity and paternity pay, sickness pay, holidays, pensions and any other benefits the company offers are paid and that tax and National Insurance payments are made to the government.

training, coaching and development – this may include telling staff about changes in industry practices, helping staff gain new skills to use within the company and developing staff through ongoing mentoring and training.

HR also covers disciplinary and redundancy proceedings and managing grievances, so it's not just about helping people; you'll need a thick skin and an ability to remain professional at all times.

Sales

Sales teams make money for an organisation by selling its services or goods to either consumers (B2C) or other businesses (B2B). The revenue that a sales department brings in funds all business costs, from the rent of the premises to staff salaries. Not all sales jobs are about working in a shop or call centre. B2B sales roles offer particularly good opportunities to climb the career ladder.

People working in sales deal with:

meetings with new and existing customers and clients.

giving presentations and communicating with customers and clients to help secure a sale.

research to find new customers and clients for the business.

their own marketing teams to research and monitor competitors' products to see what else is in the marketplace.

They also need a good understanding of their own business and its products to ensure they are offering the right product, service or solution to their clients and customers at the right time.

Marketing

Marketing is the 'soft sell' part of a business. It's about understanding why people choose products or services and what they want from those choices, then finding ways to engage the customers' interest to ensure that your company's product or service is chosen above others on offer. According to the Chartered Institute of Marketing (CIM), 'Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably'.

People working in marketing tend to be involved in one or more of the following:

market research and monitoring

branding and identity

advertising and copywriting

design and packaging

promotion of goods or services and relationships

communications, including social media.

PR

Public relations, or PR, is about maintaining or improving the reputation of an organisation by influencing how other people perceive it. According to the Public Relations and Communications Association (PRCA), PR is about how organisations communicate with the public, promote themselves and build a positive image. There is crossover with marketing, since the influence gained may make all the difference when people are deciding which supermarket to shop in, or which company to do business with.

PR activity is usually planned in advance but a PR expert can also be called upon to manage an organisation's response to a crisis.

People in PR tend to be involved in:

copywriting and research

drafting press releases and newsletters

contacting journalists to try to persuade them to cover a new story

public events and opportunities

blogging and writing social media content

online advertising – e.g. pay per click (PPC)

search engine optimisation (SEO) – ensuring that clients' online content gets found and read by its target audience when they do a relevant web search.

A junior PR executive (as someone working in PR is often called) may start their career researching material for press conferences, liaising with journalists and monitoring the success of a PR campaign by keeping track of any subsequent coverage in the media. A senior PR executive may be in charge of several members of a team and have responsibility for managing budgets, getting new clients to use the company's services (if you work for a PR agency) and successfully maintaining or enhancing a company's reputation.

Management consulting

Management consulting is all about solving problems for clients. A 'problem' doesn't have to be something negative – it could be the desire to make more profit or expand into a new area of business. Consultants tend to spend their time:

researching – carrying out research and collecting information

conducting analysis – working out solutions

teamworking – participating in brainstorming sessions

advising – presenting findings to clients and colleagues

implementing change – organising training sessions for client organisation employees, monitoring progress and writing up results and solutions for future reference.

Questions:

Q9: What is HR?

Q10: What is B2B?

Q11: What is B2C?

Q12: What is PR?

Questions

- Which of these statements do you agree with?
- 1 Work is the most important thing in life.
- 2 Work is just a way to get money so you can do the things you enjoy.
- Think of a job you would like, or would not like, to have.
- Work in pairs. Draw an organigram of an organization you know, e.g. your institution or college. Explain it to another pair.
- Talk to someone who works for a company or organization. Ask them how it is organized. Find out about the jobs and responsibilities of some of the people.

Summary (Human Resource Management, 2011)

- We can see that every organization, large or small, uses a variety of capital to make the business work. Capital includes cash, valuables, or goods used to generate income for a business. For example, a retail store uses registers and inventory, while a consulting firm may have proprietary software or buildings. No matter the industry, all companies have one thing in common: they must have people to make their capital work for them.
- Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, HRM has undergone many changes over the last twenty years, giving it an even more important role in today's organizations. In the past, HRM meant processing payroll, sending birthday gifts to employees, arranging company outings, and making sure forms were filled out correctly—in other words, more of an administrative role rather than a strategic role crucial to the success of the organization.
- Keep in mind that many functions of HRM are also tasks other department managers perform, which is what makes this information important, despite the career path

taken. Most experts agree on seven main roles that HRM plays in organizations. These are described as follows:

- Staffing - involves the entire hiring process from posting a job to negotiating a salary package.
- Development of Working Policies – such as discipline process policy, vacation time policy, dress code, ethics policy, the Internet usage policy.
- Compensation and Benefits Administration – includes anything the employee receives for his or her work.
- Retention - involves keeping and motivating employees to stay with the organization.
- Training and Development - to make sure employees not only are trained to do the job but also continue to grow and develop new skills in their job.
- Dealing with Laws Affecting Employment - be aware of all the laws that affect the workplace.
- Worker Protection - be aware of worker protection requirements and ensure the workplace is meeting both government and union standards.
- Besides these major roles, good communication skills and excellent management skills are key to successful human resource management as well as general management.

3 Travelling for Business

Chapter objectives are:

- To learn to use correct and appropriate terminology for the topic.
- To be able to recognise the positives and negatives of travelling.
- To know the basic conversational phrases.
- To learn idioms and other expressions of travelling.
- To know more reasons for business travel.

Key concepts:

- Business travel
- Kinds of accommodation
- Covid-19
- Positive and negative impacts
- Visiting abroad
- Travellers
- Conversations

Task:

T1: Read the text below (BBC, 2020) and answer the questions.

Covid-19 has grounded business travellers. When the world opens back up, will employees close down Zoom and get back on planes?

When most of us aren't even travelling to the office, going on a business trip feels about as remote as taking the red-eye to Mars. Since the Covid-19 pandemic hit, business travel has ground to a halt. We've moved critical client meetings to Zoom, allowed our frequent-flier cards to gather dust and learned how to communicate with colleagues around the world without jumping on a plane. Among the unknowns around a vaccine, how quickly economic recovery sets in and how soon countries roll back border restrictions, travel experts face many unanswerable questions. But is this the start of a new normal for business travel? BBC Worklife spoke to Charuta Fadnis, senior vice-president of research at travel analytics firm Phocuswright; Dave Hilfman, the executive director of the Global Business Travel Association (GBTA); and Susan Liechtenstein, managing partner at US-based consultancy firm DigiTravel.

"We're all struggling a little bit to understand how quickly travel will recover, because there's just no precedent to something like the coronavirus pandemic," says Fadnis. Recovery from past events like 9/11 or the global financial crisis generally took two to three years, but these events also did not entail the same months-long shutdown of virtually all global travel. Health concerns were not an issue in either event, making it even harder to predict how soon fliers may feel comfortable exposing themselves to strangers once again. "This crisis is really new, in terms of the magnitude of the impact," she says.

"People getting together face-to-face is the only way, really, to achieve ultimate success in business," says Hilfman. "Many of my colleagues in the industry, be it on the corporate side, the travel side or supply side, they're very anxious to get back out on the road again and

see their customers and colleagues. Business travel is going to go through an evolution here and it is being reshaped, I think for the better.”

“I think business travel will never go back to what it was before, when people easily said, ‘I’m going to meet with somebody,’ got on a plane, and did that, without thinking through what the actual meeting was,” says Liechtenstein. She anticipates that demand might return to about 75% by 2022.

Questions:

Q1: When will business travel restart?

Q2: Whose opinion do you agree with regarding to future of travel?

3.1 Business travel

Task:

T2: Read the text below (CNN travel, 2016) and answer the questions.

Business travel is travel undertaken for work or business purposes, as opposed to other types of travel, such as for leisure purposes or regularly commuting between one's home and workplace. According to a survey (<https://smallbiztrends.com/small-business-statistics>) 88% small business owners enjoy business travel.

The reasons to conduct business travel might include:

- visiting customers or suppliers
- meetings at other company locations
- professional development and attending a conference or trade show
- market or promote a new or an existing product
- visiting project site for evaluation
- conducting project work at a customer site
- strengthening relationships with customers
- strengthening employees' loyalty to the business
- building new partnerships
- identifying trends and new markets

In the twenty-first century, many jobs involve periodic or frequent business travel. Common careers involving business travel include: salespeople, executives, field engineers, project managers, consultants.

Positives:

Business travel has many positive benefits for employees the largest being the opportunity to see parts of the world on the company's expense. Today, many business travellers incorporate bleisure travel into their work travel

Negatives:

Employees who travel for work on a regular basis often experience loneliness, depression, and reduced mental health. In 2019, 1 in 5 business travelers reported business travel negatively affected their mental health. Additionally, they may miss important family events creating additional relationship stress.

Questions:

Q3: Work in pairs. Discuss some other positives and negatives of business travel.

Q4: Why do you travel for business? Give us your reasons in details.

3.1.1 Specific vocabulary I

Task:

T3: Look at the sentences below (Check your vocabulary for FCE, 2012) and fill in the gaps with an appropriate word from the box.

self-catering • single • tour operator • bed and breakfast (B & B)
shoulder bag • passport • travel agency • tour • foreign currency
voyage • excursion • family • trip • journey • full-board
en-suite • terrace • insurance • double • aisle • half-board
boarding card (USA = boarding pass) • reservation • twin
balcony • cheques • all-inclusive • suitcase

1. We're planning a(n) _____ to the seaside at the weekend.
2. The _____ from Southampton to New York by ship took about five days.
3. The best way to see London is by taking a guided _____.
4. Last year they went on a train _____ across China.
5. James is going on a business _____ to Singapore next week.
6. We went to the _____ on the High Street to book our holiday, but they were informed by the _____ that there were no more places left.

7. (At the airport check-in desk) Would you like a seat by the window or one by the _____?

8. Here's your ticket and _____. You're in 33B. It's a no smoking seat.

9. I've just made a list of the things I need to take on holiday with me. First of all I need my _____ so that I can enter the country. I must get _____ in case I have an accident or lose something important. I have to go to the bank to get some _____ and _____. Oh, and of course I need my _____ to carry my clothes and other things. I'll also take a _____ so that I can carry my camera, some books and other bits and pieces.

10. Quattro Vientos Holiday Club offers a variety of accommodation options. If you want a bedroom and something to eat in the morning, they have _____ accommodation. If you prefer to have breakfast and dinner, you can stay on a _____ basis. If you want breakfast, lunch and dinner, you can stay on a _____ basis. They also have rooms with cooking facilities if you want to prepare your own food and stay on a _____ basis. Alternatively, if you want all your meals and drinks included, you can stay on an _____ basis.

11. _____ rooms in the hotel have just one small bed. _____ rooms have two small beds. _____ rooms have one large bed. _____ rooms have one large bed and two small beds. Most of the rooms are _____, with their own private bath or shower. All rooms have a _____ or a _____ with a view of the sea. Telephone 01645 98109 to make a _____.

3.1.2 Specific vocabulary II

Task:

T4: Match the sentences (Check your vocabulary for FCE, 2012) on the left with a suitable reply on the right. Use your dictionary to check the meanings of the expressions in bold.

HE SAID:

1. Where shall we stay?
2. Can you recommend a good guest house in this area?
3. Last year I went to Australia, Canada, Brazil, Argentina and China.
4. How are we going to get home? We haven't got enough money for a taxi.
5. Last year, we went to one of those resorts where everything - food and drink - is free.
6. You don't have much luggage with you.
7. On my first visit to Indonesia, I found everything so different from England.
8. We left London at 7 o'clock in the morning and didn't arrive in Inverness until 8 in the evening!
9. I love going to busy, lively resorts for my holiday.
10. I spend most of my life travelling, moving from one hotel to the other.

SHE REPLIED:

- A. Really? I prefer to go somewhere a bit quieter, **off the beaten track**.
- B. Wow! I didn't realise you were such a **globetrotter**!
- C. Poor you! You spent a whole day **on the road**.
- D. **Let's stop** at the first hotel we find.
- E. I would hate to **live out of a suitcase** like that.
- F. Why don't we **thumb a lift**?
- G. It sounds great. I've never been on an **all-inclusive holiday**.
- H. Yes, there's a nice **B & B** around the corner.
- I. I know. I prefer to **travel light**.
- J. I experienced similar **culture shock** when I went to Vietnam.

3.1.3 Nice to meet you

Before you start how would you greet these people? What would you say? What would you do, e.g. shake hands, hug them?

- a friend you see often
- a relative you haven't seen for a while
- a visitor from another country
- a business partner
- your co-worker in your company.

Questions:

Q5: Anna (A) is meeting a visitor (B) at the airport. Match Anna's sentences with the replies. (Business and Commerce, 2003)

A

- 1 Welcome to Poland.
- 2 Excuse me. Are you Mr Weiss?
- 3 Hello. I'm Anna. Nice to meet you.
- 4 Let me help you with your luggage.
- 5 Is this your first visit to Poland?
- 6 Did you have a good flight?

B

- a Yes, thank you.
- b No, I was here last year.
- c Thank you. It's nice to be here.
- d Yes, that's right.
- e Thank you.
- f Nice to meet you, too.

Questions:

Q6: Put the conversation in a logical order.

2, __, __, __, __, __, __, __, __, __, __.

Questions:

Q7: Look at these topics of conversation. Which ones are suitable when you meet someone for the first time? Write √ (yes), X (no) or? (maybe).

the visitor's clothes	politics
your families	the weather
the place you are in	hobbies
the visitor's journey	religion

Questions:

Q8: Read these extracts from the conversation between Anna (A) and Mr Weiss (B). Which topics in exercise above do they talk about?

- 1** A ... So, how was your journey?
B It was fine, thanks. The plane wasn't full.
A Well, not many people come to Poland at this time of year.
B No, I guess not. Is it always this cold in October?
A Well, not usually this cold. How was the weather in Washington?
B Actually, it was quite warm. About 20 degrees.
- 2** B ... Where in Poland are you from?
A From Krakow, in the south. Have you been there?
B Yes, I have. It's a beautiful city.
A What about you? Do you live in Washington?
B Yes, I do, but I was born in Chicago.
- 3** B ... That's an amazing building - what is it?
A It's the new football stadium. Are you interested in football?
B I don't know much about it, but my brother loves it.
A Your brother? Do you have a big family?
B No, just one brother. What about you? Do you have any brothers or sisters?
A Yes, I have three sisters.

3.2 Why do people travel for business?

Andrew Larmour (lives in Australia, born 1967) flown more than 4.5 million km and visited 55 countries (Quora, 2017).

As a business traveller who's flown for work over the past 16 years, there are a number of reasons:

Selling - people buy from people. Face to face meetings particularly early in a business relationship are vital - particularly if the sale is significant. You wouldn't fly somewhere to sell a Mars bar, but you would if you were selling a multi-million dollar project that would last several years. I'd include marketing in this category as well - for instance a company attending a trade conference.

Project work - Often specialised skills are not available at a customer's location and they need to be flown in. This could be on a short-term project (like an IT project) or on a long-term deployment (like fly-in-fly-out miners)

Management/Internal needs - in a highly distributed business with sites across the world, management need to get out amongst things every now and then. Managing remotely via conference calls and video chats exclusively ends up in management being disconnected from their staff and project and thus the business. Similarly, there are benefits to pulling together dispersed teams to a single location to build relationships and teamwork and ensure consistency and collaboration across the organisation.

Education & Training - sometimes there are specialised training facilities or a widely dispersed audience and management sees the added teamwork and interpersonal networking benefits that come from an in-person training overrides the costs when compared with a virtual training environment.

There may be other reasons, but these are the ones I've seen in my experience.

Questions:

Q9: Why do businessmen travel?

Q10: What is the importance of business travel?

Questions

- Work in pairs. Imagine you come from different countries. Role play a similar conversation. Take turns to be the host and the visitor.
- Do business women like travelling for business?
- Traveling or travelling? Why is there a difference in spelling?
- How do I find people who travel for business?

Summary (Quora, Andrew Hennigan, lives in Stockholm, Sweden, Lecturer, Speaker Coach, 2017)

People travel for business because it is mostly cost effective. By being physically present at another location you can usually do work that is more effective and more satisfying than you could remotely. But there are three specific advantages that justify most business trips:

- Connecting with people. You will find that in the real world it is much easier to do business with or manage people that you have met in person. You can get to know people through remote communication but it takes more time and probably will never reach the same level. Humans are very effective at building relationships face to face, partly thanks to subconscious non-verbal communication mechanisms using gaze direction, blinks and other signals. Face-to-face meetings work best everywhere, but in cultures where relationships are especially important they are indispensable.
- See with your own eyes. Relying on digital communication and other people to inform you about what is happening somewhere far away is notoriously unreliable. It's like exploring another country using an autonomous rover. You can get some information about what is happening in a remote office, trade show or customer through your phone, but it is no replacement for actually being there. The picture you get from the reports of other people is always selective. Personal observation also misses some things but it gives a better overall picture and lets you see things that you would never have thought to ask about.
- Travel is motivational. One of the most neglected reasons for sending employees on business trips is that, if done correctly, it can be very motivational. I have traveled all over the world on business trips and flown so often that I had a platinum Air France card. I enjoyed it immensely and I doubt I would have stayed in any job so long if I had to look at a screen all day. Most employees feel that the honor of being chosen to represent the organization and the stimulating experience of exploring new cultures to be very motivating. Many people also feel that their apparent status in both their organization and the community grows if they are sent to trade shows, conferences, customer visits and so on. This had to be done correctly, though, so flying proper airlines, staying in nice hotels and a decent budget for meals.

Some travel has been replaced with email, messaging, video conference and other tools, but at the same time the need for travel increased as people turned to outsourcing work in remote locations. There will always be a need for travel for one reason or another.

4 Motivation at work

Chapter objectives are:

- To learn correct and appropriate terminology for the topic.
- To recognise the difference between benefits and perks.
- To be able to describe the benefits package in my company.
- To be involved in motivating the staff.

Key concepts:

- Motivation
- Company benefits
- Perks
- Career prospects
- Employees
- Responsibility
- Covid-19

4.1 Motivation in the Workplace

Task:

T1: Read the text below (Leon Farrant, 2019) and answer the questions.

Motivation is an essential part of any business that wants to be successful. If you have a workforce that lacks motivation, you are going to be dealing with a large number of problems that will have devastating long-term effects on your business.

Recently I've been reflecting on my own practices and considering the best ways to keep my team motivated and how best to go about this whilst continuing to achieve the best results. Here are some of my thoughts on how best to motivate and build a successful, happy team full of hardworking, top performing individuals.

Motivation comes from recognition

We all know the stereotype of the employee that is unhappy at work and has no motivation to achieve more than what is required of them. The sight of someone staring at the printer lights as they copy file after file while everyone in the office ignores their existence is something we have seen in plenty of movies, but things are not quite that simple. There are many employees in offices that interact with their peers without issues and they have a healthy relationship with everyone in the office, but they still feel completely ignored and unrecognized by the company as an entity. This is the real problem that most companies are dealing with. They are not mistreating their employees, but they are not giving them the recognition they need in order to feel motivated.

Some industries require more motivation for their workers

There is no doubt that some industries can be a little more rewarding than others. For example, the energy, gas and oil industries are often very demanding and people can get the feeling that they are just worker bees and they are not acknowledged by the companies

they work for. This is a very common issue when a business has a large workforce. It may seem hard for business owners to make sure that every employee feels acknowledged, but there are ways to do this. You can call your entire workforce in for a motivating talk. You can have an office celebration that everyone can attend, and you can also give incentives for each department within your organization. Giving back to the community is also a great way of making the team feel like they are doing something meaningful and working for an organisation that's aligned with their values. DARE Singapore recently spent an afternoon at Willing Hearts soup kitchen helping prepare, cook, pack and clean 6,000 meals for the needy in Singapore. This was a great way to get the team out of the office and working collaboratively on something very different from their normal everyday responsibilities.

The chain of command needs to get involved

One of the biggest issues when establishing motivation in the workplace is that top executives and managers don't always get involved with their employees. Some struggle to effectively interact with people below their ranks. We know that time can be an impediment for constant interactions with others in your business, but taking the time to regularly and consistently say hi and check in with your team is not impossible and it will do wonders for employee morale. If you ask employees about the importance of interacting with their bosses, you will see how much they appreciate being able to engage in conversation with them, regardless of how sporadic they may be. This is a reminder of the value of interacting with your workers.

Make sure they have a comfortable and safe place to work

It's very common for people to work without desks or workstations when they are involved in the energy, gas and oil industries. It could be due to field work, or because they have to do laborious work, but they should all have enough room and comfort to rest. You also need to make sure that you provide a safe environment for them to do their job without worrying about their personal safety. This is also going to make them feel like they are important and that you care about their wellbeing.

Create realistic goals for each department

Don't force your employees to go to extreme lengths to be acknowledged. Instead, you can create realistic goals for every week or month and reward those who meet those goals. There should be a challenge involved, but never anything too demanding. This is a great way to keep employees motivated and with specific short-term goals. It's important to have long-term and short-term goals for your workforce. Everyone should also feel like they have a chance to climb the corporate ladder, regardless of their current position.

Create a no gossip and no harassment policy

There is a very common problem happening in offices and that is harassment, and we are not talking about the sexual kind, but the emotional kind. Believe it or not, there are many office work environments that resemble the bullying that is similar to that of a high school environment. There have been cases of workers who feel depressed because they are harassed and bullied by their coworkers on a daily basis. This sounds difficult to believe, but

it is a very common problem that happens in many offices all over the world. The problem is that it happens because the decision makers don't even bother finding out what is happening with their workers. This is one of the reasons why gossip and harassment should never be tolerated. There has to be an environment of healthy and friendly interactions between employees and gossiping should also be kept to a minimum. We know it's impossible to make it disappear, but if you make it a policy, people will avoid the gossip to avoid losing their jobs. There have been situations with bosses who have decided to have a no-tolerance policy against any kind of harassment and bullying that immediately fires the person that does not adhere to that rule. Perhaps you don't want to go to such lengths, but it does seem to work for some business ventures. The good thing about keeping harassment and gossip to a minimum is that this creates a much more inviting and friendly work environment for your employees. This means that they are going to feel motivated to go to work instead of feeling like it's a constant torture and a place for confrontation.

Final thoughts

The process of keeping your employees motivated and happy is not simple. You are going to need to look around to see how things are and then you can start making decisions that help you motivate everyone as an individual and every area of the company as a team. Once you do this, you will start to see a much more positive response from your workers and a more productive environment.

Questions:

Q1: How do I get motivated at work?

Q2: What are motivators at work?

Q3: Why do I have no motivation at work?

4.1.1 Motivated by what?

Task:

T2: Work in pairs (Business and Commerce, 2003). Make a list of things that are important when choosing a job, e.g. earning a lot of money, working for a big company, helping other people. You have one minute.

Task:

T3: Read about the quotes from two people talking about their jobs. Which one is motivated by:

1 helping other people?

2 earning a lot of money?

Marie – Accountant

I work in the finance department of a large company. There are a lot of benefits. For example, if the company makes a profit, all the employees get a bonus. There's also a profit share, but that's only for managers. I have a company car and I also travel abroad quite a lot — always business class and on expenses, of course. We also get a pension and private health insurance. The company pays for its staff to go on training courses to develop their professional skills. And we get free membership of the local gym. There are also rewards: it's hard work, but I get a lot of satisfaction from it. People recognize it if you do a good job, so there are good prospects for promotion.

Tom – Physiotherapist

I work for the health service. There are a lot of rewards: the main one is the job satisfaction. I get a real sense of achievement when someone says 'thank you'. You know you're doing a worthwhile job. If you work hard, there are opportunities for promotion. I like the responsibility of making a difference to people's lives. There are some benefits. We don't get bonuses or anything like that, but there's a very good pension. The health service pays for us to go on training courses, and people with children get help with paying for childcare. If I visit patients at home, I get a travel allowance, but it's not very much.

Questions:

Q4: Look at this list of things that motivate people and tick the things Marie and Tom mention.

	Marie	Tom
pension		
training		
profit share		
expenses		
company car		
business class travel		
private health insurance		
bonus		
travel allowance		
subsidized childcare		
job satisfaction		
promotion		
responsibility		
gym membership		

Questions:

Q5: Which things in the list are benefits (extra things you get from your employer)? Which ones are rewards (things that make you feel good about the job)?

4.2 Benefits and Perks (perquisites)

Task:

T4: Read the text below (Robert Half, 2020) and answer the questions.

10 Top Perks and Benefits That Win Employees Over

The terms perks and benefits are sometimes used interchangeably, but for our purposes, benefits are generally a form of noncash compensation that cover basic needs. If not offered by the employer, employees would likely have to fund them on their own.

The 5 most common benefits

Health insurance — After salary, this staple benefit is of the utmost importance to many job candidates and typically includes medical coverage for employees and their families.

Paid time off — Whether it's for vacation, illness or bereavement, personal time off (PTO) is highly valued by employees and a great way to combat burnout. Two weeks is standard for new hires, but three or more weeks of PTO can be hard for many candidates to pass up.

Dental insurance — What's most important isn't always most exciting, as evidenced by dental insurance being the third most common benefit offered by employers in world's survey.

Retirement savings plans — A tax-advantaged plan can be an excellent way to motivate employees to save for retirement. Offering to match contributions up to a certain amount is a big plus in the eyes of workers and can encourage them to stick with your firm.

Life insurance — Another practical matter rounds out the top five benefits offerings. Life insurance and accidental death & dismemberment insurance are important to employees looking to plan ahead and feel some reassurance in protecting their families.

Perks — as in perquisites or corporate perks — are nice-to-have additions to an employee's salary and benefits package. We define perks as above-and-beyond offerings that may sway an employee to value one employer over another. Think of them as icing on the cake.

The 5 most common perks

Flexible work schedules — More and more companies allow employees to choose their own schedule, within reason. This typically means a compressed workweek (e.g., four 10-hour

days) or flextime, where employees can choose to work, say, 10 a.m. to 7 p.m. rather than an 8-5 schedule.

Remote work options — Due to COVID-19, working remotely has become the norm for a lot of companies, and employees reported they want this trend to continue beyond the pandemic.

Paid parental leave — Employees want to know they can still earn a wage and pursue career goals while caring for a newborn or newly adopted child. Companies that offer paid time off for new parents will likely gain points with top performers who may plan to become a parent — again or for the first time — in the future.

Employee discounts — We're not talking 5% off at the local coffee chain (though that's not bad, in addition). But employees tend to love getting company-exclusive discounts on big-ticket purchases, from cars and homes to smartphones and home security systems.

PTO for volunteering — Also known as VTO (volunteer time off), this perk gives employees inclined to donate their time to help others the opportunity to do so without dipping into their PTO. As an added bonus for businesses, this offering can reflect highly on your corporate culture, which can help you retain employees.

Questions:

Q6: What are the benefits and perks in the company you work for?

Q7: Can you add any more benefits or perks?

Q8: What benefits and perks do employees want more? And why?

4.2.1 Getting benefits and perks

Task:

T5: Read the text below (Skipala, 2019) and translate into Czech language.

My name's Don and I'm a hotel manager in Rome. I get paid a **salary** every month. In summer we are very busy, so we work a lot of **extra hours**, or overtime. The money for this is quite good. Working in a hotel, we also get nice **company perks**, for example free meals.

I'm Peter and I work as a waiter in Paris. I like my job even if I don't earn very much. I get paid **wages** every week by the restaurant. We get the **minimum wage**: the lowest amount allowed by law. But we also get **tips**, money that customers leave for us in addition to the **bill**. Some tourists are very generous.

I'm Kathy and I'm a saleswoman based in Madrid. I get a basic salary, plus **commission**: a percentage on everything I sell. If I sell more than a particular amount in a year, I also get **extra money** - a **bonus**, which is nice. There are some good benefits with this job: I get a **company car**, and they make payments for my **pension**, money that I'll get regularly after I stop working. All that makes a good **benefits package**.

Questions:

Q9: Andrea and Bill are talking about Andrea's new job as a photocopier saleswoman.

Complete the conversation using some of the words above.

A: I get paid every month.

B: I see. You get a, not wages.

A: I usually have to work late: I don't get paid for it, but I get a percentage for every photocopier I sell.

B: So you don't get, but you do get That's good.

A: The people in production get a if they reach their targets.

B: Oh right. They get an extra payment for producing a certain amount.

A: The company pays for medical treatment too, and the company restaurant is fantastic.

B: Wow! The sound very nice.

A: And they've given me a to go and visit clients.

B: So you don't have to buy a car, then.

A: What's more, the company pays in money for us to get when we don't work any more.

B: Yes, it's important to get a good

A: The total is brilliant.

B: Yes, all that stuff is really worth having.

Task:

T6: Read the text (Check for vocabulary for FCE, 2012) which follows and fill in the gaps with an appropriate word from the box below. Use your dictionary to help you. In some cases, more than one answer is possible.

commission • prospects • candidates • references • manager
salary • promotion • applicants • increment • vacancy • employee
perks • qualifications • shortlist • pension • salesman

A computer company had a (1)_____ for position of (2)_____, and decided to advertise for a new (3)_____. A lot of (4)_____ with good (5)_____ and (6)_____ applied for the job, and after all the interviews had finished, the directors made a (7)_____ of the best (8)_____, then invited them to come back for another interview.

The person who eventually got the job was very happy. After all, he would receive an annual (9)_____ of £25,000, with a 5% (10)_____ twice a year, a 15% (11)_____ for each computer he managed to sell, excellent (12)_____ such as private health insurance and a company car, a company (13)_____ to make sure he

would be well-off when he retired, and the chance of (14)_____ from salesman to sales (15)_____ if he was successful. All in all, his future (16)_____ looked very good.

Questions

- Interview two people you know about their jobs. Find out about the benefits and rewards they get from their job. Tell the class.
- What are the top 3 things that motivate you at work?
- Why do you think you are successful in your job?
- Where do you see yourself in five years?

Summary

Keeping staff motivated is good for business. Here we can summarize some examples why:

- Motivated workers are more productive and higher productivity usually mean higher profits.
- In a service industry, workers who are well motivated will provide a better level of customer service, keeping the customers happy.
- Staff who are well motivated are more likely to stay with the company. They grow in experience and become even more valuable to their employer.
- If a business successfully keeps the staff it has, the cost of recruiting and training new staff is reduced.

Most people work to satisfy needs of one kind or another. Non-financial motivators are things other than money that motivate people to work. Abraham Maslow (Simplypsychology, 2020) developed his hierarchy of needs based on research about what motivates people to work. He suggested that there were 5 levels of need that influence a person's behaviour.

- 1. Basic needs: for food, drink and shelter
- 2. Safety needs: protection against danger, threat, deprivation
- 3. Social needs: the need for belonging, acceptance, friendship
- 4. Self-esteem needs: reputation, status
- 5. Self-actualisation: the need for realising one's own potential for continual self-development.

5 International Trade and Global Brands

Chapter objectives are:

- To be able to describe international trade activities.
- To develop your creativity in designing and packaging of a product.
- To know more about the business habits and behaviour in a global world.
- To learn the appropriate vocabulary for the topic.

Key concepts:

- Global brands
- Working abroad
- International trade
- Globalisation
- Export, import
- Package, design
- Customer loyalty

Task:

T1: Read the passage (TOEFL Success, 2018) and answer the questions that follow.

Tomatoes, potatoes, and hot peppers, all originally from South or Central America, are among several plants that have disproportionately influenced cooking around the world. This happened only after a few intrepid eaters got beyond common fears about potatoes, tomatoes, and other products. Entrepreneurial hunters for new food products hardly knew what they were haggling for when they tried to extract from foreign markets goods that would sell well at home. Shuttling between Europe and exotic lands, Italians, Spaniards, and Britons in particular brought back food prototypes that were not obviously good things to eat—cinnamon bark, cousins of the dreaded nightshade (tomatoes), and even the pollen from a crocus flower (saffron). As a glance at international cookbooks will show, many creative merchants were well rewarded not just with financial success, but with culture-changing influence.

According to this reading, why did merchants have “culture-changing influence”?

- a. They found new ways to get from one country to another.
- b. Many of the plants they sold were poisonous and killed off some populations.
- c. They made it possible for cultures to develop new dishes.
- d. They spread European cooking habits around the world.

Cinnamon, tomatoes, and saffron are mentioned to make the point that _____.

- a. many of the new plants merchants introduced were from Asia
- b. some strange-looking foods from odd sources were eventually accepted

- c. nightshade was unfairly dreaded by Europeans
- d. nearly every part of a plant can be turned into a kind of food

5.1 International Trade

Task:

T2: Think of things that you have in your home or school, e.g. a fridge, a TV, a computer. What are the names of the companies that made them? Compare with the class.

T3: Read the text (Business and Commerce, 2003) and correct the statements below.

International trade is when companies from one country sell their products or services in other countries. For example, the UK produces cars, machinery, oil, and chemicals, which it exports to **overseas markets**. Other British **exports** include services like banking and travel. These earn **foreign currency** for the UK. **Imports** to the UK include cars, food, and electrical goods.

Many companies set up **subsidiaries** overseas, either for manufacturing or for distribution, or both. These companies are called **multinationals** - Shell, Ford, and Sony are examples. Most multinational companies 'think global and act local.' This means that they try to understand and cater for the needs of every market they sell in.

International trade means there are more companies competing with each other to sell their products. This means lower prices, which is good for customers because they pay less and have more choice. Producers, however, make less profit. Multinational companies often look for ways to reduce their costs, for example, by manufacturing their products in countries where **labour costs** are cheap.

Changes in the **exchange rate** can make a company more or less competitive. The exchange rate is the amount of one currency needed to buy another currency. For example, in 2002, one British pound bought about 200 Japanese yen, so the exchange rate was 1:200. If the exchange rate falls, exports become cheaper, so companies become more competitive. If the exchange rate rises, exports become more expensive, so companies become less competitive.

- 1 British companies don't sell overseas.
- 2 Multinational companies sell the same products in different markets.
- 3 Increased competition is good for producers and bad for customers.
- 4 Changes in the exchange rate are not important in international trade.

5.1.1 Vocabulary

- 1 what a company pays for its workers_____
- 2 the type of money used in another country or market_____
- 3 the value of one currency compared to another_____
- 4 smaller companies that are part of a larger company_____
- 5 companies that operate in more than one country_____
- 6 things produced in your country and sold in other countries_____
- 7 places abroad where you can sell your products_____
- 8 things produced in other countries and sold in your country_____

Task:

T4: Match the **highlighted** words and phrases in the text above with the definitions (1-8).

5.2 Branding and packaging

Task:

T5: Read the text below (BBC, 2015) and answer the question.

The basic function of packaging has always been to protect and contain a product. In a competitive market, branding and packaging are important and have become an integral part of the product. We instantly recognise products by the size, shape and colour of packaging. The marketing department gives a product a unique look and decides on the package design. This will incorporate the brand name and will differentiate the product from competitors.

Package design

The shape, size and colour are important factors when packaging a product. The marketing department will want to make the packaging attractive and distinctive. Tango's packaging is dominated by orange. This helps consumers to recognise a product instantly, when they are in a shop. The same applies to the shape of the packaging. Deodorants and shampoos, for example, come in all shapes and sizes. Remember that the actual product is inside the container, so the packaging and advertising are all that will attract us to try a product in the first place.

Brand name and logo

Large manufacturers understand the importance of their brand name. Kellogg's, Adidas and Microsoft are all household names which we associate with quality. As a result, we are likely

to buy one of their products when we go shopping rather than an untried or unknown one. This is why it is important for their brand name or a striking logo to be prominent on packaging.

Product differentiation

The main aim of these variations in shape and colour is to give a product a distinctive image which will differentiate it from similar products. An expensive perfume or aftershave might be sold in an elegantly designed bottle. This sort of packaging suggests quality and would be targeted at a person with taste. Even if the product itself was not very good, the packaging alone could give the impression that it was.

Brand loyalty

The success of a product through branding can lead to brand loyalty. A positive buying experience results in repeat sales. Consumers tend to stick to a product if we like it. This in turn can lead to a trust in other products under the same brand name.

Buying behaviour

There are so many products on the market, many of them similar to each other, that the decision to make a first-time purchase can be a difficult process. If we don't know about the product already, we take advice from people who do or we read the magazine reports about it. Without personal recommendation, we rely on advertising and the product's packaging to help us make a buying decision.

In a highly competitive market, the marketing departments try to make their products stand out against the rest. A supermarket is a good example of this, with shelves full of almost identical products to choose from. The challenge facing the package designer is how to grab our attention so we make an impulse buy.

Questions:

Q1: Fizz, a soft drinks company, is bringing out a new product, which is a mixture of lime, apple juice and lemonade. They want to target it at school children. Give two factors that they should consider in their packaging, and explain your reasons.

5.1.2 Global brands

Questions:

Q2: What famous brands (e.g. Nike, Swatch, Amazon) do you know and what do they sell?

Questions:

Q3: Read (Business and Commerce, 2003) Parts A and B of the text quickly. Does the text come from an e-mail, a newspaper article or an advertisement?

Part A

Big companies spend millions of dollars on developing their brand and designing their logo. Market research shows that more and more people are paying attention to the brand of the things they buy. Why? Because global brands like Pepsi have ideas and values connected with them.

Some people are very loyal to one brand because of the ideas and values associated with it. For example, some makes of car are associated with quality or reliability. Other people are buying an image of themselves - the brand you use says what kind of person you are. Drinking Pepsi Max means you want to get the most from life - you want freedom and adventure, and therefore you are an exciting person. Wearing Nike trainers or sports clothes is all about individual achievement; you can do anything you want - just do it.

Part B

We asked some brand-conscious shoppers what brands they buy, and why.

Kate, 16: I wear these trainers because all my friends wear them. It's important to be cool.

Tom, 27: This car tells people I'm successful. My business clients expect me to drive an expensive car. It gives me the right professional image.

Jane, 20: Yes, it's the latest model. It's got lots of new features and I love the design. I use it to text my friends or call my boyfriend.

Questions:

Q4: Read the text again and answer the questions.

Part A

- 1 Why do big companies spend a lot of money on brands?*
- 2 Why do people buy a particular brand?*

Part B

- 3 Can you guess which brands the three people are talking about?*
- 4 What values or image do they associate with their brand?*

Task:

T6: Match the words and phrases from the article (1-6) with the definitions (a-f). Then write the words and phrases in Czech language.

- 1 logo
- 2 values
- 3 loyal
- 4 image
- 5 individual achievement
- 6 brand-conscious

- a the general impression you give to other people
- b something you do successfully, on your own
- c aware of different brands and what they represent
- d not changing, always buying the same brand
- e things that are important or that you believe in
- f symbol that appears on a company's products

5.1.3 Vocabulary

Tasks:

T7: In English, several words are often formed from the same root. Make new words from the root words below to complete the sentence.

PRODUCE

Henry Ford began the mass of the automobile.

Looking out of the window is not a very way to spend your time.

Since the new equipment was installed, has risen by 24%.

COMPETE

We work on very small profit margins so our prices are very

Our recent technological breakthrough has given us a lead over our

The fall in sales revenues resulted from increasedfrom the Far East.

ECONOMY

Leading are predicting that inflation will rise to over 2% by the end of the year.

Did you study when you were at university?

The new Honda does nearly fifty miles to the gallon. It's a veryto run.

ADVERTISE

There's anin the paper. It's for your job.

We can't print this article. Ourwon't like it.

Whichagency do you work for?

DIRECT

He resigned because he was unhappy about the the company was going in.

I'd like you to meet Mrs Gardener – she's the new Sales

I don't know the telephone number. You'll have to look it up in the

5.2 Doing international business

Questions:

Q5: Work in pairs and discuss the question.

What do you think it's important to know about another country if you are going on holiday or if you are going to work or study there?

5.2.1 Reading

Questions:

Q6: Read this information (Business and Commerce, 2003) for visitors to Japan. Is it for tourists, business people or students?

- a** When you meet someone in Japan, it is normal to bow. However, it's OK to shake hands, particularly with people who work in international companies. It's not a good idea to hug people.
- b** Always use chopsticks with your right hand. Place them on the side of a dish after you have started eating, not on the table. And never leave them standing in the rice bowl — it's bad luck.
- c** Your business card should state your name, company and position in your language and (on the back) in Japanese. Always give and receive cards with both hands. Treat other people's cards with respect — look at them carefully before putting them away. Never write or make notes on them.
- d** Send an agenda in advance and make it clear what the meeting is about. Also, send any documents — translated into Japanese. Try to find out who will attend, and check if your hosts speak English. If not, you will need an interpreter.
- e** Allow time for proper introductions and small talk as a friendly atmosphere is helpful. If there is silence during the meeting, don't worry — this is thinking time. Always take notes, and write to thank your hosts and confirm any decisions,

f You shouldn't use someone's first name until you have met several times and know each other well. Be sure to use titles such as Mr, Ms, or -san, but never use -san when referring to yourself.

g Japanese businessmen wear a blue or grey suit, a white or blue shirt and dark tie. Businesswomen should also wear a suit and use only a little jewellery and make-up. In summer when it's hot and humid, it's a good idea to pack several changes of clothes.

Questions:

Q7: Read the text again. Match the headings (1-7) with the paragraphs (a–g).

1 What to wear

2 Business cards

3 Eating out

4 Greetings

5 During and after meetings

6 Talking to others

7 Before a meeting

Questions

- Work in pairs. Are you brand-conscious? Discuss these questions.
- Are brands important to you?
- What brands do you buy?
- What values do you associate with them?
- What image do you want other people to have of you?
- Are there any brands you would not buy?

Summary (Corporatefinanceinstitute, 2015)

- ▶ International trade is an exchange involving a good or service conducted between at least two different countries. The exchanges can be imports or exports. An import refers to a good or service bought from abroad. An export refers to a good or service sold abroad.
- ▶ International trade is a method of economic interaction between international entities and is an example of economic linkage. Other forms of economic linkages include (1) foreign financial investment, (2) multinational corporations, and (3) foreign employees. The growth in these forms of economic linkages is known as globalization.
- ▶ Brand strategy refers to a long-term plan that focuses on the development of a successful brand. The plan is used by businesses to create a particular image among current and potential customers. Once a company has executed a successful brand strategy, customers will associate with the brand and what it does, without being told who the company is.
- ▶ Large companies such as Coca-Cola benefit from a successful brand strategy. Customers associate more with the company, helping drive purchasing decisions. A successful brand strategy should be well-formulated and executed at all business functions, with the goal of achieving improved financial performance, competitive advantage, and customer experience.
- ▶ When creating a brand strategy, businesses should first set business goals that they hope to achieve by launching the brand. They should also identify the target audience, which will help strengthen the effectiveness of the brand. The target audience should be distinguished by factors such as age, income range, geographical location, specific interests, occupation, etc.

6 Team Working

Chapter objectives are:

- Properly analyze the composition of the team.
- To characterize individual team roles.
- To understand your own role and its qualities.
- To learn professional terminology for the description of team roles.
- To be able to define a team composition.
- To develop and understand the qualities of individual roles and use them.

Key concepts:

- Team roles
- Team structure
- Team working
- Role descriptions
- Negotiation
- Team leader
- Responsibilities

Task:

T1: Read the text below (Shada Wehbe, 2017) and answer the questions.

Teamwork is the concept of people working together as a team for one specific purpose under the same value. It's important to allow team members to feel equally responsible for the performance of the team. Teamwork improves the working environment and reduces errors.

Great teams accomplish the results they set out to achieve. Team members must prioritize the team's collective results over individual or departmental needs. Members of team must publicly clarify desired results and keep them visible.

WHAT MAKES A SUCCESSFUL TEAM?

T - Talents (skills and abilities)

E - Enthusiasm (shared excitement and interest)

A - Adaptable (flexibility is key to face unforeseen roadblocks)

M - Mutual respect (valuing everyone's contributions)

W - Working Together (common purpose to deliver results)

O - Organized (clear structure, expectations, roles, etc.)

R - Recognition (continuous feedback – like the geese)

K - Knowledge (having the required knowledge to achieve the common purpose)

Questions:

Q1: What is a team working?

Q2: What are examples of teamwork skills?

Q3: What is importance of teamwork?

6.1 Working out your team roles

Task:

T2: Read the text and descriptions (Dvořáčková, Karpeta, 2010) and complete the team role contributions. The first letter of the word is already given.

Your team role is determined by the main products that you contribute to the team. Everyone can and does perform each team role, to some degree. However, there are often one or two team roles that you perform more than any other. To determine your team role, read the following summary table to decide your main contribution to the team:

Team role	Contribution
Coach	Building h/agreement in the team
Crusader	Giving i of ideas/beliefs/information
Explorer	E of potential in people/situations
Innovator	I of new ideas or perspectives
Sculptor	Bringing things to f, through action
Curator	C of information and ideas
Conductor	Introducing o into the way things are done
Scientist	Forming e of how things work

6.1.1 Team role descriptions

COACH

Coaches try to create harmony in the world around them, by building rapport with people, creating a positive team atmosphere, looking after people's welfare, motivating people and/or providing a service to the satisfaction of others. They value people's contributions, seek to develop the role that others play, and invest a lot of effort in building positive relationships. They try to overcome differences of opinion and find ways in which the team can agree.

CRUSADER

Crusaders give importance to particular thoughts, ideas, or beliefs. They are value driven, and in a team discussion they often bring a sense of priority that is derived from their strong convictions. They seize upon and emphasise ideas or thoughts that have the greatest importance, bringing them to the fore and stressing their significance. They assess the

inherent value or importance of new ideas, focusing on those about which they feel most strongly.

EXPLORER

Explorers promote exploration of new and better ways of doing things, to uncover hidden potential in people, things or situations. They break new ground, and are often looking one step beyond the current situation to pursue unexplored avenues, until all the possibilities have been exhausted. Explorers often challenge the status quo and experiment with the introduction of change, to see if the situation can be improved or new potential uncovered.

INNOVATOR

Innovators use their imagination to create new and different ideas and perspectives. They observe the world around them, then use their imaginations to consider what they have observed from a number of different perspectives, and dream up new ideas and insights. Innovators often produce radical solutions to problems, develop long-term vision and demonstrate an apparent understanding of what cannot be clearly known.

SCULPTOR

Sculptors bring things to fruition by getting things done, and getting them done now! They are very action-oriented, dealing with whatever tasks the current situation presents, and spurring others into action as well. They make use of their experience and utilise tools or processes of which they already have knowledge. They try to have an immediate impact on things, injecting a sense of urgency, and aiming to achieve clear goals and tangible results.

CURATOR

Curators bring clarity to the inner world of information, ideas and understanding. They listen, ask questions and absorb information, so that in their mind's eye they can achieve as clear a picture or understanding as is possible. They expand their knowledge and collection of experiences, and also look to the future by envisaging clear goals and clear pathways to achievement of those goals. The focus on clarity also brings greater attention to detail.

CONDUCTOR

Conductors introduce organisation and a logical structure into the way things are done. They organise and systematise the world around them, establishing appropriate plans, identifying and implementing the correct procedures, and then endeavouring to make sure they are followed. They try to ensure that roles and responsibilities are properly defined and that appropriate resources or skills are available to undertake the work assigned.

SCIENTIST

Scientists provide explanation of how and why things happen. They bring structure and organisation into the inner world of ideas and understanding. They analyse things, formulating hypotheses and explanations of how they function, and gather evidence to assess how true those explanations are. They produce mental models that replicate how

particular aspects of the world work, and they try to understand the full complexity of any situation.

6.1.2 Team roles descriptions by Belbin

Task:

T3: Read the text below (Skillsyouneed, ©2011) defines by M. Belbin (an English researcher and management consultant best known for his work on management teams) and compare the characteristics of the team roles with the descriptions in exercise 6.1.1

Team working is the collaborative effort of a group to achieve a common goal or to complete certain tasks in the most efficient and effective way. Requirements for a good team are an adequate team size; there must be at least 2 people in a team. Some teams like sport teams usually have given number of participants but if we talk about team at work there can be as many people as possible although, the more, the better rule doesn't always work here. Some tasks are better done in smaller team than in a bigger one. If you and your team want to be the most effective you should all communicate together and see what is everyone's best skill and what they like and try to use it for the best. If you can give someone a part which he will like doing and if they will feel passionate about it you can create great things.

SHAPER

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding the best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent. Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting.

IMPLEMENTER

Implementers are the people who get things done. They turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organized. These are the people who you can count on to get the job done. On the downside, Implementers may be inflexible and can be somewhat resistant to change.

COMPLETER-FINISHER

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure that there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly,

conscientious and anxious. However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate.

COORDINATOR

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognize the value that each team member brings to the table. They are calm and good-natured, and delegate tasks very effectively. Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative.

TEAM WORKER

Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic and perceptive. These tend to be popular people who are very capable in their own right, but who prioritize team cohesion and helping people get along. Their weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

RESOURCE INVESTIGATOR

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas. On the downside, they may lose enthusiasm quickly, and are often overly optimistic.

PLANT

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times. They may also be poor communicators and can tend to ignore given parameters and constraints.

MONITOR-EVALUATOR

Monitor-Evaluators are best at analyzing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective, and they carefully weigh the pros and cons of all the options before coming to a decision. Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than instigating them

SPECIALIST

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status. Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise. This may limit their contribution, and lead to a preoccupation with technicalities at the expense of the bigger picture.

Questions:

Q4: What is your team role within your organisation?

Q5: How do you lead a team?

Q6: How do you select your co-workers into a team?

Task:

T4: Watch the video below and try to summarize why diversity is good for team working.

**Video**

5 Reasons Why Workforce Diversity is Good for your Workplace

https://www.youtube.com/watch?v=8aLQytUM5dU&feature=emb_title

6.2 Reading and speaking**Task:**

T5: Before you start, take the quiz (Business and Commerce, 2003). Be honest! Then discuss your answers with a partner to find out if you are a team player.

Are you a team player?

1. *Do you prefer:*

A team sports like soccer and basketball?

B individual sports like swimming and cycling?

2. *When you have a free evening, do you prefer to:*

A go out with friends?

B stay at home watching TV?

3. *If your school put on a play, would you be:*

A in the cast?

B in the audience?

4 *If your boss gives you a group project, do you:*

A suggest your group meets after work to share ideas?

B go home and work on your own ideas?

5 *Is your ideal activity on a sunny weekend:*

A a picnic with friends at the beach?'

B a long walk in the country?

6.2.1 Eco-challenge team

Task:

T6: Read the information about Eco-challenge. Would you like to be part of an Eco-challenge team? Why/Why not?

Eco-challenge

Eco-challenge is one of the toughest races in the world. Teams of four people complete a number of activities over a 200-km route. These include kayaking, mountain-biking, climbing, and jungle trekking. The race takes six days. The teams carry all their own food, water, and equipment. The winning team is the one that completes all the stages in the fastest time.

Task:

T7: Read the quotes from two members of an Eco-challenge team and complete the lists with words or phrases from the quotes.

Andy (team leader)

Eco-challenge is very tiring. You need to be fit and to have a lot of stamina. As leader, you have to be able to work with other people and you must want to succeed. I need to be positive all the time. I'm responsible for making sure the team works together. I need to make decisions, to give encouragement and to help bring out the best in the team members.

Jenna (team member)

You're part of a team. It's sometimes difficult to be unselfish when you're tired and stressed, but the only way to succeed is to work together. You must have total commitment to the team's success, so cooperation is really important. You have to be supportive, especially if one person is having problems. Sometimes things go wrong and you have to solve the problem; it's important to be resourceful.

You need to be

fit

.....

.....

You need to have

stamina

.....

.....

You need to be able to

work with other people

.....

.....

Task:

T8: Complete the table with nouns and adjectives from the quotes in exercise above.

Noun	Adjective
	committed
	cooperative
	encouraging
resourcefulness	
responsibility	
	successful
support	

6.3 Negotiating

Questions:

Q7: Read this introduction to negotiating and answer the questions.

- 1 What makes a good negotiation?*
- 2 What makes a good negotiator?*

A successful negotiation is when two people (or teams) reach agreement on something which they are both happy with. There should not be a winner and a loser. The negotiation should end with both people getting what they want (win-win). For example, if workers negotiate with the company's management, the workers may get more pay and the management may get better productivity.

To be a good negotiator takes a lot of skill and preparation. You need to:

- understand what is a good result for the other team as well as yourself
- have a clear idea of your objectives
- be willing to compromise on your objectives

- be sure what your priorities are - what is most important to you
- have a strategy - a plan of what you are going to do and say
- listen carefully to the other people - what they say, and how they say it
- be well-prepared.

Task:

T9: Underline the words in the text that mean:

- 1 accept less than you want in order to reach agreement
- 2 the final situation at the end of the discussion
- 3 a plan that you use to achieve something
- 4 the most important things you want to do

Task:

T10: Look at these stages in a negotiation. Number them in the order that seems most logical to you.

- | | |
|--|--------------------------|
| Bargaining - discussing the terms - a process of 'give and take' | <input type="checkbox"/> |
| Preparation - thinking about what both sides want | <input type="checkbox"/> |
| Concluding - agreeing, making sure everyone is happy | <input type="checkbox"/> |
| Proposals - each side makes and responds to suggestions | <input type="checkbox"/> |
| Stating positions - both sides explain what they want from the negotiation | <input type="checkbox"/> |

Questions

- Interview someone who has experience of being in a team, e.g. at work, in sport, for a charity event. Find out what they think makes a good team player. Report back to the class.
- Make a team and discuss the preparation of your company stand at a trade fair. Try to cut the costs to the minimum. Analyse your roles in this task. Which role did you take? Which roles did your team workers take? Discuss the strengths and weaknesses of each role.
- Work as a class. Use business books or magazines to find out about negotiating styles in your country. Do people look for a win-win result or do they prefer win-lose? Can you think of a recent situation where there have been negotiations in your country, e.g. public service salary reviews? What was the result? Report back to the class.

Summary (Kimberlee Leonard, 2018)

- Modern business leaders know that teamwork is essential to the success of any business. Long gone are the days where a company can thrive with individuals sticking to their cubicles and not functioning cohesively. How do you define teamwork in the workplace? When most people think of teams, they think of sports where players work toward the goal of winning. The best definition of teamwork in business involves a group of individuals working together to complete a task or a large goal. A leader's role in developing and managing the team is critical to team success.
- The workplace teamwork definition works as long as people on a team feel included, which starts with management that establishes inclusiveness policies and employee programs. Policies and programs should include diversity training, anti-harassment policies and procedures, and equal-opportunity rules.
- Beyond a basic set of rules and policies, leaders should take the time to talk to team members individually about concerns and create environments both in and out of the office where the team members can get to know one another, mingle, and learn new and different things about one another. Many team-building exercises that leaders use are designed to engage team members who might be shy or reticent about stepping out of the cubicle and joining the collaboration table.
- Teams must be organized. A basketball team has five positions on the court and relief players on the bench, as well as at least one coach. Their goal is to make baskets and win games, but they can't do this unless all the people on the court understand their job assignments. The center and the point guard have different responsibilities. The same is true when establishing teamwork in the office.
- Leaders must not only delegate tasks appropriately but also explain to the team how one person's job is intertwined with the entire goal. Often, people on a team are reliant on one person completing a task before they can complete their own job. This interdependency must be addressed to ensure that everyone is able to keep the workflow moving efficiently. Look at a restaurant; the chef doesn't know what to cook unless the waitress not only takes the order but also delivers it to the kitchen quickly. If she takes nine orders before handing them in, a backlog occurs, and the customers have a poor experience waiting for their food.

7 Advertising and Promotion

Chapter objectives are:

- To learn basic terms of marketing.
- To master specific vocabulary of the marketing mix and its components.
- To explain basic principles of advertising and promotion.
- To know more about any kinds of advertising.
- To recognise the strengths and weaknesses of advertisement and promotion.

Key concepts:

- Marketing
- Marketing mix
- Strategy
- Promotion
- Advertising
- Customer profile
- 4Ps

Task:

T1: Read the text below (Dvořáčková, Karpeta, 2010, p 178-179) and answer the questions.

Marketing is the process of planning, designing, pricing, promoting and distributing ideas, goods and services, in order to satisfy customer needs, so as to make a profit. Marketing refers to activities a company undertakes to promote the buying or selling of a product or service. Marketing includes advertising, selling, and delivering products to consumers or other businesses. Some marketing is done by affiliates on behalf of a company. Companies point out how the special characteristics or features of their products and services possess particular benefits that satisfy the needs of the people who buy them. Non-profit organizations have other, social goals, such as persuading people not to smoke, or to give money to people in poor countries, but these organizations also use the techniques of marketing. In some places, even organizations such as government departments are starting to talk about, or at least think about their activities in terms of the marketing concept.

Questions:

- Q1: Define with your own words the basic roles of marketing.*
Q2: Discuss the most common customer needs these days.

7.1 What is Marketing?

Task:

T2: Read this article about marketing (Business and Commerce, 2003). Match the questions (1-6) with the paragraphs (a-f).

1 How do I meet my objectives?

2 What do I want to achieve?

3 What is marketing?

4 How do I communicate my message?

5 How do I find out this information?

6 What do I need to know?



a Marketing is finding out about your customers and **competitors** so that you can provide the right product at the right price.

b Think about the people you want to sell to: your **target market**. Different products have different target markets, for example, Swatch and Rolex watches. Questions to ask are:

- Who are my customers — age, sex, income?
- What is the size of the market?
- Is it possible for the market to get bigger?
- What about **product awareness** — do people know about my company's products?

c You find out this information through **market research**. Market research uses interviews to find out about people's attitudes and questionnaires to find out about their shopping habits.

d When you know who your customers are and how big your market is, the next step is to set your objectives. Do you want to increase sales? To increase **market share**? Or to make your product different from the competition?

e Next, think about your **strategy** for meeting your objectives. If your objective is to increase market share, you could:

- find new customers by making your product more attractive
- take customers from your competitors
- persuade your customers to use more of your product.

f How will you make your strategy work? What message do you want to send? There are many types of **promotion** and it's important to choose the right one, e.g.

- advertising on TV, in newspapers, etc.
- direct marketing by post (mailshots)
- telesales — selling to customers on the phone
- point-of-sale material in shops — free samples or special offers.

Now you are ready to **launch** your product in the market. Good luck!

Task:

*T3: Match the **highlighted** words and phrases in the text with the definitions (1-8).*

- 1 ways of telling people about your products_____
- 2 the part of the total market that buys your products _____
- 3 knowledge of your company's products_____
- 4 other companies that sell similar products_____
- 5 finding out about the market_____
- 6 to introduce a new product to the market_____
- 7 the kind of people you are interested in selling to_____
- 8 a plan you use in order to achieve something_____

Task:

T4: Look at the text again. Find and underline:

- 1) two market research methods*
- 2) three marketing objectives.*

7.1.1 Marketing mix

The marketing mix refers to the set of actions, or tactics, that a company uses to promote its brand or product in the market. The 4Ps make up a typical marketing mix - Price, Product, Promotion and Place. However, nowadays, the marketing mix increasingly includes several other Ps like Packaging, Positioning, People and even Politics as vital mix elements.

7.1.2 The 4Ps and the marketing mix

Task:

T5: Read the text below (Skipala, 2003, p 27-31) and answer the questions.

The 4Ps are the ideas to consider when marketing a product. They form the basis of the marketing mix. Getting this mix right is critical in order to successfully market a product. The 4Ps are:

Product

Price

Promotion

Place

If market research is carried out effectively, a company can plan a **promotion** for the right **product**, at the right **price**, and to get it to their chosen market, in the right **place**.

Now look at the 4Ps in more detail.

Product

A product can be either **goods** or a **service** that is sold either to a **commercial customer** or an **end consumer**. A customer buys a product, and a consumer uses it. Sometimes these are one and the same, as an industrial firm can also be a customer and a consumer. For example, British Airways might buy aeroplanes from British Aerospace, so it is a customer. It won't sell on the planes to another buyer, as BA needs the planes to provide its service, so it is also a consumer. Sometimes a wide product range covers both (Mercedes produce lorries for haulage companies, and cars for domestic use).

More commonly, there will be a number of sellers forming a **chain of distribution**. For example, a gold mine may sell gold to a jewellery manufacturer, who in turn will sell on rings to wholesalers and retailers, before we get to buy them in the high street. **Each is a customer, but only the final user is the end consumer**. A marketing manager will identify who his/her target market is, what they want, and sell it to them at each stage in the chain.

Price

No matter how good the product is, it is unlikely to succeed unless the price is right. This does not just mean being cheaper than competitors. Most people associate a higher price with quality, so you would expect to pay more for a Rolls Royce than for a Lada. On the other hand, is one cola worth more than another, and if so, how much?

As a rule, a producer of luxury or medical products will use skim pricing or **premium pricing** initially, in order to maximise its profits. This is useful, as it helps them to recover expensive research and development costs quickly.

For **fmcg's** (fast moving consumable goods) like colas, penetration pricing is usually used. The firm will want a large share of the market, so will settle for a small profit on each item. In the long term, they hope that the turnover, and therefore their profits, will be high.

The simplest method of all is **cost-plus pricing**, where a firm adds a profit mark-up to the unit cost.

Promotion

The main aims of promotion are to persuade, inform and make people more aware of a brand, as well as improving sales figures. **Advertising** is the most widely used form of promotion, and can be through the media of TV, radio, journals, cinema or outdoors (billboards, posters). The specific sections of society (**market segments**) being targeted will affect the types of media chosen, as will the cost. If you were a toy manufacturer, you

might want an advertising spot during children's TV. If you ran a local restaurant, you might choose a local paper or radio.

A small or local business would not usually advertise on TV, because it is very expensive.

Sales promotion is designed to encourage new and repeat sales. Loyalty cards, free gifts, competitions and voucher schemes are the most popular.

Companies use **sponsorship** and **public relations** to improve their image, notably through financing sports, the arts and public information services.

Place

Distribution channels are the key to this area. A firm has to find the most cost-effective way to get the product to the consumer. Direct marketing through catalogues, via a TV shopping channel and through the Internet have become popular, because the consumer can shop from home. For the firm, they can cut out the middleman in the process, and can therefore make more profit. Going through wholesalers and high-street retailers, however, is the most popular form of distribution, as that is still where most people shop.

Questions:

Q3: Explain and provide some specific examples of the four Ps in your company.

Q4: What is the main purpose of the marketing mix?

Q5: Which element of the marketing mix is most important?

Task:

T6: Work in pairs. Take turns to describe the marketing process. Use these phrases:

First you have to • Then • Next • After that • Finally

7.2 Advertising

Task:

T7: Read the text below (Dvořáčková, Karpeta, 2010, p 186) and answer the questions.

Advertising is a form of communication intended to persuade an audience (viewers, readers or listeners) to purchase or take some action upon products, ideas, or services. It includes the name of a product or service and how that product or service could benefit the consumer, to persuade a target market to purchase or to consume that particular brand.

These brands are usually paid for or identified through sponsors and viewed via various media. Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries. Mass media can be defined as any media meant to reach a mass amount of people. Several types of mass media are television, internet, radio, news programs, and published pictures and articles. Commercial advertisers often seek to generate increased consumption of their products or services through branding, which involves the repetition of an image or product name in an effort to associate related qualities with the brand in the minds of consumers. Different types of media can be used to deliver these messages, including traditional media such as newspapers, magazines, television, radio, outdoor or direct mail; or new media such as websites and text messages. Advertising may be placed by an advertising agency on behalf of a company or other organization.

7.2.1 Types of advertising

Virtually any medium can be used for advertising.

Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, doors of bathroom, stalls, stickers on apples in supermarkets, shopping cart handles (grabertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts.

Questions:

Q6: Try to describe some latest advertising campaigns with specific products, which have taken place recently in your country.

Q7: Discuss and talk about the coming trends in modern advertising.

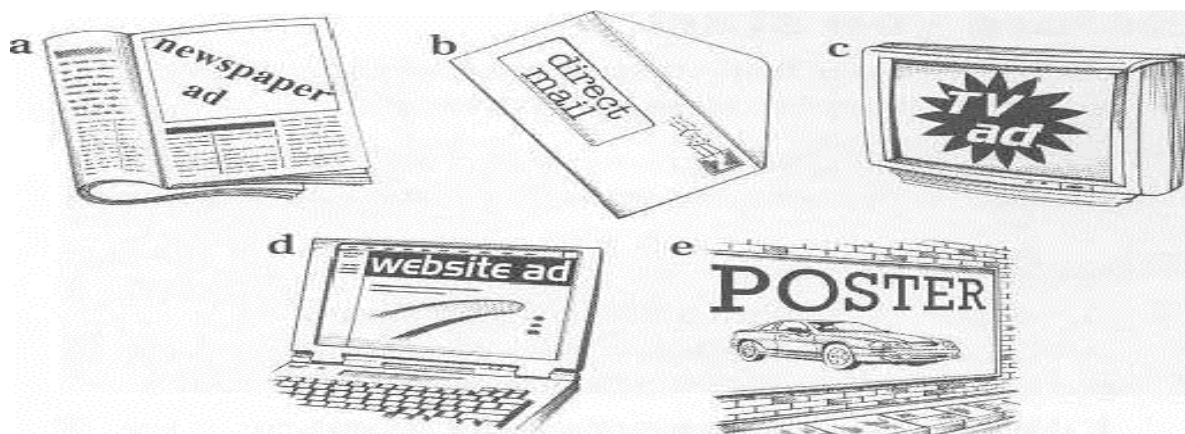
7.2.2 Promotion

Questions:

Look at these different ways of advertising and answer the questions.

Q8: Which do you think is best for contacting specific customers?

Q9: Which do you think is the most expensive? (Business and Commerce, 2003).



(Business and Commerce, 2003)

Questions:

Q10: Which way (or ways) of advertising do you think is most suitable for these situations?

- 1) a travel company selling last-minute trips
- 2) a car company launching a new model
- 3) a bank telling customers about a new kind of bank account
- 4) a local politician who wants people to vote for him/her

(Business and Commerce, 2003).

Task:

T8: Read the business advice information (below). Match the questions (1-4) with the paragraphs (a–d).

- 1 What does it say?
- 2 Why are you advertising?
- 3 Where will you advertise?
- 4 Who is it for?

Choosing the right advertising for your product or service is really important. Here are some tips.

A Understand your customers. Find out who they are (their age, interests, lifestyle, income, buying habits). Find out what is the best way to reach them. Which newspapers do they read? Which TV programmes do they watch?

B What do you want your advertising to achieve? What is its purpose? Do you want to inform people about your product or service? Do you want them to buy it, or see it in a different way? What is its USP (unique selling point)?

C Keep your message simple and clear. Say just one thing, e.g. 'This is new,' 'This is better,' 'This makes life easier!' Make sure you have a headline that is eye-catching. Make sure the text tells the customer everything you want them to know.

D Choose a method that will reach your target market. It's no good having a brilliant advertisement if the right people don't see it. It's useless to tell five million people about something that only 100,000 people need to know: banks don't use TV to tell existing customers about a new kind of account.

7.2.3 Vocabulary

Task:

T9: Use each word once to complete the paragraph.

RAW MATERIALS	SALARY	SOCIAL INTERACTION
LABOUR	CUSTOMER PROFILE	STATUS
FEATURES	LABOUR COSTS	BENEFITS
ADVERTISEMENT	TAXES	STYLES OF MANAGEMENT

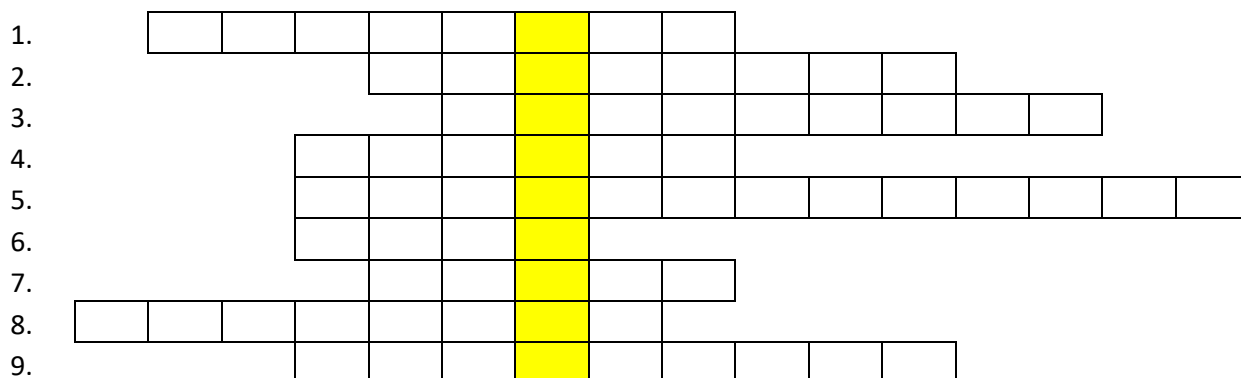
A company's marketing department should decide what type of person will buy their product and have a _____ or description of the consumer in mind. Then they can design their advertisements. A good _____ should describe the _____ or characteristics of the product as well as the _____ or advantages of buying the product.

The price of a product depends on various factors. Production costs are affected by the availability of _____, or workers and the availability of _____, or the things needed to make the goods. How much the company has to pay the workers, or _____, is another factor, and also the amount the government charges the company in _____.

The people who work for a company or the company's labour force are the company's most important asset. Many different things motivate people to work, such as _____, or money _____ or the position they have in the company and society and the opportunity of _____ and to meet other people. Different people like different things, and the way managers treat employees, i.e. their _____ can be very important.

Task:

T10: Complete the crossword to find a password in yellow.



1. Person who buys products and services from stores, restaurants or the other seller.
2. Activity that examines the market environment.
3. A label for any any type of marketing communication used to inform or convince the target audience of the relative benefits of a product, sevice, brand.
4. Place where people go to buy or sell things.
5. Presentation of goods or services which are related to the activities of the entreprenuer and the aim of which is to support the sale of these products or services.
6. Strenghts, weaknesses, opportunities, threats.
7. The amount of money expected, required, or given in payment for something.
8. Reduction from the usual price of goods or services.
9. Activity involving the selection of the target group.

Questions

- Work in groups. Think of a product you would like to produce and sell. It could be a new kind of drink or snack or a new range of make-up. You decide. Give your product a name.
- Draw up a marketing report with information under these headings. Then present your report.
Product name:
Target market:
Objective:
Strategy:
Promotion:
- Do some research. Think of a product you know or buy regularly; and about how the company markets it. Who is their target market? What are their objectives? Find out what you can about the company. What is their market share? Who are their competitors? Tell the class.
- Discuss and describe the pros and cons of specific types of advertising.

Summary

- A most important method of competition is advertising, the aid to trade that deals with the problem of giving information about goods and services, helps to put buyers and sellers in touch with one another, tells us what goods a supplier has for sale and emphasises their good points.
- Types of advertising:
 - Indirect advertising: It means advertising to everybody as by posters or TV commercials.
 - Direct advertising: It means advertising to individuals as by sending letters directly to the people concerned.
 - Informative advertising: It tells us what goods are available and gives the facts about them so that a consumer can choose the article that suits him best.
 - Competitive advertising: It tries to persuade people to buy the goods whether or not they want them. Its aims are to prevent sales from falling and to keep customers from turning to other goods.
- The most common forms of sales promotion are offering free gifts or premiums, organizing prize competitions and games, giving away coupons which can be exchanged for gifts or cash or used in part payment, special offer packages which are either sold at below the normal price or contain a larger than normal quantity of the product, samples, packing (packages communicate and can promote sales), trade fairs and exhibitions.

8 Ethics and Competition

Chapter objectives are:

- To learn about basic principles of business ethics.
- To get an overview of a code of ethics.
- To understand the changes in ethics through the history.
- To know how competition works.
- To develop specific terminology of ethics.
- To learn about real case studies of ethical trading and ethical approaches.

Key concepts:

- Ethics and business ethics
- Competition, competitors
- Code of Ethics
- Stakeholders
- Working environment
- Social responsibility
- Goods and services

Task:

T1: Read the text below (Stanwick, P., Stanwick, S., 2009) and answer the question.

The Internet is changing everything: the way we communicate, relate, read, shop, bank, study, listen to music, get news and "TV," and participate in politics. Of course, the last "third billion" of people in undeveloped countries are not participating on broadband as is the rest of the world, but they predictably will, first through mobile phones. Businesses and governments operate in and are disrupted by changing technological, legal, economic, social, and political environments with competing stakeholders and power claims, as many Middle Eastern countries in particular are experiencing. Also, as this chapter's opening case shows, there is more than one side to every complex issue and debate involving businesses, consumers, families, other institutions, and professionals. When stakeholders and companies cannot agree or negotiate competing claims among themselves, the issues generally go to the courts.

These large macro-level issues underlie many ethical dilemmas that affect business and individual decisions among stakeholders in organizations, professions, as well as individual lives. Before discussing stakeholder theory, and the management approach that it is based on, and how these perspectives and methods can help individuals and companies better understand how to make more socially responsible decisions, we take a brief look at the broader environmental forces that affect industries, organizations, and individuals.

Questions:

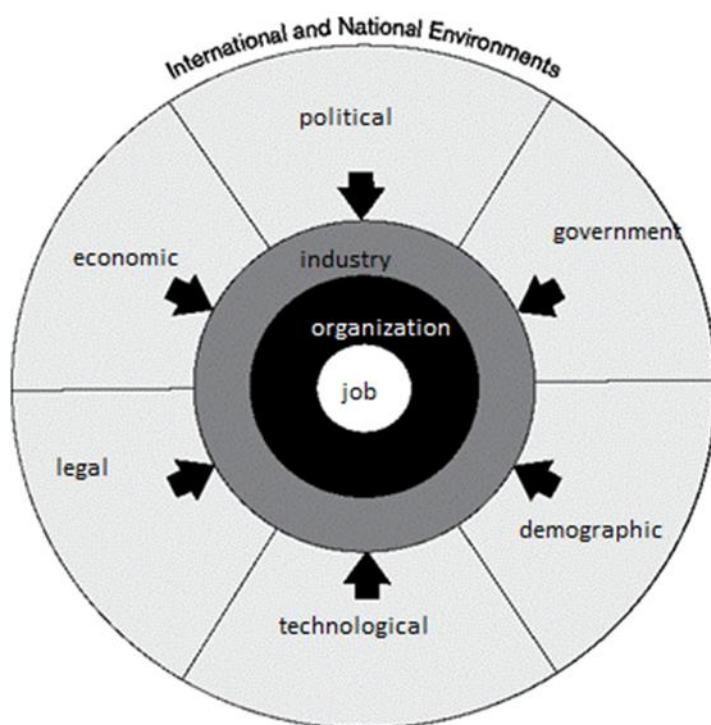
Q1: Who are the stakeholders?

8.1 Business Ethics and the Changing Environment

Task:

T2: Read this article about environmental forces and stakeholders (Weiss, 2014) and answer the questions below.

Organizations and individuals are embedded in and interact with multiple changing local, national, and international environments. These environments are increasingly merging into a global system of dynamically interrelated interactions among businesses and economies. We must “think globally before acting locally” in many situations. The macro-level environmental forces shown in Figure 1 affect the performance and operation of industries, organizations, and jobs. This framework can be used as a starting point to identify trends, issues, opportunities, and ethical problems that affect people and stakes in different levels. A first step toward understanding stakeholder issues is to gain an understanding of environmental forces that influence stakes. As we present an overview of these environmental forces here, think of the effects and pressures each of the forces has on you.



(Weiss, 2014)

The *economic environment* continues to evolve into a more global context of trade, markets, and resource flows. Large and small U.S. companies are expanding businesses and products overseas. Stock and bond market volatility and interdependencies across international regions are unprecedented, including the European market and the future of the euro, which is challenged by some defaulting economies. The rise of China and India presents new trade opportunities and business practices, if human rights problems can be solved in those countries.

The *technological environment* has ushered in the advent of electronic communication, online social networking, and near constant connectivity to the Internet, all of which are changing economies, industries, companies, and jobs. U.S. jobs that are based on routine technologies and rules-oriented procedures are vulnerable to outsourcing. Online technologies facilitate changing corporate "best practices." Company supply chains are also becoming virtually and globally integrated online. Although speed, scope, economy of scale, and efficiency are transforming transactions through information technology, privacy and surveillance issues continue to emerge. The boundary between surveillance and convenience also continues to blur.

The *government and legal environments* continue to create regulatory laws and procedures to protect consumers and restrict unfair corporate practices. Since corporate scandals, between 2002 and 2004 Federal Sentencing Guidelines were created to audit and constrain corporate executives from fraudulence on financial statements. The Act of 2010 established the Consumer Financial Protection Bureau, whose mission is to protect consumers by carrying out federal consumer financial laws, educating consumers, and hearing complaints from the public.

Legal questions and issues affect all of these environmental dimensions and every stakeholder and investor. These issues, which are exemplified in the file sharing controversy, question the nature and limits of consumer and corporate laws in a free market economy.

The *demographic and social environment* continues to change as national boundaries experience the effects of globalization and the workforce becomes more diverse. Employers and employees are faced with aging and very young populations; minorities becoming majorities; generational differences; and the effects of downsizing and outsourcing on morale, productivity, and security.

Questions:

Q2: Do you see your career and next job being affected by this round of globalization?

Q3: How can companies effectively integrate a workforce that is increasingly both younger and older, less educated and more educated, technologically sophisticated and technologically unskilled?

Q4: How much power should the government have to administer laws to protect citizens and ensure that business transactions are fair?

Q5: Who protects the consumer in a free-market system?

8.1.1 Business Ethics.....why does it matter?

Task:

T3: Read the text below (Stanwick, P., Stanwick, S., 2009) and answer the question.

Business ethicists ask, "What is right and wrong, good and bad, harmful and beneficial regarding decisions and actions in organizational transactions?" Ethical reasoning and logic is explained in more detail, but we note here that approaching problems using a moral frame of reference can influence solution paths as well as options and outcomes. Since "solutions" to business and organizational problems may have more than one alternative, and sometimes no right solution may seem available, using principled ethical thinking provides structured and systematic ways of decision making based on values, not only perceptions that may be distorted, pressures from others, or the quickest and easiest available options— that may prove more harmful.

Questions:

Q6: Who will be harmed or helped by my decision or by the decision of my organization?

8.1.2 Code of Ethics

Task:

T4: Read the article (Business Practices, 2014) about the ethical principles in the Levi Strauss company and then reflect on the principles accepting in your institution. Discuss with partners.

Code of Ethics: A guide of principles designed to help professionals conduct business honestly and with integrity. A code of ethics document may outline the mission and values of the business or organization, how professionals are supposed to approach problems, the ethical principles based on the organization's core values and the standards to which the professional will be held.

Breaking down the Code: Both businesses and trade organizations typically have some sort of code of ethics that its employees or members are supposed to follow. Breaking the code of ethics can result in termination or dismissal from the organization. A code of ethics is important because it clearly lays out the "rules" for behaviour and provides a pre-emptive warning.

Levi Strauss & Co: Ethical Principles

"Our ethical principles are the values that set the ground rules for all that we do as employees of Levi Strauss & Co. As we seek to achieve responsible commercial success, we will be challenged to balance these principles against each other, always mindful of our promise to shareholders that we will achieve responsible commercial success.

The Ethical Principles Are:

HONESTY: We will not say things that are false. We will never deliberately mislead. We will be as candid as possible, openly and freely sharing information, as appropriate to the relationship.

PROMISE-KEEPING: We will go to great lengths to keep our commitments. We will not make promises that can't be kept and we will not make promises on behalf of the Company unless we have the authority to do so.

FAIRNESS: We will create and follow a process and achieve outcomes that a reasonable person would call just, even-handed and no arbitrary.

RESPECT FOR OTHERS: We will be open and direct in our communication, and receptive to influence. We will honour and value the abilities and contributions of others, embracing the responsibility and accountability for our actions in this regard.

COMPASSION: We will maintain an awareness of the needs of others and act to meet those needs whenever possible. We will also minimize harm whenever possible. We will act in ways that are consistent with our commitment to social responsibility.

INTEGRITY: We will live up to LS & CO's ethical principles, even when confronted by personal, professional and social risks, as well as economic pressures."

8.2 Ethical Trading and Competition

Task:

T5: Read this interview (Business and Commerce, 2003) with David Schweidenback, who started Pedals for Progress. Find out:

- *what Pedals for Progress does*
- *how Pedals for Progress works.*

a After university, I worked in a small town in Ecuador. One man in the town had a bicycle. He was richer than everyone else, because they had to walk. If you have a bicycle, you can travel much further to find employment. I realized that bicycles could make a difference to the local economy. So, I decided to send used bicycles to people in developing countries.

b We collect used bicycles from local groups in the USA, where there's no market for them. We ask people to give us their old bicycle and ten dollars. We repair the bicycles, and we send a container of bicycles and parts every six months.

c We sell them. We want to create a market, so we don't give them away for free. In many countries there is a big demand but no supply, and new bicycles are very expensive. We sell our bicycles for 5% of the usual market price.

d Everyone's lives are based on the local economy. The local economy is based on the business in the town. And this is based on the movement of goods and services. If you speed up this movement, you improve the economy. Bicycles speed things up. So, you get a rise in productivity, and people have more money.

e Very successful! When someone gets a bicycle from us, it means a 14% rise in income. We've done that for 62,000 people who now eat better. Take Rivas, a little town in Nicaragua, for example. It's the first place I sent bicycles to. Most people in Rivas now own one, and the local economy is doing really well.

Task:

T6: Read the interview again and match the questions (1-5) with the correct paragraph (a-e).

- 1 Where do you get the bicycles?
- 2 How successful is *Pedals for Progress*?
- 3 How did you get the idea for *Pedals for Progress*?
- 4 How do you distribute the bicycles?
- 5 Why does sending bicycles change lives?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Task:

T7: Match the words from the interview (1-9) with the definitions (a-i). Then write the words and phrases in your language.

- | | |
|-----------------------|--|
| 1. local economy | a. things people buy and sell |
| 2. employment | b. the business activity in a town/village |
| 3. market | c. a group of people that buys something |
| 4. demand | d. the amount of money people will pay for something |
| 5. supply | e. work that you get paid for |
| 6. market price | f. the money you get as payment for work |
| 7. goods and services | g. the need for something |
| 8. productivity | h. the amount of something you can get or buy |
| 9. income | i. the amount of work that is done |

Task:

T8: Work in groups. Think of something without a market in your country, but that could help people in developing countries, e.g. old computers.

- 1) *Imagine you are going to set up a charity like Pedals for Progress. Think of a name for it.*
- 2) *Discuss these questions.*
 - *What are you going to send?*
 - *How will it help people?*
 - *How are you going to collect it?*
 - *How are you going to distribute it?*
 - *Present your idea to the class.*

8.2.1 Competition

Why superstores can offer cheaper prices

Goods in superstores are cheaper than small town centre shops as they can buy in bulk. This is what is known as economies of scale, e.g. a pack of six tins of beans is cheaper than six individual ones. If one superstore orders a million tins of beans while another orders ten thousand, the superstore that orders the larger amount will buy the beans at a cheaper cost per tin. The saving is then passed on to the customers. If a superstore is built where other

stores are located it will gain external economies of scale. Money will be saved because roads to reach the site and car parks have already been built.

Pressures faced by superstores

A new 'out of town' superstore can face opposition from the local community. This could come from those who run small shops in the town, local residents or environmentalists. A pressure group may be formed to stop a superstore from being built. Pressure groups campaign by contacting their Member of Parliament/local councillors, writing letters to newspapers and magazines, holding public meetings, demonstrations and handing out leaflets to the public. This could also involve using direct action, such as occupying the field where the superstore is to be built. Businesses listen to pressure groups because they are afraid of bad publicity.

Social responsibility

A new out-of-town superstore can destroy the business of shops in a town centre. Superstores have a social responsibility to the town and all their stakeholders. These include the local community, employees, suppliers, customers and shareholders.

Most shareholders have invested in a superstore for financial reasons. They hope the superstore will be profitable resulting in an increase in the value of their shares. A shareholder will be paid a share of the profits which are known as dividends. Shareholders are interested in the private costs and private benefits of the superstore.

Private Costs:

- land
- building
- running

Private Benefits:

- high turnover
- large profits
- lower cost per unit

If the private costs are high, the return on the shareholder's investment may be reduced. With reduced private benefits, the shares will lose their value.

The local community

The superstore's shareholders may be happy with the return on their investment in the business, but the price paid by the local community may be high, and everybody may not enjoy the benefits.

These are the factors a local community should consider –

Social costs:

- greater traffic congestion

- more pollution
- more noise
- desertion of town centre

Social benefits:

- more employment
- cheaper goods
- greater customer spending in area

A new superstore has to take account of the social costs and benefits as well as their private costs and benefits. Pressure groups, especially environmentalists, have done a lot to make us aware of social costs and benefits. These are measured by a calculation called cost/benefit analysis. As a new superstore will attract more cars and pollution to an area, this is taken into consideration when working out the cost. When all private and social costs and benefits are taken into consideration a decision is made as to whether a superstore will be built.

Task:

T9: A large national computer store is built in your area, on the outskirts of town. As it provides a wide choice of computer games at a cheap price, many customers decide to shop here instead of on the high street. Other retailers are also attracted to the area resulting in the development of an out-of-town shopping centre.

How will this affect the town centre and the environment? Discuss in the class.

Author's answers:

Harm to the environment?

- you'll need a car to get there
- more congestion and noise
- the countryside is destroyed affecting wildlife

Harm to the town centre?

- small businesses lose their customers
- town centre businesses go bankrupt
- local business can no longer offer jobs
- loss of access to shops for elderly/disabled people

Questions

- Use the Internet or magazines to find some information about unusual ideas for charities like Pedals for Progress.
- Whose responsibility is business ethics?
- What are some examples of business ethics issues?

- What is Unique Value Proposition?
- What do you want to know about your competitors?

Summary (Corporatefinanceinstitute, 2015)

- By definition, business ethics are the moral principles that act as guidelines for the way a business conducts itself and its transactions. In many ways, the same guidelines that individuals use to conduct themselves in an acceptable way – in personal and professional settings – apply to businesses as well.
- The first part of the summary is the history. While the idea of business ethics came into existence along with the creation of the first companies or organizations, what is most often referred to by the term is its recent history since the early 1970s. This was when the term became commonly used in the United States. The main principles of business ethics are based in academia and on academic writings on proper business operations. Basic ethical practices have been gleaned through research and practical study of how businesses function, and how they operate, both independently and with one another.
- The second major meaning behind the term is derived from its close relationship and usage when scandals occur. Companies selling goods in the U.S. that were created using child labor or poor working conditions is one such scandalous occurrence.
- Perhaps the most recent and continually developing aspect of ethics is the third piece – the idea that companies are building business ethics into the core of their companies, making them a standard part of their operational blueprint. As the world continues to grow more political – and more politically correct – an increased focus on proper business ethics and strong adherence to them become ever more the norm.
- Business ethics are important for every company. They keep workers safe, help trade and interactions between companies remain honest and fair, and generally make for better goods and services. Distinguishing what a company will and won't stand for is not always the same for each organization, but knowing basic ethical guidelines is a key component of company management.

9 Types of Professional Business Communication

Chapter objectives are:

- To learn about kinds of communication means.
- To be able to recognise the differences in communication ways in a company.
- To understand business written forms.
- To know how to write a CV.
- To develop telephoning skills.
- To learn the ways of negotiating.

Key concepts:

- Communication
- Types of business communication
- Information technology
- CV
- Making a phone call
- Leaving a message
- Negotiating

9.1 Types of Communication

Task:

T1: Read the text below (Kimberlee Leonard, 2019) and answer the questions below.

As a business leader, you know that communication is a key part of your company's success. The methods you use to communicate include personal interactions, telephone conversations, text messaging and other more traditional forms of written correspondence. There are different types of business communication to consider that may adjust your tone or content.

The four basic types of business communication are **internal (upward)**, **internal (downward)**, **internal (lateral)** and **external**.

Internal, Upward Communication

This type of business communication is anything that comes from a subordinate to a manager or an individual up the organizational hierarchy. Leaders need information to flow upwards to have a true pulse on the operations of the company. Most communication that flows upward is based on systematic forms, reports, surveys, templates and other resources to help employees provide necessary and complete information.

For example, a sales report might include the total number of pitches, along with the actual sales. It may also ask for feedback such as a summary of problems or successes that management would like to track.

Internal, Downward Communication

This is any type of communication that comes from a superior to one or more subordinates. Communication might be in the form of a letter, a memo or a verbal directive. Leaders should keep communication professional and clear with subordinates. For example, a memo regarding a new operations procedure might involve safety requirements and new regulations. There should be no room for interpretation of the safety requirements; the language should concisely explain exactly what needs to happen.

Internal, Lateral Communication

Lateral communication is the talking, messaging and emailing among co-workers in the office. This might be cross-department communication or just internal department dealings. An example of a scenario involving cross-department communication is where the fulfillment manager has a question about a special order, and is requesting clarification from the sales representative via an email or office messaging system. Those in the same department might communicate to provide updates on status reports and coordinate schedules. Co-workers should always be encouraged to communicate in a respectful and professional tone when at work.

External Communication

External communication is any communication that leaves the office and deals with customers, prospects, vendors or partners. It could also involve regulatory agencies or city offices. Sales presentations or marketing letters need to be exciting to generate interest from the customer but they also need to be factually based. When corresponding to outside entities for partnerships or other business administration needs, state the purpose and be concise in communication, whether oral or written. Respect people's time by getting to the point and stating your request.

Questions:

Q1: What is the most important goal of business communication?

Q2: What is the importance of effective communication in business?

Q3: What way of communication do you prefer?

9.2 Information Technology

Task:

T2: Analyse the effects of advances in ICT on businesses today. (BBC, 2019) And after reading, look at the possible answers down the text.

Developments in information and communication technology (ICT) have changed the way people work. Today's employees have much more information at their fingertips and can communicate information quickly and effectively. The use of computers to process

information has meant many jobs have been lost in industries such as banking, where there used to be a need for a large number of clerical staff.

In manufacturing there has also been a change in the way things are done. Many routine jobs can now be done by robots, e.g. paint spraying new car bodies. Changes in ICT can often lead to increased productivity. This means businesses can be competitive. Some employees can now work away from the office. This is called *teleworking*. A teleworker is able to work at home and is connected to work via a computer and modem.

This can make the job more flexible, which is an advantage for some parents who have to combine paid employment with childcare responsibilities.

Positive effects:

- *Speed of communication has increased so information can be processed faster*
- *Holding more information can help with decision making*
- *Businesses can reach a wider audience*
- *Employees can become more productive*
- *The business can be more competitive*
- *Employees can work from home, reducing overheads*
- *Computers can do repetitive jobs*
- *It may be possible to reduce the workforce, saving on costs*

Negative effects:

- *ICT equipment is expensive and needs updating often*
- *Not all equipment is compatible*
- *Information may be less secure*
- *People may lose their jobs*
- *Staff will have to be trained to use the equipment*

9.2.1 Changes in communication

Task:

T3: Read the text below (BBC, 2020) and answer the questions.

A business is made up of individuals each with their own communication needs. The different methods or *means* of communication have changed dramatically recently because of advances in *information technology* (IT)

Two examples of this are:

- *Electronic mail* or (*e-mail*) is much faster than ordinary mail.
- *Video conferencing* provides visual feedback to phone calls and removes the need to travel to meetings.

Here are some further examples of the equipment and techniques which businesses use to communicate with each other:

PC or Personal computer - With the right software a personal computer can do a variety of tasks:

- Word processing can be used to produce documents
- Spreadsheets can be used for accounting
- Databases can hold information about products, customers and stock levels
- Desktop publishing (DTP) can be used to produce leaflets and posters.

Network - A number of computers can be linked together and can share information and peripherals like printers and scanners. This can save a lot of money.

Modem - This turns the computer's signals in to a form that can be sent using telephone lines.

Internet - A network of computers worldwide that provides electronic mail (e-mail) facilities and information. An increasing number of businesses are selling products via the Internet.

Video conferencing - Special cameras can send sound and pictures from one location to another so that business people can conduct a live meeting with colleagues who are many miles away.

EDI or Electronic data interchange - A system used to automatically send orders and invoices between computers. For example, stock at a supermarket may be ordered automatically when stock levels become low.

Questions:

Q4: How does communication change over time?

Q5: What is the most basic form of communication?

Q6: How has technology improved communication?

9.3 Written Communication

9.3.1 How to write an effective e-mail

Task:

T4: Read some 'rules' (Business and Commerce, 2003) for writing good business e-mails. Which rules do you follow?

- 1** Use a subject line that tells the other person what the e-mail is about. Don't just write *Information* or *Your e-mail*.
- 2** If you are writing to someone you don't know, start by saying who you are and why you are writing.
- 3** Use written greetings (*Dear Mr Smith*) and endings (*Yours sincerely*), just as you would in a letter.
- 4** Use short, clear sentences.
- 5** Use paragraphs for different subjects. Leave a space between paragraphs.
- 6** In business e-mails, always use a formal and polite tone. Don't be too informal or familiar.
- 7** Don't use emoticons, e.g. 😊, or acronyms, e.g. BTW (*by the way*).
- 8** Don't write in CAPITAL LETTERS - this is like shouting.
- 9** Don't repeat yourself - try not to use the same word more than once in a paragraph.
- 10** Check your spelling and punctuation - are they correct? If you are worried about your spelling, use a spell check.

Task:

T5: Read the e-mail below from a student to a company about their work experience programme. Which rules from above does he break?

To: Amanda Lewis, Human Resources Manager
From: Luigi Ferrara
Subject: Information

¹*Hello Amanda!*

²*I'm Luigi from Pescara.* ³*Can you tell me about your student programme?* I know your company takes students who want some work experience in their holidays, and ⁴*I want to apply for* the programme because I want to get some experience of working in a big multinational company and I also want to practise my English and make it better, because I think it is VERY BAD. Sorry about that!! I want to know more about the program, so ⁵*please give me some more information*, in particular the dates, the details of the daily work, how much you pay, where I can stay, etc. I study marketing so I would like to work in the marketing department if it is possible. BTW, I'm a 20-year-old student of business living in Italy. Sorry, I forgot to tell you that 😊.

⁶*Send me your reply soon.* Thanks a lot.

Bye. Luigi

Task:

T6: Look at the phrases in italics (1-6) in the e-mail. Match them with the formal phrases (a–f) below.

- a** Could you send me more information ...
- b** I look forward to hearing from you.
- c** I am writing to ask about ...
- d** My name is Luigi Ferrara ...
- e** Dear Ms Lewis
- f** I am interested in applying for ...

9.3.2 Writing a CV

Task:

T7: Read the sections of a CV (a–h) and match them with the headings (1-8).

- | | |
|-----------------------------|---------------------------------------|
| <i>1 Personal statement</i> | <i>5 Interests</i> |
| <i>2 Personal details</i> | <i>6 Other information</i> |
| <i>3 Work experience</i> | <i>7 Referees</i> |
| <i>4 Languages</i> | <i>8 Education and qualifications</i> |

- a** Czech (mother tongue), English (fluent), Spanish (good)
- b** Theo Johnson, Head of Postgraduate Studies, London Business School
Sarah Lewis, Marketing Director, International Enterprises
- c** 1998-99 London Business School — Postgraduate Diploma in International Marketing
1994-98 University of Economics, Prague — graduated in Business Studies
- d** I am a hard-working and enthusiastic sales and marketing graduate, who is looking for a challenging I position with an international company.
- e** Travel, swimming, running, reading, cinema, classical music
- f** Name Frantisek Svoboda
Address 220 Belsize Gardens,
London SW2 2RT
Telephone 070 2268 2331
E-mail fransvob@yahoo.com

Nationality Czech
Date of birth 17th April 1976

g I spent a year travelling in the United States and Latin America between my postgraduate studies and my current job. I also worked for two summers at a summer camp for children in the US. I ran the London Marathon in 2000 and 2001.

h 2000—date Marketing executive, JB Market Consulting, London

1999-2000 Marketing trainee, International Enterprises, London

Task:

T8: Work in pairs. Look at these 'rules' for writing a CV. Which ones do you agree with? Why?

- Make sure your CV is well-organized.
- Include a lot of detail - a good CV is long.
- List your education and work experience in reverse order - start with your most recent job.
- Include additional information that you think could help your application, e.g. travel experience or voluntary work.
- Don't send a covering letter - no one reads it.

9.4 Telephoning

9.4.1 Making a phone call

To make your phone conversation successful in a foreign language, prepare well for it. Make notes in advance on the most important messages and questions, and make a list of practical words and phrases or even whole phrases on your phone. Speak slowly, clearly, and take time to think. You will definitely be asked to spell your name and the name of your company: Could you please spell your name? In order to be able to call you back, do not forget to provide your own telephone number with the international country code.

Task:

T9: Set up a two-way telephone conversation to make an appointment with your potential business partner.

At least 10 sentences:

Compare your interview with the phrases used below. What are the differences, what can be used better and where you did not make a mistake?

A: Miller Communications. Good morning. Can I help you?

B: This is Mr Novak speaking. Could I speak to Mr Chester, please?

A: One moment please. I'm sorry but Mr Chester is on the other line – will you please hold the line? I'll put you through as soon as possible. Or would you like to leave a message?

B: Could you ask Mr Chester to call me back?

A: Of course, what was your name again?

B: My name is Antonin Novak.

A: Could you please spell your last name?

B: N for Nellie, O for Oliver, V for Victory, A for Andrew and K for King.

A: OK, my colleague will call you back as soon as possible. Thank you for calling and goodbye.

Meeting dates are often arranged by phone, although there are sometimes misunderstandings, especially in the time data. In English, we usually work only with data in a twelve-hour cycle. For example, 8.30 is reported as 8.30 a.m. and 20.30 as 8.30 p.m. To avoid confusion, let's say, for example, 8.30 in the morning or in the evening. The English also like to say half-eight, which in some parts of England surprisingly corresponds to Czech "půl deváté", but in some regions it means "půl osmé". It is therefore best to arrange dates in English in whole o'clock or to ask again for sure, for example: Do you mean 8.30 in the morning or in the evening? It is certainly better to have the date confirmed in writing - by sms or e-mail: Could you please confirm the time and date by sms / e-mail?

9.4.2 Useful phone phrases

Starting the call

- Hello, this is...
- Could I speak to...?
- Could you put me through to...?
- I'd like extension 26, please
- I'm calling about / to

Making an appointment, arranging a date

- I'd like to make an appointment with...
- Would the 28th of August suit you / be convenient / be OK)?
- Could we meet on Friday the 28th?
- How about Friday the 28th?

Changing appointments

- I'm afraid that / sorry but...
- I have to change / postpone our appointment.
- I can't make it on Monday.

- Could we arrange another date?
- I'm afraid I have to cancel the meeting.

Problems

- We have a bad connection.
- Would you speak a little louder / more slowly please?
- You've got the wrong number.
- I'm sorry, he's not available, try again later.
- I beg your pardon.
- I didn't catch that, would you repeat that please?

Closing the call

- Right / So / Well / OK!
- Thank you for calling / the information / your help.
- Goodbye!
- I look forward to hearing from you again.
- I'll talk to you later / soon.

Answering machine, answerphone

- The number you're calling is momentarily unavailable.
- Please, leave a message after the tone / signal / beep.
- We'll call you back as soon as possible.

Task:

T10: Read these two calls and complete the notes.

- 1** A Hello. AGM Finance. Jana speaking. Can I help you?
B Hello. Can I speak to Tomas Czeska, please?
A Who's calling, please?
B This is Anna Lee.
A Just a moment ... I'm sorry, the line is busy. Do you want to hold on, or call back later?
B Can I leave a message?
A Of course.
B Can you ask him to call me on 0121 334 8798?
A OK, 0121 334 8798.
B That's right. Can you say I need to speak to him urgently?
A I'll give him the message.
B Thanks. Goodbye.

- 2** A Hello. Ikon Technology. Can I help you?

B Good morning. This is Paul Danielsson from Stockholm. Can I speak to Jo Stein, please?

A I'm sorry, she's not in the office today. Can I take a message?

B Yes. I need to talk to her about our meeting. Can you ask her call me as soon as possible?

A Yes, of course. Can I have your number?

B Yes, it's 0046 8 5678 6769.

A So that's 0046 8 5678 6769.

B Yes, and let me give you my mobile number. It's 07990 202022.

A OK, Mr Danielsson, I'll give her the message.

B Thank you.

A You're welcome. Goodbye.

1

2

Message for: _____ Message for: _____

Caller's name: _____ Caller's name: _____

Number(s): _____ Number(s): _____

Message: _____ Message: _____

Case study: Negotiating

Some students are organizing a charity concert. Read the three extracts below from a negotiation between the students and the manager of the local community centre.

The situation

The students are organizing the concert to support Greenpeace, a charity for the environment. They want to use the hall at the centre for free. The community centre has financial problems and the manager needs to make money out of every event.

Extract 1

S *OK, our position is this. We want to* make as much money as possible for Greenpeace. We're charging six euros a ticket. All the people taking part in the concert are performing for free. *The problem is*, if we have to pay you to use the hall, we'll have less money for Greenpeace.

M *Yes, I see your point.* But *my situation is this*. A concert in the hall will use electricity, and one of my staff will need to be there. *I have to* pay for these. *I need to* make sure that I cover my costs. Also, the community centre needs to make money too.

S *OK, I understand that*, but ...

Extract 2

M ... *What I'd like to suggest* is that we discuss the possibility of you paying us something towards the cost of using the hall, but not the entire cost.

S *OK, that seems reasonable. Why don't you* work out exactly how much you think it will cost? Then we can discuss it.

M *Yes, that's a good idea*. And *maybe we could discuss* a donation to the community centre as well?

S Hmm *I'm not sure about that*...

Extract 3

M *If you pay us* 20 per cent of the money you take, *we'll let you* use the hall.

S That seems rather high. I'm not sure I can agree to that.

M *If you agree, we'll let you* use the café to sell coffee and soft drinks.

S That sounds possible. *How about if we pay you* 15 per cent of the money for the tickets? And *we'll also pay you* 25 per cent of the profits from the coffee and soft drinks ...

Otázky:

1. Put the phrases in yellow italics from the dialogue under the correct headings.

Stating your position

Showing you understand the other person's position

Making proposals

Responding to proposals

Bargaining

Source: Business and Commerce, 2003, p 32-33

Questions

- Work in pairs. Find some adverts for jobs. Look in newspapers or on the Internet. Choose an advert for a job you would like to do. Give your advert and CV to your partner and take theirs. Suggest ways your partner could adapt their CV to fit the job advert.
- You are interested in taking part in a work experience programme for business students. Write an e-mail to a company that offers such programmes. Organize your e-mail like this:
introduce yourself
explain why you are writing to them
request some information about the programme.
Don't forget to start and end the e-mail in an appropriate way.
- Write some instructions for a phone call on a piece of paper. Write instructions for A and B. Then give your instructions to another pair. A makes the call and leaves a message; B answers the call and takes the message. Listen and check that the information is all correct.

Summary (Lisa Nielsen, 2013)

- Business people today have many means of communicating with clients, co-workers, customers and company stakeholders. Cell phones, email and video-conferencing are a few of the ways businesses enable their employees to communicate to get work done. Understanding the nature of business communication can help a small business owner lead his company toward its goals and assist him in the day-to-day management of his company.
- Business communication holds one overriding goal: People within an organization exchange information toward a common end. Communication can be between co-workers on a team, a directive from the CEO or a performance review with an employee. Business communication also includes communication by someone within the organization to someone outside it, such as a sales presentation to a customer or a message to stockholders.
- Business owners who understand the essence of good business communication know that certain communication methods work well in some situations but not in others. The difficult client is best handled in a personal sales call, not by an email message. The client may feel slighted and take his business elsewhere. The cell phone is a useful way to keep in touch with sales staff out on the road during the workday. The salesperson does not have to come back to the office to apprise the sales manager of

that day's work. Cell-phone communication makes the sales force more efficient and possibly more effective.

10 Leadership and Management

Chapter objectives are:

- To describe the organizational structure of the company.
- To learn professional terminology to describe the company in terms of its organizational structure.
- To analyse and describe the characteristics of a manager and a leader.
- To understand the difference between leadership and management.

Key concepts:

- Leadership
- Management
- Leaders and managers
- Company departments
- Company hierarchy
- Responsibilities
- Confusions and differences

Leadership and management are often considered practically overlapping concepts. But are they? Is there a difference between the two concepts or leadership is a facet of management and therefore cannot be separated? Virtually all organizations, including large corporations, academia, leadership theorists, researchers and authors are concerned about the difference and believe it is important. This chapter aims to focus on the differences and similarities at all organization's levels.

Leadership and management there are a difference between these two expressions. While being a leader means to have people or a team that follow you and you give them tasks for them to do and be a guide through the process. Meanwhile a manager is someone who is in charge of people but not specifically the one who gives but who they work for.

Leaders try to inspire people and has to be creative, a problem solver.

He monitors in the work of others and influences them to keep the projects vision in line and on track. He also shows and explains what to do and is there for any questions that may arise.

Management is in about controlling and monitoring that everyone did their work and is not breaking any rules. Management told simply is the administrative side of a company. Managers often think of themselves highly and think they have the solutions to a problem and involve themselves in projects while adding nothing just because they are the owners. Not all managers are leaders.

That doesn't mean one is bad the other good. The important part to understand is that one can't work without the other. They are both part of the inner workings of a business and are essential for a company to work. (Bohoris, G. A., Vorria, E. P., 2007)

10.1 Part of a company

Task:

T1: Someone is giving a visitor a tour of a company. Read (Business and Commerce, 2003) about the nine departments and underline the names of all the departments.

Let's start here, in research and development, or R and D. This department is responsible for thinking of ideas for new products and finding ways to improve our existing products...

This department looks after our computer equipment. They deal with any problems. This is information technology or IT...

Purchasing buys all the things we need to make our products. They talk to our supplies and try to get the best price...

This is the main factory area, the production department. Here we make our products. This is the biggest part of the company...

Here in the finance department, they check how much the company is making and decide how much to spend. They also pay employees' salaries...

This department looks after people who work here. Human resources are responsible for recruiting new employees, organizing training and helping with any problems...

Sales and marketing is very important. The marketing people think up the ideas for selling our products to customers...

Customer services processes orders from customers. It organizes transportation, checks that customers have received their orders and deals with complaints...

Finally, distribution is responsible for transporting our products. They receive orders from customer services, and plan how and when to transport the products so the customers receive them at the right time...

Questions:

Q1: Match the names of the departments (1-9) with the phrases (a-i) to make a short description of each department.

- | | |
|-----------------------|---------------------------------|
| 1 Sales and marketing | a transports the products. |
| 2 Information | b pays the salaries. technology |
| 3 Customer services | c sells the products. |
| 4 Human resources | d makes the products. |
| 5 Purchasing | e looks after the computers. |

6 Production	f thinks of ideas for new products.
7 R & D	g recruits new staff.
8 Finance	h processes orders from customers.
9 Distribution	i buys parts from suppliers.

10.2 Leadership versus Management

Task:

T2: Read these articles below and answer the questions.

Leadership

There are many diverse definitions of leadership. Stogdill concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept". While Peter Drucker sums up that: "The only definition of a leader is someone who has followers. To gain followers requires influence but doesn't exclude the lack of integrity in achieving this" (Yukl, 1989). Some theorists believe that leadership is no different from the social influence processes occurring among all members of a group and others believe that leadership is everything someone is doing in order to lead effectively. The classic question if leaders are made or born is still concerning many researchers. Is it a charisma or something that can be taught? The answer to this question varies. Although it is unexceptionable that leading isn't easy, leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication ability, risk taking and visibility (Capowski, 1994).

Management

Some would define management as an art, while others would define it as a science. Whether management is an art or a science isn't what is most important. Management is a process that is used to accomplish organizational goals. That is, a process that is used to achieve what an organization wants to achieve. But do leaders and managers have the same role? Can organizations have only leaders or only managers? A well-balanced organization should have a mix of leaders and managers to succeed, and in fact what they really need is a few great leaders and many first-class managers (Kotterman, 2006)

Managers and Leaders:

Are they different? Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem solving and controlling. Leaders on the other hand set a direction, align people, motivate and inspire (Kotter, 2001). Other researchers consider that a leader has soul, the passion and the creativity while a manager has the mind, the rational and the persistence. A leader is flexible, innovative, inspiring,

courageous and independent and at the same time a manager is consulting, analytical, deliberate, authoritative and stabilizing (Capowski, 1994).

Questions:

Q2: How is leadership different from management?

Q3: Which is more important leadership or management?

Q4: Do organization need both managers and leaders?

10.2.1 Leaders and Managers in Action I

Task:

T3: Read the text below (Northeast University, ©2020) and answer the questions.

Many people think that leadership and management have one same meaning. But there is a difference between management and leadership.

Leaders are influential people who are there to help grow and inspire others.

Managers are administrators who make sure that the organization is running smoothly.

In most companies these two staff are usually in conformity contrary to each other.

Leadership:

- Leaders put questions What and Why
- Leaders make changes
- Leaders find opportunities
- Leaders create new vision
- Leaders find inspiration
- Leaders implement ideas
- Leaders are motivators

Management:

- Managers put questions How and When
- Managers make stability
- Managers give direction
- Managers focusing on an acceptable solution
- Managers work on the basis of exchange
- Managers have ideas
- Managers are authorities

For success a company needs leader and manager together.

Questions:

Q5: Could you add any other activities both to leaders and managers? Discuss with class

Q6: Can you find yourself in any activities mentioned above?

Q7: What may be the main conflicts between leadership and management?

10.2.2 Leaders and Managers in Action II

Task:

T4: You are looking for a new manager job. Complete the sentences from a job advert (*Business Goals 2, 2004*) using the words below:

**able charge ensure for have in manage need
responsible**

- 1 We're looking a country manager to join our dynamic company.
- 2 You will work the production department.
- 3 You will a team of four engineers.
- 4 You will be in of national projects.
- 5 You will be for coordination and reporting to our Head Office in Paris.
- 6 It will be your job to smooth communication between Head Office and Italy.
- 7 You business management qualifications.
- 8 You to have experience in production and/or engineering.
- 9 You need to be to speak English.

Task:

T5: Complete the passage below using the appropriate word or phrases.

Chairperson Senior managers Managing Director Board of Directors

At the top of the company hierarchy is the, headed by the (or president). The board is responsible for making policy decisions and for determining the company's strategy. It will usually appoint a (or chief executive officer) who has overall responsibility for the running of the business. or line managers head the various departments or functions within the company.

Task:

T6: Complete the sentences (Business Goals 2, 2004) about your recent experience using "for" or "since".

- 1) I've worked for my company _____ four years.
- 2) I've been responsible for production in Southern Italy _____ 2010.
- 3) I've managed a team of two engineers _____ two years.
- 4) _____ the beginning of 2009 we've worked on an international project.
- 5) We've given presentations about the project _____ January.
- 6) _____ the last two months I've had a lot of meetings about the project.
- 7) I've visited America three times _____ March to talk about the project.
- 8) I've presented the project to three European subsidiaries _____ May.

Consulting challenge: Discuss the following matters with your partner or team

- 1) Jill and Chris decide to go into partnership together, and set up their own furniture making business. They don't have much business experience, but Jill is very good at designing and making furniture, and Chris has studied accounts.

Explain what you think their main aims should be, and give your reasons.

- 2) Marie Bell is a recently qualified hairdresser and wants to open her own salon. She doesn't feel she knows enough about the business world to set up on her own. Her friend Simon Hartley is an experienced accountant, and has money that he would like to invest in a business venture. She is considering asking him to go into partnership with her.

What would the advantages and disadvantages be for Marie?

- 3) Fizz, a soft drinks company, is bringing out a new product, which is a mixture of lime, apple juice and lemonade. They want to target it at school children.

Give two factors that they should consider in their packaging, and explain your reasons.

- 4) Kendal Footwear is a small manufacturing company situated near the Lake District in Cumbria. They are launching a new quality-walking boot to add to their product range.

As their marketing manager, what two promotional activities might you use? Explain your reasons.

- 5) Hard PC, a computer engineering company, has developed a new processor that is ten times more powerful than existing ones. Their product has sold very well, but is now passing from its growth stage into its maturity stage. Competitors have already entered the market.

As a member of their marketing team, suggest two promotional activities Hard PC might use. Give your reasons.

- 6) A large national computer store is built in your area, on the outskirts of town. As it provides a wide choice of computer games at a cheap price, many customers decide to shop here instead of on the high street. Other retailers are also attracted to the area resulting in the development of an out-of-town shopping centre.

How will this affect the town centre and the environment

Source: BBC English, 2020

10.3 Difference between leadership and management

Task:

T7: Read the comparisons (Dvořáčková, Karpeta, 2010) and then discuss the questions below with your class.

What is leadership, and what is the difference between leadership and management?

In a nutshell, the difference between leadership and management is:

- Leadership is setting a new direction or vision for a group that they follow, i.e.: a leader is the spearhead for that new direction.
- Management controls or directs people/resources in a group according to principles or values that have already been established.

The difference between leadership and management can be illustrated by considering what happens when you have one without the other.

Leadership without management ...sets a direction or vision that others follow, without considering too much how the new direction is going to be achieved. Other people then have to work hard in the trail that is left behind, picking up the pieces and making it work.

Management without leadership ...controls resources to maintain the status quo or ensure things happen according to already-established plans. E.g.: a referee manages a

sports game, but does not usually provide "leadership" because there is no new change, no new direction - the referee is controlling resources to ensure that the laws of the game are followed and status quo is maintained.

Leadership combined with management ...does both - it both sets a new direction and manages the resources to achieve it. E.g.: a newly elected president or prime minister.

Some potential confusions ...The absence of leadership/management is not to be confused with participatory or facilitative management, which can be a very effective form of leadership. Also, the absence of leadership should not be confused with the type of leadership that calls for 'no action' to be taken. For example, Gandhi's calls for protests to stop demonstrated great leadership, because taking no action was a new direction for the Indian people at that time.

Symbolic Leadership...When a leader acts as a figure-head without setting any direction, technically this is not leadership. However, the figure head may be viewed as a leader. For example, in the UK, the monarch is often viewed as a leader, but actually provides very little leadership (most of the 'leadership' in the UK comes from political figures).

Leadership and Management Summary...Leadership is about setting a new direction for a group; management is about directing and controlling according to established principles. However, someone can be a symbolic leader if they emerge as the spearhead of a direction the group sets for itself.

Questions:

Q8: What are the similarities and differences between leadership and management?

Q9: What are the different managerial skills?

Q10: What are the qualities of a good leader?

Task:

T8: Do the vocabulary crossword (wordplays, ©1998-2020) and find a password.

Crossword

1. Management role
2. The type of business trip
3. Type of card
4. Trip
5. The degree of middle management
6. The critic of globalization
7. Who asks questions what and why?

1.	M							M	A	N	A	G	E	M	E	N	T
2.	T						F										
3.		U		I				S									
4.		R				L											
5.				I		N		L		M	A	N	A	G	E	R	
6.		N			R										S	T	
7.			A														

The yellow boxes mean solution of crossword.

Correct solution

Move the box on

Questions (Dvořáčková, Karpeta, 2010)

10 most common topics and questions asked managers and leaders:

- Select the best people. Are you happy with your co-workers, schoolmates?
- Be a motivator. What motivates you? Can you motivate?
- Build Your Team. Do you prefer working with people who are better than you?
- Be a Leader, Not Only a Manager. Have you ever met a leader?
- Improve as a Communicator. Do you think communication skills can be learnt?
- Get Better at Managing Money. What can you do with money you have saved?
- Get Better at Managing Time. What do you waste your time on?
- Improve Yourself. Do you take any trainings?
- Practice Ethical Management. Does business match with ethics?
- Take a Break. Can you relax?

Summary

MANAGEMENT

► RESPONSIBILITIES OF MANAGEMENT

The higher in the hierarchy a person is, the greater will be his responsibility. Managers are those who have the responsibility to direct, control and co-ordinate others. He is responsible for the actions of his subordinates.

► MANAGEMENT IS RESPONSIBLE TO

Owners to achieve the best possible return on the capital invested in the business.

Clients to provide goods or services, of the specified terms.

Employees to provide the safest and most comfortable working conditions and to pay a fair wage.

► MANAGERS MUST ORGANISE THE WORK OF OTHERS BY

Appointing and training new staff

Communicate company policy

Give instructions and set tasks

Assess performance

Discipline and dismiss staff

► FUNCTIONS OF MANAGEMENT

- Planning: Making decisions, policy formation and choosing the methods to achieve the objectives

- Co-ordinating: Directing and integrating the activities

- Motivating: Encouraging other members of the organisation to carry out their tasks properly and effectively

- Controlling: Supervising and checking the activities

LEADERSHIP

► RESPONSIBILITIES OF LEADERSHIP

- Leaders are charged with reprimanding and disciplining employees when necessary. The process typically includes responsibilities such as counseling, setting improvement goals and following up on problem areas. A key responsibility of a leader in a business is overseeing the daily activities of his/her staff. This typically includes scheduling, assigning tasks, developing work flow charts and project plans.

► LEADER IS RESPONSIBLE TO

- Responsible leadership is about making sustainable business decisions which take into account the interests of all stakeholders, including: shareholders, employees, clients, suppliers, the community, the environment and future generations.

► LEADERS MUST ORGANISE THE WORK OF OTHERS BY

- A leader first needs to clearly define the roles and responsibilities for their direct reports

- Secondly, leaders also need to make employees aware of what tasks should be done, and how these tasks are to be carried out.
- FUNCTIONS OF LEADERSHIP
- Needs of the task and needs of the team.
- Needs of individuals who make up the team.
- Focusing on actions.
- Clear understanding of individual responsibilities.
- Clear understanding of individual responsibilities.
- Setting an example.
- Guidance.

References

- BBC (©2015). *BBC Bitesize: Food packaging and labelling* [accessed 2020-08-11]. Retrieved from: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=42e0fdc1-6208-4d60-bdb1-d79920e76ffd>
- BBC (©2020). *BBC Bitesize: Communication* [accessed 2020-08-11]. Retrieved from: <https://www.bbc.co.uk/bitesize/guides/zypsb9q/revision/4>
- BBC (©2020). *Natasha Frost: Will business travel ever be the same?* [accessed 2020-08-18]. Retrieved from: <https://www.bbc.com/worklife/article/20200731-how-coronavirus-will-change-business-travel>
- BBC (©2020). *Reasons for globalization* [accessed 2020-08-18]. Retrieved from: <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/2>
- Business Practices (2014). *Ethical Business Practices: LEVI STRAUSS & CO: Ethical Principles* [accessed 2020-09-20]. Retrieved from: <http://cnbc-tvn-biznes.com/ethical-business-practices/levi-strauss-co-ethical-principles/>
- Capowski, G. (1994). Anatomy of a leader: where are the leader of tomorrow? *Management Review*, Vol. 83 Issue 3. ISSN: 0363-7475 (online).
- CNN travel (©2016). *Business traveller* [accessed 2020-07-10]. Retrieved from: <http://edition.cnn.com/travel/specials/business-traveller>
- Corporate Finance Institute (™2015-2020). *Business Ethics: What are Business Ethics?* [accessed 2020-09-20]. Retrieved from: <https://corporatefinanceinstitute.com/resources/knowledge/other/business-ethics/>
- Corporate Finance Institute (™2015-2020). *International Trade: What is international trade?* [accessed 2020-07-25]. Retrieved from: <https://corporatefinanceinstitute.com/resources/knowledge/economics/international-trade/>
- Dare (2019). *Leon Farrant: Motivation in the Workplace* [accessed 2020-07-04]. Retrieved from: <https://www.dare-energy.com/news/motivation-in-the-workplace/47072/>
- Dvořáčková, R., Karpeta, J. (2010). *Studijní opora k modulu: Business English*. Ostrava: Vysoká škola podnikání a práva a.s.
- Dvořáčková, R., Skipala, J. (2014). *Studijní opora k předmětu: Cizí jazyk I. – Angličtina I.-VI*. Ostrava: Vysoká škola podnikání a práva a.s.
- Flinders, S. (2002). *Professional English: Business Intermediate*. London: Penguin English Guides. ISBN: 0 582 45 149 3.
- Grant, D., McLarty, R. (2007). *Business Basics: New Edition*. Oxford: Oxford University Press. ISBN: 978-0-19-457340-5.

- Heyden, B., O'Neil, M. & Knight, G. (2004). *Business Goals 2: Student's book*. Cambridge: Cambridge University Press. ISBN-13: 978-80-265-0425-2.
- Hobbs, M., Keddle, J.S. (2006). *Commerce I*. Oxford: Oxford University Press. ISBN 978-0-19-456983-5.
- Hobbs, M., Keddle, J.S. (2007). *Commerce II*. Oxford: Oxford University Press. ISBN 978-0-19-456983-5.
- Kotter, J., P. (2001). What leaders really do? *Harvard Business Review*, Vol. 79 Issue 11. ISSN: 0017-8012.
- Kotterman, J. (2006). Leadership vs Management: What's the difference? *Journal for Quality & Participation*, Vol. 29 Issue 2. ISSN: 2333-6056 (online).
- Bohoris, G. A., Vorria, E. P. (2007). *Leadership vs Management: A Business Excellence / Performance Management view* [accessed 2020-08-12]. Retrieved from: <https://ep.liu.se/ecp/026/076/ecp0726076.pdf>
- Markethink (©2015-2017). *Theodore Levitt* [accessed 2020-09-01]. Retrieved from: <http://markethink.guru/en/markethinkers/109-theodore-levitt>
- Mascull, B. (2004). *Business Vocabulary in Use*. Cambridge: Cambridge University Press. ISBN 0 521 77529 9.
- National geographic (©1996-2020). *Globalization* [accessed 2020-08-12]. Retrieved from: <https://www.nationalgeographic.org/encyclopedia/globalization/print/>
- Northeastern University (©2020). *What is a C-Suite Executive? CEO vs. CFO vs. COO* [accessed 2020-07-06]. Retrieved from: <http://onlinebusiness.northeastern.edu/blog/what-is-a-c-suite-executive-ceo-vs-cfo-vs-coo/>
- OECD (©2005). *Growth in Services: Fostering Employment, Productivity and Innovation*, Meeting of the OECD Council at Ministerial Level [accessed 2020-07-04]. Retrieved from: <https://www.oecd.org/general/34749412.pdf>
- Potential (2017). *Shada Wehbe: 5 Important Reasons Why Teamwork Matters!* [accessed 2020-09-02]. Retrieved from: <https://www.potential.com/articles/5-important-reasons-why-teamwork-matters/>
- Quora (2017). *Andrew Hennigan: Why do people travel for business?* [accessed 2020-08-01]. Retrieved from: <https://www.quora.com/Why-do-people-travel-for-business>
- Robert Half Business (©2020). *Robert Half: 10 Top Perks and Benefits That Win Employees Over* [accessed 2020-10-12]. Retrieved from: <https://www.roberthalf.com/blog/compensation-and-benefits/10-top-perks-and-benefits-that-win-employees-over>
- ScienceDirect (© 2020). *The impact of COVID-19 on globalization* [accessed 2020-10-20]. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S2352771420302810>

Skill you need (©2011-2020). *Interpersonal skills: Group and team roles* [accessed 2020-07-24]. Retrieved from: <https://www.skillsyouneed.com/ips/group-roles.html>

Skipala, J. (2003). *Business studies: Business reader for students of Business English*. Ostrava: Vysoká škola podnikání a.s. ISBN 80-86764-02-8.

Skipala, J. (2018). *Studijní opora k předmětu: Angličtina I-IV*. Praha: Vysoká škola podnikání a práva a.s.

Skipala, J. (2019). *Studijní opora k předmětu: Angličtina v podnikání*. Praha: Vysoká škola podnikání a práva, a.s.

Small business (2018). *Kimberlee Leonard: The Definition of Teamwork in the Workplace* [accessed 2020-07-08]. Retrieved from: <https://smallbusiness.chron.com/definition-teamwork-workplace-36105.html>

Small business (2019). *Kimberlee Leonard: Types of Business Communications* [accessed 2020-07-12]. Retrieved from: <https://smallbusiness.chron.com/types-business-communications-697.html>

Small business (2019). *Lisa Nielsen: Definition of Business Communication* [accessed 2020-09-09]. Retrieved from: <https://smallbusiness.chron.com/definition-business-communication-2812.html>

Society for Human Resource Management (2020). *Resources and Tools. Job interview questions* [accessed 2020-08-12]. Retrieved from: <https://www.shrm.org/ResourcesAndTools/tools-and-samples/interview-questions/Pages/default.aspx>

Stanwick, P., Stanwick, S. (2009). *Understanding Business Ethics*. Person Education: Auburn University, ISBN-13: 978-1506303239.

Targetcareers (2020). *What types of jobs and employers are there in business?* [accessed 2020-10-12]. Retrieved from: <https://targetcareers.co.uk/career-sectors/business/336-what-types-of-jobs-and-employers-are-there-in-business>

The Levin Institute (2017). *What is globalization?* [accessed 2020-07-14]. Retrieved from: <http://www.globalization101.org/about-us/>

The New York Times (©2006). *Theodore Levitt, 81, Who Coined the Term 'Globalization', Is Dead* [accessed 2020-08-09]. Retrieved from: <https://www.nytimes.com/2006/07/06/business/06levitt.html>

TOEFL Success (2018). *Lesson 24: International trade* [accessed 2020-09-09]. Retrieved from: <https://www.essentialenglish.review/book/400-must-have-words-for-the-toefl/lesson-24-international-trade/>

University of Minnesota (©2011). *What is human resources?* [accessed 2020-09-08]. Retrieved from: <https://open.lib.umn.edu/humanresourcemanagement/chapter/1-1-what-is-human-resources/>

Weiss, J.W. (2014). *Business Ethics*. San Francisco: Berrett-Koehler Publishers, Inc. ISBN: 978-1-62656-140-3.

Wood, N. (2003). *Workshop: Business and Commerce*. Oxford: Oxford University Press, ISBN 0-19-438825-5.

Wordplays (©1998-2020). *Crossword solver* [accessed 2020-06-06]. Retrieved from: <https://www.wordplays.com/crossword-solver/1999>

Wyatt, R. (2012). *Check your vocabulary for FCE*. London: Macmillan Publishers Limited. ISBN: 978-0-230-03363-4

Youmatter (2020). *Globalization: Definition, Benefits, Effects, Examples – What is Globalization?* [accessed 2020-06-20]. Retrieved from: <https://youmatter.world/en/definition/definitions-globalization-definition-benefits-effects-examples/>

Registrační číslo projektu: CZ.02.2.69/0.0/0.0/16_031/0011579

Název projektu: Vytvoření Centra celoživotního vzdělávání na Vysoké škole podnikání a práva

Projekt Vytvoření Centra celoživotního vzdělávání na Vysoké škole podnikání a práva je spolufinancován Evropskou unií.



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY