



# Intelligent Business

## Coursebook

Advanced  
Business English

The  
Economist

| Tonya Trappe | Graham Tullis |



ALWAYS LEARNING

PEARSON



# Intelligent Business

## Coursebook

Advanced  
Business English

| Tonya Trappe | Graham Tullis |



Pearson Education Limited  
Edinburgh Gate  
Harlow  
Essex CM20 2JE  
England  
and Associated Companies throughout the world.  
www.pearsonelt.com

© Pearson Education Limited 2011

The right of Tonya Trappe and Graham Tullis to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2011

Second impression 2013

Intelligent Business Advanced Coursebook/CD Pack 9781408255971

Intelligent Business Advanced Coursebook 9781408217733

Set in Economist Roman 10.5 / 12.5

Printed in China

SWTC/02

#### Acknowledgements

The authors would like to thank the following people and institutions for their assistance in the research and writing of this project: students and colleagues at the IAE Gustave Eiffel – University of Paris Est Creteil; students and teachers at ESIEA Paris; the director of Théâtre Atelier Montreuil.

With particular thanks to the following people for permission to use material provided by them: Diederik Van Goor; Harrie Barron; Cyril Rollinde; Bruno Guattari; Abdoulaye Sy.

And also to the following people for their support and advice: Gilles Béguin; Laurence Beierlein; André Boutleroff; Jeremy Cocks; Nicolas Dufeu; Magdalena Fijalkowska; Jean Philippe Girod; Jane Jacquemet; Elise Lamare; Mia Leahy; Martin Leiby; Gillain Orr; Susan Power; Dorota Swiecka; Charles Talcott; Peter Wilson.

The publishers would like to thank the following people for their helpful comments on the manuscript for this book: Lut Baten (prof. dr.), ILT KULeuven, Belgium; Louise Bulloch, Intercom Language Services, Hamburg; Stephen Bush; Fiona Mackie, China; Elzbieta Jendrych, Ph.D., Kozminski University, Warsaw, Poland; Sarah Quiger, France.

The publishers would like to thank the following people and institutions for their help in piloting and developing this course: Richard Booker and Karen Ngeow, University of Hong Kong; Adolfo Escuder, EU Estudios Empresariales, University of Zaragoza; Wendy Farrar, Università Cattolica del Sacro Cuore, Piacenza; Andrew Hopgood, Linguarama, Hamburg; Ann-Marie Hadzima, Dept of Foreign Languages, National Taiwan University, Taiwan; Samuel C. M. Hsieh, English Department, Chinese Culture University, Taipei; Laura Lewis, ABS International, Buenos Aires; Maite Padrós, Universitat de Barcelona; Giuliete Aymard Ramos Siquiera, São Paulo; Richmond Stroupe, World Language Center, Soka University, Tokyo; Michael Thompson, Centro Linguistico Università Commerciale L. Bocconi, Milan; Krisztina Tüll, Európai Nyelvek Stúdiója, Budapest.

The publishers are grateful to The Economist for permission to adapt copyright material on pp 9 (© 2007), 13 (© 2007), 19 (© 2007), 21 (© 2004), 29 (© 2007), 32 (© 2008), 41 (© 2008), 51 (© 2007), 54 (© 2008), 61 (© 2008), 73 (© 2008), 75 (© 2008), 83 (© 2008), 87 (© 2006), 93 (© 2007), 105 (© 2007), 115 (© 2008), 119 (© 2007), 125 (© 2008), 128 (© 2008). All articles copyright of The Economist Newspaper Limited. All rights reserved.

We are also grateful to the following for permission to reproduce copyright material:

Figures: Figure in Unit 3 from 'A Framework for change', *Managing Change*, 4/ed, Pearson Education Ltd (Bernard Burnes 2004) pp.326-327, 2004, copyright © Pearson Education Limited.

Tables: Table in Unit 8 adapted from 'Leadership that gets results', *Harvard Business Review*, Vol 78, No. 2, pp.78-90 (Daniel Goleman 2000), copyright © Harvard Business Review.

Text: Interview in Unit 1 adapted from 'Talent Management' by Sharon Fraser, Granted by kind permission of Sharon Fraser and Deloitte & Touche LLP; Extract in Unit 3 adapted from 'Otonon – the disorganised organisation' *Managing Change*, 4/ed, Pearson Education (Bernard Burnes 2004) pp.347-355, copyright © Pearson Education Limited; Extract in Unit 4 from 'What is Greenwashing? It's Whitewashing, But with a Green Brush', <http://www.greenwashingindex.com/what.php>, reprinted with permission from EnviroMedia Social Marketing and the University of Oregon School of Journalism and Communication; Extract in Unit 5 adapted extract and company logo, Nokia, <http://www.nokia.com>, copyright © Nokia UK Limited; Extract in Unit 5 from Microsoft, [www.microsoft.com](http://www.microsoft.com), copyright © Microsoft®; Extract in Unit 5 from Pfizer 'Charter PDF' [www.pfizer.com](http://www.pfizer.com), copyright © Pfizer, Inc.; Extract in Unit 6 adapted from *Entrepreneurship: Successfully Launching New Ventures*, 2nd Edition (Barringer, B., and Ireland, D) pp.109-110, copyright © 2008. Reprinted by permission of Pearson Education, Inc., Upper

Saddle River, NJ; Extract in Unit 6 adapted from 'Discount seating on empty private jet flights', 2008, <https://www.lunajets.com/en/press/index/sideways03102008/>, copyright © Lunajets SA; Extract in Unit 6 from 'More custom energy bars', 14/08/08, [http://www.springwise.com/food\\_beverage/more\\_custom\\_energy\\_bars/](http://www.springwise.com/food_beverage/more_custom_energy_bars/), copyright © ElementBars.com, Inc; Extract in Unit 6 from 'Pop-up nightclub launch in Singapore', 03/10/08, [http://www.springwise.com/food\\_beverage/more\\_custom\\_energy\\_bars/](http://www.springwise.com/food_beverage/more_custom_energy_bars/), copyright © ElementBars.com, Inc; Extract in Unit 9 adapted advertising slogan 'I think therefore I BM (IBM), IBM, copyright © IBM, reproduced by kind permission. IBM® is a registered trademark of International Business Machines Corporation; Extract in Unit 9 adapted advertising slogan 'Taste not waist (Weight Watchers frozen meals), Weight Watchers, copyright © H.J. Heinz Company Ltd; Extract in Unit 9 adapted advertising slogan 'It 'asda be Asda! (Asda), Asda, copyright © ASDA Stores Limited 2009; Extract in Unit 9 adapted advertising slogan 'Burton's menswear is everywear (Burton's menswear)', Burton's, copyright © Burton; Extract in Unit 9 adapted advertising slogan 'Farley's baby food – So Farley's so good', Heinz, copyright © H.J. Heinz Company Ltd; Extract in Unit 9 adapted advertising slogan 'Cell phones cost when in Roam', Roam Simple, copyright © Roam Simple; Extract in Unit 9 advertising slogan 'Michelin tyres – When it pours it reigns', reproduced by kind permission of Michelin; Extract in Unit 9 adapted advertising slogan 'Mumm's champagne – one word capture's the moment. Mumm's the word', Mumm's Champagne, copyright © G.H. Mumm & Cie; Interview in Unit 6 about 'Comptoir Atlantique' with Bruno Guattari, reproduced with permission; Extract in Unit 9 adapted from 'The Second Life of Second Life', *Second Life Issue 129, Fast Company, Inc.*, 01/10/2008 (Cohen, A.), <http://www.fastcompany.com/magazine/129/the-second-life-of-second-life.html> copyright © Mansueto Ventures LLC, permission conveyed through Copyright Clearance Center; Extract in Unit 9 adapted from Creative Showcase: 'From London to Geneva. In one take, on one tank'; 'Fill the Indigo'; 'The X Factor challenge', 2008, <http://www.creativeshowcase.net/>; Interview in Unit 10 about risk management with Diederik Van Goor, reproduced with permission; Extract in Unit 10 adapted from 'Scientists find secret ingredient for making (and losing) lots of money – testosterone', *The Guardian*, 15/04/2008 (James Randerson), copyright © Guardian News & Media Ltd 2008.

In some instances we have been unable to trace the owners of copyright material, and we would appreciate any information that would enable us to do so.

#### Photograph acknowledgements

The publishers are grateful to the following for their permission to reproduce copyright photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: Archimage 23, Bob Johns / expresspictures.co.uk 30, Dave Bowman 127c, david hancock 95, directphoto.bz 125, Dunca Daniel Mihai 100, image100 17, INSADCO Photography 91, Johann Helgason 52, Ken Welsh 92l, Marvin Dembinsky Photo Associates 122, MBI 132, Mode Images Limited 11, Nik Taylor 25t, Payless Images, Inc. 51, PHOTOMAX 100l, Photos 12 25b, Roberto Herrett 127b, Simon Reddy 100tr, Somos Images 115, Team 25c, Transtock Inc. 92t; Bridgeman Art Library Ltd: The Money Lenders (oil on oak panel), Massys or Metsys, Quentin (c.1465-1530) (attr. to) / Museo de Bellas Artes, Bilbao, Spain / Index 9; Carpigiani Gelato University: 29; Comptoir Atlantique: Bruno Guattari 63t, 63b; Corbis: Bettmann 117b, Digital Art 33, H. Armstrong Roberts 27, Image Source 83, image100 36, John Lund / Drew Kelly / Blend Images 80, Matthias Kulka 1r, 81, Matthias Tunger 86, Natalie Fobes / Science Faction 40l, Paul Burns 26, VERNIER JEAN BERNARD / CORBIS SYGMA 127t; David Simonds: The Economist 93, The Economist 54; Diederik Van Goor: 107; Mary Evans Picture Library: AISA Media 85; Getty Images: ANDREW YATES / AFP 112, James Lauritz 119, JGI 128, John Labbe 61, Stephen Chernin 117t; iStockphoto: sweetym 87; Kobal Collection Ltd: CHAPLIN / UNITED ARTISTS 53, COLUMBIA / DANJAQ / EON 92r; Linden Lab: 97; Marks and Spencer plc (company): 3bl, 41; Panos Pictures: G.M.B. Akash 39; Pearson Education Ltd: Digital Vision 45, MindStudio 64; Pearson Education Ltd: 6; Photolibary.com: Dev Carr 11, 123, Franco Vogt 113; Prakti Design: 62; Reuters: BP 40cr, Chip East 114b, Darren Staples 40tr, Kimberly White 18, Larry Downing 126tl, Mario Anzuoni 126bl, Paulo Whitaker 109, Phil McCarten 13, Ray Stubblebine 126tr, Robert Galbraith 32, Robert Galraith 126br; Rex Features: OLYCOM SPA 22, Photoreporters Inc. 114t; Science Photo Library Ltd: ANTHONY COOPER 76c, J.M. PETIT, PUBLIPHOTO DIFFUSION 1c, 71, ROGER HARRIS 108, SAM OGDEN 65, VICTOR DE SCHWANBERG 72; Sharon Fraser, partner at Deloitte: 12; The Economist: 43; Thinkstock: Comstock Images 3br, 59, 60t, 67, 73, Digital Vision 55, iStockphoto 48, 60tc, 60c, 60b, 75, 76b, 90, 105, Jack Hollingsworth 8l, 8c, John Foxx 76t, Jupiterimages 16, 57, 77, Ryan McVay 8r, 58, 60bc, Stockbyte 19

Cover images: Front: Corbis: Matthias Kulka r; Photolibary.com: Dev Carr 1; Science Photo Library Ltd: J.M. PETIT, PUBLIPHOTO DIFFUSION c

All other images © Pearson Education

Picture Research by: Charlotte Lippmann, Kay Altwegg

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

#### Illustration acknowledgements

Kevin Kallaughter (KAL) pp 3t, 5, 7, 49, 103  
John Bradley pp 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130  
Designed by Wooden Ark





## Talent management

### Winning the war for talent

As knowledge becomes a more and more valuable component in the economy, employers are doing all they can to retain their top performers and to develop the talents of the new generation. However, finders of talent are not always keepers of talent. **page 9**



## Business principles

### Just good business

In the new age of globalised business, companies are having to be more forthright about their activities and more attentive to the impacts that they are having on ecosystems, on the environment and on society in general. Corporate Social Responsibility has become the modern corporate mantra and the focus has switched from how well a corporation is performing in financial terms to how much good it is doing as a corporate citizen. **page 41**

## Bookmap

- 7 **Unit 1 HR**  
People power
- 17 **Unit 2 Organisations**  
More like orchestras than armies
- 27 **Unit 3 Change**  
Meeting the change challenge

## Review 1

- 39 **Unit 4 Responsibility**  
Better business
- 49 **Unit 5 Governance**  
Taking charge
- 59 **Unit 6 Start-ups**  
Going into business

## Review 2

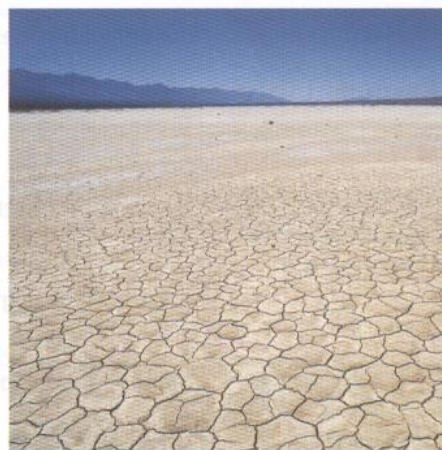
- 71 **Unit 7 Resources**  
Vital assets
- 81 **Unit 8 Power**  
Power brings responsibility
- 91 **Unit 9 E-marketing**  
The ultimate marketing machine

## Review 3

- 103 **Unit 10 Risk**  
Facing the odds
- 113 **Unit 11 Misconduct**  
White collar fraudsters
- 123 **Unit 12 Development**  
Lifelong learning

## Review 4

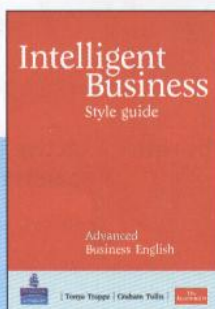
- 135 **Pairwork**
- 143 **Glossary**
- 151 **Glossary test**
- 154 **Grammar reference**
- 163 **Audioscripts**



## Water and business

### Running dry

Accessing and securing resources is becoming a major strategic concern for businesses all over the world. But the impact of how such increasingly valuable resources are used has wider implications that go far beyond the business community or the boardroom, affecting society as a whole. **page 73**



Learning to write well in a foreign language is one of the most difficult challenges facing the language learner. This pocket-sized style guide will help you find the right words, use an appropriate style and write effectively.

**See inside the back cover.**



# Bookmap

	Reading	Vocabulary and usage	Language	Career skills	Dilemma & Decision
<b>Unit 1</b> HR 7	Winning the war for talent 9 Managing creative talent 13	Collocations with <i>set</i> 11	Contrast and similarity 11	Managing appraisals 14	Getting back on track 16
<b>Unit 2</b> Organisations 17	Making music 19 The business of survival 21	Coined expressions 20 Metaphors and similes 20	Determiners 22	Team building 24	Bullies on the team 26
<b>Unit 3</b> Change 27	A sweet success 29 Getting back on top 32	Prefixes with verbs 30 Idioms with <i>track</i> 31	Continuous forms 33	Managing resistance to change 34	The disorganised organisation 36
<b>Review 1</b> 37	<b>Language check:</b> Contrast and similarity; Determiners; Continuous forms; Consolidation <b>Vocabulary and usage check:</b> Prefixes; Coined expressions <b>Career skills:</b> Managing appraisals; Team building				
<b>Unit 4</b> Responsibility 39	Just good business 41 Greenwashing 45	Compound nouns 42 Synonyms 43	Paired structures 44	Taking responsibility 46	Called to account 48
<b>Unit 5</b> Governance 49	Message in a bottle of sauce 51 Let the fight begin 54	Adjective + past participle 52 Idioms 53	Discourse markers 55	Presenting arguments 56	When to listen to the shareholders 58
<b>Unit 6</b> Start-ups 59	Spreading the word 61 The business plan 65	Verbs with prepositions 62 Expressions with <i>and</i> 63	Third conditional 64	Pitching 66	Finding the funds 68
<b>Review 2</b> 69	<b>Language check:</b> Paired structures; Third conditional; Discourse markers; Consolidation <b>Vocabulary and usage check:</b> Verb-noun collocations; Idioms <b>Career skills:</b> Taking responsibility				
<b>Unit 7</b> Resources 71	Running dry 73 The power and the glory 75	Adverb-adjective collocations 74 <i>Like and as</i> 74	Future perfect 77	Debating 78	The nuclear debate 80
<b>Unit 8</b> Power 81	Sympathy for the boss 83 The brand of me 87	Phrasal verbs with <i>put</i> 84 Proverbs 85	Active and passive 85	Influencing 88	Winning the rivalry game 90



	Reading	Vocabulary and usage	Language	Career skills	Dilemma & Decision
<b>Unit 9</b> <b>E-marketing</b> ■ 91	<b>Word of mouse</b> 93 <b>The second life of Second Life</b> 97	<b>Word clusters</b> 94 <b>Puns</b> 95	<b>Word order: adverbs</b> 96	<b>Decision making</b> 98	<b>Creative showcase</b> 100
<b>Review 3</b> ■ 101	<b>Language check:</b> The future perfect; Active and passive; <i>Have</i> and <i>get</i> ; <b>Word order:</b> adverbs; <b>Consolidation Vocabulary and usage check:</b> Word groups; Proverbs <b>Career skills:</b> Influencing; Debating				
<b>Unit 10</b> <b>Risk</b> ■ 103	<b>The perils of prediction</b> 105 <b>Scientists find secret ingredient for making (and losing) lots of money – testosterone</b> 109	<b>Chance and luck</b> 106  <b>Loanwords</b> 107	<b>Probability and possibility</b> 108	<b>Negotiating</b> 110	<b>Wildcat strike</b> 112
<b>Unit 11</b> <b>Misconduct</b> ■ 113	<b>Punishable by prison</b> 115 <b>Hints, tips and handcuffs</b> 119	<b>Idioms and phrasal verbs with draw</b> 116 <b>Euphemisms</b> 117	<b>Reporting</b> 118	<b>Making ethical decisions</b> 120	<b>Just because it's legal doesn't mean it's ethical</b> 122
<b>Unit 12</b> <b>Development</b> ■ 123	<b>First, do no harm</b> 125 <b>A new deal</b> 128	<b>Synonyms and antonyms</b> 126 <b>Expressions with go</b> 126	<b>Verb patterns</b> 129	<b>Coaching</b> 130	<b>Keeping everyone motivated</b> 132
<b>Review 4</b> ■ 133	<b>Language check:</b> Probability and possibility; Verb patterns; Reporting; <b>Consolidation Vocabulary and usage check:</b> Word forms; Expressions with <i>go</i> <b>Career skills:</b> Making ethical decisions				

### Pairwork

■ 135

### Glossary

■ 143

### Glossary test

■ 151

### Grammar

■ 154

### Audioscripts

■ 163



### Uncertainty

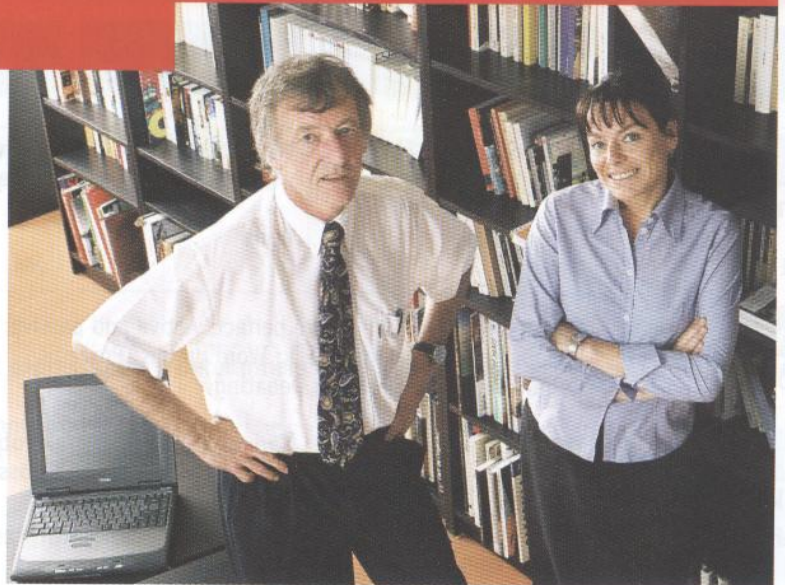
#### The perils of prediction

The crisis on the world's financial markets has just shown how potentially dangerous the modern business world has become. So it comes as no surprise to see that risk management is moving up the corporate agenda. Identifying risk and planning to deal with the unexpected are now part and parcel of developing a coherent strategy for troubled times. **page 105**



## From the authors

We are both very proud to be the authors of the new advanced level of *Intelligent Business*. As experienced teachers ourselves we have witnessed spectacular changes, not only in the teaching of business English but also fundamental shifts in the business world that provides the foundation of business English. Globalisation and the spectacular rise of the Internet have swept away the comfortable business models of the past and brought us all into a new, faster-paced business environment where reactivity and flexibility are the hallmarks of success.



As the use of English has spread throughout the international business community there is an increasing demand for preparation materials and coursebooks that accurately reflect the complexities of a global, wired economy. *The Economist*, our partner on *Intelligent Business*, has its finger on exactly that pulse and provides weekly analyses of the financial, political and economic activities that directly impact the corporate world. Indeed the resources of *The Economist* newspaper and of the Economist Group have been invaluable to the research and design of this advanced level of *Intelligent Business*.

Although the basic structure of the course follows that of the previous levels, this advanced level introduces a number of new features specially developed for students who need to deal with more challenging language content and more complex topics. These include a greater focus on vocabulary with a special section which focuses on idiomatic usage, and an enlarged skills section which introduces truly advanced language, communication and life skills such as making ethical decisions, debating and influencing people.

In addition to providing students with a stimulating range of new topics, we believe that *Intelligent Business Advanced* bridges the gap between the upper intermediate and advanced level coursebooks. We are confident that after completing the course, students will have acquired the high level of skills necessary for a truly international career. Moreover, they will also have gained awareness of some of the complex issues that face the business community, and indeed society as a whole, in the coming years.

We hope that you will enjoy using *Intelligent Business Advanced* as much as we have enjoyed researching, writing and piloting this new material.

Tonya Trappe  
Graham Tullis



# Unit 1

## HR

www.longman-elt.com

www.economist.com

Winning the war for talent

PAGE 9

Contrast and similarity

PAGE 11

Managing creative talent

PAGE 13

Career skills: Managing appraisals

PAGE 14

Dilemma: Getting back on track

PAGE 16

# People power



## Keynotes

The primary role of the Human Resources (**HR**) department is to ensure that an organisation gains maximum strategic benefit from its staff and from its personnel management systems. HR managers supervise the administration of the employees of an organisation and also plan and manage its **manpower** requirements in order to ensure that it has the right number of employees with the appropriate **skills**. To do this successfully, HR managers are also in charge of setting up **performance evaluation schemes** which provide **appraisals** of employee efficiency and potential. Other critical responsibilities of an HR department include **payroll management, recruitment, training and development, career management and conflict resolution**. In many businesses today, HR also plays a key role in ensuring **workforce diversity** and the **well-being** of all members of staff.



Preview

## Choosing who to work for

Which of the following criteria do you think are the most important when deciding what sort of organisation to work for? Rank them in order of importance.

- \_\_\_\_\_ Career opportunities: chances of mobility, promotion and development
- \_\_\_\_\_ Career breaks: the possibility to take extended leave
- \_\_\_\_\_ Ethics: a socially responsible business culture
- \_\_\_\_\_ Alumni programme: the company keeps in touch with ex-employees
- \_\_\_\_\_ Perks and privileges: workplace sports facilities, child care, free canteen, health care, etc.
- \_\_\_\_\_ Performance related pay: bonuses and pay rises based on results
- \_\_\_\_\_ International assignments: opportunities to work abroad
- \_\_\_\_\_ Training and development: the chance to acquire new skills

Listening 1

Listen to three recently recruited graduates talking about what attracted them to the companies they work for and say which of the above they refer to.



1 Brad Johnson

Finance Solutions

2 Jane Ford Hadden

Martin, Peters and Jackson

3 Klaus Beckhaus

Farnham Global Business Solutions

Speaking

How do you think HR managers decide which employees have the most potential?

Reading 1

## Talent management

Read the text on the opposite page and use the information in the text to give short explanations of the following statements.

- 1 Finding and keeping the most talented people is more important for the Big Four than it is for most other companies.
- 2 Employees should not be rewarded only for their financial performance.
- 3 Recent legislation has made it harder for the Big Four to find and keep talented employees.
- 4 The Big Four have introduced changes in the way that they recruit staff.
- 5 The relationship that the Big Four have with ex-employees is evolving.
- 6 Fewer women than men reach the top positions in the Big Four companies.
- 7 Today's recruits have different expectations from their predecessors.





Talent management

## Winning the war for talent

Surprising as it might seem, the Big Four accountancy firms have lots to teach other companies about managing talented people

<sup>1</sup> It is not just that they collectively employ some 500,000 people around the world. Many companies are as big. Unlike most, however, the Big Four titans of accountancy – Deloitte Touche Tohmatsu, Ernst & Young, KPMG and PricewaterhouseCoopers (PwC) – really mean it when they say that people are their biggest assets. Their product is their employees' knowledge and their distribution channels are the relationships between their staff and clients. More than most they must worry about how to attract and retain the brightest workers.

<sup>2</sup> Time is regularly set aside at the highest levels to decide how best to do this. Detailed goals are set: Deloitte's business plan includes targets for staff turnover, the scores it seeks in its annual staff survey and the proportion of female partners it would like to have. Partners are increasingly measured and rewarded as managers of people, not just for the amount of money they bring in. People-related items account for one-third of the scorecard used to evaluate partners at PwC. KPMG's British firm has introduced time codes so that employees can account for how long they spend dealing with staff matters. The idea is that those

who devote lots of time to people-related matters are not disadvantaged as a result in pay rises and promotion.

<sup>3</sup> Job cuts earlier in the decade created a shortfall of people now. Regulatory changes, such as America's Sarbanes-Oxley Act, have boosted demand from clients not just for accountants' services but also for their staff. There were never enough skilled people and now as competition to get the best is increasing, the pool of available talent is changing and in the US baby boomers are flooding into retirement. To add to their difficulties the Big Four are now aggressively re-entering the field of advisory services, necessitating a new burst of hiring.

<sup>4</sup> Much of this recruitment is aimed at hard-to-find experienced professionals, especially important in the advisory businesses where corporate knowledge is highly valued. Robust selection procedures are used to ensure that they fit in. Programmes that help keep the firm in touch with former employees are also being strengthened so that people who leave can more easily find their way back (these "boomerangs" account for up to a quarter of those hired by the Big Four in America).

### Glossary

**partner** a member of an audit or legal firm who has a capital investment in the business

**boomerangs** people who leave a company but return later

**drum up** gather, solicit

<sup>5</sup> Former employees can also act as useful recruiting agents and help to drum up new business. For these alumni programmes to work "a massive cultural switch" is needed, says Keith Dugdale, who looks after global recruitment for KPMG. Few employers are used to helping people leave on good terms. But in an era of job-hopping and a scarcity of skills, loyalty increasingly means having a sense of emotional allegiance to an employer, whether or not that person is still physically on the payroll.

<sup>6</sup> A similar change in attitude is needed to manage the careers of female employees. Each of the Big Four wants to promote more women, who account for about half of their recruits but around a quarter, at best, of their partners. Many women drop off the career ladder at some point, usually to have children or to care for an elderly relative and find it difficult to get back on again. Options such as career breaks and part-time working are part of the accountants' response.

<sup>7</sup> Retaining good people is the biggest challenge. Mobility is seen as a useful way to retain and help employees develop. International assignments can also be critical in attracting new graduates. According to Pierre Hurstel, Ernst & Young's global managing partner for people, new entrants want to work abroad. High-minded young people also want to work for companies with a decent ethical reputation. As well as tying reward schemes to the better management of people, Deloitte's British firm asks partners to spend a minute with their staff immediately after client meetings to provide feedback so that they fulfill more of a training role.

<sup>8</sup> As the "war for talent" is joined across industries and countries, it could be worth keeping an eye on how the Big Four are quietly leading the charge. ■



**Speaking**

Which foreign country would you most like to work in if you had to work abroad? Why?

**Vocabulary**

**1** Find the words or expressions in the text that correspond to the following definitions.

- 1 The rate at which employees leave a company or organisation (para 2)  
\_\_\_\_\_
- 2 A sheet or table that shows quantitative results (para 2) \_\_\_\_\_
- 3 A result or outcome that is lower than expected (para 3) \_\_\_\_\_
- 4 The different methods used to recruit employees (para 4) \_\_\_\_\_
- 5 Moving frequently between positions in different companies (para 5)  
\_\_\_\_\_
- 6 A list of all the employees who are paid by the company (para 5)  
\_\_\_\_\_
- 7 Programmes to remunerate employees (para 7) \_\_\_\_\_

**2** All of the statements below illustrate vocabulary items that appear in the text. Write the words in the spaces.

- 1 Every year we conduct a full review of all our employees. (para 2)  
\_\_\_\_\_
- 2 Well, of course, knowing that you will earn more if you reach your performance goals is very motivating for all employees. (para 2)  
\_\_\_\_\_
- 3 It's more or less inevitable that when turnover is down, companies will reduce their headcount. (para 3)  
\_\_\_\_\_
- 4 The government is planning to introduce new legislation which will directly affect the way that we do our business. (para 3)  
\_\_\_\_\_
- 5 When our staff reach the age of sixty-five most of them decide to give up work. (para 3)  
\_\_\_\_\_
- 6 Without doubt one of the most important assets that we have in our organisation is our shared expertise and experience. (para 4)  
\_\_\_\_\_
- 7 Being able to keep in touch with many of my former colleagues really gives me the feeling of belonging to a community. (para 5)  
\_\_\_\_\_
- 8 How far people move up the company hierarchy depends on both their aptitudes and their motivation. (para 6)  
\_\_\_\_\_
- 9 I think that taking a year off after the birth of my daughter was exactly the right thing to do. (para 6)  
\_\_\_\_\_
- 10 For the next twelve months I will be managing a project for one of our foreign subsidiaries. (para 7)  
\_\_\_\_\_



## Collocations with *set*

The article includes the verb–noun collocation ‘Detailed goals are *set*’.

Other nouns can be used in collocations with *set*. Replace the underlined phrases in the following sentences with an appropriate collocation using *set* and a word from the box, with the article *a(n)* or *the* if necessary.

agenda	course	date	deadline	example	goal	limit	precedent
record	scene	standard	target	task	tone	trap	trend

- 1 We have to arrange a meeting during the next few weeks but we haven't yet decided exactly when it will be held.
- 2 If supervisors don't tell their staff exactly when they expect work to be completed by, the productivity of their departments will suffer.
- 3 The HR director has fixed the objective for this year: reduce recruitment costs by at least 10%.
- 4 It will be impossible to introduce all of the government's new employment guidelines simultaneously, so what we need to do is to decide which ones we will introduce and in what order.
- 5 An Australian firm has recently banned the use of mobile phones outside break periods and it seems this could well mean that other companies will follow suit.
- 6 As a result of the new stress reduction initiative, we've put in our best ever performance with absenteeism at just 5%.
- 7 Candidates were put into teams that were given the job of designing a new training programme for manual workers.

### Language check

## Contrast and similarity

When we want to point to contrasts or similarities that exist between things, we can do so in a number of different ways. The words and expressions that we use will depend on whether they are included in a simple sentence or in a connected piece of written or spoken discourse.



For more information, see page 154.

## Single sentences

In single sentences we can use words and expressions like these.

### Contrast

*unlike* (prep)

*in contrast to* (noun)

*unlike* (adj)

*while, although, whereas* (conj)

*on the one hand ... on the other hand* (noun phrase)

### Similarity

*like/as* (prep)

*similar* (adj), *similarly* (adv)

*alike* (adj/adv)

*as ... as* (adv)

**Like** the vast majority of companies, the Big Four accounting firms pay close attention to their recruitment procedures and policies.



## Connected sentences

The following words and expressions are used when contrasts or similarities are presented in consecutive or connected sentences.

### Contrast

nevertheless (adv)  
however (adv)  
conversely (adv)  
on the contrary (noun phrase)

### Similarity

similarly (adv)  
likewise (adv)

Enhanced human resource practices tend to increase satisfaction and productivity. **Conversely**, poorly prepared policies lead to lower output and employee resentment.

### Practice

Complete the following passage using appropriate words or expressions. In some cases there may be more than one correct answer.

## Workforce diversity

The term 'workplace diversity' refers to the extent to which an organisation's employees are drawn from diverse socio-economic, cultural and educational backgrounds. Not all members of society are <sup>1</sup> \_\_\_\_\_, the argument goes, and workplaces should reflect such differences. <sup>2</sup> \_\_\_\_\_ not everyone agrees on the precise definition of the term itself, workplace diversity has already become an accepted practice in HR management in many countries. <sup>3</sup> \_\_\_\_\_, implementing a successful diversity programme still remains a major challenge. Take the whole question of gender, for example. If gender diversity is being achieved, then surely we should expect

to see more female managers appointed to senior management positions? <sup>4</sup> \_\_\_\_\_, we should also see an increase in female intake at all levels. Now <sup>5</sup> \_\_\_\_\_ it may be true that women are entering the workforce in greater numbers but <sup>6</sup> \_\_\_\_\_ it is also quite clear that they are still not reaching the upper levels of management. Some traditionalists suggest that diversity actually results in higher costs to employers. Needless to say, supporters of diversity strongly disagree. <sup>7</sup> \_\_\_\_\_, they claim that diversity not only enhances productivity but also provides a sense of shared values to employees and managers <sup>8</sup> \_\_\_\_\_.

### Listening 2

## High-potential staff

Sharon Fraser of Deloitte Touche Tohmatsu talks about how her company manages talented employees. Listen to the interview and answer the questions.

- 1 What is the official title of Sharon's position in the organisation?
- 2 What exactly is she in charge of?
- 3 Sharon lists several things that are involved in her job, including recruitment and resourcing. What are the others?
- 4 What is the strategic objective of the company and how does Sharon suggest that talent management could contribute to achieving this?
- 5 How successful has Deloitte been in its talent management policy?
- 6 Sharon refers to hiring as the first aspect of the company's 'talent agenda'. What is the second aspect that she mentions?
- 7 Summarise what Sharon has to say about each of the following things:
  - a high-performance culture
  - b complex transactions
  - c individuals



Sharon Fraser



Read the text below about how Jim Goodnight successfully retains and motivates talented people. Make a list of the policies that have made this possible.

## Face value

## Managing creative talent

### Hard work and work-life balance go hand in hand

<sup>1</sup> The ritual of handing out sweets to employees every Wednesday morning at SAS, probably the world's biggest software maker, has come to symbolise the famously employee-friendly culture that Jim Goodnight, the CEO, has cultivated at his firm. Every aspect of life on the large, leafy SAS campus in Cary, North Carolina, is designed to bring the best out of employees by treating them well. Most SAS employees have their own offices, for example, with the exception of one sales team which wanted to be open-plan.

<sup>2</sup> Since its foundation in 1976, the company has provided free snacks and subsidised cafés. The SAS campus also offers magnificent sports facilities, subsidised child-care and early schooling, and the jewel in the crown, its own health-care centre, free to staff. SAS estimates that this has reduced its health bills by around \$2.5m a year. It also has a long-term "wellness" programme, supported by two nutritionists and a "lifestyle education" scheme, which is expected to yield further cost savings. Already, the average SAS worker is off sick for only 2.5 days a year.

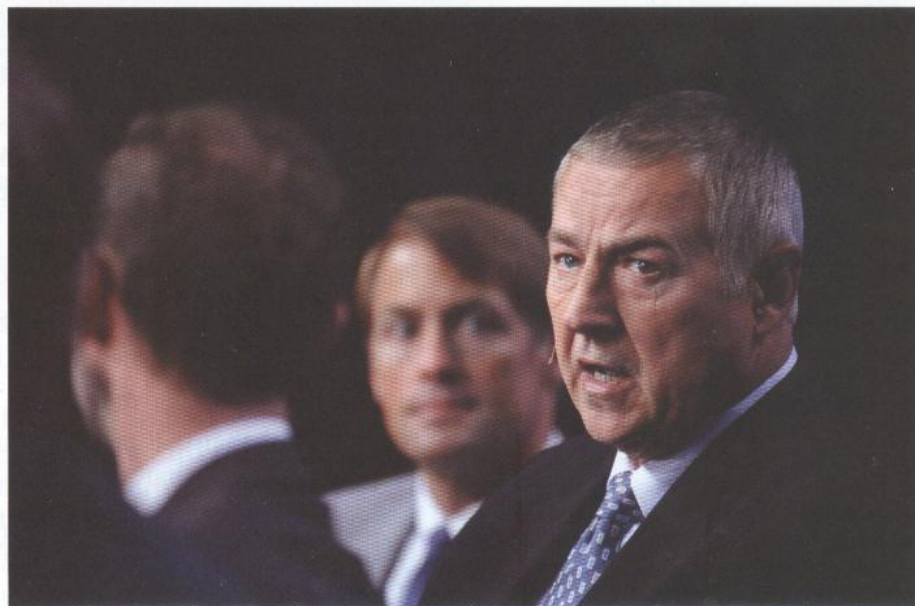
<sup>3</sup> The only popular employee benefit that SAS does not offer is a stock-option package, usually mandatory in the software industry. That is because it is a privately owned company. "We don't have

to deal with Sarbanes-Oxley or minority shareholders suing us every time we turn around, or 25-year-old Wall Street analysts telling us how to run our business," Mr. Goodnight says enthusiastically.

<sup>4</sup> Not surprisingly, employees tend to stick around, which means SAS has to be careful whom it recruits and severe in dealing with mistakes: a philosophy that Mr Goodnight calls "Hire hard, manage open, fire hard". The average rate

of staff turnover at SAS is around 4% a year, compared with around 20% in the software industry as a whole. A few years ago a business-school professor calculated that this alone saved SAS \$85m a year in recruitment and training costs.

<sup>5</sup> Mr Goodnight points out that it is not just the benefits that keep people at SAS – "it's the challenge of the work." SAS is a leader in the field of "business intelligence", which helps companies use data to understand their own businesses. As other software has become increasingly commoditised, business intelligence has become a hot field. His goal is to remain in the more interesting, higher value-added parts of the software business – not least, presumably, to prevent his employees from getting bored. ■



## Speaking

Do you agree with what Mr Goodnight says in the quotation below? Why/Why not? What problems might result from this policy?

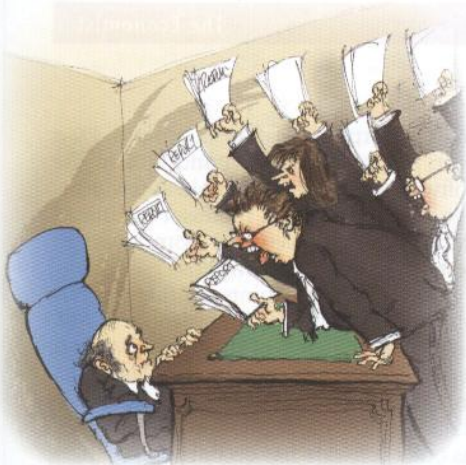
'Creative people can be trusted to manage their own workloads. To support the creative process and meet the demands of family life, flexible work day guidelines encourage people to start each day at whatever time is best for them.'



An Internet search using the question 'How creative are you?' will list websites that include creativity tests. Select a site and take a test to see how creative you are.



# Career skills



## Managing appraisals

Most businesses evaluate the performance and potential of their staff by using appraisals. Appraisals are normally organised in different stages (see chart below). As part of the process, the *appraisee* (the person who is being evaluated) and *appraiser* (his/her supervisor) both agree on the specific objectives that the employee should achieve. The supervisor provides ongoing feedback before conducting a final evaluation during an appraisal interview.

The interview is a key moment of the appraisal process. A well-conducted interview should provide an employee with the motivation to improve his/her performance. The appraiser must set the right tone during the interview and ask the right questions in order to encourage exchange and dialogue. Asking the wrong questions may have the opposite effect.

Self-appraisal is a method that is often used before the appraisal interview takes place. Staff are given a questionnaire or asked to access one online which they complete. The document is then used to prepare for the interview.

- 1 Set Objectives → 2 Provide Feedback → 3 Evaluate performance →

Look at the following guidelines for formulating appraisal questions.

- Use open questions to get the appraisee to talk about different aspects of his/her work experience: *What's your view of this?*
- Try not to use too many closed questions: *Have you changed your opinion about that?*
- Avoid leading questions: *You didn't manage that aspect of the project very well, did you?*

**1** Here is a selection of questions from appraisal interviews. Decide which question in each pair is the most appropriate to use in an appraisal interview.

- Frankly your performance was quite disappointing, wasn't it?  
Shall we discuss how you could go about improving your performance?
- Why have you sometimes found it difficult to meet your deadlines?  
How come you never manage to complete your work on time?
- I have heard that you are not getting on very well with your new colleague.  
Can you confirm that?  
Is there anything that you'd like to mention about your working relationship with your colleagues?
- How could we help you to manage your life outside work?  
You are planning to do something about your attendance record, aren't you?
- Would you agree that you are clearly out of your depth when it comes to analysing accounts?  
Are there any areas where you could use some extra training or support?
- It is true that you have been losing your temper quite a lot recently, isn't it?  
Would you like to receive some training to help you to manage your stress more effectively?

**2** Give some examples of other questions that you think could be used in an appraisal interview.



### Listening 3

Listen to two extracts from appraisal interviews and answer the questions.

- 1 How would you describe the atmosphere?
- 2 What sort of relationship do the two people have?
- 3 What have they achieved?

### Speaking

**1** Read the following short descriptions of situations at work. Form pairs; Student A is the appraiser and Student B is the appraisee. Choose one situation and conduct a short appraisal interview. Compare the outcome of your interview with another pair.

#### Appraisee 1

This employee has had a long history of absenteeism. The last time he/she was appraised it was agreed that he/she would make a special effort to improve in this area. Unfortunately the attendance record shows that only minor progress has been made.

#### Appraisee 2

This employee has always made a major contribution to the company and has consistently met performance targets. This is still the case. However, there have been a number of incidents with fellow employees where tempers have become frayed and the atmosphere in the department has deteriorated to a point where it is starting to affect performance.

#### Appraisee 3

This employee was originally tipped to become one of the young stars of the division and last year it was agreed that if he/she continued to produce above average results then he/she would be allowed to join the prestigious internal group of 'fast track' high-potential staff. However, his/her performance has been erratic of late and he/she can no longer be considered for the programme.

**2** Look at the four sample questions from a self-appraisal questionnaire and decide how you would answer them. Then compare your answers with a partner.

- How successful have you been in achieving your objectives over the last year?
- In what ways could you develop your existing skills or learn new ones?
- Are there any areas of your work where you would welcome guidance?
- What specific objectives would you like to fix for the coming period?

### Culture at work.

#### Assessing colleagues

Attitudes to performance appraisal can depend on culture. In some cultures, for example, subordinates are encouraged to give constructive criticism of the hierarchy and managers adopt a 'hands on' approach which gives employees the confidence to discuss problems openly. In this 'egalitarian work culture', feedback is given freely across the hierarchical divides. In other cultures the appraisal procedure is perceived as a 'command and control' tool for management. Which is closest to your culture? How might this difference cause misunderstanding in multinational teams?



# Dilemma & Decision

## Dilemma: Getting back on track

### Brief

Computer Solutions Corporation (CSC) produces problem solving software for data intensive industries such as insurance and banking. When John Curry took over as CEO five years ago it was an expanding, profitable business with a strong focus on customer relations. Highly motivated teams of software engineers worked closely with clients to produce quality, tailor-made solutions. His vision was to double growth in ten years. His newly appointed team of finance experts set about introducing aggressive cost-cutting strategies. Pressure to produce products for new customers within tighter deadlines meant that staff worked longer hours. Curry closed the expensive on-site child care facilities which forced many of the female staff to go part-time, making team work complicated. In the short term, however, financial results did improve and Curry seemed well on the way to achieving his goal. He generously rewarded senior management with exclusive privileges, bonuses and promotions.

This isolated the staff and made them resentful. They saw it as unfair and felt that the boss arbitrarily rewarded his friends accusing him of 'cronyism'. Sales began to fall and the best software designers, looking for more flexible working hours, started to leave the company to work freelance. This caused several high-profile clients to take their business elsewhere. Curry was forced to resign. In a company where the product is dependent on staff creativity and knowledge he had failed to motivate and reward the right people. The new CEO Patricia Donohue hired an interim HR specialist to recruit, retain and nurture new talent. He advised the introduction of a fair and transparent performance appraisal system designed to improve employee motivation and commitment.

### Task 1

Divide into groups of three. You are members of CSC's HR department. You know that all appraisal systems are designed to avoid the problems CSC has experienced. Your job is to choose the best one for the company's present situation. Student A, turn to page 135, Student B to page 137 and Student C to page 138. Read the profiles of performance appraisals carefully and prepare to present your profile to the others.

### Task 2


Meet to discuss the benefits and drawbacks of each type of appraisal system.

### Task 3

Choose the appraisal scheme you like best and present your arguments to the class.

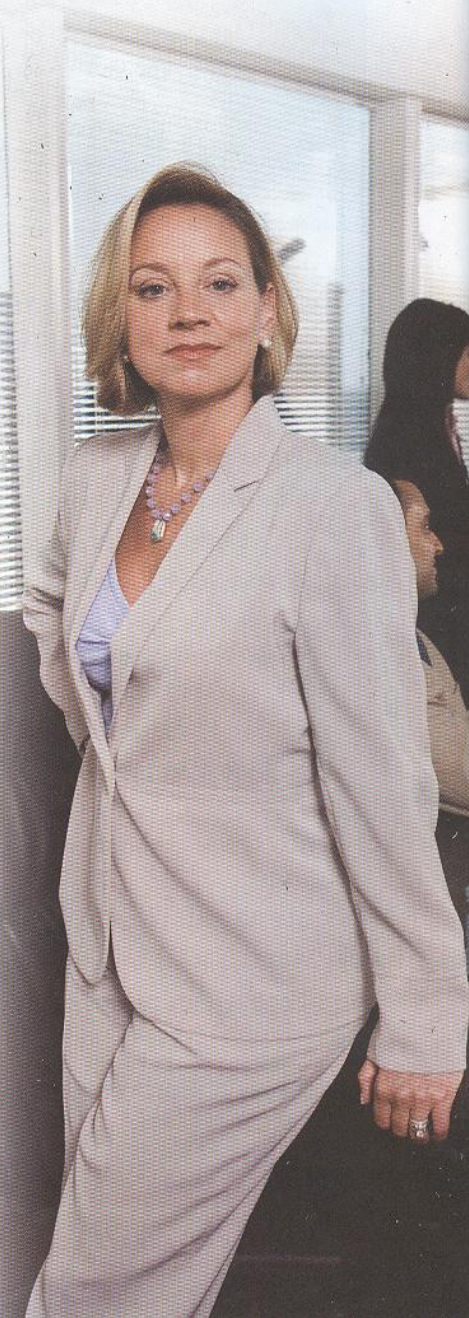
### Write it up

Write a memo to Patricia Donohue explaining which system you have chosen and why.

 For more information, see *Style guide*, page 18.

## Decision:

- Listen to the HR expert giving his opinion on which system should have been chosen. Which other appraisal system does he refer to?





# Unit 2

## Organisations

[www.longman-elt.com](http://www.longman-elt.com)

[www.economist.com](http://www.economist.com)

### Making music

PAGE 19

### The business of survival

PAGE 21

### Determiners

PAGE 22

### Career skills: Team building

PAGE 24

### Dilemma: Bullies on the team

PAGE 26

# More like orchestras than armies



## Keynotes

The **organisational structure** of a company defines how tasks are formally distributed, coordinated and harmonised. In today's world of constant change and technological advancements it is increasingly important to be **flexible**. Companies are therefore becoming less **centralised** and more **organic**, with **cross-hierarchical teams** participating in the **decision-making process** and coordinating work activities. Workers, therefore, have more **autonomy**, and **authority** is more evenly distributed, allowing them the freedom to carry out their jobs without **supervision**. In today's modern **decentralised** structures, **work space** is also being redesigned. Colleagues can work together **virtually**, using the latest technological tools. **When they do** meet physically, it is in new environments rather than in the **traditional office**. Often they **hot desk** rather than have a designated personal office. This new **organisational model** presents leaders with demanding **challenges** for the 21st century.



## The deskless CEO

Work in pairs. Discuss whether you would rather have your own office, or whether you prefer the flexibility that hot desking offers. Why/Why not?

### Listening 1



Jonathan Schwartz

**1** Listen to Jonathan Schwartz, former CEO of Sun Microsystems, talking about life at a major computer company and indicate the order in which he refers to the following topics.

- a  personal identification and access to networks
- b  what he does after work
- c  employee workspaces
- d  interactions between staff
- e  his role as CEO of Sun
- f  the advantages of communicating by SMS
- g  using videoconferencing

**2** Listen again and take notes to answer the following questions.

- 1 What two items does he carry with him wherever he goes?
- 2 Why does he prefer to use SMS messaging rather than the phone?
- 3 What can he do with a SunRay device?
- 4 How does his own desk compare to the desk of the CFO?
- 5 How did Sun employees react to the option of working from home?
- 6 What can staff do at the company's cafés?
- 7 Why is Sun investing in videoconferencing facilities?
- 8 How does he describe his role as CEO of SUN?

### Speaking

Would you like to lead the same sort of lifestyle as Johnathan Schwartz? Discuss your reactions with a partner.

### Reading 1

## The business model for the 21st century

Read the text on the opposite page and answer the questions.

- 1 According to a recent book by Stanford graduates, what will the model for 21st century organisations be?
- 2 What does Clayton Christensen think will be the biggest challenge for these companies?
- 3 What other challenges will they face?
- 4 Why are fewer people willing to become leaders nowadays?





The business model for the 21st century

## Making music

Companies need to be more like orchestras than armies

<sup>1</sup> JEFFREY Joerres, the chief executive of Manpower, one of the world's biggest temporary employment agencies, says that today's "business organisations are like theatre troupes". What he means is that a number of players from the troupe (i.e. the business organisation) come together for a performance, complete it to a high standard, disband and reassemble with other players for a different sort of performance, and so on.

<sup>2</sup> A recent book by two Stanford MBAs, "The Starfish and the Spider", claims that the modern organisation is like a starfish. Organisations of the past, say the authors, used to be like spiders. Cut off their heads and they're dead. Starfish, on the other hand, are decentralised structures. They don't have heads as such. Cut certain types of starfish into pieces and "each one will generate into a whole new starfish". This sort of "neural network", say the authors, is the model for the 21st century organisation. It has no central point of control, no brain. Every bit of it can communicate with every other bit.

<sup>3</sup> No metaphor for modern corporate life has stuck with quite the same tenacity as the late great Peter Drucker's long-ago suggestion that the "institution that most closely resembles a knowledge-based business is the symphony orchestra, in which some 30 different instruments play the same score together as a team."

<sup>4</sup> Clayton Christensen, a management guru, started a recent article in the *Harvard Business Review* with just such an image. "The primary task of management," he wrote, "is to get people to work together in a systematic way. Like orchestra conductors, managers direct the talents and actions of various players to produce a desired result."

<sup>5</sup> Drucker, the man who first coined the expression "knowledge worker", recognised that workforce productivity was coming to depend less and less on organisational systems and more and more on individual skills. Such a dramatic shift requires a change in the way we talk about corporate life. For sure, the military imagery that has sufficed for a century is no longer adequate.

<sup>6</sup> What businesses do today is more like making music than it is like making war. That is not to say that it is less competitive than it was. Companies still want to play the best music possible and gain the biggest audiences. But their primary focus is not on destroying the opposition, on wiping out other orchestras' ability to perform. It is more inward-looking, focused on themselves playing ever better music as an ensemble.

<sup>7</sup> Viewed through this lens, the workplace looks very different. The challenge for companies is not to find the most talented people on the planet – by definition there are never enough of them to go round. Rather, it is to find enough adequate people and give them the equipment, the environment and the motivation to make them produce at their peak.

<sup>8</sup> That does not mean that every player needs a Stradivarius, or its equivalent. But for sure they need an instrument that meets certain minimum standards, and they need one musical score that they all can follow. To some extent, they also need to get on well with their fellow players in the orchestra.

<sup>9</sup> One feature of the orchestra that is echoed strongly in the modern workplace is the requirement that its musicians work alone on occasions, practising in solitude, whilst coming together at regular

### Glossary

**neural network** a biological term to describe neurons that are connected or functionally related to the central nervous system

**score** a musical composition in printed form

**sufficed** was enough

intervals in order to play as a team. Today's knowledge workers increasingly work at remote locations, be it in their own homes, in the back of their cars, at airports or in their clients' offices – anywhere other than on premises owned by their employer.

<sup>10</sup> Knowledge workers spend far more time than did previous generations "in meetings", getting together with colleagues, physically or virtually, to discuss and measure progress. At the same time, the amount of office space available to workers has shrunk. With the ability to work in remote locations, employees are prepared to put up with a smaller space at head office or, indeed, to 'hot desk'.

<sup>11</sup> Another key element in the metaphor of the orchestra is the role of the conductor. Today's organisations demand different skills and a different style of leadership to that which was appropriate when organisations were run in military fashion. What it takes to motivate and lead today's loose associations of individual specialists is very different from what was required to drive regimented departments.

<sup>12</sup> The big challenge for the future may be to persuade enough people to take up the leadership baton at all. More and more of them, it seems, may be content to remain mere players in the orchestra. The Families and Work Institute (FWI), a New York-based research organisation, has found that a remarkable number of senior executives in large corporations have recently "reduced their career aspirations". Their reason, says the FWI, is "not that they couldn't do the work, but that the sacrifices they would have to make in their personal lives were too great." ■