

4 Feedback

- ▶ team-building strategies
- ▶ project management



4.1 About business The project team

Discussion

1 With a partner, discuss the meaning of these statements. Choose the two that you think are closest to the truth. Explain your choice to another pair.

Project management and team-building quotes

Nothing is impossible for the person who doesn't have to do it.
If you're six months late on a milestone due next week but still believe you can make it, you're a project manager.
There is no 'I' in teamwork.
If you don't know where you're going, any road will take you there.
Getting good players is easy. What's difficult is getting them to play together.

Listening

2 1:58 Listen to part of a project review meeting. What is being built? Which two stages of the project caused the delays? Choose from the list.

- | | |
|----------------------|-------------------------------|
| a) Land purchase | e) Excavation for foundations |
| b) Project approval | f) Dam construction |
| c) Feasibility study | g) Resettlement |
| d) Geological survey | h) River diversion |

3 1:58 The Gantt chart relates to the updated schedule. Listen again and complete the stages in the chart.

		Project schedule																																															
		Year 1				Year 2				Year 3				Year 4																																			
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Logistics		Feasibility study				Project approval				(2) _____				Resettlement																																			
Engineering		(1) _____								(3) _____				Excavation				(4) _____																															

Reading

4 Read the first three paragraphs of the article opposite. Answer these questions.

- 1 What examples of 'ineffective team-building activities' does the author mention?
- 2 Why do companies continue to run them?

5 Read the rest of the article. Match the advice a–d with gaps 1–4 in the article.

- a) Create an open and honest atmosphere.
- b) Learn from the best leaders.
- c) Have a common plan.
- d) Focus on a clear objective.

6 Which essential team-building characteristic is missing in each situation 1–4?

- 1 We're going round in circles. It's like a ship without a captain!
- 2 The project scope is too wide and unclear.
- 3 I think we all know where we're going, but we have different views on how to get there.
- 4 We all get on OK, but everyone's too politically correct.

Discussion

7 In small groups, discuss the questions.

- 1 Have you ever played volleyball? What are the principles of the game?
- 2 Volleyball has often been called the ultimate team sport. Why is this, and what lessons can be applied to project management?
- 3 What lessons can be learned from other team sports or group activities (e.g. playing in a band)?

Internet research

Search for the keywords *Gantt charts* to discover more about them. How many different types of chart exist and how are they used in project management? Report back to the class.

Weekend retreats and touchy-feely exercises may do more to create bad feeling than build teams.

Instead, take some lessons from a winning volleyball coach.

It's time someone finally said it: most of what passes for team-building these days doesn't really build teams. So why do companies spend millions of dollars annually to make their employees go through ineffective team-building activities: walking around in blindfolds, navigating rope courses, and sitting cross-legged on the floor with paper and crayons, illustrating their 'life paths'?

There are three reasons. While it's generally recognized that a great team will beat a mediocre team 99 times out of 100, little hard thinking goes on at most companies about how effective teams are actually built. Employees usually don't complain about silly team-building efforts, whether out of apathy or for fear of being labelled 'anti-team'. And thirdly, most team-building practitioners are well-meaning, sincere people whom no one wants to offend.

So if conventional team-building activities are largely ineffective, how do you build a great team? In 1978, I played a supporting role on a volleyball team that won the first National Championship in our university's history. That team was made up of people who weren't the most physically-gifted athletes in the world. But they merged into a force that was far greater than the sum of the players' individual abilities.

Nearly 30 years later, what I learned that season remains one of the most important lessons of my life. Great teams – whether composed of athletes, businesspeople, fire-fighters, military commandos, or what have you – teach us four key lessons:

1 _____. One of the most memorable features of my 1978 team was the level of intensity which the players brought to every practice and game. The atmosphere was charged with an emotional commitment that caused members of the team to constantly push each other to give everything in service of the goal.

Far too often, a company thinks it has a team-building problem when what it really has is a goal problem. If you want to build a great team, make sure its members share a determined passion to accomplish something. How do you get that kind of commitment? By involving everyone in the development of the goal.

2 _____. It's not enough to get a bunch of people together who care

SMELLS LIKE TEAM SPIRIT



deeply about reaching a goal. They need to have a strategy for achieving it. The best team-building tool ever is a good strategy that everyone buys into. If you want to increase teamwork, don't focus on the team, focus the team on the task.

My team coach had a detailed strategy for winning that the players bought into completely. A part of the strategy was to overcome our physical shortcomings with a commitment to superior conditioning and training. So, for two months the team endured a schedule so demanding that it was the talk of the campus.

3 _____. Yes, trust and respect are key. But ironically, often the best way to increase levels of trust and respect on a team is to get them focused on the goal and the strategy. This gets people saying what they really think. When people say what they really think and are held accountable, trust and respect usually follow. Don't impose an atmosphere of false politeness.

There was plenty of conflict on the team and people sometimes lost their tempers. But on the court an atmosphere of respect always prevailed. All great business teams share that same quality.

4 _____. There's no getting around it: great teams usually have great managers. My old team coach still coaches volleyball at that same university today. He has an unrivalled 426–162 win-loss record and has also coached a US team to a World Championship and an Olympic gold medal.

So, learn how to be a great coach. Aspiring business leaders would be a lot better off if they spent less time reading management literature and more time around people like my old coach. The great college coaches may know more about team-building than anyone else in the world. After all, their leadership and team-building skills are measured in real time, in front of real crowds. And they start from scratch with a new team every year.

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accomplish
aspiring
bunch
buy into
milestone
offend
scope
start from scratch

- ▶ character descriptions
- ▶ adjectives to describe character
- ▶ collocations relating to project management

4.2 Vocabulary Managing people and projects



Discussion

1 With a partner, match the character types in the box with the descriptions a–e. Which type would be the most difficult to manage, and why? Which type are you?


the bully the leader the maverick the team player the workaholic

- a) This character does things their own way. They may be effective, but they're difficult to control.
- b) This person has a natural ability to encourage others and take a project through to success.
- c) This person doesn't know when to stop, and they often believe the office would collapse without them.
- d) This person imposes their personality on others, making other people feel bad in the workplace.
- e) This person has a natural ability to fit in. They make positive contributions and build good relationships.


2 Which character types in Exercise 1 do you associate with the adjectives in the box?

aggressive anxious charismatic confident cooperative decisive easy-going
friendly helpful impatient independent individual motivating obsessive
over-critical single-minded stressed unpredictable

Listening

3  1:59 Listen to an HR manager and a line manager talking about three members of their team. Decide which of the character types in Exercise 1 describes each person.

Anna _____ Bjorn _____ Katia _____

4  1:59 Listen again. Which adjectives do you hear that confirm your answers in Exercise 3?

Expressions

5 The expressions in bold were all in the recording. Match expressions 1–8 with the replies a–h. Use a dictionary to help you if necessary.

- | | |
|---|--|
| 1 Marion is in danger of burning out . | a) Except Rob, but he doesn't like anyone! |
| 2 How are you settling in ? | b) I wish I could, but things are just too hectic. |
| 3 If we want to succeed, we must pull together . | c) I know. He asked me to do his report for him! |
| 4 He's always passing the buck! | d) No, you can rely on me. |
| 5 She gets on well with everyone. | e) Perhaps we should run a team-building course? |
| 6 Don't let me down , will you? | f) Yes. She's a workaholic. It's affecting her health. |
| 7 Dave isn't pulling his weight! | g) You're right, and that means more work for us! |
| 8 You should learn to take it easy . | h) Fine, thanks, though I still don't know everyone. |

Internet research

Search for the keywords *project management tips* and decide whether you would make a good or bad project manager. Prepare a one-minute talk to the class to explain your decision.

Defining words

6 Match the people involved in a project in 1–5 with the definitions a–e.

- 1 Sponsor
 - 2 Project manager
 - 3 Project team members
 - 4 End users
 - 5 Key stakeholders
- a) The people who will benefit from the end results of the project on a day-to-day basis.
 - b) The person or group of people who decided the project was needed in the first place.
 - c) Anybody who might be affected by the project, whether positively or negatively.
 - d) The person responsible for running the project and delivering on time and within budget.
 - e) Staff chosen for the skills they can bring to the project, often from different departments.

7 Read the list of people or groups involved in or affected by a motorway construction project. Match them with the key players 1–5 in Exercise 6.

- a) truck and car drivers
- b) the Ministry of Transport
- c) a senior engineer in a major civil engineering company
- d) a plant hire company, an environmental protection group and villagers living near the proposed route
- e) a civil engineer, a surveyor, an environmental engineer and a transport consultant

Collocations

8 Complete the sentences with the correct form of the verbs in the box. In some sentences, more than one verb is possible.

achieve establish fix meet miss reach set stick to

- 1 Unless the team really pulls together, we'll never _____ **the deadline** on the Malaysian order.
- 2 The project has been difficult so far. However, once we _____ **the next milestone**, everything should get easier.
- 3 To make sense of our tasks, we need to _____ **a timeframe** within which we can all work.
- 4 Frank is such an unreasonable boss: he always _____ **our targets** for overseas sales too high.
- 5 Congratulations! We've _____ **our targets** for quality this year due to all your hard work.
- 6 We've been vague about the schedule for too long. It's time we _____ **a date** for definite and moved on.
- 7 In the end, I _____ **my deadline** for my accountancy project, but it didn't matter: everybody else was late too.
- 8 Sam's excellent at getting things done on time, but she finds it impossible to _____ **her budget**.

Discussion

9 In small groups, take turns to describe your personality, your strengths and weaknesses, and what you would be good or bad at doing in a project.

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appraisal interview
bully
hectic
loner
maverick
milestone
pass the buck
pull your weight



▶ modals + *have* + past participle

▶ third conditional

▶ *used to*; *be/get used to*

Refresh your memory

Past modals

Use modal + *have* + past participle.

We *would have hired* him but he moved abroad.

For past regrets, use *should/ought to/could* + *have* + past participle. I *could have studied* another language at school, but I wasn't interested then.

For past speculation, use *may/might/could/must* + *have* + past participle. You *must have left* the door unlocked when you went out.

Third conditional

Use *If* + past perfect in the condition. Use *would have* + past participle in the result. If we *had spent* more on marketing, we *would have sold* more units.

Past state or habit

used to + infinitive
We *used to work* in a smaller office.

Familiarity with a strange or difficult situation

be/get used to + *verb* + *-ing/noun/pronoun*
We're *getting used to* the new management team.

▶ Grammar and practice pages 128–129

4.3 Grammar Regrets, speculation and habits

Past modals

1 Work with a partner. Speculate about what happened in the photo and where it was taken. Then change partners and exchange your ideas.

There might have been a tornado.

The photo could have been taken in the USA.



Regrets and third conditionals

2 With a partner, read the Fukushima Facts below. Say how the Fukushima nuclear accident, which resulted from a tsunami, could have been avoided or its impact reduced. Take turns to suggest what they *should/ought to/could have done* (A) and react using the third conditional (B), as in the example.

A: *They shouldn't have built the power plant on the coast.*

B: *Yes, if they'd built it inland, it wouldn't/might not have been damaged.*

Fukushima Facts

☢ The Fukushima power plant was built on the coast.

☢ It was built in a seismic area.

☢ The tsunami wave was 14 metres high.

☢ The plant was designed to resist a wave of 5.7 metres high.

☢ 80,000 people living in a 20 km radius of the plant were evacuated.

☢ TEPCO, the plant's operator, ignored the findings of a tsunami study in 2008.

☢ The plant's electricity supply was completely cut off as emergency generators were destroyed by the tsunami.

☢ Without electricity, it was impossible to pump cooling water to cool the reactors.

Used to, be used to and get used to

3 In small groups, brainstorm the situation before and after the Fukushima disaster. Think about:

- how things used to be
- how things are now
- what people are used to/are not used to
- what people have had to get used to.

Use the topics in the box to help you. When you've finished, report your ideas to the class.

business college housing jobs production school staff transport

*I think many people **used to work** in businesses near the plant. A lot of businesses are probably still not up and running yet. I don't think these people **are used to** their new lives yet. They've probably **had to get used to working** elsewhere.*

Regrets

4 The photos show two people whose career paths have been very different. Which person regrets their decisions more?

Yeah, I remember Kim. I studied business administration at college with her. We had a great time. I took a job as a trainee accountant in London at the same firm as her. But I felt it just wasn't for me. I was earning good money, and they offered me a salary of £45,000 just to stay, but I said no. Instead, I downshifted. I left to become a dairy farmer. When I look at the people I used to work with, we're really different now. They live in nice houses and drive expensive cars. But overall, I think I made the right choice. I'm really happy on my farm. And I'm not at all stressed.



I studied business administration at college, but I didn't really enjoy it. I always really wanted to be a vet, but I made the wrong study choices. In the end, I joined an accountancy firm. Now I'm a senior partner, which means I have a great salary. But I sometimes think there's something missing. My friend Grant, who joined the same time as me, left after a few years to start a farm. He asked me to help him set it up, but I said no. I think it was the wrong choice. He says his job's not at all stressful, but mine is constant pressure.



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downshift
evacuate
generator
impact
reactor
seismic
turn down

5 Complete the sentences with appropriate past modal forms of the verbs in brackets.

- Grant _____ (have) a career as an accountant, but he left.
- Grant _____ (earn) £45,000 or more, but he turned it down.
- In the end, Grant doesn't think that he _____ (stay) at the accountancy firm.
- Kim thinks she _____ (study) to become a vet, not an accountant.
- Kim now thinks that she _____ (leave) the accountancy firm and started a business with Grant, but she said no.
- Kim _____ (live) a less stressful life on a farm.

6 Complete the sentences with your own ideas, based on the stories about Grant and Kim.

- If Grant had stayed at the accountancy firm, ...
- If Kim had studied to become a vet, ...
- If Grant hadn't become a farmer, ...
- If Kim had helped Grant start his farm, ...

7 Look at the activities in the box. Which are part of Grant's past? Which are part of his life now?

earn a lot of money have a slow pace of life run my own business work in London
work under pressure work with animals

8 Write sentences about Grant using the ideas in Exercise 7. Use *used to* or *be used to* and the correct form of the verb.

Discussion

9 Imagine you have recently quit a very well-paid business job to start a different life on a farm. Use the ideas in the box to imagine your life in the city and your life now.

food holidays home how you spend your money means of transport
social life typical day

10 In groups, exchange memories of how you used to live. Say what you are finding it hard to get used to now.

Internet research

Search for the keyword *downshifting* to discover more about this trend. Make notes on the different forms of downshifting and decide which you would adopt if you had the chance. Give a one-minute presentation of your idea to the class and vote for the best one.

▶ procedures for coaching team members

▶ expressions for coaching

▶ roleplaying an interview

4.4 Speaking Coaching

Discussion

1 Decide how you would respond as a manager to each of these situations. Choose options from the list a–l.

- 1 A new employee has failed to complete an important project.
 - 2 An experienced employee has failed to complete an important project.
 - 3 A new employee has delighted customers with exceptional service.
 - 4 An experienced employee has delighted customers with exceptional service.
- | | |
|--|-----------------------------------|
| a) fire the employee | g) pay them a bonus |
| b) supervise the employee more closely | h) give them more autonomy |
| c) scream and shout for twenty minutes | i) thank them for their hard work |
| d) have a heart-to-heart talk to identify the causes | j) give them a promotion |
| e) give them a final warning | k) tell them not to overdo it |
| f) do nothing | l) something else |

Reading

2 Read the two procedures for coaching team members and explain why opinions a–f below are incorrect.



Recognizing merit

- 1 Make contact**
 - Set the scene: describe the time, place and situation when the employee's performance was exceptional.
 - Refer to the work in question.
- 2 Give praise**
 - Give a specific example of the facts or results you appreciate.
 - Point out the personal qualities which contributed to the employee's success.
- 3 Conclusion**
 - Explain the positive consequences of the employee's behaviour for the company, the department and for you yourself.
 - Keep the interview short and avoid discussing other subjects: two or three minutes are usually enough.

Constructive criticism

- 1 Make contact**
 - Set the scene: describe the time, place and situation when the problem occurred.
 - Describe the problem and the results.
 - State facts, not opinions.
- 2 Diagnose the problem**
 - Elicit the causes of the problem (behaviour, method, equipment, organization, etc.).
 - Express your opinion.
 - Explain the consequences for the organization.
- 3 Commit to action**
 - Offer suggestions which recognize the employee's good points but eliminate the faults.
 - Invite the employee to make comments.
- 4 Conclusion**
 - Set new objectives, stating the methods to be used and a deadline.

- a) Just let your people know if you're happy with their work: you don't need to go into details.
- b) People know when they've messed up: they don't need me to tell them. I just shout to let them know how I feel about it.
- c) Never mention an employee's qualities, next thing you know, they'll want a pay rise.
- d) Don't expect your assistant to understand what went wrong; if she knew, she'd be doing your job!
- e) Congratulating someone on a job well done is a good opportunity to set them more ambitious objectives.
- f) If it works for the army, it works in business. Tell them to work harder, and no talking back!

Internet research

Search for the keywords *how to manage difficult people*. Draw up a list of your top ten tips.



Listening

3 🎧 1:60–1:61 Listen to two interviews between Mrs Gómez, a store manager in the Philippines, and Rafael, a department supervisor. Answer the questions.

- 1 What did Rafael a) do right and b) do wrong?
- 2 How do you think Rafael feels at the end of each interview?

4 🎧 1:60–1:61 With a partner, find suitable words to complete the useful expressions for coaching in the checklist. Then listen again and check your answers.

Useful expressions: Coaching

Setting the scene

As you _____, the last three weeks have been really busy.
It _____ there was a problem with ...

Giving praise

_____ to you, everything has gone really smoothly.
I want to say how much I _____ your ...
I'm very _____ for the support you have _____ me personally.
These are qualities the company _____.

Diagnosing a problem

Can you tell me _____ what _____?
Do you have any ideas _____ why ...?

Committing to action

What do you think we can do to _____ this doesn't happen again?
So if you need help, you will _____ to me, won't you?

Concluding

Let's just _____ what we have agreed.
_____ in a month's time to see how you're getting on.
_____, Rafael, and thank you!

5 When giving constructive criticism, asking questions rather than making statements helps to reduce tension and establish a dialogue. Translate Mrs Gómez's thoughts into the questions you heard her use by putting the words into the correct order.

- 1 *I want to see you in my office, now!*
Could / a / have / I / word / just / ?
- 2 *You should know better than to be rude to a customer!*
You / afford / basic / can / can't / care / customer / forget / skills, / to / you / your / ?
- 3 *You're not a beginner any more!*
You've / for, / been / now / three / us / what, / with / years / ?
- 4 *If this happens again, you're out!*
You / can / consequences, / do / don't / have / kind / problem / this / of / realize / serious / you / ?
- 5 *That's all, we've already wasted enough time on this!*
Is / add / anything / like / else / there / to / you'd / ?
- 6 *I take it you understand that.*
Are / comfortable / that / with / you / ?

Roleplay

6 With a partner, take turns to be a manager and an employee. Decide what the employee has done right or wrong, and roleplay interviews recognizing merit or giving constructive criticism. Follow the procedures in Exercise 2.

eWorkbook

Now watch the video for this unit.

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elicit
mess up
overdo
praise

▶ paragraph function

▶ linking words and expressions

▶ writing a report

4.5 Writing Reports

Discussion

1 Read the reasons for performance appraisals in the box. Decide which benefit the employer most and which benefit the employee.

discussing rewards encouraging communication
 identifying strengths and weaknesses planning training
 reviewing progress setting achievable goals stating career objectives

2 With a partner, number the sections of a report in a logical order from 1–7.

- Introduction Conclusions Recommendations Title
 Procedure Findings Executive summary

Model

3 Read the report and number the paragraphs in the correct order 1–6.

Introduction of annual appraisal interviews

- Firstly, Webwide Consulting used a system of anonymous questionnaires to investigate employee attitudes. For instance, some questions related to company image and job satisfaction. In addition, **interviews were held** with all staff.
- The Management Committee decided to engage Webwide Consulting on 11 October to advise on the possible introduction of formal appraisal interviews. **This decision was taken** owing to dissatisfaction with the existing system. This report covers the method by which **information was gathered** and sets out a plan for adopting appraisal interviews.
- A survey was carried out by external consultants** regarding the possible introduction of formal annual appraisal interviews. Their findings clearly show that most staff and managers are in favour. Consequently, it is recommended that a formal system be set up as soon as possible.
- Three main areas of concern were revealed by the individual interviews.**
 - Management are seen to lack interest in staff development.
 - Employees get little feedback on whether hard work is recognized.
 - Employees get no guidance on how to improve poor performance.
- 1 We should put in place a system of annual appraisal interviews within the next two months.
 2 Each interview should be 45 minutes in length due to the tight schedule.
- In conclusion, the survey results clearly show that a more formal approach to appraisal interviews would reduce staff turnover, increase motivation and foster team spirit.



Analysis

4 Answer the questions about the report in Exercise 3.

- 1 Which headings from Exercise 2 match the paragraphs in the report?
- 2 What other methods can be used to organize information in a report?

Internet research

Search for the keywords *plain English report writing* and write a short report on the advice you find. Exchange reports and give each other feedback.

Language focus

5 With a partner, match the linking words and expressions from the box with the categories a–e. Find examples of similar expressions in the report in Exercise 3.

due to finally for example moreover next overall therefore to sum up

- Sequencing
- Giving examples
- Adding
- Expressing cause and result
- Summarizing

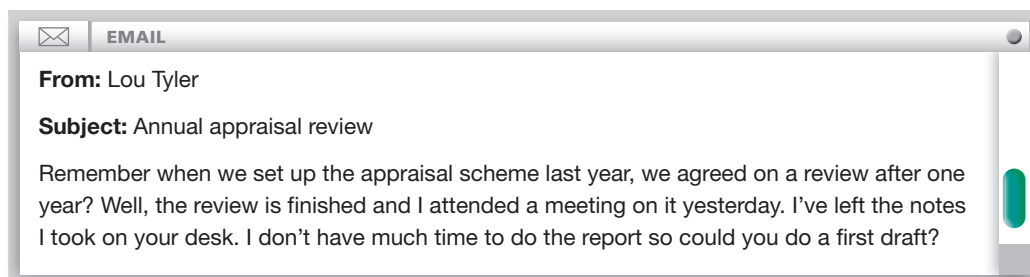
6 Complete the sentences with appropriate linking phrases.

- We wanted the survey to be anonymous. _____, names did not appear on the questionnaire.
- Firstly, staff completed questionnaires. _____, they were interviewed by consultants.
- The questionnaire covered job satisfaction. _____, some questions touched on company image.
- Interviews were limited to 30 minutes each _____ the very tight schedule.
- _____, the results were positive but we agreed that there were lessons to learn.
- Formal appraisal interviews will be introduced _____ dissatisfaction with the existing system.
- There are several reasons for adopting appraisal interviews, _____, they can motivate staff.

Output

7 It is possible to write a report in an active or passive style. An active style is more direct. A passive style is more impersonal. Make the report in Exercise 3 more direct by changing the phrases in **bold** to active sentences.

8 Look at the email and the notes below. What does your boss want you to do?



APPRAISAL SCHEME REVIEW

- Appraisal interviews: done in December by line managers.
- During interviews: we asked for their feedback on the scheme. Most positive. One or two objections: lack of time (interviews too short - just 45mins); and lack of 'objective measurement of performance'.
- Overall, positive. Increase the time allocated (one hour? trial next year).
- Fred Berger (HR) to develop more objective performance indicators (targets to reach, etc.). Will report in January.
- Final scheme to be approved by Board of Directors.

9 Write a short report for your boss using the company template to help you.

Title

Introduction – Explain the background to the report and why you are writing it.

Procedure – How was information gathered?

Findings – What information was gathered?

Conclusions – What conclusions can you draw?

Recommendations – What recommendations can you make?

- ▶ business methods in other countries
- ▶ discussing problems and solutions
- ▶ roleplaying meetings to set objectives

4.6 Case study Trident Overseas

Discussion

1 Imagine you are working on a different continent from your own in which the business culture is different. Answer the questions.

- 1 In your opinion, can the same business methods and ethical standards be applied all over the world? Should they be adapted to local culture?
- 2 What cultural differences might you find? Consider these categories.

management style personal development
productivity recruitment time management

Reading for detail

2 Trident is a British-based oil company which operates in Africa. Read the magazine article and the email from a sales manager. Answer the questions.

- 1 What determines petrol prices?
- 2 Why is customer service important?
- 3 How do local managers often behave?
- 4 Who owns the stations?
- 5 Why has John Thorpe been out of the office?
- 6 What did he find out?



Drivers in Europe and America have become accustomed to buying petrol in deserted, fully automated petrol stations. In Africa, however, customers are greeted with a friendly smile and a polite welcome as they are directed to the appropriate pump. They can then sit back and watch uniformed forecourt staff fill the tank, top up the oil and wash the windscreen.

With extreme driving conditions, few new cars and little available income for engine repairs, oil sales are strategic and highly profitable. In many African countries, petrol prices are government-regulated, so quality of service is the crucial factor in attracting customers who will buy oil as well as petrol. At Trident, staff training is a priority; management aim to ensure that customers keep coming back for friendly service and expert advice.

EMAIL

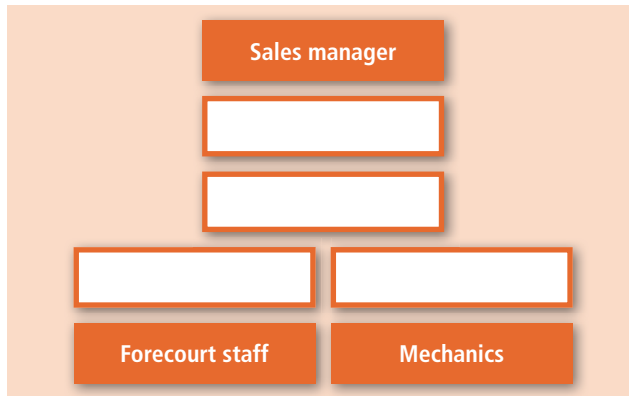
From: John Thorpe

Thanks for your email. Sorry I've taken so long to answer. Remember I told you I wanted to get out of the office more? Well, here I am in Kenya! I've just started a new job as sales manager for the southern region – from Nairobi to the Indian Ocean, down to Mombasa near the border with Tanzania.

Business in Africa can be very hierarchical; there are some really good managers, but for a lot of them, their idea of getting things done is to keep shouting until they get what they want. That's going to change! I have three district managers, who each have a team of sales reps who travel around the district meeting dealers. Some of the dealers own their service stations, so we have to handle them with kid gloves, or they'll just go over to the competition. More and more, we have what we call Young Dealers – employees who we train up to run the company-owned stations. So directly or indirectly, there are three layers of management between me and the forecourt staff and mechanics – sometimes all shouting as loud as they can!

In fact, there's been a lot of shouting in the Lamu district, and I've just come back to Nairobi from a three-day fact-finding trip. Their development project is way behind schedule, so I went down to have a word with the people in the field. It turns out it's quite a mess, and I could do with some help to sort it out, actually.

3 Complete the organizational chart for Trident in East Africa.



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- could do with something
- dealer
- handle someone with kid gloves
- mess
- put up with
- sort out
- top up
- work your fingers to the bone

Listening

4 John Thorpe spoke to three Trident employees on his fact-finding trip. Before you listen, read the notes and add the four names mentioned to the organizational chart.

5 **1:62–1:64** Listen to extracts from the interviews and complete the notes.

Abeba, Mechanic

Says they are losing (1) _____ as a result of bad morale.
 Mr Mbugua sacked some staff in order to hire his (2) _____.
 Mr Mbugua is Mr Wambu's (3) _____.



Mr Mbugua, Young Dealer

Would like Abeba to (4) _____.
 Has not checked whether Mrs Mohamed agrees with his (5) _____ policy.
 Says that the company gives him no (6) _____.



Mrs Mohamed, Sales Rep

Mr Wambu gives her impossible (7) _____ so she has no time to visit dealers.
 Mr Mbugua treats (8) _____ employees very badly.
 She tried to (9) _____ Mr Mbugua's appointment.
 Believes that Mr Wambu wants her to (10) _____.



Internet research

Search for the keywords *managing your manager* to find tips on how to develop a better working relationship with your boss. What advice would you give the Kenyan Trident employees on managing their respective bosses?

Discussion and roleplay

6 John Thorpe has asked for your advice on handling the situation in the Lamu District. In small groups, discuss the problems and brainstorm possible solutions.

7 **1:65** Listen to a voicemail message from Mr Wambu. How does this affect your strategy?

8 With a partner from another group, roleplay meetings with Abeba, Mr Mbugua and Mr Wambu to explain what action you have decided to take and, where appropriate, set new objectives.

Review 3

Quality

1 Make expressions by matching a verb on the left with the words on the right.

- | | |
|-------------|------------------------------------|
| 1 struggle | a) something a number one priority |
| 2 take | b) an end in itself |
| 3 make | c) to keep up |
| 4 fall into | d) something for granted |
| 5 become | e) a person's aesthetic sense |
| 6 appeal to | f) a trap |
| 7 get | g) TQM or other quality schemes |
| 8 adopt | h) the job done |

2 Find an expression in Exercise 1 that means:

- a) have difficulty in continuing to do something well
- b) expect something to always happen in a particular way, and not think about any possible problems
- c) develop into an activity you do for its own sake

3 Fill in the missing letters to complete the text about different ideas of quality.

To the marketing manager, quality is about (1) m__ __ing the customer's needs and (2) ex__ __ __ __ __ions.

To the design engineer, who works with tight (3) spec__ __ __ __ations and strict (4) tol__ __ __ __ces, quality is about whether the design is (5) f__ __ for pur__ __ __e, and whether the product (6) perf__ __ms its intended functions. To the process engineer, quality is about using (7) l__ __n manufacturing to ensure that there is minimum (8) w__ __ __e (of effort, money, time and materials). To the quality auditor, quality means the correct application of (9) pro__ __ __ures, and (10) comp__ __ __ce with international (11) st__ __ __ __ds such as ISO 9001. To the end user, quality means that the goods are not (12) def__ __ __ive or (13) da__ __ged in any way. Any service that is provided has to be (14) rel__ __ __le.

4 Complete the sentences using the words in the box.

faults improvement practice requirements
specifications standard

- 1 If you have a system of continuous ____, you should be able to eliminate all design ____.
- 2 The process of 'benchmarking' is where best ____ is based on the industry ____.
- 3 Technical ____ in areas like safety are often based on statutory ____ imposed by the government.

5 Add one word to each sentence to make correct passive forms.

- 1 this machine serviced regularly?
- 2 Is the machine serviced at the moment?
- 3 Has the machine serviced recently?
- 4 the machine serviced last month?
- 5 Was the machine serviced during the lunch break yesterday, when production stopped for an hour?
- 6 Is the machine going to serviced next month?
- 7 The machine could been serviced last month.
- 8 The machine should have serviced last month.

6 Match 1–7 with a–g so that both expressions have approximately the same use in a presentation.

- | | |
|---------------------------------|--------------------------|
| 1 This graph shows the ... | <input type="checkbox"/> |
| 2 I think that covers ... | <input type="checkbox"/> |
| 3 In other words, ... | <input type="checkbox"/> |
| 4 Is that clear so far? | <input type="checkbox"/> |
| 5 So, now let's turn to ... | <input type="checkbox"/> |
| 6 Just to digress a moment, ... | <input type="checkbox"/> |
| 7 Basically, ... | <input type="checkbox"/> |

- a) By the way, ...
- b) Does that make sense?
- c) Now I'd like to look at ...
- d) What I mean is ...
- e) As you can see, ...
- f) That's all I want to say about ...
- g) I must emphasize that ...

7 Write the pairs of expressions from Exercise 6 next to the most appropriate headings below.

Referring to graphics: 1 e

Digressing: _____

Restating/Reformulating: _____

Emphasizing: _____

Checking understanding: _____

Ending one point: _____

Moving on: _____

8 Put the words in **bold** in the correct order to make some common email expressions. Mark the expressions / (informal), N (neutral) or F (formal).

- 1 **grateful** / I / **be** / would / you / if / could ... reply by Wednesday.
- 2 **me** / **posted** / **keep** / .
- 3 **sorry** / I'm / **about** / **very** ... the trouble caused.
- 4 **see** / **can** / **it** / **to** / you / ?
- 5 **find** / **solution** / a / I'm / we / **sure** / can / .
- 6 **informed** / **keep** / of / **please** / you / could / me ... developments.
- 7 **worry** / **don't** / **get** / I'll / it / onto / .
- 8 **sincere** / **please** / our / **apologies** / **accept** / .
- 9 **sure** / **make** / I'll ... the goods reach you by Friday.
- 10 **me** / **let** / **please** / **do** / **what** / **plan** / **know** / you / to / .

Review 4

Feedback

1 Fill in the missing letters to complete the sentences about team-building.

- 1 A to__ __y-f__ __ly exercise is one where people express themselves honestly and physically.
- 2 If a lot of h__ __d thinking goes on, then the thinking involves much effort.
- 3 A well-known saying states that 'The whole is g__ __ __er than the s__ __ of its parts'.
- 4 If you have enthusiasm and the determination to work hard at something, then you show c__ __ __ __ment.
- 5 If you acc__ __ __ __ish a goal, it is the same as saying that you a__ __ __ __ve it (succeed in doing it).
- 6 If you believe in an idea or a strategy, then you b__ __ i__ __ __ it. (phrasal verb)
- 7 No one is perfect, but with effort we can ov__ __ __ __me our sh__ __ __ __ __mings.
- 8 If somebody is h__ __d acc__ __ __ __able for their thoughts and actions, then they have to explain them and be willing to be criticized.
- 9 Try to stay calm. Don't lose your t__ __ __ __r and get angry.
- 10 We have to go right back to the beginning and s__ __ __t from sc__ __ __ch.

2 Complete the descriptions using the two most appropriate adjectives from the box.

aggressive charismatic cooperative helpful
impatient individual motivating obsessive
stressed unpredictable

- 1 A bully is _____ and _____.
- 2 A team player is _____ and _____.
- 3 A leader is _____ and _____.
- 4 A workaholic is _____ and _____.
- 5 A maverick is _____ and _____.

3 Match expressions 1–8 with their meanings a–h.

- 1 burn out
- 2 settle in
- 3 pull together
- 4 pass the buck
- 5 get on/along well with
- 6 let someone down
- 7 pull your weight
- 8 take it easy

- a) work with other people to achieve something
- b) relax and not let things worry you
- c) make someone else deal with something that you should take responsibility for
- d) become familiar with a new job
- e) have a friendly relationship with someone
- f) do your share of the work
- g) disappoint someone, because you didn't do what you promised
- h) be unable to continue working because you have worked too hard

4 Match each verb with a noun. Several answers are possible, but the clues in brackets will guide you to one particular solution.

- | | |
|-------------|--|
| 1 meet | a) a budget (= not change) |
| 2 set | b) a date (= set/decide) |
| 3 fix | c) a deadline (= finish at the right time) |
| 4 miss | d) a deadline (= fail to reach) |
| 5 achieve | e) a milestone (= arrive at) |
| 6 stick to | f) a target (= decide/fix/establish) |
| 7 establish | g) a target (= be successful after effort) |
| 8 reach | h) a timeframe (= make it exist) |

5 Complete the sentences using the correct form of the verbs in brackets. They are all past modals.

- A: I regret what I did. I (1) _____ (should/do) things differently.
- B: No, don't blame yourself. You (2) _____ (could/not/do) anything else. I (3) _____ (would/act) in exactly the same way if I'd been in your shoes.
- A: You're wrong. Things (4) _____ (might/be) very different if I hadn't been so stupid. I (5) _____ (ought/not/pay) attention to that terrible advice in the astrology section of my magazine.

6 Cover Exercise 5 and complete the sentences below using third conditionals.

- 1 If I _____ (be) in your shoes, I _____ (act) in exactly the same way.
- 2 If I _____ (not/be) so stupid, things _____ (be) very different.

Before you check your answers, look at the modal verb you used in the second part of each sentence. Did you use *would* both times? What two other modals are both possible and common?

7 Reformulate the aggressive remarks as diplomatic questions. Use the words in brackets.

- 1 Come to my office right now! (can/word/you/my office) _____?
- 2 Why did it happen? (do/have/idea/why) _____?
- 3 It would have been a disaster! (do/realize/could/happened) _____?

8 Underline a word or expression in the memo below that is similar in meaning to: *consequently*, *due to*, *in conclusion*, *moreover*.

Because of increased raw materials costs, it will be necessary to increase the price of all our products in the next quarter. Therefore, we need an urgent meeting to decide on the exact amount and timing of the increases. In addition, we need to discuss how to present this price rise to our customers. There might also be a case for reducing costs by outsourcing some of our production to a low-cost country. Overall, there is a lot to discuss, so please keep your schedules free for a full-day meeting on Monday 31 August.

Does using the new words in the instructions make the text more formal or more informal?