

- ▶ memo style and register
- ▶ paragraph order
- ▶ writing a memo

2.5 Writing Memos

Discussion

1 First Northeast Bank has realized that many members of staff just ignore memos. Think of some reasons why memos often get ignored.

Model

2 Read the recommendations on memo style. Then answer the quiz that First Northeast sent to all their managers. Choose the option which best matches the style recommendations.

FIRST Northeast Bank

Recommendations – writing memos

- 1 Personalize your memos: use *I, you, we* to make people feel directly concerned.
- 2 Use active rather than passive verbs for a more conversational, reader-friendly style.
- 3 Use verbs in preference to nouns, and avoid jargon and technical terms; write sentences which 'your grandmother would understand'.
- 4 Make it clear and unambiguous what you want people to do and when.
- 5 Focus on the benefits to the reader, not on rigid rules or procedures.

Managers' quiz

- 1 A memo is a document that you send to people inside the company / a method of documentary communication for internal use.
- 2 The objective of a memo is to solicit decisions and policy or behavioural changes / to get people to do something.
- 3 In the past, we wrote memos on paper: now we often send them by email / electronic transmission has been widely adopted.
- 4 To write a good memo you need careful forethought, layout and revision / to plan, organize and edit your ideas carefully.
- 5 A good memo tells you clearly what you have to do and when you have to do it / is one in which both the desired outcome and the target time frame are specified.
- 6 The purpose of this quiz is to ensure that the principal rules of memo-writing are respected / to help you write effective memos.

Analysis

3 Read the suggested format for memos. The paragraphs in the memo below are not in the correct order. Number the paragraphs 1–4.

Format for memos

- 1 Define the problem.
- 2 Tell the reader why they should feel concerned.
- 3 Say what result you want to get.
- 4 Say what you want the reader to do and when.

VAN DER HEYDEN B.V.

Subject: Unauthorized software

- I would like us all to carry out this check by 15 September latest. Please examine your laptop carefully, and delete any unauthorized software. If you need help, I will be available every afternoon between 1 and 5pm. Thank you for helping to protect our colleagues, our jobs and our company.
- If inspectors find unauthorized, copyright material on our systems, individual users, management and the company itself can face heavy fines and even criminal prosecution. It is in everybody's interest to avoid this risk.
- As you probably know, the European Commission is stepping up its fight against software piracy, and we expect to see systematic inspections of medium-sized companies like ours in the next six months.
- This is the reason why I'm asking every employee in the company to check that there is no unauthorized software on their computer. This could include unlicensed copies of business software, downloaded programmes and even mp3 music files.

Internet research

'Local High School Dropouts Cut in Half'
'Miners Refuse to Work after Death'
Visit the humor section of the US government's plain language site
www.plainlanguage.gov/
examples to find the best examples of ambiguous language.

Language focus

4 Match the examples of officialese 1–10 with the reader-friendly versions a–j.

- | | |
|------------------------------|-----------------------|
| 1 it is recognized | a) difficulty |
| 2 with a view to alleviating | b) immediately |
| 3 adjacent to | c) there's not enough |
| 4 it is imperative | d) if there was |
| 5 it is inadequate | e) next to |
| 6 staff are reminded | f) please remember |
| 7 area of concern | g) we must |
| 8 in the event of | h) thank you for ... |
| 9 forthwith | i) to solve |
| 10 ... is appreciated | j) we realize |

Writing a memo

5 With a partner, rewrite this memo in a reader-friendly style. Refer to Exercise 4 to help you.

To: All staff

From: April Jenkins, site manager

Date: 10/8/12

Subject: Parking

It is recognized that on-site parking is currently inadequate and plans are currently being examined with a view to alleviating the problems.

One current area of concern is the area adjacent to the logistics warehouse. In the event of a fire, it would be very difficult for emergency vehicles to reach the fuel tanks behind the building. It is imperative that access to this and all buildings is kept clear.

Members of staff are therefore reminded that vehicles may only be parked in the official car parks. As from Monday 13 August any cars parked on access roads will be removed forthwith. The assistance of all motor vehicle users in this matter is very much appreciated.

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alleviate
fine
forethought
forthwith
officialese
time frame

Output

6 1:41 Listen to a voicemail message from your manager and write the memo he refers to.

7 Work with a partner. Your top management have asked you to make a proposal for the company's three-day international IT conference. Think about these questions.

- 1 Why is an IT conference important to an international company?
- 2 What objectives do you think management want to achieve?
- 3 What are the ingredients of a successful conference?

8 Write a memo proposing dates, a location and a programme for the IT conference. You will also need to get approval for your budget. (Last year's budget was \$700 per person.)

9 Read all the memos and vote for the best proposal.



- ▶ reasons for and consequences of staff turnover
- ▶ agreeing on a plan of action

2.6 Case study Meteor Bank

Discussion

- 1** When experienced staff leave a company, what are the consequences? Decide whether these results are *likely* or *unlikely*.

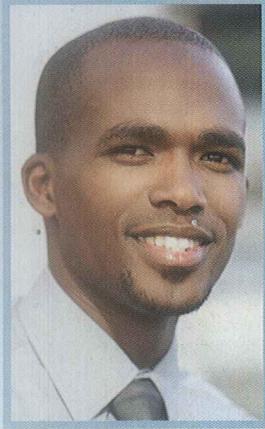
better morale better promotion prospects higher salary costs
 higher training costs improved customer service increased productivity
 more mistakes more overtime younger, more dynamic teams

Reading

- 2** Read the newspaper clipping. What reasons can you think of to explain why experienced staff have been leaving Meteor's IT department?

Rising Star promises to make sparks fly

YOUNG Londoner Saul Finlay has been appointed IT Manager at Meteor Bank. Thanks to an aggressive commercial policy, the Nigerian bank is growing rapidly all over West Africa, especially through its subsidiaries in Ivory Coast, Ghana and Cameroon. Together with the rising demand for electronic banking services, rapid growth is putting increasing pressure on the bank's IT department in Lagos. In an interview yesterday, Finlay promised to 'drag the IT department kicking and screaming into the twenty-first century'. When asked if ...



- 3** Read the memo and answer the questions.

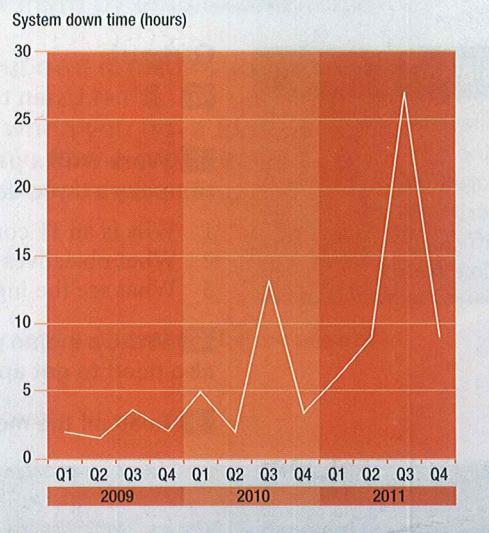
Meteor Bank

To: Astrid Kuhn, Managing Director
From: Joseph Ikpeba, Operations Manager
Subject: IT policy

Our system down time problems are going from bad to worse (see attached figures) and we are beginning to lose corporate clients. The problem appears to be the result of exceptionally high staff turnover in the IT department. Half of our systems administrators are new graduates with less than one year's experience, and Saul Finlay is recruiting again for the third time in six months.

I'm afraid I have to remind you that both down time and staff turnover were very minor problems before Saul arrived in 2010. Saul's answer is that he needs investment in even more new hardware. However, I am not sure that this is the solution; I feel strongly that we should investigate further, not least because some staff have implied that the system failures might be deliberate.

Could I possibly ask you to speak to some of the people involved and to hold an executive committee meeting as soon as possible to decide how to deal with these problems?

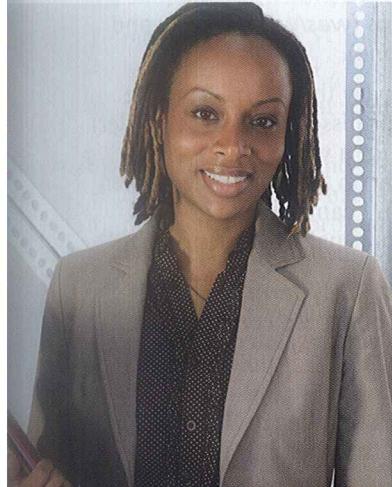


IT Turnover	2009	2010	2011
Total IT staff	64	68	78
New hires	7 (11%)	19 (28%)	31 (40%)
Retirements	4 (6.3%)	5 (7.3%)	6 (7.6%)
Departures	3 (4.7%)	10 (14.7%)	15 (19.2%)

- Who wrote the memo and why?
- What does he want?
- What has changed at Meteor Bank since 2010?
- What reasons can you suggest for the trends in the figures?

Listening and note-taking

- 4 1:42–1:45 Astrid Kuhn decided to investigate. Listen to the reactions she received when she spoke to four members of staff, and complete the notes.



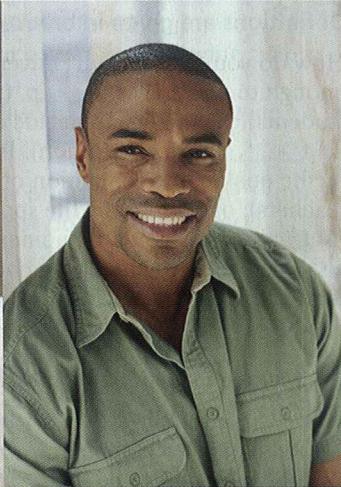
Tonye Ameobi



Vincent Bonvalet



Kehinde Ojukwu



Joseph Ikpeba

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down time
drag someone kicking and screaming
malicious
morale
outsource
recruit
subsidiary
turnover

	Tonye Ameobi, HR Manager, Lagos	Vincent Bonvalet, IT Manager, Ivory Coast	Kehinde Ojukwu, Senior Systems Administrator, IT department, Lagos	Joseph Ikpeba, Operations Manager
Opinion of Saul Finlay				
Mistakes				
Successes				
Recommended solutions				

Discussion

- 5 To what extent do you feel Saul Finlay is to blame for Meteor's problems?

- 6 Work in groups of three or four. Student A: turn to page 115. Student B: turn to page 117. Student C: turn to page 120. (If there is a fourth student, they should be the chairperson.) Discuss the agenda below and draw up an action plan for Astrid Kuhn.

Internet research

Search for the keywords *keeping good employees*. Compile a class list of the top ten ways to reduce staff turnover.

Executive Committee Meeting

- 1 How can we reduce staff turnover?
- 2 How can we reduce system down time?
- 3 How should we react to accusations of malicious damage in the IT department?
- 4 Should we agree to Saul Finlay's request for investment in IT equipment in Lagos, or invest in improving our IT network in our foreign subsidiaries?
- 5 Should we consider outsourcing IT?
- 6 How should we evaluate Saul Finlay's performance, and what action is needed, if any?

Review 1

Building a career

1 Complete the text about going to university.

Definitions are given in brackets to help you.

How do you choose your university? Unless you are lucky enough to win a (1) s_____p, (money awarded to excellent students), you'll have to decide if you can pay the (2) f_____s (price of tuition). Perhaps you'll be impressed by the quality and reputation of the (3) f_____ty (all the teachers), or perhaps by the sports and social (4) f_____ies (rooms, equipment and services). You may also want to think about the choice of (5) e_____r (other than learning) activities and whether the university has a good (6) p_____t (helping students find a job) service.

2 Make expressions by matching the beginnings and endings of each phrase.

- | | | |
|-----------------------------------|--------------------------|---|
| 1 widening access to | <input type="checkbox"/> | a |
| 2 the uncomfortable | <input type="checkbox"/> | |
| 3 the resources to match | <input type="checkbox"/> | |
| 4 students get good value | <input type="checkbox"/> | |
| 5 a mountain | <input type="checkbox"/> | |
| 6 to go to | <input type="checkbox"/> | |
| 7 robbing the poor | <input type="checkbox"/> | |
| 8 governments continue to provide | <input type="checkbox"/> | |
| 9 massive hikes in | <input type="checkbox"/> | |
| 10 willing and | <input type="checkbox"/> | |
| a) a university education | <input type="checkbox"/> | |
| b) their ambitions | <input type="checkbox"/> | |
| c) to pay the rich | <input type="checkbox"/> | |
| d) truth | <input type="checkbox"/> | |
| e) great lengths | <input type="checkbox"/> | |
| f) for their money | <input type="checkbox"/> | |
| g) student fees | <input type="checkbox"/> | |
| h) able to invest | <input type="checkbox"/> | |
| i) to climb | <input type="checkbox"/> | |
| j) subsidies | <input type="checkbox"/> | |

3 Complete the sentences using the words in the box.

assignment chair dismissed draw up exceed
laid off implement meet present recruit
sabbatical train

- After you _____ new sales reps you have to _____ them.
- It's good if you can _____ your sales objectives, but it's even better if you can _____ them.
- It's not enough just to _____ a few proposals on paper: you've actually got to _____ the plans.
- When you become more experienced, you might have to _____ working parties and even _____ new programmes to the Board.
- If you lost your job because of the company's problems, you were _____, but if you did something wrong, you were _____.
- If you are working in another geographical place, you are on _____; if you are not working because you want to study or write, you are on _____.

4 In each sentence, put one verb in the past simple (*did*), one in the past continuous (*was/were doing*), and one in the past perfect (*had done*).

- I _____ (find out) the other day that Pierre from the sales department has been dismissed. I _____ (wonder) why I _____ (not/see) him for a while.
- I _____ (just/finish) working on the spreadsheet when the computer _____ (crash). I can't explain it – I _____ (not/do) anything unusual with the program.

5 Put each verb into the most likely form. You might need an auxiliary like *will* or *would*. Use contractions.

- A: If I (1) _____ (see) Anita, I (2) _____ (tell) her about the job vacancy as well.
B: But Anita's on vacation. She's trekking in the Himalayas. If you (3) _____ (see) her, it (4) _____ (be) very surprising!
A: Anita? Trekking in the Himalayas? Now that really is surprising. If Anita (5) _____ (go) on vacation, she usually (6) _____ (go) to the beach.

6 Fill in the missing letters to complete these linking words.

Introducing a point

- 1 As re____ds / As ____ as ... is con____ed

Seeing both sides

- 2 On the wh____..., how____... / It's true that ..., but ____ the o____ h____...

Combining reasons

- 3 Not o____..., but a____... / For o____ th____..., and for an____...

Adding ideas

- 4 Bes____, ... / In add____, ...

7 Use one expression from each of the categories in Exercise 6 to complete this text.

I've lived in the same town all my life. My family and friends are here, and it's calm and peaceful. (1) _____, there's a good sense of community and I'm happy. But I'm starting to wonder about my career. (2) _____ it's a small town and there aren't many interesting jobs, _____ I want to develop my language skills and work in an international environment. (3) _____ salary _____, that's not so important right now – experience is more important. So I don't know what to do. (4) _____ I think the best thing is just to wait and see what jobs are available locally – _____, if I see a really interesting job advertised in another area, I'll apply for it and see what happens.

8 Complete the sentences from cover letters with the action verbs in the box.

broke developed doubled enhanced supported

- I _____ previous sales records.
- I more than _____ average revenues per nightclub.
- I _____ a range of new products for teenage customers.
- I _____ myself financially by working in radio advertising sales.
- These part-time jobs _____ my formal education.

Review 2

Information

1 Match each verb with a phrase a-f.

- 1 meet 3 make 5 waste
2 keep 4 boost 6 take

- a) a multibillion-dollar investment in IT equipment and services
b) or exceed budget and productivity targets
c) only hours to do what might have taken days previously
d) productivity and profits
e) budgets and headcounts low because of global competitors
f) money by investing in IT without at the same time overhauling the business processes it is meant to automate

2 Complete the definitions by underlining the correct words in bold.

- 1 Another word for an iPad is a **laptop / tablet**.
2 A short set of commands to correct a bug in a computer program is called a **patch / plug-in**.
3 If you get a better or more recent version of some software (or hardware), you **promote / upgrade** it.
4 A collection of PCs and servers all connected together on a local area network is called a **workgroup / workstation**.
5 If a server stops working for a time, you say that it **went down / fell down**.
6 If you load and configure a new piece of software on your computer, you **insert / install** it.
7 To keep your computer programs up-to-date, you have to frequently **download / offload** patches and new versions.
8 If you make some new technology ready for use (for the first time), you **set it up / fix it up**.

3 Match the beginnings and endings of the phrases.

- a) fill in touch with someone
b) get someone an update
c) get someone in on something
d) give someone know about something
e) give back to someone about something
f) let someone a ring (= call)

4 Match the expressions in Exercise 3 with the definitions below. Be careful – some are very similar.

- 1 Tell someone about things that have happened recently.
2 Give someone the most recent information.
3 Tell someone something.
4 Speak or write to someone, especially after you have not spoken to them for a long time.
5 Contact someone by telephone.
6 Give someone an answer at a later time.

5 Correct the mistake in each sentence.

- 1 X's software is far more expensive as Y's.
2 Y's software doesn't have nearly as many features than X's.
3 My Internet connection is lot faster than yours.
4 My Internet connection is only halve as fast as yours.
5 Big brands can be double as dear.
6 Ink jet printers cost a fracture of the price of laser printers.

- 7 Why buy a PC? They are a lot fewer reliable than Macs.
8 There's infinity more software for PCs.
9 I think Yahoo® is a more better search engine than Google.

- 10 Have you tried the Microsoft Live® search engine? It really is the most better.

6 Put the requests in order of politeness, from 1 (most informal and direct) to 6 (most polite and indirect).

- 1 2 3 4 5 6

- a) Could you give me a hand?
b) Give me a hand!
c) Will you give me a hand, please?
d) Do you think you could give me a hand?
e) I wonder if you could just give me a hand for a moment?
f) Would you mind giving me a hand?

(Note: Answers may vary but should be similar. The order can also depend on how you say each sentence.)

7 Complete the expressions used in telephoning.

- 1 I was w_____ing if I could a____ you a fa____r.
2 Anyway, I won't k____ you any l_____.
3 I'm not dist____ing you, am I?
4 Is t_____ any ch____ I could ...?
5 Do you ha____n to know if ...?
6 Have you g____ a co____e of minutes?
7 I mustn't t____ up any m____ of y____ t____.
8 Is this a g____t____ to c____?

8 Match the expressions in Exercise 7 with these uses.

- a) checking the other person can speak now
b) requesting help
c) ending the call

9 Rewrite the memo replacing the underlined phrases with the more user-friendly language in the box.

if there was issue know need please
regularly remember thank you for

As you (1) are aware, government regulations state that fire drills have to be carried out (2) on a regular basis. This is a particular (3) area of concern for us following the minor incident in the factory last month. Clearly, (4) in the event of another fire, we would have to pay significantly more for our insurance cover.

We are planning to have regular drills from now on. (5) I would be grateful if you could make sure that all staff in your section know exactly what procedures to follow when they hear the alarm. (6) You are reminded that these drills will be held at random times and without your previous knowledge.

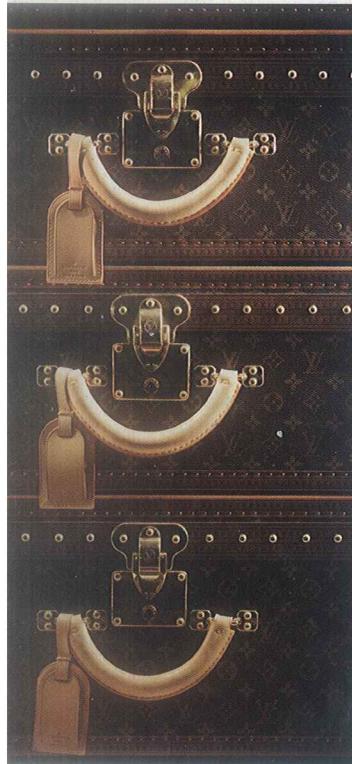
If you (7) require any further information, please do not hesitate to contact me.

(8) We appreciate your cooperation.

3

Quality

- the Japanese approach to quality
- product quality



Internet research

Search for the keywords *planned obsolescence* or *built-in obsolescence* to find examples of this practice and find out why manufacturers need to take it into account when designing new products. List the arguments for and against and report back to the class.

3.1 About business What quality means

Discussion

- 1** The box below contains factors that influence decisions to buy. Number the factors 1–7, depending on how important they are to you. (1 = most important; 7 = least important).

design durability environmental friendliness
modernity price quality value for money

- 2** Discuss how the order would change if you were buying:

- a car
- a washing machine
- an mp3 player
- a packet of breakfast cereal
- a leather bag
- a laptop

Scan reading

- 3** Read the article opposite. Match the headings a–h with paragraphs 1–7. There is one extra heading.

- | | |
|--------------------------------|-------------------------------|
| a) No survival without quality | e) Superficial quality |
| b) Reliability is not enough | f) Quality in design |
| c) Quality and cost | g) Closing the gap? |
| d) Quality culture | h) Quality for quality's sake |

Reading for detail

- 4** Read the article again and mark these statements *T* (true) or *F* (false).

- 1 Western companies have caught up with the Japanese in terms of quality.
- 2 The Japanese expect things to work properly.
- 3 Producing reliable products guarantees a strong market position.
- 4 For a quality programme to succeed, senior management do not need to understand the key concepts.
- 5 Quality analysis is a sensible way to solve any performance problems.
- 6 The iPod is not the only Apple® product which has enchanting quality.

- 5** Find words or expressions in the text with the following meanings.

- 1 something which suddenly becomes very popular (paragraph 1)
- 2 try hard to do something difficult (paragraph 1)
- 3 expect something to be there as normal (paragraph 2)
- 4 a variety of objects or things (paragraph 3)
- 5 mistakes you should avoid (paragraph 4)
- 6 things which are fashionable for a short time (paragraph 4)
- 7 to make something unsuccessful or unpleasant (paragraph 5)
- 8 something surprising or impressive (paragraph 6)

Listening

- 6** 1:46 Industry analyst, Warwick Fender, is speaking about quality in the household electrical goods sector. What products do you think he will talk about? Listen and check.

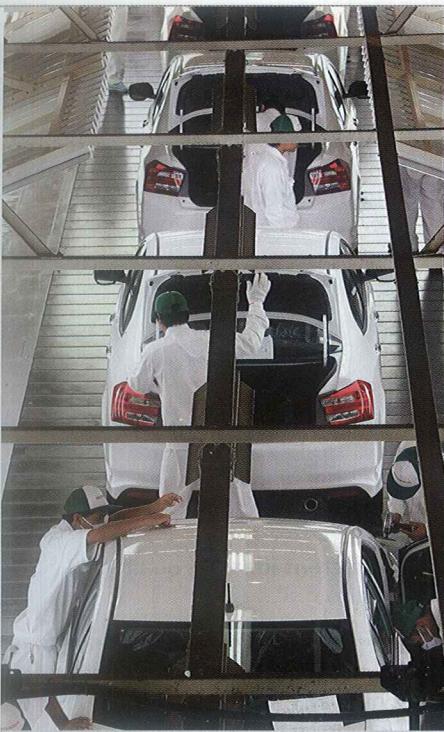
- 7** 1:46 Listen again and complete the sentences.

- 1 The white goods industry has been accused of designing products to last _____.
- 2 Consumers today expect to _____ electrical goods more often.
- 3 Repairing products is expensive due to the cost of _____ and _____.
- 4 Ethical consumers are reassured that it is increasingly possible to _____ products.

Discussion

- 8** In groups look at the products in Exercise 2 and discuss the questions. Then present a summary of your group's ideas to the class.

- 1 Do the products have taken-for-granted quality, or enchanting quality, or both?
- 2 Are any of the products designed with planned obsolescence in mind?



TWO KINDS OF QUALITY

with quality, a concept which can be misunderstood but which is of great importance to success in business. The Japanese actually have two words for quality, and an understanding of each is necessary to compete today.

As I write this, I'm travelling on a plane. The executive sitting next to me has carefully unpacked his Bose® headphones and iPod nano. Both these products have associations

everyone in a company to learn how to think and work differently. Too many senior executives adopt the latest fads as they come and go, without taking the time to learn what these processes are and how they work. They leave the detail of quality to the folks below them: a sure way to have a quality programme fail.

5

At the other extreme, some companies become so quality-process obsessed that quality management techniques cease to be a tool to improve the company's performance and instead become an end in themselves. Statistical analysis should be used for questions for which a company doesn't readily have an answer. Instead, organizations sometimes go through long analytical processes for problems that a little common sense could have solved. And nothing sours an organization on quality faster than meaningless work.

6

That brings us to the second of the two Japanese expressions for quality: *miryokuteki hinshitsu*, which means 'enchanting quality'. This kind of quality appeals not to customer expectations about reliability – that things should do what they're supposed to – but rather to a person's aesthetic sense of beauty and elegance. That's what I think Apple® got right with the iPod and its many offspring. The nano belonging to the man sitting next to me is a marvel, not just of miniaturization, but of rounded edges in a world of sharp corners.

7

And as I put on my own Bose headphones, I realize how much I appreciate being able to retreat to my Zen space amid the rumble of the aircraft engines, rattling serving carts and chattering passengers. If these products didn't work properly when you turned them on, nobody would buy them. They would lack *atarimae hinshitsu*. But with the hungry competitors in most markets today, taken-for-granted quality by itself may not get the job done.

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commitment
craze
end
fake
planned/built-in
obsolescence
roughly
struggle
take for granted



1

Quality remains an elusive target for many Western companies, even though the craze for quality has been around for some twenty years. Yes, progress has been made. In 1980, the average car produced by Ford™ had twice as many product flaws as the average Japanese car. By 1986, the Japanese auto industry lead over Ford had shrunk from 100% to about 20%, as Ford made quality its number one priority. But since that impressive burst of progress, many companies have struggled to keep up on quality, even as the Japanese began building more of their products in the West with local workers.

2

The truth is, the Japanese have an unfair advantage. Japanese culture intrinsically values quality and appreciates the small details. In fact, the Japanese expression for quality is *atarimae hinshitsu*, which can be roughly translated as 'taken-for-granted quality'. What do the Japanese take for granted when it comes to quality? They take for granted that things should work as they are supposed to, and they even see an elegance to things working properly, whether it's cars, subway schedules, traditional flower arranging or the famous tea ceremony.

3

Japanese manufacturers became so obsessed with taken-for-granted quality that they created a stream of innovations that built on the concepts of Ed Deming, the renowned quality management consultant. Their innovations included lean manufacturing, just-in-time industry and design for quality. In today's competitive markets, manufacturers need to make quick progress towards this kind of quality. If they don't, you can take for granted that they will go out of business. This is true even for small, entrepreneurial companies. The ability to create products and services that work is no longer a source of long-term competitive advantage. It has become just the price of admission to most markets. If the stuff your competitors make works better, your customers aren't going to be customers for long.

4

Though much improved, our quality record still isn't what it might be. Here are two traps I've seen a lot of companies fall into on the road to quality. One is faking a commitment. There's no way around it. Whether you're adopting total quality management (TQM), or other quality schemes, these techniques require

3

Quality

- ▶ definitions of quality
- ▶ adjectives relating to quality
- ▶ collocations relating to quality standards

3.2 Vocabulary Quality and standards

Discussion

- 1 In small groups, discuss which of these definitions best defines your idea of quality and why.

1 Quality means delivering products or services to customers faster, better and cheaper.
 2 Quality is the correct application of procedures and standards.
 3 Quality means meeting the customer's needs and expectations.
 4 Quality means that goods are not defective or damaged.
 5 Quality is designing and producing reliable products that do what they're supposed to do.
 6 Quality is in the eye of the beholder.

Reading

- 2 Read the article which describes five stakeholders with different ideas of quality. Match each stakeholder with a definition above.

Quality is in the eye of the stakeholder



If a product or service lacks quality, most people would agree that it is substandard in some way. Perhaps the workmanship is shoddy, the packaging is flimsy or the service unreliable. But defining quality from a business perspective is less simple.

5 The **marketing manager**, who is responsible for evaluating consumer research, market conditions and competitor data, sees quality very much in terms of customer expectations and customer satisfaction.

To the **design engineer**, who designs products or components to tight specifications and strict tolerances, quality has more to do with whether the design is fit for purpose and whether the product or part performs its intended function. Colour changes or deluxe models are secondary considerations.

The **process engineer** employs lean manufacturing techniques to ensure that products are produced with the minimum waste of effort, money, time, space and materials. So quality involves what the Japanese call *kaizen* (continuous improvement), and doing things right first time (RFT).

Internal or external **quality auditors** verify compliance with standards such as ISO 9001. Quality means that recorded procedures are in place, and are being applied and respected. And finally, the **end user**. Whether they want something cheap, heavy-duty or disposable, they won't buy it in the first place if it is scratched, cracked or flawed in any way!

Listening

- 3 1:47–1:49 Listen to three people talking about quality. Decide which type of stakeholder each speaker represents.

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cost-effective
fit for purpose
flawed
flimsy
in the eye of the beholder
machine
shoddy
stakeholder

Word-building

- 4 Complete the sentences with the correct form of the words in brackets. Check your answers in the article in Exercise 2.

- 1 Internal _____ carry out checks every year to ensure ISO standards are maintained. (audit)
- 2 Exacting technical _____ mean that this machine will give many years of service. (specify)
- 3 The components are machined to _____ of less than one millimetre. (tolerate)
- 4 Cheap copies of branded goods are often _____. (standard)
- 5 They changed their provider because the service was _____. (rely)
- 6 Adopting the RFT guidelines has led to an immediate _____ in product quality. (improve)
- 7 Our quality controllers make sure that we reach full _____ with ISO 9001. (comply)
- 8 Reports of strong customer _____ indicate that our production routines are effective. (satisfy)

Internet research

Search for the keywords *W Edwards Deming*. Who was he and what role did he play in the quality movement? Summarize your findings and report back to the class.

Speaking

- 5 Work with a partner. Decide whether these adjectives refer to quality positively (+), negatively (-) or both (+/-). Use a dictionary to help you decide.

cracked *t* disposable durable flawed flimsy fragile
heavy-duty *p* poorly-designed reliable scratched shoddy tough

- 6 Tell your partner about a product you bought that you are either pleased with or dissatisfied with. Use the adjectives in Exercise 5 to explain why.

Collocations

- 7 Match the words 1–10 with a–j to make common collocations relating to quality standards.

- | | |
|--------------|-------------------|
| 1 best | a) requirements |
| 2 customer | b) expectations |
| 3 statutory | c) fault |
| 4 design | d) improvement |
| 5 continuous | e) practice |
| 6 resource | f) objectives |
| 7 industry | g) assurance |
| 8 quality | h) specifications |
| 9 measurable | i) management |
| 10 technical | j) standard |

- 8 Match the collocations in Exercise 7 with the meanings below.

- 1 how the materials, investment or labour to produce a product or service are managed
- 2 a flaw in a product which is due to it being poorly designed
- 3 the qualities that the end user believes the product or service should have
- 4 what the Japanese call *kaizen*, constantly improving the product and process
- 5 the precise guidelines which establish how the product should be built
- 6 the accepted norm in a particular field of business
- 7 defined targets established to measure improvements in quality
- 8 compulsory rules imposed by the government
- 9 the most suitable or efficient way of doing something
- 10 the system put in place to ensure that quality targets are met

Discussion and presentation

- 9 Work in small groups. You are the product development team responsible for developing one of the following products: a disposable plate, a dishwasher, a supermarket bag, a mobile phone, a car tyre or your own idea. Choose a product and define what level of quality you want to achieve. Think about the following points.

- the quality of the final product for the end user
- the quality of the materials you will use
- how long you intend the product to last
- whether you want to have a high or low profit margin
- whether you intend it to be an upmarket or a cheap product

- 10 Take turns to present your product concept to the other groups. Be prepared to answer questions and explain your strategy. Vote for the best product concept.

- ▶ the passive
- ▶ have something done

Refresh your memory

Passive

be + past participle

Will I be met at the airport?

They could have been delayed.

I've just been sacked (by the sales manager).

Passives can be less personal, perhaps to avoid blame.

Will the report be finished on time? instead of Will you finish the report on time?

have something done Expresses an arrangement for a different person to do something for us.

I normally have my suit dry-cleaned every week.

▶ Grammar and practice pages 126–127

3.3 Grammar Passive structures and *have something done*



Passive structures; affirmatives, negatives and modals

1 Work with a partner.

Student A: You are a warehouse manager. The transport company you use has made some mistakes that you are angry about. Use active verbs to complain to **Student B**.

Student B: You are responsible for transport for the warehouse. Deal with **Student A's** complaints and use the passive to avoid taking the blame.

Student A

You've lost one of the cartons!

You delivered the goods two days late!

You damaged one of the machines!

Your trucks are very dirty!

You left one pallet in our loading bay!

Student B – sorry/carton/mislay

I'm very sorry to hear that that one carton was mislaid ...

admit/delivery/slightly/delay

it/should/be/pack/better

they/be/clean/at the moment

it/be/deliver/tomorrow

Now, change roles. **Student B:** You are a warehouse manager. The security company you use has made some mistakes that you are angry about. Use active verbs to complain to **Student A**.

Student A: You are responsible for security at the warehouse. Deal with **Student B's** complaints and use the passive to avoid taking the blame.

Student B

The alarm went off six times last night!

Your security guards don't follow procedures!

They damaged my Mercedes yesterday!

The new cameras don't work properly!

Student A

it/check/at the moment

they/be/train/next week

it/should not/be/park/in the loading bay

strange/they/service/yesterday

Passive questions and modals

2 In small groups, use the prompts to make passive questions about a security camera with a yes/no answer, as in the example. When you have finished, work with a partner. Close your books and try to ask and answer all the questions from memory.

camera/service/recently? Yes, it has./No, it hasn't.

Has the camera been serviced recently? Yes, it has./No, it hasn't.

1 *service/at the moment?* Yes, it is./No, it isn't.

2 *repair/last Tuesday?* Yes, it was./No, it wasn't.

3 *mend/soon?* Yes, it will./No, it won't.

4 *check/recently?* Yes, it has./No, it hasn't.

5 *clean/correctly?* Yes, it had./No, it hadn't.

6 *fix/by Friday?* Yes, it will (have)./No, it won't (have).

7 *use/in the meantime?* Yes, it can./No, it can't.

8 *change/if it can't be repaired?* Yes, it could./No, it couldn't.

faded
fitting
heap
night shift
round-the-clock
skip
stack
take the blame

have something done

- 3** Work with a partner. Your warehouse is in a mess and you have some new customers coming to visit it early tomorrow morning. Read the list of what needs doing and how much it will cost. You have a budget of €300. Decide together what you'll have done and what you'll do yourselves to give your visitors a good impression of the company.

forklift has a flat tyre - repair €35
skip is overflowing with rubbish - pick-up and emptying €80
pallet truck is dirty - cleaning €25
floor markings are faded - repainting €120
pallets are in a heap - stacking €30
boxes are all over the place - clearing up €50
racks are unstable - fixing €180
patch of oil is on the floor - cleaning €20



Listening for detail

- 4** 1:50 Fuelflo manufactures fuel systems for civil and military aircraft. Recently, a customer, Airbridge, complained of a problem with fuel pumps. Listen and match the company departments with the problems.

Logistics	Production	Sales	Stock
-----------	------------	-------	-------

- 1 _____ put the wrong fitting on the pumps.
- 2 _____ didn't give Production enough warning.
- 3 _____ sent two different parts together at the last minute.
- 4 _____ didn't spot the difference.
- 5 _____ decided to reduce stock movements.
- 6 _____ sent a delivery late.

- 5** Rewrite the notes in Exercise 4 using the passive to make the comments sound less personal and less aggressive.

1 *The wrong fitting was put on the pumps.*

- 6** At the end of the meeting, Fuelflo made plans to solve the problem. Rewrite sentences 1–6 using the prompts and the passive or *have something done*.

- 1 In future, we will arrange for the parts to be delivered separately.
In future, we will have _____.
- 2 We will ask Airbridge for earlier warnings of any changes.
Airbridge will _____.
- 3 Birgit will get someone to check the parts.
Birgit will have _____.
- 4 Somebody must brief the Stock Department.
The Stock Department _____.
- 5 We will give Airbridge a discount on their next order.
Airbridge _____.
- 6 An independent auditor will check the procedures.
We will have _____.

Roleplay

- 7** Work with a partner. You both work for a company producing bottled mineral water. Recently, some consumers have complained of a strange taste in a small number of bottles and some have had to be recalled. It is summertime and your bottling plant is working round-the-clock to meet demand.

Student A: You are an internal quality auditor. Your job is to identify and solve the problem by asking tactful questions. Turn to page 115.

Student B: You are the night shift supervisor. Try to avoid taking the blame, using the passive where necessary. Turn to page 117.

- 8** When you have identified the probable cause of contamination, in small groups, define what corrective action should be taken. Compare your solution with another group.

Internet research

Search for the keywords *bottle contamination recall* to discover how some real contamination cases happened and the consequences for the companies involved. Report back to the class.



- ▶ identifying problems and solutions in presentations
- ▶ expressions for signposting
- ▶ presenting a product

3.4 Speaking Delivering presentations

Discussion

1 Work with a partner. Which factors can make or break a presentation? List three 'make' factors and three 'break' factors, using the ideas in the box to help you.

body language ✓
delivery✓ knowledge of the subject
length✓ use of technical jargon✓
visual aids✓



Listening

2 1:51–1:54 Listen to four extracts from presentations. Identify the main problem with each speaker's presentation. Compare your answers with a partner.

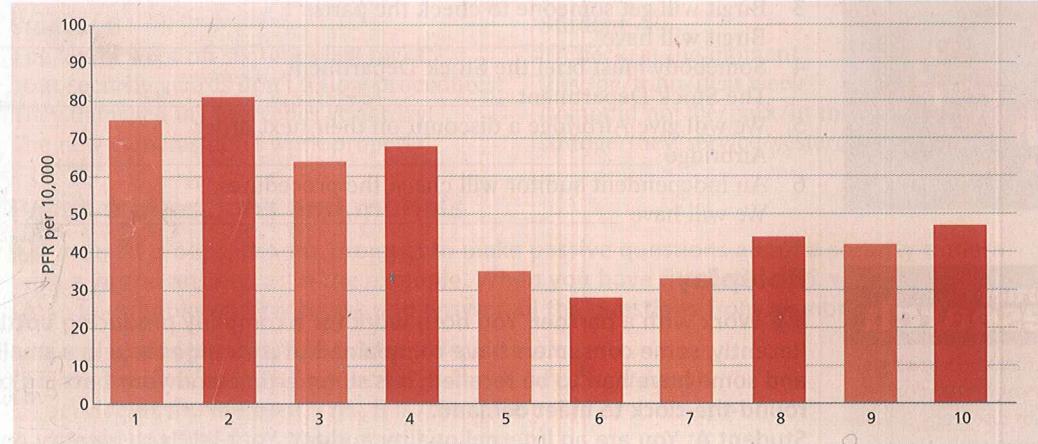
- a) Speed: too fast
- b) Inappropriate pauses
- c) Excessive jargon and acronyms
- d) Long sentences
- e) Incorrect vocabulary
- f) No checking to see if listeners are following
- g) Lack of signposting

3 Match the problems in Exercise 2 with solutions 1–7 below.

- 1 Using the correct word is important. Remember to use collocations and other common word combinations.
- 2 Keep sentences short. Your talk will be easier to follow and carry more impact.
- 3 Take time to check that your audience is following what you say.
- 4 Slow down. Pause. Give the audience time to think about what you are saying.
- 5 Learn and use key expressions to signal to your audience where you are in the talk.
- 6 Think about your listeners. Explain any jargon or acronyms they may not know.
- 7 Pauses in speech ... are like punctuation in writing. Use them ... to give more impact ... to what you are saying.

Predicting and listening

4 Work with a partner. Quality assurance engineer Marc Pinto is presenting the graph below. What do you think it represents? What do you expect he will say about it?



5 1:55 Listen to Marc's presentation and check your predictions.

6 1:55 Listen again and decide how well Marc presents his information. Use the ideas in Exercises 2 and 3 to help you.

Signposting

7 **1:55** With a partner, find suitable words to complete the useful expressions for signposting presentations in the checklist. Then listen again and check your answers.

Useful expressions: Signposting

Referring to graphics

This graph shows the ...
you can see, ...

Digressing

Just to digress a moment ...
By the way ...

Restating/reformulating

In other words, ...
What I mean is ...

Emphasizing

And indeed, that's why ...
I must emphasize that ...

Checking understanding

Is that clear so far?
Does that make sense?

Ending one point

I think that concludes ...
That's all I want to say about ...

Moving on

So, now let's turn to ...
Now, I'd like to switch at ...
Anyway, ...

Glossary PAGE 152

acronym
digress
jargon
make or break
signposting

Presentation

8 You are committee members of your company's sports and social club. You have a budget of £450 to spend on one of the products below. Work in three groups, A, B and C, to prepare a short presentation of your product to persuade the committee to buy it. Use the presentation outline to help you, and prepare one or two slides to illustrate your talk.

Presentation outline

- Technical facts and figures
- Advantages (and disadvantages?)
- Why the product is a better choice than the other two
- Conclusion

A Dishwasher

Water consumption	16 l/load
Energy rating	A
Energy consumption	1.1 kWh
Capacity	12 place settings
Noise rating	45 dB
Price	£334



B Washing machine

Water consumption	55 l/load
Energy rating	B
Energy consumption	1.3 kWh
Capacity	6 kg
Noise rating	52 dB
Price	£295



C Espresso coffee machine

Water consumption	0.4 l/4 cups
Energy rating	A
Energy consumption	1.25 kWh
Capacity	4 cups/minute
Noise rating	n/a
Price	£423



eWorkbook

Now watch the video for this unit.

Internet research

Search for the keywords *presentation signposting* and see how many other expressions you can find. List your five favourites and share them with the class.

9 Take turns to present your product. After each talk, give feedback on clarity and impact using the table on page 121. As a committee, decide which product to buy.

- ▶ level of formality
- ▶ formal and informal expressions
- ▶ writing emails



3.5 Writing Emailing: quality problems

Discussion

1 In small groups, look at the quality problems below and answer these questions.

- 1 How could each problem impact on operations in a company?
- 2 What would you ask a supplier to do to solve the problem?
- A rented photocopier is out of order for the third time in a week
- A new lab-ware washing machine has a major design flaw
- Pallets of goods are often damaged in transit
- A subcontractor has just delivered 5,000 faulty sensors to the car production line

Model

2 Read the three emails on the left and match them with the replies on the right.

1

EMAIL

Dear Ms Luce,

Due to unacceptable scratch marks, our QA Department has had to quarantine 45 of the batch of 100 dashboard modules delivered to the FX8 production line this morning.

As you are aware, if we are forced to stop the production line, the normal penalty clauses will take immediate effect. So, in our mutual interest, I would be grateful if you could give this matter your immediate attention.

Please could you keep me informed of what action you intend to take?

Yours sincerely,
Abdel Bakkar

2

EMAIL

Hi Karl,

You've delivered the wrong pallets again – 75 1200 x 1000mm instead of 1200 x 800! What's up at your end? We'll need them by Monday. Can you see to it?

Keep me posted.

Thanks.
Jessica

3

EMAIL

Dear Mr Schmidt,

I'm writing regarding the water fountain we rent from you. It leaked over the weekend, flooding part of our reception area and staining the carpet in the process. Obviously, this has caused us considerable inconvenience, so could you please act quickly to put things right.

Please let me know what you plan to do.

Yours sincerely,
Amy Brown

a)

EMAIL

Dear Ms Brown,

I'm very sorry about the problems caused by our fountain. We'll replace it immediately. Would tomorrow morning suit you?

Regarding the carpet, I'm sure we can find a solution. We'll arrange to have it cleaned, or replaced if necessary. Please don't hesitate to call me if you wish to discuss the matter and once again my apologies for the inconvenience caused.

Yours sincerely,
Harry Schmidt

b)

EMAIL

Dear Mr Bakkar,

I'm very sorry and somewhat surprised to hear that 45 dashboards were delivered to you with scratch marks. I can assure you that we check each module individually before shipping.

I have checked with our warehouse department and we should be able to deliver replacements by express delivery tomorrow afternoon.

We will, of course, be investigating this issue further to ensure that it does not happen again.

Once again, please accept our sincere apologies for the trouble caused. Please don't hesitate to call me if you wish to discuss the matter.

Sincerely yours,
Marta Luce

c)

EMAIL

Hello Jess,

Sorry about that. We're still having teething problems with our new ERP system. Don't worry. I'll get onto it straight away; you should have the 800s by Friday and I'll have the 1000s picked up.

Sorry to be a nuisance and I'll make sure it doesn't happen again.

All the best,
Karl

Analysis

- 3** Work with a partner. Put the emails in Exercise 2 on the scale below, according to their level of formality. Does the potential impact on business affect the level of formality used?

informal ← → neutral → formal

Glossary PAGE 152

batch
dashboard
ERP
flaw
pallet
stain
teething problems
vial

Language focus

- 4** Find more informal and more formal expressions in the emails in Exercise 2 to complete the table. Compare your answers with a partner.

	More informal	Neutral	More formal
Asking for action	Can you see ...? Do you have ...? I'll let you know ...	Could you please act quickly to ...?	I would be grateful if you could ...
Promising action	I'll do ... I'll get back to you ...	We'll replace it ... We'll arrange to ...	We will ...
Reassuring	Don't worry ... Don't be worried ...	I'm sure we can find a solution.	We are sure to ...
Asking to be contacted/updated	Will you keep me updated ...?	Please let me know what you plan to do.	We would like to keep you updated ...
Apologizing	I'm very sorry about ... I'm really sorry ...	I'm very sorry about ... My apologies for ...	We apologize for ...

Internet research

Search for the keywords *email phrase bank* to find some more key expressions you can use in emails. Choose the five most useful and report back to the class.

Output

- 5** Work in groups of three. Decide who is A, B and C. Together, read the notes below and decide if the situation requires an informal, neutral or formal email. Then, write an email to your supplier to explain the quality problem and request action. Send your emails: A to B, B to C and C to A. Write an appropriate reply to the email you receive.

A

We can't use the latest batch of vials (10,000) delivered last week as some of them are slightly bigger than normal and get stuck in the filling machine. We have enough stock for this week but need replacements by next Monday.

Contact: George Ramos

B

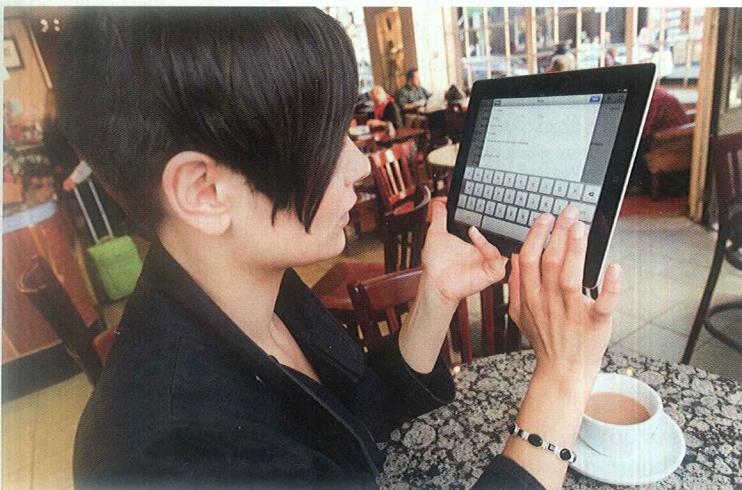
The forklift truck we bought from a new supplier last month has broken down again - this is the third time in the last two weeks. The technician sent to repair it has changed several parts but can't find the real cause. We need a vehicle we can rely on!

Contact: Ciara Leone

C

Our cleaning company has forgotten to put bin liners in the recycling bins. It's not a major issue but we need to send them a quick reminder to do it before the weekend.

Contact: Amanda Simmons

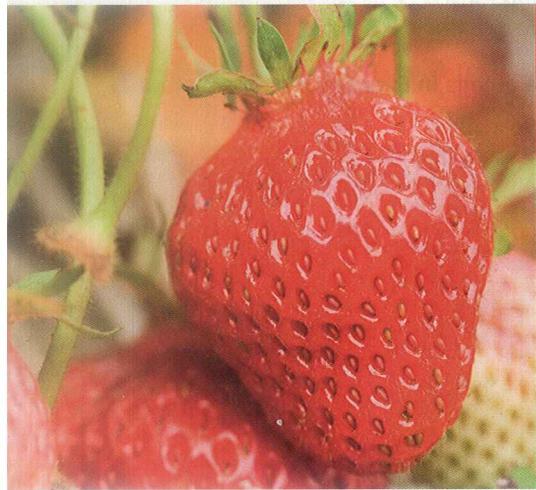


- ▶ quality control
- ▶ presenting recommendations for improving quality

3.6 Case study Zaluski Strawberries

Discussion

- 1 With a partner, decide whether the following facts about strawberries are **T** (true) or **F** (false).



STRAWBERRY FACTS

- 1 Strawberries are rich in Vitamin D and low in fibre.
- 2 They contain no fat, cholesterol or salt.
- 3 Spain is the biggest producer of strawberries in the world.
- 4 The Romans cultivated strawberries as early as 200 BC.
- 5 Strawberries are members of the rose family.
- 6 They are unique, being the only fruit with seeds on the outside.
- 7 In medieval times, strawberries were regarded as an aphrodisiac. A soup made of strawberries and sour cream was traditionally served to newlyweds.
- 8 The word 'strawberry' comes from laying straw under the plants to protect the fruit.
- 9 Unlike many fruits, strawberries do not continue to ripen after harvest.

Reading

- 2 Read the internal email from a supermarket chain with outlets in the Netherlands and Belgium, and the extract from a strawberry cooperative's brochure. Answer the questions.

- 1 What expectations would consumers normally have about the quality of strawberries?
- 2 Why has the quality of incoming strawberries become an issue?
- 3 Why do you think Schuurman and Zaluski may have different views on quality?
- 4 What will Suzanne's next course of action be?

EMAIL

To: Suzanne Van Peeters
From: Hank Batten
Subject: Fresh fruit display improvements

Suzanne,

Refrigerated display cases for soft fresh fruit have now been installed in all our outlets to reduce product losses and extend shelf life. Obviously, the investment will be wasted if we receive substandard fruit in the first place. I'd like you to check on things with all our fresh fruit suppliers: raspberries, strawberries, plums, etc. I'd start with strawberries if I were you (NB Zaluski supply the bulk of ours), because we had a wastage rate of over 12% in the last quarter. And I've told Mr Schuurman that we should be able to get it down significantly.

Counting on you, Suzanne!

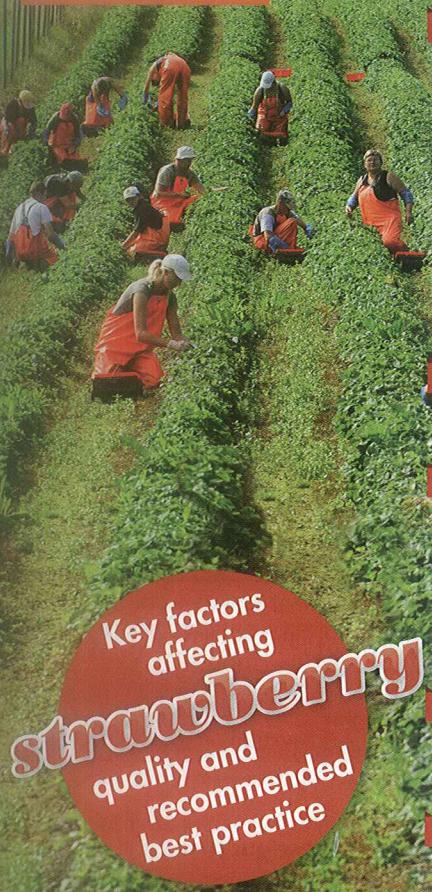
Hank Batten
 Group Quality Director – Schuurman Supermarkets

... **THE ZALUSKI COOPERATIVE**, which represents nearly 50 small producers in the Pakość area, has been packing and distributing strawberries for more than 40 years. Traditional farming techniques, allied with the careful selection of appropriate strawberry varieties, ensure that we produce Polish strawberries of unrivalled quality.

FARMING | 25

Internet research

Search for the keywords *strawberry quality* to discover more about the main factors influencing the quality of strawberries you buy in the shops.



Listening for gist

- 3 1:56 Listen to the telephone conversation between Suzanne Van Peeters, Schuurman's Quality Manager, and Piotr Sieberski, Managing Director of Zaluski Strawberries. What is the purpose of Suzanne's call?

Reading for detail

- 4 Read the information below. Underline the main points Suzanne will need to raise during her audit meeting.

TEMPERATURE

Less than a one-hour delay between harvest and the cooling of berries in the cooler is recommended. This means regular collection of picked fruit and frequent trips to the cooler.

Upon arrival at the cooler, fruit should be cooled to 0–1°C before being placed in the storage room to await packing. Cold storage air temperatures should be monitored and records maintained.

When shipping by road, trucks should be cooled to near 0°C before loading. The refrigeration system must be checked on each load.

The golden rule is Don't break the cold chain. Once strawberries have been cooled after picking, they should be kept cold until 30 minutes before eating.

PACKING

Care should be taken to pack only sound fruit from harvesting trays to punnets. Decaying, damaged or shrivelled fruit should be removed.

HANDLING

Strawberries are very fragile and bruise easily. Careful handling and sorting during harvest is needed.

15 Training and supervision of harvesting teams is critical. Harvesters should be given an incentive to pick with care. Crew supervisors should monitor harvested trays to ensure that only sound fruit are being placed in them. Shallow trays should be used to prevent squashing (no more than 5cm in depth).

RIPENESS

Strawberries do not continue to ripen after harvest and will not increase in sugar content. Riper fruit tends to have a high sugar content and better flavour quality. Pick only ripe fruit, generally pink or red in colour.

CULTIVATION

The use of heavy nitrogen fertilization has been associated with softer fruit and less flavour.

Listening for detail

- 5 1:57 Listen to Suzanne's audit meeting with Piotr Sieberski and Klara Solak, the packing shed supervisor. Complete Suzanne's notes below.

Audit meeting - points to raise

Harvesting procedures

No (1) _____ paid for quality fruit.
Pickers receive little (2) _____.

Transport

Strawberries are placed in trays (3) _____ deep.

Transport to cooler takes (4) _____ hours.

Cooling process

Berries are cooled to (5) _____.
They keep no (6) _____ of storage shed temperatures.

Packing procedures

Packers receive little (7) _____.
No (8) _____ is paid for good packing.

Shipping

The (9) _____ on each truck is not always checked.

Cultivation

The use of nitrogen fertilizers will stop in (10) _____ years.

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bruise
bulk
harvest
shallow
shelf life
sound
tray
wastage

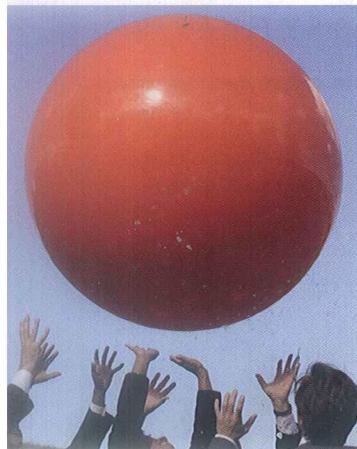
Presentation

- 6 Work in small groups. You are quality consultants to Schuurman Supermarkets. Prepare a presentation of your recommendations for improvements to Zaluski's procedures to ensure top quality strawberries. Make your presentations and hold a class vote for the best one.

4

Feedback

- ▶ team-building strategies
- ▶ project management



4.1 About business The project team

Discussion

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

Project management and team-building quotes

Nothing is impossible for the person who doesn't have to do it.

If you're six months late on a milestone due next week but still believe you can make it, you're a project manager.

There is no 'I' in teamwork.

If you don't know where you're going, any road will take you there.

Getting good players is easy. What's difficult is getting them to play together.

Listening

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

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

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

Project schedule												Year 1				Year 2				Year 3				Year 4			
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D			
Logistics	Feasibility study					Project approval			(2) <i>Land purchase</i>								Resettlement										
Engineering		(1) <i>Geological survey</i>														(3) <i>Excavation</i>								(4) <i>Construction</i>			

Reading

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

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

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

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

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

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

Discussion

- 7** In small groups, discuss the questions.

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

Internet research

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

Weekend retreats and touchy-feely exercises may do more to create bad feeling than build teams. Instead, take some lessons from a winning volleyball coach.

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

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

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

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

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

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

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

SMELLS LIKE TEAM SPIRIT



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

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

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

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

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

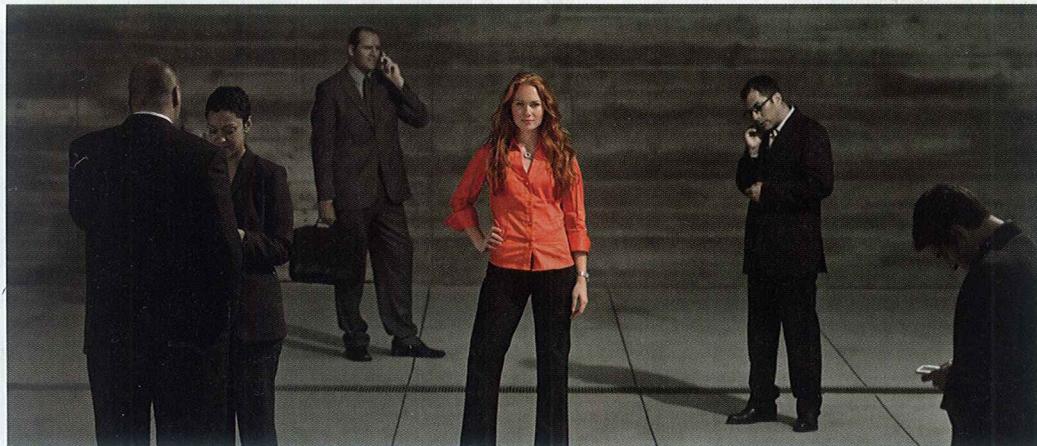
So, learn how to be a great coach. Aspiring business leaders would be a lot better off if they spent less time reading management literature and more time around people like my old coach. The great college coaches may know more about team-building than anyone else in the world. After all, their leadership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

Glossary PAGE 153

accomplish
aspiring
bunch
buy into
milestone
offend
scope
start from scratch

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

4.2 Vocabulary Managing people and projects



Discussion

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

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
the bully	the leader	the maverick	the team player	the workaholic	

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

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

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

Listening

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

Anna maverick Bjorn team player Katia workaholic

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

Expressions

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

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

Internet research

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

Defining words

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

- 1 Sponsor b
- 2 Project manager d
- 3 Project team members e
- 4 End users a
- 5 Key stakeholders c

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

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

- a) truck and car drivers
- b) the Ministry of Transport
- c) a senior engineer in a major civil engineering company 2
- d) a plant hire company, an environmental protection group and villagers living near the proposed route 5
- e) a civil engineer, a surveyor, an environmental engineer and a transport consultant 3

Collocations

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

achieve establish fix meet miss reach set stick to

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

Glossary PAGE 153

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

Discussion

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



- ▶ modals + have + past participle
- ▶ third conditional
- ▶ used to; be/get used to

Refresh your memory

Past modals
Use modal + have + past participle.
We would have hired him but he moved abroad.

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

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

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

Past state or habit
used to + infinitive
We used to work in a smaller office.

Familiarity with a strange or difficult situation
be/get used to + verb + -ing/noun/pronoun
We're getting used to the new management team.

▶ Grammar and practice pages 128–129

4.3 Grammar Regrets, speculation and habits

Past modals

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

There might have been a tornado.

The photo could have been taken in the USA.



Regrets and third conditionals

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

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

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

Fukushima Facts

- ☢ The Fukushima power plant was built on the coast.
- ☢ It was built in a seismic area.
- ☢ The tsunami wave was 14 metres high.
- ☢ The plant was designed to resist a wave of 5.7 metres high.
- ☢ 80,000 people living in a 20 km radius of the plant were evacuated.

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

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

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

Used to, be used to and get used to

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

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

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

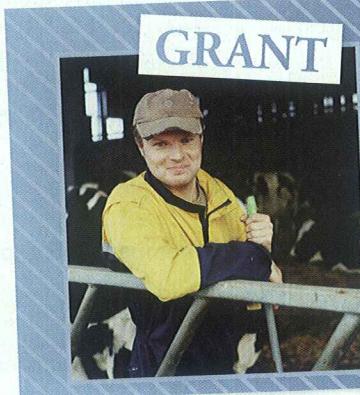
business college housing jobs production school staff transport

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

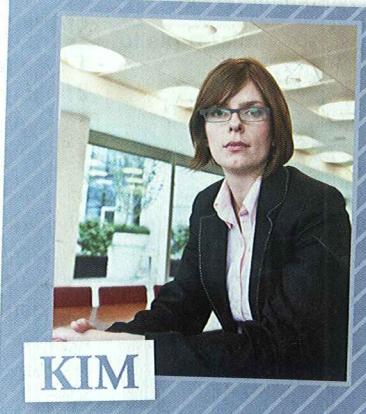
Regrets

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

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



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

**Glossary PAGE 153**

downshift
evacuate
generator
impact
reactor
seismic
turn down

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

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

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

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

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

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

HW a S, G P 123

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

Discussion

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

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

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

Internet research

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

- ▶ procedures for coaching team members
- ▶ expressions for coaching
- ▶ roleplaying an interview

4.4 Speaking Coaching

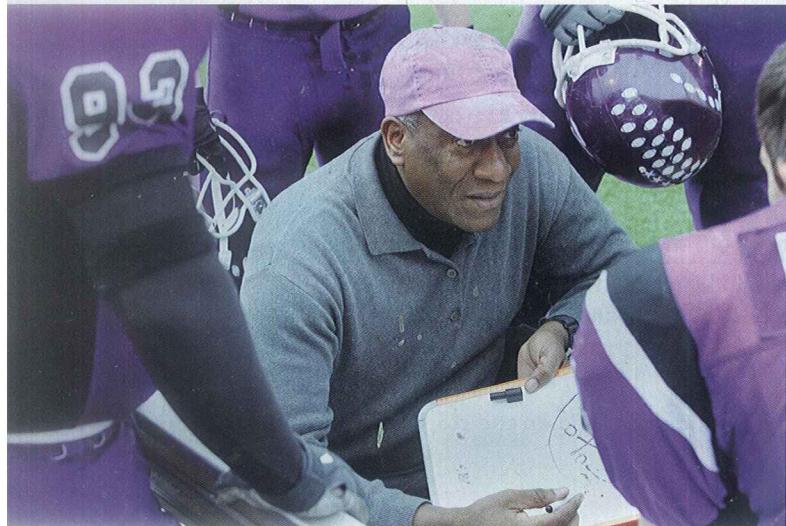
Discussion

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

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

Reading

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



Constructive criticism

1 Make contact

- Set the scene: describe the time, place and situation when the problem occurred.
- Describe the problem and the results.
- State facts, not opinions.

2 Diagnose the problem

- Elicit the causes of the problem (behaviour, method, equipment, organization, etc.).
- Express your opinion.
- Explain the consequences for the organization.

3 Commit to action

- Offer suggestions which recognize the employee's good points but eliminate the faults.
- Invite the employee to make comments.

4 Conclusion

- Set new objectives, stating the methods to be used and a deadline.

Recognizing merit

1 Make contact

- Set the scene: describe the time, place and situation when the employee's performance was exceptional.
- Refer to the work in question.

2 Give praise

- Give a specific example of the facts or results you appreciate.
- Point out the personal qualities which contributed to the employee's success.

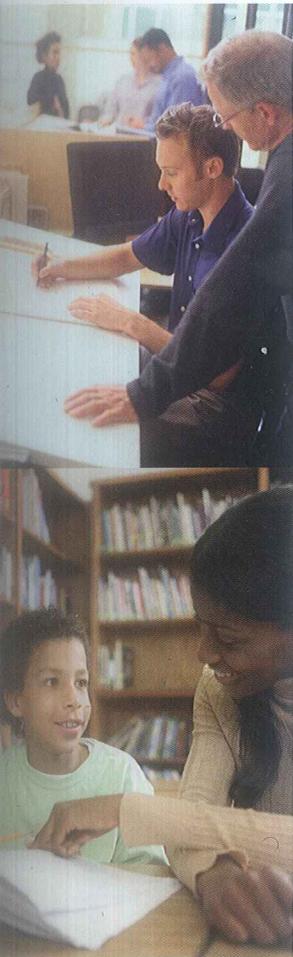
3 Conclusion

- Explain the positive consequences of the employee's behaviour for the company, the department and for you yourself.
- Keep the interview short and avoid discussing other subjects: two or three minutes are usually enough.

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

Internet research

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



Listening

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

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

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

Useful expressions: Coaching

Setting the scene

As you now, the last three weeks have been really busy.

It is there was a problem with ...

Giving praise

to you, everything has gone really smoothly.

I want to say how much I your ...

I'm very for the support you have me personally.

These are qualities the company .

Diagnosing a problem

Can you tell me what ...?

Do you have any ideas why ...?

Committing to action

What do you think we can do to this doesn't happen again?

So if you need help, you will to me, won't you?

Concluding

Let's just what we have agreed.

in a month's time to see how you're getting on.

Rafael, and thank you!

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

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

4.4 Speaking

eWorkbook

Now watch the video for this unit.

Glossary PAGE 154

elicit
mess up
overdo
praise

Roleplay

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

- ▶ paragraph function
- ▶ linking words and expressions
- ▶ writing a report

4.5 Writing Reports

Discussion

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

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

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

- | | | | |
|---------------------------------------|--------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Introduction | <input type="checkbox"/> Conclusions | <input type="checkbox"/> Recommendations | <input type="checkbox"/> Title |
| <input type="checkbox"/> Procedure | <input type="checkbox"/> Findings | <input type="checkbox"/> Executive summary | |

Model

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

Introduction of annual appraisal interviews

- 3 Firstly, Webwide Consulting used a system of anonymous questionnaires to investigate employee attitudes. For instance, some questions related to company image and job satisfaction. In addition, **interviews were held** with all staff.
- 2 The Management Committee decided to engage Webwide Consulting on 11 October to advise on the possible introduction of formal appraisal interviews. **This decision was taken owing to dissatisfaction with the existing system.** This report covers the method by which **information was gathered** and **sets out** a plan for adopting appraisal interviews.
- 4 A survey was carried out by external consultants regarding the possible introduction of formal annual appraisal interviews. Their findings clearly show that most staff and managers are **in favour**. Consequently, it is recommended that a formal system be set up as soon as possible.

5 Three main areas of concern were revealed by the individual interviews.

- Management are seen to lack interest in staff development.
- Employees get little feedback on whether hard work is recognized.
- Employees get no guidance on how to improve poor performance.

6 1 We should put in place a system of annual appraisal interviews within the next two months.

2 Each interview should be 45 minutes in length due to the tight schedule.

5 In conclusion, the survey results clearly show that a more formal approach to appraisal interviews would reduce **staff turnover**, increase motivation and foster team spirit.

Analysis

4 Answer the questions about the report in Exercise 3.

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

Internet research

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

Language focus

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

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

- a) Sequencing
- b) Giving examples
- c) Adding
- d) Expressing cause and result
- e) Summarizing

- 6 Complete the sentences with appropriate linking phrases.

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

Output

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

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

EMAIL

From: Lou Tyler
Subject: Annual appraisal review

Remember when we set up the appraisal scheme last year, we agreed on a review after one year? Well, the review is finished and I attended a meeting on it yesterday. I've left the notes I took on your desk. I don't have much time to do the report so could you do a first draft?

APPRAISAL SCHEME REVIEW

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

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

Title

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

Procedure – How was information gathered?

Findings – What information was gathered?

Conclusions – What conclusions can you draw?

Recommendations – What recommendations can you make?

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

4.6 Case study Trident Overseas

Discussion

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

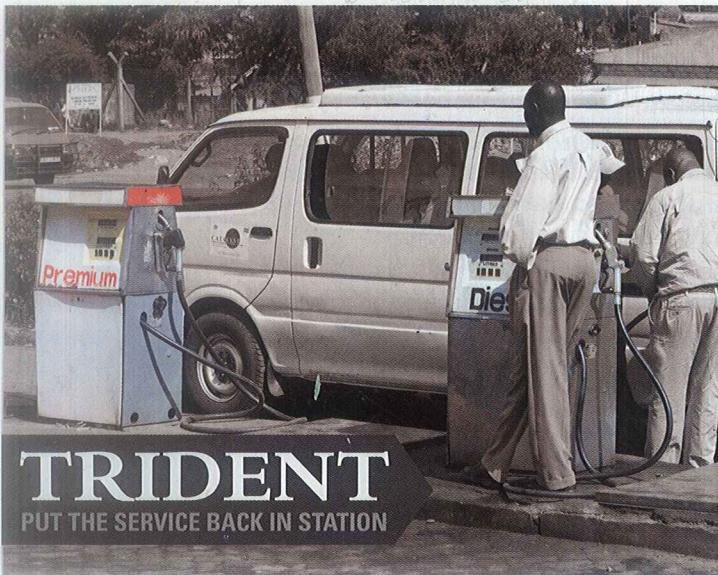
- 1 In your opinion, can the same business methods and ethical standards be applied all over the world? Should they be adapted to local culture?
- 2 What cultural differences might you find? Consider these categories.

management style personal development
productivity recruitment time management

Reading for detail

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

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



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

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



EMAIL

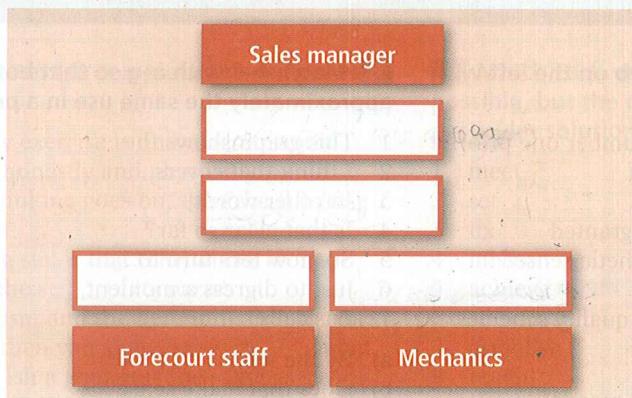
From: John Thorpe

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

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

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

3 Complete the organizational chart for Trident in East Africa.



Glossary PAGE 154

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

Listening

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

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

Abeba, Mechanic

Says they are losing (1) customers as a result of bad morale.

Mr Mbugua sacked some staff in order to hire his (2) best.

Mr Mbugua is Mr Wambugu's (3) boss.

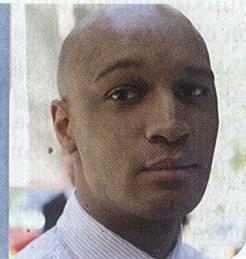


Mr Mbugua, Young Dealer

Would like Abeba to (4) leave.

Has not checked whether Mrs Mohamed agrees with his (5) new policy.

Says that the company gives him no (6) support.



Mrs Mohamed, Sales Rep

Mr Wambugu gives her impossible (7) targets so she has no time to visit dealers.

Mr Mbugua treats (8) new employees very badly.

She tried to (9) stop Mr Mbugua's appointment.

Believes that Mr Wambugu wants her to (10) leave.



Internet research

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

Discussion and roleplay

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

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

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