

*'Strength lies in differences, not in similarities.'*

*Stephen Covey, US author and management consultant*

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### STARTING UP

- A** Think of at least two advantages and two disadvantages of working in teams.
- B** For each category in this quiz, tick the three statements that most apply to you. Then read the explanations on page 136.

### What sort of team player are you?

| Doers vs. Thinkers   | Details vs. Ideas  | Mind vs. Heart   | Planners vs. Improvisers   |
|--|--|--|--|
| <p>a) I consider what I say.</p> <p>b) I contribute a lot in discussions.</p> <p>c) Action is more important than reflection.</p> <p>d) I listen to others before I say anything.</p> <p>e) Discussion gives me energy and ideas.</p> <p>f) I don't say a lot at meetings.</p> | <p>a) I often come up with unusual solutions.</p> <p>b) It's important to be realistic.</p> <p>c) People see me as a creative person.</p> <p>d) I like practical solutions.</p> <p>e) You shouldn't overlook details.</p> <p>f) You shouldn't get lost in details.</p> | <p>a) I like to think logically.</p> <p>b) I keep emotions out of decision-making.</p> <p>c) I avoid confrontation.</p> <p>d) I sometimes tread on people's toes.</p> <p>e) Understanding people is as important as being right.</p> <p>f) I care about other people's feelings.</p> | <p>a) Meetings have to be prepared for carefully.</p> <p>b) I like surprises.</p> <p>c) I hate time-wasting at meetings.</p> <p>d) Too much time can be spent on preparation.</p> <p>e) People say I'm a punctual person.</p> <p>f) I need a deadline to get me going.</p> |

- C** Work in groups and compare your answers to Exercise B. Then discuss these questions.

- Do you think your group would make a good team, based on the results of the quiz? Why? / Why not?
- Does a team always need a leader, and if so, should a team change its leader regularly?
- Does tension between team members make a team more effective?

VOCABULARY

Prefixes

**A Match the prefixes of the words (1–10) to their meanings (a–c).**

| Prefix          | Meaning of prefix |                           |               |
|-----------------|-------------------|---------------------------|---------------|
| 1 mismatch      | a) not            | b) do badly               | c) former     |
| 2 pro-European  | a) opposite       | b) in favour of           | c) before     |
| 3 pre-event     | a) not enough     | b) against                | c) before     |
| 4 post-activity | a) after          | b) too much               | c) not enough |
| 5 disconnect    | a) very           | b) former                 | c) not        |
| 6 ex-military   | a) opposite       | b) former                 | c) after      |
| 7 bilateral     | a) against        | b) after                  | c) two        |
| 8 remotivate    | a) again          | b) former                 | c) after      |
| 9 multicultural | a) again          | b) many                   | c) against    |
| 10 hyperlink    | a) not enough     | b) very / more than usual | c) opposite   |

**B Complete this web advert using the correct form of words from Exercise A.**

### ESPRIT DE CORPS – the last word in team building

**Is your team letting itself and the company down?**

- Do you have .....<sup>1</sup> teams and leaders?
- Do you have team members who feel .....<sup>2</sup> from each other?
- Do you need to energise and .....<sup>3</sup> a tired team?

**We have the solution.**

Choose from our wide range of team-building activity days and longer training and development programmes. Having worked for some of the world's largest and best-known

international companies, .....<sup>4</sup> teams are a speciality. Staffed by many .....<sup>5</sup> personnel, we know what makes teams work. Before making any recommendations, we will visit you for a .....<sup>6</sup> consultation to find out your exact requirements. After completing the event/programme, we will hold a .....<sup>7</sup> feedback and debriefing session and also supply a full written report (including expert advice and follow-up strategies). Click on the .....<sup>8</sup> below to see the full range of events and programmes.

**C Complete the final part of the advert from Exercise B with the verbs in the box.**

break down build ~~develop~~ inspire maximise reduce stimulate

Esprit de Corps team-building events and programmes will help you and your company to:

- develop<sup>1</sup> loyalty and trust
- .....<sup>2</sup> potential
- .....<sup>3</sup> barriers
- .....<sup>4</sup> communication
- .....<sup>5</sup> creativity
- .....<sup>6</sup> relationships
- .....<sup>7</sup> staff turnover

**D Add prefixes to these words to give their opposite meanings. Then use them to discuss the questions below.**

- |                 |               |             |
|-----------------|---------------|-------------|
| 1 communicative | 6 focused     | 11 sociable |
| 2 decisive      | 7 imaginative | 12 stable   |
| 3 efficient     | 8 loyal       | 13 tolerant |
| 4 enthusiastic  | 9 organised   | 14 patient  |
| 5 flexible      | 10 practical  |             |

- Who is the best or worst person you have ever worked with? Explain why.
- What qualities could you contribute to a team? What qualities would the other members need to have to create an effective team?

See the DVD-ROM for the i-Glossary.



## LISTENING

## Building successful teams



Dan Collins

Watch the interview on the DVD-ROM.



- A** CD2.25 Listen to the first part of an interview with Dan Collins, founder of team-building specialists Fresh group. According to Dan, what is a team, and what is a leader's role in a team?
- B** CD2.26 Listen to the second part. What kind of communication problems do people at work often have?
- C** CD2.27 Listen to the third part. Work in pairs. Which four team roles does Dan mention? Take notes on what he says about each role.
- D** CD2.28 Listen to the final part. What does Dan say about the attitudes to teams and how they are led in a) Europe and the US, and b) India and China?
- E** You have to set up a team for a very important project. Choose four people you know and say why they would make a good team.

## READING

## New ways of team building

- A** You are going to read an article entitled *Recipes for team building*. What do you think are the advantages of sending teams on cookery courses?
- B** Read the article on the opposite page quickly and check if your answers to Exercise A were mentioned. What other advantages were mentioned?
- C** Scan the article to find (where mentioned):
- 1 all the cookery schools
  - 2 their clients
  - 3 their locations
- D** Read the article again and answer these questions.
- 1 Who are these people? Summarise the points they make in the article.
 

|                   |                    |                      |
|-------------------|--------------------|----------------------|
| a) Anna Venturi   | c) Christi Strauss | e) Rosalind Rathouse |
| b) Masele Siatu'u | d) Richard Pash    | f) Letizia Tufari    |
  - 2 Apart from running team-building courses, what else do some corporate cookery schools do? Why is this successful?
- E** Without looking at the article, complete these word partnerships.
- 1 f \_ \_ t \_ \_ team spirit
  - 2 break down b \_ r \_ \_ \_ s
  - 3 joint v \_ n \_ \_ r \_
  - 4 client h o \_ p \_ t \_ \_ \_ \_
  - 5 income s t \_ \_ \_ m
- F** Answer these questions.
- 1 Would you like to attend a cookery course as part of a team-building exercise? Why? / Why not?
  - 2 What would you find difficult about working in a team?
  - 3 Which sort of people make the worst team members?
  - 4 If you could go on or design any team-building course, what would it be?
- G** Write a short paragraph summarising the advantages of sending teams on a cookery course.

# Recipes for team building

by Rhymer Rigby

When cutting-edge companies want to foster team spirit, relax or even entertain clients, breaking bread together is no longer enough – they now bake that bread themselves. Corporate cookery courses are the latest exercise in business bonding.

Venturi's Table claims to be the UK's only dedicated corporate cookery school. Anna Venturi, the London-based school's founder, says business is brisk, as teams from companies including Abbott Mead Vickers, Merrill Lynch and eBay head to Wandsworth to cook up a storm.

Ms Venturi says cooking appeals to companies because it brings people together: 'It's not competitive. We just want everyone to relax and have a good time. In fact, it's almost therapy. We get everyone, from directors to secretaries, from graduates to retirement dos.'

The team from Cereal Products Worldwide, a joint venture between Nestlé and General Mills, making mushroom ravioli, stuffed loin of pork and sweetened oranges with proliferoles in the kitchen at Venturi's Table, appears to prove Ms Venturi's point that cooking can build teams.

The group members are of mixed culinary abilities: some are dab hands in the kitchen; others have never caramelised an orange in their lives. Yet everyone happily pitches in – and slaving over a hot stove and piping chocolate custard into a profiterole helps to break down barriers. Masele Siatu'u, CPW's Human Resources Vice-President, says having your elbows in flour and eggs brings together fellow employees who are dispersed across the world.



This is the reason the company chose to send the team on a cookery course, says Christi Strauss, CPW Chief Executive. 'We look for something that cuts across ages and backgrounds and cultures. If we [played] golf, it would be great for good golfers, but not necessarily for anyone else.' With cookery, she says, anyone can take part and they can participate as much or little as they want. Plus there's a tasty meal on offer at the end of the day.

Richard Pash, a Marketing Manager at Mars and another Venturi customer, says cookery feels natural compared to some team-building activities. Constructing a bridge across a stream when there is a perfectly good one 50 metres away may seem a little pointless, but cooking a three-course meal you intend to sit down and eat certainly isn't. 'Unlike many courses we've been on, it's the opposite of contrived,' says Mr Pash.

Venturi's Table isn't the only company offering corporate cookery courses. The Cookery School at Little Portland Street in London has an increasing number of corporate clients who, says Principal Rosalind Rathouse, comprise about a third of its business. These include Investec, BP and Iron Mountain.

Many of the better-known cookery schools offer packages aimed at businesses. Mosimann's Academy allows teambuilders to be taught by the eponymous Anton, while the Lavender House in Norfolk and The Food and Wine Academy also cater for corporate cooks.

The Cookery School differentiates itself by working with psychologists who observe the team members as they cook before feeding back to the group. Organisations that want to see how teams work under different circumstances can ask for a stressful or confrontational kitchen. 'It becomes a microcosm of the workplace,' says Ms Rathouse.

Perhaps the most intriguing use of places like Venturi, however, is not as venues for team building but for client entertainment. Ms Venturi's daughter Letizia Tul'ari, who worked at Pfizer before joining her mother's business, says client hospitality is a growing income stream for Venturi. She says that for cash-rich, time-poor businesspeople, fine dining has become rather pedestrian. But cooking a three-course meal for oneself is more unusual.

## LANGUAGE REVIEW

## Modal perfect

The modal perfect is formed using **modal verb + have + past participle**.  
*His presence **might have boosted** the team's performance.*

Two uses of the modal perfect are:

- criticising or commenting on past actions  
*You really **should have backed up** the files.*  
*We **needn't have hurried** to the airport, as the plane was late.*
- speculating about the past or present  
*I think the meeting **may have finished** now.*  
*I've phoned the office three times now. I think they **must have gone** home.*

➔ Grammar reference page 149

**A** Answer *yes*, *no* or *not sure* to each of these questions.

- 1 *They should have changed the team leader.*  
Did they change the team leader?
- 2 *Alicia needn't have spent so much time on the report.*  
Did Alicia spend too much time on the report?
- 3 *They could have prepared better if they'd had more time.*  
Did they prepare as well as they wanted to?
- 4 *The team would have been stronger without him.*  
Was the team as strong as it could be?
- 5 *The team may have made a decision by now.*  
Has the team made a decision yet?
- 6 *Carlos shouldn't have spent all the budget on one team-building course.*  
Did Carlos spend all the budget on one team-building course?
- 7 *The Chairman couldn't have prepared properly, as we lost the contract.*  
Did the Chairman do enough preparation?
- 8 *I've lost my memory stick. I must have dropped it somewhere.*  
Did I drop my memory stick somewhere?

**B** Which of these statements use the modal perfect correctly?  
 Suggest alternative modals for the incorrect statements.

- 1 It's too late to sign the contract. You must have done it last week.
- 2 I'm a bit angry. You would have told me you had invited the entire team for dinner.
- 3 His behaviour yesterday could have ruined all the team spirit we have built up.
- 4 They bought the shares when they were cheap and sold them at their peak, so they needn't have made a lot of money.
- 5 Simone wasn't at the meeting. She might have been delayed at the airport.
- 6 You couldn't have booked a place on the June course because it was completely full.
- 7 She's made a lot of mistakes. She should have been very careless.
- 8 Abi was inspirational and a motivator. We must have made her team leader.

**C** Role-play this situation in pairs. Use as many of these structures as possible: *should have / shouldn't have / could have / needn't have / + past participle*.

Student A: You are a sales rep. You have just been on a three-day business trip. You:

- stayed in a five-star hotel
- ordered breakfast in your room
- drank most of the mini-bar
- phoned home from your room
- hired a top-of-the-range car
- had your clothes dry-cleaned by the hotel.

Defend your actions.

Student B: You are the Finance Director. You think the rep's expenses are excessive and are refusing to pay them.

## SKILLS

### Resolving conflict

**A** Read these suggestions about ways of dealing with conflict. Put each of them under one of these headings: *Do* or *Don't*.

- 1 Delay taking action if possible.
- 2 Get angry from time to time with difficult members.
- 3 Try to see the problem from the point of view of the team.
- 4 Be truthful about how you see the situation.
- 5 Encourage open and frank discussion.
- 6 Try to ignore tensions within the team.
- 7 Bring potential conflict and disagreement into the open.
- 8 Give special attention to team members who are creating problems.
- 9 Persist with 'impossible people' – you may win them over.
- 10 Try to find 'win-win' solutions.



**B** 🎧 CD2.29 Listen to the conversation between Karen, Head of Department, and Larissa. Which suggestions from Exercise A does Karen use to deal with the conflict between Larissa and her colleague, Sophie?

**C** 🎧 CD2.29 Listen again and note down the phrases Karen uses to deal with the conflict. Add them to the appropriate sections in the Useful language box below.

**D** Work in pairs. Role-play this situation. Use phrases from the Useful language box to discuss the problems.

A team of six multinational staff is managing a number of key accounts at an advertising agency. However, one of the team is unhappy. The employee is difficult to work with and uncooperative.

Student A: Turn to page 136.

Student B: Turn to page 134.

## USEFUL LANGUAGE

### EXPRESSING YOUR FEELINGS

My main concern is ...  
 What really worries me is ...  
 What concerns me is ...

### MAKING SUGGESTIONS

One thing you could do is ...  
 It might be worth ...  
 It could be helpful if you ...

### EXPRESSING SATISFACTION

Yes, that would be very helpful.  
 Yes, that's a good idea.  
 Mmm. I think that's the right approach to take.

### EXPRESSING DISSATISFACTION

I don't think that would do much good.  
 I'm not sure that would work.  
 I don't think that's the answer.

### SHOWING SYMPATHY

I know how you feel.  
 I understand what you're saying.  
 I can see where you're coming from, but ...

### IDENTIFYING THE REAL PROBLEM

What's really bothering you?  
 What are you really worried about?  
 What's the real problem?

### RESOLVING THE CONFLICT

How do you think we should deal with this?  
 What's the best approach, do you think?  
 What's your solution?

### REVIEWING THE SITUATION

Let's look at this again in a few days'/weeks' time.  
 Let's meet next week and see how things are going.  
 Let's review this when the situation's a bit clearer.

# Motivating the sales team

**A kitchenware company is having problems with its sale staff**

## Background

Designer Kitchen Products (DKP) is based in Leicester, England. It sells a range of high-class kitchenware to stores across Europe. A year ago, the company hired a new Sales Manager, David Seymour, to improve the sales revenue and create a high-performing team.

However, since David Seymour's appointment, the sales team has not met its targets, and morale in the department is low. The management is disappointed with the results in the UK, as they are planning to expand into Asia in the near future. In addition, the management needs a high-performing sales team to successfully launch several exciting new kitchenware products early next year.

The sales team consists of a mix of nationalities, but they are not working well together. David Seymour is considering various actions to improve the team's performance. He is well aware that if he cannot motivate the team to raise its performance, his own job will be on the line.



Before taking stronger action to generate more sales revenue, David Seymour made some notes on the team. Read about David Seymour, then read the notes on the sales team on the opposite page.

## David Seymour

When David Seymour was appointed Sales Manager of DKP, he was given the task of increasing the company's sales revenue by at least 20% and building up the sales team for further



expansion in Europe. He has so far failed to achieve his main objective. To improve the sales team's performance, he now believes the team needs to be more motivated and to be set much more challenging sales targets. He would also like to have tighter control over the team and to upgrade their training.

**CD2.30** Listen to a sales meeting chaired by David Seymour. He makes a proposal about training for the team and asks members to comment.

What do you learn about the team's problems?

## David Seymour's plans

Read about David Seymour's plans below. Then, in pairs, discuss which plans you think will benefit sales or teambuilding.

- To meet the target of increasing sales by 20%, each member of the sales team will be expected to increase sales by 20% in their area.
- Commissions will be based entirely on the team's monthly performance. There will be no individual commissions.
- The sales representative with the biggest percentage increase in sales over a six-month period will be given a prize.
- Monthly sales figures for each member of the team will be posted on a board at the company's head office, e.g. 1 = top salesperson, 7 = least successful performer.
- Each month, I will choose the 'outstanding salesperson of the month'. His/Her photo will appear in the company newsletter.
- Staff will attend webinars (web seminars) about new products twice a month. There will also be much more use of video conferences run by me.
- Staff must send in weekly reports about their activities.
- I will organise an informal dinner with each member of the sales team in the near future.

**THE SALES TEAM** Code for sales areas in terms of sales potential

\*\*\*\*\* Outstanding \*\*\*\* Very good \*\*\* Good \*\* Average \* Poor

**HANK** (Canadian)

Area: South-East/West \*\*\*\*\* Age: 36  
 Personality: Fun-loving, extrovert, sociable; most ambitious member of the team

**Notes:**

- Ranking: no. 3 in terms of sales revenue
- Exceeds 60% of monthly sales targets.
- Added five new accounts last year.
- Usually late sending in sales reports. Not good at paperwork.
- Argues a lot in meetings. Can be very disruptive.
- Thinks he could double sales if he had the West London area.
- Dislikes Max. Thinks meetings are mostly a waste of time.



**SONIA** (Italian)

Area: North-East \*\* Age: 28  
 Personality: Dynamic, self-centred, a workaholic

**Notes:**

- Ranking: no. 4 in terms of sales revenue
- Always meets monthly sales targets.
- Added six new accounts last year.
- Most talented salesperson in the team.
- Excellent communicator with customers.
- Team members respect her, but no one likes her.
- Thinks she is underpaid for her contribution to sales.



**MAX** (English)

Area: West London \*\*\*\*\* Age: 52  
 Personality: Serious, reserved, some say 'unfriendly'

**Notes:**

- Ranking: no. 1 in terms of sales revenue
- Added two new accounts last year.
- Very successful in keeping existing customers happy, but slow to promote new products.
- Rarely meets his monthly sales targets. Excellent paperwork.
- Speaks a lot at meetings. Very influential.
- Has a close relationship with Natalya. Always supports her at meetings.
- Thinks his sales targets are far too high.



**LAURA** (American)

Area: Midlands \*\*\* Age: 38  
 Personality: Outgoing, speaks her mind, argumentative.

**Notes:**

- Ranking: no. 6 in terms of sales revenue
- Added three new accounts last year.
- Meets about 30% of her monthly sales targets.
- Says that in present economic conditions, her area should be downgraded to one star.
- Very hard-working, sends in excellent sales reports.
- Good relations with customers.
- Not a team player. Dislikes Natalya and Sonia.



**NATALYA** (Russian)

Area: North-West/Scotland \*\* Age: 26  
 Personality: Reserved, organised, determined

**Notes:**

- Ranking: no. 5 in terms of sales revenue
- Added four new accounts last year.
- Meets 50% of her monthly sales targets.
- Is steadily improving her sales ability. Reliable paperwork.
- Has some good ideas to improve sales, but lacks confidence.
- Always supports Max in meetings.
- Hank thinks Natalya has the wrong personality for sales.



**CHANG** (Chinese)

Area: West/Wales \*\*\* Age: 45  
 Personality: Likeable, cooperative, most hard-working member of the team

**Notes:**

- Ranking: no. 2 in terms of sales revenue
- Very consistent salesman. Generally exceeds all his monthly sales targets.
- Added five new accounts last year.
- Enjoys team meetings. Needs to improve presentations of new products.
- An excellent salesman. Very good paperwork.
- Can be too polite and not assertive enough in meetings.
- He has a strong Chinese accent when speaking.



**Task**

You are Directors of DKP. Work in groups of four. Choose a role. Director 1 leads the meeting.

Director 1: Turn to page 136.      Director 3: Turn to page 138.  
 Director 2: Turn to page 142.      Director 4: Turn to page 136.

- 1 Read your role cards and prepare for a meeting to resolve your company's teambuilding problems.
- 2 Make a list of the problems that are affecting the performance of the sales team.
- 3 Consider David Seymour's proposals. Decide which ones, if any, should be acted upon.
- 4 Discuss any other ideas you may have to improve the team's performance. Decide which of your suggestions should be put into effect.
- 5 Work out an action plan for the next six months.
- 6 If there is more than one group of directors, compare your action plans.

Watch the Case study commentary on the DVD-ROM.



**Writing**

Either: As a director, write a letter to the Chief Executive of DKP outlining your solution to the problems.

Or: You are a sales manager. The behaviour of one of your salespeople is upsetting the other members of the team. Write a letter warning them about their conduct and indicating what improvements they should make in their behaviour.

➔ Writing file page 126



VOCABULARY

**A** Make the following adjectives negative by adding the correct prefix. Mind your spelling!

- |   |                              |    |                    |
|---|------------------------------|----|--------------------|
| 1 | ..... <i>im</i> ..... polite | 6  | ..... experienced  |
| 2 | ..... relevant               | 7  | ..... imaginative  |
| 3 | ..... tolerant               | 8  | ..... enthusiastic |
| 4 | ..... mature                 | 9  | ..... practical    |
| 5 | ..... legible                | 10 | ..... efficient    |

Which two adjectives **cannot** be used to describe someone's character?

**B** In each group, cross out the word which does not begin with a prefix.

- |   |                |                  |                  |
|---|----------------|------------------|------------------|
| 1 | a) discontinue | b) disincentive  | c) distinguished |
| 2 | a) miserable   | b) mismanagement | c) misinform     |
| 3 | a) biased      | b) bimonthly     | c) bilingual     |
| 4 | a) reconnect   | b) renowned      | c) realign       |
| 5 | a) prearranged | b) premium       | c) prepaid       |
| 6 | a) irrational  | b) irreversible  | c) irritable     |

**C** Complete the sentences with the appropriate words remaining in exercise B.

- Mr Mozilo pointed out that the sales were part of a ... *prearranged* ... programme, and not the result of week-to-week decisions that he made himself.
- Executives who fail to meet the aspirations of their employees can be accused of .....
- The new measures restrict employees' autonomy and will undoubtedly act as a .....
- The move towards the creation of a shared vision is ..... and lies at the heart of a people-centred strategy.
- There will be some drastic changes in the way our company is organised. For example, we're going to ..... all our marketing and sales activities.
- Our project manager wants us to submit a detailed ..... progress report. I don't really understand why we have to write reports so frequently.

VOCABULARY +  
Fixed phrases

**D** Correct any sentences in which the phrases in *italics> are in the wrong order.*

*hard and fast*

- At the moment we have no ~~*fast and hard*~~ information about the reorganisation of Human Resources.
- All negotiations typically involve a certain amount of *take and give*.
- Many people believe that *wining and dining* helps strengthen a team.
- It was still a bit *go and touch* whether they would push ahead with the plan.
- The *pros and cons* of a thorough reorganisation have been discussed at length.
- By and large*, news of the reorganisation of the department was welcomed by the staff.

**E** Complete the sentences with the correct phrase from the box.

|                       |                              |
|-----------------------|------------------------------|
| trial and error       | supply and demand            |
| rules and regulations | stocks and shares            |
| peace and quiet       | <del>hustle and bustle</del> |

- Our next People Skills seminar will be held in Martonfa, far from the... *hustle and bustle* ... of Budapest city centre.
- The participants will enjoy the ..... of the countryside after a hectic week.
- This new economic theory proposes that the laws of ..... are obsolete.
- Some of the best teams are built after a painful process of .....
- More and more people invest their savings in .....
- The fact that he introduced so many ..... upon his appointment did not make him very popular with staff.

LANGUAGE REVIEW  
Modal perfect

**A** Choose the best way to complete the exchanges below.

- A: The people in Accounts often say they can't work well together.  
 B: Well, we had a one-week seminar on team building last May. Maybe they

  - had to attend it.
  - must have attended it.
  - c** should have attended it.
- A: It is a pity Ron and Ken were always trying to settle their own personal disagreements.  
 B: I agree. I don't think the trainer

|   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>may</li> <li>should</li> <li>must</li> </ol> | } | have spent so much time on such private matters. |
|---|---|--|
- A: By the end of the seminar some people were still too shy to talk.  
 B: I noticed that, too. The trainer

|   |   |                                 |
|---|---|---------------------------------|
| <ol style="list-style-type: none"> <li>must have encouraged</li> <li>had to encourage</li> <li>might have encouraged</li> </ol> | } | everyone to express themselves. |
|---|---|---------------------------------|
- A: I particularly like the fact that we immediately had a clear sense of direction.  
 B: Yeah. But I thought the overall objective

|   |   |                    |
|---|---|--------------------|
| <ol style="list-style-type: none"> <li>could</li> <li>must</li> <li>will</li> </ol> | } | have been clearer. |
|---|---|--------------------|
- A: One thing I wasn't too pleased about is how the trainer handled the argument about overtime.  
 B: Mm. How do you think she

|   |   |            |
|---|---|------------|
| <ol style="list-style-type: none"> <li>should have dealt</li> <li>had to deal</li> <li>must have dealt</li> </ol> | } | with that? |
|---|---|------------|

**B Complete these sentences in the best way.**

- 1 a) Paul must have left the office early – **1** his briefcase is still here.  
    b) Paul can't have left the office early – **2** I can't find him anywhere.
- 2 a) Ron can't have finished his report – **1** he's already working on another project.  
    b) Ron must have finished his report – **2** he only started this morning.
- 3 a) You can't have deleted that file – **1** I have searched all the directories.  
    b) You might have deleted that file – **2** all the files on this drive are read-only.
- 4 a) Sue and Ken must have had a row – **1** they hardly talk to each other any more.  
    b) Sue and Ken may have had a row – **2** but that's not very likely, is it?
- 5 a) It must have been a tough seminar – **1** the trainer looked completely drained.  
    b) It can't have been a tough seminar – **2** the participants were such nice people.

**WRITING**  
**Linking ideas**

**A Match these sentence halves.**

- |  |  |
|--|--|
| 1 If possible, do not delay, take action                       | a) <i>after</i> you have identified its real cause.            |
| 2 <i>Once</i> the aims of the session are clear to everyone,   | b) <i>as soon as</i> you sense a conflict.                     |
| 3 We'll have finished all the tasks                            | c) <i>before</i> you meet them all as a team.                  |
| 4 It seems plain common sense to try and solve a conflict only | d) <i>by the time</i> the first team settle their differences. |
| 5 Tim will plan the next seminar tomorrow                      | e) do encourage frank and open discussion.                     |
| 6 It's a good idea to find out who each individual member is   | f) <i>while</i> you write the report.                          |

**B Complete the sentences with the correct items from the box.**

causal relations    time relations    purpose    past    present    future

- 1 We use the five linkers in *italics* in exercise A to express .....
- 2 Note that after those linkers, we use a ..... tense to refer to the .....

**C Read Jeff Bagley's e-mail to the Sales Manager, Ron Fox, about a senior member of the sales team.**

**From:** Jeff Bagley  
**To:** Ron Fox  
**Subject:** Confidential – Problems with sales staff

Ron,

What's all this fuss about Alan Carter? Every second day I hear someone complain about him for one reason or another. What's going on in the sales team? Could you investigate?

Find out what's wrong with him. See if you can put him back on track.

Keep me posted.

Jeff

Summarise the notes Ron took during his interviews with his staff to complete section 1 of the e-mail below.

- 'Why is he always late for meetings? We'd never get away with it!'
- 'Just because he has more experience, he thinks our ideas and suggestions are worth nothing.'
- 'I know my name sounds foreign, but that's no reason to tell me to 'go back to where I come from.' I'm so depressed I want to leave.'
- 'I'm finding it difficult to work with someone who's so arrogant.'
- 'A nice chap deep inside. Too direct, though. Some of us find him rude, even.'
- 'For him sales is a man's world and that sums it up.'
- 'If I missed half of each meeting like he does, I'd have time to make as many calls as he does.'
- 'He had the cheek to ask me why I wasn't at home looking after the kids.'
- 'He does not propose or suggest - he dictates.'

**From:** Ron Fox  
**To:** Jeff Bagley  
**Subject:** Complaints about Alan Carter

Hi Jeff,

I had not realised that the problems with Alan had gone that far. At your request, I have looked into the matter. First, I talked to his colleagues within the team, and then I had a long chat with him. Finally, on the basis of the information gathered, I drew some conclusions.

**1 Feedback from the team members**

The comments made by sales staff revolve around three areas:

- a) .....
- b) .....
- c) .....

**2 Feedback from Alan**

When I talked to Alan, he admitted he was 'probably not the most tactful person on earth', especially with female colleagues, but insisted his attitude was mistaken for rudeness.

As regards his lack of punctuality, he explained he made more calls every day than anyone else, and that increasing sales, not attending meetings, was his priority.

Finally, he complained about what he called the 'aggressiveness and competitiveness' of the younger sales staff, and said he found it difficult to make himself heard in meetings.

**3 Conclusions and recommendations**

On the one hand, some of the complaints about Alan seem justified. In particular, he was reprimanded for his racist and sexist remarks and jokes. I have no doubt, however, that he is an asset to the department, and extremely committed to our company.

On the other hand, it is clear that there are problems within the team as a whole and that they need to learn to work together more effectively.

I would like to recommend that part of our budget be put aside for the whole sales team to attend the kind of team-building seminar admin staff attended last year.

Ron

## SPORTS COACHING AND CORPORATE TEAM BUILDING

## Before you read

How easy is it to transfer ideas for team building from sport to business? Explain your reasoning.

## Reading

Read this article from the *Financial Times* by Paul Betts and do the exercises that follow.

FT

LEVEL OF DIFFICULTY ● ● ○

## Capello's masterclass for on-the-ball Finmeccanica

Paul Betts

When Fabio Capello flew to South Africa as the England football manager to attend the 2010 World Cup finals, he stopped briefly in Rome on his way to give the Italian defence and engineering group Finmeccanica a masterclass on leadership. Having previously managed one of the Italian capital's football clubs, AS Roma, Mr Capello was inevitably the centre of attention. "So why are you doing this corporate coaching?" I asked at one stage. "I suppose because I have widespread international experience having led teams such as Juventus and Real Madrid as well as Roma and now England and I know a thing or two about managing players, creating a team spirit, in short leading," he said. Mr Capello clearly knows a thing or two about bringing discipline, direction and inspiration to the highest levels of his business.

25 Unlike in other countries, such as Brazil, he had to work hard to instil a hunger among some top English players to pull on an England shirt. Morale was pretty awful when he 30 took over. Not surprisingly, he was the star at Finmeccanica's convention attended by some 3,000 managers from around the world. And probably his biggest fan in the 35 audience was none other than his counterpart at Finmeccanica, Pier Francesco Guarguaglini. After all, the Italian group's veteran boss is also a fanatical supporter of Juventus, 40 where Mr Capello once worked his magic.

Finmeccanica under Mr Guarguaglini has prospered in recent years thanks to clear leadership and a 45 sense of purpose that previously was sorely lacking. Over the years up to Mr Guarguaglini's appointment, the partly state-owned Finmeccanica

had suffered badly from state interference that lacked any clear industrial vision for the group. More often than not senior politicians saw Finmeccanica primarily as a convenient place to park friends in top jobs 55 to the detriment of its commercial success.

It was the UK that Mr Guarguaglini chose as his starting point for Finmeccanica's renaissance. Within 60 two years he had acquired full control of AgustaWestland, the helicopter-maker where previously GKN had been his partner. Then he quickly moved on to buy out BAE 65 Systems from a joint venture in defence systems. All of a sudden Finmeccanica was the UK's second-largest defence contractor by sales, employing more than 10,000 Britons.

**1 Look through the whole article and find:**

- a) two leaders – one in sport and one in business.
- b) the names of the organisations led by each leader above.
- c) the names of five football teams.
- d) the name of a helicopter manufacturer owned by one of the organisations in b) above.

**2 Complete these statements with appropriate forms of expressions from lines 1–24.**

If ...

- a) people notice you more than others, you are .....
- b) you train managers, you give them .....
- c) you have done something a lot, you have ..... of it.
- d) you get team members to work together better, you ..... among them.
- e) you have a lot of knowledge about something, you know a .....
- f) you cause an organisation to acquire particular qualities, you ..... these qualities to it.

**3 Find nouns in lines 42–56 referring to ...**

- a) a team's feeling of enthusiasm caused by someone or something outside it.
- b) team members obeying the rules.
- c) a team's sense of where it is going.
- d) a team's need to be successful and win.
- e) the good or bad feelings that team members have at a particular time.

**4 Find nouns in lines 25–41 illustrated by the examples (a–f).**

- a) the most famous person in a film
- b) someone who admires e) above
- c) the head of one company in relation to the head of another
- d) someone who has worked for the same company for 35 years
- e) the head of a company
- f) someone who goes regularly to a team's football matches

**5 Match the adverbs (1–8) from lines 25–69 with expressions that could replace them without changing the meaning (a–h):**

- |                |                     |
|----------------|---------------------|
| 1 surprisingly | a) almost certainly |
| 2 probably     | b) fast             |
| 3 previously   | c) badly            |
| 4 sorely       | d) partially        |
| 5 badly        | e) earlier          |
| 6 partly       | f) sorely           |
| 7 primarily    | g) unexpectedly     |
| 8 quickly      | h) mainly           |

**6 Find the answers to these questions in lines 42–69.**

- a) Which two qualities have allowed both Capello and Guarguaglini to succeed?
- b) Give the main cause and the resulting reasons for Finmeccanica's poor performance before Guarguaglini took over.
- c) Where did Guarguaglini start to change his company's fortunes?
- d) How is this change referred to?
- e) Which two companies did Finmeccanica take over? Are they both named?
- f) Did Finmeccanica have holdings in them before?
- g) Is Finmeccanica the second biggest defence company in the UK in terms of the number of employees?

**Over to you 1**

What are the main differences between sports coaching and corporate team building?

**Over to you 2**

Look again at the answers to question 3 above. Describe the state of these things in relation to an organisation you know, for example a company or a sports team.

## TEAMS OF FIVE AND TEAMS OF ONE HUNDRED

## Before you read

Think of a business team or one you would like to work in. What would be the ideal number of people in it? Why?

## Reading

Read this article from the *Financial Times* by Jonathan Moules and do the exercises that follow.

FT

LEVEL OF DIFFICULTY ●●○

## Success and satisfaction

Jonathan Moules

The problem with expanding a business is that it only becomes harder to engage your staff. "It is the culture that will keep people working for you," says Brian Chernett, founder of the Academy for Chief Executives, a leadership coaching club. "The difference between small and big business is that it is easier to retain that culture in a small organisation than in a large one."

Andy Hooper quit his salaried job with a large corporation in 2004 to set up Westlakes Engineering, an architecture and engineering consultancy on the west coast of Cumbria. At first, he found growth easy, largely because he could foster a culture where everyone wanted to be a part of the company's success. By the time the company employed 20 people, however, Mr Hooper noticed that leading the team had become much harder work. "I found myself increasingly stretched," he recalls.

"What worked for me when we were a team of five, six, seven or eight, I was finding too much when we got to 20 people."

When Mr Hooper asked his staff what they wanted, he realised he needed to delegate responsibility. Westlakes now has a board of five directors, promoted from within Mr Hooper's team. "It is all about letting go," he says. "Everybody now has visibility of what we are doing and why we are doing it. We are using everybody's ideas."

Some companies consciously restrain the growth of their workforce to maintain the culture of their organisation. With almost 100 staff, George Davies, a Manchester-based legal firm, is neither small nor especially large, but that is the way it wants to stay. Lisa Pearson, business development manager, says: "Our priority is to make sure everybody who deals with this firm has the best

experience that you can have dealing with a law firm. We don't believe that if we expand, we would be able to give that level of service."

Unlike many law firms, George Davies discourages its employees from working long hours. Those that are parents are encouraged to spend more time with their families. Such policies lead to a better office atmosphere and greater employee commitment, according to Ms Pearson, who notes many of the employees have been with George Davies for more than a decade.

A company need not lose the vitality of a small enterprise as it grows, says David MacLeod, who co-wrote the government's report last year on employee engagement. He claims businesses reach a "break point" when the head count passes 20 and an owner's personality alone can no longer be the sole driving force.

**1 Look through the whole article to find these people and organisations, and what they do.**

- a) Brian Chernett
- b) Andy Hooper
- c) George Davies
- d) Lisa Pearson
- e) David MacLeod

**2 Look at how the expressions in *italic* are used in lines 1–29 and choose the correct alternative meaning.**

- 1 'The problem with expanding a business is that it only becomes harder to engage your staff.' (line 3)
  - a) recruit    b) motivate and inspire
- 2 "It is the culture that will keep people working for you, ..." (line 3)
  - a) arts, music, painting, literature, etc.
  - b) the way people think and do things
- 3 'the Academy for Chief Executives, a leadership coaching club...' (line 7)
  - a) training    b) schooling
- 4 "The difference between small and big business is that it is easier to retain that culture in a small organisation than in a large one." (line 10)
  - a) keep    b) remember
- 5 '...he could foster a culture where everyone wanted to be a part of the company's success. ...' (line 18)
  - a) adopt    b) encourage
- 6 "I found myself increasingly stretched," ...' (line 25)
  - a) challenged and stimulated    b) made longer

**3 Correct, where necessary, the structures of these expressions used in lines 30–54.**

- 1 to delegate down responsibility (line 32)
- 2 to promote someone from within a particular department to the board of directors (line 33)
- 3 to restrain the growth of the workforce of an organisation (line 41)
- 4 to maintain up the culture of an organisation (line 42)
- 5 to deal with an organisation (line 50)
- 6 to expand up (line 53)

**4 Now match the verbs in the expressions above to their meanings.**

- a) limit
- b) keep the same
- c) talk to and work with
- d) give someone a more important job
- e) get bigger
- f) give someone more power

**5 Read lines 55–74 and decide if these statements are true or false.**

- a) George Davies encourages its employees to work longer hours than from 9 to 5.
- b) The firm likes all its employees to spend more time with their families.
- c) Family-friendly policies make employees more committed to the organisation.
- d) Most of George Davies's employees have been there more than 10 years.
- e) It's not inevitable for small companies to lose their dynamism as they grow.
- f) However big the firm, the owner's personality will be the only real factor in motivating people.

**Over to you 1**

Why is the role of the organisation's boss different in big and small teams?

**Over to you 2**

George Davies discourages its employees from working long hours and those that are parents are encouraged to spend more time with their families. Is this a possible way of working for all organisations?

Why? / Why not?