MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
«IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE»

BUSINESS COMMUNICATION FOR 3RD-YEAR STUDENTS

CONVERSATIONAL PRACTICE FOR THE 5th SEMESTER

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Igor Sikorsky Kyiv Polytechnic Institute
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The Study Electronic Book
BUSINESS COMMUNICATION FOR 3RD-YEAR STUDENTS
CONVERSATIONAL PRACTICE FOR THE 5th SEMESTER

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ABSTRACT. The study e-book «Business communication for 3rd-year students» was created for self-preparation of the students of the Faculty of Management and Marketing and improvement of communication skills in the discipline "English for professional purposes". As a result of studying the course, students get the opportunity to read and analyze authentic texts; understand oral presentations followed by discussion within a specific topic; to prepare a public presentation of the course and diploma projects in a foreign language; to communicate orally on the various professionally-oriented topics. The main task of the e-book is to improve the quality of students' practical skills in English for further effective business communication in the field of management and marketing.

CONTENTS

ПЕРЕДМОВА

Навчальний посібник «Business communication for 3ʳᵈ-year students» орієнтований на самостійну підготовку студентів 3 курсу Факультету менеджменту та маркетингу індивідуально та в групах без участі викладача до розвитку комунікативних навичок і вмінь з дисципліни **«Іноземна мова професійного спрямування»**. В умовах швидкого науково-технічного прогресу, комп'ютеризації та активної участі у міжнародній співпраці важливе значення набувають практичні знання та вміння підтримувати комунікацію іноземною мовою. Вивчення іноземних мов є невід'ємною складовою для формування фахівця з вищою освітою, що допомагає розвивати пізнавальну та інтелектуальну діяльність, розширює обсяг інформації, отриманої в процесі роботи з іноземними джерелами. У процесі навчання створюється можливість вирішувати загальноосвітні завдання, набувати навички та досвід самоосвіти. На основі кваліфікаційних характеристик випускника та у зв'язку з Болонською угодою визначається мета викладання іноземних мов з урахуванням потреб фахівця – набути практичні знання з іноземної мови як засобу усного та письмового спілкування у професійній діяльності.

Розподіл етапів навчання

Курс викладання іноземних мов у вищій школі поділяється на взаємозалежні етапи:

- формування іншомовної компетентності у читанні, що включає вміння читати оригінальні тексти відповідно до профілю майбутньої спеціальності студента для отримання та використання наявної інформації;

- формування іншомовної компетентності у говорінні, що включає поглиблення та розкриття практичних знань усної мови спілкування.

В результаті вивчення повного курсу іноземної мови студенти отримують можливість:

- читати тексти з різними цілями, наприклад, огляд, ознайомлення та поглиблене читання, що має на меті допомогти знайти інформацію для прийняття самостійного професійно значимого рішення;

- робити переклади, писати анотації та тези до наукових статей, складати повідомлення та доповіді;

- підготувати захист курсових та дипломних проектів іноземною мовою (для студентів просунутих мовних груп);

- говорити усно у формі монологів, діалогів, повідомлень на основі першоджерел, приймати участь у дискусіях типових для професійних ситуацій.

На всіх етапах навчання навички читання та мовлення служать метою і засобом навчання.

Іноземна мова належить до гуманітарних наук, але викладання іноземної мови в університеті тісно пов'язане з іншими дисциплінами в навчальній програмі. Починаючи з другого курсу, студенти всіх спеціальностей вивчають іноземну мову на основі підручників професійної спрямованості. Це означає, що головним завданням посібнику є якісне вдосконалення практичних навичок та вмінь студентів з англійської мови в рамках професійної орієнтації. Навчальний посібник допоможе оволодіти відповідною лексикою в сфері менеджменту та маркетингу, а також розвинути базові навички іншомовного спілкування для подальшої професійної діяльності.

PREFACE

The study e-book «Business communication for 3rd year students» is focused on independent preparation of 3rd-year students of the Faculty of Management and Marketing, individually and in groups without the participation of teacher, for the development of communication skills in the discipline **«English for professional purposes»**. In the conditions of rapid scientific and technological progress, computerization, and active participation in international cooperation, practical knowledge of a foreign language becomes important. Learning foreign languages is an integral part of the formation of a specialist at tertiary level, which helps to develop cognitive and intellectual activity, expands the amount of information obtained in the process of working with foreign sources. In the course of training there is an opportunity to solve general educational tasks, acquire skills and experience of self-education. Based on the qualification characteristics of the graduate and considering the Bologna Agreement, the purpose of teaching foreign languages is determined by the needs of the specialist – to form practical knowledge of a foreign language as a mean of oral and written communication in professional activities.

Distribution of stages of training

The course of teaching foreign languages in higher education is divided into stages, which are interdependent parts of the course.

Tasks in the field of professionally-oriented communication in the form of reading and speaking to achieve the goal of learning include:

- formation of the ability to read original texts considering the future specialty of the student to obtain and use available information;

- deepening and disclosure of practical knowledge of oral language.

As a result of studying a full foreign language course, students get the opportunity to:

- read texts for various purposes, such as review, familiarization and in-depth reading, which aims to help find information for making an independent professionally significant decision;

- make translations, write annotations and abstracts to scientific articles, compose reports;

- prepare the defense of course and diploma projects in a foreign language (for students of advanced language groups);

- communicate orally in the form of monologues, dialogues, messages based on primary sources, to participate in discussions typical for professional situations.

At all stages of learning, reading and speaking skills serve as a goal of studying.

A foreign language belongs to the humanities, but teaching it at university is closely related to other disciplines in the curriculum. Starting from the second year, students of all specialties study a foreign language on the basis of professional textbooks. This means that the main task of the workshop is to qualitatively improve the practical skills of students in English in the framework of professional orientation. The study e-book will help to master the relevant vocabulary in the field of management and marketing, as well as to develop basic skills of foreign language communication for further professional activity.

MODULE 1	CULTURAL DIFFERENCES IN BUSINESS	
Plan:	**Part 1**	
	Warming-up: Speaking • Cultural test: what do different gestures mean in different countries? **Main part: Speaking-Listening-Vocabulary activation** **Task 1.** Portraits of managers in different countries. **Task 2.** Examples of cultural differences in business – video discussion.	**Duration**: 60 min
	5 min –break	
	Part 2	
	Task 3. Etymology quiz: interesting words in English, which are not English. **Task 4.** What do you know about dress code in different cultures? **Project work: Competition** • Cultural test.	**Duration**: 60 min
Aims:	To see what knowledge about cultural differences students have. To learn and use the vocabulary connected with cultural differences in business. To learn how to use non-verbal communication effectively.	
Acquired skills	Knowledge of the cultural differences to prevent misunderstanding and thus create mutually beneficial business relationships. Practical skills of non-verbal communication. Identifying mechanisms that reduce the apparent risks in business with other cultures.	

MODULE 1. CULTURAL DIFFERENCES IN BUSINESS

Warming-up: Speaking. Cultural test: what do different gestures mean in different countries?

Look at the picture below and say what do the gestures from the picture mean in your country. Then read information below about what these gestures mean in different countries and discuss them with the partner.

A   B   C   D   E   F

G   H   I   J

K   L   M   N
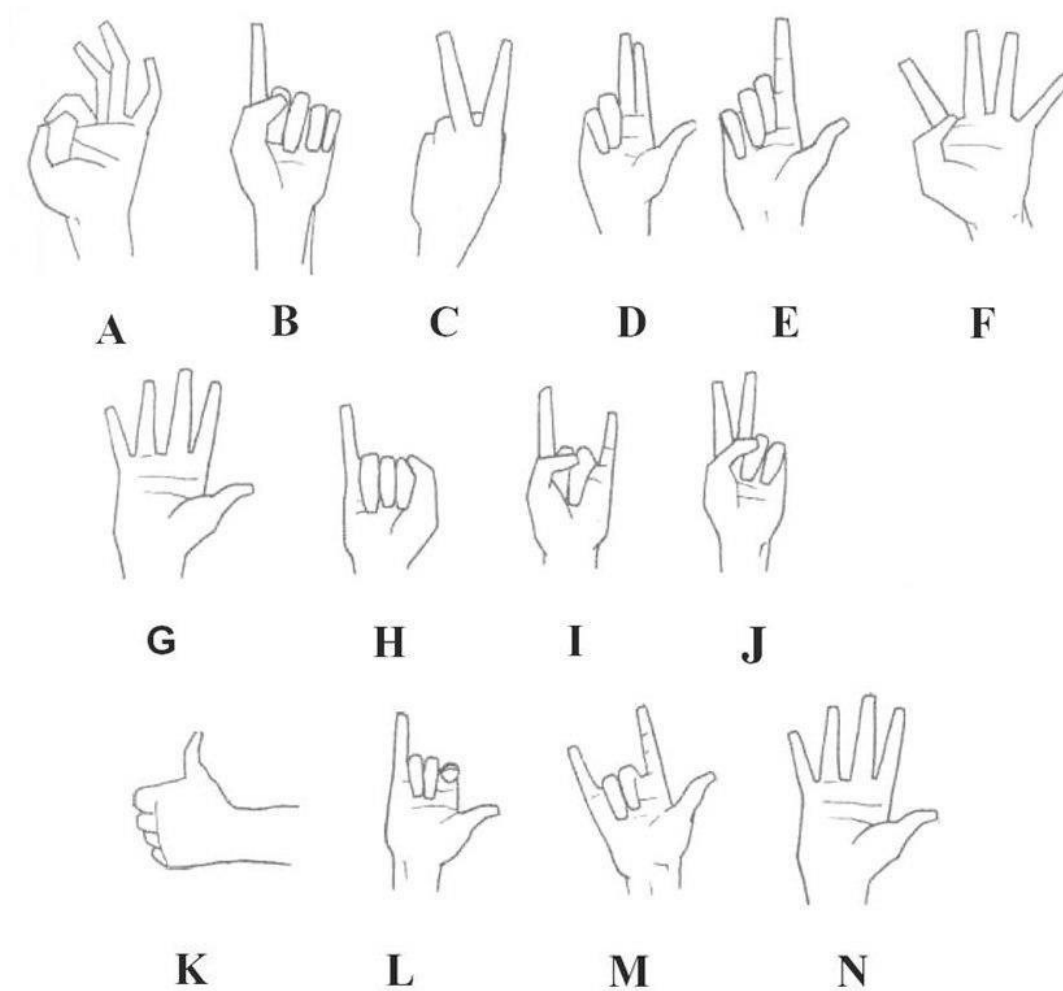
A Europe and North America: OK

Tunisia, France, Belgium: zero; worthless

Japan: money; coins

B. Western countries: one; excuse me!; As God is my witness; No! (to children).

C. USA: two

Germany: victory

France: peace

Ancient Rome: Julius Caesar ordering five beers

D. Europe: three

 Catholic countries: a blessing

E. Europe: two

Britain, Australia, New Zealand: one

USA: Waiter!

F. Western countries: four

G. Western countries: number 5

Everywhere: Stop!

H. Bali: bad

Japan: woman

South America: thin

France: You can't fool me!

I. Malta and Italy: protection against the Evil Eye (when pointed)

South America: protection against bad luck (when rotated)

J. Greece: Go to Hell!

The West: two

K. Europe: one

Widespread: hitchhike; good; OK

Japan: man; five

L. Holland: Do you want a drink?

M. USA: I love you

N. The West: ten; I surrender

Widespread: I'm telling the truth.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Portraits of managers in different countries.

Read the description of managers from different counties (A-F) and decide which country each one corresponds to. Discuss possible variants with the partner.

Germany, Sweden, Poland, the United Kingdom, the United States, Japan

A	B
Try to do all possible to contribute to the public's well-being.	Professional and technical skills are very important for them.
They are fair and honest in all the business dealings.	Have a strong sense of authority.
Base their teamwork on mutual trust and respect.	Respect the different positions in the hierarchy of their companies.
Constantly strive to improve the corporate and personal performances.	Clearly define how jobs should be done.
Always respect the rights and needs of others.	They are very loyal to their companies and expect their subordinates to obey them.
They are very grateful for all the blessings they have received.	They are often older than in other countries.
C	**D**
Consider social qualities to be very important.	Usually receive a general education.
Pay huge attention to the quality of working environment.	Try to delegate authority.
Do not use as much authority as in other countries.	Prefer a practical approach to management.
	Do not have very formal relationships at work.

Appreciate a low-level decision making. They are often women.	Try to make their employees work individually. It is important for them to continue education and training at work.
E	**F**
Usually, attend business schools. Prefer to communicate informally at work. Admire the qualities of a leader. Very often they have competitive and aggressive attitudes to work. They are open to innovation and changes.	They usually have experience in state-owned companies. Senior managers quite often have technical degrees rather than business qualifications. Work very long hours and expect their employees to do so. They are open-minded and ready to changes.

Task 2. Examples of cultural differences in business – video discussion.

Watch the series of short videos about cultural differences from HSBC. Link to the video:

https://www.youtube.com/watch?v=6_WAmt3cMdk&list=PLAEKUX2eV4jJEqwQnxJjXjlz09G7GGk7f&index=1

Be ready to answer to the following questions:

1) What do British think about cleaning the plate with food while being a guest? What is the contrast to Chinese? How do people usually behave in such a situation in your country?

2) What is the difference between the attitude to the golf wins in USA and Japan?

3) What meaning do chrysanthemums have in Italy? What meaning do different flowers have in your country?

4) What was the purpose of the man from the 4th video to visit India?

5) What is the difference between the attitude to personal cars in Germany and France? What is the attitude to personal cars in your country?

6) Is it acceptable to sleep on the shoulder of the stranger in public transport in some Asian countries and in USA? What about your country?

7) What is the difference between the gift giving on wedding in Britain and Malta? What is the attitude to the gifts on the wedding in your country?

8) What does the open palm directed to the person mean in Greece? What does it mean in your country?

Task 3. Etymology quiz: interesting words in English, which are not English.

Task 3.1. Match the words to the appropriate definitions. Work in small groups and compare the answers. The group that guesses more is the winner.

1. anorak	**2.** assassin	**3.** biro	**4.** broccoli
5. boomerang	**6.** boondocks	**7.** camouflage	**8.** commando
9. cravat	**10.** daiquiri	**11.** jazz	**12.** juggernaut
13. kiosk	**14.** kowtow	**15.** lemming	**16.** pastrami
17. polo	**18.** snorkel	**19.** telephone	**20.** tsunami

Definitions:

a) the way of hiding or disguising something by covering it up or changing the way it looks;

b) a pen with a small ball on the end that puts ink onto paper;

c) a curved stick that flies in a circle and comes back when you throw it;

d) a military unit trained and organized as shock troops especially for hit-and-run raids into enemy territory;

e) a series of waves caused by earthquakes or undersea volcanic eruptions;

f) a game resembling hockey, played on horseback with a long-handled mallet;

g) a short coat with a hood that keeps out the wind and rain;

h) highly seasoned smoked beef, typically served in thin slices;

i) the system of communication that you use to talk directly to someone else in a different place;

j) someone who murders an important person for political or religious reasons;

k) a tube that allows someone who is swimming to breathe air under water;

l) a small building in the street where newspapers, sweets etc. are sold;

m) a small animal that looks like a rat;

n) a green vegetable that has short branch-like stems;

o) a very large vehicle that carries goods over long distances;

p) a place that is a long way away from the nearest town;

q) to be too eager to obey or be polite to someone in authority;

r) a sweet alcoholic drink made with rum and fruit juice;

s) a wide piece of loosely folded material that men wear around their necks;

t) a type of music which emerged at the beginning of the 20th century, characterized by improvisation, syncopation, and usually a regular or forceful rhythm.

Task 3.2. From this list, guess which language or country the words above came from originally.

Afrikaans	Arabic	Balti	Bantu
Chinese	Croatian	Cuba	Dharuk
French	German	Greek	Greenland Inuit
Hindi	Hungarian	Italian	Japanese
Norwegian	Turkish	Tagalog	Yiddish

Task 4. What do you know about dress code in different cultures?

Task 4.1. Read the text about the business dress code in different countries.

How to dress for business meetings in different countries?

The proper appearance has always been a key factor contributing to the professional image worldwide. It is crucial to remember that small details and differences are worth considering when one is setting off to do business overseas.

Countries of Latin America

When traveling to South America, one needs to note that it is the proper apparel that can be critical to the success of one's business endeavor. The business garment should be conservative and modest, but simultaneously made of top-notch textiles and reflect current trends in fashion. Interestingly, a dark three-piece suit is considered as an indispensable attribute of the higher management.

Canada

By examining Justin Trudeau, the prime minister of Canada, we may figure out that Canadians dress more conservatively and formally than their US neighbors. However, some of their dress codes may vary depending on the region. For instance, people from Vancouver are more casual in the way they dress, while

entrepreneurs from Toronto draw inspirations from Britons, who are more conservative in this regard.

China

When in Asia, it's reasonable to take China as one's reference point. In daily situations, the apparel should be simple, modest and classic. It's not recommended to show off your wealth with clothing, although a high-end watch is an advisable investment. Women should avoid clothes that expose arms and the back, as well as deep cleavage or extravagant jewelry, or too strong make-up. In the summer, men can allow themselves good trousers and a shirt without a tie.

Muslim countries

With a number of exceptions (e.g. Morocco, Lebanon), one has to keep in mind that the dress code in Muslim countries is extremely conservative. The body must not be exposed, while in countries such as Iran, Saudi Arabia or the United Arab Emirates, one has to wear a hijab to cover the hair, ears, cleavage and breasts. Women should not expose their body.

India, Thailand

These societies are still distinctly stratified into higher and lower castes. The apparel, as well as its cut and color, will in many cases signify social status. As a general rule, it's advisable to avoid outfits which are white (symbolizing sadness) or black (evil, darkness), while all bright and vivid colors work perfectly fine. Red is ordinarily reserved for wedding ceremonies, green is associated with Islam, blue is the color of godhead Krishna, and orange is the color of saints and fakirs.

USA

The American dress code is primarily defined by how successful somebody is. The perfectly cut, custom-tailored suit of a Wall Street financier will serve as the best example. When going on a business trip to the USA, it is always reasonable to go for elegant simplicity and adjust to the dress code specified in the invitation.

Great Britain

When you go to Great Britain, there's an easy correlation to remember: the larger the city, the more formal apparel is required. British men often use different tie designs to indicate their affiliation to various groups (e.g. university graduates, members of clubs). It's also very popular here to follow the instructions on invitations such as black tie or white tie. Apart from classic garments, the English frequently put on clothes made of tweed or wool – especially when the meeting is less official.

Task 4.2. Say whether these statements are True or False according to the text:

1) The white suite is important attribute of the senior management in Latin America countries.

2) According to the text Canadians prefer not so formal outfits to the business meetings than businessmen from USA.

3) In China it is not appropriate to demonstrate the wealth with the clothes.

4) Muslim countries do not follow any dress code while doing business.

5) In India the color of the clothes plays crucial role.

6) In USA, the level of success is often demonstrated with the help of expensive suits.

7) In Great Britain, it does not matter from what region you are or to what group you belong to when it comes to outfits.

Task 4.3. Short presentations about the business dress code in different countries.

Choose one country to make short presentation (for 2-3 minutes) about the business dress code. It should not be the country mentioned in the text.

Project work: Competition. How much do you know about the business in different countries?

Divide into two groups. Read the questions about different countries and choose one of the options. The group that guesses more correct answers is the winner.

Question 1	Question 2
Which country provides immigrants with free but obligatory language lessons? Sweden UK France	In which country, when you are sick, you should take a holiday but not a sick leave? Germany UK Japan
Question 3	**Question 4**
In which country workers work the shortest hours? Spain Germany Russia	In 1971 this country gave the vote to women. What country is it? Switzerland UK France
Question 5	**Question 6**
In which country it is not necessary to perform decisions that were made at formal meeting? Greece Brazil Italy	In this country it is still widely-spread for a man to kiss a woman's hand? Austria Spain Belgium

Question 7	Question 8
In which country there is very small difference in salaries between the highest and the lowest-paid workers? UK Germany Ukraine	In which country to get a promotion in the company is a very difficult process? USA Italy France
Question 9	Question 10
In which country it is a tradition to start and finish the working day early? Italy Greece Spain	Open-plan offices are typical to which country? Japan UK USA
Question 11	Question 12
In which country the presentation should be started with a joke or anecdote? USA France UK	In which country it is polite to be a little bit late for the meeting? Brazil UK France
Question 13	Question 14
In which country it is normal to make business deals in sauna? Finland Sweden Russia	The most positive attitude to life is typical to the people of which country? Greece Finland Ireland

MODULE 2	PROBLEM SOLVING	
Plan:	**Part 1**	
	Warming-up: Speaking • Quiz: How good are your problem-solving skills? **Main part: Speaking-Listening-Vocabulary activation** **Task 1.** Problem solving steps – discussion. **Task 2.** Famous failures of the most successful people – video discussion.	**Duration**: 60 min
	5 min –break	
	Part 2	
	Task 3. Reading: Tips to efficient problem solving. **Task 4.** Problem solving in groups – situations in the office. **Project work: Between rock and a hard place** • How to find a solution to a problem.	**Duration**: 60 min
Aims:	To see what problem-solving skills students have. To study and use the steps of the problem-solving process. To learn efficient problem-solving methods.	
Acquired skills	Understanding the tips and tools for efficient problem solving of minor and sufficient situations. Practical skills of problem-solving process. Identifying mechanisms that will help to solve problem in the most efficient way.	

MODULE 2. PROBLEM SOLVING

Warming-up: Speaking. Quiz: How good are your problem-solving skills?

For each statement, choose the column that best describes you. Answer the questions so that they are true about you. For every answer give scores from 1 (not at all) to 5 (very often). Calculate your score and read about the results below. Discuss with a partner whether you agree or disagree with the results.

Statement	Not at all	Rarely	Some times	Often	Very Often
1. If I work on a solution, I always develop a plan with the sequence of events for completion.					
2. After a solution has been implemented, I try to find ways to improve the idea and avoid future pitfalls.					
3. In order not to ask unnecessary questions, I try to define each problem attentively before solving it.					
4. I try to look at different perspectives of problems and create numerous solutions.					
5. I try to raise different topics, especially political ones, in a way so that others will understand and support my solution.					
6. I always assess future solutions carefully and attentively.					

7. I always look for issues that may become problems in the future.					
8. I always implement the decided solution – no matter what consequences it will have.					
9. I know for sure that small problems often develop into much bigger that are very difficult to cope with.					
10. The nature of the problem is a very important issue, so I have to ask a lot of questions about it.					
11. I can relax and turn back to my regular duties only when my solution is implemented.					
12. I try to keep current affairs running calmly, hoping that problems will not appear.					
13. Thinking about potential solutions, I try to assess them.					
14. I collect all the possible data when I need to find a solution.					
15. I always try to find time for considering different options while implementing solutions.					
16. The final stage of my problem-solving process is always the decision making.					

Score	Comment
16-36	You probably evaluate problems as something negative, rather than opportunities to make interesting and necessary changes. Your attitude to problem-solving is more intuitive than systematic, and this may have led to some setbacks in the past. With more practice and a more structured approach, you can develop this substantial skills and start solving problems more effectively right away.
37-58	Your approach to problem-solving is based on the principle "fifty-fifty". It happens that your solutions may work well, but not all the time. Of course, you have awareness of what should be done, your problem-solving process is quite structured. Nevertheless, you don't always follow that structure. By getting more practice and committing to the process, it is possible to reach significant enhancement.
59-80	Confident problem solver – it's about you. You always use the time to understand the core of the issue, assess ways to get an efficient decision, and create adequate options. All your decisions are well-considered, thoughtfully planned, and implemented in the most productive way. You may continue to improve your problem-solving skills and implement initiatives in your organization. There are no limits to perfection!

Task 1. Problem solving steps – discussion.

To find a solution to a problem, it is always better to follow certain steps. Together with a partner look through different steps in the problem-solving process

and put them in the correct order. Explain why you have chosen exactly this order of problem-solving steps.

Step 1	**A** With information in your hands, discuss and brainstorm possible solutions
Step 2	**B** Make sure that you clearly understand the problem
Step 3	**C** Determine what you have control over and what you don't
Step 4	**D** Formulate a clear statement of the desired outcome of the problem
Step 5	**E** Go out into the field and collect information that will help better understand the problem and identify its most important issues
Step 6	**F** Know what the obstacles are related to the problem

Task 2. Famous failures of the most successful people – video discussion.

Task 2.1. Watch the video about famous failures of the most successful people (link to the https://www.youtube.com/watch?v=izn1fWD9BvM). Match the person with his or her failure and the reason why it happened.

Person	Failure	Reason
Lucile Ball	A. Cut from high school basketball team	(1) She / He was too shy to play on the stage
The Beatles	B. Turned down by recording company	(2) Not mentioned
Ulysses S. Grant	C. Fired from a newspaper	(3) Not mentioned
Michael Jordan	D. Dismissed from drama school	(4) Not mentioned
Thomas Edison	E. Got advice from his teacher to go and work in the field	(5) He / she lacked imagination and had no original ideas
Walt Disney	F. Failed soldier, famer and real estate agent	(6) Teacher told that he was too stupid to learn anything
Abraham Lincoln	G. His fiancé died, he failed in business twice, had a nervous breakdown, was defeated in elections	(7) Producers didn't like their sound, saying the guitar music was on the way out

Task 2.2. Together with a partner discuss whose failure impressed you the most. Try to find more information about his or her way to success. Make a short 2-minute speech about the most interesting moments in his/her biography. Present it to a partner. Then, listen to your partner's speech about the person that he has chosen.

Task 3. Reading: Tips to efficient problem solving.

Task 3.1. Read the text about effective problem-solving steps in the workplace.

Effective Problem-Solving Steps in the Workplace

Problem-solving is a part of everyone's work. A project manager may solve problems for their clients and team members, while individual contributors may solve problems for themselves or their coworkers. Hence, every employee needs to understand the problem-solving process and develop problem-solving skills.

Here are the basic steps involved in problem-solving:

1. Define the problem

Analyze the situation carefully to learn more about the problem. Take the following steps to pinpoint the problem more accurately:

- Separate facts from opinions.
- Determine the process where the problem exists.
- Analyze company policies and procedures.
- Discuss with team members involved to gather more information.
- Gather all the necessary information required to solve the problem.

While defining a problem, make sure you stay focused on the problem rather than trying to define it in terms of a solution. For example, *"We need to rewrite the training documents"* focuses on the solution. Instead, saying, *"Training documents are inconsistent"* defines a problem.

2. Identify alternative solutions

Brainstorm all possible ways to solve the existing problem. Invite suggestions from everyone affected by the problem and consult those who have more experience with challenges. Keep the following points in mind while exploring alternatives:

- Consider aspects that could slow down the process of problem solving.
- Make sure the ideas generated are consistent with relevant goals.

- Check that everyone participates in the process of idea generation.

Write down all the proposed solutions. You should have at least five to eight of them for each problem.

3. Evaluate solutions

Once you have a list of alternatives, it is time to evaluate them. Assess the positive and negative consequences of each alternative defined in the previous step. Analyze and compare all the alternatives in terms of the resources required for their implementation, including time, data, personnel, and budget.

4. Select a solution

After the evaluation process is over, select a solution, considering to what extent it meets the following objectives:

- It solves the problem smoothly without creating new problem.
- It is acceptable to everyone involved.
- It is practical and easy to implement.
- It fits within the company's policies and procedures.

The next step involves implementing the solution, considering the following:

- Develop an action plan to implement the chosen solution.
- Define timelines for implementation.
- Communicate the plan to everyone involved.
- Develop feedback channels to use during the process.

5. Monitor progress and make adjustments

Make sure to continuously measure progress. Gather data and feedback from others to determine if the solution meets their needs. If you feel the solution doesn't work as planned, you may need to return to your alternative solutions and implement a new plan.

What are the important problem-solving skills employers look for?

Many employers seek candidates with excellent problem-solving skills. Here are some of the most important skills:

- **Listening:** Active listening helps you gather valuable information for problem-solving. A good problem-solver can identify everyone involved, encourage them to get involved, and actively listens to different opinions.

- **Analytical thinking:** Analytical thinking helps you research and understand a problem and its causes. Those with strong analytical skills can evaluate the effectiveness of different solutions and choose the best one.

- **Creativity:** Problem-solving requires you to create a balance between logic and creativity. You need to use your creativity to find the cause of the issue. Creative people bring unique perspectives and give a new direction to the company.

- **Decision making:** You should be able to decide what methods to use to research the problem, which solutions you should use, and how to implement it. Almost every stage of problem-solving requires you to make a decision.

- **Teamwork:** Problem-solving involves teamwork. You ask people about their perspective on the problem, involve them in developing effective solutions, seek their feedback to implement the process.

Showcasing your problem-solving skills on your resume can help you stand out from other candidates. Instead of writing that you possess problem-solving skills, try to illustrate how you have used these skills. For example, you may write: *"Reduced the instances of safety violations by 40% through strategic installation of railings on the production floor,"* or *"Increased customer satisfaction ratings by 25% by documenting a standard script to address general questions."*

Try to tailor your resume so your problem-solving skills match the job for which you are applying.

(The text is borrowed and modified from https://www.indeed.com/career-advice/career-development/effective-problem-solving-steps as of 19th November 2020)

Task 3.2. Say whether these statements are True or False according to the text:

1)   You have to mix facts and opinions to get the solution to the problem.

2)   You should always stay focused on the solution than the problem itself.

3)   It is important to involve participants in the process of idea generation.

4)   To get the result you have to evaluate all possible consequences, whether they will be positive or negative.

5)   It is not a big deal if the implemented solution will create new problems.

6)   There should be no time limits to implement the efficient solution.

7)   If solution does not work as planned, you should try to use alterative ideas and create a new plan.

8)   A good problem-solver pays attention to the opinions of others, because he always listens attentively.

9)   Analytical skills may be the obstacle to the efficient problem solving.

10) It is better to solve problems alone than in teams.

Task 4. Problem solving in groups – situations in the office.

Look at the situations below, that may happen in every office. Divide is small groups (2-5 people) and choose one problem from the list. Using the steps of problem-solving process from the previous tasks (especially Task 1), try to find the solution to the problem. You have 2 minutes for preparation.

Problem 1. Your boss refused to give you a holiday at a time that is convenient to you and your family.

Problem 2. You have to entertain a very important client.

Problem 3. The instruction manual to your new equipment is in Chinese only.

Problem 4. Staff motivation is very low and it negatively affects the working process.

Problem 5. One of your colleagues always complains to the boss about other employees.

Problem 6. You have very short lunch break according to the company rules – only 15 minutes.

Project work: Between rock and a hard place. How to find a solution to a problem.

You are going to work individually, discussing with your groupmates. Choose one problem from the list below. Look at the card "I am between rock and hard place". Your task is to fill this card. While filling it, ask your groupmates to get the alternatives (you may move through the classroom to get your groupmates' opinions). In the end, decide on the best possible solution and share it with the group.

Problem 1. You do not know how to behave with Japanese business partners that you are meeting in two days. The task is to entertain them for the whole day.

Problem 2. You are in a traffic jam on your way to a very important business meeting. Moreover, you forgot your mobile phone at home.

Problem 3. You are giving a presentation on the company's new product. But, you have forgotten all of your papers at home. There are only 20 minutes left till the beginning of the presentation.

Problem 4. Your company wants to make its products (cosmetics) less harmful to the environment. You have to be ready with suggestions to the board of managers.

Problem 5. It is very complicated for you to spend enough time with your family because of the job. However, you like your job very much and you are not ready to quit it.

Problem 6. You have been entertaining very important business partners at an expensive restaurant. When it is time to pay the bill, you discover that you have forgotten your wallet with money and credit cards at home.

Problem 7. You have been unemployed for the past two years. You would like to get back to work, but you feel unconfident in your professional skills as time goes by.

Problem 8. You feel that your communication skills are quite weak. Nevertheless, you have to meet with important business partners from the USA next week.

Problem 9. You are the manager of a large building hypermarket. You have received many complaints about unfriendly service.

Problem 10. You have been offered a career promotion with a very high salary and good conditions. But, you have to move to China for two years.

Card "Between a rock and a hard place!"

Between a Rock and a Hard Place!

I need to decide:
 	
_____
 	
Why I am up in the air: _____
Choice A pros / cons:
 	
_____
Choice B pros / cons:
 	
_____
 	
What should I do?!
Groupmate 1:
 	
    _____
Groupmate 2:
 	
    _____
Groupmate 3:
 	
    _____

Groupmate 4:

_____

Groupmate 5:

_____

Groupmate 6:

_____

Groupmate 7:

_____

What I will probably do:

_____

My deciding factor:

_____

Will this lead to negative consequences?   YES   NO

MODULE 3	CUSTOMER CARE	
Plan:	**Part 1**	
	Warming-up: Mind mapping 　Task 1. Identify the problem 　Task 2. Give the example **Main part: Speaking-Listening-** **Vocabulary activation** 　**Task 1.** Specify the problem and suggest the solution. 　**Task 2.** Customer care navigate – video discussion.	**Duration**: 60 min
	5 min –break	
	Part 2	
	Task 3. Problem solving strategies: action list in customer care. 　**Task 4.** Problem solving strategies: action list in business. 　**Project work: Competition** 　• 'Snowball' game.	**Duration**: 60 min
Aims:	To show the key strategies of customer care services. To learn and use the vocabulary connected with customer service and trouble solving. To learn how to use main strategies and technics in customer care to clarify and solve any problem.	
Acquired skills	Understanding of the basic behavioral skills that can prevent misunderstanding between individuals and thus create beneficial customer-service provider relationships. Practical skills of problem-solving communication. Identifying mechanisms that will reduce the risks in service providing and loyalty.	

MODULE 3. CUSTOMER CARE

**Warming-up: Mind mapping.** You can see the table of a typical business problem that any company may face.

PROBLEM IDENTIFICATION RESEARCH

Brand name	Market Characteristics	Market Potential	Market Share	(open option)

Task 1. Identify the problems that can belong to any of the given types. Put the ones from the list into the correct column and explain your choice.

1. nomenclature;
2. capability;
3. sustained campaign;
4. not getting enough website traffic;
5. high awareness but low sales;
6. too much competition;
7. attracting the wrong customer;

- window shopping;
- discount requests;
- no visible results;
- low project budget;
- poor layouts;
- misbehavioral premise;
- tactical marketing.

Task 2. Give the examples for the next problem-solving tactics
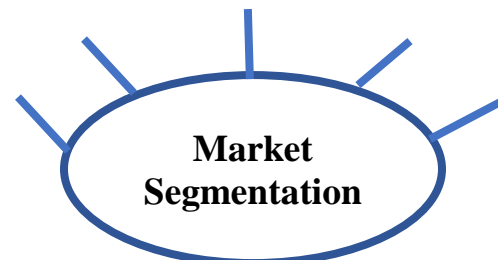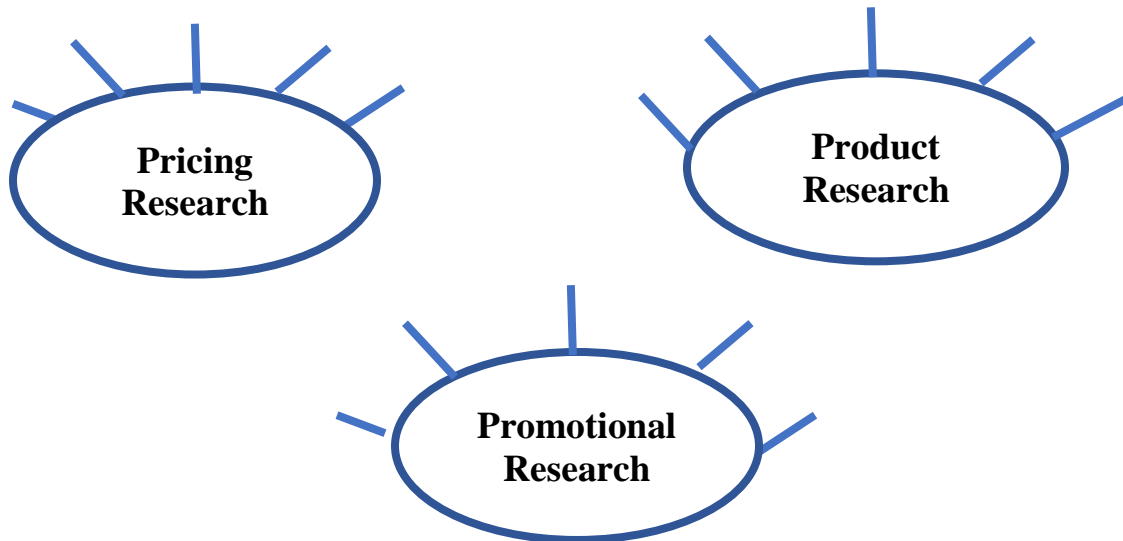
Distribution Research

Market Segmentation

Main part: Speaking-Listening-Vocabulary activation

Task 1. Specify the problem and suggest the solution.

Read the description of different situations (A-F) and decide which problem each one corresponds to. Discuss possible variants with the partner.

Brand awareness, customer care, brand image, aftersales, product design, layout.

A	B
Being put on hold when you call somebody.	Unhelpful staff.
Getting an engaged signal when trying to call.	Salespeople with little or no knowledge of their products and services.
Being transferred many times when you call.	Not enough staff to help customers.
Get really poor information and now valuable advice.	Getting complicated, unclear explanations.

C	D
Receiving too much junk mail or advertising. Not getting quick answers to emails. Receiving the informational emails with out of date information. A lot of requests for survey participation.	Monochrome unattractive package which can be easily mixed with similar items. Text with a small font. Lack of product description. A product has no any unique qualities or ingredients.
E	**F**
Low level of product and brand recognition. High rate of the refund with "wrong label" justification. Discount sold outs only. Low ability for market competitiveness.	Difficult to find on the shelves. The item is not available all the time and not present in some popular shops. Product doesn't have discounts. Usually has the same price as a similar product of another brand.

Task 2. Customer care navigation – video discussion.

Watch the corporate training videos about corporate culture in customer care service. Link to the video: https://www.youtube.com/watch?v=RDGiy4Vyy1w

Be ready to answer the following questions:

1) What does Sat Nav technic involve?

2) What is it usually used for?

3) What kind of corporate culture does it include?

4) Which actions are forbidden in Sat Nav?

5) How can upselling be implemented?

6) What helps to last the service?

Task 3. Problem-solving strategies: action list in customer care.

Task 3.1. Read the list of activities directed to solve customer care problems. Decide whether they are useful or not.

Do	**Don't**
_____	_____
_____	_____
_____	_____

1. Let the customers show their anger.

2. Say the problem was the customer's fault.

3. Tell the customer there's nothing you can do.

4. Listen carefully to the details of the problem.

5. Push the customer to accept your point of view.

6. Take the customer's anger as a personal criticism.

7. Offer a more expensive product or service to replace the first order.

8. Summarize and make sure the customer agrees to the plan of action.

Task 3.2. Look at the list of these possible customer complaint answers.

A. What is wrong with them? How do you think the customer would react in each case?

1. □ "I don't really deal with that. That's not my department".

2. □ "Well, I've never done that before, but I'll try it and see what happens".

3. □ "We can't help you with that. We don't carry that product here".

4. □ "I don't know".

5. □ "We don't give refunds – as soon as you leave the store, it's yours".

B. Look at these more effective answers. Match them with 1-5 above.

a) We have an exchange policy, but I'm afraid we don't give refunds. So, please make your selection carefully before buying. Could I help you decide which product is the best for you?

b) I could give you some general advice, but it's better if you speak to my colleague. He is a specialist in this area. May I transfer you to him?

c) I'm really not certain about that, but I'll find out for you. I'll call you back by 4 p.m. today. Is that OK?

d) I'm afraid this isn't something we deliver. I can recommend that you contact T&C. I'm sure that they deliver that product.

e) That sounds like something we could do for you, but I need to make sure. May I ask my manager about it and call you back?

Task 3.3. Write a customer-friendly statement for each situation. Use phrases based on the words in brackets.

1. You're wrong. Our information is right, not yours. (seems/misunderstanding)

There seems to be a misunderstanding.

2. It wasn't my colleague's fault that you didn't get the order. (afraid/mix-up)

3. The agent didn't put some of the parts in the shipment. (appears/include)

4. I didn't get your email, so it's obvious that you didn't send it. (seems/get thought)

5. You won't get the order this week. (afraid/delay)

6. That's a mistake, but it's your fault, not mine. (appears/mistake)

Task 4. Problem-solving strategies: action list in business.

Task 4.1. Read the text about business issues and problem solving.

Why Problem Solving is the Golden Ticket for Your Marketing Efforts

People are always going to have problems, so as a marketer or business owner, your job is to solve these problems for your ideal clients. This really is the key to business success.

Here's the thing, problem-solving is easier said than done. You can't take this lightly and can't just go halfway with it because people will always look for better and faster ways to get what they're looking for.

I'm not going to sit here today and tell you how to build your product, that's your job, but I am going to give you helpful tips on how to market it.

Why people buy

It never gets easier to hear this, but at the end of the day, people don't want or care about what you sell. All they care about are that their problems are solved, and your products or services are simply a means to an end.

Some of the most successful and satisfied entrepreneurs I know figured this out early on. They weren't necessarily after all the fancy bells and whistles that could have come with their products and services at the beginning. Instead, they were obsessive in solving their customer's problems. Once they figured out how to do that, they could add the "cool" factors.

Your customers don't often know how to solve their problems, but they often know what those problems are, which is why they are searching for solutions like yours. Show them that you are the answer they are looking for and the experts equipped to make their pain points go away. As a marketer or business owner, that's really all you need to do.

How to discover problems

Do you have the answers to the following questions (this is a long list, but to truly be effective, you'll want the answers to each and every one of them):

- Who are you selling to?
- What are their goals and dreams?
- How do they gather information to solve their problems?
- What are some things that are important to them?
- Do you know what the biggest unmet need is in your marketplace?
- What is the biggest pain point your customers' experience?
- How hard have you worked to try to solve their problems in the past?
- Why is the problem so hard for them to solve?
- Who else is trying to solve the problem and how are they approaching it?
- What does success look like to them?
- What might hold them back from buying a product or service?
- How do they come to a purchase decision?

To truly get the answers to these questions, and understand them front to back, start your research by sitting down with current customers and simply ask them some of those questions directly.

Additionally, look at online forums and sites they visit and see what they're talking about, and also take a look at your emails, look at your online reviews, and chat with your sales team to pinpoint common complaints or issues your customers are having. You'd be amazed at the amount of information that can come from those sources.

How to effortlessly include problem-solving in your marketing

Refocus your messaging

Your ideal customer should always be top of mind and it is imperative that your message is directed to them and resonates with them.

They want to see a message that revolves around solving their problems. It should be clear and concise so that they have little doubts as to how you can help them.

It's not uncommon for businesses to focus on themselves, products, and services in their messaging. It's important that you scan your content and refocus your message on your customers and the problems they want to be solved.

Create trigger phrases

This is a bit time consuming, but worth it. Break down the solutions you sell and the benefits of what you do. Map these back to what I like to call "trigger phrases." These should be attention-grabbing statements or questions and should come from the point of view of your customer, not your own.

Develop an attention-grabbing headline

Take a second and write a bold statement that might be the first thing anyone who visits your website will see and test this headline with your ideal clients. Ask them to be honest and details in their feedback.

Online reviews can also provide valuable insight into writing these headlines. They can often write your promise to you.

Be educational and informative in your content

Be helpful with the content you create, even if it doesn't directly discuss your products or services. Show that you are knowledgeable on the issues they are facing in a variety of formats. Content is essential to any business today so get started on writing blog posts, creating how-tos, recording videos, and so on. Through content, show them that you are experts in the field that will help to make their pain points go away. Providing actionable advice can go a long way.

Make your prospects' and clients' lives easier through content upgrades

As part of your lead generation efforts, provide valuable information through content upgrades that people can download by giving at the very least their

email address. This allows you to nurture them with additional helpful information down the road, which will continue to remind them that you are there for them and have the answers they are looking for.

Be responsive to comments, emails, and social media

Remember, these channels should not be one-way streets, they should be conversation tools. By responding quickly and providing thorough answers on these platforms, you're just giving them one more reason to trust you and see you as an authority in your field that has their backs.

Dive deeper than basic keywords

Keyword research is essential for speaking to and getting your audience's attention, but to really have an impact, go further than the surface level keywords and focus on long-tail keywords to really get targeted and get to the root of their problems.

Personalize your lead generation efforts

While problem-solving in itself will help drive you towards success, to really make an impact in your market, you must be unique and creative in how you solve these problems because everyone in your industry is trying to address the same problems.

(The text is borrowed and modified from https://ducttapemarketing.com/problem-solving-golden-ticket/ as of 15th March 2018)

Task 4.2. Say whether these statements are True or False according to the text:

1) It is a common thing for a company to focus on its brand or product.

2) The trigger phrase is easy to create and it always says about the company's point of view.

3) A headline should be catchy and tested on a target group first.

4) Content is essential to any business today so get started on writing blog posts to show them that you are experts in the field.

5) Collecting customers' email addresses helps to involve them in advertising and promotions more frequent.

6) Basically, email correspondence should be built on structural key words.

7) You must be unique and creative in how you solve any problems.

Task 4.3. Short presentations about the ways of solving business problems.

Work in groups. Choose one of the given directions any company may have trouble with and make a short presentation (for 2-3 minutes) about a real brand that might have this disadvantage for now as well as the ways of solving it. It should not be typical. Try to give the best of your creativity.

Brand loyalty	Product price
'Copycat' products	Brand image

Project work: Competition. Negotiate possible solutions.

Let's play a "Snowball' game. Imagine you are discussing options that may help your company struggle with hard times. Name some phrases that can be used for discussing the positive and negative sides of any suggestion.

For example: On the one hand…, but on the other hand…

The positive side is…, but the downside is….

MODULE 4	BUSINESS ETHICS
Plan:	**Part 1**
	Warming-up: Speaking • Do you find it real? What does your moral compass say? **Main part: Vocabulary activation -Listening- Speaking** Task 1. Background of corporate ethics. Task 2. Real life business ethics– video discussion	**Duration**: 60 min
	5 min –break
	Part 2
	Task 3. Reading: Business and Ethics Task 4. Ethics Quiz **Project work:** Role Play • Touchy Situations and Crucial Conversations	**Duration**: 60 min
Aims:	To see how individual ethic norm influences corporate ethics. To learn useful words and phrases for conducting ethical conversations and behaving. To understand how not to behave in company.
Acquired skills	Understanding of the tips about how to create beneficial business relationships within frames of corporate culture. Practical skills of the effective conduction of high-level business practice by inter-corporate environment. Identifying mechanisms that will reduce the apparent risks of breaking corporate culture and law.

MODULE 4. BUSINESS ETHICS

Warming-up: Speaking. What do you know about business ethics? Answer the following questions: Do you find it real? What does your moral compass say?

To test your understanding of the different levels of moral inquiry:

· Read the little case history, and

· For each of the responses, please decide under which category it belongs.

Levels:

(1) **individual choices and actions** (e.g. *That lie was wrong!)*

(2) **moral character**; what kind of person someone is (e.g. *He is a liar and a cheat!*)

(3) **relationship** (e.g. *It doesn't make sense to trust a thief!*)

(4) **institution** (e.g. *My company really lives by the cliché that honesty is the best policy*.)

(5) **frame** (e.g. *The current SEC structure sure doesn't encourage a policy of full disclosure.*)

Case History

In 1980, **Howard Smith** III was hired by the American Greetings Corporation as a materials handler at the plant in Osceola, Arkansas. He was promoted to forklift driver and held that job until 1989 when he became involved in a dispute with his shift leader. According to Smith, he had a dispute with the shift leader at work. After work he tried to discuss the matter, but according to Smith, the shift leader hit him. The next day, Smith was fired.

Imagine the shift leaders' name is **John Jones.** Here are possible comments made by co-workers, suppliers, and customers, as they talk about the events.

ONE. Smith should never have approached Jones outside work. If he'd just left it alone, Jones would never have gone after him.

TWO. I can't believe American backed Jones on this one. Smith worked hard and kept his nose clean, but that Jones is just trouble waiting to happen. I'd have thought their HR people were more with it than that!

THREE. Smith, like most everyone else, works "at-will". That means no laws are protecting him from being fired, and no process of review. The legal principle is that, in the absence of law or contract, employers have the right to hire, promote, demote, and fire whomever, and whenever they please.

FOUR. Smith is and always has been a real whiner. I think Jones was really patient with him. Jones is a calm, reasonable guy. If he lost it with Smith, then I think Smith must have deserved it.

FIVE. Smith worked hard for American all those years he was there. Plus, he was well-liked by everyone he worked with. He and Jones usually got along really well. I saw them laughing and joking on the dock just a couple of days before smith got fired. I can't imagine what happened to mess it up between them.

Main part: Vocabulary Activation-Listening-Speaking

Task 1. Background of corporate ethics.

A. Name the Category of Regulation

It's told that a fairly standard way to distinguish regulations is on the basis of what they are intended to accomplish. Economic Regulations are intended to fix inefficiencies resulting from market failures. Social Regulations relate to one or more of the desert-bases involved in the Fairness Yardstick. They are intended to make the market more responsive to need, effort, or contribution, or the distribution of wealth more equal.

	Social	Economic
The Clean Air Act		
ADA (Americans with Disabilities Act)		
Rules requiring open bids for contracts for public construction projects (like roads or buildings)		
Workers Compensation		
Anti Trust Legislations (like the Sherman Anti-Trust Act of 1890)		

B. Business ethics vocabulary. Complete the table and decide which of the practices below do you regard as morally acceptable (ethical), and which ones as morally wrong (unethical)?

Ethical	Unethical

Embezzlement	falsifying working hours during the week	competence
integrity		humility
nepotism		cheating
tax evasion	bribery	lying
justice	promise kipping	tolerance for diversity
copying software for home use	false accounting	
	honesty	probity
trust	discriminatory	whistle blowing
righteousness	labor treatment	equitable treatment
	truthfulness	fairness
	smuggling	borrowing company

supplies for home use corruption	patronage	immorality
fraud	benevolence	refusing to take
loyalty	fidelity to	unfair advantage
counterfeiting	professional	
accountability	responsibilities	
	diligence	

C. Vocabulary practice. Find out the correct name with the given definitions

1. An illegal payment to persuade someone to do something (_ _ _ _)

2. To bribe someone (_ _ _ _)

3. Someone who receive bribes (_ _ _ _)

4. A type of fraud where someone illegally gets money from their employer. One account sent false invoices to the company he worked for, and paid money from his company into bank account of false companies he had "created" (_ _ __)

5. The process by which money that was obtained illegally is made to seem as though it is lawful income. Money laundering involves eliminating evidence and making it difficult for authorities to trace the money back to its illegal source (_)

6. Moral beliefs about what is right and wrong (_ _ _ _)

7. Some actions are not criminal but they are morally wrong (_ _ _ _)

8. Areas where the choices have to be made about right and wrong behavior (_ _ _ _)

9. Doing things that are morally right (_ _ _ _)

10. Explaining the actions of the companies in a way that can be understood by outsiders and not trying to hide anything. (_ _ _ _).

Task 2. Real-life business ethics – video discussion.

Task 2.1. Watch the video and list the ethical issues they have had at the workplace. Link to the video:

https://www.youtube.com/watch?v=izXuboAZzCM

Name the rest of the aspects they mention in the video? Make a list of six.

Task 2.2. Watch the next video:

https://www.youtube.com/watch?v=AVghzuaeptY

Answer the questions:

1) What do you think about the reason that the seminar took place?

2) What types of people were presented at the meeting? What kind of relationships do they look like in?

3) What do you think about their behavior? Does it reflect the corporate ethics within the company?

4) What kind of unethical things they confessed be involved?

5) What advice can you give to increase the general morale of that company?

Task 3. Reading: Business and Ethics.

Task 3.1. Read the text about the company's ethics in action.

What Is Business Ethics?

Let's start by examining what we mean by business ethics. Cambridge Dictionary defines business ethics as:

"rules, principles, and standards for deciding what is morally right or wrong when doing business"

Some ethical principles enjoy widespread acceptance. For example, once-common business practices like slavery and child labor are now universally seen as unethical. These widely accepted ethical norms are usually also enshrined in law. So, the most basic form of business ethics involves simply following the law.

However, business ethics can also involve much more than this. Remember that the business ethics definition above also mentioned "*deciding what's morally right or wrong when doing business.*" It's an active process, then, in which company owners and employees grapple with ethical dilemmas in business and decide which business practices they will and won't engage in.

For example, if you could get legal permission to dump toxic chemicals in a pristine lake, would you do it? If you could make extra profit by treating your employees badly, would you do it?

Or let's say that you run a store. Would you sell any or all of the following?

• products that were tested on animals

• clothes made in factories with poor working conditions

• products with a very high carbon footprint

• food made with palm oil from cleared rainforests

• alcohol, tobacco, or gambling products

• products made in zones of conflict or under regimes that violate human rights

Some people will answer "Yes, of course" to all of these, some will give a resounding "No", and others will answer "Yes" to some and "No" to others. I could extend the list to include dozens of ethical issues in business, and your list of responses would probably be different from mine and those of other readers.

The point is that where the law is silent, business owners have to come up with their business ethics definition of what's right and wrong. Look at personal values and those of your business and then, in collaboration with your staff, decide what you believe in and how you want to act out those beliefs in your business practices.

The Importance of Business Ethics

So why should you care about business ethics? Here are four good reasons.

1. Trust and Reputation

As billionaire investor Warren Buffett once said:

"It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently."

Some of the biggest tech firms in the world have been discovering that recently, as privacy and data-handling revelations have hit customers' levels of trust.

For example, a 2018 HarrisX survey conducted just after Facebook CEO Mark Zuckerberg's Congressional testimony found that only 33% of people agreed that Facebook cared about privacy, while 44% of people disagreed.

The survey also revealed serious concerns about the tech sector's role in disseminating fake news, spying on people, discrimination, threats to personal freedom, and more. And a majority of people support heavier regulation of social media firms.

This illustrates the importance of business ethics. Essentially, the survey reveals that large numbers of people are questioning the ethics of large tech firms. That affects those companies' reputations and damages trust, which is at the core of good business relationships.

2. The Power of Ethical Consumption

But do ethical considerations really hit the bottom line? A Morgan Stanley survey suggests that they do:

"When choosing among apparel retailers, 51% of respondents said that ethical credentials were somewhat or very important, compared to just 13% who said they were somewhat unimportant or not at all important."

Overall, the survey found, 62% of consumers used good ethics as "part of their shopping criteria" in 2016, up from 53% in 2010. And ethics were more important to younger respondents, suggesting the trend is likely to continue.

In other words, the majority of customers will spend more money with you if they perceive that you've got good ethics, and that effect is getting stronger all the time. That's a pretty clear bottom-line impact.

3. Financial Outperformance

Some studies have also found that ethical firms outperform their competitors. For example, a study by Ethisphere analyzed the performance of companies on its list of "the World's Most Ethical Companies." The results:

"Year after year, we've found that publicly traded companies on that list consistently outperform the markets, with firms in last year's edition outperforming the S&P 500 by 3.3 percent."

Some other long-term studies of Socially Responsible Investment funds have also found that they outperform, although others have found the difference wasn't statistically significant.

4. Employee Satisfaction

People want to work for a company that does the right thing. Numerous studies have found that employee engagement is higher at firms that prioritize corporate social responsibility (CSR). With surveys showing that only around one in ten employees are engaged at work, that's an important benefit.

For example, BMW places a high priority on corporate responsibility, working to reduce emissions, investing €350 million a year in further education and training, prioritizing employee health and safety, and more. The company also has high employee satisfaction, with 81% of employees saying they would recommend working there to a friend.

So, when talking about business and ethics. First, I'll look at what is meant by business ethics. Then I'll examine the kind of ethical considerations companies need to address, how they can go about doing business in a more ethical way, and look at some examples of ethical business practices.

So, what are business ethics, and why are they seen as important in today's business climate? Business ethics relate to how a company conducts its business in order to make a profit. Although the primary goal of the company may be to make

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money, it also recognizes that it has a responsibility towards the society in which it operates. The term 'corporate social responsibility' is often used, and nowadays many companies have strong corporate social responsibility programs designed to help create a prosperous, inclusive society.

Now I'll look at some basic ethical considerations that a company needs to address. The first area is how the company treats its employees. All employees should be treated fairly and with respect. A company that cares for its workers' welfare will tend to have a happier workforce and a lower turnover of staff. It is also important that workers are recruited on a basis of equal opportunity.

The second area is how a company conducts its day-to-day business. In a manufacturing business, this includes how suppliers of raw materials are chosen and treated. A good example of this is the Fair-Trade movement. This initiative ensures that small-scale farmers are paid directly and at a fair price for their crops. A company should also look at its policy on paying suppliers, and ensure that payments are made on time.

Another ethical consideration is the impact the business has on the environment. Manufacturing companies should strive to ensure that production is clean and careful, and look for ways to minimize energy consumption and waste products.

Finally, a company can also decide to give something back to the community it operates in. This can be in the form of 'corporate giving' programs, where donations are given to community projects, or by initiating schemes to improve the local community and encouraging employees to work on these schemes.

Task 3.2. Read this extract from a lecture on business and ethics, and put the topics in the order they are mentioned in the text.

□ The responsibility a company has towards society.

□ How a business cares for the environment.

□ How a company can help the local community.

□ How a manufacturing business chooses suppliers.

□ How a company treats its employees.

Task 3.3. Look at the lecture again and complete the student's notes. Write one word in each gap.

1) business and ethics relate to how a company conducts its business to make a ⬚ ;

2) corporate social ⬚ programs help create prosperous inclusive ⬚ ;

3) employees should be treated ⬚ and with respect;

4) recruitment on basis of ⬚ opportunity;

5) ⬚ businesses should choose suppliers carefully;

6) companies should pay suppliers on ⬚ ;

7) companies should minimize ⬚ consumption and waste products;

8) can give ⬚ to community projects.

Task 3.4. Match the words and expressions from the text with the definitions.

□ corporate giving   □ Fair Trade   □ corporate social responsibility

□ equal opportunities   □ welfare   □ ethics

1. recognizing duties and obligations towards society;

2. principles or rules of conduct accepted by society;

3. physical and mental health and happiness;

4. helping small-scale producers by paying a fair price for commodities;

5. treating people equally regardless of gender, age, marital status, sexual orientation, disability, race, or religion;

6. donations from companies to local communities.

Task 4. Social responsibility.

Finish the Quiz. Find out your results.

1. What are business ethics?

a. The moral principles that represent a person or group

b. How companies conduct themselves in terms of their practices and policies as they relate to doing right by stakeholders and shareholders

c. An ethical concept that implies that companies have a duty to society and the environment

d. None of the answers is correct.

2. What is social responsibility?

a. The moral principles that represent a person or group

b. How companies conduct themselves in terms of their practices and policies

c. An ethical concept that implies that companies have a duty to the society and environment

d. None of the answers is correct.

3. What are ethics?

a. The moral principles that represent a person or group

b. How companies conduct themselves in terms of their practices and policies

c. A concept that implies that companies have a duty to society and the environment

d. None of the answers is correct.

4. Which of the following is not the responsibilities of an Employee?

a. Comply with the Code

b. Continuously promote a high standard of business conduct and ethics

c. Make Declaration of Compliance to the Code

d. Keep abreast with the latest update

5. As part of Eco World's staff, we are committed to:

a. Safeguard Setia's brand and reputation

b. Treat everyone with respect and dignity

c. Exercise due care in representing

d. All of the above

6. What is Insider Trading?

a. Transaction made between employees in the same organization for personal benefits or for the benefits of others

b. Use or disclosure of price-sensitive information for personal benefits or for the benefits of others

c. Approve a requisition, place an order, receive goods, and approve an invoice for the payment made by himself or herself

d. Non-disclosure of information for personal benefit

7. Employees are prohibited from receiving any form of payments, gifts, favor, or use of services or entertainment or gratuities given by third parties that may compromise our integrity or affect our business judgment. Which of the following topic in the Code covers the above? (1) Conflict of Interest (2) Receiving and Giving Business Courtesy (3) Business Dealings with Others (4) Embracing Good Practice (5) Purchasing & Procurement

a. 3, 4

b. 1, 2, 3

c. 1, 4, 5

d. 2, 3

8. We are committed to working with the consultant to ensure products are delivered in a socially and environmentally responsible manner and ensure site waste is disposed of in a proper manner. Which of the following topic covers the above statement?

a. Community Only

b. Community and Society

c. The Environment

d. Commitment on Behalf of Eco World

9. All procurement and purchasing decision shall be made based on the Company's best interest. Which of the following is not the considerations to be taken when making such decisions:

a. Select the supplier whom to offer the lowest price

b. Keep the information of all suppliers or vendor confidential

c. Getting quotation from more than one supplier or vendor

d. Getting suppliers and vendors with a good track record

10. Which of the following is not part of the Ethics Checklist?

a. Is my decision/action driven by responsible professional judgment?

b. Does my action comply with the spirit of Eco World Policy and law?

c. Would I feel confident explaining my decision if it became public?

d. None of the answers given

11. What could be the possible action taken by the company should the employee solicit and accept bribes as specified in the Code?

a. Termination of employment

b. Issue a warning letter

c. Reprimand

d. Legal Action

Project work: Role Play "Touchy Situations and Crucial Conversations".

This activity is best suited for difficult situations that arise quickly and require a prompt response. Usually, such situations don't allow much time for deliberation, so it's important to have a set plan from the outset and to have walked through it. Some examples may be:

• You are working in retail and you see a coworker taking from the cash register or overcharging a customer and pocketing the rest. Do you report them?

• You work in a company that has petty cash and it's supposed to be turned in everyday, however, you find a coworker who is pocketing the cash.

• In a group setting, everyone is asked to give a verbal vote or show of hands, you don't agree but you don't want to be the only one to disagree. Do you go along or no?

Activity Directions:

1. The facilitator holds various scenario cards and a participant chooses one.

2. The facilitator chooses the number of volunteers necessary to role-play.

3. Participants take a few minutes to decide who will play which role, discuss the scenario and the possible outcomes, both good and bad.

4. Participants act out the scenario with bad decisions as well as the correct, most ethical outcome.

5. Everyone discusses the outcomes and what would be the best decision.

MODULE 5	EFFECTIVE COMMUNICATION	
Plan:	**Part 1**	

	Warming-up: Speaking
	• Building up a conversation.
	
	Main part: Speaking-Listening-Vocabulary activation
	  Task 1. Useful phrases for conversation.
	  Task 2. How to make the effective speech – video discussion.
		Duration: 60 min

	5 min –break	
	Part 2	
	Task 3. Reading: Tips to develop your communication skills. **Task 4.** Communication sides **Project work: Presentations.** • Draw how you hear.	**Duration**: 60 min
Aims:	To show all possible ways to build an effective communication in marketing environment. To learn and use the phrases connected with the presenting, confirming and refusing. To learn how to direct the conversations to come up with the most appropriate solution.	
Acquired skills	Understanding the tips and tools for efficient interpersonal professional communication. Practical skills of communication for marketing purposes. Identifying mechanisms that will help to downsize the conflicts while going through business issues.	

MODULE 5. EFFECTIVE COMMUNICATION

Warming-up: Speaking. Building up a conversation.

A. Annelise Schmidt (AS) gets through to James Cassidy (JC) and arranges to meet him. Read their conversation correctly.

a □ AS: Fine thanks. I'm going to be in London on Tuesday and Wednesday next week. How about meeting up to discuss how Megabook and Sprenger might work together?

b □ AS: Hello. This is Annelise Schmidt. Do you remember we met at the Frankfurt Book Fair last month?

c □ AS: Look forward to seeing you then. Bye.

d □ AS: Sounds good. Shall I meet you at your office? I've got the address.

e □ AS: Yes, that's fine.

f □ JC: James Cassidy.

g □ JC: Goodbye.

h □ JC: I'll just check my diary. I won't be able to make Tuesday. I've got to go to Manchester. Would Wednesday suit you? How about lunch?

i □ JC: OK. See you on Wednesday at 12.30, then.

j □ JC: Yes, how are you?

k □ JC: Yes. Why don't you come around here at about 12.30? Ask for me at reception and I'll come down.

B. Define which of the phrases sound natural, and which sound strange in your opinion. Try to give your example of the phrase for the same situation.

1. A: Nice talking to you. See you on Wednesday.

   B: See you Wednesday. Thanks for calling. Bye.

2. A: I'll look forward to seeing you tomorrow, then.

   B: Talk to you soon, no doubt. Bye.

3. A: It's been good talking to you. I'm going to have to go. I've got to go to a meeting.

B: Nice talking to you. I'll be in touch soon.

4. A: See you this afternoon at four, then.

B: Yes, we'll be back in touch soon.

5. A: I'm going to have to go.

B: OK. Talk to you soon, no doubt. Bye.

C. Match these replies to the dialogues 1-5 from part B to make a conversation.

1. I suppose so: it would have been good to meet. Look forward to hearing from you when you're less busy.

2. The 22nd ... I'm going to be on holiday. What about the 29th?

3. The afternoon would be no problem. How about three?

4. Wednesday's going to be difficult. Can you make it the next day?

5. Yes, the same day the following week would be fine.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Useful phrases for conversation.

Task 1.1. Starting and developing conversations.

A. Which of these expressions are correct? Correct the mistakes.

1. It's about time we get started.

2. Let's begin, let we?

3. Shall we make a start?

4. Let's do a start.

5. Let's get up to the business.

6. I've called this meeting to . . .

7. The purpose of this meeting is to ...

8. The main subject is to ...

9. As you are beware . . .

B. Rephrase, make these invitations to speak less aggressive and more natural.

1. John, kick off.

2. Kay, open the discussion.

3 Len, get the ball rolling.

4. Monica, tell us what you think.

5. Nigel, give us your views.

6. Olive, what do you feel?

C. Match the sentence beginnings (1-5) with the correct endings (a-e).

1 The way	**a** I think that the prizes we win help us to attract and keep the best designers.
2 Personally,	**b** as if the design people think of themselves as living on another planet.
3 It seems to me	**c** I see it, you should be looking at what we produce, not at the time of day we produce it.
4 It's clear to	**d** opinion, we have to think of the needs of each department.
5 In my	**e** me that they set a very bad example to the other departments.

Task 1.2. Discussion about the pros/cons of the situation.

A. Match 1-8 below to a-h to make pairs of phrases.

1. The good news is…   a. but what's different is…

2. It might seem a bit difficult to use at first… b. it also…

3. It looks very similar to…   c. but the bad news is…

4. As soon as you…   d. but on the other hand…

5. In other words, as well as …   e. but in fact it's very simple.

6. The more…   f. the better…

7. On the one hand…   g. but on the plus side…

8. One downside is…   h. it starts to…

B. Use the phrases from part A to finish the sentences.

1. The *good* news is he's changing jobs, but the *bad* news is he'll be your new line manager.

2. The body looks very _____ to the old model, but what's _____ is the engine.

3. One ____ is that the merger will expand the company, although a ___might be that we lose our character.

4. _____ improving service to the external customer, the new network will ___ help our staff.

5. One ____ is that this machine needs two people, but on the ____ it's safer.

6. ___ we wrote it by hand, we ___ ask customers to type in their details.

7. On the ___ hand he's slow, but on the ___ hand, he never makes a mistake.

8. It might seem a bit ___ to use at first but in fact, it's very ___.

9. The ___ people get to know it, the ___ it will work.

Task 2. How to make an effective speech – video discussion.

Watch the video about how to make an engaging speech (link to the video: https://www.youtube.com/watch?v=-FOCpMAww28) and answer the following questions:

1) Is there any number of useful phrases you need to take?

2) How many points of importance did he mention?

3) What happens with an audience if a speaker does well?

4) What may form a person's individual world?

5) Which side of our life is shaped by ideas?

6) What were the four basic guidelines?

7) How can you test your speaking skills?

Task 3. Reading: Tips to develop your communication skills.

Task 3.1. Read the text about how to make a successful communication.

14 Proven Ways to Improve Your Communication Skills

Successful leaders are able to meaningfully communicate with others.

Steve Jobs inspired his employees to strive for perfect hardware products. Jack Welch mentored the senior leadership team of GE to new heights. Jeff Bezos is known for articulating the Amazon ethos clearly to employees and the world. All of these leaders possess outstanding leadership skills.

Here are 14 ways you can improve your communication skills in order to become a more effective leader.

1. Learn the basics of nonverbal communication.

One study found that nonverbal communication accounted for 55 percent of how an audience perceived a presenter. That means that the majority of what you say is communicated not through words, but physical cues.

To communicate clearly and confidently, adopt proper posture. Avoid slouching, folding your arms, or making yourself appear smaller than you are. Instead, fill up the space you are given, maintain eye contact, and (if appropriate) move around the space.

2. You have to over-communicate just to communicate.

In 1990, a graduate student at Stanford University was able to prove that presenters overestimate how much listeners understand. In a study that becomes known as "the tappers and the listeners," one set of participants was asked to tap the

melody of 120 famous songs. The other participants were asked to guess what song was being tapped.

Tappers estimated that 50 percent of the songs tapped would be correctly identified. In reality, only 2.5 percent of songs were correctly identified. This study shows that it is important to communicate clearly, and to over-communicate when sharing new ideas. As this study indicates, the audience will likely fail to absorb as much as you expect.

3. Avoid relying on visual aids.

Steve Jobs instituted a rule at Apple that banned all PowerPoint presentations. Similarly, Sheryl Sandberg instituted a PowerPoint ban on Facebook. Both leaders realized that PowerPoint presentations can hinder rather than help communication.

Be prepared to use words, compelling storytelling, and nonverbal cues to communicate your point with the audience. Avoid using visual aids unless necessary.

4. Ask for honest feedback.

As with most leadership skills, receiving honest feedback from peers, managers, and members of your team is critical to becoming a better communicator. If you regularly solicit feedback, others will help you to discover areas for improvement that you might have otherwise overlooked.

5. Engage the audience in discussion.

Regardless of how compelling the speaker is, all audiences have limited attention spans. To become a more effective communicator, make presentations and discussions interactive.

Ask the audience a question, encourage people to call out their thoughts during a brainstorming session, or at the very least ask hypothetical questions to stimulate the audience.

6. Start and end with key points.

Think back to the "tappers and listeners" study mentioned earlier. Clear communication is of paramount importance. To ensure that the audience understands the key takeaways from a presentation, reiterate key points at the start and finish. This can also be accomplished by providing attendees with a one-pager that includes key points the audience should consider throughout the presentation.

7. Use the PIP approach.

A common framework used by business experts, like those at McKinsey, is the purpose, importance, preview (PIP) approach to presentation introductions. Following this approach, the speaker first states the purpose of the presentation and then shares why the presentation is important by reviewing implications and possible outcomes.

Finally, the presenter gives a preview of the topics that will be discussed. This framework is a useful way to get audiences excited about the presentation, helping them to focus on your message and key takeaways.

8. Record important presentations for posterity.

It can take a good deal of time and energy to communicate effectively. In cases where you may need to give the same presentation multiple times, consider recording it, and sharing it in the future.

Platforms such as Wistia and Zoom allow speakers to record themselves delivering a presentation. These video-recording platforms allow presenters to edit the video to make it more engaging and helpful. They also provide admins with metrics about viewer engagement.

Recorded presentations can be especially helpful for communicators who need to regularly provide training in a company that is hiring employees quickly.

9. Master the art of timing.

While some of their jokes might not be appropriate for the workplace, standup comedians are certainly effective communicators. Comedians including Chris Rock and Dave Chappelle are able to host compelling 90-minute comedy shows, in part because they have mastered the art of timing.

Great comedians, like all great communicators, are able to feel out their audience to determine when to move on to a new topic or when to reiterate an idea.

10. Get comfortable speaking extemporaneously.

When lawyers present a case in front of the United States Supreme Court, they typically speak extemporaneously. That is to say, the lawyers write down a series of topics they intend to discuss, but they do not memorize what they would say a word for word. This method of communicating allows the lawyers presenting a case to cover all of the necessary points while giving them flexibility as to how to communicate based on audience reaction or questions.

Business communicators should consider adopting an extemporaneous speaking style. It takes practice, but it will allow for more natural communication and can help with audience engagement.

11. Get to know your audience.

To communicate effectively, it is important to get to know your audience first. Each audience is different and will have different preferences and cultural norms that should be considered when communicating. A good way to understand expectations is to ask members of the audience for examples of good communicators within the organization.

12. Add novelty to improve audience retention.

A recent study revealed that people generally retain more information when presented with the novel, as opposed to routine, situations. To help audience members retain information, consider injecting some sort of novel event into a

presentation. This might be something funny, or something that simply catches people by surprise.

13. Focus on earning respect instead of laughs.

It can be tempting to communicate with others in a lighthearted way; after all, this can be a good way to make friends in a professional setting. But remember that the most successful communicators are those who have earned respect, rather than laughs. While telling a joke or two to warm up an audience can be effective, avoid ending a presentation with a laugh.

14. Be a listener.

"Listen more than you talk." This is what Richard Branson tells business people who want to connect with others. To communicate effectively, first listen to what others have to say. Then you can provide a thoughtful answer that shows you have taken those ideas into account.

Conclusion

Communicating clearly is one of the most effective skills you can cultivate as a business leader. Remember to communicate using nonverbal and verbal cues. Listen carefully to what others have to say, and over-communicate in novel ways to ensure the content of the conversation sticks with the audience.

(The text is borrowed and modified from https://www.entrepreneur.com/article/300466 as of 15th May 2019)

Task 3.2. Say what about these you found out according to the text:

1) What is common at the beginning and end of your communication?

2) Which of the given strategies has the most impact on your partner's perception?

3) What are the main reasons to be good at listening?

4) What kind of activity your audience should be involved in?

5) How can you master your performance?

6) What does nonverbal communication rely on?

Task 4. Communication sides

Task 4.1. Following is a list of ten bad habits of listening. Check those listening bad habits that you are sometimes guilty of committing when communicating with others. Be honest with yourself! Self-check and discuss with your partner.

… I interrupt often or try to finish the other person's sentences.

… I jump to conclusions.

… I am often overly parental and answer with advice, even when not requested.

… I make up my mind before I have all the information.

… I am a compulsive note-taker.

… I don't give any response afterward, even if I say I will.

… I am impatient.

… I lose my temper when hearing things I don't agree with.

… I try to change the subject to something that relates to my own experiences.

… I think more about my reply while the other person is speaking than what he or she is saying.

Task 4.2. Listening Questionnaire

When listening to another person...	Always 1pt	Usually 2pts	Often 3pts	Rarely 4pts	Never 5pts
Get distracted					
Listen only to facts					
Interrupt					
Assume the other person already knows					
Prejudge					
Tune out					

Ignore nonverbal clues					
Total	+	+	+	+	+

Find out your results:

31–35 points = Effective Listener

21–30 points = Good Listener

14–20 points = Not-so-good Listener

13 points or less = Huh?

Project work: Presentations. Draw how you hear.

Pair people up and ask your couples to sit back to back. One person in each pair should have a piece of paper and a pen or pencil. Once everyone has settled, give the other person in the pair an abstract drawing (different shapes may be joined up together) to describe to the other person in the pair. Give them two minutes to describe and draw without asking or answering any questions. Then you allow another minute for the drawer to ask questions.

Debrief: When the time is up, ask them to compare the drawing to the original. Discuss why there were differences (there always are!). Was it the describing or was it the listening? Was it because they couldn't ask questions to clarify what was being described and what about not being able to see the person to get the visual clues of looking for an understanding of what one is saying e.g. nodding or frowning etc. What about the noise in the room – is it a distraction when you want to listen to someone properly? What should you do to create a good environment for listening; how should you behave to show you are listening? etc.

APPENDIX A

Useful Vocabulary

MODULE 1. CULTURAL DIFFERENCES IN BUSINESS

1) Affiliation (to the group) – the act of connecting or associating with a person or organization

2) Apparel – clothing, especially outerwear; garments; attire

3) Black tie event – a formal social event at which people wear formal clothes called evening dress

4) Blessing – a special favor, mercy, or benefit

5) Business deal – a mutually binding contract between two or more parties who want to do business

6) Business qualification – the knowledge, skill or capacity that makes a person suitable to take on a certain role in business

7) (To) contribute – to give (money, time, assistance, etc.) to a common supply, fund, etc.

8) (To) delegate – entrust (a task or responsibility) to another person, typically one who is less senior than oneself

9) Endeavor – a strenuous effort; attempt

10) (To) figure out – to understand

11) Garment – any article of clothing

12) Hierarchy – any system of persons or things ranked one above another

13) High-end – being the most expensive and technically sophisticated

14) Indispensable attribute – vitally important or absolutely necessary feature

15) Management style – a way in which managers work to fulfill their goals

16) Mutual trust –the confidence that each party will fulfill its obligations

17) Open-minded (person) – having or showing a mind receptive to new ideas or arguments

18) Open-plan office – an office that has no internal walls dividing it into smaller areas

19) Promotion – advancement in rank or position

20) Sense of authority – understanding the limits and functions of somebody who is in charge

21) (To) set off to – to begin a journey

22) (To) show off – to display someone or something that is a source of pride

23) Sick leave – leave of absence granted because of illness

24) State-owned company – a legal entity that is created by a government

25) Subordinate – a person under the authority or control of another within an organization

26) Top-notch – of the highest quality

27) White tie event – the most formal event with traditional evening dresses

28) Worthless –of no use, importance, or value; good-for-nothing

APPENDIX B

Useful Vocabulary

MODULE 2. PROBLEM SOLVING

1) (To) be on the way out – likely to disappear or to be replaced very soon

2) (To) be up in the air –be not yet been completely settled or planned

3) Consistent – always behaving in the same way, having the same attitudes towards people or things

4) Current affairs – political events and problems in society which are discussed in newspapers, on television and radio

5) (To) cut from –delete, exclude, remote

6) (To) defeat – win a victory over somebody in a battle, game, or contest

7) (To) dismiss – send away, remove from job

8) Enhancement – improvement

9) (To) implement a solution – to put resolution into action

10) Obstacle – difficulty, barrier

11) Outcome – result, consequence

12) (To) pinpoint – identify, define

13) Pitfall – danger, difficulty

14) Setback – disappointment, misfortune

15) (To) showcase – demonstrate, illustrate

16) (To) stand out from – to be very noticeable

17) (To) turn down – to refuse

APPENDIX C

Useful Vocabulary

MODULE 3. CUSTOMER CARE

1) Customer service representatives (reps) – workers who interact with customers on behalf of an organization

2) (To) resolve the problem – to deal with the difficulty successfully

3) (To) deal with complaints – to work with customers' discontent

4) Policy – a set of ideas or plans that is used as a basis for making decisions, especially in politics, economics, or business

5) Troubleshoot – locating the cause of a problem and removing it

6) Glitch – bug, defect, flaw

7) (To) attend – to be present at a meeting or event

8) (To) assist – to help somebody to do a job or task

9) (To) refurbish – to clean it and decorate a building or room

10) Affect – influence

11) Closed at – concentrated in

12) Customer satisfaction – a feeling of joy felt by a customer with a product or service obtained from a business

13) (To) brainstorm – to have a meeting in which people all put forward as many ideas as they can think of.

14) Required – essential, needed, or necessary

15) (To) supply – to give the quantity of something that people want or need

16) (To) provide – to give or make available

17) Layout – the way in which the parts of building (room, piece of writing, etc.) are arranged.

18) Current – happening, being used, or being done at the present time

19) Facilities – buildings, pieces of equipment, or services that are provided for a particular purpose

APPENDIX D

Useful Vocabulary

MODULE 4. BUSINESS ETHICS

1) Embezzlement – misappropriation, stealing, robbing, fraud

2) Integrity – unity, unification, cohesion

3) Nepotism – the unfair use of power in order to get jobs or other benefits for your family or friends

4) Tax evasion – the crime of not paying the full amount of tax that you should pay

5) Righteousness – behaving or living in a way that is morally good

6) Bribery – the act of offering someone money or something valuable in order to persuade them to do something for you.

7) Discriminatory labor treatment – the differentiation of workers by personal characteristics that are unrelated to worker productivity

8) Smuggling – to take things into a place or out of it illegally or secretly

9) Humility – modesty, diffidence

10) Probity – a high standard of correct moral behaviour

11) Whistle-blowing – is the act of telling the authorities or the public that the organization you are working for is doing something immoral or illegal.

12) Equitable treatment – fair and reasonable attention given to a person

13) Supplies – equipment, and other essential things that people need

14) Fraud – someone that deceives people in a way that is illegal or dishonest

15) Counterfeiting – the making of fraudulent copies; forgery

16) Accountability – responsibility, liability, answerability

17) Patronage – the support and money given by someone to a person or a group such as a charity

18) Benevolence – tendency to help or do good to others; charity

19) Fidelity to professional responsibilities – loyalty to the tasks at work

20) Diligence – steady and careful application

21) Refusing to take unfair advantage – deliberately not use something dishonest that puts you in a better position than other people

22) Kickback – a sum of money that is paid to someone illegally

23) Harassment – behavior which is intended to trouble or annoy someone, for example repeated attacks on them or attempts to cause them problems

24) Misstatement – an incorrect statement, or the giving of false information

25) Retaliation – revenge, repayment, vengeance

26) Sales-revenue recognition – identifying the specific conditions in which revenue is recognized and determining how to account for it

27) Third-party risk – the potential risk that arises from financial institutions relying on outside parties to perform services or activities on their behalf

APPENDIX E

Useful vocabulary

MODULE 5. EFFECTIVE COMMUNICATION

1) In favor of – if one thing is rejected in favour of another, the second thing is done or chosen instead of the first.

2) Senior –people in an organization who have the highest and most important jobs.

3) Junior – employee that holds a low-ranking position in an organization

4) Collaboration – the act of working together to produce a piece of work

5) Consensus – general agreement among a group of people

6) (To) put forward by – suggest something (idea, plan) should be considered for a particular purpose or job

7) (To) carry out – to perform or cause to be implemented

8) Backing – support or money from theorganization or person in order to do something

9) Majority – the greater number or part of something

10) (To) go for – to seek to obtain

11) Options – something that you can choose to do in preference to one or more alternatives.

12) Ratio – a relationship between two things when it is expressed in numbers or amounts

13) (To) vote – indicate your choice officially at a meeting or in an election, for example by raising your hand or writing on a piece of paper

14) Persuasive – convincing, telling, effective, winning

15) Confrontation – a dispute, fight, or battle between two groups of people

16) Tough – difficult to do or solve

17) Cancellation – abandonment, annulment, abolition, repeal, elimination

18) Face-to-face contact – direct; person-to-person

19) Hospitality – friendly, welcoming behavior towards guests or people you have just met

20) Venue – any place where an organized gathering, such as a public meeting, is held

21) Specialty – a special quality, feature, point, characteristic, etc.

22) (To) make a decision – to choose what should be done or which is the best of various possible actions

23) Unwilling - unfavorably inclined; reluctant

KEYS

MODULE 1. CULTURAL DIFFERENCES IN BUSINESS

Warming-up. Open task

Main part

Task 1.

A Japan	D the United Kingdom
B Germany	E the United States
C Sweden	F Poland

Task 2.

1) For British it is a sign of respect, while for Chinese it is a sign that guest is still hungry.

2) In the USA, if you win during the golf match, you buy drinks to your partner. In Japan you have to buy expensive gifts to the golf partners, if you win.

3) In Italy, chrysanthemums he the meaning of funeral and sadness.

4) To understand why the sales of washing machines of his company were up in India.

5) In Germany cars and even minor accidents with them are taken very seriously because automobiles are a great source of pride. In France, they have more carefree approach to personal cars.

6) In some Asian countries it is acceptable, but not in USA, especially New York.

7) In Great Britain, presents are given to the bride and groom to set them up to the new life, while in Malta guests expect to get the present after the celebration.

8) It is offensive gesture.

Task 3.1. and Task 3.2.

1 g Greenland Inuit	2 j Arabic

3 b Hungarian

4 n Italian

5 c Dharuk

6 p Tagalog

7 a French

8 d Afrikaans

9 s Croatian

10 r Cuban

11 t Bantu

12 o Hindi

13 l Turkish

14 q Chinese

15 m Norwegian

16 h Yiddish

17 f Balti

18 k German

19 I Greek

20 e Japanese

Task 4.1. Open task

Task 4.2.

1) F

2) F

3) T

4) F

5) T

6) T

7) F

Task 4.3. Open task

Project work. Competition

1)   a

2)   c

3)   b

4)   a

5)   c

6)   a

7)   b

8)   c

9)   b

10)   a

11)   c

12)   b

13)   c

MODULE 2. PROBLEM SOLVING

Warming-up: Speaking.

Open task

Task 1. (It is possible to interchange Steps D and F)

Step 1 – B

Step 2 – F

Step 3 – D

Step 4 – E

Step 5 – C

Step 6 – A

Task 2.1.

1) Lucile Ball – D – (1)

2) The Beatles – B – (7)

3) Ulysses S. Grant – F – (2, 3, 4)

4) Michael Jordan – A – (2, 3, 4)

5) Thomas Edison – E – (6)

6) Walt Disney – C – (5)

7) Abraham Lincoln – G – (2, 3, 4)

Task 2.2.

Open task

Task 3.1.

Open task

Task 3.2.

11) False. You have to separate facts and opinions.

12) False. While defining a problem, make sure you stay focused on the problem rather than a solution.

13) True.

14) True.

15) False. Solution should solve the problem smoothly without creating new problem.

16) False. It is necessary to define timelines for implementation.

17) True.

18) True.

19) False. Analytical thinking helps understand a problem and its causes.

20) False. Efficient problem-solving involves teamwork.

Task 4.

Open task

Project work: Between rock and a hard place

Open task

MODULE 3. CUSTOMER CARE

Warming-up. Open task. Possible options; questioning, research, survey, sales…

Task 1.

- nomenclature; (MS)

- low project budget; (BN)

- window-shopping; (BN)

- high awareness but low sales; (MS)

- capability; (MP)

- poor layouts; (OO)

- discount requests; (MC)

- too much competition; (MS)

- sustained campaign;   (MP)

- misbehavioral premise; (MC)

- no visible results; (BN)

- attracting the wrong customer; (BN)

- not getting enough website traffic; (MP)

- tactical marketing. (BN)

Task 2.

1) Distribution Research: retail, international retail partners, wholesale, personal selling, directing marketing, e-commerce, direct mail, dealer network, value-added reseller, sales agents.

2) Market Segmentation: demographic segmentation, psychographic segmentation, behavioral segmentation, geographic segmentation.

3) Pricing Research: limited control of the market price, the total deal, competitive reaction, capacity limitations, mill costs, long term earnings.

4) Product Research: secondary market research, market research survey, focus groups, one-to-one interview, observation, testing.

5) Promotional Research: Google My Business offer posts, free samples, buy one – get one free promotion, cashback promotion, lifestyle discounts, flash sales and discounts, vouchers and coupons, fair trade (made in).

Main part

Task 1.

Brand awareness - E, customer care - B, brand image - C, aftersales - A, product design - D, layout - F.

Task 2.

1) Sat Nav involves – smile, ask, thank.

2) To make people feel homey and so come more fluently.

3) Stuff training and practicing, wearing a uniform, and customer-oriented performance.

4) Ignore people and showing low personal interest is forbidden.

5) By asking and suggesting new products without any pressure.

6) When people interact on a personal level, ask and answer polite questions, remember customers' names.

Task 3. Task 3.1.

Do – 1, 4, 7, 8.   Don't – 2, 3, 5, 6.

Task 3.2. A. Open question.

B. 1-b, 2-d, 3-e, 4-c, 5-a.

Task 3.3.

1) –

2) I'm afraid that some of the orders have been mixed-up and we strongly apologize for the misunderstanding.

3) That's sorry to say, but I'm afraid that some of the parts were not included in the shipment, we'll do our best to deliver it as soon as possible.

4) It seems that your email hasn't been delivered to me as you said. I got thought it may get right to spam or so, that would be really kind of you to repeat the ending one more time to clarify the situation.

5) I'm afraid I must inform you about a possible delay with your delivery that may take a few more days.

6) As I see it appears a mistake, so let's go over it once more to see what's wrong.

Task 4.

Task 4.2.

1 T   2 F   3 T   4 F   5 T   6 F   7 T

Task 4.3. Open task

Project work. Open task

MODULE 4. BUSINESS ETHICS

Warming-up: Speaking Open task to discuss.

Main part

Task 1. A.

	Social	Economic
The Clean Air Act		+
ADA **(Americans with Disabilities Act)**	+	
Rules requiring open bids for contracts for public construction projects (like roads or buildings)		+
Workers Compensation		+
Anti-Trust Legislation **(like the Sherman Anti-Trust Act of 1890)**	+	

Task 1. B.

Ethical	Unethical
integrity, justice, trust, righteousness, promise kipping, honesty, truthfulness, competence, humility, tolerance for diversity, probity, equitable treatment, fairness, loyalty, accountability, patronage, benevolence, fidelity to professional responsibilities, diligence, refusing to take unfair advantage	Embezzlement, nepotism, tax evasion, copying software for home use, falsifying working hours during the week, bribery, false accounting, discriminatory labor treatment, smuggling, cheating, lying, whistleblowing, borrowing company supplies for home use, corruption, fraud, counterfeiting, immorality

Task 1. C.

1. bribery
2. corruption
3. fraud

6. righteousness
7. cheating
8. trust

4. false accounting   9. probity

5. tax evasion   10. fairness

Task 2.

Task 2.1.

Expense reporting, ethical use of social media, conflict of interest.

The rest of aspects are: antitrust, bribes and kickbacks, confidential information, conflict of interest, expense reports, gifts and entertainment, harassment, insider trading, misstatement/falsifying company documents, misuse of company assets, records and information management, responsible communication, retaliation and speaking up, safety, sales-revenue recognition, social media, third party risk.

Task 2.2.

1) Business ethics seminar takes place because of misconduct corporate behavior with very strict ethics policy.

2) The group of workers of the same company that shares the same office.

3) It's difficult to name such performance any different than a friendly environment, but it is definitely not a corporate culture as it should be.

4) There were named^ relationships at the workplace, using stationary for individual purposes, taking extra breaking time, embezzlement and nepotism.

5) Develop more seminars and training workshops to raise a more healthy corporate culture.

Task 3.

Task 3.2.

3 4 5 1 2

Task 3.3.

1) profit

2) responsibility, society

3) fairly

4) equal

5) manufacturing

6) time

7) energy

8) donations

Task 3.4.

1. e   2. c   3. b   4. f   5. d   6. a

Task 4.

The open task for discussion

Project work. Role play

Open task

MODULE 5. EFFECTIVE COMMUNICATION

Warming-up: Speaking.

Task 1.

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

Task 2.

Natural: 1, 3 5   Strange: 2,4

Task 3

1. e   2. c   3. b   4. a   5. d

Main part

Task 1. Task 1.1. A.

1) time to start
2) shall we
3) Shall we start
4) Let's star
5) turn back to
6) We have this meeting to…
7) This meeting is to…

8) The key point is

9) As you know

Task 1.1. B.

1. John, would you like to kick off?

2. Kay, would you like to open the discussion?

3. Len, perhaps you'd like to get the ball rolling?

4. Monica, what do you think?

5. Nigel, what are your views on this?

6. Olive, what are your feelings on this?

Task 1.1. C.

1.c   2.a   3.b   4.e   5.d

Task 1.2. A.

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

Task 1.2. B.

2. similar/different	6. Whereas before/now
3. benefit/drawback	7. one/other
4. As well as/also	8. difficult/ simple
5. downside/plus side	9. more/better

Task 2.

1. The best way is to be open and use no cliché.

2. There were four main things.

3. If your speech I good, all people in the audience are going to think the same thing at the same time.

4. The main thing is the idea and how do you operate with it.

5. Anything can be shared by the idea if you keep it clear and common to people.

6. There were: get an idea, keep to the main point, and don't change the topic, speak for yourself and open, make your idea interesting for everybody.

7. He suggested trying it in front of the mirror and on your close family.

Task 3. Task 3.2.

1) You should start and finish with the same idea to close the circle.

2) If you feel confident and truly believe what you say, people will do the same.

3) That shows your interest, motivates people to communicate and gives you a clear picture if you listen to the end.

4) All listeners should feel like active participants in a discussion.

5) It can be trained in a smaller audience and your ideas.

6) You should use novelty and be positive for sharing and discussing.

Task 4.

Open for self-check and group work.

Project work. Draw how you hear.

Open task

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