

ВІННИЦЬКИЙ КООПЕРАТИВНИЙ ІНСТИТУТ

Кафедра гуманітарних, економічних та фінансово-облікових дисциплін

ОК2. Ділова іноземна мова

(код і назва навчальної дисципліни)

Завдання для проведення практичних (семінарських) занять з методичними рекомендаціями

рівень вищої освіти	Другий (магістерський) рівень
галузь знань	07 «Управління та адміністрування»
спеціальність	073 Менеджмент
освітньо-професійна програма	«Менеджмент»
компонент освітньо-професійної програми	нормативна
Мова викладання	англійська

Завдання для проведення практичних (семінарських) занять з методичними рекомендаціями навчальної дисципліни «Ділова іноземна мова» для здобувачів другого (магістерського) рівня за спеціальністю 073 Менеджмент.

Освітньо-професійна програма: Менеджмент

Мова навчання: англійська

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Завдання для проведення практичних занять з методичними рекомендаціями розглянуті та схвалені на засіданні кафедри гуманітарних, економічних та фінансово-облікових дисциплін.

Протокол від «30» серпня 2023 р. № 1

В.о. завідувача кафедри гуманітарних, економічних та фінансово-облікових дисциплін _____ к. е. н., Тетяна ГРИНЧУК

«30» серпня 2023 р.

ЗМІСТ

ЗМІСТОВИЙ МОДУЛЬ 1. ЕФЕКТИВНА КОМУНІКАЦІЯ. КОМУНІКАЦІЙНІ СТРАТЕГІЇ В МЕНЕДЖМЕНТІ. MODULE I. EFFICIENT COMMUNICATION. COMMUNICATION MANAGEMENT STRATEGIES

ТЕМА 1. ПОНЯТТЯ ПРО КОМУНІКАЦІЮ. ВИДИ КОМУНІКАЦІЇ. THE NOTION OF COMMUNICATION. TYPES OF COMMUNICATION.

1.1. Що таке комунікація, її види.

What is communication. Types of communication.

1.2. Роль комунікації в менеджменті.

Role of communication in management.

1.3. Комунікаційні стратегії, що використовуються у менеджменті. Діловий дискурс та поняття нейро-лінгвістичного програмування.

Communication strategies used in management. Business discourse and the notion of NLP.

ТЕМА 2. НАЛАГОДЖЕННЯ ДІЛОВИХ КОНТАКТІВ. SETTING BUSINESS CONTACTS

2.1. Знайомство. Представлення. Світська бесіда.

Making acquaintances. Presenting yourself. Small talk.

2.2. Рекрутація та відбір кандидатів. Персонал та керівник відділу рекрутації. Потрібний кандидат.

Recruitment and selection. Personnel and HR. The right candidate.

2.3. Ділове листування. Листи. Електронна пошта.

Business correspondence. Letters. E-mails.

2.4. Спілкування по телефону. Спілкування за допомогою месенджерів.

Business correspondence. Making telephone calls. Messaging.

**ЗМІСТОВИЙ МОДУЛЬ 2. МЕНЕДЖМЕНТ ТА ОРГАНІЗАЦІЇ.
УДОСКОНАЛЕННЯ УПРАВЛІНСЬКИХ НАВИЧОК.
MODULE II. MANAGEMENT AND ORGANIZATIONS.
BOOSTING MANAGERIAL SKILLS.**

**ТЕМА 3. ДІЛОВІ ЗУСТРІЧІ ТА ПЕРЕМОВИНИ.
BUSINESS MEETINGS AND NEGOTIATIONS.**

3.1. Підготовка до зустрічей та переговорів.

Preparing for meetings and negotiations.

3.2. Он-лайн та офф-лайн зустрічі; переваги, недоліки, труднощі.

Online and offline meetings: advantages, peculiarities, difficulties.

3.3. Створення презентацій.

Making presentations.

3.4. Мовлення та мова тіла. Як справити враження. Візуальна психодіагностика.

Speech and body language. Making impressions. Visual psychodiagnostics.

**Тема 4. ПОДОЛАННЯ ТРУДНОЩІВ. БІЗНЕС У ПРОСТОРИ КУЛЬТУР.
MANAGING DIFFICULTIES. BUSINESS ACROSS CULTURES**

4.1. Стрес та управління стресом. Проблеми на робочому місці. Здоров'я та безпека.

Stress and stress management. Problems at work. Health and safety.

4.2. Час та управління часом.

Time and time management.

4.3. Проекти та проектний менеджмент.

Projects and project management.

4.4. Лідерство та стилі управління. Крос-культурна комунікація.

Leadership and management styles. Cross-cultural communication.

ВСТУП

Метою викладання навчальної дисципліни «Ділова іноземна мова» є: удосконалення комунікативної і перекладацької компетенції студентів у сферах ситуативного професійного спілкування в усній та письмовій формах; досягнення майбутніми спеціалістами високого рівня розуміння іншомовних фахових текстів, здійснення їхнього перекладу, а також усної та письмової інтерпретації іншомовного аудіо- і відеоматеріалу, що забезпечить їхні високі комунікативні спроможності у сферах ділового спілкування в усіх його різновидах.

Основними завданнями вивчення дисципліни «Ділова іноземна мова» є:

вивчити зміст поняття «ділове спілкування» пристосовно до майбутньої професії в обсязі, необхідному для досягнення цілей усного монологічного, діалогічного і письмового мовлення в межах міжкультурної комунікації; удосконалити розуміння принципів здійснення обміну інформацією у процесі повсякденної і ділової комунікації;

сформувати вміння адаптувати іншомовну текстову, аудіо-візуальну інформацію відповідно до наявних управлінських завдань; розширити та активізувати словниковий запас студентів, зокрема в межах фахової терміносистеми та лексики, притаманної сфері бізнес-комунікацій та менеджменту зокрема; засвоїти особливості здійснення іншомовної міжкультурної комунікації відповідно до сучасних вимог глобального бізнесу; активізувати навички абстрактного мислення, відбору та аналізу інформації з метою реалізації набутих знань в умовах іншомовної міжкультурної комунікації; удосконалити здатність створювати та організовувати ефективні іноземні комунікації в процесі управління; розвивати у студентів пізнавальні інтереси, уміння працювати з мережею Інтернет та інформаційними носіями, навчальними платформами й комп'ютерними програмами в межах здійснення іншомовної комунікації.

Основою навчальних матеріалів є тексти, аудіо- та відоматеріали наукового, науково-популярного та ділового жанру, відібрані з сучасних Інтернет ресурсів.

Тематика текстів та аудіо-відео матеріалів, спрямованих на розвиток навичок аналітичного читання, сприйняття інформації на слух та вміння висловити думку з приводу почутого, написання резюме, створення змістовних презентацій, організації зборів, проведення переговорів та ділового листування, є ретельно відібраною з метою розвитку навичок критичного мислення, технік самовдосконалення, застосування психологічних та емоційних засад ділового спілкування, поглибленого знання основ міжкультурної комунікації, етики ефективного спілкування у сучасному глобальному бізнес-просторі.

MODULE 1.

EFFICIENT COMMUNICATION. COMMUNICATION MANAGEMENT STRATEGIES.

UNIT 1. THE NOTION OF COMMUNICATION. TYPES OF COMMUNICATION.

- 1.1. What is communication. Types of communication.
- 1.2. Role of communication in management.
- 1.3. Communication strategies used in management. Business discourse and the notion of NLP.

Useful language and skills:

Making conclusions;

Ways of expressing opinions

Useful derivation to know.

Compiling of terminological dictionary (min. 20 words and word-combinations: the task implies revision and arranging a vocabulary stock after each set of classes that the module includes).

- Getting general knowledge of communication, its roles and ways it influences business processes;
- Learning communication strategies crucial for dealing with people, doing business and achieving goals;
- Getting ideas from the context;
- Learning how to sift information through to achieve goals.

PRACTICAL CLASS 1.

WHAT IS COMMUNICATION. TYPES OF COMMUNICATION.

Ex. 1. We all communicate with other people, structures and systems daily.

Read about the ways to get information you need. Did you ever use these 'tricks' in your communication style?

Here are three ways to get the information you want within your organization:

- First **offer appropriate information** yourself. If you want to find out about a particular area, offer information of your own first to show you can be trusted. Think carefully about what information is appropriate to pass on to others.
- **Ask questions indirectly.** If you want to ask about somebody or something, use statements with question tags rather than direct questions, for example: "You know John, don't you?" rather than "Do you know John?" A direct question may frighten someone

into remaining silent but a statement that sounds more like speculation will often be confirmed or corrected by somebody with better information.

- **Create intimacy.** If you don't know somebody very well, but want to exchange information with that person, you can use these techniques: Drop their name into conversation more than usual and use we, us and our as often as possible, for example, / think we're going to see a lot of changes in our department soon, Peter

Ex. 2 Listen to the dialogue. Specify if Candy uses all three ways mentioned above to get information from Michael.
<https://www.youtube.com/watch?v=n4AqALLXpkE>

Ex. 3. Underline the relevant parts in the conversation you just heard and note the strategy that she uses in the margin:

Candy: I really want to thank you, Michael, for taking me with you to the meeting. I just can't get used to driving on the left!

Michael: No problem.

C: You used to work for our new chief legal officer, Christine Bender, didn't you?

M: Yes, that's right. She and I started together in the legal department five years ago. Then I changed over to IT.

C: Christine is so successful. She did an amazing job for us dealing with that whole corruption scandal last year, don't you think?

M: Yes, she did. But, between you and me, Christine could never have managed that without her team.

C: That's so true, Michael. She always picks good people to work with her. By the way, I heard on the grapevine that she's going to move to our New York office next.

M: Yes, I heard that too. I wonder how her husband feels about it. He's a journalist, I think.

C: Well, according to Christine's assistant, Mrs Weber, that's not a problem. He's going to write articles about New York nightlife. Although I can't imagine who's going to look after the children then.

M: Apparently, they're going to have a nanny. I overheard Christine talking to the boss about it this morning. It must be very expensive, but they'll have enough money.

C: I suppose they might appoint somebody from Christine's team to carry on her work. **M:** Ah, no! It seems that Christine didn't want to recommend any of them to the boss, so Gabriele from the commercial department will take over. Christine's team was really angry!

Ex. 4. Look though the words and phrases suggested below. Make sure you know the meanings. Fill in the gaps with the vocabulary.

adapt, iterations, outcome, enhance, essential life skill, communicator, facial expressions, empathy and trust.

The ability to communicate is an 1._____ and one that can be continually developed. Even if you are a naturally good 2._____, there are always opportunities and ways to 3._____ your communication skills.

Individuals who are good communicators find it easy to develop 4._____ with others. These people 5._____ their style of communication to suit the audience and situation they are presented with.

Communication is a complex two-way process that can involve several 6._____ before mutual understanding is achieved.

Communication takes place in many ways. You can communicate using words, symbols, pictures, graphics, voice, tone, clothing, 7._____ and body language. Most communication is a combination of these elements. By understanding how to use these elements effectively you can improve the way you communicate and achieve the best 8._____ for any situation.

Ex. 5. The abstract suggest some basic principles of effective communication. Do they fully coincide with the ones you learned in Lecture 1? If not, specify which.

Whether speaking formally or informally, addressing a meeting, or writing a report, the basic principles of communication are as follows.

Know your audience: Communication should always be packaged to suit the listener's level of understanding.

Know your purpose and topic: Make it clear whether you are delivering specific information, requesting information, or being social. Be aware of all the facts and details.

Anticipate objections and present a complete picture: Objections often arise due to misunderstandings. Communicate the benefits for both parties. Support your statements with evidence (e.g. statistics or testimonials).

Communicate a little at a time, then check the listener understands: Pause, ask questions, and give the listener an opportunity to ask questions.

Present information in several ways: What worked for one listener/reader may not work for another.

Develop practical, useful ways to get feedback: Feedback is the best way to evaluate the effectiveness of your communication.

Ex. 6. Communications with people in the same business organization is called internal communications; those with people outside the organization are called external communications. Put the words in the boxes according to the type of communication they belong:

Colleagues, suppliers, other organizations, other employees, managers, customers, subordinates, government bodies.

internal communications	external communications

Ex. 7. Read about types of communication. Single out major characteristics of each one. Which type of communication do you mostly use or prefer? Why?

There are four major types of communication: verbal communication, nonverbal, written and visual.

1. **Verbal Communication:** occurs when we connect in speaking with others. It can be face-to-face, over the telephone, via Skype etc. Some verbal actions are casual, such as chatting with a friend in the office, while others are more formal, such as a planned meeting. Regardless of the kind, it is not just about the words, it is also about the quality and difficulty of those words, how we cord those words jointly to create an overarching message, as well as the modulation used while speaking.

2. **Written Communication:** involves any interaction that makes employ of the written word. It is one of the two major types of communication; along with oral communication. Some of the different forms of written communication that are used inside for business operations include reports, bulletins, memos, job descriptions, employee manuals, and electronic mail.

All forms of written communication have a comparable purpose of dealing out information in an apparent and short manner though that purpose is often not achieved.

3. **Visual Communication:** Visual communication skills need the use of visual aids which examine or viewed for thoughts and information to be communicated. For example, graphs, charts, maps, posters, packaging design, books, screen-based media etc. are all kinds of visual aids. The body gestures, facial expressions, and eye contact of a person can also assist in visual communication by assigning a message. Which kind of visual communication is right for your company depends on the goal you'd like to attain and also depends on your target audience.

4. **Non-Verbal Communication:** involves facial expressions, eye contact, posture, hand movements, and touch. For instance, if you're busy in a conversation with your manager about your cost-saving thought, it is imperative to pay notice to both the words and their non-verbal communication. Your manager might be in concord with your thought verbally, but their nonverbal cues: avoiding eye contact, sighing, scrunched up face, etc. point out something diverse.

<https://learning.shine.com/talenteconomy/career-help/types-of-communication/>

Ex. 8. Think about advantages and disadvantages of each of the types of communication. Fill in the table.

Communication type	Advantages	Disadvantages
1. Verbal		
2. Written		
3. Visual		
4. Non-Verbal		

Ex. 9. Distribute the given examples of communication according to their types. Substantiate your choices.

- | | |
|--|--|
| <ul style="list-style-type: none"> • <i>Training others to hold out a task or role</i> • <i>Brochures</i> • <i>Websites</i> • <i>Training and educational videos</i> • <i>Eye Contact</i> • <i>Trade Shows</i> • <i>Advertisements</i> • <i>Internet</i> • <i>Body Language</i> • <i>Letters</i> • <i>Postcards</i> • <i>Telegrams</i> | <ul style="list-style-type: none"> • <i>Facial Expressions</i> • <i>Using self-revelation to support sharing</i> • <i>Proposals</i> • <i>Speaking peacefully even when you're worried</i> • <i>Conferences</i> • <i>Terminating employees</i> • <i>Boldness</i> • <i>Social media posts</i> • <i>Office presentations</i> • <i>Email</i> • <i>Faxes</i> |
|--|--|

Communication type	
1. Verbal	
2. Written	
3. Visual	
4. Non-Verbal	

Ex. 10. Write a summary of max. 100 words on communication, its major types and advantages / disadvantages of each. Speak on them using the topical vocabulary

The picture below is a visual aid for you! You may use it while speaking and / or presenting.



PRACTICAL CLASS 2.

ROLE OF COMMUNICATION IN MANAGEMENT.

Ex. 1. Watch a video with 10 quotes about importance of communication. Write them down. Define if they all apply to management.

https://youtu.be/h39zrBH_tLA

Ex. 2. Pre-reading task: read the following quotes said by famous personalities and discuss them with your partner or group mates. What do they all reflect or address? On which aspects of communication do they accentuate? Which types of communication do they mostly refer to? Do they all apply to communication in business?

1. *“Communication is a pervasive part of virtually all managerial activities. Studies reveal that managers spent 74 percent of their working time in oral communication”.* (Griffine)
2. *“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”* (Tonny Robbins)
3. *“No one can whistle a symphony, It takes a whole orchestra to play it.”* (H.E. Luccock)
4. *“We are stronger when we listen, and smarter when we share.”* (Rania Al-Abdullah)
5. *“Conversation is the king. Content is just something to talk about.”* (Cory Doctorow)
6. *“There is no communication that is so simple that it cannot be misunderstood.”* (Luigina Sgarro)
7. *“The most important thing in communication is to hear what isn’t being said.”* (Peter Drucker)
8. *“Effective communication is 20% what you know and 80% how you feel about what you know.”* (Jim Rohn)
9. *“Communication works for those who work at it.”* (John Powell)
10. *“Communication is a skill that you can learn. It’s like riding a bicycle or typing. If you’re willing to work at it, you can rapidly improve the quality of every part of your life.”* (Brian Tracy)

Ex.3. Read the article. Single out the main idea from each paragraph. Say which words help express it.

Role of communication in management

Communication and management are closely linked with each other. Communication is directly related to the basic management functions of planning, organizing, leading and controlling. Evaluating business environment, preparing plans and making decisions requires communication. Delegation, coordination, supervision and organizational development-all are done by means of communication. Developing reward system and interacting with subordinates as a part of leading function would be impossible without communication. Establishing standards, monitoring performance and taking corrective actions as a part of control also requires communications. Therefore, communication is termed as the life-blood of an organization.

Managers perform a variety of roles such as interpersonal roles, decisional roles and informational roles for smooth running of their organization. It would be impossible to perform these roles without communication.

Importance of communication in performing these managerial roles is discussed below:

1. Interpersonal role: Interpersonal role implies interacting with superiors, subordinates, peers and other outside parties of the organization. Performing an interpersonal role requires continuous communication with these parties.

2. Decisional role: It requires manager to seek out information to use in decision making and then communicate those decisions to others.

3. Informational role: Informational role focuses on acquiring and disseminating information.

In fine, it can be concluded that performing managerial roles and functions requires information from various internal and external sources. Therefore, managers must engage in communication. For this, it is said that none can perform management functions without communication.

Posted by The Business Communication

<https://thebusinesscommunication.com/role-of-communication-in-management/>

Ex.4. From the text “*Role of communication in management*” single out the main functions of management and the actions to be taken to achieve the result.

Ex.5. Listen to the dialogue. Do you find showing interest in other people important in communication? Is it crucial in management? Substantiate your choice. <https://www.youtube.com/watch?v=U178H2W19ik>

Ex. 6. Listen to the dialogue once again and write down the phrases that reflect ‘echoing’, ‘emphasizing’ or ‘paraphrasing’. Complete the phrases with words from the box.

<i>saying</i>	<i>that's</i>	<i>mean</i>	<i>how</i>	<i>really</i>	<i>other</i>	<i>know</i>	<i>terrible</i>
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To show empathy	To paraphrase
1 Iwhat you mean.	6 So inwords...
2 ?	7 So what you're is...
3 That's.....!	8 So youthat...
4 so true.	
5amazing!	

Ex. 7. Group these expressions that show empathy under the correct heading:

1. To show empathy about something good:	
2. To show empathy about something bad:	
3. To show disbelief:	

1. *That's wonderful!* 2. *How terrible!* 3. *Fantastic!* 4. *That's unbelievable!* 5. *That's awful!* 6. *How amazing!* 7. *Great!* 8. *Oh no!* 9. *How incredible!* 10. *That's dreadful!*

Ex. 8. In the boxes there are words and phrases that may help you make conclusions. Continue the lines for each word / phrase with the information you learnt about communication.

- altogether,
- briefly,
- categorically,
- chiefly,
- finally,
- largely,
- lastly,

- mostly,
- next,
- now,
- overall,
- predominantly,
- primarily,
- ultimately

- altogether now,
- as indicated,
- bluntly stated,
- in brief,
- in closing,
- in essence,
- in general,
- in short,
- in summary,
- in summation,

- most importantly,
- to end,
- to conclude,
- to summarize,
- to surmise,
- upon consideration,
- upon investigation,
- upon reflection,
- upon review,

Ex. 9. Watch the video and speak about the reasons why effective communication is important in management. How many of them does the speaker mention? Would you add up some more? <https://youtu.be/nIQhHEWpdWs>

Ex. 10. Watch an almost 10-minute video on importance of communication in management. Write down the key aspects the speaker mentions in it. Minimize the information suggested and prepare a short summary. Speak on the information you learned. <https://youtu.be/XuviLuLnQJA>

PRACTICAL CLASS 3.

COMMUNICATION STRATEGIES USED IN MANAGEMENT. BUSINESS DISCOURSE AND THE NOTION OF NLP.

Ex. 1. Take a look at the most effective communicative strategies that you and your teammates should follow to make team interaction both fun and rewarding. First skim for the main ideas, looking through the paragraph headings. Read the article thoroughly and minimize the information up to 10-12 sentences.

Most effective communicative strategies.

1. Encourage One-to-One Communication: One-to-one communication is important to develop a bond and understand your teammates in a better way. When you talk to others on a personal level, you get to know more about them. You can read their body language, know about the communication methods that they are most comfortable with, know about the visual cues that they use more, etc.

Additionally, when you need to share some confidential information with someone, you need to communicate one-on-one with someone who you trust. You can easily talk about matters in private, and get suggestions from a single person without involving other people of your team

2. Let Everyone Speak in Meetings: Yes, I also agree that team meetings are boring and seem more like a formality. But this usually happens when a limited number of participants have the privilege of sharing what's on their mind. Meetings with defined agendas and involvement of only those who are directly related to the issues being discussed are not productive for everyone.

It doesn't matter whether you are a team leader or a team member, you need to express your thoughts openly during a meeting. It's the responsibility of the manager or the meeting organizer to ensure that every participant gets an equal chance to express what's on their mind. Moreover, participants need to listen carefully to what others have to say without interrupting them. This will not only make the meeting more open but also gives a fair chance to everyone to hone their speaking and listening skills.

3. Make Use of Multiple Modes of Communication: Some people prefer talking face-to-face while others find it more effective to send text messages to convey information. You may want to stick with your favorite communication channels but this isn't going to make communication with others easy for you in the long run.

Just like you, everyone has their own set of preferred modes of communication. However, to convey your messages with everyone on your team without any friction, you need to make yourself comfortable with different modes of communication. You can get yourself one step closer to become a communication expert by making use of different channels for communicating with your team.

4. Bring in Some Humour: Why So Serious? : Too serious conversations can put you and other participants in a negative state of mind. And this will affect how you perceive information and draw conclusions. Moreover, when a communication session becomes

too serious, everyone wants to leave it at the earliest and the flow of information gets hindered significantly.

Sometimes, you need to put across information that is intense and it is not possible to avoid a stressful communication session. In such a case, you should know how to lighten the mood of yourself as well as others. A good joke can do the trick and help everyone to relax and retain their interest in the matter being discussed.

5. Prepare Yourself Beforehand: Don't take things too lightly and always ready yourself beforehand when you have to share some important information with your teammates. You definitely don't want any piece of information from getting skipped while communicating the message with your team.

It's always a good idea to note down all the important points that you want to communicate with your team. Also, you need to focus on presenting information in an interesting and engaging manner. It's a good practice to customize the information that you want to share with a particular audience.

6. Promote Feedback During Communication Sessions: Communication is a two-way process and information cannot be exchanged effectively if the flow of information is unidirectional. From unidirectional what I mean here is that the information is only flowing in a single direction. For instance, you shared some information with your team and no one asked or discussed the information with you.

Feedback plays a vital role in improving the overall effectiveness of communication by enabling the flow of information in the backward direction also. The most common example of feedback is the questions that you ask at the end of a presentation. Feedback can be in the form of doubts, suggestions, or thoughts that you will get after you communicate your message.

7. Be Ready to Involve Yourself in Difficult Conversations: Sometimes, you may find yourself in a conversation with someone whose thoughts, opinions, and feelings are completely different than yours. The two most obvious choices that you have in such a circumstance is to either avoid the conversation or get yourself involved in an argument.

But neither of the ways are going to do the trick, which is to make the communication happen effectively while keeping the personal differences aside. So, what you need to do for tackling a difficult conversation is to stay relaxed and try to understand what the other person wants to say before responding. Also, you can practice how you respond when you get into tricky conversations that can happen with your manager or your team members.

8. Jot Down All the Key Points of a Discussion: While communicating with your team, especially during a discussion or a meeting, you witness the flow of a significant amount of information and ideas. However, it's difficult to retain all the useful information that is shared verbally with one another. As a result, it is likely to lose most part of the conversation that may come handy.

To ensure that discussion brings productive results and information does not get lost, you need to note down every piece of information that seems valuable. This way, you can secure many ideas that otherwise would have been lost.

9. Make use of Communication Tools : Today, several tools have emerged that make it easy for the team to communicate and share their thoughts and ideas conveniently.

You can use online team collaboration tools for instant messaging, video conferencing, brainstorming, note-taking, etc.

Ex. 2. Here are some of the most common communication blunders that can lead to ineffective conversations. Look through the headings for each paragraph. Can you get the main idea without reading the whole text? Why?

Common communication mistakes

1. Assuming Everyone to Understand Things the Same Way

When you communicate with several people at a time, it is normal that some of them will get it easily while others are unable to understand your point. It happens because of the difference in the understanding level and preferred learning style. Moreover, you can never assume that all the people interpret your message in a similar way. Thus, it's better to observe and develop a communication strategy that can work for all the members of the group whom you want to address. The one-size-fits-all approach never works when it comes to team communication.

2. Bad at Listening

Communication is not only about speaking and transmitting information but is also about listening and receiving information. In any conversation, one person shares the information by speaking while the other person listens and interprets the information. So, what you need to understand here is that listening skills matter as much as speaking skills. By listening carefully to others, you will be able to understand things easily and learning becomes easier for you. Individuals who are bad at listening, are less likely to extract the correct information from the conversations.

3. Ignoring the Tone of Your Voice

When you are communicating verbally, the tone of your voice matters a lot. Voice creates a major impact on your listeners and also acts as a key factor that decides how good your listeners get connected with you. Communicating in a harsh and annoying tone is likely to put a negative impact on your listener and in worst-case scenarios, results in conflicts. You need to make sure that the tone of your voice is gentle, confident, educating, and should imply that you are also willing to listen.

4. Emotions Overpowering Logic

Conversations influenced by your emotions are ineffective and are likely to bring in undesired outcomes, especially in the office environment. You need to think and communicate logically while keeping your emotions aside. Most decisions that are guided by emotions are likely to be the ones that you regret later. It's quite difficult but you need to resist your emotions from taking over your logical thinking.

5. Hold Back Your Thoughts and Ideas

Not expressing your thoughts while communicating can bring conversations to a dead end. It's very important to share what's on your mind with others to get your issues and requests noticed. You need to communicate your opinions with confidence to make sure that others don't take them too lightly.

6. Reacting More and Responding Less

Reacting and responding are two different things. When you react, you take actions without giving a proper thought on the consequences and the impact that they are going to make. Generally, reactions are aggressive and tense in nature. On the other hand, responding means that you take time to think about the issue or the situation and then take action accordingly. Reactions are not good, especially when you are communicating with people on a professional level. A single reaction during a conversation can induce multiple reactions that will create a hateful environment and kill productivity.

7. Getting Distracted Easily

While exchanging information with others, you always need to pay attention to ensure that you don't miss anything that is important. Distractions can put you in a situation where you are physically present in a conversation but mentally you become absent. There can be many reasons for getting distracted while communicating with your team like a bad attitude, the use of mobile phones, etc. For making any conversation successful, you need to keep distractions at bay and engage yourself with a positive attitude.

<https://www.proofhub.com/articles/communication-strategies>

Ex. 3. From the text above write out 10 topical word combinations and make up sentences with them. Try to use them otherwise than in business contexts only.

Ex. 4. Use the phrases in the contexts of business communication. Say if they have positive / negative / neutral coloring.

- | | |
|--|--|
| - develop a bond | - interpret a message |
| - understand your teammates | - resist one's emotions |
| - share some confidential information | - be bad at listening |
| - get distracted | - share ideas conveniently |
| - engage oneself with a positive attitude. | - avoid a conversation |
| - a hateful environment | - get oneself involved in an argument |
| - kill productivity | - visual cues |
| - communicate opinions with confidence | - have the privilege |
| - a harsh and annoying tone | - set of preferred modes of communication. |

Ex. 5. Here's one more list of communication strategies that suggests 10 positions. Study them and say if they suggest any substantial additions to the 9 mentioned in Ex. 1.

Organizational communication strategies

1. Create a corporate communication plan
2. Encourage one-to-one conversations
3. Sprinkle a little humor
4. Nurture two-way communication
5. Bring consistency in your communication
6. Make use of visual aids
7. Train your staff on effective communication
8. Conduct more open sessions
9. Leverage the right tools and technology
10. Cultivate the habit of active listening

Ex. 6. Watch the video about benefits of NLP in business. Single out the main ideas addressed. https://youtu.be/S0ml_sFgsRM

Ex. 7. Express your opinion about NLP, its objectives, strategies, risks. When arguing, use the following phrases:

'from my point of view'

'In my opinion...'

'Personally, I feel that...'

'I would say that...'

'Speaking personally....'

'Speaking from my perspective...'

'I guess that...'

'I bet that...'

'I assume that...'

'I gather that...'

'My impression is that...'

'I am sure that...'

'I'm certain that....'

'I have a feeling that...'

'I would argue that...'

'I would say that...'

Ex. 8. Learn how words can be formed in English. Here are some examples of rules of derivation you may find useful. Define the parts of speech for each of them. For the words missing their 'groupmates' pick up correct forms. Think of other words widely used in business to practice their derivation!

Note: *noun* – іменник; *verb* – дієслово; *adjective* – прикметник; *adverb* – прислівник.

1. to organize – organised- organizer- organization – organizational
2. to guide – **noun** (occupation or a leaflet/book) – guidance – guiding
3. to expand – expandable – **noun**
4. Competitor – **verb** – competition – competitive
5. Strategy – **adjective** – strategist
6. Commercial – **noun** – commercialize – commercialese – commercialism
7. to promote -

8. to challenge -
9. to respect -
10. to profit -

Ex. 9. Read an abstract from a study on Neuro Linguistic Programming (NLP) and its role in management.

Do the tasks or answer the questions:

- Give a definition of NLP. Search for other definitions suggested by scholars. What do they all emphasize?
- Do you know more about NLP? Does this piece of information reveal major roles NLP plays in our societies?
- Have you ever used NLP strategies in your communication? How/when?

Neuro-Linguistic Programming

The answer to the question how to communicate better, how to effectively communicate with our surrounding and how to communicate with ourselves is also offered by neuro-linguistic programming (NLP). It arose in the 70s of the last century, and its founders are Richard Bandler and John Grinder. According to the authors, NLP is a set of models, abilities, and techniques for effective thinking, behaviour, and communication.

NLP is often presented as a magic tool for self-improvement of individuals and in this sense, it recently relies more on the assumptions of NLP rather than on qualitative and quantitative research. It is also caused by the fact that there are only few researches, which prove the reliability of NLP tools. One of the author points out that the intelligent management by applying NLP in the techniques of interpersonal and intrapersonal communication in management can relate to the success of a whole organization.

Thus the results shown in one research in business communication demonstrated that NLP improves interpersonal and intrapersonal behaviour of the leaders, and this subsequently contributes to the success of organizations by using NLP in their behaviour, communication, and leadership.

NLP relates to the idea that the meaning of communication is in a reaction which it creates. Therefore, it is needed to adapt our communication until a required result, a reaction, occurs. In this context, according to S. Knight, one of the first discoveries of NLP is the knowledge that experienced communicators use their language in order to create the climate of trustworthiness and understanding.

MODULE 1.

EFFICIENT COMMUNICATION. COMMUNICATION MANAGEMENT STRATEGIES.

UNIT 2. SETTING BUSINESS CONTACTS.

- 2.1. Making acquaintances. Presenting yourself. Small talk.**
- 2.2. Recruitment and selection. Personnel and HR. The right candidate.**
- 2.3. Business correspondence. Letters. E-mails.**
- 2.4. Business correspondence. Making telephone calls. Messaging.**

Useful language and skills:

Types of questions in English.

Giving a response.

Written and oral English communication styles.

Getting acquainted. Business cards. Spelling names.

Greeting and parting.

Making appointments.

Asking for an opinion.

Asking about causes and progress.

Asking about results.

Describing conditions.

Email expressions and abbreviations

Compiling of terminological dictionary (min. 20 words and word-combinations: the task implies revision and arranging a vocabulary stock after each set of classes that the module includes).

- Describing personal qualities.
- Speaking about education, training and skills.
- Selection procedures. Dress codes.
- Types of remuneration.
- Best resume, CV and cover letter strategies.
- Voicemail.

PRACTICAL CLASS 1.

MAKING ACQUAINTANCES. PRESENTING YOURSELF. SMALL TALK.

Ex. 1. Read about ways of introducing yourself professionally. Skim for the main ideas only. Without reading the whole text try to dwell on what each paragraph may imply. Write down your ideas with key words only.

How to introduce yourself professionally — 5 tips to remember.

1. Make the introduction relevant to your audience.

In order to keep your audience engaged, your introduction must be relevant to them. For example, if you were to go to a networking event, you likely wouldn't begin by word-vomiting your entire career experience. Instead, you would introduce yourself briefly, offering your name, role, and organization. But if you were interviewing for a job at your dream company and got the classic "Tell me about yourself" to kick off the conversation, you'd give a lengthier answer delving into your past and present work experience and how that ties to this next step you're so excited about.

2. Talk about your career experience and your role.

When introducing yourself, it's important to share highlights of your professional background. Keep this part of your introduction clear and concise. Leave your high school lifeguard job out of the conversation and focus on your relevant career experience from the last five years. Explain what roles you've worked recently, what job you have now, and/or your achievements along the way. Exactly what you share and in what level of detail, however, will depend on the situation.

3. Perfect your body language.

Making eye contact and having a firm handshake, a strong stance, and a smiling face, for instance, all convey a sense of confidence. When you act confident you'll start feeling more confident — and eventually others will perceive you as such. Visualize yourself having the exchange the way you want it to take place — take note of how you want to present yourself during your introductions and then practice doing it with your words and your body language.

4. Display genuine interest in who you're conversing with.

Remember that this isn't a one-way conversation — you and the person you're conversing with should have equal opportunity to talk. So after you've given your brief career introduction, be curious and ask them about their background to allow the conversation to flow naturally. Throughout the conversation, repeat the names of those you're conversing with to keep them interested.

Lastly, demonstrate your desire to help by offering to make connections or send relevant resources, inviting people to conferences, providing recommendations, and generally telling the person through your actions and follow-ups that you're thinking of them.

5. Practice your pitch.

Rehearse with your friends, parents, and anyone who will listen so that you can be sure you're introducing yourself, and what you want, in an articulate way. Practicing in front of an audience will allow you to receive feedback and adjust accordingly before the real pitch.

Ex. 2. Put questions to the text from Ex. 1. Build all the 4 types of questions in English: general, alternative, disjunctive and special. Practice asking and answering them with your partner.

Ex. 3. Watch the videos about introducing yourself. Practice doing it with your partner / friend.

<https://youtu.be/MU8xhYgHT0U>

<https://youtu.be/keZnAtBxO-c>

<https://youtu.be/JAh5gVQfjdE>

Ex. 4. Read the article below about small talk to find:

- 1. three topics that you can make small talk about;**
- 2. two topics that you can't make small talk about**
- 3. two tips for managing small talk.**

What is small talk?

Your company sends you to an important international conference in the USA. While you are travelling from the hotel to the conference centre you meet somebody who works for the Spanish division of your company for the first time. The conversation that you have will probably be what we call small talk.

What do people make small talk about?

There are certain safe topics that people usually make small talk about. The weather is probably the number one thing. Sometimes even friends and family members discuss the weather when they meet or start a conversation. Sports news is a common topic, especially if a local team is doing extremely well or badly. If there is something that you and the other speaker have in common, that may also be acceptable to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why.

There are also some subjects that are not considered acceptable when making small talk. Personal information such as salaries or divorce are not talked about between people who do not know each other well. Negative comments about another person not involved in the conversation are also not acceptable: when you do not know a person well you cannot be sure who their friends are.

It is also not wise to continue talking about an issue that the other person does not seem comfortable with or interested in. Lastly, avoid one word answers, and ask questions to show you want to keep the conversation going.

Ex. 5. Listen to three conversations where people are making small talk. (The Business. Macmillan)

For each conversation decide:

- 1. where the people are**
- 2. what small talk topics they talk about**
- 3. how many questions the speakers ask to keep the conversation going.**

Ex. 6. Listen to the conversations again and write the questions that the speakers use.

Conversation 1

- 1 _____ good weather?
- 2 _____ go?
- 3 _____ enjoy it?

Conversation 2

- 4 _____ visit there?
- 5 _____ stay?
- 6 _____ the Continental?

Conversation 3

- 7 _____ for work or on holiday?
- 8 _____ you do?
- 9 _____ your job?
- 10 _____ visit India?

Ex. 7. Learn English phrases for daily conversation that'll help you make a small talk. Write the phrases out. <https://youtu.be/0I12mA0EejE>

Ex. 8. Watch nice examples of small talk or recommendations how to do it effectively.

<https://youtu.be/0jhPrERjTxU>

<https://youtu.be/nb6cXQKq-y4>

https://youtu.be/KWmi_v6XgAo

Ex. 9. Making small talk.

Work with a partner. Choose one of the topics below to make small talk about. Student A should prepare some things to say about one of the topics, Student B should prepare a list of questions to keep the conversation going.

- | | |
|-------------------------------|--|
| 1 Your last weekend | 4 What you're doing after class |
| 2 Your job/studies | 5 The last time you went to a restaurant |
| 3 Your journey to class today | 6 The weather today |

Ex. 10. Put the words in the correct order to make some useful phrases for beginning and ending small talk. Mark each phrase B (for beginning a conversation) or E (for ending a conversation). Can you add any more?

Beginning and ending small talk.

1. but Sorry have to go I now.
2. meeting It's nice been you.
3. believe can't how busy it I is.
4. journey have you Did a good here?
5. your was How weekend?
6. Enjoy rest the of the conference.
7. to talking Nice you.
8. It's weather lovely today.

PRACTICAL CLASS 2.

RECRUITMENT AND SELECTION. PERSONNEL AND HR. THE RIGHT CANDIDATE.

Ex. 1. Learn about recruitment. Pay attention to the range of synonyms suggested and the derivation (word-formation). Make up sentences with the bold type words.

Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been **recruited** is a **recruit** or, in American English, a **hire**. The company **employs** or **hires** them; they join the company.

A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be called on to **headhunt** people for very important jobs, persuading them to leave the organizations they already work for. This process is called **headhunting**.

Ex. 2. Summarize what you know about selection process from the previous course of studies. Make up a proper story. Here are words and expressions to help you:

head of recruitment

selection process,

candidate

recruit people:

advertise in (a newspaper)

backgrounds of applicants

experience of different jobs

educational qualifications.

handwritten letters of application

apply by email;

handwriting analysis

invite to a group discussion

the most interesting candidates

individual interviews

to do written psychometric tests

to assess intelligence and personality.

to shortlist candidates.

To check references

To write to referees:

previous employers or teachers

a good reference

to ask to come back for more interviews.

offer job

to turn down an offer

to accept an offer

to hire

to appoint someone

to find the right person.

Ex. 3. Do you know that work of a recruiter or an HR may be fairly challenging? It is very important that you only ask questions that are appropriate and professional. Tick the questions that would be appropriate in an interview.

- | | |
|--|--|
| 1 Tell me about your typical working day. | 6 Are you older than 40? |
| 2 What's your star sign? | 7 How would your friends describe you? |
| 3 Do you go to church? | 8 Are you a Hindu? |
| 4 What is your greatest achievement to date? | 9 Do you come from China originally? |
| 5 Are you single? | 10 What's your greatest weakness? |

Ex. 4. You are interviewing someone for the position of assistant. Using the guidelines try to model a potential conversation. Let your partner answer your questions.

1. Welcome the candidate and ask him about his suitability for this position.
2. Respond in an encouraging manner and then ask about his strengths and weaknesses.
3. Respond in an encouraging manner and ask him to give you an example of when he multitasked in his current job.
4. Respond in an encouraging manner and ask him about his reasons for leaving his current role.
5. Respond in an encouraging manner and ask him about his goals and ambitions for the next five years.
6. Respond in an encouraging manner and end the interview.

Ex. 5. Complete the sentences with a word from the box.

challenges	rewarding	see	hire	current
yourself	independently	situation	greatest	right

- 1 Why should I you for this job?
- 2 Do you prefer to w o r kor as part of a team?
- 3 Tell me a bit about
- 4 Tell me about awhere you worked well under pressure.
- 5 What are your strengths and weaknesses?
- 6 What has been most..... about your current job?
- 7 What major..... have you faced in your current role? How have you handled them?
- 8 What's your salary?
- 9 Where do y o u yourself in five years?
- 10 Why do you think that you 'refor this job?

Ex. 6. Listen to a conversation “Mansha Khan is attending an interview for a sales position” (Collins English for Business. Track 83).

Write down the questions the interviewer asked her about:

- work history
- personality
- suitability for company and role
- goals and ambitions

Ex. 7. Listen to the four people introducing themselves and fill in the missing information on their profiles. Explain why they were shortlisted and guess the positions they applied for. (The Business, MacMillan, Tracks 1:19 - 1:22)

A. NAME: Miroslav Kalata
AGE: 27
QUALIFICATIONS: Designs websites for boutiques
WORK EXPERIENCE: _____
LANGUAGES: _____
HOBBIES / INTERESTS: Computers and parties
CURRENT POSITION: Website designer



B. NAME: Panayota Mitropoulos
AGE: _____
QUALIFICATIONS: Geography degree
WORK EXPERIENCE: _____
LANGUAGES: English, French, German, Chinese
HOBBIES / INTERESTS: _____
CURRENT POSITION: Works in family taverna



C. NAME: Tomas Visser
AGE: 25
QUALIFICATIONS: Business studies degree
WORK EXPERIENCE: _____
LANGUAGES: English, Flemish, French
HOBBIES / INTERESTS: _____
CURRENT POSITION: Currently unemployed



D. NAME: Francesca Di Ponti
AGE: 28
QUALIFICATIONS: Modern languages degree
WORK EXPERIENCE: _____
LANGUAGES: English, Spanish, French, Portuguese
HOBBIES / INTERESTS: _____
CURRENT POSITION: Currently unemployed



Ex. 8. The right person. The following words are often used in job advertisements. Find synonyms for each group of words.

Companies look for people who are:

self-starters, proactive, self-motivated, or self-driven: good at working on their own.

methodical, systematic and organized: can work in a planned, orderly way.

computer-literate: good with computers.

numerate: good with numbers.

motivated: very keen to do well in their job.

talented: naturally very good at what they do.

team players: people who work well with other people.

Ex.9. Complete extracts from job adverts with the words from Ex. 8.

You'll need to be _____, as
you'll be working on financial budgets.

2 As part of our sales team, you'll be
working independently, so you have
to be self-_____ and
self-_____.

3 We're looking for someone who can
work on ten projects at once. You must
be _____,
and _____.

We need _____ journalists
who are very good at their job and
extremely _____ to find
out as much as they can.

5 You'll be researching developments on the
Internet, so you have to be _____
_____. You must be _____,
able to work on your own initiative, and a
_____. But as part of a team
of researchers, you need to be a good _____
_____ too.

Ex. 10. Dana is the Recruitment Manager and Heidi is an administrator at Global Recruit.

Heidi is calling Dana about the references that she has for each of the candidates. Listen to the conversation and note down any problems that they find with the four candidates. (The Business, MacMillan, Track 1:23).

Ex. 11. Match a positive adjective with its negative opposite on the right. Think of as many synonyms for each word as possible.

1	calm	a	dishonest
2	generous	b	disorganized
3	honest	c	unhelpful
4	hard-working	d	mean
5	helpful	e	stressed
6	organized	f	hands-off
7	ambitious	g	lazy
8	hands-on	h	uncooperative
9	cooperative	i	lacking in drive

PRACTICAL CLASS 3.

BUSINESS CORRESPONDENCE. LETTERS. E-MAILS.

Ex. 1. Watch a short video describing what business correspondence is.

Answer the questions:

1. What is understood by ‘business correspondence’?
2. What type of letters are mentioned in the video? How do they differ?
3. What are the means of business correspondence?
4. Which type of communication does business correspondence belong to?
5. What is the meaning of business correspondence? Is it important?

https://youtu.be/6LsTBhip_7k

Ex. 2. Read about the meaning of business correspondence. Does the article suggest all possible relevant meanings business correspondence can provide?

Importance of Business Correspondence

A business correspondence has numbers of importance. Its most important feature is the ease of reaching and communicating with different parties. It is not always possible to meet persons face to face. A business correspondence helps to meet some organizational goals. One can achieve the objectives through it. Let us study some of them in details.

1. Maintains a Proper Relationship: It is not always possible for any business or organization to reach to any person in particular. This will cost any business. Here, the business correspondence will be a rescue for any business. It helps in maintaining the proper relationships between the parties. Business correspondence strengthens the business.

2. It also helps in the internal communication. It makes communication within the organization more clear and precise.

3. Serves as Evidence: Any written form of communication serves as evidence. A business correspondence helps the person in a business to keep a record of all the facts. These written records will serve as evidence.

4. Creates and Maintains Goodwill: It helps in creating and maintaining goodwill between a business and a customer. Any letter to enquire, complaint, suggestion or feedbacks

helps a company to grow and maintain goodwill.

5. It is inexpensive and Convenient: It is a cheap and convenient form of business communication.

6. Formal Communication: A business communication serves as a formal communication between two persons. It may be a seller and a buyer. It can be between an employee and the employer. The language used is formal and logical.

It helps in removing the ambiguity and the doubts of the person involved in the business. The formal communication in business is followed and acceptable.

7. Helps in the Expansion of Business: A business correspondence helps a business to achieve the set goal. It also ensures the expansion of a business. With no waste of time and proper utilization of manpower and resources, a business can expand.

Any information regarding some resources or any product or market can be easily done. Even the news of the expansion of business can be spread by it.

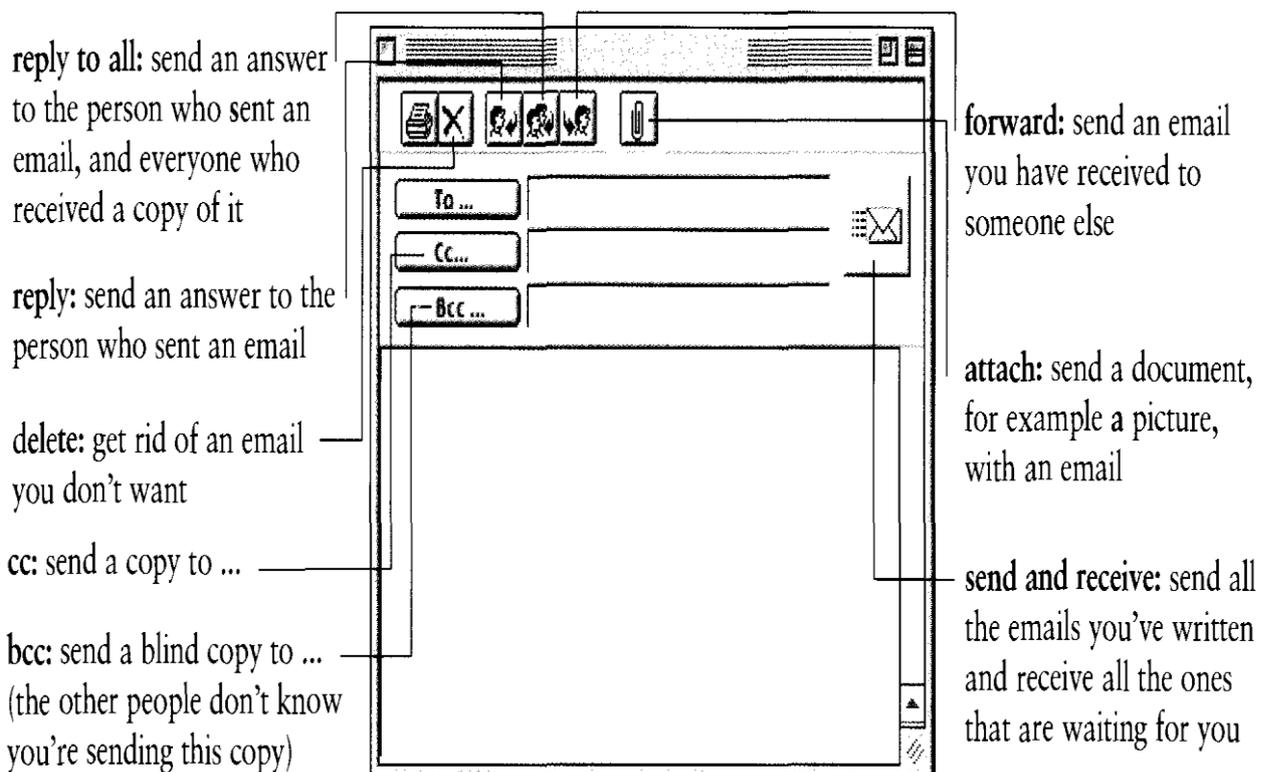
Ex. 3. Watch a video made by Dr Mahesh about standard elements and structure of a business letter. <https://youtu.be/yKrxYLbFINU>

Ex. 4. Have a look at the picture below. Does it suggest a typical mailing interface?

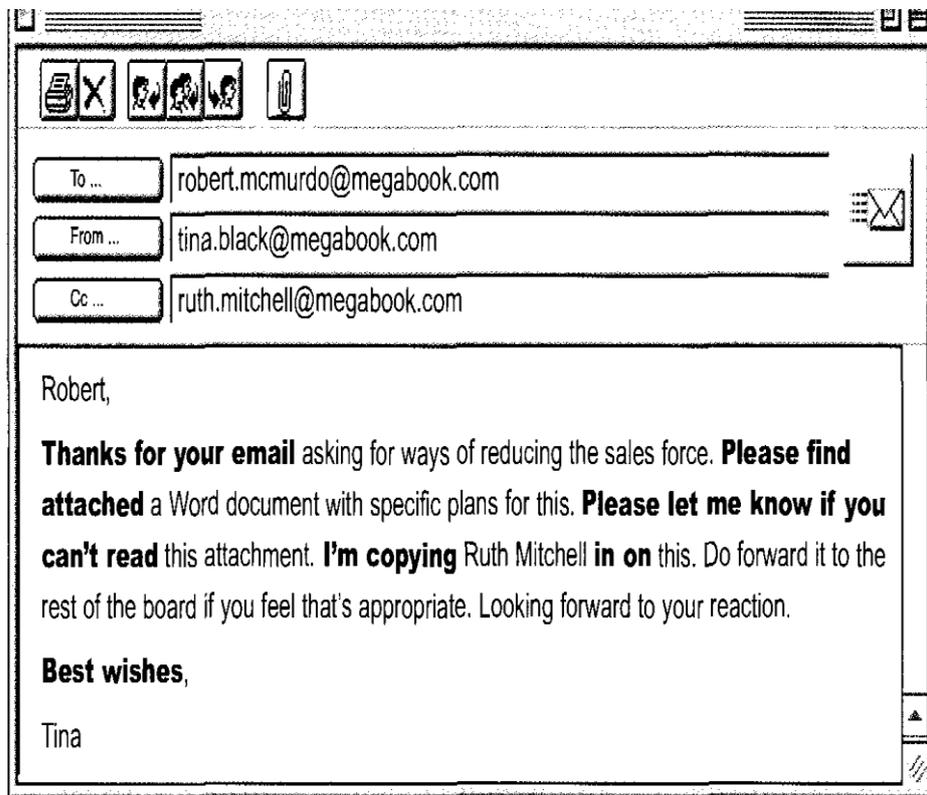
A Email

Email is electronic mail. You can send an email to someone, or email them.

They will reply to your email or email you back.



Ex. 5. Learn the E-mail expressions. What communication style do the ones used in the letter testify to? Is the letter formal / informal?



You can end with:

- Best wishes
- All best wishes
- Regards
- Best regards

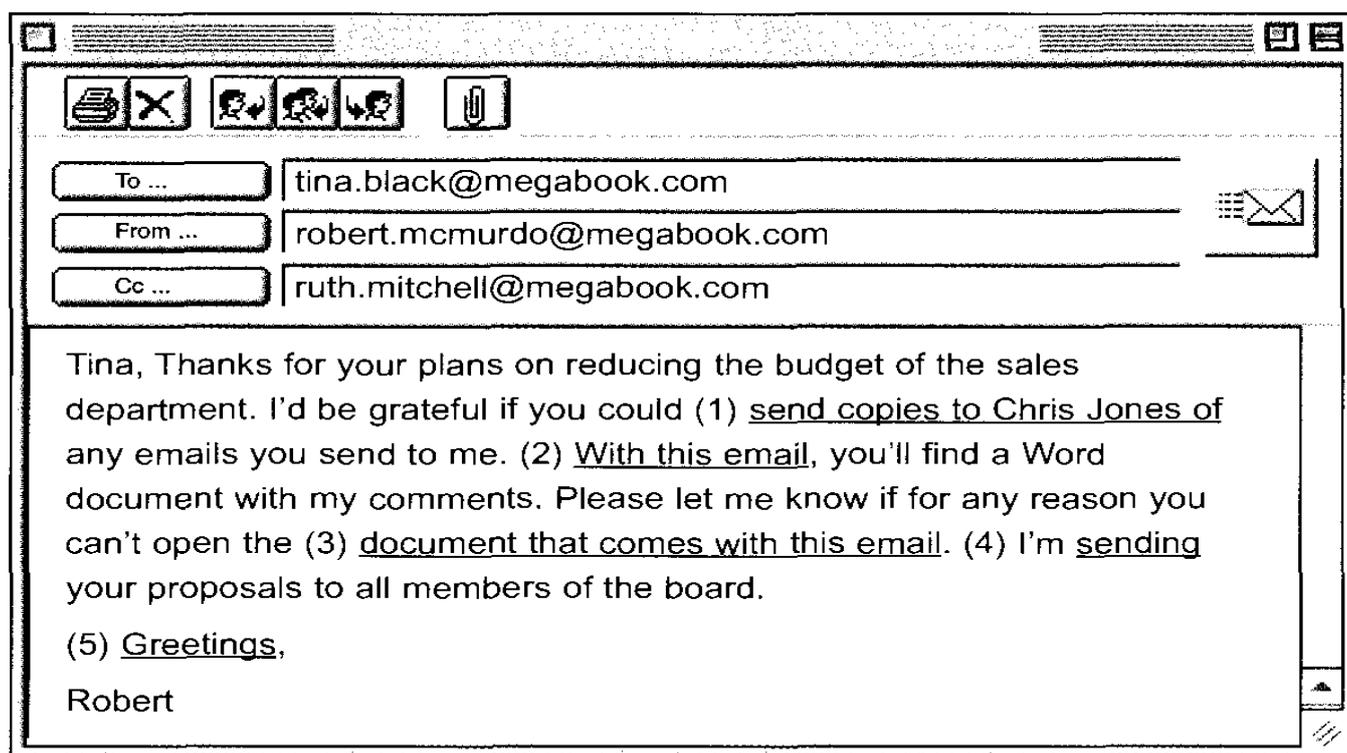
To people you know well, you can end with:

- All the best

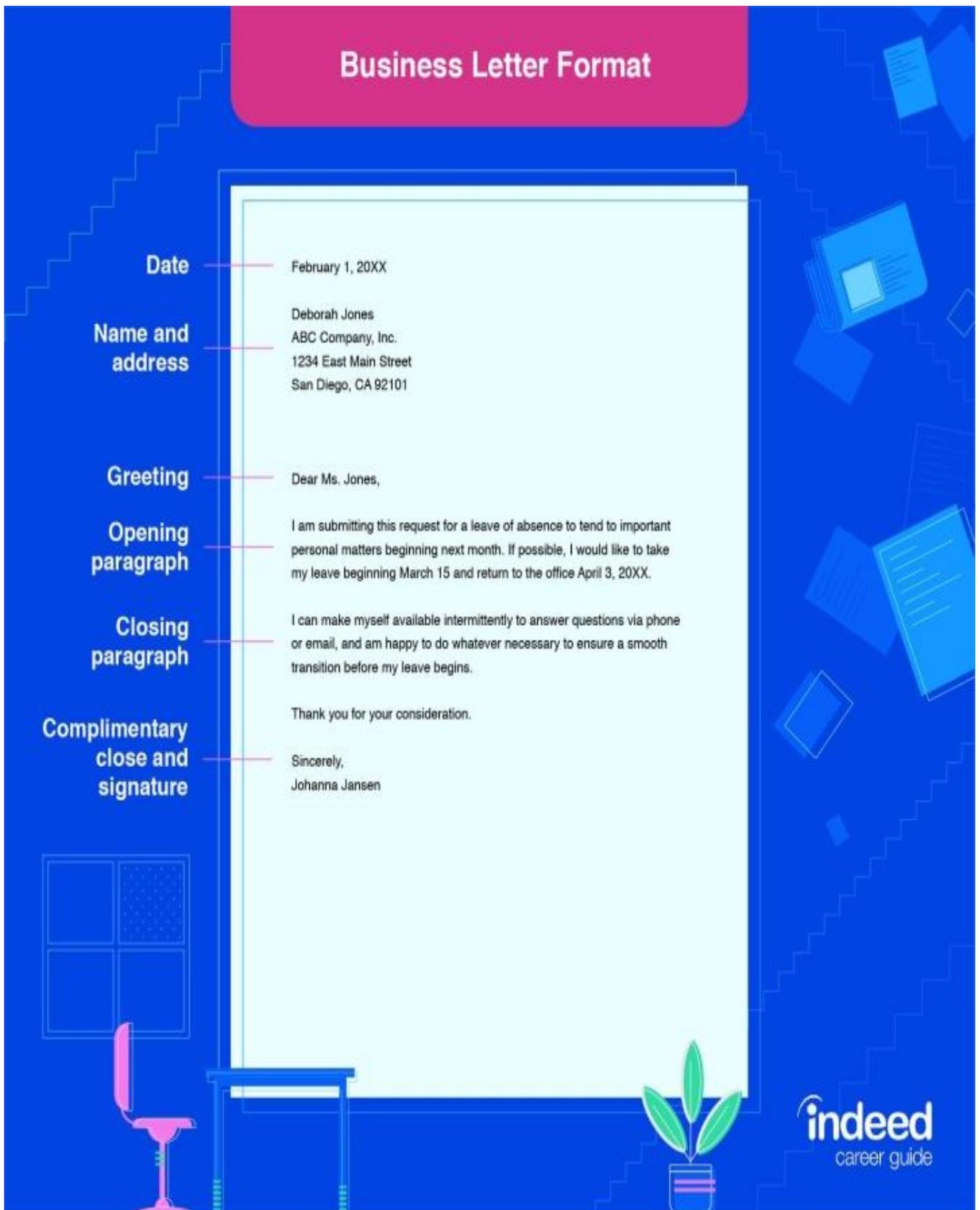
or even just:

- Best

Ex. 6. Complete this E-mail using phrases form Ex. 2.



Ex. 7. Here's a sample business letter with the structural elements explained. If you had to write a cover letter would stick to the pattern suggested?

A diagram titled "Business Letter Format" showing a sample letter with labels for its parts. The labels on the left are: Date, Name and address, Greeting, Opening paragraph, Closing paragraph, and Complimentary close and signature. The letter content is: February 1, 20XX; Deborah Jones, ABC Company, Inc., 1234 East Main Street, San Diego, CA 92101; Dear Ms. Jones,; I am submitting this request for a leave of absence to tend to important personal matters beginning next month. If possible, I would like to take my leave beginning March 15 and return to the office April 3, 20XX.; I can make myself available intermittently to answer questions via phone or email, and am happy to do whatever necessary to ensure a smooth transition before my leave begins.; Thank you for your consideration.; Sincerely, Johanna Jansen. The diagram includes a desk, chair, window, and plant illustration at the bottom, and the Indeed Career Guide logo in the bottom right corner.

Business Letter Format

Date — February 1, 20XX

Name and address — Deborah Jones
ABC Company, Inc.
1234 East Main Street
San Diego, CA 92101

Greeting — Dear Ms. Jones,

Opening paragraph — I am submitting this request for a leave of absence to tend to important personal matters beginning next month. If possible, I would like to take my leave beginning March 15 and return to the office April 3, 20XX.

Closing paragraph — I can make myself available intermittently to answer questions via phone or email, and am happy to do whatever necessary to ensure a smooth transition before my leave begins.

Complimentary close and signature — Thank you for your consideration.

Sincerely,
Johanna Jansen

indeed
career guide

Ex. 8. Consider the following sample of a business letter. Study it thoroughly and say why it belongs to best made examples? What makes it perfect?

Damaris,
Supermax Jewellers,
Block 7, La Salette,
40F Manhattan,
New York 91230,
USA

20th August 2018

To:
Ryan Paul,
General Manager,
SQL Tech industries
18 Red Blvd,
New Jersey 66898
USA

Dear Mr.Paul,
We are happy to inform you that during the board of directors meeting held on 18th September, your proposal for the provision of internet services to this company in the forthcoming financial year was chosen. Everyone was satisfied with the details mentioned in the proposal. We would like to offer you this contract for one year.
We will be sending a representative from our company to you for completion of the paperwork as you receive the token amount to start with. As you had mentioned, we decided to stick to the price specified in your proposal. The entire amount will be paid in three installments. The first installment will be given on the contract date, and the remaining two within two months at separate times.
We shall rely on your services as your company is well-known for its quality services. We look forward to having a cordial relationship with your company.
Yours Sincerely,
Damaris.

Ex. 9. Here's a sales letter template. Study its structure and information presented. Fill in the missing data.

Date: (Date the letter is being issued)
To, (The company's name) (Recipient's name) (designation)
Dear Sir/Madam,
We are very glad to (now introduce the service/product). It is (mention important benefits and features). This (name product) has been on the market for now more than three months and we already have positive responses from most of our customers. We will actually feel glad to (now introduce your purpose).
I will be extremely proud to (you can reintroduce features of this Product). I would like you to have a practical demonstration. We look forward to having a good business relationship and you will surely reap the benefits.
From, (name of the firm) (your name) (designation)

PRACTICAL CLASS 4.

BUSINESS CORRESPONDENCE. MAKING TELEPHONE CALLS. MESSAGING.

Ex. 1. Study the difference between “phone”, “call” and “ring”.

call	}	someone
to phone		
telephone		

to give someone a call

BrE: to ring someone, to ring up someone, to ring someone up,
to give someone a ring

Informal BrE: to give someone a bell, to give someone a buzz

AmE: to call someone, to call up someone, to call someone up

Ex.2. Which of these sentences containing expressions from B opposite are correct?
Correct the mistakes.

- 1 It would be good to see Anna soon. I'll phone to her and see when she's free.
- 2 I gave Brian a call yesterday and we had a long chat.
- 3 Why don't you ring up at Pizza Palace and order some takeaway pizza?
- 4 I rung them five minutes ago but there was no answer.
- 5 Call me up next time you're in New York.
- 6 Give me a ring when you're next in London.
- 7 I'll give her the bell and we'll fix up a meeting.
- 8 When you get some news, make me a buzz.

Ex. 3. Learn how phone numbers are called where you can get information or advice,
buy things, make reservations, etc. Do you know their correspondencies in
Ukrainian? Match what the people say below using these words.

■ helpline ■ hotline ■ information line ■ reservations line

People who answer and deal with calls like these work in call centres (AmE: call centers).

A number that is free of charge is:

BrE

AmE

■ an 0800 number* ■ a Freephone number ■ a 1-800 number ■ a toll-free number

1. Just call this number to book your seats.
2. For technical assistance with your new computer, call
3. If you know the answer call us right here in the studio! Right now!
4. Call us any time to find out about opening times and admission prices.
5. To buy this amazing product simply call 0800 ...

Ex. 4. Put the conversation into logical order.

- 1 Annelise: Good morning. Can I speak to James Cassidy in Sales?
- 2 Annelise: Is that James Cassidy?
- 3 Annelise: No, I'm afraid I don't.
- 4 Annelise: Thanks. Oh no, I've been cut off.
- 5 Switchboard operator: Do you know the extension?
- 6 Switchboard operator: Sorry to keep you waiting. ... I'm putting you through.
- 7 John Cassidy: Cassidy.
- 8 John Cassidy: No, this is John Cassidy. You've come through to Accounts. I'll try and transfer you back to the switchboard.

Ex. 5. Voicemail. If the person you want to speak to is not here, you may hear this:

You're through to the voicemail of James Cassidy. I'm not at my desk right now, but if you leave a message, I'll get right back to you. To leave a message, press 1. To speak to the operator, please hold.

After you leave your message, you may hear this:

To listen to your message, press 2.

After you listen to your message, you may hear this:

If you'd like to change your message, press 3. If you'd like to erase your message, press 4. Otherwise, please hang up.

Correct the 9 mistakes made in the voicemail:

Hi James, this is Annelise calling out of Sprenger Verlag in Hamburg. It's very difficult to get hold to you. I phoned to you earlier, but your telephone central placed me through to the bad telephone. Anyway, I'm calling to you to discuss the contract we were talking about in Frankfurt. I'll call further later or perhaps you'd like to ring to me here in Hamburg on 00 49 40 789 1357. Bye for now.

Ex. 6. Pay attention to the typical phrases used in messaging.

Below are the two conversations.

Think about their styles.

Try to make them sound more polite.

B Giving and taking messages

I'm calling about ...

I'm calling to confirm that ...

Could I leave a message?

Could you tell Y that ...?

Could you ask Y to call me back? My number's ...

I wonder if you could call back later?

Can I ask who's calling?

Who's calling please?

Which company are you calling from?

May/Can I ask what it's about?

May/Can I take a message?

Would you like to leave a message?

I'll ask him/her to call you (when he/she gets back).

1

A: I want to speak to Mrs Lee.

B: That's me but I'm busy.

A: Sven Nyman talking. I want to talk about your order

B: Call me back later.

2

A: Are you James Cassidy?

B: No. Who are you?

A: Annelise Schmidt. Is James Cassidy there and, if he is, can I speak to him?

B: He can't speak to you. He's in a meeting . Give me a message.

A: He has to call me as soon as possible.

Ex. 7. Look through the phrases. How do you think what contexts can they be used in?

a I'm sorry, I didn't catch your name. Could you spell it, please?

b Is that with a D at the end, D for David?

c Did you say your number is 624 426?

d Is that with B for Bravo or V for Victor?

e Where did you say you're calling from?

f Is that with one M in the middle or two?

g The code for Sweden is 49, right?

h Is that Ginola like the football player?

Ex. 8. Match the responses with the sentences from Ex. 7.

1 No, actually it's 46.

2 It's Valladolid with a V at the beginning, V for Victor.

3 No, it's Schmidt with a T at the end, T for Tommy.

4 Two. T-I-double-M-E-R-M-A-N.

5 No, 642 246.

6 Springer Verlag in Hamburg.

7 Krieslovski. K-R-I-E-S-L-O-V-S-K-I.

8 No, it's with two Ns in the middle.

MODULE 2.
MANAGEMENT AND ORGANIZATIONS. BOOSTING MANAGERIAL SKILLS.

UNIT 3. BUSINESS MEETINGS AND NEGOTIATIONS.

3.1. Preparing for meetings and negotiations.

3.2. Online and offline meetings: advantages, peculiarities, difficulties.

3.3. Making presentations.

3.4. Speech and body language. Making impressions. Visual psychodiagnostics.

Useful language and skills:

Getting started and finishing;

Politely interrupting;

Checking understanding;

Offering a compromise;

Bringing up an example;

Making an apology;

Making your point;

Agreeing and disagreeing;

Hedging. Referring back;

Making conclusions;

Useful collocations.

Compiling of terminological dictionary (min. 20 words and word-combinations: the task implies revision and arranging a vocabulary stock after each set of classes that the module includes).

- Specifying qualities a chairperson should possess.
- Types of meetings and presentations.
- Making / changing arrangements.
- Opening and closing the meeting.
- Learning and choosing proper discussion techniques.
- Structure of a presentation.
- Commenting on the tables, diagrams and numbers.

UNIT 3. BUSINESS MEETINGS AND NEGOTIATIONS.

PRACTICAL CLASS 1. PREPARING FOR MEETINGS AND NEGOTIATIONS.

Discussion task:

What is meeting?

What sorts of meeting did you go to at school / college / university / interest group etc.?

What do you like / dislike about meetings? Explain your feelings.

Ex. 1. Study the types of meetings. Explain their differences.

What are they targeted at?

Think of 2 or 3 you would personally prefer. Explain why.

- chat (informal discussion) with colleagues at the coffee machine.
- **brainstorming** among colleagues: where as many ideas as possible are produced quickly, to be evaluated later.
- **project meeting / team meeting** of employees involved in a particular activity.
- **department/departmental meeting.**
- **meeting with suppliers**, for example to negotiate prices for an order.
- **meeting with a customer**, for example to discuss a contract.
- **board meeting**: an official, formal meeting of a company's directors.
- **Annual general meeting / AGM (BrE); annual meeting (AmE)**: where shareholders discuss the company's annual report.
- **EGM**: extraordinary general meeting: a shareholders' meeting to discuss an important issue such as a proposed merger.

Ex. 2. A management consultant is talking about meetings. Put what she says into a logical order.

1. point and rambling. And then there are those who want to show
2. moving. If they do this, it's amazing how much ground you can cover.
3. Of course, everyone wants meetings to be productive and achieve results. But from personal experience, we know that a lot of them are a waste of
4. off: to show how important and clever they are. The chair should keep things
5. the point. And we've all seen those annoying people who keep on wandering off the
6. time, and nothing is achieved. In order for discussion to be useful, people should not go off on digressions: they should stick to

Ex. 3. Study a list of word-combinations with 'meeting'. Make up sentences with them.

- **arrange a meeting** organise a meeting
- **set up a meeting** organise a meeting
- **fix a meeting** organise a meeting
- **bring forward a meeting** make a meeting earlier than originally decided
- **put back a meeting** make a meeting later than originally planned
- **postpone a meeting** make a meeting later than originally planned, put off a meeting
- **cancel a meeting** not have a meeting after all, call off a meeting
- **run a meeting** be in charge of a meeting, lead or supervise
- **chair a meeting** be in charge of a meeting, lead or supervise
- **attend a meeting** go to a meeting
- **miss a meeting** not go to a meeting
- **skip a meeting** not attend

Ex. 4. Read the sentences and say, which type of meeting would you be most likely hearing these things at?

1. I'm pleased to announce another good year for shareholders of this company.
2. I know this sounds crazy, but how about giving away 100,000 free samples?
3. Things in the sales department are getting out of control. We should all start making a real effort.
4. So, you think you can provide 10,000 a month at a unit cost of £4.90?
5. Have you heard? Suzanne is being fired: apparently her sales figures aren't good enough.
6. That's a deal then. Looking forward to working with you. I'm sure you won't be disappointed.
7. Amazingly, we're ahead of schedule on this project.
8. I recommend to shareholders that you accept Megabook's offer for our company.
9. As you know, Megabook wants to buy this company. As chief financial officer, what do you think of their offer, Saleem?

Ex. 5. Read about Hilary Rhodes, a management consultant specializing in meeting skills. What does she prioritize describing them? Can you think of other important skills Hilary did not mention?

'A good chairperson has to be a good organizer. What they do before the meeting is as important as the meeting itself. They should make sure the agenda (the list of things to be discussed) is complete by asking those involved what should be on it and then circulating (distributing) it to everyone concerned. They should check the venue, making sure the room will be free, without interruptions, until the end of the meeting.'

Ex. 6. Here is another piece of information specifying skills a chairperson should have. Are they all organizational skills?

The chairperson should be a good **timekeeper**. They should **start the meeting on time**, without waiting for **latecomers**.

They should **appoint a minute-taker to take the minutes**, making sure that opinions and action points (where participants agree to do something) are noted.

They should make sure each point **on the agenda** is allocated the time it deserves and should keep to the **timetable**. When the **time allocated** to one point is up, the chair should make sure that discussion **moves on to the next point**, even if **the issue** has not been completely **covered** or **resolved** (decided).

The **chair** should make sure that each participant has the chance **to make their point**, and should **deal tactfully with** disagreements, making sure that each side feels their point of view has been noted. They should also try to avoid digressions, where people get off the point.

Finally, they should ensure the meeting finishes **on time**, or early.

Ex. 7. Explain the meanings of the words and phrases in bold type from Ex. 6. Make up your own sentences with them.

Ex. 8. Use the negotiating language. Match the beginning with the correct ending.

- | | |
|--|--|
| 1 Further to your call, | a) our terms are 8% discount for orders over 80,000. |
| 2 I hope everything goes | b) if you need any further information. |
| 3 With reference to discounts, | c) according to plan. |
| 4 Our terms of payment are | d) I'd like to confirm the following points. |
| 5 Please get back to me | e) 3% discount for payment within 30 days. |
| 6 Please find attached the agenda of the meeting | f) that you have received this email. |
| 7 We have submitted a | g) 10,000 parts per month. |
| 8 Transport costs are | h) firm offer of €100 per item. |
| 9 We can guarantee delivery of | i) as requested. |
| 10 Please confirm | j) free within Europe. |

Ex. 9. Read about chairing skills. Give in detail each of the skills, dwelling on their specifics.

Answer the questions:

- 1. what is meant by 'word economy'?**
- 2. what does 'open posture' look like?**
- 3. Why assertiveness and diplomacy aren't always mutually exclusive?**

Chairing meeting skills every chair should develop

In order to chair meetings in the most efficient manner, there are certain key skills that you should look to strengthen. Here are seven that will increase your effectiveness in the boardroom.

1. Active listening: In order to facilitate productive discussion, you must hear and understand what people are saying. Although there can be many distractions within a boardroom, just getting the gist of someone's argument is not enough. Only when you adopt active listening, concentrating wholly on the speaker, can you fully understand and summarize in a way that keeps the conversation efficient and focused.

When performing active listening as a chair, you should:

- Pay attention by looking directly at the speaker, noticing their body language and shutting out other distractions.
- Show them that you are listening and interested using an open posture, smiling, nodding and encouraging them to continue.
- Offer feedback by summarizing their points and asking for confirmation that you have understood. You can also ask questions to help clarify anything that wasn't clear.

There can be a temptation to multitask by looking through papers for the next agenda item or noting down thoughts to bring up later, but try to avoid this so that you can concentrate on the speaker.

2. Effective communication: try to practice word economy when leading a board meeting. There will be a lot of information for directors to take in during the meeting, so they need the chair to guide the discussion with efficiency and without adding to that burden.

Simple, concise speech tells board members exactly what they need to know or do to get the most out of the meeting. This leads to a more effective board, fewer opportunities to move off-topic and more chance of working through all of the agenda items within the allotted time.

3. Assertiveness and diplomacy: It may seem at first glance that assertiveness and diplomacy are mutually exclusive, but this is not the case. A chair must possess both skills and be able to judge correctly when to utilize them.

There is a fine line between ensuring everyone has an opportunity to speak and air their views and being able to work through the agenda in good time. This requires the chair to display both skills, knowing when to move away from a topic and when to search for alternative viewpoints.

4. Impartiality: The chair is not in place to sway the board, but rather to facilitate debate (by playing devil's advocate if they must) and guide the assembled directors to a consensus. They must develop their ability to root out the facts of a situation and to summarize them in an independent manner that allows directors to make fully informed decisions.

Although it is tempting to express your viewpoint and try to maneuver the decision towards what you think is best, as a chair, that is not your role. To be most effective, you must use your position to encourage healthy debate and find the consensus within the

board, based on the members' genuine wishes once they are armed with the full facts of the situation.

5. Adaptability: As previously mentioned, board diversity is ever more important in the corporate world as boards seek out fresh perspectives and understand the benefits of decision-making that come with pooling an array of experiences and world views.

However, this does mean that chairs must develop their adaptability skills so they are able to engage a wide range of personalities. By using active listening, chairs will gain a better understanding of what motivates each individual and how to ensure everyone in the group feels comfortable contributing to the discussion.

Adaptability also helps build a robust and resilient board that can face the challenges that seem to be hitting the business world with increasing frequency. Not being stuck in old ways of working means that the chair can change tack quickly and help the company better shift focus in the event of external circumstances changing.

6. Empathy: The chair often finds themselves working with many strong personalities at board meetings, but you should always remember that, behind the brash and robust exterior, you are dealing with human beings during each gathering.

You must respect people's points of view and their right to express them, be sensitive to the feelings of board members and respect any confidences into which you are taken. Managing people requires empathy to help them reach their full potential.

When a board member exhibits high levels of emotional intelligence, the empathy that forms part of that attribute contributes to a more cohesive environment and sets the benchmark for how other directors should interact with each other.

7. Leadership: As you would expect, leadership is a key skill for board chairs to possess. Not only when facilitating discussions, but also in guiding the whole process of the board meeting.

Starting and closing the meeting on time are the responsibilities of the chair, for example, and are key to effective and productive meetings with engaged participants. Another important skill is to ensure decisions are reached and recorded.

In order to perform their role to the best of their ability, the chair should show leadership in terms of delegation and strategic thinking.

PRACTICAL CLASS 2.

ONLINE AND OFFLINE MEETINGS: ADVANTAGES, PECULIARITIES, DIFFICULTIES.

Ex. 1. Here you'll get to know about typical strategies applied to conduct a successful meeting. Study the most common phrases that reflect these techniques. Translate them into Ukrainian.

Opening the meeting

What a chairperson could have said when opening a meeting:

- It's about time we got started.
- Let's make a start.
- Let's begin, shall we?
- Let's get down to business.
- Shall we make a start?
- OK, let's get started

What do they usually say after that?

- As you know, I've called this meeting to discuss(the situation in the ... Department).
- I've arranged this meeting to ...
- As you are aware ...
- The purpose of this meeting is to ..
- The main objective is to ...

Inviting people to speak:

- Would you like to open the discussion, Greta?
- Greta, would you like to kick off?
- Perhaps you'd like to get the ball rolling, Greta.

Asking for one person's opinion:

- What about you, Keith?
- What do you think about this, Keith?
- What are your feelings on this, Keith?
- What are your views on this, Keith?

Asking for everyone's opinion:

- What's the general feeling on this?

Making your point:

- I believe ... (the ... department needs ...)
- As I see it, I can't run the department as if it was the ... department.
- In my opinion, they're going much too far. I can't bear to think of the costs involved.
- Of course, we are types and need to be given ...

Other ways of making your point

- The way see it ...
- I Personally, I think ...
- Obviously ...
- It's clear to me that ...
- It looks to me as if ...

Note: You use 'Of course' and 'Obviously' to introduce an idea, but also to show that you think other people will be aware of it already. Be careful, as this can sound rude.

Ex. 2. Read the sentences and make them sound less aggressive or directive.

- | | |
|-------------------------------|------------------------------------|
| 1. John, kick off. | 4. Monica, tell us what you think. |
| 2. Kay, open the discussion. | 5. Nigel, give us your views. |
| 3. Len, get the ball rolling. | 6. Olive, what do you feel? |

Ex. 3. Translate into English:

1. Те, як я це бачу, треба дивитися на те, що ми виробляємо, а не в яку частину робочого дня ми це робимо.
2. Як на мене, то виглядає це, ніби дизайнери вважають себе людьми з іншої планети.
3. На мою думку, нам треба задуматися над потребами кожного відділу, а не тільки якогось одного.
4. Особисто я вважаю, що винагороди, які ми здобудемо, допоможуть нам привабити і отримати найкращих дизайнерів.
5. Для мене очевидно, що вони надають дуже поганий приклад для інших відділів.

Ex. 4. Study the techniques used to help you conduct a successful discussion.

Practice hedging making up your own sentences and contexts.

Hedging:

In communication, a verbal hedge (hedging) is a **word or phrase that makes a statement less forceful or assertive.**

In other words, it is a technique that help you avoid disagreeing directly. Hedges qualify, soften, or make claims more polite. The two examples that follow show how hedges can be used to let us ‘weasel out’ of responsibility for our statements:

‘*Perhaps* Peter overstated his argument regarding an *apparent* weakness in Mr. Black’s theory.’

‘The data *appear* to support the assumption of significant differences between the two groups of students.’

To hedge, you could say:

- I take your point about punctuality, but clocking in and out would not be very popular.
- I understand what you’re saying about the needs of each department, but each department must be treated in an appropriate way.
- I see now what you mean, but we must look at the human factors as well as the numbers.
- I hear where you’re coming from on this, but we must remember this is an advertising agency, not a car factory.

Words and phrases that provide for a successful hedging:

- *almost, apparently, comparatively, fairly, in part, nearly, partially, predominantly, presumably, allegedly, rather, relatively, seemingly, so to speak, somewhat, sort of, to a certain degree, to some extent, I would argue;*

Ex.5. The following phrases are those verbal instruments that can help you go successfully through discussions and reach your objectives.

I. Checking understanding, interrupting, referring back

To interrupt someone politely you can say:

- Can I come in here?
- Sorry to interrupt you, but ...
- If I can just stop you for a moment . . .

To refer back to what was said earlier:

- As we were saying earlier . . .
- To go back to what I was just saying ...
- To go back to **what X was saying earlier ...**

To check that you understand what someone has said:

- Are you saying that ... ?
- If I understand (you) correctly, ...
- Are you suggesting that ... ?
- If I follow you . . .
- Are you implying that . . . ?

II. Agreement, consensus and compromise

Here are words that typically collocate with the words “agreement”, “consensus” and “compromise”:

Adjectives frequently used with **agreement**: **broad, general, mutual, unanimous**

“There appeared to be general agreement on the need for changes to the system”.

Verbs: **to reach**

come to an

work towards

sign

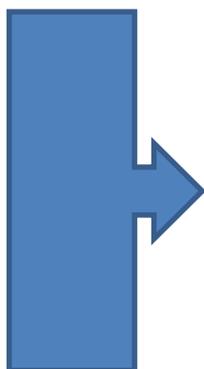
break

keep to

stick to

adhere to

be bound to



agreement / consensus/ compromise

***find a compromise:**

III. Concluding

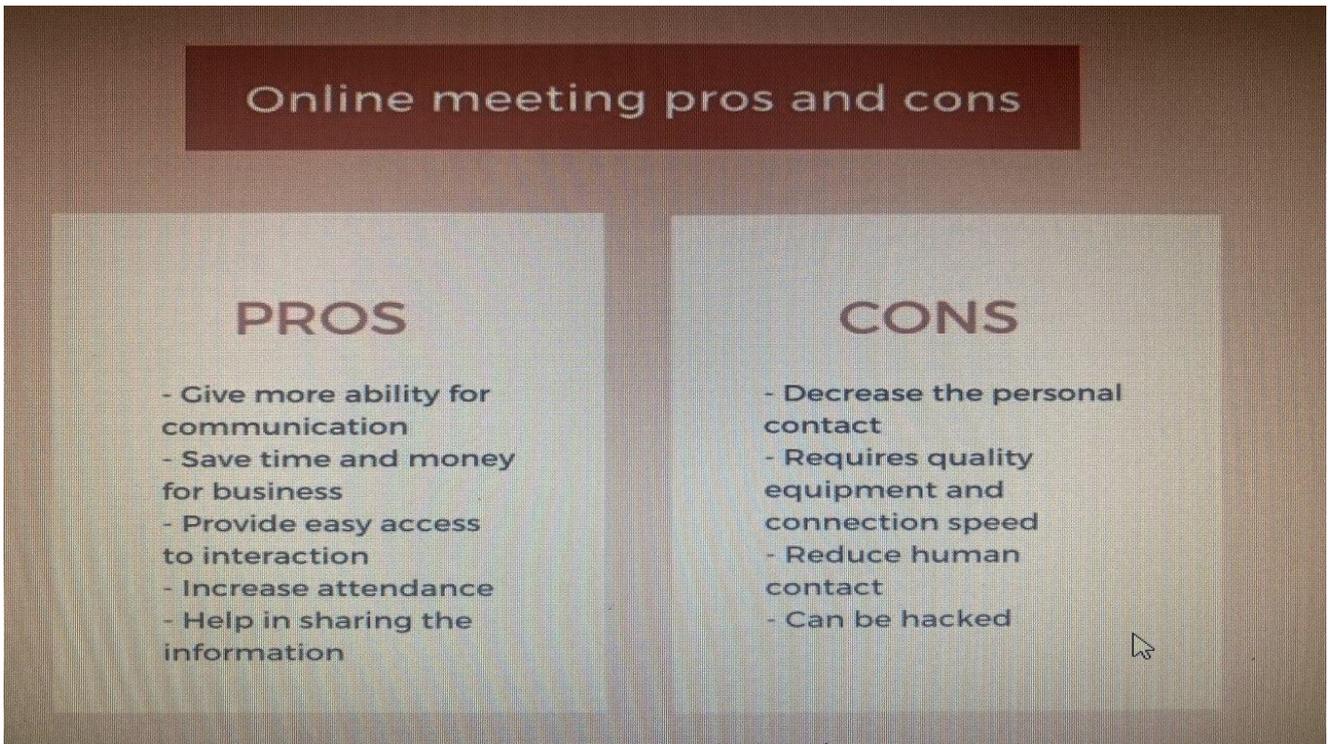
Here's a nice example of closing a meeting. Carla Eagleton sums up and brings the meeting to a close:

'Right. I'm afraid **we're running out of time** so we're going to **have to stop** there. **To go over what's been said**, there is a **disagreement about** timekeeping and budgets in the design department. I've listened to both sides of the argument. I think I **can sum it up by saying that** it's a problem of creativity versus control. I think you'll just have to **agree to disagree**. I'll let you know my decision about **the solution to this problem** by the end of the month. So **unless anyone has anything else to add, I think that's it**. Thank you all for coming.'

Ex. 6. Put the abstracts from a newspaper report of a public meeting into the correct order.

- | | | | |
|---|---|---|---|
| 1 | a compromise or a consensus. There was total disagreement. After four hours of heated discussion, Ms Johns said, 'It's been a very interesting discussion but we're running | 4 | There were strong differences of opinion at last night's meeting to discuss banning cars from the centre of Newtown. The chair, Ms Yolanda Johns of the town council's transport committee, organized the meeting well. A lot of ground |
| 2 | out of time and we're going to have to stop there. I'll let you know the committee's decision about the solution to this problem by the end of the month. | 5 | saying it would improve the quality of life. It was not possible to come to |
| 3 | So unless anyone has anything else to add, I think that's it. A very useful meeting. Thank you all for coming.' | 6 | was covered and both sides of the argument were heard. To sum up the arguments, there were those who thought that banning cars would damage shops and businesses in the town. Others disagreed, |

Ex. 7. Communication has fundamentally changed over the years to include not just face-to-face interaction, but also phone calls, email, instant messaging, and video conferencing. Study the table that describes advantages and disadvantages of online meetings. Express your opinion. Would you add anything up to this?



Which type of communication do you prefer? How do you treat the following facts:

- About **57%** of customers prefer digital communication such as email or social media over voice channels like the telephone or video calls
- Nearly **25%** want a face-to-face interaction for complicated customer service issues
- **Two-thirds** of consumers use 3+ channels to communicate with a business
- **74%** of Americans have used their phone to contact customer service

Ex. 8. Fill in the table of pros and cons of offline and online meetings.

	Pros	Cons
offline meetings		
online meetings		

Ex. 9. Watch the video about advantages / disadvantages of the two types of meeting previously discussed. Compare your ideas with the ones suggested in these videos. Do they coincide/ differ sufficiently?

<https://youtu.be/enTGgnXgmaA>

<https://youtu.be/6uf8UCAslO0>

<https://youtu.be/MzIJ1B3jRt0>

<https://youtu.be/Sw4tkJtBZa8>

PRACTICAL CLASS 3.

MAKING PRESENTATIONS.

Ex. 1. Study the types of presentation, suggested by Melanie Kray, an expert in giving presentations. Give your own real-life examples of each type of presentation.

Is the suggested list exhaustive? Express your view point.

- **press conference:** two chief executives tell journalists why their companies have merged.
- **briefing:** a senior officer gives information to other officers about a police operation they are about to undertake.
- **demonstration:** the head of research and development tells non-technical colleagues about a new machine.
- **product launch:** a car company announces a new model.
- **lecture:** a university professor communicates information about economics to 300 students.
- **talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.
- **seminar:** a financial adviser gives advice about investments to eight people.
- **workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practise.

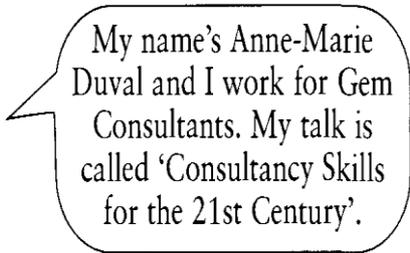
Ex. 2. In the video some types of presentations are suggested to you. But they differ from the ones in Ex. 1. Why? What is their classifying principle?

<https://youtu.be/h5-2YZ9jlhE>

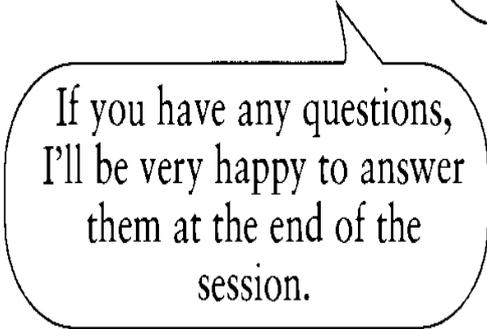
Ex. 3. Here's an expert view on how to start a presentation.

<https://youtu.be/LrjlW00kkws>

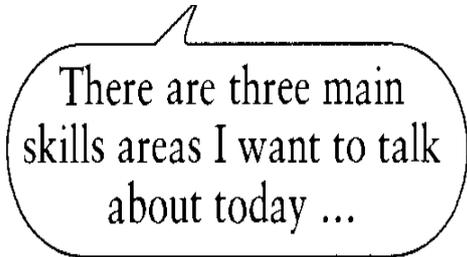
Look at the following excerpts of direct speech representing different stages of a presentation. Classify them the way you see it.



My name's Anne-Marie Duval and I work for Gem Consultants. My talk is called 'Consultancy Skills for the 21st Century'.



If you have any questions, I'll be very happy to answer them at the end of the session.



There are three main skills areas I want to talk about today ...

Ex.4. You surely made a number of presentations in your student life. Consider the following recommendations. Think of your experience: did you do everything correctly? Did you make mistakes? Where?

Dos and don'ts: preparation

Here are some tips for a stand-up presentation (one person talking to an audience).

- A. Find out about the audience: how many people there will be, who they are, why they will be there, and how much they know about the subject.
- B.. Find out about the venue and the facilities (room, seating plan, equipment, etc.)
- C. Plan the content and structure, but don't write the complete text of the presentation.
- D. Write notes on sheets of paper, not on cards.
- E. Try to memorize the first five sentences of your talk.
- F. Prepare visual aids: pictures, diagrams, etc.
- G. Rehearse your presentation (practice it so that it becomes very familiar) with friends or colleagues.

Ex. 5. Match the presentation types in Ex. 1 to the things (1-8) that people say in them.

- 1. As you can see, this prototype is far in advance of anything we've done before.
- 2. Here are some typical patterns for demand and supply in the widget industry.
- 3. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
- 4. Now is the right time to get out of company shares and invest in property.
- 5. The combined resources of our two organizations will allow us to achieve great things.
- 6. The first postage stamp in the world was the Penny Black in 1840.
- 7. The parachutists will come in at 08:30 and land in two waves, here and here.
- 8. The X300 has the most advanced features of any car in its class.

Ex. 6. Here are some more key things a presenter should consider:

- **Go through the agenda at the start of the meeting and check no items are missing.**
- **Ensure good timekeeping during the meeting, making sure that participants stick to the agenda and don't get sidetracked.**
- **Control the discussion, making sure all participants contribute where relevant and that no one person dominates the whole meeting.**
- **Summarize key decisions at the end of each agenda point.**

Janette is having a meeting with her team - Fabian, Lucy, and Tony to discuss the rollout of a software program. Act out the dialogue. Underline the relevant parts of the dialogue and note the tips she uses in the margin. Which tip does Janette not follow?

Janette: Everybody is here now. **So, let's get started.** Now, we're here to discuss the rollout of the new SAP customer relationship program. You are the people who'll have to implement it and we need to decide what you need for the rollout. **So, let's look at point number one on the agenda:** resources. **Fabian, would you like to start?**

Fabian: Right, at the moment there's a shortage of human resources to...

J: .. .so by the time everyone has finished the training course, we should be OK. **So, to sum up point number one,** we've agreed that Lucy will arrange training sessions for the rollout team together with SAP and I'll talk to Human Resources about finding more SAP specialists.

Lucy: Thanks.

J: Good. **Let's move onto the next point:** budget. **Tony, that's your field.**

Tony: Well, I'm afraid that we have a very limited budget for this project, which means that we really have to be imaginative about how we allocate resources...

F: ...Does that mean training will be cut? Because look at the problems we had last year with the database. I spoke to Billy West in the data centre and he said that there was a problem with the —

J: **Can I stop you there, Fabian? Let's not get sidetracked.** Let Tony tell us what exactly is planned and then we can...

J: ...the meeting has been very useful. We all have our action points to deal with and we know the next steps. **How does everybody feel about that?**

T, L, and F: Fine. OK. Good.

J: Great! **So, that wraps up everything for today.** Thanks very much for all your ideas. Anybody want to go to lunch?

Ex.7. Suggest a piece of advice according to the recommendations from Ex. 4 or add up other ones.

1. If you drop the cards on the floor, you're in trouble.
2. It could sound monotonous and boring if you speak from a complete, prepared text.
3. It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
4. It will help you to keep control, and avoid people interrupting if you don't want them to.
5. It will help your audience follow the logic of what you're going to say.
6. It will make you feel more at ease at the beginning, when you may be nervous.
7. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
8. They add visual interest, provide you with support and help the audience follow you.
9. You can ask for changes in the seating plan if necessary.
10. They will be able to tell you if anything is unclear before the presentation.

Ex. 8. Here's a question to you: would you consider a presentation successful if the speaker went beyond the allotted time?

- **It may have been a good presentation, but because of the delay, it caused you to be late for some other important appointment. My guess is, you'd say "no."**
- **During presentations it is really important to be aware of the time. It is called 'timing'.**
- **The truth is that timing in presentations should always be observed.**

The following points are 10 timing tips for successful presentations. Would you explain what each of them means?

Tip #1: Know your time limits

Tip #2: Presentation time vs talking time

Tip #3: When is the actual presentation?

Tip #4: Figure out the number of slides needed

Tip #5: Time your slides

Tip #6: Create a schedule

Tip #7: Always have a Plan B

Tip #8: Pick mid-morning slot for best results

Tip #9: Use an onstage timer

Tip #10: Spend most of your time preparing your content and practicing your speech, NOT designing slides

Ex.9. Match these questions from the audience (1-6) to the answers (a-f) that a presenter gives. Write out the key phrases that help people make conclusions or deal with questions.

1. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?

2. In what ways do you think the Internet is going to change the way management consultants work in the future?

3. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?

4. What's the average salary for your consultants?

5. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?

6. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?

a. That's a fair point. I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.

b. That's confidential. I'm afraid I'm not at liberty to tell you.

c. That's not really my field. But I can put you in touch with someone in my organization who is working on Internet applications.

d. The questioner would like to know what sort of background the people we recruit usually have. Is that right?

e. Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.

f. I'm afraid we've run out of time. But if you'd like to come and discuss that with me now, I'll try and give you an answer.

Ex. 10. The following sentences are structures to be trained and successfully used during your presentations. Complete the sentences with words from the box. Note that in some sentences, more than one word is possible.

aim	welcome	down	make	started	start	fix	points	kick
sidetracked	begin	see	coming	sight	on	agree	point	
thoughts	think	sum	agenda	agreed	up	look		

Getting the meeting started

1. Thank you all for _____. Let's get _____ to business.
2. I'm glad you could all _____ it. Perhaps we could make a _____
3. I'd like to _____ you all here today. Let's get _____.

Setting out the aims of the meeting/going through the agenda

4. The _____ of this meeting today is to _____ next year's budget.
5. On the _____ today are the following _____ for discussion.
6. Looking at the agenda, you'll _____ that there are five things to discuss today.

Introducing the first point for discussion

7. So, let's _____ a t _____ number one.
8. John, would you like to _____?
9. Lynn, would you like to _____ things off?

Sticking to the agenda

10. Can you stop there, Paul? Let's not get _____.
11. Let's not lose _____ of the main objective here.
12. Shall we move _____ to the next point?

Asking for contributions from others

13. Any _____ on this, Janine?
14. Do we all _____ on this?
15. What do you _____ Simon?

Summarizing and concluding

16. OK, that wraps _____ everything for today.
17. So, let's just summarize the main things we 've _____ .
18. So, to _____ up, we've agreed the budget for next year.

Ex.11. With a partner prepare a short presentation about the franchise you have chosen and what the opportunities and threats are. Use the prompts below to help you.

Student A

- 1 Thank the audience for coming.
- 2 Say who you and your partner are.
- 3 Tell the audience what the topic of your presentation is.
- 4 Tell the audience how long the presentation will take and how it is structured.
- 5 Present the opportunities you think your franchise offers.
- 6 Hand over to your partner.

Student B

- 1 Thank your partner.
- 2 Present the threats you think this franchise has.
- 3 Sum up the key points.
- 4 Thank your audience for listening.
- 5 Ask if there are any questions.
- 6 Answer any questions you are asked.

PRACTICAL CLASS 4.

SPEECH AND BODY LANGUAGE. MAKING IMPRESSIONS. VISUAL PSYCHODIAGNOSTICS.

Ex.1. Do you believe that first impressions matter (most)? Substantiate your choice. Here you will find tips on how to make a good impression. Do you agree with them all? Would you like to add up anything to it?

9 tips for making a great first impression

1. Make eye contact. Eye contact is a nonverbal form of communication.
2. Smile. A sincere smile puts people at ease and makes people feel welcome.
3. Dress for the occasion.
4. Be authentic.
5. Be a good communicator.
6. Use positive body language.
7. Be empathetic.
8. Do your research and come prepared.
9. Act confidently.

Ex.2. The following recommendations focus on your voice and behavior during presentation. Why do you think your voice and body language are that important?

Dos and don'ts: voice

- Project your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand.
- Use a microphone if you need one. Don't hold it too close to your mouth.
- Whether using a microphone or not, speak in a natural tone of voice. Don't speak in a monotone (on the same level all the time). Vary the pitch (level) of your voice.

Dos and don'ts: body language

- Make eye contact: look at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- Don't speak to the equipment or the screen: face the audience at all times.
- Smiling is fine at appropriate moments, but not too much.
- Use gesture (hand movements) to emphasize key points.
- Stay more or less in one place: don't move around too much.
- Avoid mannerisms (ways of moving and speaking which you do repeatedly without realizing).

Ex. 3. Experts in conducting meetings always say about importance of setting a rapport with the audience. "Rapport" means 'understanding', 'contact', 'mutual agreement'. Think of the most typical tricks one may use to set a good rapport with the people in a conference room.

Ex. 4. The 7 given remarks reflect problems that usually occur during meeting and presentations. What are they about?

1 Why is he yelling like that? The room's not that big!

2 He's already said that three times.

3 I know there are people who want to ask questions, and there won't be time.

4 He's really droning on: there's no life in his voice and everyone's asleep.

5 The sound of his breath in the microphone is really annoying.

6 I don't see what this has got to do with what he's trying to say.

7 Get on with it! If people turn up late, that's their problem.

Ex. 5. Consider the quote said by an FBI agent. Do you understand what is meant?

"You don't need to be a top-notch interrogator to figure out what is going on in someone's head. The signals are always there--all you need to do is know what to look for."

Ex. 6. Read about the study of Visual Psychodiagnostics (VP).

'Visual psychodiagnostics' (the term was introduced by the Ukrainian psychologist G. V. Shchekin in 1989) is a purely applied knowledge that is especially necessary for specialists working with people to diagnose their personal, individual-typical and professionally important qualities.

Have you heard of it or some of its methods?

What are the objectives of VP?

What methods do experts apply to define the type of personality?

VISUAL PSYCHODIAGNOSTICS

Social psychologists have long been researching the characteristics of appearance and behavior that are most important in terms of perception and understanding.

At the moment of perception, a person is observed for the subject of observation of a certain set of socially significant signs, thanks to which psychological properties and states are traditionally transmitted in a certain culture. These signs, sometimes called "perceptual hooks," are a specific social font for a given person.

The perception of a person's appearance, the expression of his emotions evokes emotional responses and reactions in people. The ability to read expressive movements involves a subtle understanding of all shades and nuances in facial expression, gesture, posture and body movements of another person. Recognizing individual psychological characteristics of a personality hiding behind facial expressions, pantomime, physiological reactions that accompany emotions - vascular, respiratory, secretory; or by the features of the body structure, facial features, drawings on the hands, fingers and other natural and biological characteristics may seem an exciting task or activity.

Visual psychodiagnostics examines all external manifestations of a person's appearance and behavior in order to study its personal meaning.

The practical orientation and relative accessibility of visual psychodiagnostics, the need for a wide implementation of applied psychology in various areas of social activity provides for the possibility of conducting individual examinations by persons without special psychological training: teachers, doctors, managers of various levels, personnel specialists, etc.

Ex. 7. In the following abstract an FBI agent shares some secrets of 'reading' people.

Do you find these tips useful? How could they be implemented in management / business? Which of the tips the agent himself find the most efficient? Why?

AN FBI AGENT SHARES 9 SECRETS TO READING PEOPLE

23 years in the FBI taught this entrepreneur the remarkable power of observation

1. Create a baseline: *People have different quirks and patterns of behavior.*

For example, they might clear their throat, look at the floor while talking, cross their arms, scratch their head, stroke their neck, squint, pout, or jiggle their feet frequently. Initially, we may not even notice when others do these things. If we do, we don't give it much attention.

People display these behaviors for different reasons. They could simply be mannerisms. Sometimes, however, these same actions could be indicative of deception, anger, or nervousness. Creating a mental baseline of others' normal behavior will help you.

2. Look for deviations: *Pay attention to inconsistencies between the baseline you've created and the person's words and gestures.*

For example: You've noticed that an important supplier of yours has the habit of clearing his throat repeatedly when nervous. As he introduces some relatively small changes to your business arrangement, he starts to do this. Is there more here than meets the eye?

You might decide to probe further, asking a few more questions than you would have normally.

3. Notice clusters of gestures: *No lone gesture or word necessarily means anything, but when several behavioral aberrations are clumped together, take notice.*

For example, not only does your supplier keep clearing his throat, but he also does that head scratching thing. And he keeps shuffling his feet. Proceed with caution.

4. Compare and contrast: *OK, so you've noticed that someone is acting a little different than normal. Move your observation up a notch to see if and when that person repeats the same behavior with others in your group. Continue to observe the person as he or she interacts with others in the room. Does the person's expression change? How about his or her posture and body language?*

5. Look into the mirror: *Mirror neurons are built-in monitors in our brain that reflect other people's state of mind. We are wired to read one another's body language. A smile activates the smile muscles in our own faces, while a frown activates our frown muscles.*

When we see someone we like, our eyebrows arch, facial muscles relax, head tilts, and blood flows to our lips making them full. If your partner doesn't reciprocate that behavior, this person could be sending you a clear message: He or she doesn't like you or aren't happy with something you've done.

6. Identify the strong voice: *The most powerful person is not always the one sitting at the head of the table. Confident people have strong voices. Around a conference room table, the most confident person is very likely to be the most powerful one: expansive posture, strong voice, and a big smile. (Don't confuse a loud voice with a strong one.)*

If you're pitching an idea to a group, it's easy to pay attention to the leader of the team. But that leader may have a weak personality. In reality, he or she depends heavily on

others to make decisions, and is easily influenced by them. Identify the strong voice, and your chances for success increase dramatically.

7. Observe how they walk: *Oftentimes, people who shuffle along, lack a flowing motion in their movements, or keep their head down lack self-confidence.*

If you notice these traits in a member of your team, you might make an extra effort to offer commendation, in an attempt to help build the person's confidence. Or you may need to ask him or her more direct questions during a meeting, in order to pull those great ideas out into the open.

8. Pinpoint action words: *As an FBI agent, I found words were the closest way for me to get into another person's head. Words represent thoughts, so identify the word that is freighted with meaning.*

For example, if your boss says she's "decided to go with brand X," the action word is **decided**. This single word indicates that most likely your boss:

1) is not impulsive, 2) weighed several options, and 3) thinks things through.

Action words offer insights into the way a person thinks.

9. Look for personality clues: *Each of us has a unique personality, but there are basic clarifications that can help you relate to another person so you can read him or her accurately.*

- Does someone exhibit more introverted or extroverted behavior?
- Does he or she seem driven by relationships or significance?
- How does the person handle risk and uncertainty?
- What feeds his or her ego?
- What are the person's behaviors when stressed?
- What are the person's behaviors when relaxed?

Ex. 8. Of course, there are exceptions to every rule. But keeping in mind the principles mentioned above as you build your powers of observation will greatly enhance your ability to read others, understand their thinking, and communicate effectively. Which of the principles did you use to 'read' a person'? Are you an attentive communicator?

Ex. 9. Watch the videos about some methods of psychodiagnostics. Which did you like best? Why? <https://yu.be/mdRIQNAKHts>

1. How to read people and decode their first impressions
<https://youtu.be/mdRIQNAKHts>
2. How to read anyone instantly <https://youtu.be/eXR7p56acDM>
3. Profile personalities: how to analyze people on site
<https://youtu.be/QN1AfZctGeQ>

MODULE 2.

MANAGEMENT AND ORGANIZATIONS. BOOSTING MANAGERIAL SKILLS.

UNIT 2. MANAGING DIFFICULTIES. BUSINESS ACROSS CULTURES.

- 4.1. Stress and stress management. Problems at work. Health and safety.
- 4.2. Time and time management.
- 4.3. Projects and project management.
- 4.4. Leadership and management styles. Cross-cultural communication.

Useful language and skills:

Speaking about problems. Expressing likes and dislikes.

Dealing with complaints.

Ways of expressing sympathy.

Speaking about time. Markers of time in discourse.

Useful derivation

Compiling of terminological dictionary (min. 20 words and word-combinations: the task implies revision and arranging a vocabulary stock after each set of classes that the module includes).

- Bullying and harassment . Discrimination. Glass ceiling.
- Recovering stress after losing your job.
- Models of self-development.
- Timeframes and schedules. Time tips
- Markers of distance and familiarity.

PRACTICAL CLASS 1.

STRESS AND STRESS MANAGEMENT. PROBLEMS AT WORK. HEALTH AND SAFETY.

Ex. 1. Learn what stress is. Think of possible body reactions caused by negative external factors.

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous.



Stress is caused by an existing stress-causing factor or "stressor"



Anxiety is stress that continues after the stressor is gone

Stress is your body's reaction to a challenge or demand.

Ex. 2. Below you may see two pictures suggested by the World Health Organization describing how stress gets reflected on our body and psyche.

These are some of the thoughts and behaviours associated with stress



Being hard on ourselves



Finding life hard

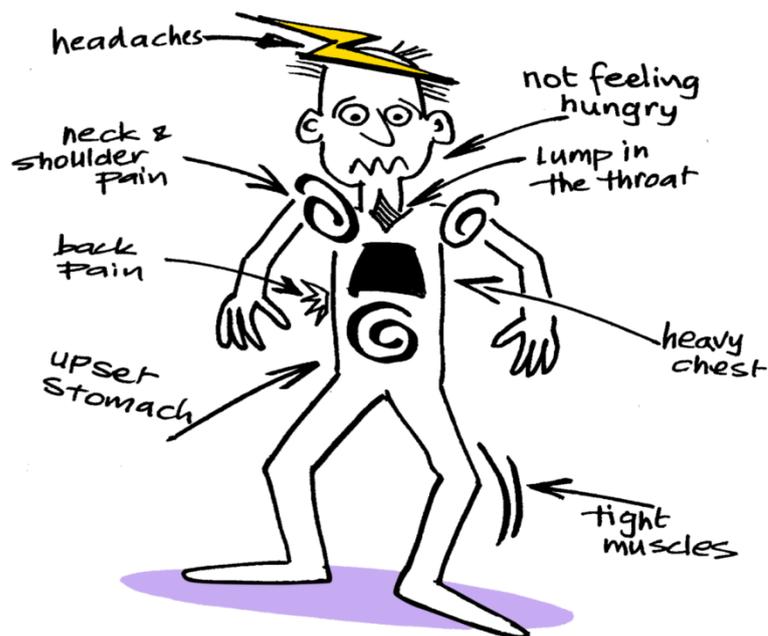


Getting into arguments or fights



Worrying about the future

These are the physical signs of stress



**Have you ever had a stress?
What caused it to happen?
How did your mind and body react to it?**

Ex. 3. Think of the most stressful life events that can severely damage our mind and body. Make up a list.

Ex. 4 Compare your list of stressful events with the one suggested below. Did you miss anything? Does the list below lack any of your ideas?

10 MOST STRESSFUL LIFE EVENTS

- | | |
|--------------------------|--------------------------------|
| 1) Death of a loved one | 6) Financial problems |
| 2) Separation or divorce | 7) Moving to a new home |
| 3) Getting married | 8) Chronic illness or injury |
| 4) Starting a new job | 9) Retirement |
| 5) Workplace stressors | 10) Transitioning to adulthood |

Ex. 5. Stress at work is also something that seriously harms your enthusiasm and positive attitudes. Make up a list of stressful factors people can face in a workplace or while carrying out work.

Ex. 6. It is great when your work is stimulating and rewarding. And even if it sometimes can be difficult and challenging, still it remains exciting. Read a piece of information about it. Make up your own sentences with the bold type expressions.

When stimulation turns to stress

'In the last few years there has been more and more administrative work, with no time for reading or research. I felt **pressure building up**. I began to **feel overwhelmed** by work: I felt as if I wasn't able to do it. I was **under stress**; very **worried about** my work. I became ill, and I'm sure **this was caused by** stress: it was **stress-induced**. Luckily, I was able **to deal with the stresses and strains** (pressures) of my job by starting **to work part-time**. I was luckier than one of my colleagues, who became so **stressed out** because of **overwork** that he had a **nervous breakdown**; he was so worried about work that he couldn't sleep or work, and had **to give up**. He's completely **burned out**, so stressed and tired by his work that he will never be able to work again. **Burnout** is an increasingly common problem among my colleagues.'

Ex.7. Get acquainted with the ideas of 'rebalancing' and 'downshifting'. Did you ever

hear the terms? What are they called in Ukrainian? Are there downshifters in your family or among friends?

Downshifting

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

Ex. 8. Study the picture below. How do you think: is 'managerial' stress a special stress? What does make it different from stress received in other jobs?

4 COMMON TYPES of STRESS ON MANAGERS



TIME STRESS

Deadlines, priorities, being late for meetings and many other things you have to finish, but you never seem to have enough time for.

ANTICIPATORY STRESS

Worrying about future events, such as an upcoming board meeting or public speech you're going to give. It's a worry that "something will go wrong."



SITUATIONAL STRESS

Worrying about a scary situation that you have no control over.

ENCOUNTER STRESS

Worrying about interacting with a certain person or group of people that you may not like, or you might think that they're unpredictable.



Ex. 9. Rearrange the sentences to make up a story. Highlight the words or phrases that you believe refer to the topic discussed here.

1. and stimulating. I felt pleasantly stretched. But then the pressure became too much and I felt overworked.
2. and under a lot of stress: I found travelling very tiring. I was overwhelmed by my work. I started getting bad headaches, and I'm sure they were stress-induced.
3. challenging to change professions in this way, but now I feel the stress again! I must do something to avoid burning out.
4. Hi, my name's Piet. I'm an engineer, or I was. I worked for a Dutch multinational for 10 years. I was based here in Holland, but my work involved a lot of travelling, visiting factories. At first I liked my job: it was very rewarding
5. So, when I was 35, I made a change. I started a little wine shop in Amsterdam, working on my own. Now, after five years, I have 6 employees. At first it was

Ex. 10. Here is a piece of information about importance of stress reduction. Consider also the picture below. Relate the two pieces information, joining them up into a single story with reference to your future work as a manager. Use the words and phrases in bold type to make up your story.

Why it is Important to Reduce Stress at Work?

Working with people is generally considered stressful and working as a team, can be even more so. Stress **1) is a hidden enemy** that is often the cause of negative emotions like **2) anger, deprivation, frustration**, and – in addition to leading to many **3) psychosomatic complaints** – can generally **4) adversely impact 5) operating results.**

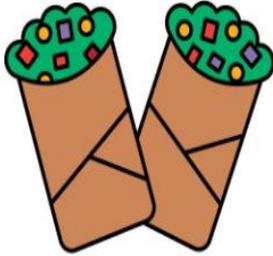
Common causes of stress are **6) competitive circumstances** where it's hard to control events where **7) feelings of helplessness can arise.**

Practically, everyone **8) deals with stress**, but managers **9) tend to deal** with an **10) exceptional amount.** Whether you're managing a team of developers or sales people, the process of management demands **11) a strong focus, 12) flawless execution, 13) working under tight deadlines, 14) delegating accountability** and frequently **15) coping with 16) things beyond your control.**

17) The dangers of excessive stress 18) range from mental health symptoms such as **19) increased anxiety** and depression to physical ones such as **20) high blood pressure and heart disease.**

It's impossible to **21) eliminate stress** entirely, but with the **22) proper techniques** and attention, you can **23) manage your stress** and **24) prevent it from 25) taking over your life.**

MANAGEMENT 3.0 PRACTICES TO BETTER COPE WITH STRESS



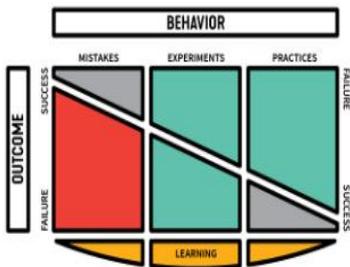
FEEDBACK WRAP

You can use this tool while conducting a “one-on-one” session with your colleague to help him or her cope effectively with all stressors and pressures they’re facing.



DELEGATION POKER

Managing people more efficiently can be accomplished by organizing their daily or monthly tasks and goals. When they know where they stand and what is required of them, they have a better chance at finishing their work in a timely manner.



CELEBRATION GRID

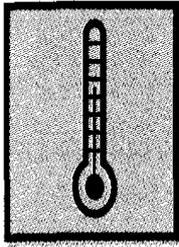
Help your teammates overcome the fear of failure, and create a “safe to fail” environment, that reduces stress and creates psychological safety in your team.



KUDO CARDS

By using the power of affirmation, positive thinking, and gratitude, you are one step closer to creating a lower stress environment. Keep your team motivated, happy, with increased self-esteem and lower the risk for stress, frustration, and anxiety.

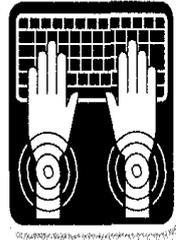
Ex. 11. Consider the pictures below. Describe what they reflect. Are they about a healthy work environment?



a temperature



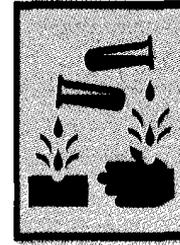
b passive smoking



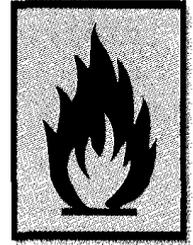
c repetitive strain injury or RSI



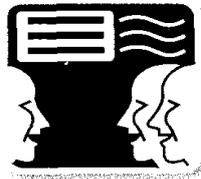
d dangerous machinery



e hazardous substances



f fire hazards



g heating and air-conditioning



h first aid



i fire precautions

Ex. 12. Read about other issues one may come across in a workplace. Are they common in your country? Using the topical vocabulary (bold type words) make up a story.

Bullying and harassment

If someone such as a manager **bullies** an employee, they use their **position of power** to **hurt or threaten** them, for example **verbally**. Someone who does this is a **bully**. **Sexual harassment** is when an employee behaves sexually towards another in a way that they find unwelcome and unacceptable. The related verb is **harass**.

Discrimination

If people are **treated differently** from others **in an unfair way**, they are **discriminated against**.

If a woman is unfairly treated just because she is a woman, she is a **victim of sex discrimination**. In many organizations, women **complain about** the **glass ceiling** that allows them to get to a particular level but no further.

If someone is treated unfairly because of their race, they are a victim of **racial discrimination** or **racism**. **Offensive remarks** about someone's race are **racist** and the person making them is a **racist**.

In the US, **affirmative action** is when help is given in education and employment to groups who were previously discriminated against. In Britain, affirmative action is known as **equal opportunities**.

Some companies have a **dignity at work policy** covering all the issues described.

Ex. 13. Complete the headlines and articles with the words from Ex. 12. Name the issue and explain its nature.

1

OFFICE MANAGER ACCUSED OF

A court heard today how an office worker was almost driven to suicide by a bullying office manager. James Blenkinsop, 27, told how boss Nigel Kemp victimized him by shouting at him, criticizing his work in front of others, tearing up his work and telling him to do it again ...

2

NATIONAL RESTAURANT CHAIN FACES CLAIMS

Four waitresses claim they were repeatedly by male bosses in a branch of a well-known national restaurant chain. All four waitresses said they were subjected to sexist remarks at the restaurant ...

3

Japanese women break through

Naomi Tanaka, 23, last year started working on the Tokyo Stock Exchange as a trader. She complained about and said she did not want to be a 'counter lady' answering phones and serving tea at a Japanese bank. Instead she got a job as a trader at Paribas, a French firm ...

4

SHOP MANAGERESS IN CASE

A clothing shop's half-Burmese manageress, 24-year-old Marion Brown, claims her boss continually made remarks, and sacked her from her £110-a-week job when she objected. She claims that the company that owns the shop has racially against her ...

5

..... ABOLISHED AT TEXAS LAW SCHOOL

A court made affirmative action at the University of Texas law school illegal last year, and supporters of say it has been 'a disaster'. Last year the law school admitted a class that was 5.9 per cent black and 6.3 per cent Hispanic. This year the black percentage stands at 0.7 and the Hispanic at 2.3 ...

PRACTICAL CLASS 2.

TIME AND TIME MANAGEMENT.

Ex. 1. Read about timeframes and schedules.

Answer the questions:

- **When is your usual lead time?**
- **Have you got a fixed work schedule?**
- **Do you usually complete work on schedule?**
- **Are you typically ahead of or behind schedule?**
- **What factor do usually make you delay your work?**
- **Is making up time stressful?**



'**Time is money,**' says the famous phrase.

The **timescale** or **timeframe** is the overall period during which something should happen or be completed.

The **lead time** is the period of time it takes to prepare and complete or deliver something. The times or dates when things should happen is a **schedule** or **timetable**.

If work is completed at the planned time, it is **on schedule**; completion before the planned time is **ahead of schedule** and later is **behind schedule**. If it happens later than planned it is **delayed**; there is a **delay**. If you then try to go faster, you try to **make up time**. But things always take longer than planned.

A period when a machine or computer cannot be used because it is not working is **downtime**.

Ex. 2. Watch a video about time management “ 7 Time Management Tips for Busy Entrepreneurs”.

Write out the 7 tips. Explain why time management is particularly important for businessmen?

https://youtube.com/watch?v=Jt_nwOC3y74&feature=shares

Ex. 3. Lucy Speed runs seminars on how to manage time. This is what she recommends:

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

- Use a **diary** (BrE) or **calendar** (AmE) to plan your day and week. **Personal organizers** (small pocket-size computers) are good for **this**.
- Plan your day **in advance**. Make a **realistic plan** (not just a list) of the things you have to do, in order of importance: **prioritize** them. Work on things that have the highest **priority** first.
- Avoid **interruptions** and **distractions**, which stop you doing what you had planned.
- Do jobs to a realistic level of quality in the time available, and to a level that is really necessary. Don't aim for **perfectionism** when there is no need for it. Try to balance **time**, **cost** and **quality**.

Consider now the picture below and find correspondences between the tips given in the video (Ex. 2), Lucy Speed's recommendations and the ones given in the picture below. Do they fall under the same categories? Substantiate your answer.



Ex. 4. Harry is a magazine journalist. Give him advice based on the ideas in Ex. 2.

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

Ex. 5. Speak about the ways you manage your time. Do you use any digital tools to do it? Which ones?

Ex. 6. Watch a short video on time management.

<https://study.com/learn/lesson/time-management-concept-examples.html>

Answer the questions:

1. Who is Frederick Taylor? What is he known for?
2. What were his techniques aimed at?
3. What kind of studies did he conduct?
4. Which goal does time management as a subject in management try to reach?
5. Explain the notion of productivity. How and what for can it be increased?
6. Why increasing productivity is especially relevant among white-collar workers?

Ex. 7. Watch a video in which 10 hacks for time management are discussed.

How do the ones given in it differ from the previously discussed in the exercises and videos? Make up a comparative table. Do you find any of the suggested tips unnecessary? Why? <https://youtube.com/watch?v=5gAe2eq8iI0&feature=shares>

PRACTICAL CLASS 3.

PROJECTS AND PROJECT MANAGEMENT.

Ex.1. Have a look at the picture. This is Gantt chart for building a new supermarket.. What does it contain?

		Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
stages	Prepare site	X	X	X									
	Build walls			X	X	X							
phases	Build roof						X	X	X				
	Fitting out								X	X	X	X	
steps	Finish site									X	X	X	
	Recruit employees									X	X	X	
tasks	Opening												X

These stages overlap: the second one starts before the first finishes.

These stages are simultaneous; they run in parallel. They happen at the same time.

Ex. 2. Do you have the idea of what a Gantt chart is and how to make it? When or what for do people need to make up such a chart?

To make a Gantt chart, use the vertical axis to list the tasks that need to be completed, and the horizontal axis to depict a timeline. As you input tasks, their start dates, their end dates and their dependencies, bars on the stacked bar chart will populate, which represent task durations.

Ex. 3. A project is a carefully planned piece of work to produce something new. Try to explain the idea of 'Project management'. What are its key constituents?

Ex. 4. Compare your previously expressed ideas with the ones below.

Project management

What is a project? A project is a unique, transient endeavour, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits. A project is usually deemed to be a success if it achieves the objectives according to their

acceptance criteria, within an agreed timescale and budget. **Time, cost and quality** are the building blocks of every project.

Time: scheduling is a collection of techniques used to develop and present schedules that show when work will be performed.

Cost: how are necessary funds acquired and finances managed?

Quality: how will fitness for purpose of the deliverables and management processes be assured?

Project management is the application of processes, methods, skills, knowledge and experience to achieve specific project objectives according to the *project acceptance criteria*.

Project management has **final deliverables** that are **constrained to a finite timescale and budget**.

A **key factor that distinguishes** project management from just 'management' is that it has this **final deliverable** and a **finite timespan**, unlike management which is an ongoing process. Because of this a project professional needs a wide range of skills; often technical skills, and certainly people management skills and good business awareness.

Ex. 5. Think of project management skills. What are they like? Are they the ones that should be specially trained or learned? Make up a list of the skills you know that may be applied in project management.

Ex. 6. You surely heard about the ideas of ‘soft’ and ‘hard’ skills.

Note! Personality traits: These are not skills, but personality traits that are beneficial for the project manager role.

Which type of skills do those you focused on in Ex. 5. belong to? To help you, read the paragraph below specifying what they are:

Hard skills	job-related competencies and abilities that are necessary to complete work.	Hard skills are often applicable to a certain career;
Soft skills	personal qualities and traits that impact how you work.	Soft skills are transferable to any type of job.

Ex. 7. Here is a list of 23 skills and qualities which, according to experts, a good project manager should possess. Please, distribute them according to their role:

Knowledge of Project Management
 Methodologies
 Negotiation Skills
 Problem-Solving Skills
 Proficient with Project Management
 Software
 Team Management
 Adaptability
 Leadership Skills
 Critical Thinking
 Cost Management

A Sense of Humor
 Project Scheduling
 Organization Skills
 Patience
 Risk Management
 Interpersonal Skills
 Project Planning
 Time Management
 Project Budgeting
 Task Management
 Communication Skills

TYPE	
HARD SKILLS	
SOFT SKILLS	
PERSONALITY TRAITS AND CHARACTERISTICS	

Ex. 8. Think of a business project you would like to realize in the future / in your first workplace. Then consider the skills (both hard and soft) and personal traits you possess or do yet have to carry out the project. Make up a list of them. How are you going to put the things right?

Ex. 9. Watch a video ‘TOP 13 PROJECT MANAGEMENT SKILLS ALL PROJECT MANAGERS NEED’. Single out those that have been mentioned in the previous tasks and write out those that haven’t (if any).

<https://youtube.com/watch?v=5Hi3t2bMN7A&feature=shares>

Ex. 10. Create a Gantt chart for the nearest study project you will have to make. Explain its constituents to your partner.

PRACTICAL CLASS 4.

LEADERSHIP AND MANAGEMENT STYLES. CROSS-CULTURAL COMMUNICATION.

Ex. 1. Read a short paragraph where Ken Manners, an expert on leadership and management styles, dwells on leadership. Can leadership be taught or are the only real leaders born leaders? Do you possess qualities of a leader? Explain why yes / no.

Leadership

'Traditionally, the model for leadership in business has been the army. Managers and army officers give orders and their subordinates (the people working below them) carry them out.

Managers, like army officers, may be sent on leadership courses to develop their leadership skills, their ability to lead. But they still need a basic flair or talent for leadership.'

What makes a great leader? 'The greatest leaders have charisma, an attractive quality that makes other people admire them and want to follow them.

Leadership: A leader may be described as a visionary, someone with the power to see clearly how things are going to be in the future. People often say leaders have drive, dynamism and energy.'

Ex. 2. Match the sentence beginnings (1-7) with the correct endings (a-g).

1. We are looking for a new CEO, someone with strong leadership
 2. Richard has real managerial flair
 3. In the police, leaders are held responsible
 4. The study concludes that a charismatic visionary leader is absolutely not required for a visionary company
 5. She is an extraordinary leader
 6. Thatcher had drive, energy and vision,
 7. He was a born leader. When everyone else was discussing
-
- a. but many thought it was the wrong vision.
 - b. and, in fact, can be bad for a company's long-term prospects.
 - c. has won the respect of colleagues and employees.
 - d. for the actions of their subordinates.
 - e. skills and experience with financial institutions.
 - f. what to do, he knew exactly what to do.
 - g. who will bring dynamism and energy to the job.

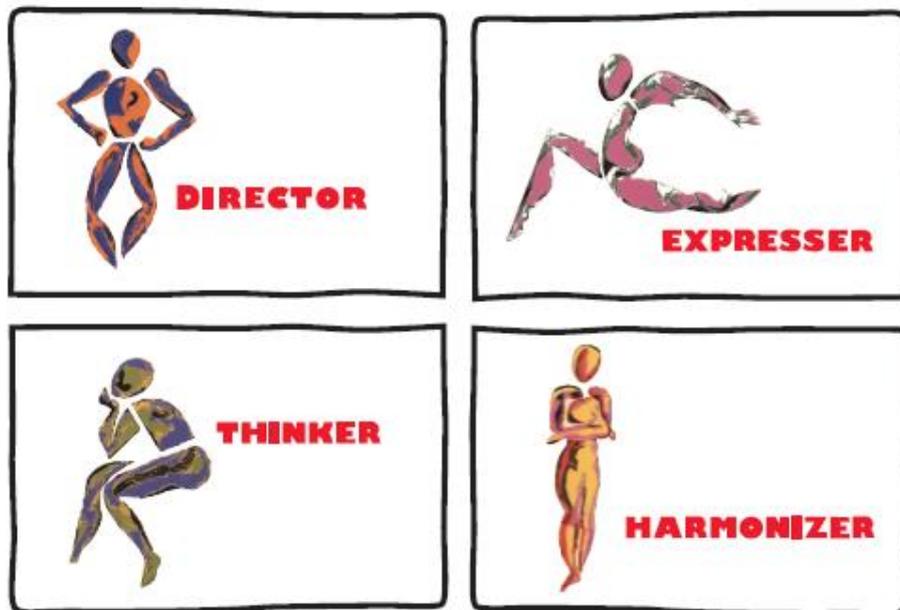
Ex. 3. Read an abstract about Empowerment. What, exactly, is empowerment?

'Encouraging employees to use their own initiative, to take decisions on their own without asking managers first, is **empowerment**.

Decision-making becomes more decentralized and less **bureaucratic**, less dependent on managers and systems. This is often necessary where **the number of management levels** is reduced.

To **empower** employees, managers need the ability to **delegate**, to give other people responsibility for work rather than doing it all themselves. Of course, with empowerment and delegation, the problem is keeping control of your operations: a key issue of modern management.'

Ex. 4. Consider the picture below. What does it describe? How does it relate to leadership?



Why do you think it is important to know your leadership style? Prove a list of at least 3 items.

Ex. 5. Read about leadership styles. Define to which you belong, explain why. Make up a table of PROS and CONS for each leadership style. Substantiate your ideas.

A **leadership style** refers to a leader's **methods and behaviors** when **directing, motivating, and managing** others. A person's leadership style also determines how they strategize and implement plans while accounting for the expectations of stakeholders and the well-being of their team.

Knowing your leadership style helps you provide adequate guidance and feedback to employees, and better understand your thoughts, how you make decisions and strategies you can consider implementing when making business decisions.

It can also help you understand how your direct reports see you and why they may give you specific feedback. For example, if employees feel stifled at work and don't have many opportunities to speak their minds, they may be telling you that you're an autocratic leader who can benefit from changing their style.

Here's a list of

Top 7 management / leadership styles.

- | | |
|------------------------------|-------------------------|
| 1. Authoritarian | 5. Pacesetter |
| 2. Visionary | 6. Democratic |
| 3. transactional | 7. Laissez-Faire |
| 4. Servant Leadership | |

Ex. 6. Watch the video and say what new have you learned about leadership. How many leadership styles are discussed in it? Why namely these ones? Could you possible explain?

<https://youtube.com/watch?v=-waR0t5SU2g&feature=shares>

Ex. 7. Experts say that leadership styles are much more numerous. What are the criteria for such distributions? Watch the suggested video, write out all the styles mentioned there and speak about their specifics.

<https://www.masterclass.com/articles/how-to-be-an-effective-leader>

Ex. 8. Do you know how 'culture' is defined? How many definitions of 'culture' are you aware of?

Read the following abstract and say if you agree/disagree with the suggested interpretation of 'culture':

Culture is the "way we do things here". "Here" may be a country, an area, a social class or an organization such as a company or school.

Now explain what each of the following phrases means: 'company / corporate culture'; 'canteen culture'; 'long-hours culture'; 'macho culture'.

Now match the ideas with the following illustrative utterances:

1. The men really dominate in this company, they don't make life easy for women at all. All they talk about is football.
2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.
3. Of course, the quality of the work you do after you've been at it for ten hours is not good.
4. There was a time when managers could only wear white shirts in this company - things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.

6. They say that if you go home at 5.30, you can't be doing your job properly, but I'm going anyway.

Ex. 9. When talking about corporate culture, the notion of distance and familiarity are very important.

If a company is 'hierarchical' managers are usually more distant and remote. Employees may feel quite distant from their managers and have a lot of deference for them: accepting decisions but not participating in them. This culture or its management style is 'vertical' If company managers are easy to talk to - accessible and approachable – and there is a tradition of employees being **involved in decision-making** as part of a team of equals, such company is not hierarchical and its management style is 'horizontal' or 'linear' .

Read this information about two very different companies and answer the questions.

- 1 Which company: a) is more hierarchical? B) is more informal in the way people talk to each other?
- 2 In which company are managers: a) more approachable? B) more remote?
- 3 In which company are employees: a) more deferential? B) on more equal terms with their bosses?

The Associated Box Company (ABC) and the Superior Box Corporation (SBC) both make cardboard boxes.

At ABC there are three levels of management between the CEO and the people who actually make the boxes. At SBC, there is only one level.

Managers at ABC are very distant. They rarely leave their offices, they have their own executive restaurant and the employees hardly ever see them. Employees are never consulted in decision-making. At SBC, managers share the same canteen with employees. Managers have long meetings with employees before taking important decisions.

Managers and the CEO of SBC have an open-door policy where employees can come to see them about any complaint they might have. At ABC, employees must sort out problems with the manager immediately above them.

At ABC, employees call their managers 'sir'. At SBC, everyone uses first names.

Ex. 10. Consider the two business cards. Speak on their structure. How would you address people who gave you their business cards?

Megabook Publishing
34 Dean Street, Soho, London W1R 4EF

JAMES CASSIDY
Sales Director

Tel: 020 7452 8960
Fax: 020 7452 8965
E-mail james.cassidy@megabook.com

Abrahams, Campbell, Esposito
Corporate Accountants

7590 W Charleston Blvd
Las Vegas, NV 89147
(702) 258-9783

KAREN A. ESPOSITO, B.S., C.P.A.
Senior Partner
e-mail: kesposito@ace.com

Annotations:
- 'job title' points to James Cassidy's name.
- 'qualifications' points to Karen A. Esposito's name and C.P.A. designation.

Ex. 11. Approaches to 'Time' also differ much across countries and, consequently, international business. Very often attitudes towards time can vary enormously what leads to misunderstandings and conflicts.

Read the ideas that reflect these attitudes:

- In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a **culture of presenteeism**: being at work when you don't need to be.
- There is a two-hour lunch break, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The **working breakfast** is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.
- As for punctuality, you can arrive up to 15 minutes 'late' for meetings. If invited to someone's house (unusual in business), arrive 15-30 minutes after the time given.
- Don't phone people at home about work, and don't phone them at all after 9 pm.
- There are a lot of public holidays (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks' holiday a year and they usually take four of them in August.

Now, after considering what's been said, tick (✓) the things this visitor to Busyville does right, and put a cross (x) by her mistakes:

I phoned my contact in her office at 7.30 pm. (1 ...) I suggested a working breakfast the next morning. (2.. .) She wasn't keen, so I suggested lunch. (3.. .) We arranged to meet at her office at 12.30. I arrived at 12.45 (4 ...) and we went to a restaurant, where we had a very good discussion. That evening I wanted to check something, so I found her name in the phone book and phoned her at home. (5.. .) She was less friendly than at lunchtime. I said I would be back in Busyville in mid- August (6 ...). Not a good time, she said, so I suggested September. (7 ...)

Ex. 12. Here's a list of very important concepts that may have a very serious impact on one's cross-cultural communication except familiarity and time. Explain their essence and give examples.

- a. distance when talking to people**
- b. eye contact**
- c. gesture**
- d. greetings/goodbyes**
- e. humour**
- f. physical contact**
- g. present**
- h. rules of conversation and the role of silence**