

In company in action: Teacher's notes

Scenario A: The networking event

This scenario focuses on how to manage a successful networking event. Use the *Before you watch* question to introduce the topic.

Before you watch

1 Students make a list of all the different ways they can think of to meet new business clients. Then they compare their ideas with a partner and decide who had the best ideas.

SUGGESTED ANSWERS:

networking events; via existing clients; social networking websites such as Linked In®; corporate events

While you watch

2 Students watch Video A1 and identify in which part (1–4) someone does each of the things listed. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a 2 b 1 c 1 d 3 e 2 f 4 g 3 h 4

3 Students watch Video A1 again and put the expressions in the order in which they hear them. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a 5 b 1 c 6 d 7 e 2 f 4 g 3 h 8

4 Students watch Video A2 and underline the word or expression they hear in each case. Ask them to compare ideas with a partner before you check answers as a class.

ANSWERS:

a right b short c one or two d say e send me
f fix up g Great

5 Students work with a partner. They watch Video A2 again and discuss together in what ways the conversation between Anton and Dr Fischer was a successful example of networking compared with the conversations in Video A1. When they have finished ask for ideas from the class as a whole.

SUGGESTED ANSWERS:

Anton starts the conversation with relevant small talk in which he refers to having attended a speech by Dr Fischer. This is in contrast to Part 1 of Video A1, in which Randall Holmes spends the first few minutes of his conversation with Anton talking about himself and his company.

Anton focuses on what his company can do to help Dr Fischer by making him aware of their new service offering increased flexibility. In the first video the other people did not take time to find out what Anton's needs were and instead focused on trying to sell him what they wanted to sell. He also tried too hard to sell his product to Lucy Tan, who wasn't very interested.

Anton and Dr Fischer wait until they have a real reason to exchange business cards, whereas in part one of the first video he exchanges cards with Randall Holmes when they have no real need to contact each other in the future.

Both men avoid letting the conversation go on too long, and instead they quickly involve another person so they can both continue networking.

After you watch

6 Ask the class to imagine they are all attending the same networking event. Explain that they do not know anyone else at the event, and ask them to decide what their job role is and what kind of new contacts they would like to make. Help with ideas if necessary, and remind them to use the expressions in 3 and 4. Students then mingle with each other and roleplay their conversations at the event. Monitor the conversations and provide help where necessary.

ANSWERS:

Student's own answers

7 Students work with the same partner from 5 and discuss how successful the networking event was for them and whether they made any useful new contacts. Ask them to report their conclusions back to the class.

ANSWERS:

Student's own answers

Scenario B: Meetings on the go

This scenario focuses on how to effectively manage informal, spontaneous meetings. Use the *Before you watch* question to introduce the topic.

Before you watch

1 Students answer the question and compare their answers with a partner to see if they had similar ideas.

SUGGESTED ANSWERS:

Advantages: They enable relevant issues to be resolved quickly; they are usually relevant to both/all parties; they may waste less of people's time

Disadvantages: They are rushed; people may agree to things they do not have time for; people do not have time to plan what they want to say

While you watch

2 Students watch Videos 1 and 2 and decide if the statements are true or false. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a T b F c F d F e F f F g F h T i F j T

3 Students try to match the two parts of each expression. Then they watch the videos for a second time and check their answers.

ANSWERS:

a 5 b 10 c 2 d 1 e 8 f 9 g 4 h 3 i 6 j 7

After you watch

4 Students think back to the four meetings in the videos and decide how well each person manages the meetings. Ask them to make notes in the table, then to compare ideas with a partner before you check answers as a class.

SUGGESTED ANSWERS:

	Positives	Negatives
Alan	He is sympathetic with Heather and attempts to use flattery to get what he wants.	He tries to talk to Heather when she is really too busy. He does not inform Anton that he has changed the conference arrangements.
Heather	She is authoritative with Tony when asking him for help.	She should not have agreed to think about helping Alan. She is a little aggressive with Tony.
Tony	He is authoritative enough to insist that he receives the training he has been promised.	He is a little ineffectual with Heather and submissive with Anton.
Anton	He is accommodating when he agrees to talk to Tony, and also when he tells Alan to take time off before the conference. He is authoritative with Alan, but without being aggressive.	—

5 Students imagine they need to have a quick meeting with a colleague about something. Ask them to think about their answers to the questions. Monitor and help with any problems, reminding students to use the expressions in 3.

ANSWERS:

Student's own answers

6 Students work with a partner and take it in turns to roleplay their situations in 5. Explain that they should first tell their partner what their meeting is going to be about, and explain that in each case student B should disagree with student A so that student A has to convince them or persuade them using the language from 3. Monitor the roleplays and be prepared to give feedback. When they have finished, ask them to decide how successful the two meetings were and discuss how effectively they each managed to convince or persuade their colleague. Then ask them to report back to the class and add your own feedback where appropriate.

ANSWERS:

Student's own answers

Scenario C: Morale problems

This scenario focuses on how to deal with morale problems and motivate a team. Use the *Before you watch* question to introduce the topic.

Before you watch

1 Students think of as many reasons as possible for a drop in staff morale in a company. Then they compare answers with a partner to see if they had similar ideas.

SUGGESTED ANSWERS:

Poor company performance; boredom; stress/overwork; unequal distribution of responsibilities; lack of incentives; lack of praise; 'blame culture'; lack of team spirit

While you watch

2 Students watch Videos C1 and C2 and put Anton's expressions in each video in order from 1–6. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a 3 b 2 c 6 d 1 e 5 f 4 g 2 h 1 i 6
j 4 k 5 l 3

After you watch

3 Students work with a partner and discuss the differences between the terms in each case, using the words in the boxes to help them with ideas. When they have finished, ask them to refer back to the article on page 77 of the Student's Book and check their answers.

SUGGESTED ANSWERS:

- a** Extrinsic motivation relies on factors like salary increases, bonuses, fringe benefits (insurance schemes, pension plans, company cars, etc), threats, and deadlines. Intrinsic motivation relies on personal freedom to make decisions, a sense of being part of and contributing to a team and being able to acquire and develop skills on the job.
- b** Market relationships are based on the idea of a hierarchy where staff are paid to work for their employers and therefore have to do what they say. Social relationships are based on the idea that staff are made aware of the value of their contribution, the role they play as part of a team, the importance of their ideas and their input in determining the future of the company.

4 Students watch the videos again then work with their partner and discuss how Anton changes from relying on extrinsic motivation and a market relationship with his staff in Video C1 to using intrinsic motivation and a social relationship in Video C2.

SUGGESTED ANSWERS:

In Video C1, Anton spends a lot of time blaming his colleagues for the department's problems and criticizing his colleagues. This suggests he is focusing very much on market relationships and gives the impression that his staff are not doing the jobs they are paid to do. Anton does not listen to their concerns and fails to acknowledge that as their manager he must accept ultimate responsibility for the department's failings. He analyzes the possible causes, effects and solutions in terms of extrinsic motivation factors like targets, salaries and commissions and he indirectly threatens his staff by pointing out that their jobs might be at risk, which has a negative effect on morale.

In Video C2, Anton treats his staff more as equals who have the same aims and who face the same problems as him. He acknowledges their concerns and makes his staff aware that he understands them and values their ideas and suggestions, which helps to motivate them all to find solutions. He uses his motivational speech to emphasize intrinsically motivating factors like his staff's skills and expertise and make it clear how highly he values these, and he uses intrinsically motivating language which makes it sound like he understands and supports them and is on their side – for example, he refers to his staff using 'we' and 'us', and refers to the senior management of the company as 'they'.

5 Students work with a partner. Explain that the company they work for has recently been experiencing the situations in the box. They work together and decide how these situations might have a negative effect on staff morale. Remind them to think of the factors in 3. Monitor and help where necessary. Feedback with the class as a whole and encourage discussion.

SUGGESTED ANSWERS:

An important new contract for the company is likely to have an initial effect on extrinsic motivation. It is good for the company, but it may also mean more work for everyone as well as an increase in stress levels.

Rumours of a takeover of the company may lead to insecurity and uncertainty, especially if staff believe it may affect existing job roles and staffing structures. People may also worry about the security of their jobs.

A new CEO may also lead to uncertainty if staff are unsure what to expect from their new boss. There may be a risk of a change in staffing structures and people will worry that the aspects of their job which they enjoy may be at risk of changing.

A new computer system may harm motivation if staff are not trained properly in how to use it. Computerization may also mean that some people's jobs become redundant or that people become bored. They may also end up communicating less with each other. Shorter working hours may have a negative effect on staff morale in the long-term as there may be an increase in stress levels if staff have to do the same amount of work in less time. Also, shorter hours will mean a reduction in pay for hourly-paid staff, which they may react badly to.

A new staff bonus scheme may mean that people's motivation for doing their work changes, becoming more extrinsic than intrinsic. Staff may become competitive with each other as a result, which may damage team spirit. Staff may also have the sense that they are being bribed to work harder.

6 Students work with a partner. Explain that they are going to prepare a motivational speech to deliver to the staff of their company. Students look back at their answers to 5 and decide the main reasons why staff morale has dropped in the company, then they look back at 3 and 4 and decide what they can do to improve social relationships between the staff and to increase intrinsic motivation. Ask them to work with their partners to write their speech, beginning with the introduction provided. Remind them to use expressions g-l from 2 where appropriate. Monitor and help where necessary. When they have finished, ask them to decide who will deliver each speech to the class. Students then take it in turns to deliver their motivational speeches. When they have all finished delivering their speeches, take a class vote to decide which speech would be more effective in improving staff morale, and why.

ANSWERS:

Student's own answers

Scenario D: Tricky conversations

This scenario focuses on the best ways to manage difficult conversations at work. Use the *Before you watch* question to introduce the topic.

Before you watch

1 Students read the advice about how to deal with difficult conversations at work and tick the statements they think offer good advice. Then they compare their ideas with a partner and explain the reasons for their choices.

SUGGESTED ANSWERS:

Pieces of advice c, e and f are all good. The other pieces of advice could all make a difficult situation worse by focusing on who is to blame instead of how the situation can be resolved.

While you watch

2 Students watch the videos for the first time and put the events from each video in order, from 1–6. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a 6 b 2 c 5 d 3 e 4 f 1 g 4 h 6 i 3
j 2 k 5 l 1

3 Students watch the videos again and tick Heather's lines. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

Video D1: Heather's lines are b, c, d, e and g
Video D2: Heather's lines are h, i, k, l and m

After you watch

4 Students look again at 3 and the things Heather says in each video, and decide in what ways Heather manages the conversations in Video D2 better than those in Video D1. Ask them to compare ideas with a partner and then discuss all their ideas as a class.

SUGGESTED ANSWERS:

In Video D1, Heather blames other people for the fact that things are not going the way she would like. She blames Alan for not supporting her in the meeting, Anton for taking the credit for her work, and Tony for not finishing the report. She focuses too much on her own work and what she wants, and does not give enough consideration to her colleagues' interests and priorities. She also lets her emotions control the direction of each conversation when it would be better to focus on the practicalities of how to improve things in the future.

In Video D2, Heather focuses much more on accepting what has happened and looks to the future. She quickly accepts Alan and Anton's apologies and apologizes herself, allowing them all to move on to finding solutions to the problems. She is still quite firm and makes it clear what she thinks, but she does not let her emotions control her and she is much more considerate of other people's situations and points of view. This means she gives the impression of being less involved with the situations on a personal level and much more aware of how the situation is affecting her colleagues and the company as a whole.

5 Students work with a partner and tell each other about a difficult conversation they have had which did not go as well as they hoped. Ask them to discuss the four questions. Monitor and help with advice where appropriate.

ANSWERS:

Student's own answers

6 Students take it in turns to roleplay the difficult conversations they discussed in 5 and try to reach a more satisfactory outcome this time. Remind them to use some of the expressions Heather uses in Video D2 to help them. Monitor the conversations and provide help where necessary. When they have finished, ask them to decide if they are more satisfied with the outcome of their conversations, and to report their conclusions back to the class.

ANSWERS:

Student's own answers

Scenario E: The difficult customer

This scenario focuses on the best ways to negotiate with difficult customers. Use the *Before you watch* question to introduce the topic.

Before you watch

1 Students write down two 'dos' and two 'don'ts' for successful negotiating in business. Ask them to compare ideas with a partner before you check them as a class.

SUGGESTED ANSWERS:

do: aim to satisfy each other's interests; find out why the other person wants what they want; ask a lot of questions, especially 'Why?'
don't: focus on getting what you want; accept a compromise – look for solutions that work for both parties instead

While you watch

2 Students watch the videos and choose the correct answer to each question. Ask them to compare answers with a partner before you check answers as a class.

ANSWERS:

a B b B c A d A e A f B g B h B i A j B

3 Students try to match the two parts of each expression. Then they watch the videos for a second time and check their answers.

ANSWERS:

a 4 b 2 c 5 d 6 e 3 f 1 g 11 h 12 i 7
j 10 k 9 l 8

After you watch

4 Students list the main differences in the way Heather negotiates with Louis in Video E2 compared with Video E1. Ask them to compare lists with a partner to see if they both agree, and then discuss their ideas as a class.

SUGGESTED ANSWERS:

The main things Heather does differently in Video E2 are:

- She accepts Louis's offer of a coffee, creating a positive atmosphere from the start;
- She speaks positively of Louis's new offices, which helps with maintain the positive atmosphere;
- She avoids putting Louis on the defensive by asking if he has read her proposal – instead she simply checks if he has received it;
- She reacts positively when Louis says he has already spoken to her competitors, giving the impression that she likes a challenge rather than feels threatened;
- She focuses on what her company *can* do rather than what it *can't*, and reinforces the idea that Louis should not sacrifice the quality of the new system in order to meet his deadline;
- She avoids implying that her competitors are lying, but is confident enough to express doubts that they can fulfil their promises;
- She finds out why Louis has a three-week deadline (i.e. she identifies the reason for his position);
- She looks to find a solution which will satisfy both of them by getting Louis on her side and making him feel that they share a common interest in satisfying the demands placed on him by his employers;

- She highlights again the advantages her company offers to Louis, namely quality and reliability;
- She emphasizes that they are making progress by moving the negotiation forward instead of focusing on defending their respective positions;
- She makes a realistic promise rather than unrealistic ones which she knows she cannot fulfil;
- She avoids becoming involved in another difficult negotiation straight away by side-stepping the issue of the discount.

5 Students work with a partner. Ask them to read the business scenario and the positions and think of possible outcomes which might be satisfactory for both people. Monitor and help with suggestions where necessary. The suggested outcome below can be provided if students find it difficult to come up with their own ideas.

SUGGESTED ANSWERS:

Speaker A could consider the possibility of increasing their product's price in order to pay for the increased supplier costs. To do this they could run an advertising campaign to promote the fact their product will be improved because they will be using a better product in the manufacturing process. Speaker A could suggest that Speaker B's company contributes to this advertising campaign, perhaps by sharing the cost.

6 Students roleplay the negotiation meeting for the scenario in 5 and try to reach an outcome which is satisfactory for both people. Remind them to use some of the expressions in 3 to help them manage the negotiation. Monitor the conversations and provide help where necessary. When they have finished, ask them to decide if they are both satisfied with the outcome of their meeting, and to report their conclusions back to the class.

ANSWERS:

Student's own answers