

Corporate culture

1

► 'We want to understand what works here rather than what worked at any other organisation.'

Laszlo Bock, Google

Unit overview

1.1 ► Workplace culture

Lesson outcome: Learners can use vocabulary related to corporate cultures.

Video: A culture of equal pay

Vocabulary: Elements of corporate culture

Project: Company policy

1.2 ► Employee retention

Lesson outcome: Learners can use the Future Continuous and the Future Perfect Simple to talk about events that are taking place or that have finished at a point in the future.

Reading: Work-life balance schemes

Grammar: Future Continuous and Future Perfect Simple

Speaking: How do you see yourself in the future?

1.3 ► Communication skills: Building relationships

Lesson outcome: Learners are aware of different ways to build relationships and can use a range of phrases for building trust.

Video: Building relationships

Functional language: Building trust

Task: Choosing a candidate

1.4 ► Business skills: Presenting yourself

Lesson outcome: Learners are aware of the different stages of presenting themselves and can use a range of phrases for self-presentation.

Listening: Presenting yourself to a new project team

Functional language: Self-presentation

Task: Presenting yourself to international colleagues

1.5 ► Writing: A company news blog

Lesson outcome: Learners can plan and write an informative company news blog.

Model text: A company news blog

Functional language: Structuring a company news blog

Grammar: Phrases with *be*

Task: Write a blog

Business workshop 1: p.88

Review 1: p.104

Pronunciation: 1.1 Stress in compound nouns
1.2 Auxiliary verbs in future tenses p.114

Grammar reference: p.118

Lesson outcome

Learners can use vocabulary related to corporate cultures.

Lead-in

1 Read the definition and discuss these questions.


- Can you think of attitudes and beliefs that are shared in your culture?
- How would this affect the workplace? Discuss these points:
 - how people feel about hierarchy in companies
 - the way people behave and communicate
 - what people wear
 - how people work together
- What other aspects of work might be affected by culture?

cul-ture /'kʌltʃə/ n [C,U] the attitudes or beliefs that are shared and accepted by a particular group of people or in a particular organisation

VIDEO

2A You are going to watch a programme about a company which feels it is important to treat all employees fairly and equally. Think of all the things the company might do to carry this out.

Well, they could give everyone free lunches or more time off.


B  1.1.1 Watch the video and find out what the company actually did.

3 Watch the video again and answer the questions.

- What exactly was the change that Gravity Payments made in their pay to employees?
- How did this change help Korinne?
- What was Alyssa able to do?
- What did some senior staff do in response to the change and why?
- How did this change directly affect the employees and the quality of their work?
- What positive effect did the publicity about the increase in salaries have on the company?
- What did one of their customers say about the change?
- What did staff do to thank their boss?

4 Work in pairs or small groups. Discuss these questions.

- What are some of the effects that corporate culture can have on the lives of employees?
- How important is a high salary to you? Is it more important than a good working atmosphere?
- What do you think motivates employees? What motivates you personally to work or study hard?
- Do you think other companies should use Gravity Payments as a role model? Why / Why not?

 Teacher's resources: extra activities

Vocabulary Elements of corporate culture

5A Match 1-4 with a-d to make sentences from the video.

- | | |
|--|---|
| 1 We talk about the 'culture' of a company – this might mean its dress code or | a go up to \$70,000 a year. |
| 2 Dan Price announced the company's minimum salary would | b recognised in the new more equal pay structure. |
| 3 We are going to have | c the way in which staff communicate with their managers. |
| 4 They felt their skills and experience were not | d a minimum \$70,000 pay rate for everyone that works here. |

B Work in pairs. Look at the sentences in Exercise 5A again and underline the collocation* in each sentence which refers to corporate culture. What do the collocations mean?

dress code – the type of clothes people are expected to wear

6 Decide if the definitions of the underlined words are correct. Correct the incorrect definitions.

- Company hierarchy refers to staff organised on one level.
- The values of a company are the amount of money the company is worth.
- Organisational behaviour looks at how people in an organisation work together and how this affects the organisation as a whole.
- A good atmosphere in a company means that employees can open the windows when they want to get fresh air.
- A strategy is a plan for achieving an aim.
- Company structure means that the company has a very strict hierarchy.
- The image of a company refers to the TV commercials a company produces.
- An open-plan office is one which does not have walls dividing it into separate rooms.
- Flexibility refers to people or plans that can be changed easily to suit any new situation.


7 Complete the text using the words in the box.


atmosphere code flexibility image pay strategy structure values

Corporate culture is different from company to company but very often it is connected to the ¹ _____ the company has. This affects the company ² _____ as well as the ³ _____ rate. Some companies are more formal and have a specific dress ⁴ _____ while others feel that it's important to have ⁵ _____ in what people can wear. Asking employees for input when developing a(n) ⁶ _____ for the future can make employees feel valued and can help to create a good ⁷ _____. Each company has to decide these issues for itself and they all go together to create the ⁸ _____ the company has both internally and externally.

8A Work in pairs. How important is it to find out about the culture of a company before you begin to work there?

B Choose the elements of corporate culture in Exercises 5A and 6 that are most important for you and put them in order, starting with the most important. Then discuss your list with a partner.

 Teacher's resources: extra activities

 page 114 See Pronunciation bank: Stress in compound nouns

PROJECT: Company policy

9A Work in small groups. Discuss these questions.

- Which values and/or company practices do you think cause most problems in companies in your country? Explain why and give examples where possible.
- Have you had personal experience of this yourself? If so, give examples.

B Work in pairs and decide on a fictional company in which you work. Choose three of the problem areas in Exercise 9A and decide what your company policy is on each. Prepare a 'mini welcome' for new employees. Include explanations about why your company has these policies.

C Regroup with someone from another pair. Roleplay your two different 'mini welcomes'. Take turns to be the employee who explains company policy and the new employee who listens and asks questions.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can use the Future Continuous and the Future Perfect Simple to talk about events that are taking place or that have finished at a point in the future.

Lead-in 1 Match the words and phrases in the box with the definitions.

diverse work menial tasks promotion sabbatical work-life balance

- 1 work which needs little skill
- 2 a fixed period of time when someone takes an agreed break from their job
- 3 the fact of getting a better paid, more responsible job
- 4 a situation in which you are able to give the right amount of time and effort to your work and to your personal life outside work
- 5 jobs that are very different from each other

2 Work in pairs or small groups. Discuss the terms in Exercise 1 and what you think their effect might be on employee retention.

Reading 3 Read the article quickly. What details does it mention about the terms in Exercise 1? What other ideas for employee retention does the article mention?

The text says work-life balance efforts could make young employees' lives better.

4 Read the article again and decide if these sentences are true (T) or false (F).

- 1 All bankers at Morgan Stanley are given month-long paid sabbaticals.
- 2 JP Morgan expects its employees to dress formally for work.
- 3 People outside the banking world think that not working Friday nights or having two free hours every week are very important for employees.
- 4 Goldman Sachs has a specific strategy to keep their junior bankers.
- 5 Millennials do not put salary first when looking for a job.
- 6 Employees need to believe that they have a future in a company to support it.

T Teacher's resources: extra activities

FT

Investment banks' work-life balance schemes will pay off



Morgan Stanley has started extending its month-long paid sabbatical scheme to include some of its junior bankers. Credit Suisse is now encouraging all European employees to take Friday night and Saturday morning off. Swiss rival UBS tells employees to keep two hours a week for personal business. And JP Morgan

has told employees to take every weekend off unless they are working on a 'live deal' and has relaxed its dress code to business casual. Non-bankers may think these work-life balance efforts (Friday nights off? two hours a week?) are not important, but they may truly improve the lives of many young Wall Street and City employees.

The banks are also taking specific steps to improve retention at a time when other companies have been stealing some of their young stars. Goldman Sachs was the first to implement a junior banker retention initiative that included quicker promotions, fewer menial tasks and more diverse work. Royal Bank of Scotland and Barclays soon followed. By the time they have been there a

few months, Morgan Stanley will have told top first-year analysts that they have a bright future at the bank.

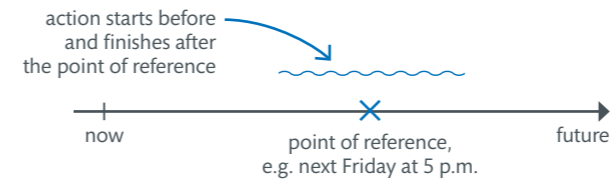
These retention efforts make sense when looking at the recent survey of millennials in 25 countries by Manpower Group. It found that 21- to 36-year-olds prioritise job security above everything except money when choosing their employers. Before the financial crisis, Wall Street could use huge bonuses to keep its young employees. Now the banks have to find other ways to do this. Humane working environments and proper career development are a good way to start.

Hopefully, within a few years these new initiatives will have made a real difference. The best way to get staff members to care whether their employer will be doing business in the future is to convince them that they will be working there when it happens.

Grammar Future Continuous and Future Perfect Simple

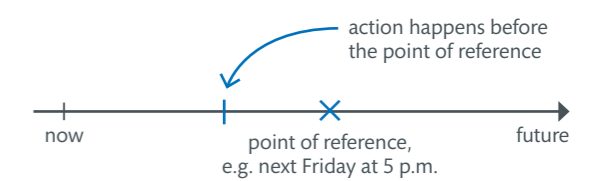
5A Look at the underlined verb forms in the article and match them with the definitions of the Future Continuous and Future Perfect Simple.

1 We use the **Future Continuous** to talk about an event that will be taking place at a particular moment in the future.



Next Friday I will be finishing the report.

2 We use the **Future Perfect Simple** to talk about events in the future which will be finished by a certain time.



By next Friday I will have finished the report.

B What information can you find near the underlined verb forms in the article that tells you when each action will take place?

By the time they have been there a few months, Morgan Stanley will have told top first-year analysts that they have a bright future at the bank.

C How are the Future Continuous and the Future Perfect Simple formed?

The Future Continuous is formed with ¹ _____ + ² _____ + ³ _____ participle.

The Future Perfect Simple is formed with ⁴ _____ + ⁵ _____ + ⁶ _____ participle.

→ **page 118** See Grammar reference: Future Continuous and Future Perfect Simple

6 Complete the sentences with the Future Continuous or Future Perfect Simple forms of the verbs in the box. Consider if they will be in progress or will be finished.

change do improve promote rest take

- 1 In April he _____ a month-long paid sabbatical.
- 2 My company has just announced that it _____ office to open-plan set-up over the weekend. It's a shame, I really liked my quiet office.
- 3 I'm glad the weekend is here. By next Monday I _____ and should have the energy for a very busy week.
- 4 By the middle of the next decade, investment banks _____ the working conditions of their employees a great deal and should see better rates of employee retention.
- 5 There is a lot of discussion about what companies _____ in the future to keep their employees motivated.
- 6 Our boss said that by the end of the year they _____ a number of junior staff to more senior positions.

T Teacher's resources: extra activities

→ **page 114** See Pronunciation bank: Auxiliary verbs in the Future Continuous and Future Simple

Speaking 7A Complete the questions with the Future Continuous or Future Perfect Simple forms of the verbs in brackets.

- 1 What kind of job _____ (you / look for) in the future? Do you think this is going to be an exciting field?
- 2 By the end of the year what _____ (you / finish)? Is there anything _____ (you / not finish)?
- 3 What do you think _____ (you / do) ten years from now?
- 4 By the time you have worked for five (more) years, what position _____ (you / reach)? And in ten years?

B In pairs or small groups, ask and answer the questions in Exercise 7A.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Self-assessment

Lesson outcome

Learners are aware of different ways to build relationships and can use a range of phrases for building trust.

Lead-in 1 In pairs, read the comments from two professionals and discuss the questions.

- 1 Think of one potential advantage and disadvantage of each style.
- 2 How important do you think building trust is at work? Why?

'I trust people fast. I like to be open with people from the beginning and share information. I think focusing on common objectives also helps to build trust quickly and makes a team more efficient.'

'I don't really focus on trust at the start. I focus on getting my own job done. Relationships and trust building comes later after people prove they're competent and can deliver what the team needs.'

VIDEO 2 1.3.1 EN-Tek and Go Global have entered into a partnership. Watch the video. What are Sanjit's three concerns about working with Go Global?



Go to MyEnglishLab for extra video activities.

3A In small groups, discuss which is the best communication style (Option A or B) for Sanjit to use in the meeting with Go Global. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Focus on building trust and collaboration: Be open and ask questions to explore others' ideas. State clearly your respect for others' skills and commitment. Focus on positives and joint opportunity.

Option B – Focus on task completion and your own objectives: Explain your objectives. Ask questions to explore possible problems to completing the task.

B Watch the videos in the sequence the class has decided, and answer the questions for each video.

- Option A** 1.3.2
- 1 Which two topics does Claudio say are important to discuss?
 - 2 Where do Go Global want to set up production?
 - 3 According to Emma what are the major issues?
 - 4 How does Sanjit remain open to others' ideas, stay positive about the working relationship and show respect for others' commitment?

- Option B** 1.3.3
- 1 At the beginning of the meeting, what does Sanjit say he needs to know?
 - 2 Why aren't the distribution partners good enough according to Emma?
 - 3 How does Sanjit challenge Emma about her analysis of the situation?
 - 4 How do we know Claudio understands and supports Sanjit's objective to go with local people?

4 In pairs, discuss which approach you think was most effective in establishing a positive working relationship based on trust. Why?

5 1.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection 6 Think about the following questions. Then discuss your answers with a partner.

- 1 Which of the two relationship building styles in Exercise 3 do you prefer? Why?
- 2 In which situations might you use your non-preferred style? Why?

Functional language Building trust

7A Look at the strategies in the table for building trust with people you work with. Then complete the table with these phrases from the video.

- | | |
|--|--|
| a Could we help you [with that]? | d One way to solve this is [just] to [send our analyst]. |
| b We both want to [go forward with this]. | e To be honest, I feel [a little] worried [about your proposal]. |
| c I like your suggestion to [get more data]. | f I understand what you're saying about [distributors]. |

Focus on common objectives	Let's wait until we [have the detailed quality report] and decide together [next week]. 1 _____
Share ideas	Can I suggest that [I give an update on ...]? 2 _____
Be open about thoughts and feelings	Frankly, I'm concerned that ... 3 _____
Show empathy	I can see you're [concerned about ...]. 4 _____
Offer support	Would it be [useful] for me to ... ? 5 _____
Show trust in others	Based on [your experience], how do you think we can ... ? 6 _____

B In your experience, what else can you say or do which can help to build trust with other people?

8 Complete the dialogue between an IT manager (Maria) and an external consultant (Ralf) using phrases a-f from Exercise 7A.

M: With these project delays, I don't see how we can possibly finish things on time.

R: I'm still very confident.

M: And, ¹ _____ rising costs. We're currently 20 percent over budget.

R: ² _____ costs. This is a concern.

M: Exactly. And I really don't see what we can do about it.

R: OK, look. ³ _____ reduce the time we're spending on testing.

M: Yes, ⁴ _____ reduce your time. But you need to test as you develop things.

R: That's true. ⁵ _____ develop a software which works. But testing is expensive.

M: ⁶ _____ with the testing? Some of our people could pick this up quickly.

R: That could work. We reduce costs, keep testing quality, and deliver on our promise.

M: OK, let's try this idea. Thanks, Ralf. I knew you'd come up with something.

Teacher's resources: extra activities

9A Work in pairs. You work at the same company and are meeting to decide which of two candidates (Alice Andrews or Mike Preston) will lead on a new project. Read your role cards and prepare for the meeting. Remember the categories from Exercise 7A.

Student A: Read the role card on page 000.

Student B: Read the role card on page 000.

B Hold your meetings and try to arrive at a decision.

C At the end, discuss how you could improve the communication.

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners are aware of the different stages of presenting themselves and can use a range of phrases for self-presentation.

- Lead-in 1** Work in pairs. Read the blog about presenting yourself. Which idea in each section do you think is the most important? Why? Add your own ideas to the list of things to do when presenting yourself.

8 TIPS for presenting yourself to make an impact

First meetings with international colleagues give you the opportunity to present yourself formally and informally. Presenting yourself effectively can help you build long-term positive relationships.

STEP 1: Be proactive during informal personal introductions before a team meeting

- 1 Approach people proactively and enthusiastically, and present useful information about yourself.
- 2 Ask questions to show you are open and curious.
- 3 Find common points to build the relationship between yourself and others.

STEP 2: Build trust during the formal round of personal presentations to the team

- 4 Volunteer to begin the round of personal introductions to create a positive mood in the room.
- 5 Build trust in yourself by giving details about your role, expertise and experience.
- 6 Show commitment and say something positive about working with the people in the room in the future.

STEP 3: Close positively after the team meeting

- 7 Clearly show interest in what people have said during your first meeting with them.
- 8 Say goodbye to everyone. Offer support and express positive feelings about meeting again in the future.



Listening 2A ▶ 1.01 Listen to Sue Jacobs as she introduces herself to two new colleagues, Angela and Martin, just before a meeting for their new project team. Answer the questions.

- 1 Where does Sue say she works?
- 2 Which questions does she ask?
- 3 What does Sue discover that all three have in common?
- 4 How does she end the conversation?

B ▶ 1.02 Now listen as Sue and her two colleagues present themselves formally during the meeting. What does each speaker say about the three topics below? Which personal presentation do you prefer, and why?

- responsibility and experience
- main area of expertise
- thoughts about the project

C ▶ 1.03 Listen as Sue says goodbye to her new colleagues and answer the questions.

- 1 What does Sue want Angela to send her?
- 2 What does she offer to do for Martin?
- 3 How does Sue end the conversation?

D Work in pairs and discuss the questions.

- 1 How well do you think Sue presented herself across the whole event? Why?
- 2 Which of the blog tips do you think she used?
- 3 In your experience, how effective will her presentation style be in different cultural contexts? Why?

Functional language Self-presentation**3A** Look at these phrases used by Sue in Exercise 2. Match each phrase (a–j) with one of the tips in Exercise 1.

- | | |
|---|--|
| a I really liked what you said about [your approach to projects in Portugal]. | f If you need any help with [tickets for the theatre ...], just let me know. |
| b I'm happy to start [the introductions]. | g So do you [both] work [in local finance teams]? |
| c I'm [Sue], from the [London] office. | h I know what you mean! |
| d Oh really? Me, too. | i I joined [Hansens] at the beginning of last year. |
| e My current job is [Head of Financial Controlling in the UK]. | j I'm really delighted to [be part of this team]. |

B Use phrases a–h to complete the personal presentation below.

- | | |
|----------------------------------|---|
| a the job is quite stressful | e I'm based in |
| b if you need my help in any way | f I used to work on |
| c the main task was | g it's going to be great working with you again |
| d I'm proud to be involved | h I'm now responsible for implementing |

So, my name's Mike Foley and ¹_____ the New York office. I've been with the company now for around five years. I've always worked in IT. In the past, ²_____ the service desk, that was my first job, mainly just for our U.S. operations. ³_____ troubleshooting some of the more complex issues. Since last year, I've been working far more internationally, mainly on projects, as ⁴_____ new software solutions at Group level. What else? OK, I have to

travel quite a bit; probably 30 percent of my time is on the road to the USA, Canada and Latin American locations. I really enjoy it, but ⁵_____ at times. I have to say, I'm really excited to be working on this project. I know a couple of you, and ⁶_____. I guess we all understand that this is a really important project for the company, and ⁷_____. Just finally, ⁸_____, don't hesitate to ask. I'm here to collaborate. Thank you.

T Teacher's resources: extra activities

C Prepare a similar introduction about yourself to a new project team using the phrases in Exercises 3A and B.**4A** Work in small groups and read the information. Then choose an industry for your company.**TASK****Professional context**

You work for a leading company in your industry. You are at the company headquarters for a meeting to kick off a large innovation project. The project aims to bring staff from different levels and countries of the organisation together to brainstorm new product ideas.

B Prepare a professional identity for yourself using the template on page 000 and think about how you will present yourself to your group.**C** Go back to your groups and roleplay the three stages of presenting yourself.

Step 1: Meet and present yourself informally to the people in your project team before the meeting.

Step 2: Present yourself formally to the team during the meeting.

Step 3: Say goodbye to your team members at the end of the meeting.

D At the end, vote for who gave the most inspirational personal presentation.**Self-assessment**

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can plan and write an informative company news blog.

Lead-in 1 Read the blog about a company sabbatical policy. Find the extra word in each line.**Two months in the Caribbean?**by Sarah Deeks,
HR manager

- 1 Want time off from the work? Then you are sure to be delighted by our new initiative. We are
 2 offering you the chance to have a 2-month sabbatical, returning back to your current position,
 3 if you have worked with us for more than five years. Full salary is to be paid during which
 4 the sabbatical providing for you do volunteer work or visit a country you have not been to
 5 before. Staff who want to participate are expected to return to work and stay for at the least
 6 six months. The HR team can talk to you through your sabbatical plan by offering advice,
 7 answering your questions and preparing with a structured, pre-planned re-entry process
 8 for your return. Although that it is exciting to be offered a sabbatical, you are likely to
 9 have concerns about time away from work so don't be hesitate to contact us or click on
 10 the link to find out if more about this exciting new programme.

Functional language 2A Complete the table using words from the blog.

Title/Introducing	Informing	Concluding
Two months in the Caribbean?	We are offering you the 3 _____ to ...	Although this is exciting, you are likely to have concerns ...
Want time 1 _____ from work?	Full 4 _____ is to be paid if you ...	Don't 6 _____ to contact us ...
Staff are sure to be 2 _____ to learn that ...	The HR team can help by 5 _____ a structured re-entry process.	Click on the 7 _____ to find out more about ...

B Write these phrases in the correct place in the table in Exercise 2A.

Great news! We would welcome any comments you might have about ...
 New opportunity for all staff! Let us know if you wish to participate.
 The changes come into place next month. The company is happy to announce that ...
 If you are interested, please contact ... We are opening our new office in Ecuador.
 Why not take advantage of an exciting new scheme?

T Teacher's resources:
extra activities**L** The blog contains examples
of phrases with *be*. Go to
MyEnglishLab for optional
grammar work.→ page 118 See Grammar reference: Phrases with *be*.**TASK**

- 3A** Work in pairs. Turn to page 000, look at the spidergram and decide where the information should go in a blog. Think about how to introduce, inform and conclude effectively.
- B** Now write the blog in about 200 words.
- C** Exchange blogs with your partner. How different were they? Having read your partner's blog, how could you improve yours?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
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